



# BEHAVIOUR MANAGEMENT POLICY

**Approved by: Teaching and Learning Committee**

Signed : ..... *S. Ahmed* .....

Date:.....9 March 2017.....

**Review Date: March 2018  
(reviewed Annually)**

## Introduction

The focus of this policy is to develop a positive climate within Stone Hill School, which firmly insists upon high standards of behaviour.

- **Behaviour Management Policy**
- **Expectations-School Rules**
- **Classroom Procedures**
- **Awards, Rewards and Privileges**
- **Sanctions**
- **Anti-bullying Policy**
- **Substance use and misuse Policy**
- **Team Teach Policy**
- **Allegations against staff – see separate policy adapted from LA policy**

## Rationale

Good behaviour is essential if effective learning is to take place. This 'Behaviour Policy' results from consensus of all staff, and is intended to be an important element in achieving the aims of the school.

So that life in Britain in the 21<sup>st</sup> Century can be fulfilled, the aims of this policy are:

- To ensure the safety and well being of all pupils
- To ensure the safety and well being of individual pupils
- To ensure the safety and well being of staff
- To protect the environment
- To divert a pupil from an inappropriate to an appropriate behaviour
- To teach pupils that actions and choices have consequences
- To allow pupils to develop and demonstrate positive abilities and attitudes
- To ensure that spiritual, moral, social and cultural development is considered

All staff have an essential role to play in providing a good example to our pupils. Positive relationships between adults and pupils will highlight the importance of MUTUAL respect, personal values and the necessity to work hard, listen and understand.

The success of our efforts will depend to a large extent on our ability to provide a school community which promotes self-esteem, and encourages self discipline and hence the personal desire to adhere to the school's high standards of work and behaviour.

### **Expectations**

#### **The Staff**

The staff at Stone Hill School will be good role models. They will do this by:

- Being punctual to their commitments in school
- Being prepared with lesson plans and resources for each lesson
- Treating pupils with respect, addressing pupils in a polite, calm and respectful manner (i.e. - whenever possible not shouting)
- Showing a willingness to listen and understand
- Insisting on high standards of behaviour from pupils
- Taking steps to teach acceptable behaviour
- Not tolerating bad language
- Following the consistent approach set out in the behaviour document

#### **The Pupils**

The pupils at Stone Hill will be expected to:

- Walk when moving around school
- Talk appropriately to staff and other pupils
- Wait their turn to speak
- Be polite
- Be punctual
- Respect others' property
- Show consideration for others
- Wear the appropriate school uniform
- Behave appropriately on the way to and from school.

These expectations will be indicated by the class teacher on a regular basis and also displayed suitably in all classrooms.

### **Awards, Rewards and Privileges**

Parents and carers are informed of achievements through daily planners, by letter, telephone call, annual reviews and reports and at open evening.

- Recognition of achievements during Friday's assembly
- Stickers and points
- Golden time
- End of term trips
- Others may be tailored to individual pupils.

When appropriate, awards and rewards are discussed at school council meetings and suggestions sought and provided by the pupils.

### **Trophies**

Each term, trophies are awarded by staff (including the Headteacher) for academic and social progress. These awards are made after consultation with all staff. Evidence of awards - photographs, certificates etc - are displayed around school and recorded in the pupil's Progress Files.

### **Sanctions**

We look in the first instance to changing pupils' behaviour by being positive and using rewards and privileges. However, there will always be occasions when a sanction will have to be applied.

In all disciplinary action it is important that the child understands fully that it is his/her behaviour that is not acceptable, not the child as a person.

- Verbal reprimand
- Loss of break or lunch-time activities
- Phone call to parents and carers
- Time out of lesson
- Parents and carers asked to attend school

### **Suggested Report Card System**

Weekly Target Booklet may help certain pupils to stay on task. Targets should be positive and set with the pupil and they should be achievable to ensure success.

### **Learning Mentor Support**

Pupils may be referred to the learning mentor support. The referral system is through Key Stage Leaders in the first instance, Deputy or Headteacher.

### **Data Base**

The school operates a database (SIMS) on which we record both positive and negative behaviours. These are recorded on sheets by all staff and cover a wide range of activities. It enables us to see patterns in behaviour, i.e. – on which day do we get most disruption? Which is the most difficult time of day? Which areas of the building cause most difficulty etc? It produces a professional record when dealing with repetitive disruptive behaviours and can inform a pastoral support plan for individual pupils.

Here is a guideline for sanctions and level of involvement taking all the above points into consideration and often after all positive reinforcements have been attempted.

	<b>Issue</b>	<b>Sanction</b>	<b>By Whom</b>	<b>Additional Action</b>
<b>C1</b>	<ul style="list-style-type: none"> <li>▪ Inattention/lack of application</li> <li>▪ Minor distractions and disturbances (e.g. lateness to lessons, running in corridor, dropping litter, name-calling, telling tales, noisy in class or around school, silly noises and attention seeking</li> </ul>	<ul style="list-style-type: none"> <li>▪ Class strategies</li> <li>▪ Verbal reprimands/ in class</li> <li>▪ Isolations/moving to position near the teacher etc.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Teacher (classroom management strategies)</li> <li>▪ Teaching Assistant</li> <li>▪ Support from other Class Teachers</li> </ul>	<ul style="list-style-type: none"> <li>▪ SLT</li> </ul>
<b>C2</b>	<ul style="list-style-type: none"> <li>▪ Persistent Stage 1</li> <li>▪ Refusal to follow instructions or accept reprimand</li> <li>▪ Inappropriate language</li> <li>▪ Leaves class without permission</li> <li>▪ Refuses to complete work</li> <li>▪ Cigarettes and lighters in school</li> <li>▪ Racist or sexist remarks</li> </ul>	<ul style="list-style-type: none"> <li>▪ As above</li> <li>▪ Teacher/pupil Discussions either in or out of lessons</li> <li>▪ Loss of breaks/responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>▪ Class Teacher</li> <li>▪ Teaching Assistant</li> </ul>	<ul style="list-style-type: none"> <li>▪ Discussions to discover reasons for behaviour.</li> <li>▪ Green sheets filled out</li> <li>▪ Self-help report book issued</li> </ul>
<b>C3</b>	<ul style="list-style-type: none"> <li>▪ Persistent Stage 2</li> <li>▪ Language directed at peers or staff Threatened violence against others</li> <li>▪ Absconders</li> </ul>	<ul style="list-style-type: none"> <li>▪ As above and longer loss of privileges</li> </ul>	<ul style="list-style-type: none"> <li>▪ Class Teacher and member of SMT</li> </ul>	<ul style="list-style-type: none"> <li>▪ Pupil put on report book</li> <li>▪ Parents and carers contacted if appropriate</li> <li>▪ Green sheet</li> </ul>
<b>C4</b>	<ul style="list-style-type: none"> <li>▪ Persistent Stage 3</li> <li>▪ Major disruption to class</li> <li>▪ Bullying</li> <li>▪ Fighting</li> <li>▪ Vandalism</li> </ul>	<ul style="list-style-type: none"> <li>▪ Loss of all privileges</li> <li>▪ Use of isolation areas and rooms</li> <li>▪ Parents and carers informed</li> </ul>	<ul style="list-style-type: none"> <li>▪ Class Teacher</li> <li>▪ SMT and Head</li> </ul>	<ul style="list-style-type: none"> <li>▪ PSP created</li> <li>▪ Parents and carers informed and invited to school or home visit</li> <li>▪ Learning mentor involved</li> <li>▪ Green sheet</li> </ul>
<b>C5</b>	<ul style="list-style-type: none"> <li>▪ Persistent stage 4</li> <li>▪ Excessive vandalism/graffiti</li> <li>▪ Extreme language towards staff</li> <li>▪ Assaults on pupils or staff</li> <li>▪ Thieving</li> <li>▪ Alcohol</li> <li>▪ Drugs abuse</li> <li>▪ Sexual impropriety</li> </ul>	<ul style="list-style-type: none"> <li>▪ Loss of all privileges until further notice</li> <li>▪ Fixed term Exclusion</li> <li>▪ Parents and carers consulted as to further problems and consequences Isolations</li> </ul>	<ul style="list-style-type: none"> <li>▪ All Staff and Head</li> <li>▪ Governors informed</li> </ul>	<ul style="list-style-type: none"> <li>▪ Learning mentor to raise CAF</li> <li>▪ LA informed if appropriate</li> </ul>
<b>C6</b>	<ul style="list-style-type: none"> <li>▪ Persistent stage 5</li> <li>▪ Intentional assaults on staff</li> <li>▪ Illegal substances on site</li> </ul>	<ul style="list-style-type: none"> <li>▪ Fixed term exclusions followed by possible permanent exclusion</li> </ul>	<ul style="list-style-type: none"> <li>▪ Head/Governors/LA</li> </ul>	<ul style="list-style-type: none"> <li>▪ Alternative provision sought</li> <li>▪ Home Tutoring</li> <li>▪ PRU support</li> </ul>

The use of the Teaching Assistant is important in pupil control at all levels and a team approach to behaviour management is important.

# Anti-Bullying Policy

## **Purpose**

As a school, we take bullying seriously and we were awarded Doncaster's Anti-bullying Gold Charter Mark in 2013. Pupils, parents and carers should understand that reporting bullying is essential and be assured that the school will support them fully whenever bullying is reported. It is the responsibility of all members of the school community to implement the Anti-Bullying Policy.

Bullying makes people feel unsafe. Stone Hill School aims to ensure that all members of the school community feel welcome, safe and happy and so are able to learn and make progress. Bullying of any kind prevents this happening.

## **Stone Hill School pupils are entitled:**

- to feel safe and not to be made unhappy by others
- not to be frightened by others
- not to be touched inappropriately
- not to be teased about race, religion, disability, social class, gender, personal differences, performance at school or any other matter
- not to be made unhappy by unpleasant notes, letters, text messages, e-mails, phone calls, any form of gossip, or by any other means.

## **Objectives**

- To build an anti-bullying ethos in the school
- To challenge attitudes about bullying behaviour
- To increase understanding for pupils
- To ensure all staff, pupils and parents and carers have a clear understanding of what bullying behaviour is
- To ensure all governors and staff know and understand the school policy on bullying and follow it when bullying is suspected or reported
- To ensure that all pupils, parents and carers know the school policy on bullying and feel confident to activate the anti-bullying systems.

## **PRACTICE AND PROCEDURES**

### **Definition of Bullying**

Bullying is deliberately hurtful behaviour. It can be a one-off incident, but more commonly it is repeated over a period of time. It can be carried out by individuals, or by groups. It can be emotional, physical, racist, sexual, verbal, and homophobic or a combination of these in nature. It can take the form of name-calling, threatened violence, actual violence, intimidation, isolation, ridicule, or other action such as spreading unpleasant stories and gossip, sending text messages, e-mailing and telephoning. All bullying is designed to make the victim feel threatened, humiliated and unsafe.

Not all negative interactions between pupils can be characterised as bullying and the school works hard to ensure that pupils understand the differences between bullying and 'falling out' or arguing.

### **The Anti-Bullying Alliance promotes the following definition:-**

Bullying is the repetitive, intentional hurting of one person by another(s), where the relationship involves an imbalance of power. Bullying can be carried out physically, verbally, emotionally or through cyberspace.

- Bullying behaviour deliberately causes hurt (either physically or emotionally)
- Bullying behaviour is repetitive (though one off incidents such as the posting of an image, or the sending of a text that is then forwarded to a group, can quickly become repetitive and spiral into bullying behaviour)
- Bullying behaviour involves an imbalance of power (the person on the receiving end feels like they can't defend themselves).

Bullying is not:-

- Teasing and banter between friends without intention to cause hurt-
- Falling out between friends after a quarrel or disagreement-
- Behaviour that all parties have consented to and enjoy (though watch this one as coercion can be very subtle).

### **Signs of bullying might be:**

**Physical:** bruises, scratches, cuts, damaged clothes.

**Health:** loss of appetite, stomach-aches, headaches, soiling/bedwetting.

**Emotional:** unwillingness to go to school, withdrawn or secretive behaviour, unhappiness, unusual shows of temper, refusal to speak about problems, high levels of anxiety.

**Change of routine:** asking to be taken to school, taking longer to get home, asking for more money, lost or missing belongings.

**Academic:** concentration / behaviour difficulties.

### **Pro-Active strategies to prevent bullying**

Staff are trained to use strategies to prevent bullying and to respond to bullying incidents.

These include:

- Role-play and other drama techniques to help pupils understand and appreciate the feelings of others in a non-threatening impersonal way.
- Circle time approaches to help pupils share information and to provide a forum for discussing important issues such as equal rights, relationships, justice and acceptable behaviour.
- School council meetings can be used as a forum to discuss bullying incidents.
- Anti-bullying focus days
- Pupil questionnaires completed at the beginning and end of each academic year.
- 1:1 discussions with ASC pupils to ensure their understanding.

At Stone Hill School everyone is vigilant for signs of bullying and always take reports of bullying incidents seriously. We use the curriculum to reinforce the ethos of the school and to help pupils to develop strategies to combat bullying behaviour.

We make sure that pupils understand that they must report any incidence of bullying to an adult and that, when another pupil tells them that they are being bullied, or if they see bullying taking place, it is their responsibility to report their knowledge to a member of staff. There is guidance in the pupil planner about the action a pupil should take if they have been bullied, or if they are aware of other pupils being bullied.

### **Reporting Bullying**

Pupils who are bullied, who witness bullying or who have even participated in bullying should feel confident to report it to any member of the school staff whom they trust enough to tell. Each incident will be dealt with on its merits, but all reported incidents of bullying will be taken seriously and investigated.

Incidents will be recorded. The report will be given to the Head-teacher. If the bullying has a racist element then it will also be treated as a racial incident and recorded online through SIMS to the LA as laid down in the 2010 Equality Act.

### **Responding to Bullying**

When an incident of bullying is discovered, staff will discuss issues relating to the incident with the pupils involved, in a way suitable to their age and level of understanding. We try to make use of the problem-solving approach. Each pupil will be given an opportunity to talk and the discussion will remain focused on finding a solution to the problem and preventing any recurrence of the bullying. Pupils who have been bullied will receive appropriate support,



including help from external agencies, where needed. Pupils who have bullied will be offered help or counselling, and may be placed on a behaviour contract.

If bullying persists, one or a combination of the following actions will be taken:

- An official report will be made and filed in the pupil's personal record
- Existing disciplinary sanctions will be used
- Parents or carers will be contacted to discuss the issues. They will be given feedback on progress in dealing with the incident. Additional external help may be sought for example from educational psychologists or relevant outside agencies
- Exclusion from the school – this is dependent on the severity and/or persistence of the bullying and will be a final resort.

### **Involvement of parents and carers**

The parents or carers of pupils who bully and those who have been bullied will be informed of the incident and will be asked to support strategies proposed to tackle the problem.

Pupils who bully will be helped to understand the pain this causes to others and reminded of the possible consequences of bullying. The sanctions for repeated incidents will be explained clearly to them. Support will be agreed to ensure they do not repeat bullying behaviours and their behaviour may be monitored. This monitoring process will usually incorporate a reward for acceptable behaviour. Parents and carers will be involved in ensuring that the monitoring process runs smoothly, and in all other decisions designed to reduce bullying behaviour.

Parents and carers are reminded regularly, through letters and newsletters, that their children must tell someone if they experience bullying. If pupils keep information from the school, or from their parents or carers, the problem is unlikely to be solved and the period of suffering will be prolonged. We believe that even one case of bullying is a case too many, and we know it is essential to keep this policy under continual review and to reflect current legislation.

# Drug Prevention Policy Statement

## Substance Use and Misuse

### **Rationale**

Our School is committed to the health and safety of its members and will take action to safeguard their well-being.

Our School believes it has a duty to educate and inform young people on the consequences of drug use and misuse including the use of legal highs.

Our School condones neither the misuse of drugs, alcohol or other substances, nor the illegal supply of these substances which also includes all categories of NPS (Novel Psychoactive Substances). NPS can be categorised as having psychoactive effects on the brain: depressants, stimulants, cannabinoids and hallucinogens.

Drug education within the school takes into account the varying needs of all our pupils, irrespective of age, ability, gender or culture, and is part of the PHSCE programme.

The programme aims to:

- Enable pupils to make positive, healthy, informed choices
- Develop an understanding of the possible effect, risks and consequences of legal and illegal drug use
- Allow young people to explore their attitudes and develop an understanding of the attitudes of others
- Make pupils aware of the law relating to the misuse of drugs and understand the penalties in dealing in/or possessing drugs and other illegal substances
- Ensure that safeguarding procedures and support is in place for all pupils.

### **Objectives**

- To provide opportunities for pupils to acquire knowledge and understanding of the dangers of legal and illegal drugs and substance misuse-
- To provide opportunities to develop individual responsibility and responsibility towards others, equipping pupils with the skills and confidence to make positive and informed choices-
- To teach all pupils ways of identifying the appropriate support agencies and to encourage pupils who may be misusing drugs to seek the help they require (harm reduction).

### **Monitoring and Evaluation**

As stated throughout the programme, constant review and revision is essential to ensure all pupils gain maximum benefit from the teaching. Group records must be maintained by the teacher in order that she/he is aware of any pupil who has missed any part of the programme of study.

At the end of each unit of work in Key Stage 3 and 4 appropriate assessments ascertain the level of the pupils' knowledge and understanding. Assessments may also be carried out through the use of questionnaires and structured discussions.

### **Drugs in School**

Stone Hill School is a drug free zone, and therefore we have a zero tolerance to any illegal substance on site. Any incident will be dealt with according to current guidance.

### **Staff Training**

Any teacher involved in the teaching of PSHCE should feel comfortable and be able to deliver the Programme with confidence and sensitivity whilst having a constant awareness of the feelings and anxieties of the young people with whom they are involved.

Training courses either within school or externally will be made available to all staff involved in the delivery of the programme, to increase their knowledge and awareness and keep up to date with new initiatives and legal requirements.

### **Dealing with Drug Related Incidents (including legal highs) in School and on School Related Visits**

The flow chart issued with Drugs: Guidance for Schools (DFE/0092/2004) should be adhered to at all times and a record of the incident should be kept. This refers to incidents involving both legal and illegal drugs including alcohol, tobacco and volatile substances, including legal highs. Any adult working within school found to be using or in possession of illegal substances or legal highs will be dealt with following the same procedures and L.A. and Chair of Governors informed immediately.

Stone Hill School is a smoke free zone, no member of the school and wider community is allowed to smoke on the premises (including the grounds and car park. Refer to the Smoke Free School Policy).

During school visits/residentials, all staff and pupils must adhere to the policy laid down at the venue regarding smoking (including the use of e-cigarette type devices). Staff who smoke must ensure they are not in charge of pupils whilst having a cigarette break and that no pupil can see them.

Alcohol must not be consumed by any staff at any time on out of school visits.

When dealing with any drug related incident in school we will endeavour to ensure that the young person receives the appropriate support through the curriculum, pastoral system, mentoring programme or through referral to external agencies.

In managing drugs incidents, attention needs to be paid to confidentiality. Staff cannot promise total confidentiality and this should be stated to pupils.

Attention must be paid to Child Protection Policy,

- Co-operating with a police investigation
- Referral to external agencies.

There are legitimate reasons why some drugs need to be on school premises, for pupils requiring medication. The management of these is laid down in the policy relating to medications in school.

# Team-Teach Policy

## Aims:

- To implement the Team-Teach philosophy at Stone Hill School, ensuring the safety of children and staff
- Ensure intervention provided is tailored to meet the needs of each individual
- Ensure that all documentation to be used in relation to Team Teach will be coded under the CPOMS system to ensure clear organisation and easy use. (Please refer to the Stone Hill Team Teach Code directory at the end of this Policy document).

## Definition:

- Explain guidelines on how the staff team should present physical intervention in a caring environment using Team-Teach methods
- Ensure the safe management of our pupils within the guidelines of Team-Teach
- Ensure the staff team are consistent in the management of pupils who can present an element of risk to themselves or others
- Ensure quality of care. This Policy will be regularly updated within the Team-Teach guidelines.

## Guidance

- The Law clearly explains that when risk or severely challenging behaviour manifests itself, all possible responses must be considered, and if they appear to be failing in their intention, then approved physical intervention (or safe holding) can be employed to manage the behaviour of a child who is in distress for the **shortest possible period of time and as a last resort**
- Every pupil has a behaviour support plan, which lists the named Team-Teach holds that are appropriate. (For Pupils who do not require physical intervention, it will be clearly stated that physical intervention is not required).

## Structure

- Every time a Team-Teach hold has been used, then the incident is to be written up by the staff members who were at the scene 'holding / physically intervening'
- Records of Physical Intervention (blue Sheets) will be monitored by the Team-Teach by auditing on a termly basis.

## Files will contain the following:-

- A copy of the Team Teach Policy
- List of staff trained in physical intervention
- Positive Handling Plan (PHP) if applicable
- Completed Physical Intervention recording forms (blue sheets).

## Staff Responsibilities

The Staff have a responsibility to work within the agreed management strategies. Staff must attend the Team-Teach course (a minimum of 12 hours for new staff, and a minimum of 6 hours to refresh staff who have already participated on a Team-Teach course at Stone Hill.

Staff to ensure that they make a decision to provide care in a **professional, calm and positive** manner using the **Team-Teach methods**.

Team Teach courses will require two trained Employer Intermediate instructors on a maximum ratio to one instructor to twelve candidates, at least 2 trainers on any course i.e. the maximum number of candidates per course equals 12 participants = 2 trainers / 24 participants = 2 trainers / 36 participants = 3 trainers / 48 participants = 4 trainers / 60 participants = 5 trainers ....

Staff must sign the Stone Hill Team Teach Declaration.

Be aware of any update in regards to the pupils Care and Education Plans, which includes what physical intervention techniques are appropriate for each individual.

Ensure that 'holds/physical interventions' will last for the **shortest possible period of time and as a last resort**. Staff to call senior staff on duty, if a pupil is being held for a duration longer than **fifteen minutes**. Staff must inform the head to notify that an Intervention has occurred off site **as soon as it is safe to do so by mobile phone** even though the physical intervention may or may not have lasted for fifteen minutes.

If a physical Intervention occurs whilst a vehicle is moving, then the vehicle must stop **as soon as it is safe to do so**.

Once the physical intervention has ended and the environment is safe, then the vehicle can continue on its journey after the head has been notified.

However if the environment does not allow the vehicle to continue due to the risks involved, then staff are to request help by notifying the head or deputy head, and somebody will be sent to help relieve the situation.

### **Recording/Monitoring**

The onsite Team-Teach tutor is responsible to ensure that all records are up to date, accurate and organized in relation to the Team-Teach requirements, and the requirements of their designated departments.

The onsite Team-Teach tutor is also responsible to keep within the Team-Teach guidelines and code of practice.

**Physical Intervention** forms will be completed as soon as it is possible after the 'physical intervention' has taken place. These must be completed fully and any injuries that may have resulted during the hold to pupil or staff must be recorded and followed up with on site medical check.

Following a restraint there should be both a support and reflective structure in place for both staff and service users involved. Pupils and staff are given time and space to calm and talk through the incident. Staff may need time separately to reflect and regain composure before returning to their duties.

**Physical Intervention forms (blue sheets)** can be found on general staff folder – Incident sheets – blue/green sheet.

Forms must then be passed to KS Leader, who will in turn pass to Head before being recorded on CPOMS.

- Pupils who are assisted by Team-Teach in relation to their personal care are assisted if the pupil has a learning disability, and requires physical assistance to ensure that they are supported in receiving appropriate personal care.

- An example of when physical support would be given is if a pupil was to bite or scratch themselves or staff when being helped to dress.
- Team-Teach holds to be used in relation to personal care are only to be used after a Team-Teach instructor has approved the use of the holds and the following three guidelines are in place.

1. The only approved holds to be used in relation to personal care are the **Wrap / friendly hold / 2 person Single Elbow**. These guides/holds must be clearly stated on the care plan.
2. The Care Plan must state when and why they are to be used.
3. The Care Plan must give clear guidance that the holds are only to be used to assist the pupil when in need of personal care, and that there must be a clear strategy in place to try to reduce the use of physical interventions in providing assistance in personal care.

All staff that have attended Team-Teach training sessions will sign that they have attended the course.

All training sessions will be evaluated by the staff who attend these sessions, using an official Team-Teach evaluation document.

These documents will be audited and filed to enable the Instructor to write a report on the staff evaluation of the training. This report is sent to George Matthews (Director of Team Teach) to ensure quality control of the training.

All correspondence will be filed for reference.

All incidents requiring the use of Team Teach interventions are reported to Governors at Student Well Being Committee meetings.

### **Complaints Procedure**

Should any parent have any concern in regard to the use of physical intervention then explanations or demonstrations would be carried out. The reasons of necessity of physical intervention would be discussed and additional agreed strategies would be implemented.

TT and the Stone Hill Team-Teach paperwork templates that have been designed to accommodate the Team Teach requirements:-

Record of Receipt of Health Questionnaire and Manual.

Physical Intervention Record (Blue Sheet)

