



Behaviour Policy



Purpose and Intent

What are our school values?

Southampton Hospital School is a unique setting tailored to meet the educational, health and emotional needs of young people. It offers learners a high quality, engaging educational experience which enriches and builds upon existing skills and knowledge. The school's three core values are:

- **Aspiration:** A period of ill health should not create barriers to educational progress or achievement. The curriculum design and delivery ensure all students make meaningful gains in their knowledge and skills whilst attending the school. High academic standards and a desire to foster intellectual curiosity are key elements of the curriculum.
- **Resilience:** The school is strongly committed to developing resilience in young people – something which may have been temporarily lost due to health challenges and difficulties. The aim is to build self-belief so that the student can re-engage with the educational system. Teachers see it as their duty to develop the characteristics, behaviours and beliefs for a successful journey of recovery.
- **Compassion:** The teachers and support staff are well aware of the fact that a stay in hospital or a prolonged absence from school is highly unsettling and disruptive for young people and their families. All interactions with young people therefore aim to be empathetic, compassionate and caring in nature. Teachers work in close partnership with hospital health professionals, partner schools, community mental health services and inclusion services to ensure that the emotional needs of the young people are fully understood and met.

Intent on a safe environment

Safety in the classroom is crucial and it is the duty as teachers to ensure that young people are taught in a safe environment. Teachers create a positive climate in the classroom by being positive role models and establishing trust with their students. This is very important is important because:

- **safe classroom environments improve focus and concentration.**
- **a safe environment can help reduce anxiety in students.**
- **a safe environment can help improve academic performance in students.**

Ways in which teachers can make the classroom a safe place for your students include:

- *having a visible policy against dangerous and/or disruptive behaviour.*
- *establishing clear consequences for engaging in dangerous and/or disruptive behaviour.*
- *providing resources and support to students who are struggling.*
- *creating a safe and comfortable environment for students who need assistance.*
- *creating a positive school culture that supports safety and academic success (see school values).*
- *providing educational materials, such as posters, that promote safe behaviour.*
- *creating a safe environment for students to report concerns.*
- *educating students on healthy relationships.*
- *providing support to students who are involved in bullying or other unsafe behaviours.*

An inclusive climate for all learners

Southampton Hospital School aims to be an inclusive school, catering for diverse needs and making equality of opportunity a reality for pupils through access to a good quality, meaningful and appropriate creative curriculum. Teachers plan for individual needs, encouraging the strengths and interests of our pupils. The school aims to ensure that current Codes of Practice and guidance are implemented effectively across the school, to ensure equality of opportunity for all students and to eliminate prejudice and discrimination. The progress of all pupils is continually monitored to identify needs as they arise and to provide support as early as possible. Educational inclusion is continually reviewed by asking key questions about practice:

- Do all our pupils achieve as much as they can?
- Are there differences in the achievement of different groups of children?
- What is the school doing to support those pupils who are not achieving their best?
- How is the school involving parents and carers?

How do we support inclusion?

Class Teachers and support staff ensure that children:

- feel secure and know that their contributions are valued.
- appreciate and value the differences they see in others.
- take responsibility for their own actions.
- are taught in groupings that allow them all to experience success.
- use materials that reflect a range of social and cultural backgrounds, without stereotyping.
- have a common curriculum experience that allows for a range of different learning styles.
- have challenging targets that enable them to succeed.

Whole school actions support inclusion by:

- employing a curriculum designed to reflect the different cultures, religions, and races in our school and one which is challenging and provides enrichment.
- setting achievable targets in English and maths and for all pupils.
- the regular tracking of pupil attainment and the highlighting of any underachievement.
- targeting of support for pupils by the teachers, teaching assistants, and senior management.
- the use of intervention programmes to support pupils with learning difficulties.
- the targeting of underachieving pupils.
- using a consistent behaviour policy and encouraging children to restore relationships with others and take responsibility for their own actions.
- addressing racism, sexism, and bullying.
- the involvement of parents and carers at parents' meetings, curriculum meetings and through regular informal contact.
- the involvement of outside agencies and specialists.
- sharing information about pupils, including health issues, with all staff.

Relationships

A Trauma Informed Schools Relationship Policy:

Southampton Hospital School is invested in supporting the very best possible relational health between:

- Parent and child
- Child and child
- Child and school staff

- Parent and school staff
- School staff
- School staff and senior leaders
- School staff and external agencies

A Trauma-informed Relationship policy focuses on four key areas: Protect, Relate, Regulate and Reflect.

Protect

- Staff are warm empathic, playful and curious (proven to shift children out of flight/fright/freeze positions).
- Staff ensure that interactions with children are socially engaging and not socially defensive, to decrease likelihood of children relating defensively (flight/fright/freeze).
- There is a whole school commitment to cease all use of harsh voices, shouting, put downs, criticism and shaming (proven to be damaging psychologically and neurologically).
- Staff use pedagogic interventions that help staff to get to know children better on an individual basis. This is key to enabling children to feel safe enough to talk, if they wish, about painful life experiences, which are interfering with their ability to learn and their quality of life.
- Vulnerable children have easy and daily access to at least one named, emotionally available adult, and know when and where to find that adult. If the child does not wish to connect with the allocated adult, an alternative adult is found.
- School staff adjust expectations around vulnerable children to correspond with their developmental capabilities and experience of traumatic stress. This includes removing vulnerable and traumatised children in a kind and non-judgmental way from situations they are not managing well (e.g. children who are continually triggered into alarm states in the main playground can access a calmer, smaller areas with emotionally regulating adults).
- There is a clear, confidential and non-shaming system of self-referral for children's help/talk time.

Relate

- There is a whole-school commitment to enabling children to see themselves, their relationships and the world positively, rather than through a lens of threat, danger or self-blame.
- Vulnerable children are provided with repeated relational opportunities (with emotionally available adults) to make the shift from 'blocked trust' (not feeling psychologically safe with anyone) to trust, and from self-help to 'help seeking'.

Regulate

- Staff use relational interventions specifically designed to bring down stress hormone levels (e.g. from toxic to tolerable) in vulnerable children, enabling them to feel calm, soothed and safe. This is to support learning, quality of life and protect against stress-induced physical and mental illness, now and in later life.
- Staff use evidence-based interventions that aim to repair psychological damage and brain damage caused by traumatic life experiences, through emotionally regulating, playful, enriched adult-child interactions.
- The emotional well-being and regulating of staff is treated as a priority to prevent burnt-out, stress related absence, or leaving the profession through stress-related illness, secondary trauma and/or feeling undervalued, blamed or shamed.

Reflect

- There is staff training and development in the art of good listening, dialogue, empathy and understanding (instead of asking a series of questions/ giving lectures).

- There is provision of skills and resources to support parents and staff in meaning empathetic conversations with vulnerable children who want to talk about their lives. This is to empower children to better manage their home situations and life in general.
- Within the context of an established and trusted relationship with a member of staff, children are given the means and opportunity to symbolise painful life experiences through images as well as words, as a key part of 'working through' these experiences and memory re-consolidation. Means include the provision of different modes of expression, e.g. art/play/drama/ music/sand/emotion worksheets/emotion cards.
- PSHE/ RSHE and psychological education is informed by current research (psychological and neuroscience) on mental health, mental ill-health (full range of specific conditions), relationships (including parenting) emotions, social media and tools for how to 'do life well'. Curricular content enables children to make informed choices about how they relate to others, how they live their lives, and how they treat their brains, bodies and minds.
- There is staff development and training to help children move from 'behaving' their trauma/painful life experiences, to reflecting on those experiences. Staff learn to do this through empathetic conversation, addressing children's negative self-referencing and helping them develop positive, coherent narratives about their lives.
- A trauma- informed policy is one which is not based on punishment and sanctions, but resolution and interactive repair (e.g. restorative conversations – see below)

Restorative Justice.

Restorative justice is a process which restores relationships where there have been problems. It is an opportunity for both sides to explain what has happened and to try and establish a solution. Where there has been an issue, the individuals involved will meet with a mediator who will ask them three main questions:

- What happened?
- Who else has been affected by this?
- What can be done to prevent this happening again?

This enables the student to think about how his/her actions or words might have affected the other person. By doing this, and by coming up with solutions, it encourages both parties to take responsibility for their actions and to make them aware of the impact they are having on others. Restorative justice works well if there has been a repeated problem for a pupil and member of staff. It gives both parties an opportunity to air their differences, appreciate how the other feels, and to move on in a positive way - always with the aim to solve the problem and prevent the same situation arising again.

It is important to consider the views of the victim before embarking on any type of restorative justice. Depending on the circumstances of the issue or concern, the victim may not wish to speak to the perpetrator face to face under any circumstances and such a situation may be extremely detrimental to the victim's recovery.

Communication

At Southampton Hospital School, our aim is to be proactive in strengthening positive partnerships between the school, its families, local schools and agencies and the wider community of Southampton and surrounding districts. The best outcomes for students will be achieved when each contributes their different perspectives and insights to the partnership in open and inclusive communication that is built on, and builds, trust and respect. Southampton Hospital School strives to:

- create a culture of open and respectful communication that promotes closer collaboration.
- foster close communication between parents and the teachers of their children.
- keep parents regularly informed about its expectations, and their children's activities and development at school.
- Ensure that there is effective communication with parents, with both school and family sharing responsibility. From parents, the school seeks timely, honest and complete information about their child. Parents will ensure that the contact information they have provided to the school remains accurate and current. All communication between the school and parents will be respectful, professional and underpinned by considerations of appropriate privacy and confidentiality.

Communications might include:

- electronic and paper documents
- meetings
- weekly reports (outreach)
- telephone and personal contact.
- A welcome pack for all parents
- School's website.
- Academic reports (written) – issued twice yearly at the end of Term 2 and Term 4, or at every pupil discharge from hospital when they have received 20 teaching sessions or more
- Communication outside the formal program
- Pupil Profiles

Communication within school

- The use of emails is the preferred method of distributing information within the school. Some staff communications may take place online e.g. Zoom video conference calls.

Routines and Staff Sign-in:

- Routines across the five teaching areas – Bursledon House, G Level Classroom and ward, Piam Brown, Haematology and Outreach are very different and each teaching area has its own routine. Routines at the Hospital and in Bursledon House can also be dependent on the schedules of NHS and other professionals (e.g. physiotherapists, psychologists) therefore students and staff remain updated and informed about changes on a daily basis. Outreach venues may also vary (e.g. teaching taking place in community hubs, libraries) therefore the routines of outreach students can also be expected to change from time to time.
- Staff and visitors use the app “Sign-in” to sign in and out of work virtually, thereby letting management know their location should there be any emergency and the school or hospital.

Leadership & Management

Distributed leadership

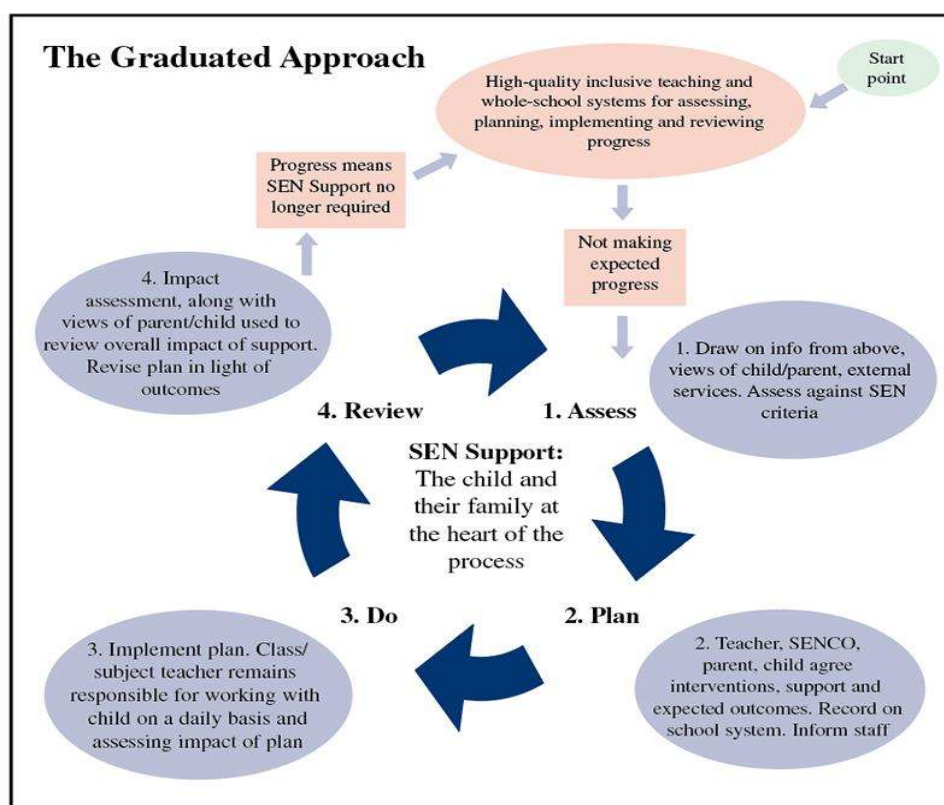
Distributed leadership at Southampton Hospital School means the distribution of responsibility between individuals based on expertise and experience within a role. The focus is on collective and extended leadership rather than specific leadership roles and responsibilities.

- Distributed leadership recognises that authority does not rest with one key individual. Instead, it relies upon a group approach to overall strategy and goals and encourages engagement. It also creates a breeding ground for new leaders.

- The leadership structure at Southampton Hospital school includes the Headteacher, the Director of Teaching and Learning, the Curriculum lead, the SENCo, teachers with Teaching and Learning responsibilities, teachers with subject responsibilities and support staff with specific responsibilities such as ELSAs or trauma trained staff.

Graduated Response

- The [Special Educational Needs and Disability Code of Practice](#) makes it clear that all teachers are responsible and accountable for the progress of all learners in their class, including where they access support from teaching assistants or specialist staff.
- High-quality teaching is the first step in responding to those with SEN. However, even when all these elements of inclusive high-quality teaching in place, there will still be some individuals who are struggling to make progress as a result of their additional needs.
- Students who continue to face challenges in their learning, despite receiving high-quality teaching, are likely to need additional strategies, or different provision, in order to meet their needs. The SEND Code of Practice states that, for these learners, teachers are required to remove barriers to learning and put effective special educational provision in place through SEN support. The Graduated Approach takes the form of a four-part cycle (assess, plan, do, review). Through this cycle, actions are reviewed and refined as understanding of a student's needs and the support required to help them secure good outcomes increases
- The assess, plan, do, review process is a cycle – the idea being that this process is continual. If the review shows a student has made really good progress, this may mean they no longer require the additional provision made through SEN support. For others, the assess, plan, do, review cycle will continue and targets, strategies and provision will be revisited and refined.
- In successive cycles, the process becomes increasingly personalised as everyone develops a growing understanding of the student's barriers to learning and the strategies needed to enable them to make progress.



Monitoring and Evaluation of behaviour

When a pupil is admitted to SHS, staff will receive certain information regarding student behaviour, including any concerns which the home school and/or, involved agencies might have noted. Further information will be obtained through the entry profile, which is sent to the home school for completion. Taken together, this information can be added to the student's new pupil profile and used as a baseline for staff when planning any behaviour/ teaching responses.

From this point on, behaviour at Southampton Hospital School is monitored and evaluated in the following ways:

- **Pupil Profile/ Graduated response:** This document is continually re-evaluated. Apart from a record of work, it is also a record of behaviour. New behavioural interventions can be planned and recorded on the document and evaluated on a weekly basis.
- **Weekly reports (Outreach):** Outreach teachers send out a weekly update on students (separate to the PP). Any behavioural concerns can be directly addressed with home school staff or other agencies.
- **Interim/ Exit reports:** Termly reports are sent out to all parties (parents, home school etc.) These reports include updates on behaviour or any behavioural concerns.
- **Meetings and Reviews:** Outreach teachers and hospital school staff hold regular reviews with parents, home schools, external agencies etc. to discuss education and behaviour. These meetings are an opportunity to report any behavioural concerns or safeguarding concerns.
- **Safeguarding:** There are currently four safeguarding leads on the hospital staff and all staff are trained to Level 3. Any serious safeguarding concerns regarding a student's behaviour can be recorded, monitored and actioned on the Bromcom system. All staff are able to access and record behavioural issues on the system and these are visible to DSLs and other staff should further action, discussion or collaboration be required.
- **NB*** All behaviour reporting **must** include the action taken – e.g. restorative conversations with the child, further reporting, discussion with health staff etc.

School systems and social norms

Rules/ Expectations

In Southampton Hospital School, Staff and Pupils:

- always treat people as they themselves would like to be treated.
- 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.

A positive approach is adopted to behavioural issues (see also skills and behaviour linked to school values)

- 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:

- highlighting good behaviour.
- dealing effectively and quickly with behaviour issues.
- building positive relationships with children.
- practising the principles of restorative practice wherever possible and appropriate
- emphasising positive behaviour and attitudes towards each other, as well as pride in everything achieved.
- a calm working atmosphere being encouraged.

All staff can encourage good behaviour by:

- modelling good behaviour.
- modelling the principles of a restorative practice approach.
- 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.
- 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:

- rewards and consequences
- rewarding improved and consistently good behaviour.

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

Rewards

These are often in the form 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
- Postcards sent to an outreach student's house

Consequences

For negative or harmful behaviours, these may include:

- reminders about the principles of the Behaviour Policy
- verbal warnings
- explaining the reasons such behaviour is inappropriate
- tactical ignoring
- short time out
- referral to pupil's home school
- In a case of severe lack of compliance, children will be sent back to ward

Online behaviour and online safety

Supporting appropriate behaviour online:

Behaviour online, both whilst at school and at home, is an increasingly important area where the school needs to work together with parents to ensure that students are able to use the internet safely. On enrolling at SHS, all parents sign an Acceptable Use Policy. This document ensures that students understand the way in which we expect them to behave when using ICT resources at school. Online bullying (cyberbullying) is also something that we ensure that parents and children need to be aware of. The most recent DfE guidance - [Advice for parents and carers on cyberbullying](#) - helps parents to protect their children from cyberbullying, and provides advice on how to tackle it if it happens.

Online safety at home:

The large majority of students use the internet at home. As a school it is our duty to ensure that students and their families are using the internet safely and understand how to monitor its use. Parents should be aware of when their children are using the computer and the dangers of using chat sites, apps, email accounts etc. They should be active in monitoring their child's use of the internet. Parents should also:

- support their children at home. Check that they know what they are doing on the computer, especially with regard to chat rooms and games played with others online.
- Ask who their "friends" are and take an active interest in what their children are doing in ICT at school.
- Support their learning - It helps to keep the computer in a family room not tucked away in a child's bedroom. Parents can support their children in use the Internet safely for homework and leisure interests.

Off-site behaviour

Outside of the school premises, including online conduct, sanctions for misbehaviour might apply to hospital school students when:

- taking part in any school-organised or school-related activity e.g. educational or cultural visits
- in some other way identifiable as a pupil at the school.
- behaving in ways that could have repercussions for the orderly running of the school
- posing a threat to another pupil
- engaging in behaviour that could adversely affect the reputation of the school.

Outside of school, teachers should expect and reinforce positive behaviour which does not threaten the health, safety or welfare of our pupils, staff, volunteers, or members of the public and should reassure members of the public regarding care and control over pupils in public settings. The same behaviour expectations for pupils on the school premises apply to off-site behaviour. As with behaviour sanctions on-site, both the severity of the misbehaviour as well as the extent to which the behaviour in question could have repercussions for the orderly running of the school and/or might pose a threat to another pupil or member of staff should be taken into consideration.

The Behaviour Curriculum in practice (general)

Positive behaviour reflects the values and ethos of the school, readiness to learn and respect for others. It is established through creating an environment where good conduct is more likely than poor. This behaviour strategy will be taught to all pupils so that they understand what behaviour is expected and encouraged and what is unacceptable or prohibited. All staff and other adults are expected to positively reinforce when expectations are met and impose appropriate sanctions when rules are broken. Positive reinforcement and sanctions are both important and necessary to support the whole school culture. Our behaviour curriculum defines the expected behaviours in the school, rather than only a list of unacceptable or prohibited behaviours. The behaviour curriculum represents the key habits and routines required in the school. Routines will be used to teach and reinforce the behaviours expected of all pupils. Repeated practices promote the values of the school, positive behavioural norms, and highlight the consequences of any unacceptable or harmful behaviours.

Skill and behaviour linked to school values

What pupils can expect from staff

Pupils may expect staff and other adults in the school to:

- create a positive, safe environment in which bullying, physical threats or abuse and intimidation are not tolerated.
- be enthusiastic and develop positive working relationships with them and their peers in their classes.
- celebrate the success of pupils in lessons and other activities.
- treat them fairly with dignity, kindness and respect.
- use a range of non-verbal and verbal cues to encourage good behaviour and limit inappropriate behaviour
- be approachable and listen to them at appropriate times.
- always take seriously any complaints or incidents of bullying (both online and offline), discrimination, harassment, aggression and derogatory language (including name calling) or other inappropriate behaviour reported to them.
- use rewards and, where necessary, sanctions consistently.
- model the behaviours they wish to see.

What staff can expect from pupils

Staff may expect pupils to:

- treat all members of the school with dignity, kindness and respect.

- use appropriate language.
- care for the classroom and resources, respecting others' property.
- value other individuals and their contributions to lessons.
- lead by example creating a good role model for younger pupils in the school.
- consider the needs of all the other people in the classroom.
- use ICT in accordance with the Online Safety Policy and procedures.
- report to a teacher or other adult any bullying behaviour by others including bullying with the use of technology (cyber bullying), physical threats, abuse or harassment, intimidation, discrimination, aggression and derogatory language (including name calling).

What staff can expect from their colleagues

Staff may expect colleagues and other adults in the school to:

- treat each other with dignity, kindness and respect.
- work and co-operate together for the overall good of the school.
- respect each other's values and individual beliefs.
- treat all pupil and staff issues with the highest standards of confidentiality.
- offer support when appropriate.
- be aware of each other's job remit and respect its boundaries.
- be aware of and consider the possible implications for the school, colleagues and themselves when posting on Social Network sites.
- use online technology appropriately and not compromise the professional integrity of colleagues or other adults in the school community.

What parents can expect from staff and other adults in the school

Parents may expect staff and other adults working in the school to:

- treat all adults with dignity, kindness and respect.
- set high standards of work and behaviour for all the children in their care.
- encourage your child to always do their best.
- deal promptly with any incidents of bullying (including cyberbullying, prejudice-based and discriminatory bullying) regardless of whether your child is seen as either the perpetrator or the victim.
- impose consequences consistently in accordance with this school policy and procedure.
- promote positive behaviour and reward such behaviour in accordance with school policy and procedure.
- provide a balanced curriculum to meet the needs of each child.
- let them know if there are any concerns about a child's work, attendance, or behaviour.
- support the child's homework and other home-based learning activities.

The Behaviour Curriculum in Teaching and Learning at SHS

Progression of behaviour/ learning skills for behaviour

PSHE Curriculum:

Teaching across the various Key Stages follows the Programme of Study for PSHE Education.

“Relationships” is a Core Theme for teaching planning across KS 1- 5. Related to the statutory Guidance, outcomes for school learners around the topic of relationships might include:

Primary

- Caring Friendships: e.g. how important friendships are in making us feel happy and secure, and how people choose and make friends.
- Respectful Relationships: e.g. that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- Online Relationships: e.g. how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- Being Safe: e.g. what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- Internet Safety: e.g. how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.

Secondary

In addition to the above, Secondary students learn about:

Intimate and Sexual relationships: e.g.

- how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.
- that all aspects of health can be affected by choices they make in relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.

Curriculum Maps

Each of the three Curriculum Maps used in the school includes a Relationships and Health area and the module “A Place in Time” includes the specific theme of families, friendships and relationships. Teachers can make ARE (age-related expectation) assessments according to the specific Key Stage. For example a baseline assessment could look at the students’ ability to:

- Recognise what makes a relationship healthy or unhealthy and demonstrate strategies for resolving differences and conflicts (e.g. alternatives, seeing and respecting others’ points of view, negotiation, compromise, giving and receiving constructive feedback).
- Recognise bullying and abuse and consider the consequences of anti-social and aggressive behaviours such as bullying and discrimination of individuals and communities.
- Explain what it means to respect the rights of others and understand why this is important.

Working towards ARE, teachers could help students to:

- Develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give constructive feedback and support to benefit others as well as themselves.
- Recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media) and identify support networks to talk to if needed.

Secondary students can complete their own template or complete and personalised curriculum map.

Assemblies

Formal school assemblies are not part of the school routine. However, there are informal leaving ceremonies where students say farewell to students leaving Bursledon House. In this instance, the values of kindness, friendship, ongoing relationships, resilience and aspiration will be reinforced and celebrated by students and staff alike.

Tutor Group

There is weekly tutor group where all students at SHS have a chance to meet. This includes outreach students who may join online. This group meeting is a good opportunity for the students to build relationships with each other. The values of listening to others, acceptance, kindness and celebrating success are reinforced and celebrated in this session too

Current Affairs – Each week there is a Current Affairs news item available for study in both the Primary and Secondary Phase. The topic will often be linked to the PHSE/ RSE Behaviour Curriculum. Amongst many other examples, relational themes included in these presentations have included:

- Consent and sexual abuse
- Cyber bullying and resilience
- Courage, determination, positive thinking, resilience, leadership, discrimination.
- Respectful relationships & friendships; identify, explain, manage and challenge influences on relationship expectations
- Mental Health awareness - Loneliness, Acceptance, compassion, volunteering

Pupil support and interventions

The role of school staff in supporting behaviour

Role of the Headteacher

It is the responsibility of the Headteacher to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy.

- It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.
- The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.
- The Headteacher keeps records of all reported serious incidents of misbehaviour.

Role of the Teachers

- It is the responsibility of class teachers to ensure that the school rules are followed in class, and that their classes behave in a responsible manner during lesson time.
- The class teacher must be a role model for the children and treat each child fairly and implement the classroom behaviour code consistently.
- Teachers should treat all children in their classes with respect and understanding. If a child misbehaves repeatedly in class, the class teacher should record all such incidents. In the first instance, the class teacher should deal with incidents him/herself. However, if misbehaviour continues, the class teacher might seek help and advice from the Phase Leader and, if necessary, the Headteacher.

- The class teacher may also contact a parent, carer, safeguarding lead or external agency (in discussion with the Headteacher) if there are concerns about the behaviour or welfare of a child.

Role of the SENCO

The SENCO should ensure that consistent, excellent teaching practice underpins plans to improve behaviour. For children with SEN, this translates to work that is achievable, differentiated and age appropriate.

- Through regular contact and meetings, s/he should keep communicating with staff and students about improving behaviour, as well as the implementation of any new strategies.
- S/he should work with other local schools to share expertise and gain closer support from the police and local agencies in a Safer School Partnership. These partnerships help to engage young people and reduce antisocial behaviour in the wider community.
- The SENCO will work with senior staff to support colleagues in developing the skills necessary to deal effectively with challenging behaviour, share ideas and best practice and occasionally provide formal or informing training in the area of behaviour.

Role of Support Staff (Teaching Assistants)

Support staff should:

- be consistent and fair when giving rewards and relevant and proportionate when sanctions.
- teach children about behaviour skills and self-regulation.
- be reassuring, re-focusing and reaffirming tasks set for children.
- fulfil roles identified within SEMH plans for children.
- provide opportunities for children to develop different kinds of relationships with one another by encouraging involvement in, for example, playground games and conversation.
- allow children to express their views and feelings and seeking to extend their understanding of relationships through discussion.
- observe children and inform class teachers and/or the head teacher about specific incidents or trends in behaviour
- encourage respectful attitudes for others, the environment, property and equipment.

The role of the emotionally available adult (see trauma informed policy)

Key skills and attributes:

The emotionally available adult should have the ability to listen to students non-judgementally and actively. Other key skills important to the role are empathy, calmness and the ability to foster a supportive relationship. The emotionally available adult is someone who is a champion for a child and provides them with a secure emotional base within school, helping them to regulate their emotions and build a trusting relationship. They model the role of a trusting adult to a child to enable them to understand how to form and maintain trusting relationships with others.

The emotionally available adult should:

- work closely with the child and be available to the child on a day-to-day basis.
- be reliable, consistent and warm and able to assert boundaries but forgive, challenge and nurture.
- be an advocate for the child and encourage staff to take a view through the eyes of the young person.
- be willing to take steps to negotiate with other members of staff how to better support the child when necessary.

- listen to and respect a child, empathise with their situation and believe in their abilities.
- help a child develop new and more helpful ways of thinking, behaving and building relationships.
- maintain the same calm and consistent approach, whilst maintaining respectful boundaries.
- encourage a child to reflect on what has happened but not do so in a way that induces shame and help a child to learn to apologise when it is appropriate.
- model what a child should expect from other human beings and show how to respond productively when this expectation is not met.
- plan ahead, knowing that any absence or time out of school will have a negative effect on their progress

How are pupils identified for targeted support?

Related to behaviour, early identification of children and young people at risk is the first, important step in the development of systems and strategies that offer ongoing, accessible and professional support. Early and targeted intervention are essential elements of a safe and contained environment, allowing for students to be supported to develop, learn and grow. This relies on a consistent, whole school approach and focuses on positive relationships within the whole SHS school setting.

Identifying additional support needs

Children and young people may have additional support needs if they are unable to benefit from their school education without help beyond that which is normally given to children or young people of the same age. Additional support needs might arise at any time during their school life. The circumstances where targeted support is necessary are different for every child and something that affects one child's learning could have little or no effect on the learning of another.

In addition to information provided in reports, safeguarding reports, behaviour plans and EHCPs, the following are example of situations that may give rise to additional support needs:

- **Learning environment** – e.g. the child does not have access to an appropriate curriculum or has English as an additional language.
- **Family circumstances** – e.g. there has been a family breakdown, the child is a young carer, the child is being looked after or there are housing issues in the family.
- **Disability, Learning Disabilities or health needs** – e.g. motor impairment, dyslexia, ASD, mental health problems, temporary or longer-term physical conditions
- **Social or emotional problems** – e.g. bereavement or loss, anxiety or depression, physical or verbal aggression, sexually inappropriate behaviour.

All looked after children are considered to have additional support needs unless assessment concludes that they do not. Identifying additional support needs takes place in close cooperation with the home school, therapeutic services and other agencies in contact with children and young people. It is important to identify additional support needs as early as possible, as early action is helpful in its own right and can help to prevent further difficulties developing later.

EYFS

School staff follow up information from other agencies and services who have contact with children in the first few years of life (e.g. family or hospital doctor, a health visitor or a social worker). When information is received about a child who may have a disability and/or additional support needs, this information is used to support and plan for the child in the early learning setting. Where young children are identified as having a disability or complex additional support need, they may be referred to the appropriate specialist

service. In turn, this service might be involved in supporting the transition to an early learning setting or school.

The role of the ELSA

The role of the ELSA at SHS is to:

- encourage the development of positive social relationships with both peers and adults.
- provide opportunities to understand emotions and develop pupil's self-worth, confidence, motivation, trust, self-esteem and adaptability.
- provide a safe, calm and nurturing environment, alongside a programme of activities structured to the emotional, social and intellectual needs of each pupil, while keeping them in close contact with their base class.
- support pupils to understand their behaviour, that behaviours generally have a consequence and to develop strategies to self-regulate emotions and anxieties.
- provide learning experiences through the nurture principles.
- develop knowledge of the particular needs of the child and seek advice from the SENCo, Class Teacher and outside agencies.
- aid access to the full range of learning experiences both inside and outside the classroom, using modified materials as required e.g. worksheets, games, visual prompt cards etc.
- organize and maintain an inclusive learning environment across the whole school environment.
- provide positive reinforcements, praise and rewards to pupils.
- facilitate inclusion in small group activities with peers and support interaction between them.
- understand and apply the school policies on learning and behaviour, and the statutory guidelines relating to disability discrimination and special educational needs.
- maintain confidentiality and sensitivity to the pupils' needs but have regard for the safeguarding procedures of the school.
- carry out duties related the role as directed by the Headteacher.

Small group interventions

Along with small group interventions for literacy and numeracy (e.g. a booster group for reading) school staff can implement behaviour intervention groups, working with a small group of students on their behaviour. Such groups can have a significant impact on children's behaviour and emotional well-being.

Depending on the group, the focus could be on things such as:

- managing feelings and resilience
- improving social skills
- developing attachment

Before starting the intervention, staff should:

- set a clear, specific target and be clear about the outcome so that success can be measured.
- start a before/after assessment to judge whether the intervention worked or not.
- expect to run the intervention to run for as long as the child is in the care of the school (i.e. as long as possible).

1:1 Teaching

1:1 teaching is most often used in the outreach service, bedside teaching (G Level, Piam Brown) and/ or at alternative provisions. The positive benefits of 1:1 teaching on student behaviour can include:

- **The student's voice feels heard:** Conversations tend to be more student-driven where the student might feel they have more control over the questions they ask and the feedback they receive from their teachers.
- **Low stress environment frees students from the fear of failure:** Through one-on-one interactions, students learn to trust their teachers and are given a safe space to openly share. There is less fear of “wrong” answers or silly questions and of the students being themselves.
- **Avoiding overstimulation and eliminating many distractions:** Without the distraction and overstimulation of a room full of peers, students are able to focus all of their attention on their teacher and the material being learned.
- **Teachers adapt to the student's communication style:** One-on-one interactions give students good opportunities to practice inter-personal communication. It can help behaviour when the teacher “speaks the language” of the student.

Zones of regulation

Teachers in the primary phase use Zones of Regulation, an intervention which helps children to manage difficult emotions. The Zones of Regulation aim to teach children strategies to help them cope with various feelings so they can get back to feeling calm and ready to learn. These coping strategies are called ‘self-regulation’. The Zones of Regulation are:

- Blue Zone: low level of arousal; not ready to learn; feels sad, sick, tired, bored, moving slowly.
- Green Zone: calm state of alertness; optimal level to learn; feels happy, calm, feeling okay, focused.
- Yellow Zone: heightened state of alertness; elevated emotions; has some control; feels frustrated, worried, silly/wiggly, excited, loss of some control.
- Red Zone: heightened state of alertness and intense emotions; not an optimal level for learning; out of control; feels mad/angry, terrified, yelling/hitting, elated, out of control.



Depending on the individual teacher, children will be taught various techniques and strategies which will help them identify and manage their emotions – particularly emotions which place them in a heightened state of alertness and interfere with learning.

“Time in” rather than “Time out”

Time-outs are a traditional discipline strategy used by teachers and parents when children misbehave. “Time-ins” are a newer concept which encourage a more positive approach to discipline.

Time-Out: This involves removing the child from a situation when they misbehave. Typically, they are moved to a corner or a chair where they must sit quietly for a predetermined period of time. **The goal of a time-out is to punish your child for their poor behaviour** in order to stop them from behaving that way now and in the future

Time-In – This involves guiding the child to a safe space where the adult can use regulation strategies and emotion coaching to help them calm their bodies and process their emotions. This helps children develop emotional intelligence, making them more in tune with their emotions and makes them feel safe and connected. Time-Ins teach children skills that help them navigate challenging situations more appropriately.

Comparison of Time-Out and Time-In

<i>Time-Out</i>	<i>Time-In</i>
• Punishment for being bad or behaving badly. • You feel bad (guilty) afterward • Creates anger and hurt feelings between parents and children. • Isolates the child from their caregiver	• Time to calm down and learn from mistakes. • You feel good about yourself afterward. • Creates connection and understanding between parents and children. • Encourages child-caregiver attachment

Pupil transition and development

Induction

New pupils often need emotional and, occasionally, language support so that they can settle down in the new school environment and become effective learners in as short a time as possible. A brief induction period is essential for newly arrived children and their families who may be facing emotional issues and economic difficulties. Some children might not be familiar with all of the subjects taught and what is expected of them and some children may have had their schooling experiences interrupted and won't have any knowledge of school routines. Getting the pupil started in a positive way will improve their chances of making good progress in the long run.

Key elements of the induction process are to:

- collect as much information as possible prior to admission and establish academic baselines.
- help with settling in and familiarise new students with school organisation and routines. At Bursledon House, most new students usually start their schooling late on a Monday morning.
- establish good contact with the parents by providing relevant information in the form of an Induction/ Information Pack. For all outreach students, there is an initial formal meeting with parents and the home school to establish routines, timetables, subject areas to be taught etc.
- Encourage parents to visit the school with their child prior to admission (this may occur after a meeting or therapy session).

Outreach teachers complete an initial questionnaire with students to establish any potential mental health barriers. Other students might complete a “getting to know you form” which could help establish behaviour baselines. For students taught at bedside, the teacher completes a comprehensive initial assessment and introductions to both the student and parent/s.

Reintegration/ Reduced Timetable

Typical behavioural markers applicable to outreach students help teachers establish the readiness of the students to reintegrate at their home school or in a new educational setting:

- A student unable to form social relationships with peers would likely not be able to come to school at all. They would need to be with an adult at all times and to be accompanied on and off the school site.
- A student who has some contact with one or more friends, in or out of school, might need an adjusted timetable (up to 25%). The student might be in a learning base all the time and unable to work elsewhere.
- A student who is forming connections with other peers in a protected setting might need an adjusted timetable (attending up to 50%). The student might be mainly in a learning base but still attending some classes. They would need support moving around the school
- As student able to work with others in the context of a lesson might manage almost a full timetable (Up to 75%). They will be mainly in lessons, with small amounts of time in a learning base. Most transitions will be managed by themselves.
- A student who has got to the point of maintaining friendships will hopefully be able to work with others in the context of a lesson and manage a full timetable up to 100%. The student could manage transitions independently.

Exclusions/ Return from exclusions:

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 SHS 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 when 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 the 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.

Exclusion from school in any form will be a last resort. Where exclusion is considered necessary, the school will consult the [DfE on guidance Suspension and Permanent Exclusion](#) from maintained schools, academies and pupil referral units in England. In most cases, return from exclusions would be subject to risk assessments and might include a reduced timetable – at least to begin with.

Alternative Provision

DfE Guidance on health/ medical needs as grounds for alternative provisions (“Ensuring a good education for children who cannot attend school because of health needs”) can be found here:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/941900/health_needs_guidance_accessible.pdf

Expectations and reasonable adjustments for pupils with SEND

Targeted IBPs and Risk Assessments

Students with known challenging behaviour, a medical condition which affects behaviour patterns, special educational needs or where there is evidence or suspicion of self-inflicted harm (i.e., is a risk to themselves) may be the subject of an Individual Behaviour Plan and/or Individual Risk Assessment. The plan sets out specific ways in which the behaviour is managed whilst on school premises and during any off-site visit. Planning positive and proactive behaviour support, through the drawing up of an individual behaviour plan for more vulnerable children, reduces the occurrence of challenging behaviour and the potential need to use reasonable force. Wherever possible and appropriate, the student concerned will also be involved in creating the Individual Behaviour Plan.

Provision Mapping

SEN Provision is mapped across the four areas of need:

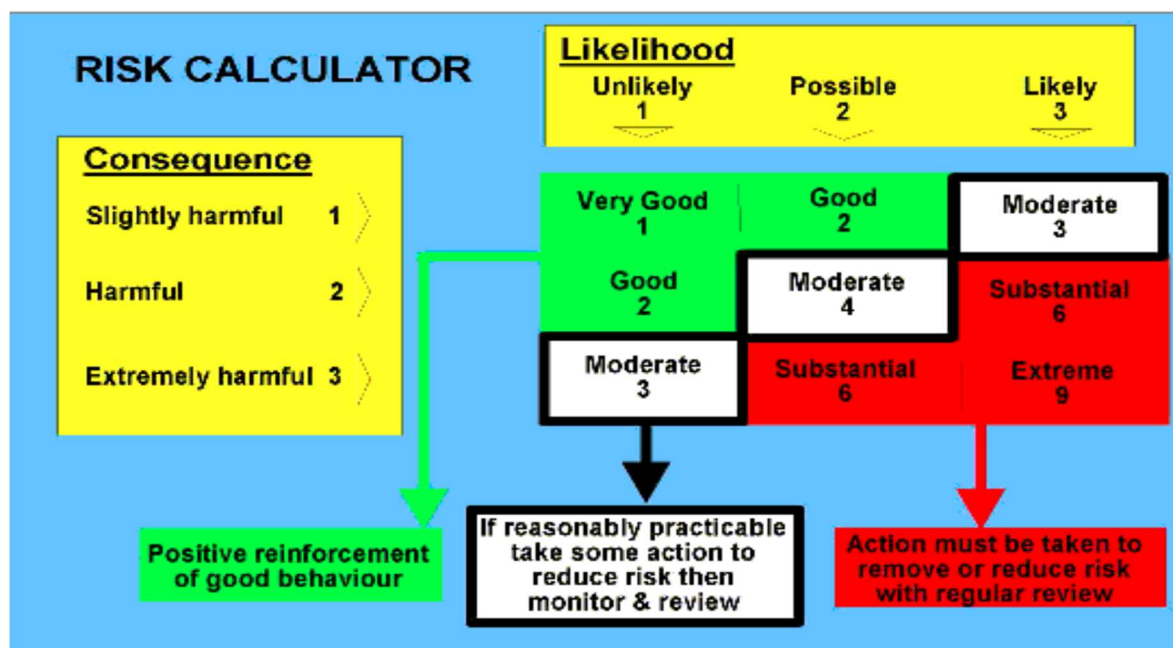
- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Sensory & Physical

Using the Pupil Profile, teachers make records of a child’s SEN (including behaviour) as well as the provision put in place and record teaching, interventions, outcomes and progress. Teachers should keep evidence of learner progress, maintaining a focus on outcomes and a rigorous approach to the monitoring and evaluation of any SEN support provided. Progress should be reviewed at least half-termly, sometimes with support from the SENCO. Where a learner is receiving SEN support for behaviour, schools should talk to parents regularly to set clear outcomes and review progress. Behavioural targets for progress should always be:

- Specific
- Measurable
- Achievable
- Realistic
- Timed

Behavioural Risk assessments

Behavioural risk assessments for individual students balance the likelihood of a behaviour/event occurring against the potential consequence of such a behaviour.



The risks are graded in the table below:

1	Pupil is unlikely to be a risk to themselves or others within the school community.
2	Pupil may place themselves or others within the school community at minimal risk.
3-4	Pupil may place themselves or others within the school community at moderate risk. Pupil will need to be closely monitored.
6	Pupil may place themselves or others within the school community at substantial risk. Pupil will need to be closely monitored and staff aware of triggers and interventions. External assistance may be required and exclusion/withdrawal from lessons considered.
9	Pupil presents extreme risk to themselves or others within the school community. External agencies will need to be involved and exclusion/withdrawal from school undertaken, until measures can be put in place to reduce the risk to an acceptable level.

Child on child abuse

The school recognizes that children can abuse their peers and all staff understand the importance of challenging inappropriate behaviours between peers. This is referred to as child-on-child abuse and can take many forms.

This can include (but is not limited to) bullying (including cyberbullying, prejudice-based and discriminatory bullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; abuse in intimate personal relationship between peers; the consensual or non-consensual sharing of nude and/or semi-nude images/videos and initiating/hazing type violence and rituals.

Downplaying certain behaviours, for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” can lead to a culture of unacceptable behaviours, an unsafe environment for children and, in worst case scenarios, a culture that normalises abuse - leading to children accepting it as normal and not coming forward to report it.

The school recognizes that children with special educational needs or disabilities (SEND) or certain health conditions can face additional challenges. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration.
- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children.
- the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs and communication barriers and difficulties in managing or reporting these challenges.

The school recognizes that even if there are no reported cases of child-on-child abuse, such abuse may still be taking place and is simply not being reported and therefore will not dismiss abusive behaviour between children as 'normal'. Thresholds for investigating claims and allegations are the same as for any other type of abuse. Further consideration will also be given to the advice contained within DfE statutory guidance: [Keeping children safe in education 2022 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/651467/Keeping-children-safe-in-education-2022.pdf)

The use of force

Reference to DfE guidance

There are circumstances when it is appropriate for staff to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between students or blocking a student's path, or active physical contact such as leading a student by the arm out of the classroom. The decision as to whether to not to use reasonable force to control or restrain a child is down to professional judgement of the staff concerned and will always depend on individual circumstances. Further advice is available in the DfE paper "Use of reasonable force Advice for headteachers, staff and governing bodies" [DfE advice template \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/651467/Keeping-children-safe-in-education-2022.pdf) set out in Section 149 of the Equality Act 2010.

Reasonable force will be used only when immediately necessary and for the minimum time necessary to achieve the desired result and to prevent a student from doing or continuing to do any of the following:

- committing a criminal offence.
- injuring themselves or others.
- causing damage to property, including their own.
- engaging in any behaviour prejudicial to good order and discipline at the school or among any of its students, whether that behaviour occurs in the classroom or elsewhere.

Whether it is reasonable to use force and to what degree, also depends on the age and understanding of the pupil and whether they have SEND, mental health needs or other health conditions. Medical advice will always be sought about the safest way to hold or restrain students with specific health needs, special educational needs and disabilities.

Action as a result of self-defence or in an emergency

All staff, including teaching assistants, lunchtime supervisors, admin staff and the site management have the right to defend themselves from attack, providing they do not use a disproportionate degree of force to do so. Similarly, in an emergency, if for example, a student was at immediate risk of injury or at the point of inflicting injury on someone else, any member of staff is entitled to intervene. A volunteer helping in the school would not be expected to work with a child who is known to need physical restraint, or as indicated in their Behaviour Management Plan.

Circumstances in which reasonable force might be used

Circumstances in which reasonable force might be used include the following:

- Students found fighting will be physically separated.
- Students who behave in a way which disrupts an event, a school visit may be removed from the situation.
- Students at risk of harming themselves or others through physical outbursts may be physically restrained.
- To prevent a pupil from attacking a member of staff or another pupil.
- To prevent a pupil causing injury or damage by accident, by rough play, or by misuse of dangerous materials or an object.

Power to use reasonable force when searching without consent

In addition to the general power to use reasonable force, the Headteacher and authorised staff can use such force as is reasonable given the circumstances to conduct a search for 'prohibited or illegal' items.

Unreasonable force

The type of force which will never be acceptable in school includes:

- holding round the neck or any other hold that might restrict breathing;
- kicking, slapping, or punching
- tripping or holding by the hair or ear;
- holding face down on the ground.

Training

All members of staff will receive training about the use of reasonable force appropriate to their role to enable them to carry out their responsibilities. This will include training on any restraint techniques which must not be used because they are known to present an unacceptable risk when used on children and young people. Some staff will receive additional training on the appropriate techniques which may be used to physically restrain pupils. The training will be to an approved nationally acceptable level and will be regularly refreshed.

SHS Behaviour Policy			
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