



Behaviour Policy

Dec 2023

1. School Aims

1.1. Our Mission

To provide safe and nurturing educational settings that enable young people to re-engage positively with academic study and develop their social skills to prepare them for a hopeful future.

To do this, young people are supported to demonstrate:

- Cooperation
- Consideration
- Contribution

which enables them to change and grow.

1.2. Aims

- To provide a safe, nurturing educational environment, built on a foundation of supportive, respectful relationships, that promotes emotional wellbeing and a sense of school belonging.
- To support young people to make changes and build self-confidence and resilience to prepare them for life beyond school.
- To ensure that young people can access and make progress with learning, enabling them to achieve the best outcomes for them.
- To use a multi-disciplinary holistic approach to provide bespoke support for young people.
- To consistently hold young peoples' voices in high regard and place them at the centre of their education, health and care planning.

2. Our Understanding of Behaviours

This policy outlines our understanding of behaviours that challenge and how we intervene to ensure that all young people are safe, happy and making progress in their educational setting. The policy is accessible to young people and parents and can be found on the school website.

The school's behaviour policy is based on a positive, needs led approach. We value mutual respect and participation in the school community from adults and young people alike. Staff are trained in, and committed to, *trauma informed practice* and have knowledge and experience of supporting special educational and medical needs. We understand that all behaviour is communication and are curious about the needs that may contribute to behaviours we observe. When young people feel threatened, stressed or anxious, it is common for them to use fight, flight, freeze or flop coping strategies. This automatic response is often contributing to the observed behaviours (e.g. not engaging in a task, not following instructions, speaking unkindly). This understanding informs how we intervene.

The learning programmes offered are designed to help young people make progress towards a hopeful future so young people are encouraged to make a commitment to our values of cooperation, consideration and contribution.

3. Behaviours we promote

For young people to make progress towards their goals and for the wellbeing and safety of our school community, we promote behaviours relating to the following values:

Cooperation: Working with staff and the support put in place.

Consideration: Showing kindness and understanding towards other young people and staff.

Contribution: Trying your best and putting in effort to make a change.

4. Behaviour Intervention

It is important that we intervene when young people's behaviours are impacting their own progress or the wellbeing of staff and/or other young people. We recognise that managing emotions, regulating behaviours and forming positive relationships are all skills that need to be taught and learnt. We therefore view the approaches outlined below as forms of intervention to address difficulties and prepare young people for life beyond school.

4.1. Preventative Strategies

The nature of our provision aims to promote helpful, positive behaviours, using a range of evidence-based strategies to prevent fight, flight, freeze or flop behaviours from arising, including:

- Having an awareness of adverse childhood experiences or current triggers that may impact behaviours
- Forming trusting relationships with young people and being attuned to their feelings
- Working together as a staff team to adapt to support in the classroom
- Offering consistent encouragement and positivity
- Using a range of strategies to build confidence, including various approaches to giving praise
- Positively noticing what young people are doing well and sharing positive news with parents/carers
- Reminding young people what is expected of them in terms of behaviours and effort
- Supporting young people to use strategies for emotional regulation, such as time out or sensory supports
- Providing young people with personalised support to meet the goals they are working towards, through Learning and Wellbeing Plans
- Making adaptations to sensory input or physical spaces, such as seating arrangements
- Operating a Pupil Reward Points System to reinforce and support positive behaviour for learning (see Rewards and Sanctions Policy).
- Teaching and learning strategies to facilitate engagement in learning. This may include making bespoke adaptations to tasks that respond to different learning styles (see Teaching and Learning policy)

There are also opportunities within the curriculum to teach young people about prosocial behaviours, behaviours needed for learning and helpful coping strategies, including:

- Pastoral Tutoring
- Academic Tutoring
- Collective Time
- PSHE lessons
- Thinking Cards

4.2. Intervention Strategies

To support young people and promote helpful behaviours, staff can use a variety of strategies depending on:

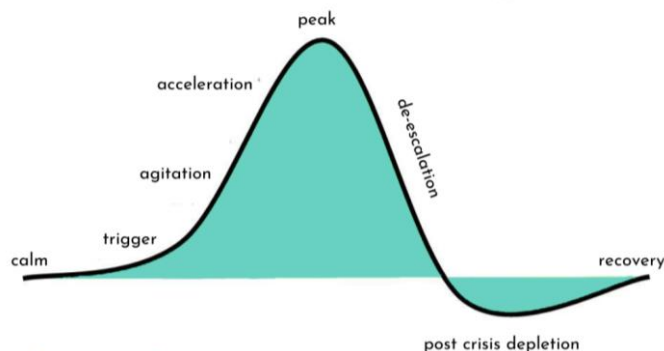
- a) the nature of the behaviour
- b) the context of the behaviour
- c) the roll status of the pupil (e.g. is the pupil a short-stay pupil or a regular day school attender with planned targets?)

When young people struggle to display behaviours discussed, we understand that it is necessary to intervene to promote engagement, ensure health and safety and maintain a positive climate for learning; the secondary aim is to assess whether the young person is ready to re-engage in learning. The nature of our settings allows all staff to have in depth understanding of young people which enables them to provide bespoke intervention.

Staff are trained in a range of relational, proactive strategies to support young people to regulate their behaviours and emotions. Our universal approaches include:

- Emotion Coaching
- PACE (playfulness, acceptance, curiosity, empathy)
- 3Rs (regulate, relate, reason)
- WINE (wonder, imagine, notice, empathise)
- Strategies that provide autonomy such as forced choices
- Reminding young people of previous successes and helpful behaviours
- Using depersonalised statements that focus on behaviours rather than the individual
- Providing individual support with learning which can take place outside the main classroom if appropriate and/or needed.

School staff are committed to using strategies that de-escalate difficult situations when needed. We understand that approaches such as shouting or public reprimands are likely to escalate these situations and make them more challenging to resolve.



The escalation cycle informs how we intervene in moments of crisis. Initially, we use preventative approaches (see 4.1). When emotions and behaviours are at their peak, staff prioritise safety and support regulation to help young people return to a feeling of calm. This is because we understand that, when young people are in fight, flight, freeze or flop mode, they are unable to think rationally and logically. When young people are regulated and ready, intervention can take place to reflect on what happened, resolve the difficulty and consider how it could be dealt with next time.

When situations are de-escalated and learning can take place, we use the following approaches:

- Restorative conversations to understand what happened, consider other perspectives and resolve difficulties
- Providing opportunities for ruptures in relationships to be repaired
- Consequences that are proportionate and related to the situation or behaviour, wherever possible
- Supported timeout where young people can reflect and plan how to move forwards

Following resolution, it is important that each new day is viewed as an opportunity for the young person to restart without previous difficult situations impacting how they are responded to.

4.3. Targeted Support

If young people are struggling to regulate their behaviour and emotions on a regular basis, their Learning and Wellbeing Plan may be adapted by tutors, in collaboration with the young person. This may also be discussed with parents/carers to ensure communication and collaboration between home and school.

We also have a range of targeted social, emotional and mental health interventions available within school, including:

- Drama Therapy
- Music Wellbeing
- Emotional Literacy Support Assistants
- Educational Psychology
- Speech and Language Therapy

We work in collaboration with other agencies who are involved in supporting our young people. We also involve parents/carers in plans made to support young people, hearing their views and working with them.

5. Support for staff

We recognise that supporting young people's emotions and behaviours can be challenging for the staff who work with them. Staff are encouraged to support each other when young people are struggling, naming when they themselves are not feeling able to support a young person in a difficult moment and requesting help from another member of staff.

For staff to be able to work with young people effectively, it is crucial that they are supported in the following ways:

- 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, including a daily handover
- To have a system in place for staff to share concerns with other, relevant staff members so that a collective plan can be created to support the young person

- To provide a structure of team support which will enable staff to deal effectively with challenging situations and to share the load, including clinical supervision structures
- To provide INSET which seeks to develop understanding, 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 collaboration with young people, in consultation with relevant members of the multi-disciplinary team, school staff and parents.
- To adhere to our safeguarding policies and procedures
- To provide effective support from Senior Leadership when problems occur to ensure that the correct procedures are followed.

See Staff Wellbeing policy for further information.

6. Risk Assessment

Every effort is made to accommodate all pupils on school programmes who fulfil the admission criteria (see Admissions Policy). Due to the size, setting and nature of the provision at RFHCS, risk must be managed carefully. The school is not able to accept young people whose behaviours are unsafe and/or endanger the health and safety of staff and/or young people.

Occasionally, it may be necessary for the Headteacher to conduct a risk assessment. For example, the records of a pupil admitted to hospital as an inpatient may indicate serious cause for concern regarding social/emotional and behavioural difficulties. The Headteacher will need to make a decision as to 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.

7. Exclusion

Behaviours that are unsafe will result in further interventions including exclusion at the discretion of the Headteacher or a review of young person's dual roll at RFHCS.

7.1. 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.

7.2. Futures, The Thomas Group and Paths programmes

The school 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. 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.

7.3. Medical Needs Outreach Teaching

See Medical Needs Outreach Policy

8. Unsafe or harmful behaviours

Unsafe or harmful behaviours will be logged on an incident report and attached to the school's management information system. The young person will be given the opportunity to record what happened from their perspective (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.

Staff are confident and well trained in handling reports of sexual harassment, abuse or violence in line with the DfE's guidance, including incidents between children and those off school premises. Any allegations are taken seriously, comprehensively recorded and dealt with swiftly and appropriately, and pupils are confident that this is the case.

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.

Searching can play an important role in ensuring that schools are safe environments for all pupils and staff. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive. Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed in paragraph 31 or any other item that the school rules identify as an item which may be searched for.

The list of prohibited items is:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images.
- any article that the member of staff reasonably suspects has been, or is likely to be used:
 - to commit an offence, or
 - to cause personal injury to, or damage to property of any person (including the pupil).
 - an article specified in regulations

*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.*

Date update: November 2023

Date for review: November 2025

Approved by Governors: 07/12/23

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
Child on Child Abuse Policy Harmful Sexual Behaviour Protocols
Screening and searching Guidance for Schools EDIS Protocols