



Behaviour Policy (including Behaviour Principle Statement, Home School Agreement, Positive Handling and Anti-Bullying Procedures)

Behaviour Principles

Evelina Hospital School teaches pupils from 2-19 with the full range of abilities, disabilities and special educational needs, including social and emotional needs. Our pupils are with us at a difficult time when they are unwell or awaiting/recovering from procedures and operations and we recognise the stress this puts on their wellbeing. Together with their families, they are coping with uncertainty and may be in frightening or painful situations. Therefore Evelina Hospital School's Behaviour and Anti-Bullying Policy is underpinned by empathy and a desire to ensure that every pupil in our school to feel safe and be able to learn. Given the diversity of our pupils there is no 'one size fits all model'. Instead, we have an ethos of respect, a commitment to ensuring a safe and positive learning environment and the flexibility, knowledge and skills to respond to each pupil in the way that best serves them.

In our school every person is of equal value and is treated with respect. Words or actions that discriminate against staff, families or pupils on the basis of ethnicity, gender, socio-economic status, citizenship, (dis)ability, education, sexual orientation, religion or any other criteria will be challenged. Staff are expected to act as role models of respectful relationships and interactions.

With this in mind, this policy should be read in conjunction with the SEND, Safeguarding and E-safety policies as well as the Staff Code of Conduct. Evelina Hospital School also pays due attention to relevant guidance issued from the Department of Education, including the 2014 guidance '*Behaviour and Discipline in Schools*'; the 2013 guidance '*Use of reasonable force in schools*'; the July 2015 guidance '*Keeping Children Safe in Education*' and the 2013 guidance '*Home School Agreements*'.

Scope of the policy

This policy applies to all pupils on roll, whether in-patients, siblings of in-patients, patients on dialysis or out-patients. Responsibility for ensuring that this policy is enacted lies with all staff and is overseen by the Head teacher. Where the behaviour of a child has implications for safeguarding, either in terms of keeping themselves or other children safe, or where there are concerns over the root causes of behaviour, the Designated Lead for safeguarding will be involved.

Promoting positive behaviour

We believe that in order for children to behave and therefore learn as best as they possibly can, staff in school should aim to promote positive behaviour. We do this through a number of strategies:

- We work with other professionals within and outside the hospital to ensure that we have the information we need about a pupil to work best with them and to keep them safe.
- Where there are concerns about the safety of a pupil in school, we work with ward teams to make suitable plans for where and how to teach them.
- Pupils who are with the school on a longer-term basis or who come back to the school frequently are allocated a key worker. This makes sure that the pupil, their families and the wider professional network all have a named point of contact for a child. They share the information staff need to

work best with this pupil to the staff who need to know it. They will also monitor a pupil's wellbeing and attainment and alert others appropriately if there are causes for concern.

- Within the school we model high standards of courtesy and respect between adults and towards pupils. We expect pupils to share these standards and support them in doing so.
- The environment in school is bright, well-kept and supportive of positive behaviour. High quality and recent pupil work is displayed so that there is a sense of belonging. The equipment is suitable for the age, needs and interests of the pupils and is kept clean and well organised. Labelled resources help pupils to take responsibility for their classrooms and students on the wards and dialysis are supported in looking after the resources they use there.
- Parents are encouraged to stay in school until their child is settled and engaged and some will stay for full sessions. This means that pupils and their families are confident in the school's ability to meet the needs of the child before a parent leaves.
- Pupils joining the school for the first time are welcomed and have the school and its expectations explained to them. Parents fill in the admissions form and discuss their child with the staff in the classroom.
- Pupils coming in to the school are always greeted and welcomed into a group.
- All staff and pupils wear name badges so that we can greet each other and engage in polite communication.
- Where children may have additional barriers to communication, either because they are very young, have English as an additional language, have specific social communication difficulties or learning difficulties, have a physical or medical condition inhibiting speech, we work with families and professional teams to make sure that they are safe and understood in school.
- Pupils are given encouragement and praise when they display positive behaviours so that they can understand what went well. Staff will use the positive links with families and other professionals to embed these reinforcements.
- Headteacher awards are given for behaviour that is of particular note, and this may be in relation to a pupil's own particular starting point.
- Staff are trained in understanding a range of special needs or conditions that may affect a pupil's behaviour in school and mean that they need specific support, such as ASD.
- Staff to pupil ratios are kept high so that any difficult situations can be responded to safely.
- Our curriculum promotes positive and responsible behaviour and these issues are discussed in all lessons so that this underpins all we do in school.
- There are clear expectations set out around appropriate behaviour online, supported through an E-safety policy.

Promoting positive learning behaviours

As a school we work to promote pupil behaviours that are supportive of learning. We do this through a number of strategies:

- In school we have clearly labelled resources so that pupils can access helpful learning tools, such as dictionaries, rulers or calculators, independently and so take control of their own learning.
- High quality student work is displayed so that students are inspired to reach their own personal best.
- For those pupils who are able to, we work together with them to establish their own priorities for learning while they are with us, and in taking responsibility for making the most of their experience here.

- We encourage group work and discussion so that pupils are given the opportunities to engage with other kinds of pupils with whom they may not previously have experience. Pupils are encouraged to work where possible in mixed ability groups encompassing the broadest range of abilities and to develop positive understandings of the barriers and strategies that other pupils may have.
- Pupils are encouraged to build resilience through persisting with work that may seem initially challenging.
- Pupils are encouraged to enjoy learning here, through a vibrant and engaging curriculum.
- Headteacher's awards are given for positive learning behaviours.
- Pupil's and their families take a role in liaising with home schools and where appropriate, bringing in their own school work or homework to complete with the support of Evelina Hospital School.

Dealing with unhelpful behaviour

Occasionally pupils will display behaviour that is not helpful for themselves and others and we safely respond to this in a number of ways:

- Staff do not raise their voices in school or behave in a way that would upset pupils or cause anxiety. Where there are concerns staff make good judgements about how to handle situations safely, fairly and in a way that maintains a positive classroom experience for other pupils. The safe staff ratios support this.
- Pupils are given reminders if their behaviour falls below expectations and positive reinforcement when they rectify this.
- Should a pupil's behaviour pose a risk to others in the classroom, they will be taught in a ward space until a solution can be found. We aim for all pupils to be welcomed into the main school space where possible.
- Families and the wider professional network are full partners in finding sustainable solutions to behavioural difficulties. We actively seek the input of specialists within the hospital whose skills are particularly helpful in this field, such as psychologists and the advice of the home school's who may know a pupil well.
- We make good use of existing information available, such as EHCPs, IEPs, PEPs, psychology reports as well as the previous experiences of colleagues in school.
- Should a pupil display behaviour that is of concern in terms of extremist views or pointing to deeper concerns these will be reported and dealt with through safeguarding procedures.
- Should a pupil display behaviour that is concerning and may have implications for their wider wellbeing, this would be fed back into the medical teams and also to parents.
- It is not within the normal day to day practice of Evelina Hospital School to search pupils for unsuitable items, but should a member of staff become aware of a pupil being in possession of an object that is dangerous or inappropriate, such as a weapon, illegal substances or stolen goods, then this would be handled as a safeguarding concern and communicated with professional teams and family as appropriate and in line with the safeguarding policy.

Positive Handling and use of 'reasonable force'

Fuller guidance on the use of reasonable force and appropriate contact can be found in the July 2013 Department for Education statutory guidance '*Use of reasonable force in schools*' and this policy adheres in full to the recommendations set out within that.

There are many times in school when physical contact with pupils is proper and necessary. This may include situations such as:

- Holding hands with a young pupil or any child requiring that assistance when walking around the school, hospital or a trip.
- Comforting a distressed pupil.
- Congratulating or praising a child.
- Delivering an approved Occupational Therapy or Physiotherapy program.
- Giving first aid.
- Demonstrating how to use a musical instrument or piece of equipment or do a particular exercise or skill in P.E.

However, each child has their own preferences around the level of touch they are comfortable with, even in situations such as these and staff ought to be attuned to this and adjust their behaviour so that a child or young person does not feel uncomfortable.

In very exceptional circumstances it may be necessary to use 'reasonable force' to protect a child from harming themselves or others or causing significant damage to school resources. All members of staff in Evelina Hospital School have this legal power, but volunteers, students or other visiting professionals should not, unless there is not an employed member of staff nearby to support. Staff would always seek support from others in school, particularly the senior leadership team should an issue possibly requiring 'reasonable force' arise. The decision whether or not to intervene is down to the professional judgement of the staff member and should always depend on the individual circumstances. It should only ever be used as a last resort and to ensure the health, safety and wellbeing of the pupil and the wider school

community. Judgements about whether and how best to intervene physically should also be mindful of any special educational needs or disabilities that the pupil may have, which means that adequate information sharing is of paramount importance.

Should a member of staff need to use 'reasonable force', this must be reported to the Head teacher as soon as possible after the event and a written record must be made that same day on the safeguarding concern form. This information should be shared with parents and the ward teams to ensure that staff, families, the medical teams and the pupil can understand what happened and plan to avoid a situation like that arising again.

Should a parent, guardian or pupil raise a concern about the force used by a member of staff, the guidance for this is set out in the Safeguarding policy and adheres to the guidance referenced above 'Keeping Children Safe in Education'.

Home-School Agreements

Being in hospital is a stressful time for families, who can often be overwhelmed with paperwork. Many of our pupils at Evelina Hospital School will only be with us in school for a short period, and the particular form of school that each will take part in, including timing, location and curriculum will be specific to each student. For these reasons, we do not ask parents or students to sign home school agreements. However,

should a situation arise where a home school agreement would be useful, then a personal agreement would be compiled to best meet the situation and needs of that particular pupil.

Bullying

As the Evelina Hospital School serves a very transient and often very short stay pupil population, incidences of bullying are less likely to arise. But should this occur it will be dealt with in line with the principles set out above. Professional practice in Evelina Hospital School that is particularly supportive of this includes:

- Low adult to child ratios, making it easier and safer for pupils to disclose concerns and the key worker system for those pupils needing that.
- Good family-school-professional partnerships supporting information exchange.
- High expectations of behaviour and positive role modelling.
- A clear E-safety policy
- Well embedded systems of reporting safeguarding, bullying or other concerns.