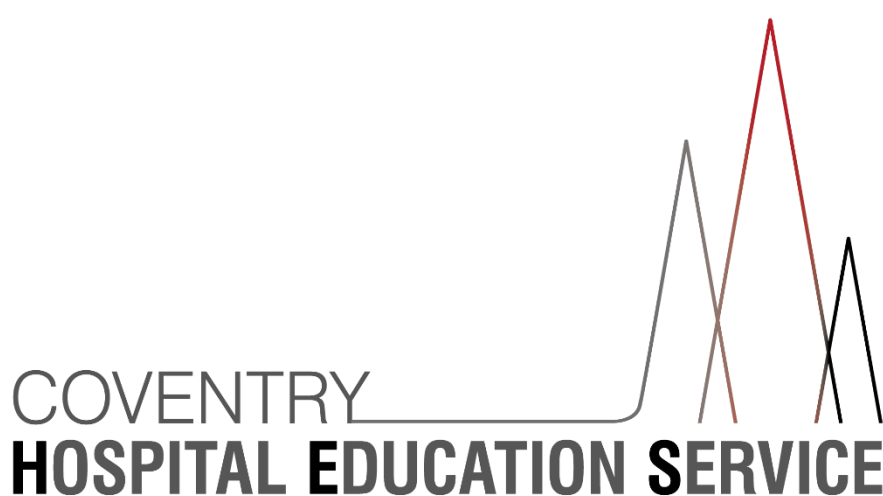


# Behaviour policy and statement of behaviour principles

Hospital Education Service



'BUILDING BRIDGES TO BRIGHTER FUTURES'

<b>Approved by:</b>	Sharon Cutler & James Gillum	<b>Date:</b> 6 <sup>th</sup> September 2022
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<b>Revisions</b>
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26.02.2024	Added Appendix 5 – Flowchart to support student behaviours
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## 1. Aims

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Outline how pupils are expected and supported to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

## 2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

### 3. Definitions

**Misbehaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments
  - Sexual jokes or taunting
  - Physical behaviour like interfering with clothes
  - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - Fireworks
  - Pornographic images
  - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

## 4. Bullying

**Bullying** is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"><li>• Racial</li><li>• Faith-based</li><li>• Gendered (sexist)</li><li>• Homophobic/biphobic</li><li>• Transphobic</li><li>• Disability-based</li></ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy [https://www.coventry.gov.uk/downloads/file/28753/anti\\_bullying\\_policy](https://www.coventry.gov.uk/downloads/file/28753/anti_bullying_policy)

## 5. Roles and responsibilities

### 5.1 The governing board

The governing board is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The governing board will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

### 5.2 The headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the governing board, giving due consideration to the school's statement of behaviour principles (appendix 1). The headteacher will also approve this policy. The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

### 5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents via the schools CPOMS recording system

The senior leadership team will support staff in responding to behaviour incidents.

### 5.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

## 6. Pupil code of conduct

Pupils are expected and supported to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

## 7. Rewards and sanctions

### 7.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

#### Primary Pupils

Phone call Home  
Praise - verbal, Postcard, Letter  
Golden Time  
Beads of Courage / Stickers  
Gift Voucher  
Reward Trip

#### Secondary Pupils

Phone call Home  
Praise - verbal, Postcard, Letter  
Special responsibilities/privileges  
Attendance Awards  
Gift Voucher  
Reward Trip  
Stickers/Stamps

The school may use one or more of the following **sanctions** in response to unacceptable behaviour:

The age, stage and needs of the pupil will be considered when deciding when a sanction should be used. In most situations the Hospital Education Service will seek to resolve conflict and manage emotional dysregulation via restorative conversations (see Appendix 2), however if deemed appropriate and proportionate, one of the following sanctions may be applied.

- A verbal reminder
- Time out of lesson
- Recommend an apology – Verbal or Written
- Ask for work to be completed at home, or at break or lunchtime
- Restorative conversation at break or lunchtime, or after school
- Request support from the SEMH Coach/ SEMHL Practitioner, Wellbeing Lead or SENCo
- Contact parent or carer to discuss concerns
- Agree a behaviour for learning target
- We may use isolation in response to serious or persistent breaches of this policy. Pupils may be sent to work with a member of the Senior Leadership Team during lessons if they are dysregulated and disrupting the learning of others.

For pupils with SEND, careful consideration will be given to the application of sanctions to ensure that the child understands what they have done is wrong, reflect on why it is wrong and agree on what needs to happen next to restore and repair the situation/relationship. Visual resources may be used, such as social stories and communication in print to support a child's understanding of their behaviour and its impact on self and others.

See **Appendix 2** and **Section 8.1** for our Behaviour for Learning Approach at Whitmore Park Annexe.

## 7.2 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Sanctions for sexual harassment and violence may include:

- Involvement of parents
- Restorative Conversation(s)
- Detention(s)
- Temporary Isolation from peers
- An apology
- Report Card
- Loss of Privileges (e.g. attendance on a school trip/residential)
- Change of class
- Attendance at 'education workshop(s)'
- Fixed Term Exclusion
- Permanent Exclusion (only as a last resort)

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to early help
  - Refer to children's services
  - Report to the police

Please refer to **Appendix 3 in this document** and our child protection and safeguarding policy on our website for more information

Please refer to the flowchart in **Appendix 3** as a guide to managing allegations or concerns regarding a child's safety and wellbeing.

### 7.3 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).

### 7.4 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy on our website for more information on responding to allegations of abuse against staff or other pupils:



## 8. Behaviour management

Whitmore Park Annexe provides education for young people aged from 11-16 who are suffering from poor mental health or physical illness that cannot be managed by their mainstream school. Specialist subject teachers at our Pupil Referral Unit work closely with young people and home schools to implement each young person's individualised curriculum offer. This involves engaging them in learning within a safe and supportive environment with a focus on developing confidence and resilience. There is an emphasis on maximising young people's strengths, aspirations, and talents. Positive behaviours are enthusiastically acknowledged and encouraged, whilst any difficulties are sensitively and collaboratively explored and worked upon. Young people at Whitmore Park Annexe may have had negative experiences of mainstream schooling and our school aspires to reconnect young people with all that is wonderful about learning and in doing so have a positive impact on their mental health, self-esteem, hope and their academic performance. This sends a clear message to the young people we work with that they are valued and have much to contribute, not just in the classroom but in the wider community.

Our teachers are subject specialists with ambitious academic aspirations for their students. They are also SEND trained and equipped to support students with a range of complex needs effectively to meet both academic and personal development targets. Strong teacher–student relationships are the foundation on which we build, and we achieve this by meeting students with an accepting environment with clear boundaries which help develop positive relationships and values.

At Whitmore Park Annexe, we strive for excellence and believe that through a culture of support and guidance, which is fair and restorative, pupils will develop and reach their fullest potential. It is the belief that every child should be supported to develop strategies to promote self-regulation. Our aim is to support pupils, with a particular focus on helping them to understand their behaviour and how that can change over time. It is recognised that this may take some time, but more importantly, for this to happen, an enquiry approach is necessary to fully understand the behaviour and child. Staff have undertaken training on Trauma-Informed Practice, Adverse Childhood Experiences, Mental Health First Aid and Suicide Prevention to understand how to better support pupils who are finding learning difficult.

We believe that:

- Behaviour is a means of communication – we must ensure that all pupils are supported to communicate their needs safely and appropriately.
- Pupils are more successful when their needs are understood and met allowing them to self-regulate and behave well, and that their effort to manage themselves and their behaviour should be recognised and acknowledged by adults and their peers.
- In supporting emotional development and self-regulating skills, pupils can learn to improve their behaviour.
- Mistakes are part of the learning process, and we recognise that all our pupils are at various stages of the developmental process. We do not make a judgement about it –instead, we support and guide our pupils to get it right. The curriculum offer for each pupil is shaped to meet their age and stage.

The stage of emotional development and additional needs of a pupil will determine their ability to self-regulate and their readiness for learning. Whitmore Park Annexe aims to offer a stable environment in which vulnerable young people can work towards academic progress and a fulfilling place in society, whilst becoming more emotionally and socially independent.

This Behaviour Policy emphasises the importance of acknowledging academic, social, and emotional progression involving pupils, parents, and carers to provide a safe, welcoming, and inclusive environment. We believe that parents know their children best, and we are committed to working with them to identify the best way of providing support for everyone in the school. The concerns of parents/carers will be listened to, in a non-judgmental way and acted upon where possible so that the needs of their children are effectively met.

## 8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour for learning within the classroom. Our five core values (represented by the word: SPIRE - Success; Perseverance; Integrity; Respect and Empathy) are modelled by teachers and support staff across the curriculum.

Our team will:

- Ensure that the classroom is a place where everyone is accepted for who they are, and where we are tolerant and understanding of each-other's differences
- Promote our values of: Success, Perseverance, Integrity, Respect and Empathy in the classroom and reward pupils when these values are demonstrated
- Implement the use of the Student support flowchart to manage behaviour incidents (See Appendix 5)
- Will create strong relationships, using a pupil-centred approach
- Strive to ensure a calm, purposeful and orderly learning environment
- Endeavour to develop positive and supportive relationships with all pupils
- Plan each activity to ensure the aims and instructions are clear
- Communicate on a regular basis to ensure difficulties are contextualised, and that well focused support strategies are implemented
- Debrief and reflect following incidents in the classroom to learn and adapt to meet the needs of young people.
- Implement restorative practice meetings between pupils where possible
- Share and cascade good practice
- Create a safe and secure environment for all, ensuring that all classroom displays are vibrant and motivating

## 8.2 Physical restraint

In rare circumstances, staff may resort to the use of reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded via CPOMS and reported to parents
- Positive Handling

Staff working at Whitmore Park Annexe are trained to look after pupils in their care. Staff have a duty to intervene to prevent pupils from hurting themselves or others. If a member of staff ever needs to intervene physically, they will follow the school's behaviour policy.

Only staff trained in the pre-emptive and responsive positive handling strategy techniques of TEAM TEACH will use physical intervention techniques with children when necessary (a list of trained staff is available from our admin team upon request). The list is updated as staff attend training sessions.

Further details of the Team Teach approach can be found on the Team Teach website. The website address is [www.team-teach.co.uk](http://www.team-teach.co.uk)

The term positive handling includes a wide range of supportive strategies for managing challenging behaviour. The term 'physical restraint' is used when force is used to overcome active resistance. A clear and consistent positive handling policy supports pupils who have social, emotional and behavioural difficulties within an ethos of mutual respect, care and safety.

The school takes seriously its duty of care to pupils, employees and visitors to the school.

- The first and paramount consideration is the welfare of the children in our care.
- The second is the welfare and protection of the adults who look after them.

The TEAM TEACH system is recognised by the Local Authority and accredited through BILD – British Institute of Learning Disabilities. Staff undergo a one- or two-day course (depending upon the severity of behaviour of the children they are working with) led by qualified trainers with a single day refresher course undertaken every two years. Although any member of staff may be required to physically intervene with a pupil who is endangering themselves or others, we would expect accredited staff to take over as soon as possible. Members of the Senior Leadership Team, if available, will always take the lead in de-escalating situations and parents are notified at the earliest convenience.

HES has adopted a staged approach in managing student behaviour. The flowchart supports school staff to identify behaviours and strategies that can be used within the classroom. Referral systems are in place to escalate to stage 2 or 3 which includes intervention from the pastoral manager or school senior leadership team. The flowchart can be found in Appendix 5.

### 8.3 Reasonable force

There is no legal definition of ‘reasonable force’. What is judged to be reasonable will depend on all the circumstances of the case.

We consider there to be two relevant considerations and require staff to take these into account when considering the use of force or restraint.

- Force or restraint can only be regarded as reasonable if the circumstances of the particular incident warrant it. They expect staff to only exercise force or restraint in the most serious of circumstances such as those illustrated in Section 3.
- The degree of force employed must be in proportion to the circumstances of the incident and the seriousness of the behaviour or the consequences it is intended to prevent.

Staff are required to ensure that any force used should always be the minimum needed to achieve the desired result.

For more information about the use of restraint, refer to the service’s Child Protection and Safeguarding Policy on our website:

### 8.4 Confiscation

**Any prohibited items (listed in section 3) found in pupils’ possession will be confiscated.** These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE’s [latest guidance on searching, screening and confiscation](#).

### 8.5 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school’s special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

## **8.6 Safeguarding**

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

## **9. Pupil transition**

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to a pupil's behaviour related to their additional needs will be transferred to relevant staff at the start of the term or year.

## **10. Training**

Our staff are provided with training on managing behaviour, including proper use of restraint (using the Team Teach model), as part of their training. Our staff are trained to recognise that any changes in a child's behaviour may be in response to a worry or concern they may have and deal with changes in behaviour with sensitivity and an awareness that it could be a sign or symptom of abuse.

Behaviour management will also form part of continuing professional development.

## **11. Monitoring arrangements**

This behaviour policy will be reviewed by the headteacher and governing board annually. At each review, the policy will be approved by the headteacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the governing board annually.

## **12. Links with other policies**

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child protection and safeguarding policy
- Anti-bullying Policy
- Online Safety Policy

## Appendix 1: Written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions through a restorative approach
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the governing board annually.

## Appendix 2 – Our Behaviour for Learning Approach at Whitmore Park Annexe

### Wellbeing Check-in/Check-out

On arrival, pupils will start their day by gathering in the Inspire classroom for breakfast (optional) and a check-in with the SEMH Coach. This time will be used for daily check in's as well as promoting communication and social skills and building positive relationships within the classroom. The SEMH Coach will establish who might need support in lessons each day and communicate with the SENCO, Pastoral Lead and HLTA regarding interventions that might be needed to prepare the pupil for learning.

Similarly, pupils can arrange to meet with the SEMH Coach for a 'check-out' before the end of the school day to share any worries they might have about the day they have had or concerns they might have about the following day. This system allows pupils to share worries before they escalate.

### Reflect, Restore and Repair

Wherever possible, we seek a restorative approach to all incidents. This process does not assign blame but encourages the pupils to look at their own and others' behaviours with a view to providing a positive outcome for all involved. Following an incident, staff will encourage pupils to engage in a restorative meeting. This will only take place when all parties are ready. Once agreed, a restorative meeting may then be arranged at which the pupil is encouraged to think about the following:

- What happened
- How they felt at the time
- Who was affected by what happened
- How they feel about it now
- How can we repair it.

By using this approach, pupils are taught to reflect and take responsibility for their own actions. It's not who's right or wrong, but how we approach the challenge or difficulty. Repair not Blame.

Our Behaviour for Learning approach at Whitmore Park Annexe embraces the features of Restorative Practices in that it develops pupils' understanding of how to resolve conflict in a responsible and respectful way. This approach aligns with our core values of Success, Perseverance, Integrity, Respect and Empathy:

## RESTORATIVE PRACTICES

### RELATIONSHIPS

Developing connections

### RESPECT

Valuing the opinion of others

### RESPONSIBILITY

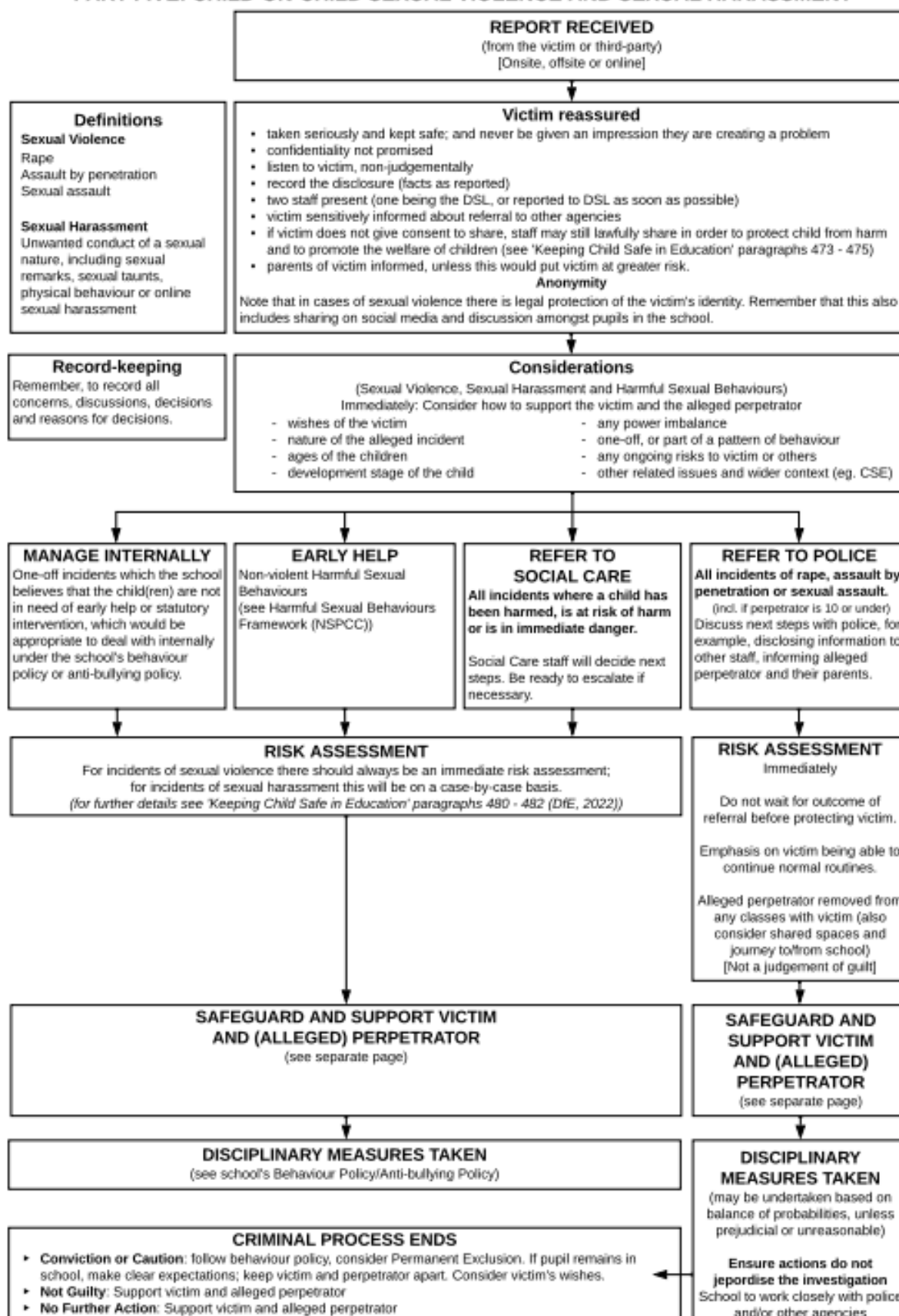
Being accountable for actions towards self, others and environment

### REPAIR

Repairing harm and remaining included

## Appendix 3 – Flowchart on Report of Child on Child Sexual Violence

### \*PART FIVE: CHILD-ON-CHILD SEXUAL VIOLENCE AND SEXUAL HARASSMENT



Source:

\*Keeping Children Safe in Education September 2022 (DfE, 2022)

2022 SVSH Flowchart

## Appendix 4: Reporting a behaviour incident on CPOMS

Coventry Hospital Education Service   Dashboard   Reporting   Planner   Library   Admin   Account Settings   Add Incident   LOGOUT


← Back

**Student**

**Incident**

**Categories**  Attendance  Behaviour  Bullying  Cause for Concern  Child Protection  External Agency Contact  Medical Issues  Online Safety  Parental Contact (Concern Raised)  Safeguarding Support  SEND  Sexual Harassment/Violence

**Linked student(s)**   
Type a student's name to link them to this incident.

**Maps** 

**Date/Time**

**Status**

**Assign to**

**Files**

**Alert Staff Members**   
    
Type a colleague's name or select an alert group to alert them to this incident. Colleagues highlighted in red would not normally be able to view this incident.

**Agency Involved**

**Add to planner**



Appendix 5: Flowchart to support students' behaviour

