

Behaviour Policy

Overview

Southampton Children's Hospital School's behaviour policy supports good behaviour throughout the service. Self-discipline is encouraged and good behaviour and effort rewarded. Parental support and guidance from the multidisciplinary team working with teaching staff and family is crucial to the success of the policy. Good habits are established early – regular and punctual attendance are encouraged as appropriate to the individual child. Excellent behaviour is expected throughout each teaching session. Prompt intervention is essential to demonstrate that poor behaviour will not be tolerated.

Appropriate dress is encouraged within all educational settings to ensure the health and safety of our children. Children value teaching sessions and the opportunities afforded them.

Aims

- Create a community in which mutual respect is the principle for all relationships
- Ensure that children and adults display high standards of good behaviour and courtesy at all times.
- Cultivate in pupils an acceptance and recognition of responsibility for their own decisions and actions and for their consequences.
- Ensure that pupils develop self-esteem and self-discipline.
- Prevent aggressive behaviour and bullying.
- Provide clear guidelines to staff, pupils and parents about standards of behaviour.
- Fully involve all members of the school community in the application of this policy.

In Southampton Children's Hospital School Staff and Pupils:

- Always treat people as they themselves would like to be treated.
- Follow directions willingly.
- 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.

Guidelines for implementation

As a service a positive approach is adopted to behavioural issues.

- 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:

- Starting dialogue positively.
- Highlighting good behaviour.
- Dealing with behaviour issues.
- Setting high standards of speech, manner and dress.
- Building positive relationships with children.
- The general ethos of a class should always emphasise positive behaviour and attitudes towards each other, as well as pride in everything achieved. A calm working atmosphere is encouraged.
- Everyone in the school should expect to give and receive respect.

All staff can encourage good behaviour by:

- modelling good behaviour
- good 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
- providing external guidance and support where needed
- 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

Rewards and Sanctions

All staff work to ensure the right balance between:

- Reward and sanctions
- Rewarding improved and consistently good behaviour.

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

Rewards

Much reward is in terms 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.

Sanctions

- praise and/or rewarding other pupils who are behaving appropriately, including contacting home, where applicable
- rewarding pupils who consistently behave well
- reminding about the principles of the Behaviour Policy
- verbal warnings
- explaining the reasons such behaviour is inappropriate
- tactical ignoring
- short time out
- removing a privilege or a small amount of break time
- referral to pupil's home school
- In severe lack of compliance child will be sent back to ward

Review Date: November 2017