



<b>Policy Name: Behaviour</b>	
Last updated:	November 2019
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Member of staff responsible for the policy:	Elaine O'Shaughnessy
Dissemination of the policy:	Management Committee, staff, website

Gloucestershire Hospital Education Service is committed to creating a teaching and learning environment where learning is enjoyable and targeted to the needs of the individual. Learners are helped to achieve in an atmosphere of high expectation, low stress and mutual respect. By removing any barriers to learning pupils are able to focus on achieving and enjoying their learning. Gloucestershire Hospital Education Service believes that positive behaviour management is paramount and employs many strategies to encourage pupils in their learning.

#### **GHES vision and aims:**

GHES has a clear educational vision, '**aspiration, challenge, commitment and success.**' This vision underpins every aspect of Gloucestershire Hospital Education Service life and is key to ensuring high levels of motivation, enthusiasm and excitement in learning and development.

Aspiration	dreams, ambitions and goals	What we aim for
Challenge	Effort, determination and drive	What we strive to do
Commitment	Responsibility, duty, community	What we have to do
Success	Achieving potential, excellence	What we celebrate

*"learning for success: becoming the best we can be"*

Our aims are:

- To promote responsible behaviour, encourage self-discipline and encourage pupils to respect themselves and others
- To ensure a consistent approach to behaviour management
- To ensure all stakeholders understand their roles and responsibilities in promoting positive behaviour

#### **Responsibilities**

Our Students:

- be ready to learn
- comply with all student-related policies
- show consideration for the feelings, interests and property of others

- be courteous and well mannered
- comply quickly with instructions given by staff without argument
- show respect for staff, other adults and fellow students and behave in a way which brings credit to themselves, their families and GHES as well as their home-school
- switch off mobile phones & other electronic devices including headphones and leave them out of sight whilst learning
- keep classroom/workspace clean and tidy
- conduct themselves to a high standard whatever the location of their learning.

#### Our Staff:

- be a good role model
- encourage pupils to accept responsibility for their own behaviour and to understand the reasons for behaving in a socially acceptable way
- create an environment which encourages and reinforces good behaviour
- encourage consistency of response to both positive and negative behaviour
- address issues in a non-confrontational way
- promote self-esteem, self-respect, self-discipline and positive relationships.
- Provide a challenging, interesting and relevant curriculum
- encourage the involvement of both parents/carers in developing a shared approach to the implementation of the above aims and principles

#### Our Parents:

- to support their child in their learning
- to encourage independence and self discipline
- to support GHES in the implementation of this policy

### **Promoting Positive Behaviour**

In order to ensure a positive learning environment where behaviour issues are minimised staff use the following strategies:

- from the outset of support, ensure all parties are clear on expectations and consequences of behaviour that falls short of GHES standards
- set work that is interesting, relevant and appropriate to learner's abilities. Ensure there is an appropriate level of challenge in every lesson
- plan the pupil's learning targets to meet their individual needs
- encourage the pupil's involvement in setting their own targets, making clear objectives and expectations and explaining them in a child friendly way that is easily understood
- recognise, praise and reward positive behaviour and improvements in behaviours
- provide positive feedback about learners' efforts, achievement and engagement in learning to pupil, parents and main school, where appropriate
- encourage and praise positive learning behaviours, such as effort, reflectiveness and resilience
- treat learners with respect and fairness at all times

- take positive steps to diffuse the early stages of any behavioural difficulty
- inform themselves of the relevant history and any risk assessment for the pupil prior to working to with them
- give reminders of requirements and offer positive choices in order to de-escalate any situation
- use active listening, discussion and problem solving techniques
- encourage a growth mindset in learning
- personalised reward systems as appropriate
- regular communication with parents

## Addressing negative behaviour

Generally GHES staff do not have to challenge disruptive or inappropriate behaviour due to the nature of 1:1 tuition or working with very small groups of pupils. In those occasional instances where it does occur, staff will use the following approach:

- Discussion with pupils about why behaviour is not acceptable. Pupil behaviour will then be monitored on an individual basis. Weekly behaviour monitoring implemented, if appropriate.
- GRH or Outpatient classroom: Removal of pupil from group for agreed period in order to diffuse the situation. This could be within a designated area of the base or other suitable supervised location. *It could also be that the group is removed to another room, leaving the individual behind, with the teacher.*
- Behaviour discussed in person with pupil and with parent/carer. *A warning could be issued.*
- Multi-agency/school review meeting held to include member of GHES SLT, to discuss appropriateness of GHES support. The provision may be adapted in the short term or longer term, according to needs. Summary of these discussions to be recorded and signed.
- Regular review of behaviour

## Challenging Passivity

Passivity is the behaviour that poses the biggest challenge to learning at GHES. There can be a variety of reasons for passive learning behaviour or lack of engagement in lessons including underlying mental health issues (often the reason for the referral to GHES in the first place). Staff work hard to challenge passivity in lessons and are skilled in engaging pupils and encouraging them to take responsibility for their own learning. Our aim is for learners to be highly engaged in their learning and actively involved in each lesson (taking in to account any barriers that the pupil's medical condition presents). **GHES staff aim to provide a high challenge, low stress environment for learning.**

### **Assessing and Managing Risk**

#### **Assessing Risks**

GHES staff will make themselves aware of all the variables that affect the level of risk and take all reasonable measures to safeguard pupils, staff and members of the community from incidents arising from unacceptable behaviour. These variables may include:

- The medical, emotional, physical and psychological condition of the pupil.
- The environment: school, home or alternative learning centre or journey.
- Medication taken or treatment received and any side effects.
- Level of difficulty of learning task.
- Curriculum materials used e.g. scissors, compass etc.
- Special behavioural needs.
- Known behavioural antecedents.

Having assessed all the risks we will employ strategies to reduce the possibility and/or probability of incidents. Staff will use appropriate strategies to work with pupils with known behavioural or other needs.

### **Recording Risk Assessments**

Our recording will be in line with our Health and Safety Policy. Depending on the risks associated with the individual pupil, a *Pupil Risk Assessment* will be completed along with *Positive Handling Plan*. Sometimes we will ask CYPS (Children and Adolescent mental health service) to contribute to or write a risk assessment.

### **Managing the Risks**

Whenever possible we will employ de-escalation techniques to diffuse the situation. In the event of an incident where the pupil's behaviour is such that it threatens the safety of the staff, him or herself, or the property, we will withdraw ourselves from the situation. We must seek the presence of another adult (generally this will be a parent/carer) having attempted to remove any implement with which the pupil could harm him/herself. We will then give the pupil time to placate, before recommencing tuition if appropriate.

If a pupil's behaviour becomes uncontrollable and unsafe, we will conclude the tuition session and hand the pupil over to the parent or other responsible adult. If such an incident occurs in a public place such as a library we may need to involve the police. This could also be the case in a private home, or indeed anywhere.

### **Serious Breaches of Rules and Routines:**

At any time, the Headteacher (or other member of SLT) may have no alternative but to consider a temporary exclusion. In this case, the Gloucestershire guidelines for exclusion will be followed. Permanent exclusions are unlikely apart from in extremely exceptional circumstances.

### **Restrictive physical intervention**

As parents/carers are present when tuition is taking place in the home then any emergency need for physical restraint would be deferred to the parent..



In the unlikely event that GHES staff are required to use physical intervention, they will do so in line with the County Council's policy and practice. Physical intervention should :

- Only be used in the best interest of the young person.
- Only be used after all preventative measures have been explored.
- Only be used as a last resort e.g. pupil is causing personal injury to, or damage to the property of, any person (including the student himself/herself);
- Be reasonable and proportionate in relation to the situation (but never punitive), maintaining dignity and safety of all concerned
- Not take place without the presence of another responsible adult.

## **Banned and prohibited items**

Banned items at GHES:

- Cigarettes/tobacco products, including e-cigarettes or other simulated cigarette/nicotine related products
- Fireworks/firecrackers
- Matches/lighters
- Water pistols or any toy that resembles a weapon
- Chemical substances other than controlled drugs, e.g. 'legal highs'
- Pornographic material
- Any other items or materials that are prohibited for children under the age of 16 (if the student is not 16)
- Weapons, knives
- Alcohol, controlled / illegal drugs
- Stolen items

Any prohibited item or items which are deemed harmful or detrimental to pupil discipline will be confiscated. Searching and screening pupils is conducted in line with DfE's guidance.

## **Malicious allegations/accusations by students against school staff**

Allegations of abuse of students by school staff are taken seriously and we will deal with them quickly, in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. In the unusual event that students are found to have made false allegations against staff, they will be referred to appropriate agencies for support and intervention and appropriate sanctions would be considered, depending on the circumstances and the mental/physical health of the young person.

## **Discipline 'beyond the school gate'**

Where instances of non-criminal poor behaviour by students are reported to have occurred whilst the students are either on the way to/from GHES/a school activity, they will be dealt with in line with this Behaviour policy. Where instances of bullying occur, either verbal or using social media, students will be sanctioned in the same way as if it occurred within school. Where instances of anti-social behaviour have

taken place outside school which are clearly associated with and/or threaten the good order/reputation of the school, the Headteacher may take action, up to and including excluding the student in extremely exceptional cases. External agencies will be involved as appropriate.

## Review

The Headteacher will undertake an annual systematic monitoring and review of the behaviour management policy and procedures in order to evaluate it and ensure that the operation is effective, fair and consistent. The Headteacher will keep the management committee informed. The management committee will regularly review this policy and associated procedures to ensure its continuing effectiveness and impact.

## Reporting of an Incident

All serious behaviour incidents must be reported immediately to a manager and an **Accident, Incident and Near Miss Reporting and Investigation Form** filled in. The Accident File is kept with our administrative team. If any injury is sustained as a result of such an incident, the *Reporting of Injuries, diseases and Dangerous Occurrences Regulations 1995 (RIDDOR)* must be completed in compliance with the Health and Safety at Work legislation. For assistance, contact SHE 01452 425350 [she@gloucestershire.gov.uk](mailto:she@gloucestershire.gov.uk)

**If a child or young person is ever at immediate risk of significant harm then the children's helpdesk should be contacted tel: 01452 426565. Please read the GHES child protection policy and procedures for more details on our child protection procedures.**

## Related statutory, guidance and policy documents:

This policy should be read in conjunction with the following:

- Keeping Children Safe in Education – DfE September 2019
- Searching, screening and confiscation - DfE January 2018
- Exclusion from maintained schools, academies and pupil referral units in England – DfE September 2017
- Use of reasonable force – DfE July 2013
- GHES policies:
  - Child Protection Policy and Procedures
  - Anti-bullying policy
  - Equality Policy and Objectives
  - SEND Policy
  - Health & Safety Policy
  - Accessibility Plan
  - Management Committee Statement of Principles