Children's Hospital School

Behaviour Policy

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Approved by:	Curriculum & Standards committee
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Chair of Committee:	Jill Townsend
Signed:	

Behaviour Policy

This Policy needs to be read in conjunction with the following Policies:

- Written Statement of Behaviour Principles
- Physical Restraint, Searching, Screening and Confiscation Policy
- Drugs Policy
- School Exclusion Policy

This Behaviour Policy sets out:

- Our core principles
- Ways of recognising and rewarding good behaviour
- Ways of minimising poor behaviour
- Strategies for managing low and high level poor behaviour

The Policy will be effective if:

- Effective learning is taking place
- Students are happy and feel safe in school
- It is consistently applied
- There are low incidents of poor behaviour
- It is clearly understood and supported by all staff, students, parents/carers and visitors
- It is regularly reviewed by the school community
- It is supported by thorough staff knowledge of risk assessment and pupil information

The Behaviour Policy sets out the principles we all feel are important. All members of the school community should be guided by these principles – students, staff and visitors.

These principles apply to children being taught in groups or as individuals, in the home, in their schools, at Day Schools, in hospitals or in public places, and managed day to day by Head of School or Assistant Base Leaders. The expectations should be adapted to accommodate the medical needs of pupils.

The Children's Hospital School expectations are:

1. Everyone is different - follow the rules for you

- Be tolerant and understanding
- You may not know what is hard for others and they may not know what is hard for you
- Sometimes some people need extra help and support or special arrangements to manage when others will be asked to deal with more challenges, use their personal strength and be more independent
- Different people need different support in order to have equal opportunities
- Do not discriminate or bully

2. Be polite and helpful in school

- Have good manners
- Cooperate with all staff. You may need to follow instructions from staff promptly to keep yourself and others safe. Sometimes you may not fully understand why you have been given the instruction, and staff will not be able to explain to protect another person's confidential information. It is important that you are reliable and cooperative.
- Make new pupils feel welcome
- Be kind and supportive to others
- Make sure your language is appropriate in content and style for school and your audience

3. Be safe

- Keep yourself safe - we need to know where you are at all times
- Manage your feelings to the best of your ability
- Keep your peers safe
- Avoid dangerous situations

4. Be respectful

- Listen to what others have to say
- Show respect for others and their belongings
- Show respect for your environment. We all try to make school as pleasant as possible for everyone to be here, please help us keep it like that
- Respect confidentiality. Young people who come to The Children's Hospital School have the right to know that what goes on for them, and things they say, will not be repeated to other people outside of school who do not need to know. It may be that other young people and their families only want certain people to know they have been to The Children's Hospital School. For this reason, things like photographs and videos, etc. are not allowed.
- Try to make sure that you do not involve other young people in any struggle that you are having. Don't get involved in other people's struggles. Ask staff for help.
- Dress appropriately for school following our guidelines

5. Every day is a new day - try your best in school and be the best you can be

- Follow your timetable and ask for help if you need it
- Be punctual for lessons
- Try your best with all work
- Do not disturb others
- No food in class
- No chewing gum in school

Good Behaviour for Learning

Our students behave very well the vast majority of the time and it is important that not only do we as staff recognise this, but that we also make sure our students *know* that we recognise it.

We can recognise day-to-day good behaviour by:

- Praise (discrete or public, depending on student and context)
- Stickers
- Phone call home
- Postcard home
- Letter home
- Giving of responsibilities
- Sharing good work with other staff
- Student of the week
- Special mentions
- Achievement certificates
- Marbles in the jar with individual and group rewards/ vouchers

Some examples of good behaviour that might merit particular recognition are:

- Changing behaviour in a positive way
- Maintaining good behaviour in difficult situations
- Extra special effort
- Self-motivation
- Especially good work
- Being consistently polite and well-mannered
- Helping others

All staff can encourage good behaviour by:

- Modelling good behaviour
- Thorough lesson planning and management
- Listening to students and being aware of their feelings
- Supporting other staff
- Teaching good behaviour
- Anticipating points of conflict and seeking to avoid them
- Building positive relationships with students and parents/carers
- Providing external guidance and support where needed (such as Protective Behaviours, anger management, referral to CAMHS or other appropriate external agencies)
- Communicating concerns and successes with each other, students, parents/carers and professionals involved with the student.
- Sharing progress with behaviour at multi-agency meetings
- 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
- Taking advice from external agencies and parents/carers

Behaviour that interferes with learning

It is important to remember that a significant number of students in the school are with us because they are unable to attend their mainstream school. There is a need to maintain good order in school so that all students feel safe. We understand that some behaviours arise from stress and distress. We have high expectations of our students' behaviour whilst realising they may need significant support, patience, understanding and time before they can independently meet our expectations. Where appropriate pupils should be supported to follow their individual behaviour plans.

1. Behaviour that needs support

On occasions pupils are unable to follow their timetable and meet expectations of behaviour. This can be due to reasons such as poor health or severe anxiety. These would not be classed as poor behaviour but should be accurately recorded and shared within the school and as part of the student reviews so that patterns can be revealed and that successful strategies can be shared.

Examples of behaviours that need support might include:

- Unable to manage lessons independently
- Unable to take part in an activity
- Difficulty following instructions
- Feeling unable to go to class
- Feeling the need to leave class
- Feeling the need to go home

These events should be recorded in CPOMS or SIMS as appropriate. For pupils in school the aim is always for them to attend their lessons and engage in learning as fully as possible.

Some possible strategies that can be used include:

- Praise for what has been achieved
- Personal support in lessons
- Working away from their main class
- Strategic time out with a member of staff
- Compassionate support
- Agreed level of participation in lesson
- Personal behaviour plan
- Review of individual timetable
- Contact with home
- Involvement of external agencies (such as CAMHS or Social Services)
- Change of provision, e.g., to move to home tuition / remote learning, change of timetable, reintegration back into mainstream school setting

2. Low-level poor behaviour

Young people may show poor judgement and immaturity. At school this will be addressed to help the student develop into a responsible young adult.

Examples of low-level poor behaviour that would be addressed through guidance include:

- Talking out of turn
- Not following instructions from staff
- Being late or absent after breaks
- Not respecting property
- Throwing something (without malice)
- Forgetting manners like please and thank you
- Inappropriate language or conversation content (without malice)
- Dropping litter or not clearing up after themselves
- Invading personal space
- Lack of awareness of school rules, such as chewing gum in school

Such incidents should normally be dealt with by the member of staff witnessing it. Some possible strategies for managing such behaviour include:

- Simple requests
- Gentle reminders
- Praise for students who behave well
- Explaining the reasons such behaviour is inappropriate
- Reminders about the principles of the Behaviour Policy
- Verbal warnings

Staff should take account of any underlying circumstances that may be contributing to the student's behaviour. Where possible the incident should be dealt with so that no further action is required.

The Head of School should be made aware of any consistent low level poor behaviour so that further support can be considered.

3. Challenging Behaviour

Where behaviour is more challenging then the school will take a more formal approach.

Examples of more challenging behaviour include:

- Any of the above low-level poor behaviours described above happening *persistently* or a failure to respond appropriately to the member of staff
- Stopping a lesson from continuing
- Deliberate physical or verbal abuse of others
- Deliberate physical or verbal intimidation of others
- Bullying
- Cyber-bullying

- Deliberate vandalism
- Drug or alcohol abuse
- Theft
- Smoking or vaping on site
- Going off-site during school hours
- Having inappropriate items in school
- Using social media to incite bullying or to offend, hurt or demean others
- Using social media to disclose medical or other sensitive historical information

Such incidents should normally be investigated first by the member of staff witnessing it and then shared with the tutor (at Day Schools) or SLT if the matter is serious or there is an urgency to interview, contact parents or resolve an issue as soon as possible. The member of staff should record the incident on CPOMS and SIMS where there is a behaviour report in place. The tutor and Head of School should be alerted.

Some possible strategies that can be used are:

- Removing a privilege or a small amount of break time or lunchtime
- Involving another member of staff strategically to help the student resolve the situation
- Restorative actions such as a meeting in school between students to resolve differences or allowing a student to do an action that would help to right a wrong

Following an incident at Day Schools a member of staff will contact parents/carers and if necessary, arrange a meeting.

At the LRI, Beacon and Home Tuition a record will be made of the incident on CPOMS or SIMS, alerting the Head of School, information will be shared with the medical staff caring for the child or with the parents/carers.

Some possible strategies that can be used by the Tutor/Head of School/SLT include:

- Behaviour contract
- Behavioural risk assessment and periodic re-evaluation of risk assessments
- Positive behaviour management programme
- Suspension
- Change of provision
- Involvement of external agencies as appropriate (such as CAMHS or Social Services)

Self-Harm and risk-taking behaviours

High risk behaviours such as self-harm or bringing implements into school for the purpose of self-harming or seeking opportunities to do so, will result in the school reconsidering the offer of a place. Colluding with others, sharing and supplying sharps or other methods of self-harm are not tolerated. The school will ask that the student does not attend until the behaviours are addressed and he/she works towards an

acceptance of responsibility for his/her personal safety.

Students who have self-harmed in the past will only be able to attend with the understanding that such incidents on site may result in permanent withdrawal of their place at Children's Hospital School. This is to ensure that they are on the appropriate care path and for the safety of other students.

The school operates a policy of asking students to cover up self-harm marks in a non-judgemental way and for the benefit of all students.

Additional high-risk behaviours are also deemed to be serious and may necessitate a review of practices and/or suitability of a place at CHS, include:

- Absconding and hiding
- Using social media to make inappropriate contacts
- Offensive and risk-taking behaviour
- Putting other students into vulnerable situations.

The Beacon

Managing Behaviour at The Beacon

Behaviour at The Beacon is seen as a manifestation of a young person's mental health and is managed by the whole team, including education staff.

Each day is started by a comprehensive MDT handover to the team by one of the nurses. Risks for each young person and the group are considered. If behaviour is likely to be an issue, then the team make contingency plans – which may include limiting access to the classroom or increasing staffing levels.

Positive behaviour and achievements in class are seen as progress and are shared with the clinical team and parents at ward round. The young person may be helped to reflect on what helped them present in this way and how that can be achieved again. Positive reinforcement underpins the ethos of the classroom and expectations are clear to the young people. We have a reward system in place which uses spontaneous rewards for good work, attendance, and progress. The students are able to 'earn' a voucher / Gift card.

Challenging behaviour, including refusal to come to class, is followed up by the clinical team and used as a discussion point with the patient and parents. There is no tolerance for racist abuse, verbal or physical aggression, or the interference with another patient's care, unless it is clearly linked to the young person's mental state.

Staff are issued with personal alarms. Once activated there is a procedure in place for staff to respond to this. If the alarm goes off in another area of the ward the education team's role is to remain with the students who are with us. If staff are available they support the team go onto the ward to supervise the other young people, freeing clinical staff to deal with the situation.

Parents would be informed of any incidents.

Occasionally a ward meeting is called where staff will gather with the young people to address an issue together.

The team and Consultant in Charge reserve the right to discharge a young person if necessary.

If a young person becomes overly distressed or challenging, then education staff might terminate the lesson for them. Either a member of the education team would escort the student to the main ward, or we would phone to ask a nurse to come and collect them. The nursing team would be immediately informed that they have left the class and why. Their distress or behaviour will be followed up by nurses.

The Beacon education staff write up any incidents of note in the clinical notes. Serious incidents would be reported to the Ward Manager through a formal procedure. The Hospital School leadership team would also be informed and if appropriate incidents would be recorded on CPOMS or SIMS.

Mobile Phones, Smart Watches and Smart Devices at CHS

The aim of this part of the policy is to clarify the procedures our surrounding phones at the children's Hospital School. Phones, smart devices or recording devices are prohibited items at the Children's Hospital School.

There is statutory government guidance about the use of phones in schools.

As of the first of September 2026 schools are required to prohibit the use of mobile phones throughout the school day including during lessons, the time between lessons, break times and lunch times. This is to help schools establish calm safe and supportive environments conductive to teaching and keeping children safe in education. The guidance to schools includes phones, smart watches and other smart devices that can send or receive messages or have the ability to record audio and or video. Schools are expected to make efforts to ensure that this policy is being followed.

The aim of this policy is to promote a safe educational environment for all our students, where they are protected from the disruption of online communication. It is important for the protection and the dignity of all of our students that they are secure from the unauthorised use of cameras or recordings while they are at school.

At the Children's Hospital School, students arriving at one of our community bases namely Willow Bank School, the Magpie Learning Centre or the Phoenix Learning Centre are expected to hand in any phones or smart devices on arrival at school. Phones will be returned to the students at the end of the school day. This includes when there are school trips within the school day.

To ensure that students are not circumventing this policy the school may exercise the right to screen some or all students and their bags for possession of a phone, smart device or recording device. A handheld device will be used for screening.
Staff will check any items detected in screening and students will be able to hand in any unauthorised items.

If screening reveals any unexplained items then a search may take place. The Executive Head teachers, or staff they authorise, have a statutory power to search a pupil or their possessions

where they have reasonable grounds to suspect that the pupil is in possession of a prohibited item. Phones, smart devices or recording devices are prohibited items. Screening for phones will be conducted before a search and students will have another opportunity to hand in any items.

If a pupil fails to comply, and the school does not let the pupil in, the school has not excluded the pupil and the pupil's absence shall be treated as unauthorised.

Direct contact between parents and students can sometimes be necessary. We understand that parents and students may need to talk to each other during the school day. When this is the case then we can facilitate that phone call. Parents can call the school office or we will contact home if we consider that a child may benefit from speaking to a parent or carer.

We accept that **Pupils** use mobiles in their everyday lives outside school and at Children's Hospital School online-safety is taught in our curriculum in PSHE and computing.

Students with medical conditions, such as diabetes, which are monitored and managed using apps on phones may be exempted from handing in their phone when no alternative monitoring system is available. These students are expected to adhere to the spirit of the policy, use their phone only for the management of their condition and should follow staff instructions.

Residential trips, where students are away from home overnight are also included. Students will hand in their phones at the beginning of the trip. So that students can fully take part in the designated activities and benefit from the social aspects of the trip, access to phones will be restricted. Each day, students will be given some access to their phones for a defined period, usually in the evening. The times and duration will be decided on the trip, around the timetable of the planned activities. Students will be required to hand in their phone at the end of the specified time.

Parents, visitors and contractors are respectfully requested not to use their mobile phones in any part of the school being accessed by children. Should phone calls and/or texts need to be taken or made, use is restricted to those areas not accessed by children in order to avoid any unnecessary disturbance or disruption to others.

Individuals are not permitted to take any images or make recordings on a mobile phone in school unless it is a special school event, the image is a parent taking a picture of their own child only, and the picture is taken in a location designated by staff for that purpose, e.g. at the prom, a parent taking a photograph of their own child at a photo point. This is to ensure that other school users are not photographed or recorded either in the foreground or background.

Any individual bringing a personal device into the setting must ensure that it contains no inappropriate or illegal content.

Code of conduct for staff

A code of conduct is promoted with the aim of creating a cooperative workforce, where staff work as a team, have high values and respect each other; thus, creating a strong morale and sense of commitment leading to increased productivity.

It is therefore ensured that staff:

- Have a clear understanding of what constitutes misuse
- Are vigilant and alert to potential warning signs
- Know how to minimise risk
- Avoid putting themselves into compromising situations which could be misinterpreted and lead to possible allegations
- Understand the need for professional boundaries and clear guidance regarding acceptable use
- Are responsible for self-moderation of their own behaviours
- Are aware of the importance of reporting concerns promptly

Staff are permitted to have their mobile phones about their person; however, there is a clear expectation that all personal use is limited to lunch/break times and away from pupils. Calls and texts must not be taken or made during lesson time. Staff may use their mobile phone for two-step authentication where required for SIMS/ O365/ CPOMS.

Staff are not permitted, in any circumstance to use their phones for taking, recording or sharing images of students.

Staff should avoid using their phone to contact families. Instead contact should be made from school phones or via the school office. However, where staff need to use their own phone to contact a child or family then they must withhold their number by preceding the number with 141.

Staff that use mobile phones to receive school emails must ensure that their phone is password/passcode protected. They must be mindful of the sensitive nature of the contents of some emails and ensure that they treat this data appropriately and in line with school policy.

Effective guidance is in place to avoid the use of mobile phones causing unnecessary disruptions and distractions within the workplace and to ensure effective safeguarding practice is promoted to protect against potential misuse.

Work mobiles

- An essential part of the emergency toolkit which is taken on off-site trips
- An effective communication aid enabling text and calls to be made and received to families
- A back-up facility should problems be experienced with the landline – or where contact needs to be made outside of work hours

Effective security measures are in place to safeguard against any potential misuse.

Personal calls are not permitted to be made on the work mobile other than in agreed exceptional circumstances. Contact or calls can be made via the work mobile in the event of an emergency.

Driving

If any practitioner is required to drive in a working capacity, then they must adhere to the law regarding phone use.

Under no circumstances should practitioners drive whilst taking a phone call. This also applies to hands free and wireless connections which are considered a distraction rather than a safer alternative.