

## BEHAVIOUR MANAGEMENT POLICY

<b>Policy Code</b> QSC/5	<b>Authorisation Date</b> January 2023	<b>Next Review Date</b> January 2024
<b>Enquiries Contact:</b> support@uk.oneschoolglobal.com	<b>Approval Authority</b> Region Board	<b>Policy Author</b> Caroline Gray / Kimberley Hutton
<b>Associated Documents</b> <ul style="list-style-type: none"> <li>• Anti-Bullying Policy</li> <li>• Attendance Policy</li> <li>• Enrolment Application Form</li> <li>• Ethos, Values Statement and Guiding Principles</li> <li>• Harassment Policy</li> <li>• ICT &amp; E-Safety Policy</li> <li>• Parent Student Handbook</li> <li>• Safeguarding &amp; Child Protection Policy and Safeguarding and Child Protection Handbook including the DfE Keeping Children Safe in Education guidance</li> <li>• SEND Learning Support Policy</li> <li>• Staff Handbook</li> <li>• Student Search Policy</li> <li>• Equality of Opportunity Policy</li> <li>• IT Policy</li> <li>• Grievance and Disclosure in The Public Interest Policy (Whistle Blowing Policy)</li> </ul>		

### 1.0 INTRODUCTION/POLICY STATEMENT

- 1.1 The policy is based on the principle that every student has the right to learn in a safe, caring, calm, respectful, supportive and engaging environment.
- 1.2 We are a caring Campus and believe that rewarding good behaviour and providing encouragement promotes a climate of consideration for others and encourages good behaviour rather than merely deterring anti-social behaviour.
- 1.3 The policy is underpinned by a restorative approach towards behaviour management which recognises that misconduct harms people and relationships and that those involved in the problem also need to be involved in finding the solution.
- 1.4 In line with national legislation, any form of corporal punishment is strictly forbidden at our Campus.

### 2.0 PURPOSE

- 2.1 The aim of this policy is to support Trustees, Campus Principal and staff at OSGUK Nottingham Campus (hereafter 'the Campus') in building a positive culture.
- 2.2 The policy will provide staff at the Campus with a framework for positively managing student behaviour, including appropriate rewards and sanctions which create an environment that

encourages and reinforces good behaviour, promotes self-discipline and defines acceptable standards of behaviour.

### 3.0 SCOPE

3.1 This policy applies to all staff members, Trustees, volunteers, current and prospective students, parents and carers. Behaviour management is the responsibility of all staff with the Campus Principal having prime responsibility for promoting good behaviour throughout the school as directed by the Trustees.

### 4.0 DEFINITIONS

Term	Definition
Child/Children	For the purpose of this policy, this means all students at the Campus
SIMS	School Information Management System

### 5.0 POLICY STATEMENT

#### 5.1 INTRODUCTION

- 5.1.1 The policy is based on the principle that every student has the right to learn in a safe, caring, calm, respectful, supportive and engaging environment.
- 5.1.2 We are a caring Campus and believe that rewarding good behaviour and providing encouragement promotes a climate of consideration for others and encourages good behaviour rather than merely deterring anti-social behaviour.
- 5.1.3 The policy is underpinned by a restorative approach towards behaviour management which recognises that misconduct harms people and relationships and that those involved in the problem also need to be involved in finding the solution.

#### 5.2 POLICY AIMS

- 5.2.1 The policy is based on the following underlying goals:
- 5.2.2 Positive Relationships - We believe in the importance of developing relationships based on mutual respect, trust and integrity.
- 5.2.3 Positive Engagement - We believe that engagement needs to be based on attentiveness, warmth, cooperation, and clear communication.
- 5.2.4 Positive Accomplishments - We believe in helping students to learn and achieve in all areas of their lives.

#### 5.3 POLICY PRINCIPLES

- 5.3.1 The management of behaviour at all OneSchool Global UK campuses is based on a philosophy of Positive culture. To support this positive culture, we believe:
  - Challenging behaviour has a message.
  - Behaviour that persists over time is working.
  - Working with students to change behaviour is vital.
  - Staff approach is the key to managing behaviour.
  - Teaching new behaviours is important.
  - A lack of social and communication skills contributes to negative behaviour.
  - A positive approach works best.
  - A non-confrontational focus is important.

- We must use restorative principles and practices.
  - We must have considerations of individual differences.
  - Promoting and supporting positive behaviour is critical.
  - We must use the principle of least to most intrusive intervention
- 5.3.2 To support this culture, we actively promote a student Code of Conduct which enables clarity of expectation around student behaviour alongside a culture of care for children and young people. Our code of conduct underpins all student behaviour and is designed to maintain a positive and safe learning environment for all.

#### **5.4 Student Code of Conduct**

- 5.4.1 We expect students to:
- Attend all lessons and study periods punctually
  - Be loyal to the Campus community and always be honest
  - Use appropriate language at all times
  - Treat all members of the Campus community and property with respect
  - Participate positively and diligently in all learning activities
  - Contribute towards a safe and well-ordered environment
  - Wear the school uniform with decorum
  - Remain on school grounds unless otherwise permitted.
- 5.4.2 Restorative Practice is about repairing harm and restoring relationships. It uses the stories of those involved in an incident and the people close to it (e.g. students, staff and families) to provide support to those who have been harmed, and others involved.
- 5.4.3 The Campus/Trust positively supports individuals with special educational needs and staff will work collaboratively with learning support colleagues to ensure that students have a positive and progressive educational experience. In terms of the Behaviour Management Policy, reasonable adjustments will be made to support students with SEND depending on the nature of a student's needs.

## **6.0 PROCEDURES**

### **6.1 APPLICATION OF REWARDS AND CONSEQUENCES, THE BEHAVIOUR CURRICULUM**

- 6.1.1 Positive behaviour reflects the values of the school, readiness to learn and respect for others. It is established through creating an environment where good conduct is more likely and poor conduct less likely. This behaviour should be taught to all pupils, so that they understand what behaviour is expected and encouraged and what is prohibited. This then requires positive reinforcement when expectations are met, while sanctions are required where rules are broken. Positive reinforcement and sanctions are both important and necessary to support the whole-school culture.
- 6.1.2 Rewards and consequences are part of real life. They are both effective tools in managing student behaviour. In the application of rewards and consequences we need to ensure that we have a good balance between rewarding positive behaviours and applying consequences for negative behaviours.
- 6.1.3 All staff should be appropriately trained in the school's behaviour management processes (including the duties owed to pupils with special educational needs (SEN), disabilities and mental health needs), particularly on induction.
- 6.1.4 Our positive culture should be rich with praise. For praise to sanction ratios to be healthy they should exceed 5:1. Praise takes numerous effective forms which include:
- Verbal praise

- Positive comments in books, notes home to parents in the school diary/planner or 'praise' postcards
  - Special mention in class or in assembly, sharing of achievements
  - Regular written and oral communication with parents where possible about positive behaviour and valuable contributions to the life of the school
  - Exhibiting good work in classrooms or corridors
  - Referral to the Campus Principal or Lead CA for commendation
  - Using stars/smiley faces on charts, books etc. (as age appropriate)
  - Use of citations
  - Allocation of positions/roles of responsibility.
- 6.1.5 Our 'OneSchool Awards' are a very effective and consistent way of rewarding positive behaviour. These awards are achieved through the award of CITATIONS.
- 6.1.6 OneSchool Awards motivate students to achieve across the range of personal and academic qualities throughout their school years. The OneSchool Skills develop the following key skill areas
- Involvement in School Activities - Inclusiveness, Team Spirit, Encouragement, Enthusiasm, Adaptability
  - Leadership - Loyalty, Acceptance, Consistency, Respect, Responsibility, Role Model
  - Academic Achievement – Self Direction, Versatility, Accomplishments, Perseverance, Assessment Results
  - Fulfilling Potential - Learning Focus, Maturity, Resilience, Understanding, Persistence
  - Management Skills - Communication, Reflection, Cooperation, SDL, Organisation, Initiative
- 6.1.7 Citations are used to reward the development of OneSchool Skills. The use of citations is an essential element in providing positive reward for appropriate behaviours. Citations are the key rewards within OneSchool and contribute to the achievement of bronze, silver and gold awards at campus level. They also result in the Top Dux awards and contribute to the Global House Competition.
- 6.1.8 Citations must be recorded on SIMS in the Behaviour Management tool, by the teacher issuing the citation. Staff will always write the specific reason for the citation so that students and their parents can receive high quality feedback. The citation is communicated to parents immediately through SIMS Parent App.
- 6.1.9 Our application of consequences needs to be consistent. It is important that where unacceptable behaviour occurs we know what is not tolerable and what steps we will take. Consequences must not be over punitive and must pass the following test:
- Is it reasonable, fair and logical?
  - Is the consequence related to the behaviour?
  - Does it keep dignity and respect intact?
  - Does the student learn from the consequence?
- 6.1.10 All behaviour which causes concern and actions taken must also be recorded on SIMS in the Behaviour Management tool, by the teacher. Feedback on the behaviour and expected next steps should be specific, as it is shared with parents on the SIMS Parent App immediately.
- 6.1.11 Frequent monitoring of behaviour incidents is required to track trends or patterns of misbehaviour. These trends and patterns should be actioned appropriately by SLT.

## 6.2 TEACHER POWERS

- 6.2.1 As detailed in DfE Guidance, teachers have the statutory authority to discipline students whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction. It applies to all paid staff with responsibility for students including Teaching Assistants.
- 6.2.2 Teachers can discipline students at any time the student is in school or elsewhere under the charge of a teacher, including educational visits. This also applies in certain circumstances when a student's behaviour occurs outside of school. Teachers have the power to impose detention outside of school hours and to confiscate student property.
- 6.2.3 Teachers have the power to discipline students for misbehaving outside of the school premises in respect of non-criminal bad behaviour and bullying that is witnessed by staff or reported to the school in the areas of misbehaviour when:
- Taking part in a school organised activity
  - Travelling to and from school
  - Wearing of uniform
  - In some other way identifiable as a student of the Campus
  - There could be repercussions for the orderly running of the school
  - Poses a threat to another student or member of the public
  - Could adversely affect the reputation of the school.
- 6.2.4 A sanction will be lawful if it satisfies the following three conditions:
- a) The decision to sanction a pupil is made by a paid member of school staff (but not one who the Campus Principal has decided should not do so) or an unpaid member of staff authorised by the Campus Principal;
  - b) The decision to sanction the pupil and the sanction itself are made on the school premises or while the pupil is under the lawful charge of the member of staff; and
  - c) It does not breach any other legislation (for example in respect of equality, special educational needs and human rights) and it is reasonable in all the circumstances

## 6.3 BEHAVIOUR STEPS

- 6.3.1 Teachers need a framework on which to base their approach to managing behaviour. A clear set of steps to follow is within this framework. A series of diagrams can be found at the end of this Policy that provide visual representation of the steps to follow and relate to the following areas:
- Classroom Disruption, generally behaviour that disrupts the learning of themselves or others or the running of the classroom, rather than specific behaviour incidents.
  - Behaviour Incidents, where a student is involved in a single or on-going series of behaviours.
  - OneSchool Sequence of Restorative Justice
- 6.3.2 All sanctions will be recorded and monitored using the Behaviour Management Tool in SIMS.
- 6.3.3 The Campus Principal will maintain a register of serious misbehavior sanctions for level 4 or 5 incidents (see appendix 6), even if it has no entries. A report will be run on a monthly basis with a nil return entered if there are no sanctions to record.
- 6.3.4 The Campus Principal will liaise regularly with the Lead CA with regard to behaviour management on school buses.

- 6.3.5 Sanctions for IT and device misuse are specified in the ICT & E-Safety Policy.
- 6.3.6 When serious misconduct occurs, or when all positive interventions have been unsuccessful, then major disciplinary sanctions may be used. For example, a Positive Behaviour Agreement and possible exclusion with input from the Regional Principal, Lead CA and Campus Principal. This is reserved for students who persist in disregarding the Campus rules and Code of Conduct and is only used for students whose behaviour is consistently unacceptable and who have failed, after previous restorative steps have been taken, to show any improvement.
- 6.3.7 Removal from the classroom should be considered a serious sanction. It should only be used when necessary and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Parents should be informed on the same day if their child has been removed from the classroom. As with all disciplinary measures, schools must consider whether the sanction is proportionate and consider whether there are any special considerations relevant to its imposition

## 6.4 SAFEGUARDING

- 6.4.1 Where behaviour gives cause to suspect that a child is suffering, or likely to suffer significant harm, the Safeguarding & Child Protection Policy, Keeping Children Safe in Education Guidance and/or 'Prevent' guidance will be followed.
- 6.4.2 Child on Child Sexual Violence or Sexual Assault
  - 6.4.2.1 Following any report of child-on-child sexual violence or sexual harassment offline or online, the campus should follow the general safeguarding principles set out in Keeping children safe in education (KCSIE) - especially Part 5. The designated safeguarding lead (or deputy) is the most appropriate person to advise on the school's initial response. Each incident should be considered on a case-by-case basis.
  - 6.4.2.2 The campus should be clear in every aspect of their culture that sexual violence and sexual harassment are never acceptable, will not be tolerated and that pupils whose behaviour falls below expectations will be sanctioned. Schools should make clear to all staff the importance of challenging all inappropriate language and behaviour between pupils. The Campus should refer to the Respectful School Communities toolkit for advice on creating a culture in which sexual harassment of all kinds is treated as unacceptable.
  - 6.4.2.3 The campus should never normalise sexually abusive language or behaviour by treating it as 'banter', an inevitable fact of life or an expected part of growing up. They should advocate strenuously for high standards of conduct between pupils and staff; they should demonstrate and model manners, courtesy and dignified/respectful relationships
- 6.4.3 Behaviour Incidents Online
  - 6.4.3.1 Inappropriate online behaviour including bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos and sexual harassment should be addressed in accordance with the same principles as offline behaviour, including following the child protection policy and



speaking to the designated safeguarding lead (or deputy) when an incident raises a safeguarding concern. In cases where a school suspects a pupil of criminal behaviour online, they should follow the guidance in paragraphs 124-126. [Behaviour in schools guidance \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/61222/behaviour-in-schools-guidance.pdf)

- 6.4.3.2 When an incident involves nude or semi-nude images and/or videos, the member of staff should refer the incident to the designated safeguarding lead (or deputy) as the most appropriate person to advise on the school's response. Handling such reports or concerns can be especially complicated and schools should follow the principles as set out in Keeping children safe in education. The UK Council for Internet Safety also provides the following guidance to support school staff and designated safeguarding leads: Sharing nudes and semi-nudes: advice for education settings working with children and young people

## **6.5 POSITIVE BEHAVIOUR AGREEMENT (PASTORAL SUPPORT PLAN)**

- 6.5.1 If, after applying all previous steps, or after a meeting, there is no improvement in behaviour or attitude, the student will be supported by a Pastoral Support Plan and an IBP (Intensified Behaviour Plan) will be written. A daily incident report may be used as part of the Plan so that behaviour can be closely monitored and improvements recognised. Parents should be very involved at this stage. In consultation between the parents and the Learning Support Coordinator, the student may be placed on the appropriate register for a period of time when the behaviour difficulties persist.

## **6.6 POWER TO USE REASONABLE FORCE**

- 6.6.1 The DfE guidance for schools dated July 2013 will be adhered to at the Campus <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>
- 6.6.2 Our approach to the use of force at the Campus is based on the principle that it is necessary to prevent harm to students and is fully in accordance with DfE guidance.
- 6.6.3 We acknowledge that we have a legal duty to ensure reasonable adjustments for the use of reasonable force for disabled and Special Educational needs students are appropriately managed. The Campus Principal should consider if any additional training may be required to enable staff to carry out their responsibilities taking into consideration the needs of the students.
- 6.6.4 If reasonable force is used to control or restrain students an Incident Record (Appendix 5) will be kept and retained by the Campus Principal and a review and monitoring of the approach to the incident will be reviewed with appropriate actions / quality assurance being in place.

## **6.7 SEARCHING, SCREENING AND CONFISCATION**

- 6.7.1 The DfE guidance for schools dated July 2022 will be adhered to at the Campus. [Searching, Screening and Confiscation \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/101222/searching-screening-and-confiscation.pdf) in addition to the Student Search Policy.
- 6.7.2 Before screening or conducting a search of a pupil, it is vital that schools consider their obligations under the European Convention on Human Rights. Under Article 8, pupils have a right to respect for their private life. In the context of these rights and obligations, this means that pupils have the right to expect a reasonable level of

personal privacy. The right under Article 8 is not absolute; it can be interfered with, but any interference with this right by a school (or any public body) must be justified and proportionate. The powers to search in the Education Act 1996 are compatible with Article 8. A school exercising those powers lawfully should have no difficulty in demonstrating that it has also acted in accordance with Article 8. This advice will assist schools in deciding how to exercise their searching powers in a lawful way.

- 6.7.3 DfE Guidance explains schools' powers of screening and searching students so that school staff have the confidence to use them. It covers:
- Powers to search with consent
  - Power to search without consent
  - Powers schools have to seize and then confiscate items found during a search
  - Statutory guidance which schools must have regard to.
- 6.7.4 The Campus Principal and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed in paragraph 31 or any other item that the school rules identify as an item which may be searched for.
- 6.7.4.1 The list of prohibited items is:
- knives and weapons;
  - alcohol;
  - illegal drugs;
  - stolen items;
  - any article that the member of staff reasonably suspects has been, or is likely to be used:
    - to commit an offence, or
    - to cause personal injury to, or damage to property of; any person (including the pupil).
  - an article specified in regulations:
    - tobacco and cigarette papers;
    - fireworks; and
    - pornographic images.
- 6.7.4.2 Students must not have these items in their possession school premises or at any time when they are in lawful charge and control of the school (for example on an educational visit).
- 6.7.5 Students are not permitted to bring mobile phones onto school premises or school provided transport, e.g. OneBus. Any student found with a mobile phone on school premise or transport will have the phone confiscated for a 2 week period. Students are also not permitted to take mobile phones on any school trips or face to face days at other campuses or the teacher academy.

## **7.0 BEHAVIOUR EXPECTATIONS AND PUPILS WITH SPECIAL EDUCATIONAL NEEDS AND/OR DISABILITY (SEND)**

7.1 Some behaviours are more likely be associated with particular types of SEND, such as a pupil with speech, language and communication needs who may not understand a verbal instruction. Behaviour will often need to be considered in relation to a pupil's SEND, although it does not follow that every incident of misbehaviour will be connected to their SEND.

7.2 The Campus needs to manage pupil behaviour effectively, whether or not the pupil has underlying needs. When a pupil is identified as having SEND, the graduated approach



should be used to assess, plan, deliver and then review the impact of the support being provided.

7.3 The law also requires the campus to balance a number of duties which will have bearing on their behaviour policy and practice, particularly where a pupil has SEND that at times affects their behaviour.

7.3.1 In particular: • schools have duties under the Equality Act 2010 to take such steps as is reasonable to avoid any substantial disadvantage to a disabled pupil caused by the school's policies or practices;

7.3.2 • under the Children and Families Act 2014, relevant settings have a duty to use their 'best endeavours' to meet the needs of those with SEND; and

7.3.3 if a pupil has an Education, Health and Care plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies.

7.4 As part of meeting any of these duties, schools should, as far as possible, anticipate likely triggers of misbehaviour and put in place support to prevent these. Illustrative examples of preventative measures include (but are not limited to):

7.4.1 short, planned movement breaks for a pupil whose SEND means that they find it difficult to sit still for long;

7.4.2 adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher;

7.4.3 adjusting uniform requirements for a pupil with sensory issues or who has severe eczema;

7.4.4 training for staff in understanding conditions such as autism. Any preventative measure should take into account the specific circumstances and requirements of the pupil concerned.

## 7.5 PARENT COMMUNICATION

7.5.1 Parents have a vital role to play in their children's education. It is very important that they have the information needed to support their child's learning and co-operate with the school. At the Campus we are very conscious of the importance of having strong links with parents and good communication between home and school. Regular telephone calls or e-mails are extremely useful, and parents really appreciate being 'kept in the loop'.

7.5.2 The Campus will inform parents if there are any concerns about their child's welfare or behaviour. If parents have concerns, they must make these known to the Campus.

7.5.3 Parents should normally be informed of a detention, even if it takes place during the school day. If a student receives a second detention, parents may then be invited into school for a meeting with the Lead CA and Campus Principal to discuss the way forward.

7.5.4 The Campus will ensure that parents receive a copy of the Behaviour Management Policy on an annual basis. Parents will be informed of any modification to the policy due to changes in legislation or guidance outside of the review cycle. A copy of this Policy will be placed on the website.

## 7.0 LEGISLATION & GUIDANCE

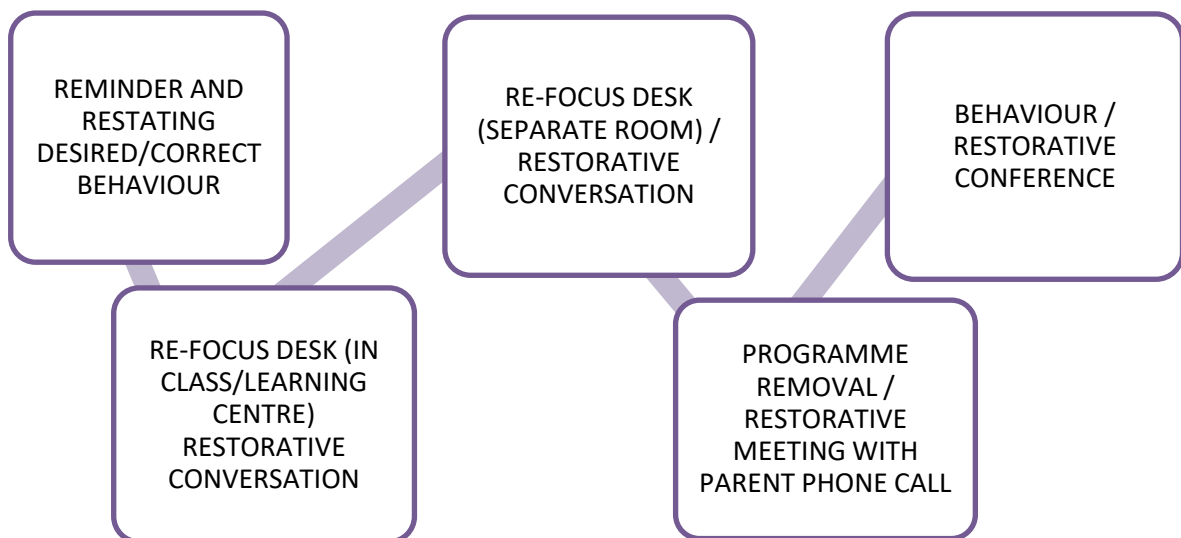
- [Behaviour in Schools 2022](#)
- [Searching, Screening and Confiscation July 2022](#)
- Education Act 1996
- School Standards and Framework Act 1998

- Education Act 2002
- Education and Inspections Act 2006
- School Information (England) Regulations 2008
- Equality Act 2010
- The Education (Independent School Standards) (Amended) (England) Regulations 2014
- Education Act 2011
- Schools (Specification and Disposal of Articles) Regulations 2012
- The School Behaviour (Determination and Publicising of Measures in Academies) Regulations

## ATTACHMENTS

- Appendix 1: Refers to detentions, confiscations, corporal punishment, power to restrain, power to search, student injury, teacher duty of care
- Appendix 2: [Behaviour in Schools, September 2022](#)
- [Appendix 3: Learning Centre / Classroom Disruption Mode](#)
- Appendix 4: Behaviour incident model
- Appendix 5: Incident Form – Use of Force
- Appendix 6: Serious Behaviour Sanctions Record
- Appendix 7: Pastoral Support Plan

### APPENDIX 3: Learning Centre/Classroom Disruption Mode

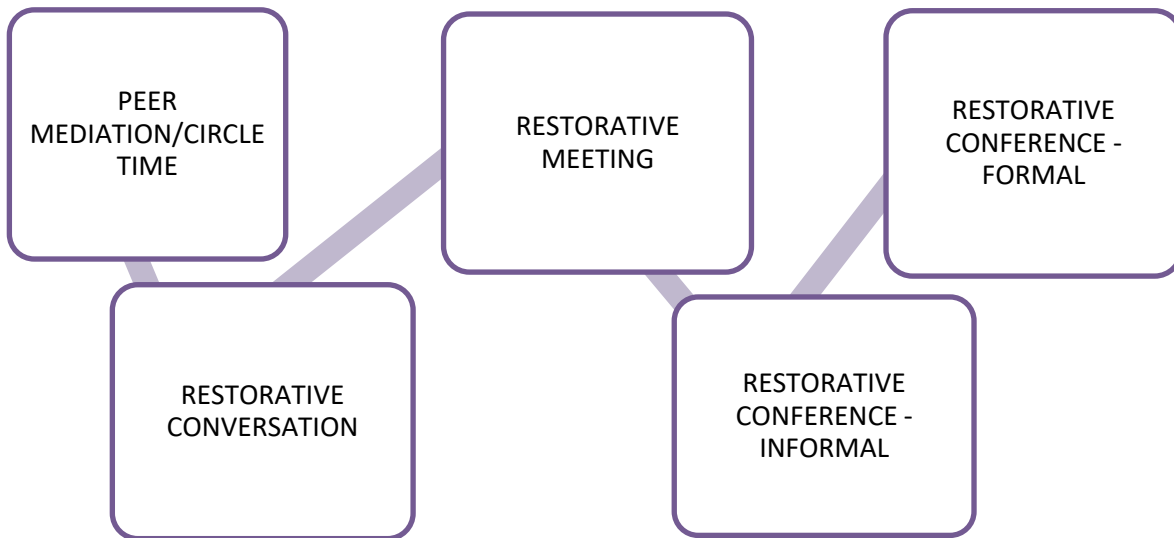


### LEARNING CENTRE/CLASSROOM DISRUPTION MODEL

- 1** eg. Off task, wasting time, not being productive. Distracting others, off-learning task conversations, volume issues
- 2** eg. Does not respond to reminder or warning. Behaviours continue.
- 3** eg. Escalating behaviour or continued disruption despite previous interventions. Does not respond to re-focus.
- 4** eg. Escalating behaviour or continued disruption despite previous interventions. Does not respond to re-focus.
- 5** eg. Continues to be disruptive and does not respond to previous interventions.

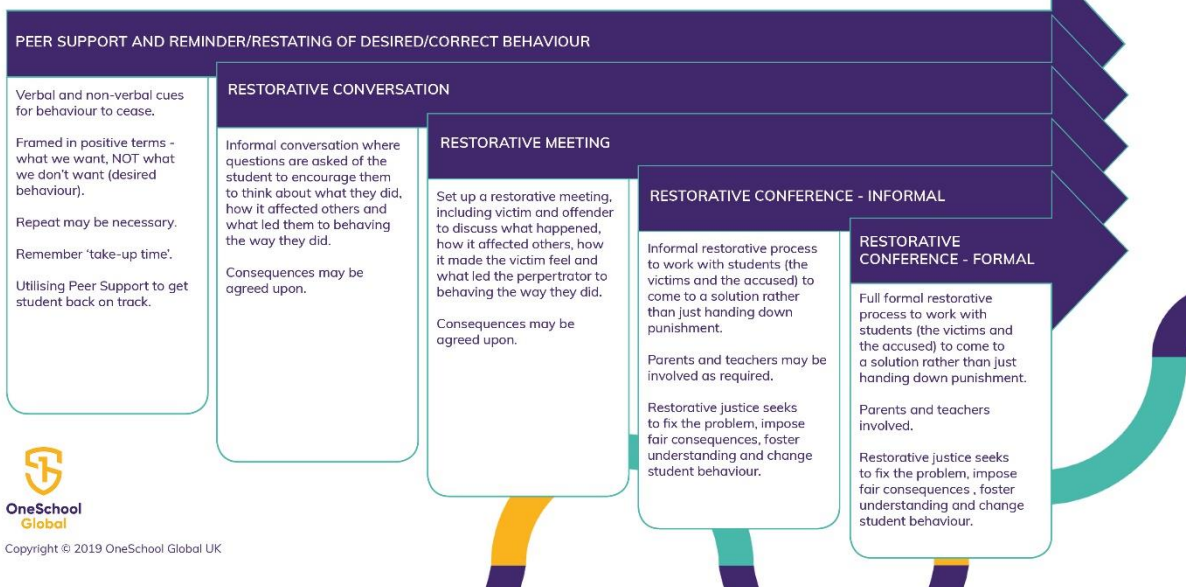


#### APPENDIX 4: Behaviour Incident Model



#### BEHAVIOUR INCIDENT MODEL

- |  |   |   |  |  |
|--|---|---|--|--|
| <b>1</b><br>eg. Off task, minor disagreement between peers, minor misuse of equipment. Not meeting expectations. | <b>2</b><br>eg. Persistent Level 1 behaviour, non-compliance. Distracting others. | <b>3</b><br>eg. Bullying behaviour, minor property damage, repeated non-compliance, Persistent Level 2 behaviour. | <b>4</b><br>eg. Consistent or persistent behaviour/bullying, property, Persistent Level 3 behaviour. Minor harm to others. | <b>5</b><br>eg. Assault, serious property damage. Serious bullying. Persistent Level 4 behaviour. Deliberate or persistent physical or emotional harm to others. |
|--|---|---|--|--|



**VERSION CONTROL**

Policy Code	Date	Version No.	Nature of Change
QSC/5	20.08.19	5.1	Rebranded
QSC/5	26.11.20	5.2	Added section on serious misbehaviour and sanctions record  Added appendix 6 as a format for retaining records for above  Reference to the Student Search Policy
QSC/5	21.2.22	6	1.4 added to make explicit use of corporal punishment is forbidden.
QSC/5	17.5.22	6.1	6.1.9 added to clarify expectations about monitoring behaviour records for trends
QSC/5		6.2	6.1.2 Added that all staff should have induction training on the behaviour management process 6.2.4 Added the legal criteria for sanctions 6.7.5 Added that mobile phones are prohibited on school premises, school transport and school trips. 6.3.7 Added guidance about removing a student from the classroom Safeguarding section: Added additional information around Child on Child Incidents and Online Incidents, and what to do should we suspect a criminal offence has been committed. 7.0 Added section on behaviour of students with SEND and how to approach these situations