



Behaviour Policy

September 2022

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THE WALNUTS SCHOOL | THE ASPIRE FEDERATION, MILTON KEYNES

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1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** our approach for responding and preventing behaviours that challenge
- Outline **the principles that we expect our students to uphold**
- Give an overview of the **responsibilities and roles** of different people involved with behaviour management
- Outline our system of **rewards and sanctions**

2. Legislation and statutory requirements

- This policy is based on advice from the Department for Education (DfE) on:
 - [Behaviour and discipline in schools 2016](#)
 - [Behaviour in schools 2022](#)
 - [Reducing the need for restraint and restrictive intervention 2019](#)
 - [Use of reasonable force in schools 2013](#)
 - [Searching, screening and confiscation at school 2018](#)
 - [Searching, screening and confiscation: advice for schools 2022](#)
 - [The Equality Act 2010](#)
 - [Supporting pupils with medical conditions at school 2017](#)
 - [Keeping Children Safe in Education 2022](#)
 - [Exclusion from maintained schools, academies and pupil referral units England 2017](#)
 - [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2022](#)
- It also uses the:
 - [Special Educational Needs and Disability \(SEND\) code of practice](#).
- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils

- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- The [2011 Education Act](#) amendments, namely, chapter 2, Part 10, subsection 6. This relates to the searching through digital files on confiscated items and powers granted to school staff to delete files "if the person thinks there is a good reason to do so".
- This policy will be published online in accordance with [DfE guidance](#)
- [Milton Keynes Safeguarding Children Board Restrictive Physical Intervention Policy](#)

3. Definitions

Some autistic people can display challenging behaviour. Below are listed some examples of behaviours however the list is exhaustive and our definition can also include other behaviours if they are having a negative impact on the person, their family, the learning environment, or the school at large.

- Physically aggressive behaviour,
- Self-injurious behaviour
- Physical challenging behaviour such as biting, spitting, hitting and hair pulling
- Pica (eating or mouthing non-edible items)
- Smearing.
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers

- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Key principles of behaviour management

- Most children and young people (CYP) with Autism Spectrum Disorder (ASD) experience high levels of anxiety and stress. Providing a therapeutic environment in which students are understood and can develop is at the foundation of our approach.
- We recognise the importance of attending to the needs of the whole person, both physically and emotionally. Finding positive qualities and building relationships in which CYP feel secure is vital.
- Knowledge and understanding of Autism and the areas of difference is crucial. Challenging behaviour is viewed as a lack of skills in the key areas of communication, social interaction, and flexibility of thought. The teaching of new skills and re-enforcing appropriate behaviours is encouraged.
- It is understood that a CYP's sensory processing difficulties or sensitivities may impact substantially on their behaviour these include sensitivity to sound, light, smells, touch and taste. Other environmental conflicts e.g. staff, appropriateness of teaching style, resources, number of students, environment are given careful consideration to minimise difficulty.
- Assessing, analysing and understanding the functions of behaviour is at the core of our approach. Through analysis of incidents, antecedents and triggers, and the collection of data, patterns of behaviour may be established. Incidents can be tracked and monitored, and programmes developed accordingly through the use of Behaviour Watch.
- CYP are given secure boundaries, within which to explore and manage feelings and become self-regulating.
- All CYP at The Walnuts School have a right to be treated with dignity and respect in all circumstances, irrespective of any challenging behaviour displayed.
- To create these relationships adults need to be attuned, aware and show empathy to CYP through the appropriate use of voice and tone, and non-verbal means of communication e.g. posture, gesture, movement and touch. **The language used should be non-judgmental and must be kept to a minimum or cut out completely when a CYP is under stress.**

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- We aim to encourage, through praise and positive attention, desired behaviour and limit interaction when a CYP is displaying less preferred behaviour. Some behaviour, however, cannot be ignored, aggressive behaviour against oneself, others, or the environment, must be clearly responded to.
- We need to create a safe environment that nurtures real emotional growth. We encourage CYP's to express their feelings within the safe boundaries.
- Staff should ensure that their presence is needed to display well-regulated, calm, and confident. In order to support CYP manage and regulate feelings within well-defined boundaries that are both firm and fair.
- Open communication between staff is an essential element for ensuring consistency for our CYPs. Willingness to share problems and ask for support from colleagues, line managers and SLT is promoted.
- Partnerships with families and carers are crucial to achieve consistent management across all settings. Effective, honest communication is vital to achieve a complete picture in order to enable us to support the CYPs fully.
- We are aware that Staff at The Walnuts School are role models for behaviour within school. We believe in the importance of developing a shared value system. Our value system is based on: respect, empathy, trust, co-operation, taking responsibility, honesty, and promoting happiness.
- We believe that learning there is a consequence for an action is a valuable life skill.
- We also acknowledge that initially many of our CYP use challenging behaviours as a means of communication and also, may not have the ability to understand the cause and effect their behaviour has on others, but as this is such a large part of everyday living we do try to teach these skills and understanding.
- Every CYP has rights and entitlements [AF Written Statement of Behaviour Principles](#) for examples of these. We acknowledge that in general, the more positive opportunities that are presented for meeting the needs of the CYP, the less likely violent or disruptive behaviours are to occur. When there is a mis-match between a person's needs and the opportunities and supports available to them, they are likely to become bored, frustrated, angry or simply confused.

5. Roles and responsibilities

5.1 The Governing Board

The Governing board is responsible for reviewing and approving the [written statement of behaviour principles](#). The Governing Board will also review this behaviour policy and its effectiveness in conjunction with the Executive Headteacher.

5.2 The Executive Headteacher

The Executive Headteacher is responsible for annual formal review of the behaviour policy, giving due consideration to the school's statement of behaviour principles. The Executive Headteacher will also approve any amendments to the policy made by the Head of School. They will also monitor the effectiveness of this policy as well as holding the Head of School to account for its implementation.

5.3 The Head of School

The Head of School is responsible for ensuring that the behaviour policy is being implemented correctly. They are also responsible for keeping the behaviour policy in line with legislation, DfE guidance and best practice. The Head of School will publicise the school behaviour policy in writing to parents, carers, staff and pupils at least once a year.

5.4 The Pastoral Assistant Head

The Pastoral Assistant Head (PAH) will ensure the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

The PAH, will provide new staff with a clear induction into the school's behavioural culture to ensure they understand its rules, routines and approach, and how best to support all pupils to participate fully. They will also provide the whole school staff with an update on the behaviour policy at least once a year and ensure that all staff understand the behavioural expectations and importance of maintaining them.

The PAH, alongside the Head of School and Department Heads, monitors all significant incidents recorded on behaviour watch. The PAH will also monitor all behaviour data on behaviour watch.

The PAH leads multi-agency meetings where professionals come to analyse data from behaviour watch in order to provide additional support and strategies to address specific individual needs.

The PAH will lead the Wellbeing Team in supporting class staff to find functions of behaviour and implementing proactive positive behaviour support for behaviours that challenge in order to teach more acceptable ways to address the unmet need.

5.5 All Class Staff

All classroom staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Creating a calm and safe environment for pupils
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents

The Wellbeing Team and Senior Leadership Team will support staff in responding to behaviour incidents.

5.6 Parents and carers

Parents and carers are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following any significant behaviour incidents
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and

working in collaboration with them to tackle any behaviour issues. The school will work together with families as part of a multi agency approach.

6. Training

Education staff at The Walnuts School are given a wide range of specialist training in order to support out CYPs. All education staff must complete induction training in the following

- Introduction to Autism
- Safeguarding
 - Everybody's business
 - Prevent
 - FMG
- SCERTs (Social-Communication, Emotional Regulation, and Transactional Support)
- PBS (Positive Behaviour Support)
- Using Behaviour Watch to identify patterns of behaviour

Alongside this education staff complete a minimum of Positive Behaviour Management Level Two in Team Teach, which covers de-escalation, legal and government guidance, and safe restrictive physical intervention. Inset days are often used to provide further specialist training. However, all staff have a duty of care to act in the best needs of the young person, so all staff can be involved in a positive handling situation even if they have not yet received the training, where required.

7. Codes of conduct

7.1 Staff:

Our staff are expected to:

- Read and follow the Staff Handbook
- Adhere to the Staff Conduct Policy
- Act respectfully and professionally

7.2 Pupil:

Our students are taught to:

- Wear their uniform with pride;
- Be prepared for learning;
- Communicate politely and effectively with each other, staff, members of our local community and visitors to the school;
- Make sensible choices and take responsibility for their behaviour;
- Avoid behaviour which puts themselves and/or others at risk;
- Respect themselves and others;
- Become positive and effective citizens;
- Support others in the community;
- Play an effective role in teams.
- Hand in mobile phones to reception at the beginning of the day

8. Hierarchy of responses within behaviour management

See Behaviour Strategies Appendix 1.

In all instances:

- Classroom management:
 - Calm/low arousal environment
 - Appropriate visual aids
 - Necessary visual structure
- Staff to be familiar with all relevant behaviour and communication paperwork for the children under their care
- Staff will ensure time for emotional regulation is at the forefront of their response
- The language used should be non-judgemental and must be kept to a minimum or cut out completely when a CYP is under stress.
- Respecting and validating a child or young person's means of communication (See Communication Policy.)
- All CYP at The Walnuts have a right to be treated with dignity and respect in all circumstances, irrespective of any challenging behaviour displayed.
- On no occasions do we consider our CYP to be 'naughty', or require 'punishment'. We do however recognise that our CYP need to understand that their behaviour has consequences in order for them to make sense of the world and how their actions impact on this.
- For those CYP who have an understanding of sanctions, often our conversation partners, there is a more punitive approach which includes a three card system.

Some instances:

- Vacate room of other pupils and/or staff
- Withdrawal to a safe separate space in order to provide time for regulation
 - Imposed
 - Autonomous
- Targeted interventions
 - Personalised Zones of Regulation
 - Wellbeing Team
 - Therapy Team
- Behaviour contracts
- Phone call/email how to parents
- Referring the pupil to a senior member of staff
- Use of the 3 card system; yellow, orange and red

Extreme Instances:

- Restrictive Physical Intervention
- Fixed Term Suspension
- Permanent exclusions, in the most serious of circumstances

8.1 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's challenging behaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral or wellbeing support, a targeted intervention or a referral to social care is appropriate.

Please refer to our child protection and safeguarding policy for more information.

8.2 Withdrawal

For a pupil who may become out of control the first option to de-escalate is to give space either inside the class or outside in the play areas. (See 'Guidance on the use of Force' section – De-escalation techniques and [Reducing the need for restraint and restrictive intervention](#), 5.15-5.25). If this is not possible, the use of the Quiet Room may be appropriate.

There are some occasions when it is appropriate to escort a pupil to a safe separate space (quiet room/outside space) for de-escalation. On such occasions, the pupil's behaviour may have become too disruptive and dangerous for the safety of other pupils or staff and of the pupil themselves. The use of the imposed withdrawal should be clearly indicated as a reactive strategy in the pupil's Behaviour Plan which is shared with parents.

If it is likely that the CYP will not remain in a safe separate space and continues to present significant risk to self or others or property, it may be necessary to prevent them exiting that area. Under no circumstances must doors be locked or bolted. In exceptional circumstances the handle may be held for a prolonged period; when this occurs it must be brought to the attention of senior management for further guidance.

8.3 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment

Be recorded on Behaviour Watch and reported to parents

Physical restraint can be performed by any member of staff as part of a duty of care to keep a young person safe.

8.4 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct or their own classroom rules
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

8.5 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate

If an electronic device is confiscated we may need search through its file/data and delete anything deemed inappropriate providing there is sufficient reason to do so using power granted in the Education Act 2011.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

8.6 Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the Head of School or by the Head of School themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of a staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is a risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search

- Assess whether not doing the search would put other pupils or staff at risk

- Consider whether the search would pose a safeguarding risk to the pupil

- Explain to the pupil why they are being searched

- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf

- Explain how and where the search will be carried out

- Give the pupil the opportunity to ask questions

- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to cooperate, the member of staff will contact the Head of School, to try and determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)

Hats, scarves, gloves, shoes, boots

Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including:

1. Desks
2. Lockers
3. Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should 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 the school's safeguarding system.

Informing parents

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

- What happened
- What was found, if anything
- What has been confiscated, if anything

- What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil 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 this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

8.7 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

9. Rewards and sanctions

Positive behaviour will be rewarded with:

- Praise
- Individual rewards
- Pupils of the week
- Certificates
- Letters or phone calls home to parents
- Special responsibilities/privileges

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- Loss of a reward
- Expecting work to be completed at home, or at break or lunchtime
- Referring the pupil to a senior member of staff
- Phone calls home to parents
- Agreeing a behaviour contract

9.1 Suspension and permanent exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please refer to our [Exclusion Policy](#) for more information

10. Malicious Allegations

If after an investigation an allegation is found to be malicious in its intent it will be reported on CPOMs and a record will be made on their Positive Behaviour Support plan.

11. Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The Pastoral Assistant Head will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

12. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith based • Gendered (sexist) • 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	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites
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Details of our school's approach to preventing and addressing bullying are set out in our Aspire federation [Anti-Bullying Policy](#).

13. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher. To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

14. Monitoring arrangements

This behaviour policy will be reviewed by the PAH, Head of School, Executive Headteacher and Governing board every year. At each review, the policy will be approved by the Executive Headteacher.

15. Links with other policies

This behaviour policy is linked to the following policies:

- [Exclusion Policy](#)
- [Child Protection Policy](#)
- [Anti-bullying Policy](#)
- [Milton Keynes Safeguarding Children Board Restrictive Physical Intervention Policy](#)

Appendix 1: Behaviour Strategies

Students needing targeted strategies and above will have a positive behaviour support plan.

Refer to the [Provision Management](#) for further information on targeted interventions.

Universal	Targeted	Specialist
<ul style="list-style-type: none"> ● Structure ● Purposeful environment ● Low arousal environment ● Space ● Regulation strategies ● Distraction ● Reward systems ● Humour ● Removal of people/objects &/or Change of face ● Movement/physical breaks ● Zones of regulation ● Feelings and strategy cards ● Time out offered ● Reassurance ● Processing time & reduce language ● Written requests ● Social stories ● Team teach - 95% de-escalation ● Communication strategies (colourful semantics/visual aids) ● Sensory strategies ● Use of timers 	<ul style="list-style-type: none"> ● Sensory breaks/programmes ● Focused work on friendship ● Focused work on sexualised behaviour ● Focused work on inappropriate language ● Focused work on emotional regulation ● Time out directed ● Comic strip conversations ● Therapist interventions ● Horse riding 	<ul style="list-style-type: none"> ● CAMHS ● Educational psychologist ● Social Care ● BILD PBS Functional assessment

<ul style="list-style-type: none">• Personal interests		
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