Behaviour Policy

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1. Aims

This policy aims to:

- Foster a culture and framework that promotes positive behavior support for all staff, parents/carers, and students. This environment will prioritise a calm, safe, and supportive learning experience for all students.
- Empower all students, considering their individual needs, to develop self-regulation skills, manage their emotions effectively, and feel safe and secure in the learning environment. This will ensure that all students are prepared to engage fully in their learning.
- Provide a holistic, inclusive, and person-centered approach to maintaining high standards of behavior. This approach will be grounded in Earley Springs's values and a deep understanding of self-regulation, communication, and the diverse behavioral needs of our students.
- Establish a consistent approach to behavior support. This includes identifying and addressing patterns, triggers, and sensory needs, as well as providing appropriate support for emotional regulation. This approach will be applied equitably to all students. Furthermore, the policy will clearly define behaviours of concern, including bullying and discrimination, while acknowledging that many of our learners may not fully understand the impact of their behavior on others.

2. Legislation, Statutory Requirements, and Guidance

This policy is informed by relevant legislation and guidance from the Department for Education (DfE), including:

- **Behaviour in schools: advice for headteachers and school staff (2022)**
- **Searching, screening, and confiscation: advice for schools (2022)**
- **The Equality Act 2010**
- **Keeping Children Safe in Education**
- **Suspension and permanent exclusion from maintained schools, academies, and pupil referral units in England, including pupil movement (2023)**
- **Use of reasonable force in schools**
- **Supporting pupils with medical conditions**

This policy also aligns with the Special Educational Needs and Disability (SEND) Code of Practice.

Furthermore, this policy is based on:

- **Sections 88 to 94 of the Education and Inspections Act 2006**, which require schools to regulate student behavior, publish a behavior policy and written statement of behavior principles, and grant schools the authority to confiscate student property.
- **Schedule 1 of the Education (Independent School Standards) Regulations 2014**, specifically:

    - **Paragraph 7:** Outlines the school's duty to safeguard and promote the welfare of children.
    - **Paragraph 9:** Requires the school to have a written behavior policy.
    - **Paragraph 10:** Requires the school to have an anti-bullying strategy.
- **DfE guidance explaining that academies should publish their behavior policy and anti-bullying strategy.**

3. Key Beliefs and Definitions

At Earley Springs, our behavior support policy is rooted in a deep understanding of our learners' special educational needs and how these factors influence their ability to communicate, self-regulate, and manage their behavior effectively. We believe that all behavior serves a purpose, often as a form of communication. Challenging behaviors frequently arise from breakdowns in communication and difficulties with self-regulation. Staff members supporting students should strive to understand the underlying reasons for these behaviors, provide appropriate support for self-regulation, and guide students toward more socially acceptable ways of expressing their needs.

It is important to recognise that what constitutes "unacceptable" behavior can vary between individuals. Many behaviors serve a communicative function, making it more effective to teach alternative, appropriate responses rather than attempting to suppress the behavior through punitive measures. Positive reinforcement strategies are more constructive as they promote the development of alternative behaviors and enhance self-esteem.

Effective communication is essential for all learners. We must ensure that all students have the necessary support to communicate their needs safely and appropriately using their preferred communication methods.

All of our learners have unique learning differences and needs that can impact their ability to regulate and manage their behaviour. With the right support and interventions, many learners can develop self-regulation skills and manage their own behaviour effectively. However, some learners may require additional support from adults to regulate their emotions and behaviours.

Teachers and class teams must have a thorough understanding of the factors that can contribute to dysregulation in our learners. This understanding will inform their ability to respond effectively to challenging behaviors. Teachers and class teams will collaborate with learners, parents/carers, and other professionals to develop and implement appropriate teaching strategies and interventions. This may involve the creation of Individual Behavior Support Plans (IBSPs) and Behavior for Learning Plans (BfLPs) (see Appendices 1 and 2). These plans must be integrated into a stimulating and rewarding curriculum that provides opportunities for students to practice functional, age-appropriate skills in a variety of real-world settings.

Individual Behavior Support Plans are most effective when all staff members are actively involved in their development and implementation. Class teams will play a crucial role in this process, regularly reviewing and analysing student behavior to inform ongoing practice. All staff

members must be fully informed of relevant procedures to ensure consistency across all settings. Ongoing training and professional development opportunities will be provided to support staff in their roles.

Behaviors of Concern:

Behaviors of concern include:

- Disruptive behavior in the classroom, hallways, and during break and lunchtime. This includes any behaviour that interferes with teaching, learning, and the overall functioning of Earley Springs .
- Difficulty engaging in learning activities or participating fully in Earley Springs life, even with appropriate accommodations. This may include challenges with participating in off-site activities, break times, or lunchtime.
- Changes in behaviour, such as withdrawal or increased anxiety. Earley Springs recognises that changes in behavior may indicate that a student is experiencing significant distress or requires additional support. In such cases, we will follow our child protection and safeguarding policies to determine whether pastoral support, early intervention services, or a referral to children's social care is necessary. Please refer to our child protection and safeguarding policy for more information.

Serious Behaviors of Concern:

Serious behaviors of concern include:

- Physical behaviors that pose a risk to the safety of the student or others.
- Any form of bullying, including cyberbullying.
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent).
- Sexual harassment, which includes unwanted sexual comments, jokes, or physical behavior.
- Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content.
- Racist, sexist, homophobic, or discriminatory behavior is not acceptable within our community.
- Possession of prohibited items, including:
    - Knives or weapons
    - Alcohol
    - Illegal drugs
    - Stolen items
    - Tobacco and cigarette papers
    - Pornographic images
    - Any item that a staff member reasonably suspects has been, or is likely to be, used to commit an offense or cause harm to any person (including the student).

- Mobile phones - see section 5.4 for exceptions as "reasonable adjustments."

At Earley Springs, we believe that a positive and respectful learning environment is essential for academic success and personal development. We maintain clear and consistent high expectations for all students while recognising and valuing their individual needs.

4. Bullying

Bullying is defined as the repeated, intentional harm inflicted upon an individual or group by another individual or group, where an imbalance of power exists.

Key characteristics of bullying include:

- **Deliberate harm:** Bullying is intended to cause hurt or distress.
- **Repetition:** Bullying often occurs repeatedly over time.
- **Power imbalance:** The bully typically possesses a perceived or actual advantage over the victim, making it difficult for the victim to defend themselves.

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice based including: Racial Faith based Gendered Homophobic/biphobic Transphobic Disability based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

4. Bullying

Earley Springs recognises that while bullying is never tolerated, some students may exhibit challenging behaviors towards themselves or others due to their learning difficulties. These behaviours may be linked to difficulties with social communication, interaction, and forming and maintaining positive relationships.

Therefore, Earley Springs strives to:

- Foster a culture that promotes self-esteem, understanding, tolerance, and respect among all students.
- Recognise the inherent worth and dignity of every individual, ensuring that respect for human rights permeates all policies.
- Actively promote British values by encouraging the development of a strong sense of justice and fairness among all students. This is reinforced through the celebration of positive behaviors.
- Foster positive attitudes through assemblies, classroom discussions (including those arising from specific incidents), group activities, literature (stories, poems, etc.), and by modeling appropriate behaviour by all adults within Earley Springs .
- Support staff in building positive relationships with students and effectively identifying and addressing problematic relationships.
- Enhance student and staff understanding of online safety and the appropriate use of social media.
- Educate students about their own vulnerability to bullying and extremist views, particularly outside of Earley Springs , and provide them with strategies and pathways to access support.
- Ensure that all students feel safe to report any concerns about bullying, knowing that their concerns will be addressed sensitively and effectively.
- Communicate with parents/carers regarding any concerns about bullying and promptly address any complaints received from parents/carers. Parents/carers are expected to work with Earley Springs to uphold our ethos and understand that bullying will not be tolerated.
- Record all instances of bullying on Bromcom.
- Encourage students to report incidents of bullying to any member of staff. Recognising the unique communication needs of our students, all staff members are responsible for remaining vigilant and reporting suspected cases of bullying on behalf of students when necessary.
- Inform parents/carers of any suspected bullying incidents via telephone or face-to-face meetings. If parents/carers wish to report an incident of bullying, the matter will be reported to the Class teaching team in the first instance.
- Address all instances of bullying in accordance with this policy. This may involve restorative approaches and require all individuals involved to take responsibility for their actions and agree to modify their behavior.
- Support students in developing online literacy skills to ensure their safety online and enable them to report instances of cyberbullying.

- Provide opportunities for parents/carers to learn about online safety and how to implement and manage online safety practices within the home environment.

For further information, please refer to the Anti-Bullying Policy.

5. Roles and Responsibilities

5.1 Executive Board

The Executive Board is responsible for overseeing the effectiveness of this behavior policy and holding the headteacher accountable for its implementation.

5.2 Headteacher

The Headteacher is responsible for:

- Reviewing and approving this behavior policy.
- Ensuring that Earley Springs environment fosters a positive and supportive learning climate.
- Ensuring that all staff are adequately trained and effectively apply the principles of the behavior policy in their daily interactions with students.
- Monitoring the implementation of this policy by all staff, ensuring that rewards and consequences are applied consistently and equitably to all students, taking into account the individual needs and developmental stages of each learner.
- Ensuring that all staff understand the unique needs of each student and the importance of implementing and maintaining appropriate strategies, risk assessments, behavior support plans, and recommendations from internal and external professionals.
- Providing all new staff with a comprehensive induction program that includes an overview of Earley Springs 's behavioral culture, its ethos, and protocols for supporting all students to participate fully in school life.
- Providing ongoing training and professional development opportunities for all staff on topics such as positive behavior support, the impact of special educational needs and disabilities (SEND), and the impact of mental health needs on behavior.
- Ensuring that this behavior policy is integrated with Earley Spring's safeguarding policy to provide both support and appropriate interventions for students when necessary.
- Regularly reviewing data collected from the behavior log to identify any potential disparities in the application of the policy to different groups of students.

5.3 Teachers and Staff

Staff members are responsible for:

- Creating a calm and safe learning environment for all students. (See Appendix 8 and 9: Academy Pupil Provision and Class Checklists)
- Establishing and maintaining clear expectations and boundaries for acceptable student behavior.

- Utilising visual resources and other Augmentative and Alternative Communication (AAC) systems as appropriate.
- Implementing the behavior policy consistently and equitably.
- Communicating expectations, routines, values, and standards through their own behavior and in all interactions with students.
- Modeling expected behaviors and fostering positive relationships with students.
- Providing a personalized approach to address the specific behavioral needs of individual students.
- Reflecting on their own behavior and its impact on the culture, ensuring that their actions uphold Earley Springs rules and expectations.
- Understanding the underlying causes of challenging behaviors and implementing teaching strategies to support self-regulation and/or co-regulation based on individual student needs.
- Adapting the learning environment to meet the sensory needs of individual students.
- Implementing proactive and de-escalation strategies.
- Promptly recording all behavior incidents. (See Appendix 4: Serious Incident Criteria)
- Maintaining in-class recording systems to track, identify, and analyse behavioral patterns and inform the development of appropriate support strategies. (See Appendices 5, 6, and 7)
- Developing, reviewing, and implementing Individual Behavior Support Plans (IBSPs), risk assessments, and Individual Behavior for Learning Plans (BfLPs). (See Appendices 1, 2, and 3).
- Participating in regular class team debriefing sessions to review, risk assess, and implement further support strategies for individual students.
- The Senior Leadership Team (SLT) will provide support to staff in responding to behavior incidents.

5.4 Parents/Carers

Where possible, parents/carers are encouraged to:

- Familiarise themselves with Earley Spring's behavior policy and reinforce these principles at home.
- Utilise the beliefs and values outlined in the behavior policy to understand the underlying causes of their child's behavior and implement strategies to support their child's emotional regulation and self-regulation at home.
- Inform Earley Springs of any changes in their child's circumstances that may impact their behavior.
- Discuss any behavioral concerns with the class teacher promptly.
- Actively participate in any pastoral support interventions following challenging behaviors that may impact the health and safety of the child or others. (For example, attending reviews of specific behavior interventions, Individualized Education Plans (IEPs), cutting nails, changing footwear, etc.)
- Raise any concerns regarding the management of behavior directly with the school while maintaining a collaborative partnership with the school.

- Actively participate in the life of Earley Springs community.

Earley Springs will strive to build strong relationships with parents/carers by keeping them informed about their child's progress and any behavioral concerns. Earley Springs will work collaboratively with parents/carers to develop, implement, and review strategies to support their child's social and emotional development.

5.5 Students

Students are encouraged to respond positively to the expectations of Earley Springs, taking into account their individual abilities and understanding.

6. Earley Springs Behavior Curriculum

Developing supportive relationships built upon mutual respect and trust is fundamental to fostering a culture of high expectations and excellent learning behavior at Earley Springs. Our expectations outlined in section 5 for all stakeholders, including students, provide the foundation for successful learning behavior alongside the development of self-regulation and co-regulation skills.

We expect our students to:

- Demonstrate kindness in their words and actions, ensuring that their words and actions do not cause harm to others.
- Respect others and their property.
- Navigate the environment safely and sensibly.
- Engage positively in all learning opportunities and strive for academic achievement.
- Develop self-regulation skills with varying levels of support based on their individual needs and understanding.
- Apply these expectations both within and outside of Earley Springs setting.

Key routines are established in each classroom, supported by visual and auditory cues, to prepare students for smooth and safe transitions between activities and environments. For some students, individualized strategies may be necessary to support the development of these essential life skills.

The expectations for staff outlined in section 5.3 clearly define their role in supporting students to meet these expectations and serve as the building blocks of our comprehensive behavior curriculum, which permeates all aspects of school life.

Where appropriate and reasonable, adjustments may be made to classroom routines and curricular activities to ensure that all students can meet behavioral expectations within the learning environment.

6.1 Mobile Phones

Students are generally not permitted to bring mobile phones or other electronic devices to Earley Springs .

Exceptions may be considered on a case-by-case basis for older students who are developing independent travel skills and require a mobile phone for their journey to and from Earley Springs .

Other exceptions may be considered, such as when a student requires access to calming music to support their journey to and from Earley Springs . These exceptions will be reviewed and approved by the headteacher.

In all cases where a mobile phone is permitted, the device must be handed over to Earley Springs office upon arrival and securely stored. Students will retrieve their devices at the end of the day and are responsible for storing them safely in their bags.

Parental permission is required for any exceptions to this policy. Earley Springs will not be held liable for any loss, damage, or theft of any electronic devices brought to site.

7.1 Classroom Management Strategies

Effective classroom management strategies are outlined in section 5.3. In addition, the following approaches must be embedded throughout the day:

Proactive Strategies

Earley Springs endorses the Team Teach philosophy, which emphasises "positive handling strategies through a whole-setting holistic approach, working with leadership and management, actively committed to reducing restraint and risk" (Team Teach).

Therefore, Earley Springs prioritises the use of a variety of proactive behavior support strategies to minimise risk and de-escalate challenging behaviors. Some examples of proactive strategies include:

- Clear and consistent communication.
- Building positive relationships with students.
- Creating a predictable and structured learning environment.
- Providing a variety of engaging and meaningful learning activities.
- Utilising visual schedules and other sensory supports.
- Teaching and reinforcing social skills.
- Implementing proactive interventions to address potential challenges before they occur.

Responding to Positive Behavior: Positive Reinforcers

Positive behavior will be consistently encouraged and rewarded. Staff members will lead by example in demonstrating positive behavior. Examples of positive reinforcers include:

- Consistent use of specific and genuine praise, such as "I like how you asked for a break when you needed it."
- Class reward systems.
- "Star of the Day" recognition.
- "Let's Make a Deal" boards.
- Providing meaningful and immediate rewards, such as additional privileges in the classroom.
- Offering genuine smiles, verbal praise, and encouragement.
- Weekly achievement assemblies.
- Certificates and stickers.
- Sending positive notes home to parents/carers.
- Displaying student work prominently throughout the school.

Once a reward has been given, it should not be withdrawn. Rewards are given to acknowledge and reinforce positive behaviors and should not be used as a form of punishment. However, there may be time limitations placed on certain privileges.

Communication and Social Interaction Difficulties

Many of our learners at Earley Springs require support in developing their communication and social interaction skills. Challenging behaviors often arise from breakdowns in communication. To effectively support a student experiencing dysregulation, it is crucial to understand the underlying function of the behavior and address the unmet need. Class teams must develop strategies to help students express their feelings and emotions effectively. The use of "zones of regulation" throughout the school day can be a valuable tool.

Class teams should consider the following factors that can impact a student's ability to regulate and manage their behavior:

- Communication difficulties: Some students may have difficulties with verbal and non-verbal communication, including body language. These communication challenges can lead to misunderstandings and frustration. The use of communication devices and systems can empower students to express their needs and make choices.
- Sensory processing challenges: Some students may experience sensory overload or underload, which can significantly impact their behavior.
- Difficulty processing information: Students may require additional time to process information and may benefit from the consistent use of visual supports.
- Difficulties with social rules and conventions: Some students may struggle to understand and consistently follow social rules and expectations.
- Difficulties with emotional regulation: Students may have difficulty identifying, understanding, and managing their own emotions.
- Difficulties predicting and anticipating events: Unpredictable situations can cause anxiety and distress for some students.
- Lack of awareness of personal safety.
- Challenges with adapting to new or unfamiliar situations.

- Difficulties interacting with peers, including challenges with forming and maintaining friendships and navigating social situations.

8. Mental Health Support

At Earley Springs, we recognise the critical importance of mental health and are committed to supporting student well-being. We acknowledge that poor mental health can significantly impact a student's ability to learn, participate in Earley Springs activities, and reach their full potential.

At Earley Springs, mental health and behavior (both positive and challenging) are considered interconnected. We utilise a holistic approach that includes:

- **Analysing the functions of behaviour.**
- **Employing cumulative stress assessment tools such as the Stress Bucket/Iceberg Theory.**
- **Monitoring student behavior through in-class recording systems, Serious Incident reports, and Safeguarding procedures.**

Anxiety and stress, while distinct, are recognized as significant contributors to student well-being. Staff members are encouraged to proactively address anxiety and stress through daily classroom practices and by seeking support from colleagues and external agencies when necessary.

Earley Springs recognises that some students may experience a range of social and emotional difficulties, which can manifest in various ways, including withdrawal, isolation, and challenging or disruptive behaviors. These behaviors may be indicative of underlying mental health conditions such as anxiety, depression, self-harm, substance misuse, eating disorders, or unexplained physical symptoms. We understand that various factors, including life experiences and diagnoses, can increase a student's risk of experiencing mental health challenges.

Earley Springs has clear processes in place to support students experiencing mental health difficulties. These processes are linked to our Safeguarding and Behavior Support policies. We are committed to ensuring that any negative behaviors are addressed effectively to minimise their impact on the well-being of the student and other students.

Universal Support for All Students:

Earley Springs provides universal support for all students, including:

- Promoting the Six Ways to Wellbeing within the classroom.
- Providing Mental Health Awareness training for all staff.
- Conducting Stress Bucket training for staff to enhance their understanding of stress and its impact on students.
- Utilising Autism-Friendly Approaches, such as the TEACCH Approach, to reduce stress and anxiety associated with Autism.
- Implementing individualised and student-centered learning approaches.

- Fostering a positive and inclusive classroom environment.
- Utilising positive reinforcement and behavior support strategies to build self-esteem, resilience, and problem-solving skills.
- Integrating mental health and well-being concepts into the curriculum, such as promoting the importance of positive relationships in Physical Education (PE) and incorporating mental health topics into health and lifestyle lessons

Responding to Behaviors of Concern: Incident Debriefing

At Earley Springs, we utilise an Incident Debriefing approach to:

- Reduce the occurrence of Serious Incidents and the use of physical interventions.
- Enhance staff well-being.
- Improve staff skills in understanding and responding to challenging behaviors.
- Increase student participation in planning the next steps for their behavior support, where appropriate.

We aim to debrief all incidents resulting in injury, 50% of incidents involving physical interventions, and 100% of unplanned physical interventions. Debriefing sessions will be conducted by Class Teams, Behavioural lead and or Headteacher.

Where developmentally appropriate, students will be involved in the debriefing process. The primary goal of the debriefing is to:

- Analyse the incident, considering the actions and reactions of both students and staff.
- Identify potential alternative approaches that could have been taken.
- Support staff in developing new strategies and enhancing their understanding of student behavior.
- Focus on repairing relationships and promoting a positive learning environment.
- Support student reflection on their behavior, including understanding the impact of their actions on others and developing strategies for making amends.

This debriefing process will provide staff with valuable insights, enhance their skills in de-escalating challenging situations, and contribute to a deeper understanding of student behavior and individual needs.

Individual Behaviour Support Plans (IBSPs) & Risk Assessments

Individual Behaviour Support Plans (IBSPs) and Risk Assessments must include the following:

- A precise description of the target behavior: Clearly and objectively define the specific behavior that will be addressed in the plan.
- Environmental considerations: Analyse the student's environment comprehensively, considering all factors that may influence their behavior. This includes:
    - Physical environment: Classroom layout, noise levels, lighting, temperature, etc.

    - Social environment: Peer interactions, teacher-student relationships, classroom climate, etc.
    - Curriculum: Task demands, level of challenge, student engagement, etc.
    - Sensory environment: Potential sensory triggers and strategies for sensory modulation.
- Positive teaching strategies:
    - Identify and implement positive teaching strategies that will teach the student alternative, socially acceptable behaviors that serve the same function as the target behavior.
    - Focus on teaching replacement behaviors that are functional and age-appropriate.
- Reinforcement strategies:
    - Clearly define how appropriate behaviors will be reinforced, including the type of reinforcement (e.g., praise, rewards, privileges), frequency, and the individuals responsible for delivering reinforcement.
- Reactive strategies:
    - Develop and implement proactive strategies to de-escalate challenging behaviors before they occur.
    - Include clear procedures for responding to the target behavior when it occurs, focusing on safety and de-escalation techniques.
- Documentation:
    - Record the names of all individuals involved in the development of the plan.
    - All serious incidents and accidents must be recorded on the school's designated system Bromcom. These incidents will be analysed by Behavior Leaders and reviewed by the Senior Leadership Team (see Appendix 4). This data analysis will inform analysis of behavior incidents, leading to the development of action plans and further support as needed.

Consequences

Earley Springs does not believe in punitive measures or punishments. Consequences should be natural and logical, helping students understand the connection between their behavior and its impact.

It is crucial for students to understand the link between their behavior and the natural consequences of their actions.

Reflection:

Regular reflection is essential for continuous improvement. Staff members should regularly reflect on their interactions with students and consider whether alternative approaches could have been taken to support the student more effectively. This reflective process helps staff to learn and grow, enhance their skills, and improve their ability to support student success.

For example

Behaviour	Action
Learner disrupts activity or behaves in a way that makes other learners feel unsafe	Learners has a break. Learner is supported by an adult to consider their behaviour and is offered choices. Learner reintegrates and carries on with activity. Class team review in class recording: is there a specific activity/ demand/ environment/ time of day that is a precursor to behaviour seen? Does the pupil need planned movement breaks/ individual support at these times? Is the work too challenging/ not challenging enough and accessible to the developmental and communication needs of the learner?

7. Responding to Behavior: Prohibited Sanctions and Use of Reasonable Force

Prohibited Sanctions

The following sanctions are strictly prohibited at Earley Springs:

- Corporal punishment: This includes any form of physical punishment, such as smacking or rough handling.
- Withholding of sustenance and force feeding.
- Withholding basic physical comforts such as warmth and appropriate clothing.
- Locking a student in a room at any time.
- Inappropriate use of voice and tone.
- Using language that demeans or intimidates the student.
- Placing students outside the classroom unsupervised.
- The use of mechanical or chemical restraints.

Use of Reasonable Force

Earley Springs utilises the Team Teach approach, which emphasises positive handling strategies and de-escalation techniques. All staff members are required to complete a two-day Team Teach training course, followed by regular update sessions and refresher training every two years.

Physical intervention should only be used as a last resort and only when **REASONABLE**, **PROPORTIONATE**, and **NECESSARY**. Physical interventions will be documented in the student's Individual Behavior Support Plan and Risk Assessment.

Physical intervention may be considered in the following situations:

- **Imminent risk of harm to self:** When there is an immediate danger of the student harming themselves.
- **Imminent risk of harm to others:** When there is an immediate danger of the student harming others (staff or other students).
- **Imminent risk of damage to property:** When there is an immediate danger of significant property damage.
- **Imminent risk to the well-being, good order, and security of peers:** When the student's behavior poses a significant threat to the well-being and safety of other students.
- **When a student is engaged in a criminal act.**

Physical Interventions

The physical techniques taught through the Team Teach training program are designed to provide the maximum amount of care, control, and therapeutic support. Physical interventions should only be used as a last resort when other de-escalation strategies have been exhausted.

The Team Teach philosophy emphasises the following principle: "I care enough about you not to let you be out of control."

In exceptional circumstances, staff may use physical intervention as part of a comprehensive response to the student's behavior. This will be documented in the student's Individual Behavior Support Plan and Risk Assessment and shared with parents/carers and other relevant agencies. All staff members who utilize physical intervention must have received appropriate training.

In the event of an emergency situation that requires immediate intervention and a pre-established plan is not in place, staff members are expected to act as a "reasonable prudent parent" in accordance with the law of negligence. However, an Individual Behavior Support Plan and Risk Assessment must be developed promptly following such an incident.

Earley Springs is committed to minimizing the need for physical interventions through a comprehensive approach that emphasizes:

- **A deep understanding of student needs.**
- **A strong commitment to meeting student needs.**
- **A systematic, positive, and proactive approach to behavior management.**

Parents/carers will be informed of any incidents involving physical intervention, and their input will be sought in developing strategies to reduce the need for future interventions.

To further reduce the reliance on physical interventions, regular meetings will be held to review data, analyse trends, and implement strategies to improve practice and reduce the overall need for restrictive interventions.

Withdrawal/Needing to Leave a Situation

At Earley Springs, "withdrawal" refers to a positive procedure that provides students with the opportunity to remove themselves from a situation that is becoming overwhelming or stressful. This allows students to self-regulate and regain composure.

The emphasis is on teaching students to recognize when they need to leave a situation and to communicate this need appropriately. This process supports the development of self-regulation skills and empowers students to take control of their own behavior.

Withdrawal should be used as a de-escalation strategy. However, there may be instances where a staff member determines that it is in the best interest of the student or the class for the student to briefly leave the classroom setting. This may involve a short walk or engaging in a calming activity in another location. When a student chooses to withdraw to a quiet space to self-regulate, staff members will remain with the student to provide support and supervision.

Some students may benefit from having access to a designated quiet space or sensory room to reduce overstimulation. In situations involving significant challenging behavior that poses a serious risk to the health or safety of the student or others, staff members may withdraw from the immediate area while remaining present and visible. This will be documented in the student's IBSP, and parental consent will be obtained.

7.2 Safeguarding

Earley Springs recognises that changes in a student's behavior may indicate a need for help or protection. We consider whether a student's misbehavior may be linked to them suffering, or at risk of suffering, significant harm.

In such cases, we will follow our child protection and safeguarding policy and determine the most appropriate course of action, which may include pastoral support, early intervention programs, or referral to children's social care services.

For more information, please refer to our Child Protection and Safeguarding Policy:

7.3 Confiscation, Searches, and Screening

Searching, screening, and confiscation procedures at Earley Springs are conducted in accordance with the latest Department for Education (DfE) guidance on searching, screening, and confiscation.

Confiscation

Any prohibited items (listed in Section 3) found in a student's possession during a search will be confiscated. Confiscated items will not be returned to the student.

Searching a Student

Only staff members authorised by the Principal can conduct searches. Authorised staff will, whenever possible, be of the same sex as the student being searched. Another staff member must be present as a witness during the search.

Exceptions to same-sex searches with witnesses are allowed in the following situations:

- The authorised staff member has reasonable grounds to believe that a search is urgently needed to prevent serious harm to a person.
- There is insufficient time to locate a staff member of the same sex for the search.
- It is not practical for another staff member to be present during the search.

In situations where a search is conducted without a witness, the authorised staff member must immediately report the search to another staff member and ensure a written record is made.

Before initiating a search, the authorised staff member will:

- Assess the urgency of the search.
- Consider the potential risks of not conducting the search to other students or staff.
- Evaluate any potential safeguarding risks to the student associated with the search.
- Explain to the student the reason for the search.
- Describe the search procedure (e.g., turning out pockets, removing scarves).
- Explain the location of the search.
- Provide the student with an opportunity to ask questions.
- Seek the student's cooperation.

If a student refuses to consent to a search, the staff member will contact the Designated Safeguarding Lead, or Headteacher to investigate the reason for refusal.

The authorised staff member will then determine whether reasonable force should be used to conduct the search. This decision will be made on a case-by-case basis, considering factors such as preventing the student from harming themselves or others, damaging property, or causing disruption.

Reasonable force can only be used to search for prohibited items listed in Section 3, not for items identified only in school rules. Metal detectors may be used as an aid during searches.

Authorised Searches

Authorised staff members may search a student's:

- Outer clothing (e.g., jackets, jumpers, hats, scarves, gloves, shoes, boots)
- Pockets
- Possessions
- Desks
- Lockers

Searching Student Possessions

A student's possessions can be searched with their consent. If a student refuses consent, staff can still search for prohibited items (listed in Section 3) and items identified in Earley Springs rules.

A staff member and the student must be present during a search of a student's possessions. However, in exceptional circumstances where there is a serious risk of harm, and an immediate search is necessary, a single authorised staff member may conduct the search.

7.4 Safeguarding Concerns

Informing the Designated Safeguarding Lead (DSL)

The staff member who carried out the search must inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in Section 3.
- If they believe that a search has revealed a safeguarding risk.
- All searches for prohibited items (listed in Section 3), including incidents where no items were found, will be recorded in Earley Springs 's safeguarding system.

Informing Parents/Carers

Parents/carers will always be informed of any search for a prohibited item (listed in Section 3). A member of staff will inform parents/carers as soon as is reasonably practicable:

- What happened?
- What was found, if anything.
- What items were confiscated, if any.
- What actions Earley Springs has taken, including any sanctions applied.

Support After a Search

Irrespective of whether any items are found during a search, Earley Springs will consider whether the student may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If necessary, staff will follow Earley Springs 's Safeguarding Policy and consult with the Designated Safeguarding Lead (DSL). The DSL will determine whether pastoral support, early help intervention, or referral to children's social care is appropriate.

7.4 Off-Site Behavior

Off-site activities will be subject to further risk assessment for individuals where a student has demonstrated concerning or serious behaviors. This may result in temporary restrictions on the

student's participation in specific off-site activities until they can safely and appropriately participate.

7.5 Behavior Online

Earley Springs will work closely with students, families, and other agencies to address online behaviors that:

- Pose a threat or cause harm to another pupil.
- Disrupt the orderly running of the provision.
- Adversely affect the reputation of Earley Springs .

Earley Springs will collaborate with other agencies as needed to support the needs of students and their families. In cases of serious online misconduct, Earley Springs may consider suspension or permanent exclusion, depending on the nature of the incident and other relevant factors (as outlined in Section 8).

7.6 Suspected Criminal Behavior

If a student is suspected of criminal behavior, Earley Springs will initially assess whether to report the incident to the police.

When gathering information, Earley Springs will endeavor to preserve any relevant evidence for potential submission to the police.

If a decision is made to report the matter to the police, the Headteacher will make the report. The school will not interfere with any subsequent police investigation. However, the school may continue to follow its own investigation procedures and consider next steps, as long as these actions do not conflict with the police investigation.

If a report to the police is made, the Designated Safeguarding Lead (DSL) will also make a tandem report to children's social care if appropriate.

7.7 Zero-Tolerance Approach to Sexual Harassment and Sexual Violence

Earley Springs maintains a zero-tolerance approach to sexual harassment and sexual violence. All incidents will be addressed promptly and appropriately.

Students are encouraged to report any incidents that make them feel uncomfortable, regardless of the perceived severity of the incident.

Earley Springs 's response to all allegations of sexual harassment and sexual violence will be:

- Proportionate to the severity of the incident.
- Carefully considered.
- Supportive of all individuals involved.
- Determined on a case-by-case basis.

The school has established clear procedures for responding to all allegations or concerns regarding a child's safety and well-being. These procedures include clear processes for:

- Responding to reports.
- Conducting risk assessments to determine the appropriate course of action:
    - Managing the incident internally.
    - Referring to early help services.
    - Referring to children's social care services.
    - Reporting to the police.

For more information, please refer to our Safeguarding and Child Protection Policy and the Managing Allegations Against Staff Policy.

7.8 Malicious Allegations

While rare, Earley Springs recognises the possibility of malicious allegations. In such cases, the provision will ensure that both the student who made the allegation and the student who was the subject of the allegation receive appropriate support.

Where a student makes an allegation against a staff member that is subsequently determined to be deliberately invented or malicious, the provision will take appropriate action in accordance with its policies and procedures.

Where a student makes an allegation of sexual violence or sexual harassment against another student that is subsequently determined to be deliberately invented or malicious, Earley Springs will take appropriate steps to address the situation in accordance with its policies and procedures.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false, or malicious, Earley Springs will, in collaboration with the Local Authority Designated Officer (LADO) where relevant, assess whether the student who made the allegation requires any additional support. Earley Springs will also consider the pastoral needs of the student who was the subject of the allegation.

For more information on responding to allegations of abuse against staff or other students, please refer to our Safeguarding and Child Protection Policy and the Managing Allegations Against Staff Policy.

8.1 Suspensions

Suspensions are a last resort used to address behavior that compromises the health, safety, or well-being of a student or others. The Headteacher makes the final decision on suspensions, following Earley Springs exclusion guidelines and processes.

Before considering suspension, staff will collaborate with various internal and external professionals to assess risks and explore alternative strategies and support options.

Reintegration Planning

If a suspension occurs, a reintegration planning meeting will be held to determine the best course of action to help the student avoid future exclusions and participate more fully in academics and social activities. The meeting will identify key individuals involved in the student's life and any specialist support needed for successful reintegration. This information will be documented in a RAG Risk Assessment (Red, Amber, Green).

Reintegration Meeting Topics

- Specific behaviors exhibited by the student
- Triggers, root causes, and potential risk factors
- The impact of the student's behavior on their health, safety, learning, and well-being, as well as that of others
- The effectiveness of current universal approaches for this student
- Targeted and specialist support strategies already in place and any additional actions needed
- Risk reduction strategies beyond current measures

Reintegration Meeting with Parents/Carers

A reintegration meeting with parents/carers will be arranged on the day of or before the student's return to Earley Springs . This will be a small, private meeting with key staff members, such as the Headteacher, and or the Whole School Behaviour Lead.

The information gathered throughout this process will be used to inform practices, training needs, and support strategies to achieve a more holistic approach and improve the overall school experience for students.

8.2 Permanent Exclusions

Permanent exclusions are extremely rare at Earley Springs. If we cannot meet a student's needs, we will always work with the student's family and the Local Authority to find a suitable alternative placement for a managed move.

For more information, please refer to our Exclusions Policy:

9. Responding to Misbehavior from Students with SEND

9.1 Recognising the Impact of SEND on Behavior

Earley Springs acknowledges that a student's behavior may be influenced by a special educational need or disability (SEND). This recognition is embedded in our aims, key beliefs, and throughout this policy.

When addressing behavioral concerns from our students, especially those whose behavior is impacted by SEND, Earley Springs will consider its legal obligations when enforcing the behavior policy. These legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled student caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavors to meet the needs of students with SEND (Children and Families Act 2014)
- Implementing the provisions set out in a student's education, health and care (EHC) plan, if applicable, and cooperating with the local authority and other relevant bodies

To fulfill these duties, the school will proactively anticipate potential triggers of misbehavior and put in place support measures to prevent them. These preventive measures will be tailored to the specific needs of each student.

Examples of Preventative Measures

- Short, planned movement breaks
- Personalised curriculum and timetables
- Additional staff training, such as specific physical interventions for particular behavioral concerns
- Providing alternative spaces (e.g., break out space or playgrounds) for students to regulate their emotions when overwhelmed
- Using data analysis to identify potential triggers (e.g., time of day, lessons, antecedents) to develop individualised behavior support plans

9.2 Identifying Unrecognised SEND

Earley Spring's Behaviour Leads may assess students exhibiting challenging behaviors to determine if there are any underlying, unmet needs.

When necessary, Earley Springs will seek support and advice from the Local Authority, medical practitioners, or other relevant professionals to identify or address specific needs. We may also contact the local authority to discuss the matter and, if appropriate, request an emergency review of the student's EHC plan.

When a student's acute needs are identified, we will collaborate with external agencies to develop support programs. These plans will be created and reviewed regularly in partnership with parents/carers.

10. Supporting Pupils Following a Sanction

Following a suspension, Earley Springs will focus on supporting the student's reintegration and developing strategies to improve their behavior and meet our expectations. For students with profound and/or particularly severe learning difficulties, we will request additional support from the Local Authority to ensure their needs are met.

If Earley Springs determines that it can no longer effectively meet the needs of a particular student, an early annual review of the student's education, health, and care plan (EHC plan) will be initiated.

Reintegration Support:

Upon returning from a suspension, students will:

- Attend a reintegration meeting, unless their individual needs make this inappropriate.
- Receive regular check-ins from trusted adults within Earley Springs .
- Receive appropriate adjustments as needed, such as increased sensory breaks or reduced academic demands, based on individual needs.
- Have their Individual Behavior Support Plan and Risk Assessment reviewed and updated as necessary.

11. Pupil Transition

11.1 Inducting Incoming Pupils

To ensure a smooth transition for new students, Earley Springs will offer an induction process to familiarise them with our behavior policy and overall culture.

11.2 Preparing Outgoing Pupils for Transition

To support a smooth transition to the next year, students may participate in transition sessions with their new teachers. For younger students, a primary focus will be on building positive relationships with new staff members and exploring the new learning environment.

Staff members will hold transition meetings to share key information about each student, including their communication needs and behavior. Support plans will be shared, and any identified training needs will be addressed by the leadership team.

12. Training

All staff at Earley Springs will receive comprehensive training in positive behavior support.

Initial Training:

- All new staff members will receive mandatory training in positive behavior support as part of their induction process.
- This training will cover:
    - The rationale, aims, and methods of behavior support.
    - Functional assessment techniques.
    - Proactive approaches to behavior management.
    - The importance of teamwork and collaboration.

    - Strategies for supporting staff well-being when working with students with challenging behaviors.

Ongoing Training:

- All staff will participate in annual behavior support training during In-Service Training (INSET) days.
- Training will cover:
    - Updates to best practices in behavior support.
    - Strategies for addressing specific behavioral challenges.
    - The impact of SEND on behavior.
    - Trauma-informed approaches to behavior support.
    - The link between mental health and behavior.

Team Teach Training:

- All staff will receive comprehensive Team Teach training, which emphasises positive handling strategies and de-escalation techniques.
- This initial 12-hour course will be followed by 6-hour refresher courses every two years.
- Staff will be prioritized for Team Teach training based on their roles and responsibilities and the needs of the students they support.

Specialized Training:

- Staff will receive specialized training related to the specific needs of students, such as training on Multiple Disabilities (MDVI), Autism Spectrum Disorder (ASD), and other relevant areas.

Support Systems:

- The Senior Leadership Team provides ongoing support to staff members.
- Daily team time is allocated for staff to reflect on their practice, share challenges, and receive support from colleagues.
- Regular debriefing sessions following challenging incidents will be conducted to analyze the situation and identify areas for improvement.

13. Monitoring Arrangements

13.1 Monitoring and Evaluating Behavior

Earley Springs will collect data on the following aspects of behavior:

- Behavioral incidents, including removals from the classroom.
- Attendance rates.
- Permanent exclusions and suspensions.
- Incidents of searching, screening, and confiscation.

Please refer to Appendix 4 for the Criteria for Completing a Serious Incident Slip and Appendix 4 for the Procedure for Completing Serious Incident Slips (BehaviorWatch, Review, and Analysis).

Anonymous surveys will be conducted periodically to gather feedback from staff, students, governors, trustees, and other stakeholders regarding their perceptions and experiences of the behavior culture.

The collected data will be analysed by the Leadership team

Data analysis will consider the following perspectives:

- School-wide trends
- Trends within specific age groups/phases
- Individual student data
- Trends across different times of day, weeks, and terms
- Potential disparities between different groups of students, considering protected characteristics.

Earley Springs will use the results of this analysis to ensure compliance with the Equality Act 2010. If any trends or disparities between groups of students are identified, we will review its policies and practices to address these concerns.

13.2 Monitoring This Policy

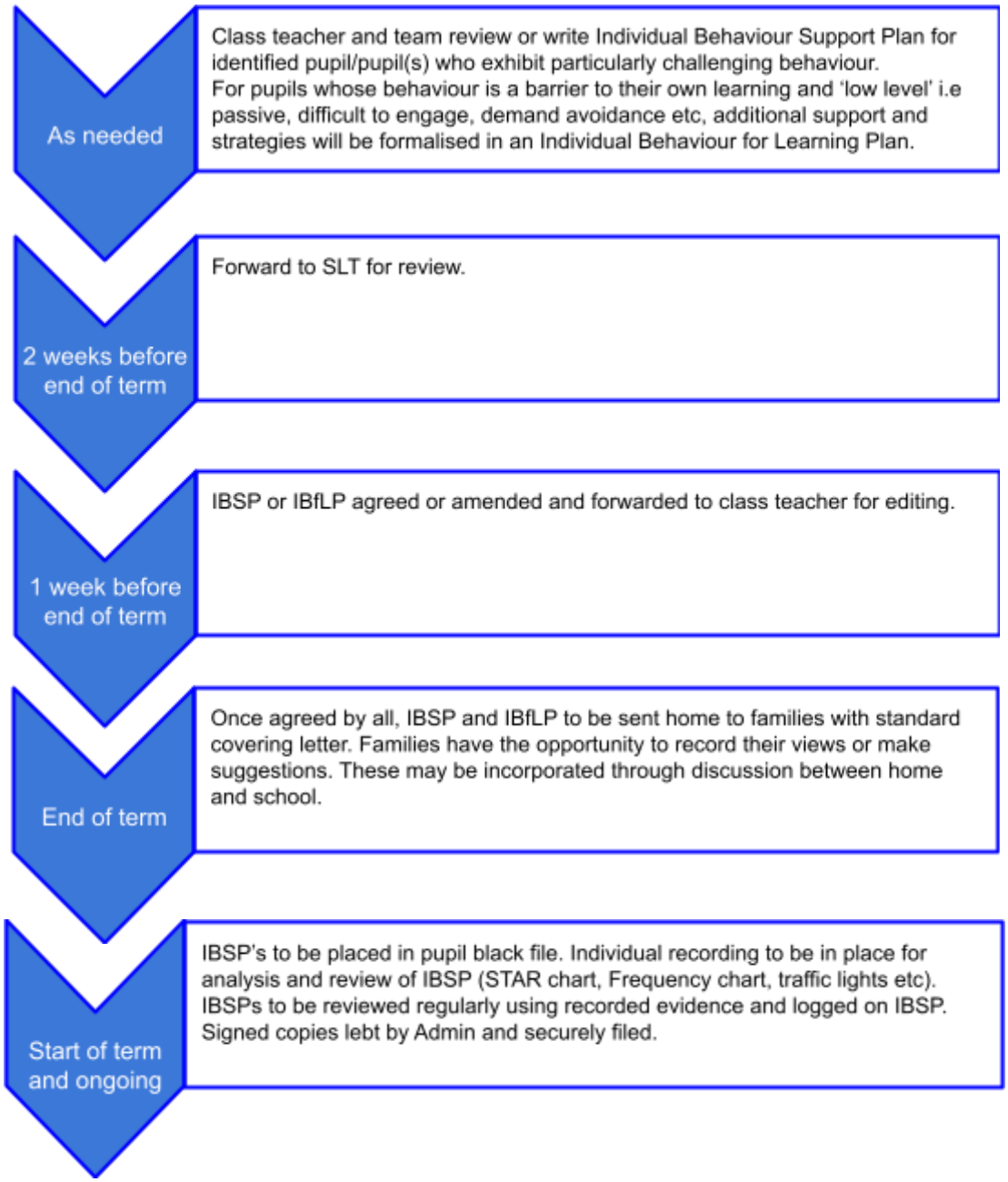
This behavior policy will be reviewed by the Headteacher and the Behavior Team at least bi-annually or more frequently as needed to address findings from the regular monitoring of behavior data (as per Section 13.1).

The headteacher will approve any revisions to the policy.

Appendix 1:

Individual Behaviour Support & Risk Assessment Process

The process below outlines the IBSP cycle. The cycle runs **during terms 1, 3 and 5** – although for some pupils it may be necessary to review their IBSP more frequently if there are significant changes in behaviour.



Appendix 2:

INDIVIDUAL BEHAVIOUR SUPPORT PLAN & Risk Assessment

Aim of Plan: To reduce the frequency/ severity of behaviours described below and provide a safe course of action for all concerned in the event of challenging behaviour occurring.

Name:	DOB:	Class:	Year Group:
Date:	ATTENDANCE:	External Agencies:	Child in Care:

Positive attributes and strengths:

Current Level English: On track for KS Target: Y/N Current Level Maths:
On track for KS Target: Y/N

DESCRIPTION OF BEHAVIOUR	**KNOWN TRIGGERS**	**FUNCTION OF BEHAVIOUR**	**WAYS OF AVOIDING PROBLEMS**	**WHAT TO DO IF BEHAVIOR OCCURS**
Describe behaviour - be objective; use clear, accurate and precise descriptions.	External: such as; people, demands or contexts. Internal: such as; hunger, pain, sensitivity or mood.	Describe what you believe to be the child's intention; what is the pupil trying to communicate/achieve?	Proactive strategies e.g. diversion, diffusion and de-escalation should be at least 95% of how we manage pupil behaviour. Team - Teach Positive Handling Framework.	Describe what actions are taken to deal with behaviour - note use of any sanction or planned use of TT physical interventions.

How will progress be recorded?	**Frequency Chart**	**STAR Chart**	**Other**
Please indicate which chart will be used			e.g Traffic light recording

Written by: Monitored by:

Signature of Parent/Carer: _____ Date:_____

	Date:	Number of Serious Incidents (Behaviour Watch)	**Discussion** *Comment on any patterns e.g does the behaviour occur more frequently on a particular day/time of day? Is a particular lesson a trigger? Is the pupil hungry? How is the individual's behaviour impact upon their learning and the learning of others?*	**What action will be taken:** *Will the timetable become more personalised? I.e shorten access to lessons pupil finds particularly difficult, use of motivators/rewards. What proactive strategies will be used/changed adapted? What advice will be sought?*
End of previous cycle (if applicable)				
2 week review				
4 week review				
8 week review				
End review				

Agreed Use of Physical Interventions to Support Behaviour

Intermediate **Try** **Avoid**

Friendly escort
Single elbow
Figure of four
Double elbow
Single elbow in chairs
Half shield

Are there any factors to consider when debriefing? E.g Communication aids, staff etc.

Here **E**xplain **L**ink **P**lan	

Appendix 3:

Individual Behaviour for learning plan

EARLEY SPRINGS

Planning for individual pupils needs to reduce barriers to learning and increase progress.

Name of pupil: **DOB:** **Current Levels:** Maths English	**Class:** **Year Group:** **Date:** **On Trak for KS Target:** Y/N

Individual aim of BfLP
Behaviour (s) to be supported:
List Identified triggers/function for behaviours:
Proactive Strategies

Environment:	**Visual supports:**
Calming techniques:	**Curriculum support:**
Wellbeing/Mental Health (list opportunities for relaxation and recreation)	**Timings of wellbeing activities:**
Pupil view:	**Parental view:**

Review date:	Comments:

Appendix 4- Criterion for completing a serious incident slip:

A "Serious Incident" is defined as any event meeting at least one of the following criteria:

- Challenging behavior necessitating physical intervention and/or resulting in significant injury (requiring first aid) to any person involved (staff, student).
- Challenging behavior requiring physical intervention or resulting in significant injury to any person involved while in a public setting (e.g., during an off-site educational activity or in the presence of a school visitor).
- Any event or occurrence classified as a "near miss" (e.g., a student leaving the school building undetected and subsequently being located safely on school grounds).
- Challenging behavior or an event/occurrence resulting in significant injury/concern necessitating the involvement of external agencies (e.g., medical services, social services, parents/guardians, law enforcement).
- Any event or occurrence involving inappropriate behavior (e.g., secondary-level student exposure or sexualised behavior in a public area) or resulting in substantial property damage.
- Student-on-student sexual harassment, encompassing sexual comments, remarks, jokes, and online sexual harassment, whether isolated or part of a pattern of abuse.
- Racist incidents.
- Bullying, as defined in the school's behavior policy.
- These incidents are to be documented using the Serious Incident Report within the school's behavior tracking system. An immediate verbal report must be made to the designated senior staff member.

For Other Incidents:

- Events not meeting the above criteria (e.g., minor student-on-student injuries, non-compliance, low-level behavioral issues) will be recorded using standard classroom recording methods (e.g., behavior charts, frequency logs).
- Staff experiencing injuries while managing challenging behavior must record these injuries within the school's behavior tracking system using the "Accident" section and seek first aid if needed. A first aid report must be completed by a certified first aider, following standard procedures.
- Student injuries must be recorded within the school's behavior tracking system. First aid should be administered as appropriate, and this should be documented in the usual manner (first aid reports in designated medical areas).
- Parents/guardians must be notified of student injuries via phone call from the classroom teacher or a senior staff member.
- Designated behavior support staff and administrators will be informed of all incidents through the school's behavior tracking system and will provide feedback in the system's comment section.
- Accidents are to be recorded using the "Accident" report feature within the school's behavior tracking system.
- For spills and cleaning needs, contact the maintenance staff. Any activation of an alarm must be recorded within the school's behavior tracking system, detailing the proactive strategies employed prior to the alarm. All reports will be reviewed by behavior support coordinators and senior leadership.

Appendix 5 - Frequency Chart:

Behaviour	Monday		Tuesday		Wednesday		Thursday		Friday	
	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM

Appendix 6:

STAR Chart (Setting, Trigger, Action and Result)

Name:
Class:

S - Setting What was the context of the activity prior to the incident?	**T - Trigger** What events led up to the incident?	**A - Action** What happened?	**R - Result** What happened as a consequence? How did the pupil react? How did the rest of the group react?	**Signature and Date**

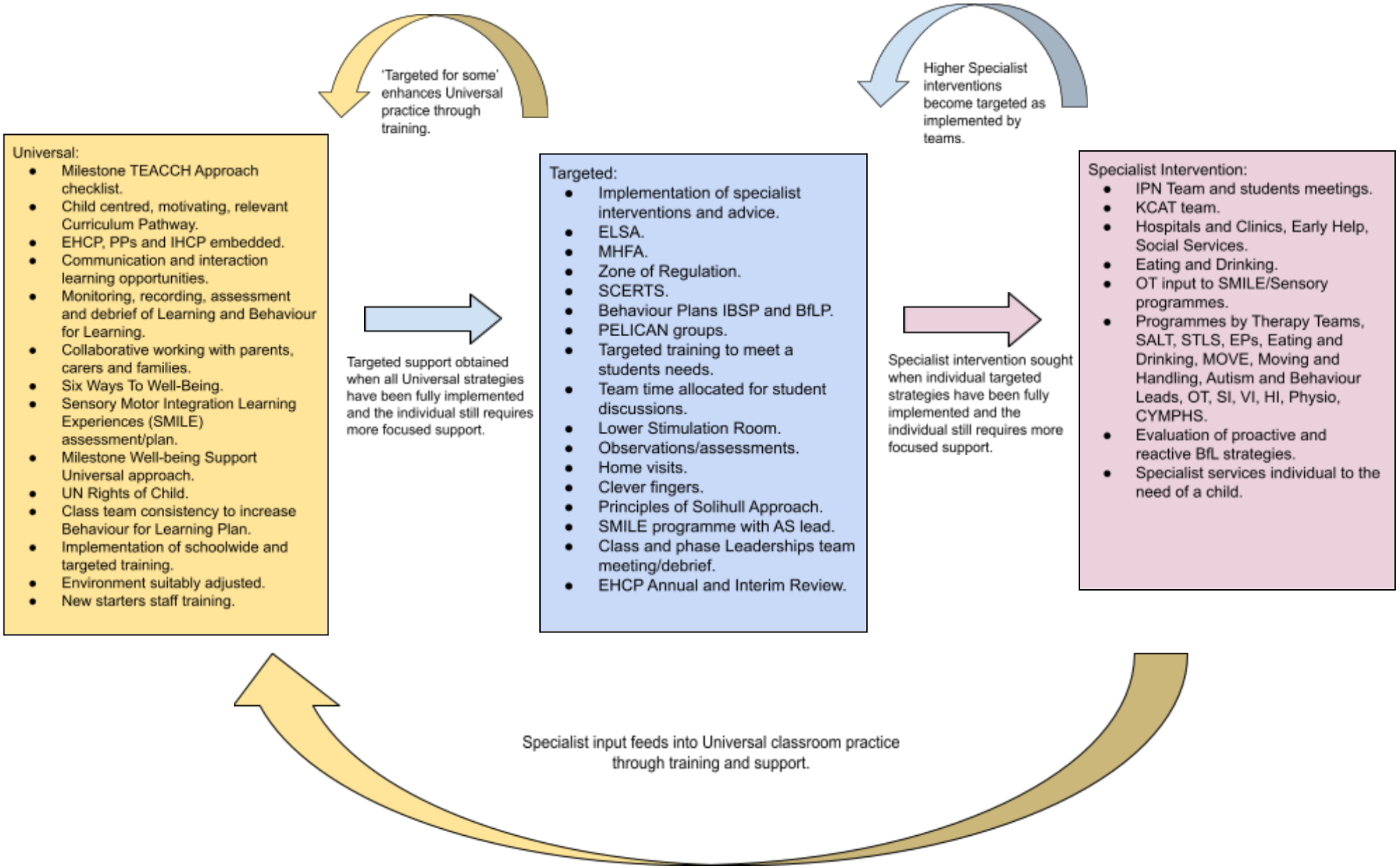
Appendix 7:

Traffic light recording

Week beginning:
Name:

Times of day	Monday	Tuesday	Wednesday	Thursday	Friday

Appendix 8 - Earley Springs Pupil Provision:



Appendix 9:

Earley Springs Class Checklist:

Environment	Teaching and Learning	Behaviour	Individual Needs
Visual timetable and use of, Now and Next where needed. Labelled resources. Defined teaching areas. Transition cues (visual and auditory). End of activity signalled. Low-stimulation workstations available. Low stimulation environment. Seating plan.	Evidence of Total Communication (symbols, signing, individual communication aids, PECS). Staff allow and understand how long processing time is needed when asking questions/giving instructions. Work tasks differentiated. Prompting - physical and verbal. Clear expectations (TEACCH): ● What am I doing? ● How long do I do it for? ● Where am I doing it? ● What comes next? Start and Finnish tray or similar.	Whole-class reward system in place. Students need specific individual rewards/First and Then/LMAD. Use of distraction/redirection. Use of positive language e.g. 'Feet down' instead of 'No kicking'. Use of praise and state what they are doing well. (E.g. Good sitting ec). Staff awareness of body positioning. Evidence of recording (E.g. Frequency/STAR charts). Adapt levels of demand to the level of arousal. Consistency of response and own arousal by team. Rules/expectations for environments. Let's make a	Personal Needs accommodated: food/drink/toilet/warmth. Sensory needs planned for. Pupil independence is encouraged where appropriate. Sensory profiles/SPD analysis. Physio/OT needs planned for. SMILE/Physical/close tight space regulation activities and assessments. Planned/structured movement breaks. Communication aids. Individual timetables/schedules.

		deal/working for boards Timers	