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

- Children & Families Act 2014

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 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 formal 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

- Refrain from behaving in a way that brings the school into disrepute, including when outside school on off-site activities

Reviewed 28/9/22
Agreed at Management Committee Meeting 19/10/22
To be reviewed 09/23

Preventing and Tackling Bullying Strategy

This strategy is based on the Department for Education's (DfE) statutory safeguarding guidance, Keeping Children Safe in Education, and its advice for schools on Preventing and tackling bullying and cyber-bullying: advice for headteachers and school staff.

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

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Child on child harmful sexual behaviour	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
Prejudice-based and discriminatory bullying	Any type of bullying based on protected characteristics such as: age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, or sexual orientation.

It is our belief that bullying has been an issue for many of the young people who come to the St Aubyn Centre. Isolated incidents of any of the above will be acted upon, even if they do not fulfil the criteria of 'bullying'.

Feeling Safe

In order to provide an environment in which individuals can feel safe, the St Aubyn Centre rejects all forms of bullying and is committed to support all those affected by incidents of bullying.

We believe bullying is any form of unreasonable behaviour which may cause unhappiness to another member of the community. Bullying affects bystanders as well as victims and the bullies themselves; all have a part to play.

All prejudice-based and discriminatory bullying will be recorded in the Harmful Behaviour Towards Others Log and reported to the Management Committee. Incidents of a serious and/or persistent nature especially where an incident constitutes a crime will be referred to the Police.

Effects of Bullying

Bullying is distressing and painful and can seriously effect self-esteem, causing young people to lose motivation, interest and curiosity in their everyday lives.

Fear may pervade all areas of life leading to the adoption of avoidance techniques which may cause further distress to the young people and their families. It is common for the victim to feel that they must be the 'bad' person and in the wrong. Ultimately this could lead to depression, psychosomatic illness, extreme self-harm or suicide.

Dealing with bullying at The St Aubyn Centre

Anti bullying and Cyber bullying are topics covered by PSHE in the Larkwood and Longview classrooms.

We adopt a therapeutic approach to dealing with all those involved in incidents of bullying.

- We aim to create an atmosphere where bullying is not acceptable.
- We encourage respect for others and individual responsibility so that it is possible for people to speak out.
- We reject the behaviour and not the individual and so recognise that the bullied and those that bully need support.
- Bullying is a community issue and so one of the main means of addressing it is through the weekly community meeting. An additional meeting can be called by any member of the community at any time or it can be discussed in the daily morning meeting.
- The involvement of families is encouraged to address bullying issues.
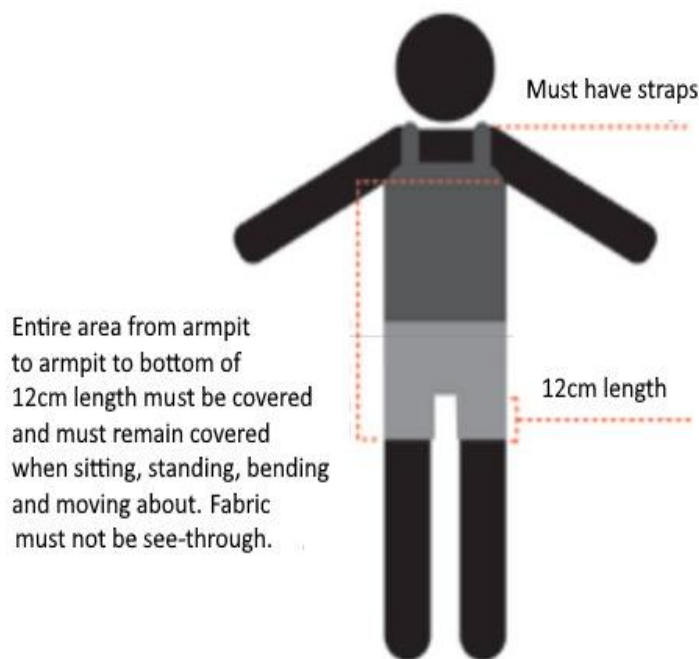- Individual support is always available and young people are made aware of this.

Training

The Head of Education is the lead professional. All staff are Child Protection trained. All staff members will receive refresher training at least once each academic year as part of safeguarding training, as well as relevant updates as required (for example through emails and staff meetings).

Appendix 1

St Aubyn Centre Therapeutic Department
Student Dress Code

There is no uniform at SACTED but the following dress code has been agreed after consultation with staff and students. Please support each other in adhering to this code as a way of showing respect towards everyone working and studying in our school.

Must have straps

Entire area from armpit to armpit to bottom of 12cm length must be covered and must remain covered when sitting, standing, bending and moving about. Fabric must not be see-through.

12cm length

1. No messsages or images which depict or advocate illegal, violent, lewd or offensive matters. (Respect)
2. No vulgar or obscene language or images. (Respect)
3. No messages or images which state, imply, or depict hate speech/imagery targeting groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation, or any individuals. (respect)
4. Footwear must be worn. Ideally this should be shoes, sandals or trainers but sliders may be worn where the young person has no access to other footwear. (Health & Safety)
5. Clothes must be daywear, ie: no pyjamas, dressing gowns or nightwear. (Promoting good mental health)

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