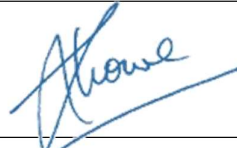
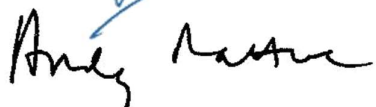


Oxfordshire Hospital School Promoting Positive Behaviour Policy

Person responsible for Policy:	Assistant Headteacher Inclusion
Date to Governors:	09/11/20
Date Agreed:	09/11/20
Review Due:	November 2021
Is this Policy to appear on school website:	yes

Headteacher's Signature:	
Date: 09/11/20	
Signature of Chair of the Governors:	
Date: 09/11/20	

Contents

Introduction	3
The role of governors	3
Statement of Behaviour Principles	3
Promoting Positive Behaviours for Learning through Teaching & Learning	4
Celebrating Achievement & Rewarding Success	4
Use of risk assessments	4
Core sections recommended for inclusion	5
Screening and searching pupils	5
The power to use reasonable force or make other physical contact	5
The power to discipline beyond the school gate.....	6
Pastoral care for school staff accused of misconduct	6
When a multi-agency assessment should be considered for pupils who display continuous disruptive behaviour.....	6

Introduction

OHS strives to enhance the academic, social, emotional, and behavioural achievements of pupils. Demonstrating positive behaviours for learning is the foundation of a good education. Raising pupils' self-esteem through the development of significant relationships and the celebration of progress is central to the work of OHS and to the achievement of appropriate behaviours and effective learning.

The role of governors

1. Under Section 88(1) of the Education and Inspections Act 2006 (EIA), governing bodies must ensure that policies designed to promote good behaviour and discipline on the part of its pupils are pursued at the school.
2. Section 88(2) of the EIA requires the governing body to:
 - a. make, and from time to time review, a written statement of general principles to guide the head teacher in determining measures to promote good behaviour and discipline amongst pupils; and
 - b. notify the head teacher and give him or her related guidance if the governing body wants the school's behaviour policy to include particular measures or address particular issues.

Statement of Behaviour Principles

OHS regards everyone as valuable individuals with equal rights and follows a 'Values' philosophy where values are embedded in the curriculum, within the relationships with children, young people and families and the entire school community. At all times positive action will be undertaken to ensure that all pupils and staff, whatever their needs, feel safe, supported and valued.

OHS strives to remove barriers and disadvantages that people may face, in relation to disability, ethnicity, religion, belief or faith, sex, gender identity and sexual orientation. Diversity is respected and celebrated by all those who learn, teach and visit.

Staff act as role models for pupils in their relationships with other staff, pupil, parents carers, other professionals and members of the public and strive to create a positive learning environment which encourages and reinforces good behaviours. Staff work to ensure fairness and consistency in response to both positive and challenging behaviours.

OHS staff will seek to retain and develop pupils' self-respect. Staff will therefore always encourage positive attitudes in pupils towards their own educational, social and emotional development and behaviour and to others; Self-respect will foster positive behaviour.

Any behaviour that upsets, harms or prevents an individual or others from learning should be addressed and all parties involved should have the opportunity to be heard, seek solutions and work towards a resolution.

Pupils are encouraged to accept responsibility for their own behaviour and to understand the reasons for behaving in a socially acceptable way. Honest and effective communication between pupils and staff is crucial to the success for everyone within OHS.

OHS encourages the active involvement of parents/carers/enrolled schools and other partners in developing a shared approach to the implementation of the above aims and principles.

We consider behaviour to be a means of communication for the vulnerable children we work with. We will always seek to understand the cause of any challenging behaviour and work with pupils, parents, the enrolled school and

any medical or social care professionals involved with the pupil to identify the root cause and deal with this rather than just sanction the presenting behaviour.

The governors wish to emphasise that violence, threatening behaviour or abuse by pupils or parents/carers towards OHS staff will not be tolerated. If a parent does not conduct himself/herself properly, the Headteacher will take appropriate actions to keep staff and pupils safe.

When considering police involvement following an incident we would take regard of the non-statutory guidance [Child Centred Policing - When to call the police: Guidance for schools and colleges](#)

Promoting Positive Behaviours for Learning through Teaching & Learning

At the OHS we know that appropriate curriculum and teaching has a positive effect on pupil behaviour. The curriculum & teaching and learning styles are therefore structured & planned to meet the needs of individual pupils. Personal styles of behaviour are taken into account and we recognise for some of our pupils sensitive and differentiated approaches may be required.

Pupil behaviour can become challenging when a pupil's Special Educational Need or Disability (SEND) needs are not being met. We will endeavour to understand and meet the special educational needs and disability needs of our pupils. We will do this by liaising closely with a pupil's enrolled school and talking with the pupil and their parents. We act to obtain a copy of any Education, Health and Care Plan (EHCP) as soon as possible and our Special Educational Needs Coordinator (SENCO) will work with staff to ensure they understand the provision described within it.

As a hospital school we will always consider the medical needs of the pupils we work with and consider who their medical condition may impact on their behaviour.

For more details, see our [SEND policy](#).

Celebrating Achievement & Rewarding Success

We reward and celebrate achievement by:

- Verbal and non-verbal praise
- Displaying work
- Telephone call/letters to parents/carers
- Asking pupils to share their work with others
- Certificates e.g. Headteacher's award

Use of risk assessments

A risk assessment is created for all pupils in our Outreach Teaching Service. This includes a 'risk to others' section that will detail any known behaviour triggers with advice to staff on reducing these risks and appropriate ways to react to any challenging behaviour that may present. Sharing and assessing risk information within the Highfield Unit is an integral daily feature of working within the multi-disciplinary team at the unit. Specific detailed risk assessments related to behaviour are completed for pupils in our inpatient settings when a pupil is known to present challenging behaviour.

Core sections recommended for inclusion

The DfE guidance - [Behaviour and discipline in schools](#) recommends the inclusion of some core elements to schools' behaviour policies.

These are:

- a. Screening and searching pupils (including identifying in the school rules items which are banned and which may be searched for);
- b. The power to use reasonable force or make other physical contact;
- c. The power to discipline beyond the school gate;
- d. Pastoral care for school staff accused of misconduct; and
- e. When a multi-agency assessment should be considered for pupils who display continuous disruptive behaviour.

Screening and searching pupils

We teach pupils in hospitals, a hospice, family homes and community settings (e.g. libraries, cafés, community centres etc.) If it is suspected that a pupil in a hospital or hospice setting has on their person an item that could cause themselves or others harm, our staff will alert the medical team in those settings who would carry out any searching and removing of dangerous items in pupils' possession.

For pupil in our Outreach Teaching Service we would alert parents who would be best placed to deal with such items in the home or community. In extremis if a pupil has a dangerous item in a public place such as a café or library our staff would ask for the item and if this was not forthcoming they would return with the pupil to the family home. If anyone was in immediate danger they would call the police. Given the vulnerability of the pupil and our staff in these public situations we would not insist on searching the pupil. Any such incidents would always be referred back to the enrolled school.

The power to use reasonable force or make other physical contact

- In our context, the need to use physical intervention with pupils is highly unlikely but could be necessary in extreme circumstances. We recognise that members of school staff have a legal power to use reasonable force to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder ([Use of reasonable force](#), Advice for headteachers, staff and governing bodies, DfE July 2013).
- When using reasonable force in response to risks presented by incidents involving children with SEN or disabilities or with medical conditions, we will consider the risks carefully and recognise the additional vulnerability of children in these groups. We will also consider our duties under the Equality Act 2010 in relation to making reasonable adjustments, non-discrimination and our Public Sector Equality Duty.
- Wherever possible we will work with medical and education colleagues to plan positive and proactive behaviour support, for instance through drawing up individual behaviour plans for more vulnerable children, and agreeing them with parents and carers, schools and colleges. By doing this we aim to reduce the occurrence of challenging behaviour and the need to use reasonable force.
- In our hospital settings, if restraint is necessary, immediate assistance should be sought from nursing staff who have been trained to safely restrain patients. Staff should ensure they are aware of procedures to call for help such as the location and use of emergency buttons and Personal Infrared Transmitters (PIT alarms).

- Staff will be made aware of the relevant policies and procedures for the setting in which they are working as part of their induction process and through ongoing review and discussion of the OHS Standard Operating Procedures. Scenario training will form part of team meetings throughout the year.
- Incidences of physical intervention should be recorded on SchoolPod
- The decision on whether or not to use reasonable force to control or restrain a child is down to the professional judgement of the staff concerned and should always depend on individual circumstances ([KCSiE 2020](#), section 129).
- We understand that physical intervention of a nature which is both unreasonable and disproportionate to the circumstances and or causes injury or distress to a child may be considered under child protection or disciplinary procedures.
- We provide our staff with Positive Engagement and Caring Environments (PEACE) training to give them the tools required to de-escalate situations that may otherwise result in physical conflict

The power to discipline beyond the school gate

We do not have pupils on our school roll - all pupils are either enrolled on another school's roll or are home educated. As a hospital school we do not have a traditional school site (or school gates). It is not appropriate for our staff to discipline the pupils they work with if they encounter them beyond their usual work parameters.

Pastoral care for school staff accused of misconduct

Please refer to our policy on [allegations](#) against school staff

When a multi-agency assessment should be considered for pupils who display continuous disruptive behaviour.

We have rigorous safeguarding processes that consider when referrals to other agencies should take place. For more details please refer to our [safeguarding policy](#).