

# **Behaviour Policy**



## **Chelsea Community Hospital School**

### **SEPTEMBER 2025**

THIS IS A BEHAVIOUR POLICY FOR CHELSEA COMMUNITY HOSPITAL SCHOOL WHICH HAS BEEN WRITTEN IN CONSULTATION WITH REPRESENTATIVES FROM THE WHOLE SCHOOL COMMUNITY INCLUDING STAFF, GOVERNORS, PUPILS AND PARENTS

## SCHOOL BACKGROUND INFORMATION

- We are a Community Special School providing education for children and young people while they are in hospital.
- We also provide places for a number of young people who cannot access mainstream school due to their medical and mental health conditions.
- Our school is based across five NHS hospital sites: The Chelsea and Westminster Hospital, The Royal Brompton Hospital, St. Mary's Hospital, The Collingham Child and Family Centre, Lavender Walk Adolescent Unit and the Chelsea Community College for our community pupils. We also work with children and young people in their home settings when necessary.
- We teach across all key stages in both primary and secondary. All our sites are in Central London, England.

## TOTAL NO. OF PUPILS

Variable due to hospital admissions

## KEY CONTACTS

Named member of the SMT: Amanda Thompson (Assistant Head)

Lead Governor: Ashkan Rahmati

## DISSEMINATION

Key information from this policy will be incorporated into the following documents where appropriate:

- School website
- Staff induction materials
- Governor induction materials
- Pupil documentation
- Newsletters
- Staff meetings
- Parent events
- On request from the school office

## POLICY IMPLEMENTATION DATE

September 2021

## POLICY REVIEW DATE

October 2025

NAME: Marie Sherlock

DATE: 29/09/2025

## Introduction

The aim of this policy is to promote good relationships, so that people can work together with the common purpose of helping everyone to learn and feel safe and supported. It is a primary aim of our school that every member of the school community feels included and supported and that each person is valued, respected and treated well. We are a caring community, whose values are built on mutual trust and respect for all. The school Behaviour Policy is designed to enable all members of the school community to live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

At Chelsea Community Hospital School, we aim to:

- Promote and support children/young people to develop mutual respect between all members of the school community
- Promote and support children/young people to share their concerns and worries so that our help can be targeted appropriately.
- Promote self-awareness, self-control, respect for authority and acceptance of responsibility for our own actions
- Create and maintain a positive and safe school ethos where effective learning can take place and all children/young people can grow socially, emotionally and academically.
- Provide a nurturing environment, to help foster appropriate behaviour.

Our aims are best achieved by:

- Creating a consistent and caring school environment
- Having clear expectations that are agreed, understood and regularly stated
- Helping children/young people to make responsible behaviour choices which are acknowledged and rewarded
- Providing children/young people with excellent role models
- Ensuring consequences for unsafe behaviour are obviously related to the behaviour and applied consistently and fairly in a calm and considered manner

## Roles and responsibilities

### The governing board

The governing board is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The governing board will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

### The headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the governing board, giving due consideration to the school's statement of behaviour principles (appendix 1). The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with challenging behaviour, and will monitor how staff implement this policy to ensure rewards and consequences are applied consistently.

### Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular children/young people
- Recording concerning behaviour incidents on the CCHS Behaviour Log (Appendix 2)

The senior leadership team will support staff in responding to behaviour incidents.

### Behavioural Expectations

Our agreed expectations are:

- Respect yourself
- Respect others
- Respect the environment

All children/young people are supported to follow the CCHS behavioural guidelines which are:

1. We follow reasonable adult instructions
2. We use words and actions that help and don't hurt
3. We respect other people and their property

School staff understand that because of past and present difficulties and demands children/young people may not always be able to follow these guidelines. We will do our utmost to help by:

1. Maintaining unconditional positive regard for them and not changing our opinion of them because of understandable fluctuations in their behaviour.
2. Finding out about the stresses and difficulties in their lives so that we can focus our help and support appropriately.
3. Helping them to find ways to manage difficult emotions in safe ways and to access support from other agencies who can help with this.

### Expectations on School Visits and Out of School Activities

Expectations for behaviour on school visits and out of school activities remain as those for in school. A risk assessment is carried out for all off-site visits and measures are put in place to reduce any risks to an acceptable level. Every effort is made to put appropriate support in place to enable all children/young people to fully participate in the activities on offer.

### Encouraging Appropriate Behaviour

#### Modelling

One way that children/young people learn about behaviour is by observing others, modelling their own behaviour on other people's responses. It is therefore important that they are given the opportunity to observe positive role models.

CCHS is committed to providing positive models for our children/young people:

- Staff model appropriate, positive behaviour at all times
- Staff highlight children/young people's appropriate behaviour to their peers, explaining why this was a good choice
- Older children/young people are given opportunities to act as positive role models to younger children/young people
- Children/young people are given first-hand experience of a wide range of aspirational role models from outside the school.

#### Encouragement, praise and positive reinforcement

As a school we recognise that encouragement, praise and positive reinforcement teach children/young people that appropriate behaviour choices have good consequences. This can be used to recognise and reinforce appropriate behaviour and encourage children/young people to make good choices.

Positive reinforcement may take the form of:

- Acknowledgement of good behaviour
- Special mentions in school
- Positive messages to parents
- Individual rewards
- Class/group rewards
- Spontaneous rewards such as a trip to the local park following a successful morning
- More subtle forms of praise for children/young people who find overt praise difficult to accept

Consistent use of modelling, encouragement, praise and positive reinforcement is used to:

- Create a positive school environment
- Increase children/young people's self-esteem and self-efficacy

- Promote a model for appropriate behaviour and positive relationships

## **Challenging Behaviour**

### **Safeguarding Duties**

All staff are responsible for considering whether any challenging behaviour gives cause to suspect whether a pupil is suffering, or is likely to suffer, significant harm. If such suspicions exist, staff must follow the School's Safeguarding procedures as laid out in the School's Safeguarding Policy and procedure documents. The School will also consider whether continuing challenging behaviour might be the result of unmet educational or other needs. At this point, the School will consider whether support systems are needed to be put in place and whether liaising with external agencies is necessary or appropriate.

### **Consequences**

Corporal Punishment is not used at CCHS and force is never used as a form of punishment. Although the teaching staff at Collingham Child & Family Centre and Lavender Walk Complete the Trust Prevention and Management of Violence and Aggression (PMVA) training teaching staff do not get involved in restraints. They are however available to help ensure that the process goes smoothly.

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them from hurting themselves or others

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

When children/young people do not follow the rules, all staff are expected to deal with them in a calm and consistent manner. It is important that children/young people are supported to understand that challenging behaviour choices lead to related consequences. We believe that children/young people should always be positively acknowledged; it is the child's behaviour choices that are challenging, not the individual.

- In the moment it is usually most appropriate to simply inform a child/young person that their behaviour is inappropriate and will be discussed later
- Discussion and consequences can follow after an event, when the child/young person is regulated and able to reflect on their behaviour.
- Consequences will never involve taking away a previously earned reward.
- Teaching staff will not use any consequences which lead to shaming or humiliation of the child/young person. Such approaches are detrimental to self-esteem and wellbeing, and can result in increased challenging behaviour.

- The developmental age and specific needs of the child/young person will be considered when deciding on appropriate consequences and these will be individual to the child; we recognise that a 'one size fits all' approach is not appropriate for our children/young people.
- Children/young people will not be given consequences that impede their future learning.

After an incident of challenging behaviour, it is important to repair and restore the staff-pupil relationship. Staff should praise behaviour at the first opportunity to re-establish our positive approach. Staff should reassure the child/young person that the challenging behaviour has been dealt with and that all parties will move on and start afresh. Where possible children/young people should be supported to reflect on their behaviour and be given an opportunity to make amends, for example they may be supported to make a sincere apology, replace something that has been broken or tidy a classroom that has been disrupted.

### Bullying

Details of the school's approach to preventing and addressing bullying are set out in our Anti-Bullying Policy.

### Sexualised Behaviour

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. In thinking about sexualised behaviours we are mindful that those who display or instigate such behaviours are in need of our protection and support in similar ways to those who are impacted by the behaviours.

Sexualised behaviours are responded to using the SDSE Method

- STOP
- DEFINE
- STATE the school rules
- ENFORCE and redirect

Incidents are recorded on the Sexualised Behaviours Recording Form and reported to the Designated Safeguarding Lead (DSL) who will make an immediate risk and needs assessment. The risk and needs assessment will consider:

- Where the behaviour falls on the Hackett continuum – developmentally typical to problematic to harmful
- Protecting and supporting those impacted by the behaviour (both children/young people and staff)
- Protecting, supporting and sanctioning those who have displayed/instigated the behaviour

Risk assessments are recorded, kept under review and used to help in completing a School Safety Plan. At all times, the school is actively considering the risks posed to all children/young people and putting adequate measures in place to protect them and keep them safe.

### Persistent Challenging Behaviour

It is expected that teachers and children/young people begin each day afresh with optimism and encouragement for success. If a child persists in making challenging behaviour choices,

there are likely to be other factors involved and it is important that there is discussion with colleagues, parents/carers and the other agencies working with the student to ascertain these and put supportive measures in place.

### The Role of Parents/Carers

Parents/carers have a vital role to play in their child's education and behaviour. The school is very conscious of the importance of having strong links with parents/carers and good communication between home and school to enable us to work collaboratively in the best interests of the children/young people.

The school will ensure that parents/carers are kept informed about their child's behaviour at school, and will make every effort to ensure that relevant issues are understood and addressed.

This Behaviour Policy is available to all parents/carers on the school website.

If parents/carers have any concerns about the way their child/young person's behaviour has been managed, they should initially contact the key teacher.

### Links with other policies

Safeguarding Policy

Anti-Bullying Policy

## **Appendix 1**

### **Written Statement of Behaviour Principles**

- Chelsea Community Hospital School is an inclusive school. Everyone should be free from discrimination, harassment and victimisation of any sort. Equity is when everyone gets what they need to achieve.
- Everyone has the right to feel safe at all times.
- Bullying or harassment of any description is unacceptable.
- Every child/young person should be educated in an environment where they feel valued, listened to and respected
- Children/young people should be encouraged to become accountable for their actions and the potential impact on themselves and others, promoting a solution-focused approach to changing behaviour.
- We seek to restore relationships and change behaviours rather than punish the actions a child/young person has taken. Although this does not exclude the use of consequences, we focus on helping young people to develop resilience, empathy and emotional regulation.
- Adults in the school should be encouraged to keep in mind that young people are still growing, learning and developing and will struggle and make mistakes.
- Adults in school should be encouraged to understand that behaviour is a communication and can indicate unmet needs.
- Adults in school should model, maintain, encourage and promote positive behaviour and the principles of fairness and justice.
- The school should work in partnership with parents/carers to develop and promote positive behaviours - and seek advice from appropriate outside agencies wherever necessary.

## **Appendix 2**

### **CCHS BEHAVIOUR LOG**



<b>PUPIL'S NAME:</b>	
<b>NAME OF STAFF MEMBER REPORTING THE INCIDENT:</b>	
<b>DATE:</b>	
<b>WHERE DID THE INCIDENT TAKE PLACE?</b>	
<b>WHEN DID THE INCIDENT TAKE PLACE? (BEFORE SCHOOL, AFTER SCHOOL, LUNCHTIME, BREAK TIME)</b>	
<b>WHAT HAPPENED?</b>	
<b>WHO WAS INVOLVED?</b>	
<b>WHAT ACTIONS WERE TAKEN, INCLUDING ANY SANCTIONS?</b>	
<b>IS ANY FOLLOW-UP ACTION NEEDED? IF SO, GIVE DETAILS</b>	
<b>PEOPLE INFORMED OF THE INCIDENT (STAFF, GOVERNORS, PARENTS, POLICE):</b>	

