



Behaviour Policy



Overview

Southampton Children's Hospital School's behaviour policy supports good behaviour throughout the service. Self-discipline is encouraged and good behaviour and effort rewarded. Parental support and guidance from the multidisciplinary team working with teaching staff and family is crucial to the success of the policy. Good habits are established early – regular and punctual attendance are encouraged as appropriate to the individual child. Excellent behaviour is expected throughout each teaching session. Prompt intervention is essential to demonstrate that poor behaviour will not be tolerated.

Appropriate dress is encouraged within all educational settings to ensure the health and safety of our children. Children value teaching sessions and the opportunities afforded them.

Aims

- Create a community in which mutual respect is the principle for all relationships
- Ensure that children and adults display high standards of good behaviour and courtesy at all times.
- Cultivate in pupils an acceptance and recognition of responsibility for their own decisions and actions and for their consequences.
- Ensure that pupils develop self-esteem and self-discipline.
- Prevent aggressive behaviour and bullying.
- Provide clear guidelines to staff, pupils and parents about standards of behaviour.
- Fully involve all members of the school community in the application of this policy.

In Southampton Hospital School Staff and Pupils:

- Always treat people as they themselves would like to be treated.
- Follow directions willingly.
- Respect each other's feelings.
- Move safely within the restrictions of the educational setting.
- Speak politely to everyone.
- Use equipment safely.
- Celebrate each other's achievements.
- Ensure everyone feels valued and respected.

Guidelines for implementation

As a service a positive approach is adopted to behavioural issues.

- all members of the education service are responsible for ensuring consistently high standards of behaviour at all times.
- the attitude of all staff towards the implementation of this positive policy is of vital importance, for it is the adults within the school who determine the environment in which good relationships can develop.

Examples of positive strategies include:

- starting dialogue positively.
- highlighting good behaviour.
- dealing effectively and quickly with behaviour issues.
- setting high standards of speech, manner and dress.
- building positive relationships with children.

- practising the principles of restorative practice wherever possible and appropriate
- the general ethos of a class should always emphasise positive behaviour and attitudes towards each other, as well as pride in everything achieved. A calm working atmosphere is encouraged.
- everyone in the school should expect to give and receive respect.

All staff can encourage good behaviour by:

- modelling good behaviour
- Modelling the principles of a restorative practice approach
- good lesson planning and management
- listening to students and being aware of their feelings
- supporting other staff
- teaching good behaviour
- anticipating points of conflict and seeking to avoid them
- building positive relationships with students and parents
- providing external guidance and support where needed
- communicating concerns and successes with each other, students and parents
- continually seeking to improve skills and practice (through self- and continuing professional development)
- being consistent and clear in their expectations and the application of this policy
- working closely with the health professionals to ensure pupils' wellbeing and care

Rewards and Consequences

All staff work to ensure the right balance between:

- Reward and consequences
- Rewarding improved and consistently good behaviour.

Rewards are distributed fairly irrespective of age, ethnicity, gender, special educational needs and disability.

Rewards

Much reward is in terms of praise with frequent use of encouraging language and gestures, both in lessons and around the educational setting, so that positive behaviour is instantly recognised and positively rewarded. A more formal system of credits, merits and prizes is also used to recognise and congratulate pupils when they set a good example or show improvement in their behaviour.

Such rewards might include:

- Positive praise.
- Certificates of achievement.
- Stickers and stamps: various across different areas of provision
- Headteacher's Reward for significant achievements
- Choice of activity time and golden time.
- Positive feedback to parents e.g. postcard or letter home.
- Positive feedback to multidisciplinary team.

Consequences

- praising and/or rewarding other pupils who are behaving appropriately, including contacting home, where applicable
- rewarding pupils who consistently behave well
- reminding about the principles of the Behaviour Policy

- verbal warnings
- explaining the reasons such behaviour is inappropriate
- tactical ignoring
- short time out
- removing a privilege or a small amount of break time (as appropriate to medical needs and treatments)
- referral to pupil's home school
- In severe lack of compliance, children will be sent back to ward

Anti-Bullying

Bullying is behaviour that hurts someone else – such as name calling, hitting, pushing, spreading rumours, threatening or undermining someone.

It can happen anywhere – at school, at home or online. It's usually repeated over a long period of time and can hurt a child both physically and emotionally.

Bullying that happens online, using social networks, games and mobile phones, is often called cyberbullying. A child can feel like there's no escape because it can happen wherever they are, at any time of day or night.

Bullying includes:

- verbal abuse, such as name calling and gossiping
- online or cyberbullying.
- non-verbal abuse, such as hand signs or text messages
- emotional abuse, such as threatening, intimidating or humiliating someone
- exclusion, such as ignoring or isolating someone
- undermining, by constant criticism or spreading rumours
- controlling or manipulating someone
- racial, sexual or homophobic bullying
- use of sexualised, homophobic, racist or hate based language
- physical assaults, such as hitting and pushing
- making silent, hoax or abusive calls

We will also endeavour to investigate cases of bullying from offsite activity, such as social media.

At SCHS we take very seriously our duty to provide a safe environment for children, young people and adults. This includes protecting them from bullying and responding quickly and appropriately when concerns arise. We encourage all young people to tell a member of staff if they feel they are being bullied and we will always listen sensitively and take timely and appropriate action (as detailed in our anti bullying policy). The school will also ensure that a strong and consistent anti-bullying message is shared through curriculum opportunities, including assemblies, PSHE or relationship, health and sex education (RSHE) lessons and school assemblies and tutor times. We actively encourage a culture of mutual respect and tolerance and view the eradication of bullying and intimidation as a shared responsibility.

Exclusion

For inpatients at the Hospital, the Headteacher may refuse education to a pupil on the ward for a fixed period if the pupil contravenes the school's behaviour policy but this does not amount to an exclusion under DfE regulations.

Pupils who are referred by their home school for outreach tuition from SCHS can be issued an exclusion under DfE regulations. The Headteacher can exclude but this would only be considered in exceptional circumstances in

response to a serious breach or persistent breaches of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

In the unlikely event that behaviour demonstrated meets the threshold for an exclusion there will be immediate consultation with the pupil's home school. This may include a review of the pupil's dual-roll at SCHS to ensure a cooperative approach to address challenging behaviour. Alternative sanctions to exclusion listed above will always be considered.

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