Behaviour Policy

Reviewed By	Approved By	Date of Approval	Version Approved	Next Review Date
Claire Patton	Governors	1.4.2019	1.1	As necessary
Claire Goodaire	Governors	2.7.2020	1.2	As necessary
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The Sullivan Centre, is a short term educational provision which supports young people within Hull and out of county areas who are unable to access their present school due to a diverse range of medical and mental health needs.
The service encompasses:

- *The Sullivan Centre, classroom based tuition (co located at Venn Boulevard Centre);*
- *Hospital Schoolroom (located at Hull Royal Infirmary);*
- *Home Tuition Service providing an Outreach education and support service to pupils/schools.*
- *Inpatient Schoolroom (located at Inspire, the region's new CAMHS (Children's & Adolescent Mental Health service) inpatient facility)*

It is our primary aim that everyone feels valued and respected and is treated fairly. We are a caring service and our values are built on mutual trust and respect. The behaviour policy supports the way in which all staff and students can work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure. We do have rules, but our Behaviour policy also promotes good relationships. We expect everyone to behave in a considerate way towards others. We treat all students fairly and apply this policy in a consistent way.

Many of our pupils need to be shown what desirable, good behaviour looks like.

• Behaviour can change and every pupil can achieve some measure of success;

• Disapproval of unacceptable and inappropriate behaviour should not represent disapproval of the pupil as a person;

 • Recognition of behavioural and academic improvement and success is more likely to achieve change than apportioning blame and administering sanctions. Without the belief that behaviour can change, any concept of 'success' with our pupils will not be achieved.

Acceptance of the value of the pupil as a person has to be maintained, though disapproval of the behaviour that is sometimes produced needs to be communicated positively.

Aims

This policy aims to help children and young people grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of society. We reward good behaviour as we believe it will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour rather than merely deter anti-social behaviour.

To provide a simple, practical code of conduct for staff, learners and parents which:

- Recognises behavioural norms;
- Positively reinforces behavioural norms;
- Promotes self esteem and self discipline;
- Teaches appropriate behaviour.

Inappropriate behaviour is likely to occur when learners lack a sense of purpose and/or structure and are presented with opportunities to misbehave or are struggling to deal with external factors unrelated to school. Certain measures can be employed to prevent these and other potentially damaging situations from arising.

<u>Staff should aim to create a calm atmosphere that is conducive to work and learning by:</u>

Staff have an important role in developing a calm and safe environment for pupils and establishing clear boundaries of acceptable pupil behaviour. Staff should uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships, as defined by the school behaviour policy, so that pupils can see examples of good habits and are confident to ask for help when needed. Staff should also challenge pupils to meet the school expectations and maintain the boundaries of acceptable conduct.

- Planning adapted learning experiences that are relevant to the learners' academic and social needs;
- Offering varied tasks that are sufficiently challenging and achievable;
- Demonstrating flexibility where planned activities fail to engage;
- Teaching with appropriate pace; ensuring that there is a clear sense of progression;
- Give careful consideration to the classroom environment to optimise learning and avoid potential behavioural triggers.

<u>During the lesson staff should:</u>

- Set clear learning outcomes, attainable in the time available;
- Model tasks clearly with explicit success criteria;
- Encourage learners by offering appropriate praise, help and explanations where necessary;
- Monitor progress;
- Correct errors in ways that emphasise the learning opportunities they present;
- Give personal feedback to learners on all progress made academically and socially.

<u>The recognition of achievement is important. Reward learning and endeavour by:</u>

- Using spontaneous praise;
- Informing staff and peers of progress in the learner's presence;
- Asking the learner to share their work with others;
- Collecting important pieces of work for learner achievement portfolios;
- Displaying work prominently and attractively;
- Giving awards;
- Informing parents of positive experiences and achievements.

It is preferable to prevent unwanted behaviour from occurring. Dealing with unacceptable behaviour wastes time, can lead to confrontation and is stressful for everyone involved. This principle is relevant to all aspects of work, both academic and social.

Protocol for rewarding behaviour in school:

- A completed **PEARL Points sheet** equates to one stamp on the **Big R**. PEARL points can be awarded for presentation; effort; attitude; readiness; listening

- Stamps on the **Big R** are accumulated to buy class rewards.

- Reflections are completed at the end of each day with reference to 8 Executive Functioning skills

- Certificates and awards are given during assembly.

- Certificates and awards throughout the week in 'wow' moments.

- Love to shop and books from the vending machine can be earned on recognition or commendation. This is for something **extraordinary** and personalised to that student. Senior Leaders will decide who receives a token for a free book to keep from what they have been informed about and have observed.

- Personalised behaviour systems may be introduced to motivate disengaged students however teaching staff must obtain consent from Senior Leaders before proceeding with this.

- Good pieces of work should be brought to SLT – Senior Leaders will praise this work and will call and/or send home a certificate.

- Students may use **personalised reward systems** such as collecting stamps or marbles in a jar, bespoke to their interests and needs. For some students with learning differences a reward system based around their interests or broken down into smaller more achievable chunks may be necessary.

All staff across the school require permission from the Senior Leadership Team when introducing individualised behaviour plans and/reward systems to ensure this aligns with our values and ethos.

Protocol for communicating behaviour with parents/carers:

- Teaching staff to send home postcards weekly for significant achievement in their **effort in learning** i.e. "Scientist of the Week"**.** These should be handed to the office Friday morning to be posted out that day.
- Phone calls must be made to families and recorded on a contact log

Personal, Social and Health Education

The impact of the PSHE curriculum upon behaviour cannot be underestimated. The PSHE curriculum is utilised to reinforce emerging issues such as bullying, relationships, self-image, aggression, families, community and citizenship amongst others.

Medication

A number of pupils attending The Sullivan Centre are likely to be prescribed medication specific to their individual needs. Such medication will often have a direct impact upon behavioural patterns, and is closely monitored. Written parental consent is sought regarding dosage and administration.

Staff Training

The Sullivan Centre ensures that their staff have adequate training on matters such as how certain special educational needs, disabilities, or mental health needs may at times affect a pupil's behaviour. Ongoing engagement with experts, such as Educational Psychologists and other support staff such as counsellors and Mental Health Support Teams, can help to inform effective implementation.

Routines

Early intervention is the key to success. We are successful when young people are helped to deal with their emotions and develop strategies to regulate their behaviour. Staff are trained to intervene when pupils need support.

- Staff think carefully about the language they use.
- Pupils listen carefully to instructions.
- Staff use scripts so that the language pupils hear is clear and supportive (scripts should be available for staff to refer to in the learning environment and shared with new colleagues).
- Pupils are reminded how to earn PEARL points
- Pupils feel proud and successful when they achieve their notes.
- All staff have an array of agreed behaviour strategies to minimise disruption.
- Staff move through doors before pupils.
- **Staff to supervise pupils everywhere**. This includes escorting them to and from the toilet and also entering and leaving site.
- Positive handling is used (see our Positive Handling Policy).
- Parent/carers contacted regularly to reinforce positive messages or to raise concerns.
- Inappropriate behaviour should be recorded on CPOMS and will be discussed in debrief.
- Personal risk assessments (see Positive Handling Policy) are amended if necessary and filed in each child's 360 file. A copy of all risk assessments should be kept securely within the tutor's classroom.
- Positive Handling Records and kept in the bound book and are monitored by SLT.
- Incidents involving injury **must be reported** on the Every system the same day.

- Pupils on arrival will enter school through the security scanners to ensure the removal of any objects not permitted on site and to keep everyone safe (see Security Scanning in School Policy). Some pupils are exempt due to medical needs.

- If a pupils arrives late they will be scanned with the mobile scanner or asked to walk through the scanner.

The role of the staff

It is the responsibility of all staff to ensure that the rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time.

Our team works together to make sure we uphold a positive and restorative ethos. Staff must refer to the non-negotiables to ensure they are complying with all high expectations.

Referrals to the Life Coaches in school or to the SENDCO can be made using the correct proformas.

The role of parents

The role of parents is crucial in helping The Sullivan Centre develop and maintain good behaviour. To support The Sullivan Centre, parents/carers should be encouraged to get to know our behaviour policy and, where possible, take part in the life of the school and its culture. Parents/carers have an important role in supporting The Sullivan Centre's behaviour policy and should be encouraged to reinforce the policy at home as appropriate. Where a parent/carer has a concern about management of behaviour, they should raise this directly with the school while continuing to work in partnership with them.

The Sullivan Centre has a whole-school approach by building and maintaining positive relationships with parents/carers, for example, by keeping parents/carers updated about their children's behaviour, encouraging parents/carers to celebrate pupils' successes, or holding sessions for parents/carers to help them understand the school's behaviour policy.

Behaviour expectations and pupils with Special Educational Needs and/or Disability (SEND)

The Sullivan centre has high standards of behaviour and provides the necessary support to ensure all pupils can achieve and thrive both in and out of the classroom.

Some behaviours are more likely be associated with particular types of SEND, such as a pupil with speech, language and communication needs who may not understand a verbal instruction. Behaviour will often need to be considered in relation to a pupil's SEND, although it does not follow that every incident of misbehaviour will be connected to their SEND.

The Sullivan Centre will consider whether a pupil's SEND and mental health needs has contributed to the misbehaviour and if so, whether it is appropriate to sanction the pupil. It is important for the school to seek to try and understand the underlying causes of behaviour and whether additional support is needed and further adaptations needed.

Step 1 - Dealing with Problem Behaviour and De-escalation Strategies

Low-level disruption and problem behaviour should be responded to when it occurs by the staff present at the time and will not necessarily need special intervention or advice from others. Examples of De-escalation Strategies can be found in the Table below. These strategies are also highlighted as part of the TEAM TEACH's approach to managing behaviour.

REMEMBER the positive relationship you have with the pupil
Listening and assessment of what is being said, behaviour, actions of others
Distract attention
Divert to another task
Calm voice
Change seats
Praise/Rewards
Offer choices
Offer time out
Utilise SMSA and Life coaches
Consider SEND/Mental health
Consider emotional state and regulation
Sensory diet – is a break needed?
Well structured lesson
Fairness
Consistent approach
Body language
Patience
Empathy
Flexibility
Use Team Teach script

Where appropriate, staff should take account of any contributing factors that are identified after a behaviour incident has occurred, our pupils are at various stages of their mental journey and recovery. All of our staff are secure in their knowledge that on some occasions, adaptations to expectations, rewards and sanctions may differ from one child to another, we as a team consider the child as an individual.

The Sullivan Centre will consider whether the misbehaviour gives cause to suspect that a pupil is suffering, or is likely to suffer, harm. Where this may be the case as set out in Part 1 of Keeping children safe in education, staff will follow the school's child protection policy and speak to the designated safeguarding lead (or deputy). They will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Step 2 - Challenging Behaviour

The Sullivan Centre may sometime cater for pupils with emotional and behavioural difficulties associated with their medical and mental health needs. There will, at

times, be pupils whose behaviour is more extreme and challenging. If a pupil is exhibiting such behaviour, the appropriate response will to some extent depend upon its exact nature, the contributing factors and strategies used so far.

- Staff present should explain to the pupil that there will be a consequence for this behaviour,

- SLT will support staff and the pupils to feel safe

- The outcome will then be discussed in debrief with the staff team followed by a phone call home or to the Virtual Head for a looked after child.

- Where circumstances arise that endanger the safety of a pupil or staff member, the school should act swiftly and decisively to remove the threat and reduce the likelihood of its reoccurrence.

- Stay back (detention) can be used by teachers as a sanction with permission from SLT and parental permission. A minimum of 24 hours notice must be given to the parents.

- As a result of recurring challenging behaviour or a behaviour that is harmful to themselves or others a behaviour plan will be put into place in collaboration with parents/carers

The removal of enrichment, educational visits and external experiences as a sanction is not permitted unless in extreme circumstances i.e. safety. This is to be decided only by a member of the Senior Leadership Team.

Suspensions and permanent exclusions

The Head may suspend a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the Head may exclude a child permanently. It is also possible for the Head to convert a suspension into a permanent exclusion if the circumstances warrant this. Some of our pupils have a history of exclusion and we work hard to avoid these situations.

Behaviours out of school

The Sullivan Centre has the power to sanction behaviours outside of school premises. Conduct outside the school premises including;

- Online conduct

- Harassment of staff

The Sullivan centre may sanction pupils;

- when taking part in any school-organised or school-related activity;

- when travelling to or from school;

- when wearing school uniform;

- when in some other way identifiable as a pupil at the school;

- that poses a threat to another pupil; or that could adversely affect the reputation of the school.

Suspected Criminal Behaviour

The Sullivan Centre will advise parents/carers to inform the police if there is suspicion of criminal offence. If Sullivan staff witness a criminal offence or are informed of suspicion of a criminal offence by one of our pupils, the police will be contacted.

Drug and alcohol related incidents

It is the policy of our setting that no pupil should bring any drug, legal or illegal, onto the premises. If a pupil needs medication during the school day, the parent or guardian should notify the school who will follow the Supporting Children with Medical Conditions policy.

We take very seriously any misuse of any substances such as glue, other solvents, or alcohol. The parents/carers of any pupil involved will always be notified.

If any pupil is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home and other agencies informed. Police and social services will be informed. Any student who is found to have brought to school any type of illegal substance will be sanctioned. The pupil will not be readmitted until meetings are held and a way forward is established and in some cases this may lead to the termination of their placement at The Sullivan Centre.

Security Scanners

The introduction of security scanners at the entrance to buildings is to reduce the risk of harm to others and the likelihood of unwanted or extreme behaviours. Students are not permitted on site unless they have entered via the scanner/have been scanned by the wand, unless authorised in exceptional circumstances by the Executive Head and Head of school. This is to ensure the safety of everyone in school. (Please see separate policy).

Monitoring and review

The Head of School monitors the effectiveness of this policy on a regular basis, reporting to the Governors or Board on the effectiveness of the policy.

It is the responsibility of the Governing Bodies to monitor the rate of exclusions, and to ensure that this policy is administered fairly and consistently.