



Behaviour Policy July 2021

1. School Aims

We believe that challenging educational activities and supportive pastoral care promote the psychological well-being that is central to physical recovery.

In this context, we aim to:

- Create a happy, secure and supportive learning environment, rich in creativity and challenge
- Place the child or young person's voice at the centre of education, health and care planning
- Offer every pupil full and equal access to all areas of the curriculum, taking into account health or developmental needs through personalised learning programmes
- Help each pupil achieve the greatest possible degree of independence
- Prepare each pupil for life beyond school, encouraging a sense of self-worth and recognition of themselves as part of the community.
- Integrate therapies with curriculum activities where appropriate.
- Value all adults' and pupils' contributions to the school's progress, and celebrate success and achievement.
- Build self-confidence, resilience and respect for self and others.

To help us achieve these aims, the school has adopted a simple Code of conduct (see Appendix 2) and a clear ethos for our learning community across all our school sites.

Cooperation Consideration and Contribution

The code sets out the school's expectations regarding general behaviour and attitude to work. Reasons of practicality make it difficult to discuss the code with all short-stay pupils; however, the code is on display in and around all school sites. In addition, it is discussed with pupils as the need arises.

Pupils are encouraged to take responsibility for their own actions and behaviour whenever possible.

The school's behaviour management policy is based on a positive approach and the use of sensitive discipline – valuing mutual respect, participation and reward. The school operates a Pupil Reward Points System to reinforce and support positive behaviour for learning (see Rewards and Sanctions Policy).

2. Behaviour for Learning

To support pupil behaviour for learning staff can use a variety of strategies depending on:

- a) the nature and seriousness of the behaviour
- b) the roll status of the pupil (e.g. Is the pupil a short-stay pupil or a regular day school attender with planned targets?)

The primary aim of any intervention is to ensure health and safety and retain the positive climate for learning; the secondary aim is to reengage the pupil concerned in a learning task appropriate to his or her individual needs.

Pupils are encouraged to behave considerately towards their teachers, peers and the general public; challenging behaviour must always be addressed. We do this through:

- Collective Time
- PSHE lessons
- Personal Tutor time

School staff are all committed to de-escalation and positive approaches to behaviour management wherever possible. Below are examples of the types of further intervention staff may employ in the event that a pupil does not respond to the staff's initial reminder to follow the school's code of conduct. Staff may;

- inform the pupil that a repetition of the inappropriate behaviour will have a consequence. We will do this by: Verbally identifying the behaviour – Name on the Board
- adapt or modify the task; occasionally, negotiation may be appropriate
- move the pupil from the peer group to another area of the classroom to complete the task
- use a brief period of 'time-out' involving the support of another teacher, a learning support assistant (if there is one in the classroom) or senior member of staff
- discuss the pupil's behaviour with their parents or carers.
- incorporate appropriate behaviour targets within Multi Agency or Psychological Support Plans in consultation with relevant multi-disciplinary teams, school staff and parents.

Serious incidents or behaviour that regularly impacts on the ability of others to learn will result in further consequences including, but not limited to;

- Exclusion at the discretion of the Headteacher
- A review of CYP's dual roll at RFHCS

Any pupil who commits serious or persistent breach of the new COVID-19 protection rules may be sanctioned by the headteacher using the full range of sanctions available, dependent on the seriousness of the breach.

3. Support for staff

In order to support staff the school endeavours;

- To provide all staff with a global overview and up-to-date information on all pupils and to ensure effective channels of communication for relevant information; this includes a daily handover

- To provide a structure of team support which will enable staff to deal effectively with challenging situations and to share the load; to include a fortnightly work discussion group led by CAMHS
- To provide INSET which seeks to develop understanding of strategies for dealing with inappropriate and challenging behaviours such as Trauma Informed Practice and Emotion Coaching. We will seek to embed this training in our approaches to all our work with young people.
- To develop pastoral targets in consultation with relevant members of the multi-disciplinary team, school staff and parents.
- To ensure confidentiality
- To provide effective support from Senior leadership when problems occur to ensure that the correct procedures are followed.

4. Risk Assessment

Every effort is made to accommodate all pupils in the school who fulfil the admission criteria (see Admissions Policy). The school is not able to accept children/young people whose behaviours may present a risk or are likely to significantly impact other children in the school.

Occasionally, it may be necessary for the Headteacher to conduct a Risk Assessment - i.e. a pupil may be admitted to hospital as an inpatient whose records indicate serious cause for concern regarding social/emotional and behavioural difficulties. The Headteacher will need to make a decision whether, in the interests of general health and safety, that pupil is better taught on the ward for a period of time. Risk Assessments will be reviewed from day to day depending on the circumstances.

5. Exclusion

Inpatients or Day Patients

Participating in education provided by the school remains negotiable and is not compulsory for inpatients.

The Headteacher may refuse education to a pupil on the ward for a fixed period if the pupil contravenes the school's code of conduct to a serious degree. This does not amount to an exclusion under DfE regulations. This would also apply to day patients within the Eating Disorders Intensive Service at Queen Mary House.

GCSE Programme @ The Hive and The Thomas group

The school also offers alternative provision in the form of a limited number of places for children who are not inpatients but who are receiving support from medical or mental health services on our GCSE Programme @ The Hive and The Thomas Group @ The CLC. Occasionally, this may be the pupil's only school (i.e. they will not be on the roll of a maintained or independent school). All such pupils are carefully monitored through the Admission and Review procedures. In the unlikely event that the Headteacher feels that an exclusion is necessary, due regard will be taken of national and L.A guidance on exclusions. A fixed term

exclusion would only be considered where the behaviour has been of a serious nature endangering the health and safety of other members of the school. The same consideration would apply to pupils referred to The Thomas Group at Camden Learning Centre.

Medical Needs Outreach Teaching

See Medical Needs Outreach Policy

6. Serious incidents

Serious behaviour incidents will be logged on an Incident Report Form (Appendix 1) by the member of staff dealing with the incident and attached to the school's MIS. The pupil should be given the opportunity to record their version of events (in writing or dictation). This should be attached to the Incident Form.

The member of staff completing the Incident Report will discuss the incident with the Headteacher who will determine what further action, if any, needs to be taken.

*It should be noted that we operate within a multi-agency setting and defer, where relevant, to wider **Royal Free Trust policy** on dealing with violence or aggression on any of our hospital premises.*

The Hive and The Thomas Group

The school takes seriously its responsibilities under the Education and Inspections Act (2006) and all staff are fully aware of the current DfE guidance. At both satellite sites the school adheres to Camden's Model Policy for Physical Intervention and Restraint.

Date update: June 2021

Date for review: June 2022

Approved by Governors: 15/07/21

See also

Medical Needs Outreach Policy

Anti- Bullying Policy

Camden Model Physical Intervention and Restraint Policy

Safeguarding Policy and Case Studies

Health and Safety Policy

Rewards and Sanctions Policy

EDIS Protocols

Pupil:	Age /YrGr/ Med. Condition:	Day, Date & Time of Incident:
Staff completing report:	Copy to:	Further Action Requested: Yes / No (for information only)

Tick TYPE OF INCIDENT, delete sections as appropriate.

Type of Incident	<input type="checkbox"/>	Comment
refusal to obey staff instruction		
rudeness to staff		
refusal to complete class work		
hitting / spitting / ...		
verbal taunting / abuse of another pupil		
threatening behaviour: pupil / staff		
discriminatory behaviour towards pupil or staff		
dangerous behaviour		

ACTION TAKEN:

Action taken by CT / Member of SMT	<input type="checkbox"/>	Comment
pupil 1:1 counselling / verbal reprimand /		
separate table / area in class room		
time-out (class / school office)		
sent to HT (indicate length&freq.)		
informal parental contact: phone		
formal parental contact: letter / meeting		

ADDITIONAL COMMENT OR REQUEST FOR FURTHER ACTION TAKEN :



Code of Conduct The Hive

At RFHCS we have high expectations of ourselves and each other because we:

Always work CO-OPERATIVELY

Are CONSIDERATE towards our classmates

And CONTRIBUTE wherever we can

SO our differences become strengths because we are able to work in HARMONY with each other



Code of Conduct 6 North

At RFHCS we have high expectations of ourselves and each other because we:

Always work CO-OPERATIVELY

Are CONSIDERATE towards our classmates

And CONTRIBUTE wherever we can

SO our differences become strengths because we are able to work in HARMONY with each other

At The Royal Free Hospital Children's School, pupils and adults are expected;

- * to be polite to each other and not to hurt anyone through unkind or careless words or actions.*
 - * to listen when someone else is talking.*
 - * to work hard to achieve their best.*

For health and safety reasons, pupils

- * are brought to the classroom and returned to the ward by a parent or carer, a nurse or a teacher.*
- * sit in their seat unless they have permission from a teacher to move around the class*
 - * do not leave the classroom to go to the toilet without the teacher's permission*
 - * wait to be escorted back to the wards*

We ask all our visitors to follow this code.