



## **Behaviour Policy**

### **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 and Attendance 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.
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- 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

Details of our school's approach to preventing and addressing bullying are set out in the Preventing and Tackling Bullying strategy.

## **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. Staff are responsible for implementing the behaviour policy consistently and modelling positive behaviour.

#### **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

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 and reported on Paris and Datix

Staff trained in the Trust's 'Therapeutic and Safe Interventions' method will, wherever possible, use the appropriate Trust approved techniques if a restraint is required.

### **2) Strong school leadership**

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**

Classroom management is discussed regularly in staff meetings.

Key teachers and pupils discuss behaviour expectations in the classroom to provide a personalised approach to the specific behavioural needs of particular pupils.

### **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 Department work with the wider multi-disciplinary team 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 young people from the area  
Use of TASI techniques to remove young person

All Education staff are trained in Therapeutic and Safe Interventions (TASI) or Personal Safety. However, some incidents may involve calling the ward to ask for assistance in using the recognised techniques.

## **6) Staff development and support**

Consideration of mental health difficulties and behaviour is always part of the School Development Plan. Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process and on annual TASI or Personal Safety refresher training.

## **7) Pupil support systems**

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.

All pupils have a key teacher who works with them and advocates for them. Regular contact with the key teacher is available. 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 key teacher or Head of Education meets with the parents and pupil as part of the initial assessment meeting. 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.

If parents/carers are not able to meet in person, key teachers will telephone them for a structured conversation.

### **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.

### **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.

The Head of Education will also consider the pastoral needs of staff accused of misconduct.

### **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.

### **Pupil code of conduct**

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Treat school property with respect
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school on off-site activities

Reviewed 18/03/21  
Agreed by Management Committee 23/06/21  
To be reviewed 02/22

## **Appendix Additional arrangements during COVID-19**

We have a robust risk assessment in place and will continue to regularly review this and update it as required. This review process will consider whether our current plans and protective measures are:

- effective
- working as planned
- updated appropriately considering any issues identified and changes in public health advice