



Behaviour Policy

AGREED BY MANAGEMENT COMMITTEE JAN 2018

POLICY TO BE REVIEWED JAN 2020

Management Committee's Statement of Behaviour Principles

- An atmosphere that encourages consideration for others is essential to effective behaviour management. Learning is facilitated by an environment that provides stimulation and opportunity for interaction with others, enables individuals to realise their learning potential according to their own needs and current mental state and encourages development of self esteem.
- Each young person should be encouraged to develop a belief in his or her own abilities, thus gaining self confidence and self worth.
- Behaviour is sometimes adversely affected by mental health, child protection or social issues. (See Child Protection Policy, Attendance Policy and Preventing and Tackling Bullying Policy). However, no-one has the right to disrupt others and the work of the school.
- Violence, verbal abuse, bullying and discriminatory behaviour cannot be tolerated. Students, staff and parents will support each other to reduce poor and unacceptable behaviour.

The above principles are in line with the following legislation and guidance:

Mental Health Behaviour Guidance **March 2016**

Behaviour and Discipline in Schools **Jan 2016**

**Sexual Violence and Sexual Harrassment
between Children in Schools and Colleges** **Dec 2017**

Keeping Children Safe in Education

Education and Inspections Act 2006

88. Responsibility of governing body for discipline 89. Determination by headteacher of behaviour policy 93. Power of members of staff to use force 94. Defence where confiscation lawful.

The St Aubyn Centre approach to the ten key aspects for behaviour management as identified by the DfE.

1) A consistent approach to behaviour management

All members of staff are aware of the strategies to be used and work together to ensure a safe containing environment. The Trust's 'Therapeutic and Safe Interventions' will be used when a young person is at risk to themselves or others. The first step of the approach is de-escalation but control and restraint techniques may be used and in the last resort 'reasonable force' may be employed.

2) Strong school leadership

As acknowledged by Ofsted, the Head of Education provides strong leadership. Behaviour in school is influenced positively by the ethos of the school and the positive relationships built between staff and pupils.

3) Classroom management

Teachers and pupils meet together to discuss and restate classroom rules on a termly basis. This gives our changing pupil groups regular opportunities to 'own' the rules by which they agree to abide when in class.

4) Rewards and sanctions

We do not operate a Rewards and Sanctions system. We give positive acknowledgement of mastery and achievement and work with young people to reflect on issues that arise in order to learn for the future. All young people are on Individual Education Plans which detail rewards and sanctions should they apply. Some young people are on behavioural contracts as part of their nursing care plan. Members of the Education Dept. work with the wider multi-disciplinary to ensure a consistent approach is maintained.

5) Behaviour strategies and the teaching of good behaviour

We aim to give youngsters ways to modify unacceptable behaviour with dignity.

Stage 1 strategies:

Eye contact to give the message that behaviour is unacceptable; Tactical ignoring; Alongside stance rather than head-on; Distraction; Diversion; Negotiation; Defusion; Simple direction; Range of tones of voice; Calm, consistent approach; Rule restatement; Humour; Tension reduction; Behavioural/reward approaches
Flexibility; Planning/preparation/structure; Expectations of reasonable behaviour
Appropriate materials/IEPs; Respect; Consideration

Stage 2 strategies

Working at a different table; Working in a 'quieter place'; Time out – followed by talking.

Stage 3 strategies

Remove other youngsters from the area;

Use of TASI techniques to remove a youngster if:

- They have refused to leave of their own accord and we are unable to remove the others
- They are attacking others, staff or youngsters
- They are harming themselves
- They are damaging equipment

All Education staff are trained in Therapeutic and Safe Interventions (TASI). However, some incidents may involve calling the ward to ask for assistance in using the recognised techniques. 'Reasonable force' is only used as a last resort.

6) Staff development and support

Consideration of mental health difficulties and behaviour is always part of the School development Plan. New members of staff are given information and guidance as to the behaviour strategies used and training is provided when needed.

7) Pupil support systems

All pupils have a key teacher who works with them and advocates for them. Daily contact with the key teacher is available and weekly tutorial sessions are timetabled for more private discussions. If a young person has a school based issue which is not resolved in discussion with the key teacher the matter can be referred to the Head of Education who will meet with the pupil. All pupils also have a key worker who is a nurse and an individual therapist who works with them during their period of admission to hospital.

8) Liaison with parents and other agencies

The Head of Education meets with the parents and pupil as part of the multi-disciplinary assessment meeting on admission. School issues are part of this assessment. The Head of Education also contacts the home school and receives details of issues relating to the young person in school.

Key teachers meet with parents/carers for a structured conversation (AfA) within the first two weeks of admission.

9) Managing pupil transition

When a pupil is working towards discharge from hospital the Education Department work with the pupil on re-integration to education or training in their home area. Strategies to help the pupil to access education successfully are shared with the home school/college or training provider.

10) Organisation and facilities

Education at The St Aubyn Centre is well organised and young people are closely involved in the plans for their education. It is our belief that poor behaviour is less likely when young people have some ownership of the work they are doing. Where, due to their mental health difficulties, pupils are struggling to comply with their programme there are facilities available to help them to manage. These include low

level therapeutic activities in class, the use of the 'dark den' and individual time with staff.

Additional points:

11) Malicious accusations against staff

If any allegation is made and found to be malicious the issue would be dealt with using a multi-disciplinary approach. The issue would be discussed at the Ward Reviews and a whole centre response agreed. It is likely that the response would be to work therapeutically with the young person.

12) Equality Act 2010

All young people admitted to The St Aubyn Centre are seen as having additional needs and their behaviour is seen in relation to their presenting mental health problems and to any underlying problems which may come to light during the time of the admission to hospital. A large number of those admitted to hospital have issues which have implications for safeguarding and we are mindful of the impact of previous experience on behaviour.

Appendix 1 Rules

Rules are re-visited regularly through discussion with young people in order that they think and rules and the reason for them.

These rules were agreed in Jan 2018

- Appropriate clothing must be worn to Education
- Be polite and respectful to others
- Make sure you sit at the right table
- Music may only be used if it's on your IEP
- No food or drinks (except for water)
- No phones, MP3 players, iPods in class
- There are no blanket rules as individual rules may apply