



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 will not be tolerated. Students, staff and parents will support each other to reduce poor and unacceptable behaviour.
- To the best of our ability, all pupils, staff and visitors will be 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 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 and Essex County Council/Essex Safeguarding Children Board Understanding and Supporting Behaviour – Safe Practice for Schools and Educational Settings.

It also draws upon principles elucidated within the Model Relationship and Behaviour Policy written by Essex County Council SEMH Team (last updated September 2024)

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.

School Values

At our school we believe in the importance of relationships, ensuring children and young people feel valued, safe and secure, providing a sense of connection with a member of staff and a belonging to the whole school and hospital community.

Our school reflects the values of the Essex Approach to understanding behaviour and supporting emotional wellbeing known as Trauma Perceptive Practice (TPP)

- Compassion and Kindness
- Hope
- Connection and Belonging

We endeavour to make sure that at our school these values run through all the school policies and practice.

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.

We recognise that children and young people have a 'window of tolerance' within which they feel safe, secure and regulated. When asked to do something outside of this window they can experience stress and react accordingly. Our aim is to help our children and young people to widen their window of tolerance through teaching them about the stress-response in the brain and how they can learn to self-regulate through co-regulation with adults.

A Relational Behaviour Model

At our school we adopt a relational behaviour model which mirrors the approach from Trauma Perceptive Practice (TPP), used widely in Essex schools. The key principles are as follows:

- Behaviour is something to interpret.
- Children and young people are prone to make mistakes and are highly responsive to the environment and context.
- Behaviour management is predominantly through relationships.
- Children/young people who don't manage should be understood and included.
- Boundaries and limits are to keep everyone safe and to meet everyone's needs.
- Rule should be developed together and adapted where needed.
- Consequences are only used within a process of restore and repair.
- 'Inappropriate behaviour' is a sign of unmet need, stress (difficulty in coping), lack of understanding and skills.

- The causes of the difficulties are mostly in the environment and within the context of relationships.
- The solutions lie in understanding what the behaviour tells us about the child/young person and their need.
- Practice and policy effectiveness is measured by wellbeing and the capacity to adapt and make reasonable adjustments to meet the needs.

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 for inpatients and on My Safety for day students.

Incidents of physically harmful behaviour and violence (physical and verbal abuse) will also be recorded on Paris/Datix or My Safety.

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 Acting Head and Acting Deputy Head provide strong leadership. Behaviour in school is influenced positively by the ethos of the school and the positive relationships built between staff and pupils.

It is everyone's responsibility to remind and support children and young people where these expectations are not met. Equally it is important to comment positively when they are. Staff model expected behaviours, attitudes and habits.

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

Any behaviour that falls below the expectations of our school (e.g., disruption to learning, unkind or inconsiderate actions), will require some level of intervention. Remembering that every interaction is an intervention, it is important to remember that the strongest approach to support a child/young person is through their relationship with the adult. At all points we try to ensure we keep a strong connection with the child/young person having difficulties. We use positive recognition, as appropriate, to ensure the children or young people know we are still there, and we recognise their effort and any changes they have made.

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 Acting Head-on; Distraction; Diversion; Negotiation; Diffusion; 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.
Returning to the Ward for inpatients and parents being asked to collect day students.

Stage 3 strategies

Remove other young people from the area
Use of TASI techniques to remove young person

Some incidents involving inpatients may involve calling the ward to ask for assistance in using the recognised techniques.

Viewing behaviour as a learning process

We believe that all behaviour is communication, and it is our job as adults to understand what that behaviour is telling us. We need to become 'stress detectives' and ascertain both why, and why now? Finding the cause of the behaviour will help us to work alongside the child or young person in order to help them to regulate themselves both in the short term and in the longer term through developing strategies to aid their resilience.

At our school we accept and understand that learning how to regulate our behaviour is a learning process. At times children and young people will push limits, boundaries, and societal norms as part of their normal development. They may also react in different ways to stress, boredom, lack of understanding, over-excitement, and disappointment. Using the relational model, we offer support, help and guidance to the child or young person along with co-regulation so they can develop strategies to regulate themselves and develop resilience for the future. It is our role, as fully developed adults, to help guide children and young people, to make helpful and positive choices when they can by relating to them and helping them to restore and repair as required. We know that this is the best way to respond to our child/young person's behaviour and maintain our relationship with them. The approach we strive for is based on the premise of 'connection before correction'.

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 as part of their induction process.

7) Pupil support systems

At our school, we acknowledge that some children and young people will have, at times, additional needs. We recognise that children and young people may experience a range of social, emotional, mental health needs which present themselves in many ways. These may include children and young people displaying challenging, disruptive or stress-related behaviours. These behaviours may also reflect underlying social interaction difficulties, sensory or medical needs or clinically diagnosed needs such as attention deficit disorder, attention deficit hyperactive disorder, foetal alcohol disorder or attachment difficulties.

We will always endeavour to understand behaviour, support emotional wellbeing and make reasonable adjustments to our provision to support progress and engagement using a variety of strategies developed with key adults within the child/young person's life (staff, family, professionals) in order to best meet their needs. We also recognise the needs of children and young people with Special Educational Needs and Disabilities (SEND) and follow the policies and procedures associated with supporting these children and young people, including but not limited to, the SEND code of practice, Equal Opportunities and Disability Act.

Recognising that 'flexible consistency' allows for personalisation and reasonable adjustments, staff in our school are trusted to apply this policy with discretion through their knowledge of the child/young person's context. This includes integration between policies which enables staff to seek the views of internal school leads for SEND and Safeguarding to ensure that use of all the policies enable a fair and informed decision.

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 Acting Head who will meet with the pupil.

All inpatient 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, Acting Head or Acting Deputy Head meets with the parents and pupil as part of the initial assessment meeting. School issues are part of this assessment. The Acting Head or Acting Deputy Head 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 the 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 for inpatients. 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.

For day students, any allegations will be referred to the home school.

The Acting Head 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. 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

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 Acting 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.

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

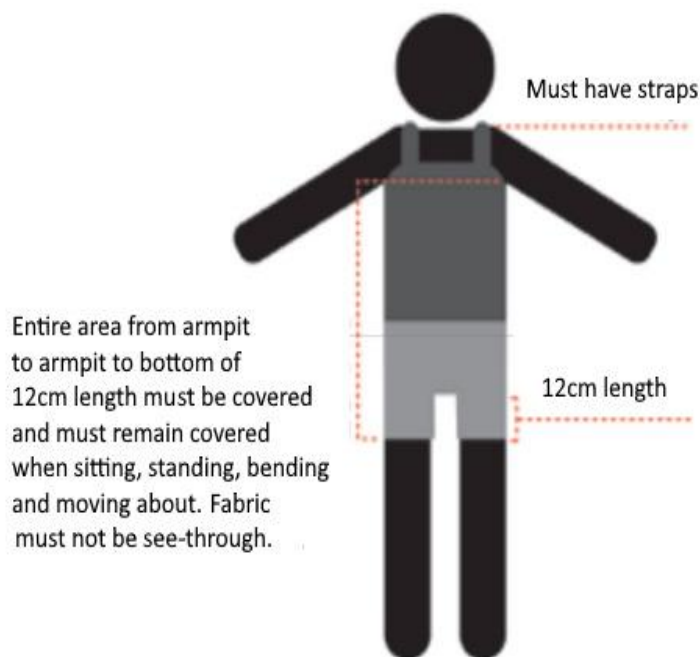
- We aim to create an atmosphere where bullying is not acceptable.
- We encourage respect for others and individual responsibility so that it is possible for people to speak out.
- We reject the behaviour and not the individual and so recognise that the bullied and those that bully need support.
- Bullying is a community issue and so one of the main means of addressing it is through the weekly community meeting for inpatients. 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 Acting Head 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).

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.



1. No messages 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)