

Fullerton House School Behaviour Policy

1 The core values and principles that we promote within school are respect and kindness within a safe, calm and purposeful learning environment.

1.1 We aim to:

- Establish a safe and stimulating environment for pupils, rooted in mutual respect and caring.
- Set goals that develop and challenge pupils of all backgrounds and abilities.
- Consistently model positive attitudes, values and behaviour.
- Ensure the behaviour of all strongly embodies mutual respect irrespective of age, gender, race, religious beliefs, sexuality or ethnicity.
- Provide a total communication environment.

1.2 To achieve our aims, we will:

- Demonstrate at all times our commitment to consistency and kindness and develop positive and rewarding relationships with our pupils.
- Work to develop strong attitudes of self-worth and respect for others.
- Senior leadership support will be provided to enable staff dealing with consistently stressful, challenging situations to share the load.
- Ensure confidentiality and share information effectively within and outside school on a need to know basis.
- Consistently work within each child's or young person's behaviour support plan and HELP profile in which all staff are trained. This will ensure consistency of experience for the child and multi-disciplinary consistency of approach for staff at Fullerton House School.
- Provide effective management overview of situations that present a challenge and how these are managed.
- Recognise that in circumstances where restrictive physical intervention needs to be used, staff and the pupil concerned (wherever possible) have an understanding of the reasons for such a course of action through the use of staff debriefs and children/young people's Life Space Interviews (TCI).

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- Recognise that challenging behaviours can be passive as well as active.
- Ensure where possible and appropriate that there is close liaison between parents (or those with parental responsibility, or the children's home setting) and school in devising successful strategies to manage behaviour that may challenge.
- Ensure we do not use sanctions or punishments in response to behaviours which challenge.

1.3 Role of Senior Leaders and Key Staff

This policy is rooted in modelling positive relationships, attitudes, values and behaviour and that demonstrates mutual respect and kindness irrespective of an individual's age, disability, gender reassignment, race, religion or belief, sex, or sexual orientation. All leaders and staff in school should work to these standards and additionally:

1.4 Relevance of Positive Behaviour Support Approach

In addition to this school-specific behaviour policy, Hesley Group has a well-established Positive Behaviour Support (PBS) Policy - Children's Services, [ReS 5.1B](#).

PBS is an agreed Government approach to supporting those children in care and education who have learning disabilities, autism and behaviour that may challenge and in which our staff are trained. The aim is to develop an understanding of the causes and triggers, reduction and eventual eradication of behaviours of concern such as self-injury, aggression and violence to others. We aim to achieve this in a child centred way by helping the child to develop positive and rewarding relationships, ensuring they live and work in an enabling environment, enjoy a lifestyle and stimulating activity appropriate to their needs and being a part of the wider community. Children should experience this throughout their time at school and in their home environment. All Hesley Group staff and managers working in children's services are expected to work to these standards.

There should be:

- A focus on de-escalation and preventative strategies.
- Management of risk or harm using the pupil's risk assessment and management plan as a basis.
- Reflect, repair and restore after a crisis.

Staff who have dealt with a stressful situation should be given time to recover from the personal pressure which can arise from such incidents. Senior staff should be informed to organise cover and staff support as appropriate.

Appropriate training courses will be provided on a regular basis including HELP/TCI/PBS sessions.

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Recording of minor incidents in school is the responsibility of the class teacher. More significant incidents and particularly those where a physical intervention or restriction is used, or an injury occurs, need the completion of an incident form, which should be given to the Head Teacher. If you are not sure how to report an incident, please speak to a member of the school leadership team or your manager as a matter of urgency.

2 Schools Response to Bullying

Please see the school's separate policy Preventing and Tackling Bullying in Schools and Children's Services, [ReS 2.10](#), and the posters situated around school. Pupils each receive an easy access guide to bullying.

Staff will positively promote a no-bullying approach through:

- Being highly observant.
- Promoting self-discipline and good behaviour, e.g. using praise to reinforce any positive behaviour.
- Praising co-operative and non-confrontational behaviour.
- Responding to and following-up all incidents consistently.
- Offering the victim of any incidents immediate support and dealing with the bully by instigating appropriate behaviour support.
- Ensuring that all incidents of bullying are reported to the Designated Safeguarding Lead.
- Discussing bullying in PSHE sessions and assembly time, taking every opportunity to build the self-esteem of all pupils.
- Promoting relationships and opportunities for pupils to share concerns with adults.

Every effort will be made to give pupils both ownership and control of their own behaviour using the principles outlined in the positive behaviour support policy.

Whenever possible, pupils will be allowed to make choices about the content of their own education in order to promote independence, self-direction and self-esteem. This includes attending their EHCP review meetings and multi-disciplinary team meetings (when it is deemed appropriate), as well as opportunities to evaluate their achievements on a regular basis.

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| Date of this Policy | Date Policy Due for Review |
| 01/04/2021 | 01/04/2022 |

3 Other Documents to be Referred to

- 3.1 [Positive Behaviour Support Policy – Children's Services 2020-2021 , ReS 5.1B](#)
- 3.2 [Preventing and Tackling Bullying in Schools and Children's Services, ReS 2.10](#)
- 3.3 [Hesley Group Restrictive Intervention Reduction Guidance, ReS 5.2](#)

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3.4 Incident Reporting Procedures, ReS 5.1D

3.5 HM Government Positive Behaviour Support Guidance

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812435/reducing-the-need-for-restraint-and-restrictive-intervention.pdf