

CYGNET SCHOOLS BEHAVIOUR POLICY

The Phoenix School of Therapeutic Education

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1. AIMS

1.1. This policy aims to:

- Create a calm and positive environment so that students can access the full range of learning opportunities
- Promote achievement through appropriate expectations of work and behaviour - celebrating accomplishments but also educating where behavioural adjustments are necessary
- Implement mental health and trauma-informed approach to behaviour in our school, so that communication of an unmet need is considered
- Ensure that students are taught about expected behaviour in a range of environments and also appropriate ways to deal with challenges they may face
- Ensure that students value the rights of each individual

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2. PRINCIPLES OF OUR BEHAVIOUR POLICY

- To raise students' self-esteem.
- To promote/develop empathy and respect for self and others.
- To develop a sense of self-discipline and an acceptance of responsibility for own actions.
- To develop an awareness of and adherence to expected behaviour.
- To encourage students to value the school environment and its routines.
- To ensure that students are confident of their right to be treated fairly.
- To empower staff to determine and request expected behaviour from everyone.
- To acknowledge that maintaining good behaviour within the school is a shared responsibility.
- To ensure that positive behaviour is always recognised.
- To work within a positive, proactive and reflective approach to behaviour management.
- To ensure the policy is fully understood and is consistently implemented throughout the school.
- To ensure effective mechanisms are in place for the monitoring and evaluation of this policy.
- To ensure the rights and responsibilities of all members of the school community.

3. LEGISLATION

3.1. This policy is based on legislation and advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools: advice for headteachers and school staff, 2016
- Behaviour in schools: advice for headteachers and school staff 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice.
- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy

4. KEY BELIEFS

4.1. At Cygnet Schools we believe that:

- Students want to behave well
- Behaviour is a means of communication – we must ensure that all students are supported to communicate their needs safely and appropriately
- With the right support and intervention, students can learn to improve their behaviour.

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- Mistakes are part of the learning process, and we recognise that all of our students are at different stages of this process
- Some of our students have additional needs which may impact on their behaviour, and their ability to communicate their own needs effectively
- All adults can learn strategies to support students to improve their behaviour
- Students achieve well through appropriate expectations of work and behaviour with praise, reward and celebration
- It is our duty to promote the rights of children, as outlined by the United Nations Convention on the Rights of the Child (UNCRC), 1989.

Adults can support the students in our school by:

- The quality of our relationships with each other and them
- The quality of our provision
- A well-informed understanding of their needs
- The appropriate scaffolding and support we put in place
- Working in close partnership with professionals, parents and carers
- Listening to the student and ensuring that they are able to contribute their own views and opinions about the support that they receive.

The scaffolding and support consists of:

- Accessible modes of communication
- Clear and realistic expectations
- Rules (implicit and explicit)
- Routine
- Modifying our language in terms of volume, cadence and fit for our audience
- Rewards
- Restorative conversations and appropriate reparation if needed
- Descriptive praise
- Fair and predictable responses to both negative and positive behaviour

5. KEY BELIEFS EXPLAINED

5.1. We believe that:

Students want to behave well

Our students are happy when they behave well and when that behaviour is recognised and acknowledged by adults and their peers.

Behaviour and Communication

- How students behave gives us important information about how they are feeling. Supporting them to communicate effectively is a very important part of supporting them to behave appropriately.
- Students with additional needs will need a personalised approach to behaviour management and consideration must be given to their mental health needs, and pre-existing levels of stimulation and engagement, and their verbal communication skills and understanding of social boundaries and behaviours.

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- Students can learn to improve their behaviour. Our students may find behaviour for learning difficult, and this needs supporting and scaffolding as we do with academic learning.
- As adults, we must consider the complex needs of our cohort; we must also have realistic expectations about the rate of progress a student will make when learning to adapt or develop new behaviours.
- Some of our students will learn in small, incremental steps over a very long period of time.

Mistakes are part of the learning process.

- We support our students to understand the impact of their actions and get it right the next time. This is achieved through modelling, positive relationships and restorative conversations.

All adults can learn strategies to support student to improve their behaviour.

- All staff have had a unique combination of personal and professional experiences, training and experiential learning, in relation to supporting students.
- At Cygnet Schools we encourage all staff to reflect on what may be the underlying issues that drive or trigger behaviour in our students, and to think about ways of responding to challenging behaviour in a non-judgemental and supportive way.
- This can be very difficult, especially if a student is behaving aggressively or targeting others. As a school we will support staff to develop their own emotional resilience through professional support. This may be peer to peer, group or individual support, and can draw on a range of expertise within school and beyond (Line Managers, Educational Psychologists, CAMHS, etc.).
- All adults must be committed to developing their practice and sharing their skills and experiences. This is a commitment to ongoing professional development. Our commitment to Coaching and Mentoring, reflective practice, training and peer support improves performance and professional competence.

Adults can support our students by the quality of their relationships between each other and them

- Our relationships are supported and developed using the principles of our company values of integrity, empower, respect, care and trust.
- The quality of relationships with our students are crucial, each adult is a significant adult for them. To foster successful, enabling relationships we need to:
 - Actively build trust and rapport.
 - Have high expectations for all students. When we demonstrate our belief in them, it supports them to succeed and exceed what they thought possible
 - Treat students with dignity and respect at all times
 - Listen respectfully to the student and value their input
 - Make informed judgements about how/when to respond
 - Always give students a fresh start as required

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- Consider what might be behind the behaviour; why the student is behaving in this way. There will always be a reason: the behaviour is a symptom of something that we need to identify
- Keep our word – and if, for some reason, we are unable to honour a commitment to a student, to communicate clearly and honestly about why this has happened
- Identify the strengths in the student. These need to be shared with the student and built upon. When a student cannot do this for themselves, advocate for them within the team or professional group
- Apologise if you make a mistake. You are modelling this for the student, and this will support you to build trust and respect
- Demonstrate emotionally intelligent behaviour at all times. Seek help if you are finding it difficult to manage your feelings about a student
- Quietly, calmly and firmly hold appropriate boundaries for students
- Seek support from wider professional networks to problem-solve exceptionally challenging behaviour
- Be non-judgemental about our students' life experiences
- Use evidence and existing information to inform our planning for them

The quality of our provision:

- 5.2. If we are able to meet students' needs during his/her admission in to hospital, it is more likely that challenging or unhelpful behaviour will decrease or stop over a reduced period of time.
- 5.3. To do this we need to follow the APDR approach (assess, plan, do, review) which in this setting means that we:
- Accurately assess the students' needs
 - Plan to meet those needs with specific reference to the MDT plans drawn up by their professional group e.g. equipment, staffing, mental health needs, additional needs
 - Support the student to develop high levels of resilience and have high expectations for every student
 - Support students to raise their self-esteem, so that they believe that they can succeed. This will be facilitated by use of praise and offering a bespoke and varied curriculum which fosters success in all areas.
 - Provide positive reinforcement when things are going well and minimal feedback/tactical ignoring for low level undesirable behaviours.
 - Notice and share information about what motivates and engages each student
 - Personalise learning to ensure that we meet each student at his/her point of development
 - Review and evaluate plans on a regular basis, making adaptations and changes where necessary
 - Where appropriate, include the student in the review, target-setting and evaluation process for outcomes measurement, using appropriate language and methods (self-assessment)
 - Give the students feedback on progress in a supportive way that makes sense to them, focusing particularly on their achievements and what they need to do to make further progress
 - Praise the students for their specific achievements, i.e. descriptive praise and do this often

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- Actively teach the students behaviour for learning with a focus on the unexpected action, not the individual

The scaffolding and support we put in place

5.4. Rules support positive behaviour. They should be:

- Few in number
- developmentally appropriate, and agreed with students
- Communicated in a way that the students can understand
- Stated in the positive (e.g. things we are going to do)
- Regularly referred to and reviewed by all staff with students
- Appropriate to the activity and environment

Routines

5.5. Routines must be explicitly taught. The more consistency there is over routines, the easier it is for our students. Routines also support behaviour for learning. They should be:

- Explicit
- Communicated in a way the student can understand
- Promote progress toward independence

Restorative conversations

5.6. Restorative conversations can be used to address negative behaviours. These conversations may happen during the school day or later, and practitioners will use restorative language and questions to allow students to understand the impact of their behaviours. Where appropriate social stories or visual supports such as 'comic strip conversations' may be used. These conversations:

- Increase student's sense of responsibility
- Regard mistakes as part of learning
- Remove the struggle for power
- Are positive
- Where appropriate, overtly link responsibility, choice and consequence
- Help them to take responsibility
- Help them to manage their own behaviour
- Increase their independence

5.7. **Appendix 3** is our suggested structure for restorative conversations, as this will help encourage metacognitive thinking.

Promoting the rights of children

5.8. UNCRC articles that we particularly aim to promote through this behaviour policy include:

- Article 3: The best interests of the child must be a top priority in all decisions and actions that affect children.
- Article 12: Every child has a right to express their views, feelings and wishes in all matters affecting them, and have their views considered and taken seriously.
- Article 28: Every child has a right to an education. Discipline in schools must respect children's dignity and their rights.
- Article 29: Education must develop every child's personality, talents and abilities to the full.

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6. REWARDS AND CONSEQUENCES

(consequences are 'sanctions' in context of the independent school standards)

School systems

- 6.1. In a Cygnet School our staff promote the values of having **integrity**, being **trustworthy**, **empowering** our students, and promoting mutual **respect** in a **caring** environment. In addition, we also expect our students to do the same and will encourage this by rewarding those who demonstrate these behaviours (and by making it clear how this can be achieved by modelling these in our daily practice).

Rewards

- 6.2. This school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation.
- 6.3. This policy is designed to promote and celebrate good behaviour rather than merely aiming to deter anti-social behaviour. Incentive schemes are in place to recognise achievements.
- 6.4. Students will be rewarded for good attendance (see attendance policy) and most improved attendance. Further to this, individual recognition may be awarded for good pieces of work and consistency.
- 6.5. Students are also rewarded for demonstrating the Cygnet values. Periodically a student panel is assigned to review what this looks like in school (see below)

Value	What does this look like?
Integrity	Consistent
Empower	Ambitious
Respect	Respectful
Care	Helpful
Trust	Trustworthy and Honest

Review date: 28th April 2023

Consequences

- 6.6. We believe that students have to understand that there are consequences in society for certain behaviours that are unacceptable. As a specialist school with a unique cohort such as ours, a 'one size fits all' approach to consequences is inappropriate.
- 6.7. Unexpected behaviour in school or disregard to the values we expect to see may result in consequences such as:
- Reflection time that may take place on ward, to reflect on feelings behind the behaviour.
 - Withdrawal of education in the school. Where it is deemed unsafe for the student to take part, education would still be offered on ward.

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- If appropriate, social stories can be used to support understanding and where needed used as part of a student's consistent routine and to support ongoing reflective/restorative conversations.
 - A restorative conversation, if possible including the member of staff involved.
 - Reparation (for example fixing an item that a student may have damaged).
 - A bespoke care plan may be written around specific behaviour management strategies that would be reviewed by MDT.
 - Time arranged to complete work that may have been missed; this may take place after school or during a break time, if appropriate.
- 6.8. Where behaviour that may be deemed 'low level' is repeated (despite application of approaches outlined in this document and also delivered to staff through training), there may be a need to apply consequences accordingly.
- 6.9. Where behaviour is threatening to staff and students' health and safety, action taken by staff must be immediate and appropriate to prevent immediate and further harm. This applies to bullying and racist incidents where consequences are outlined in whole hospital policies and sexual harassment and sexual violence
- 6.10. Zero-tolerance approach to sexual harassment and sexual violence
- 6.11. The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. INSE
- 6.12. Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.
- 6.13. The school's response will be:
- Proportionate
 - Considered
 - Supportive
 - Decided on a case-by-case basis
- 6.14. The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:
- Responding to a report
 - Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to [Appendix 1](#) and our [safeguarding policy](#) for more information

6.15. Levels of unacceptable behaviour

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We divide unacceptable behaviour into three broad bands*

*See **Appendix 2** for examples of such behaviours, with necessary adult intervention process and possible actions/consequences. These are to be explored further at professional development sessions with the group behaviour lead).

Level 1: Low level behaviour that can be effectively managed within a classroom environment by the school staff

Level 2: More serious negative behaviour that is not easily managed within the classroom, or persistent level 1 behaviour. School staff may involve ward staff. We will always attempt to redirect students using positive behaviour strategies. Notification of other staff and informal involvement of the education lead may be required.

Level 3: Very serious negative behaviour, or persistent level 2 behaviour. Formal involvement with ward staff, head of education and parents/carers as appropriate.

All negative behaviours are logged on the school tracker, including a separate log for bullying, sexual harassment and sexual violence, racist or homophobic incidents.

Physical intervention

- 6.16. The Behaviour policy must be considered alongside our **Restraint and Violence Reduction** policy and **Positive and Safe Care: Reducing Restrictive Practice** Policy. Physical intervention (known as positive handling or restraint) is only used as a last resort. It is not used as a behaviour management strategy – it is used when there is a risk to the safety of a student or others. The focus of this training is on de-escalation rather than needing to physically intervene with students.
- 6.17. At times mental health can impact emotional regulation in our students For this reason behavioural incidents can lead to a decline in mental health presentation. Should this escalate to a level that requires physical intervention our staff follow the above Cygnet policies.

7. MONITORING AND REVIEW

- 7.1. This policy will be reviewed formally on an annual basis.
- 7.2. This behaviour policy is linked to:
- Child protection and safeguarding policy
 - Restraint and Violence Reduction (2-08)
 - Positive and Safe Care: Reducing Restrictive Practice (2-05)

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Appendix 1 - Sexual harassment and sexual violence

Promoting appropriate sexual behaviours

At Cygnet Schools students are taught to understand what good and healthy sexual behaviour means.

Our PHSCE curriculum covers important areas such as:

- Consent
- What respectful behaviour looks like
- Body confidence and self-esteem
- Healthy relationships

Support for victims

The school will endeavour to ensure victims are kept at a reasonable distance from the alleged perpetrator(s) while in the school as set out on page 128 of KCSIE.

We will always listen to the victim(s) and their wishes will inform the schools response when making decisions on further actions.

Support to the alleged perpetrator(s)

Always condemn the behaviour, not the student.

Sometimes when pupils demonstrate harmful sexual behaviour (HSB) towards one another, it's because they're communicating their own experience of abuse.

Offer them a safe space to explain what may have happened to them, and to discuss how their actions weren't appropriate. Take advice from MDT.

Have a plan in place to help them modify their behaviour – this may involve counselling or adaptations to their clinical care.

Malicious allegations

In all cases where an allegation is determined to be unsubstantiated, unfounded false or malicious, the school (in collaboration with the hospital safeguarding lead and/or local authority designated officer (LADO), where relevant) will consider whether the student who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate. The school will also consider the pastoral and/or mental health needs of staff and students accused of misconduct. Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other students.

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Appendix 2 – Behaviour case studies to exemplify the tiered approach

Example 1 – Level 1 Behaviours

Context:	
A student who is a new admission is struggling to engage with any learning in the classroom, and refuses to start any work. This is a level 1 behaviour example. Possible responses to the behaviour include:	
Immediate responses:	Longer term responses
<ul style="list-style-type: none"> The teacher/TA or HLTA moves to work one to one with the student, to identify the barrier (such as not understanding the work, feeling unwell, feeling overwhelmed etc.) or assess the trigger for this behaviour The member of staff provides direct support that allows the student to engage, such as reading for them, scribing, breaking down the task into small steps The member of staff offers an alternative, therapeutic activity based on the students' interests and skills. 	<ul style="list-style-type: none"> A reflective conversation is held with the student and the class teacher to explore what was behind the behaviours shown. Diagnostic work is used to identify difficulties and skill gaps Cognition and learning skills are explored (such as reading, writing) to identify any barriers to accessing the curriculum. MDT discussion is used to identify any concerns, or things in the students care plan that may be impacting on their motivation and behaviours (such as new medication, poor sleep hygiene etc.) The students' education pathway is adjusted to suit their presentation, and focusses on more therapeutic activities for an agreed period of time

Example 2 – Level 2 Behaviours

Context:	
A student is disturbing the learning of their peers within the classroom by talking loudly, swearing and banging on the table. This is a repeat of behaviours that were seen during a previous education session. As this is a repeated and persistent lower level behaviour, it is considered to be a level 2 incident. Possible responses to the behaviour include:	
Immediate Responses:	Longer term responses:
<ul style="list-style-type: none"> The teacher speaks to the student, explaining that their behaviour is inappropriate, and reminding them about using positive and inoffensive language at all times. The student is told that a continuation of the behaviour will result in them being moved from the classroom with immediate effect If that behaviour still persists, the student is removed to complete their work elsewhere (for example in a 	<ul style="list-style-type: none"> A reflective conversation is held by the class teacher with the student within a day of the incident Education staff model and support the development of the student's language skills and strategies to help them express their needs effectively (such as RAG cards to ask for help with work, or timeout))

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<p>quiet room with one to one support, or to the communal space on the ward). It may be appropriate to use MAPA de-escalation techniques.</p>	
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Example 3 – Level 2 Behaviours

Context:	
<p>A student with ASC and sensory needs has brought a large blanket into school from her bedroom, and wishes to remain wrapped in this for the duration of the lesson. Ward staff have previously arranged for her to leave the blanket in a safe place on the ward when she comes to school, but on this particular day the member of ward staff who facilitated this is absent. Asking the student to unwrap herself from the blanket and hand it over has no positive outcome, and they appear to become more distressed and resistant to giving the blanket to education staff. This is considered to be a level 2 behaviour, as it requires a joint and consistent approach between ward and education staff. Possible responses to the situation include:</p>	
Immediate responses:	Long Term Responses:
<ul style="list-style-type: none"> Reassure the student that they are able to keep their blanket for that day, and offer the opportunity for some time out in the quiet room with a known adult that they trust. Engage the student with an activity that they are comfortable and confident with for the remainder of that session. Later that day/session, speak to the student to agree a plan going forwards so that they understand what the routine will be for storing their blanket on the ward, and feel reassured that their needs will be met. 	<ul style="list-style-type: none"> Speak to ward staff to ensure that all are aware of the routine for storing the student's blanket safely on the ward before coming to education Explore the possibility of the student using a small piece of blanket as a familiar comforter in school. Speak to the SENCO or make an OT referral to gain an understanding of the student's sensory needs and strategies that could be utilised in school. Provide some alternative sensory items in school to support the student's needs, such as a weighted blanket, or a weighted soft toy. Discuss the sensory needs of the student in MDT / ward round Establish a morning routine where a member of education staff meets the student on ward and reminds her about storing her blanket safely, before then walking her to education.

Example 4 – Level 3 Behaviour

Context:
<p>A peer on peer bullying incident which originated on the ward has resulted in one of the students targeting the other during education sessions by making unkind personal comments and references to the student's ongoing mental health difficulties and family history.</p>

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<p>Because this behaviour has already been exhibited (both on the ward and in school), and is targeted, personal and likely to impact on the wellbeing of the other student it is considered to be a Level 3 incident. Possible responses to the situation are outlined below:</p>	
<p>Immediate Responses:</p> <ul style="list-style-type: none"> • Members of staff remove both students from this situation, directing them to different locations. It may be appropriate to use MAPA de-escalation techniques. • The perpetrator is supported to return to ward, and completes their education on ward for the remainder of that day • The head teacher speaks to the perpetrator to ensure that they understand the unacceptable nature of their behaviour, and the likelihood of consequences (sanctions) if this is repeated. • A focussed restorative / reflective discussion involving education and ward staff takes place with that student before the end of the day. • The victim is supported to discuss the incident, and how it made them feel, and is supported to return to the classroom as soon as they feel safe and able to do so. • Staff log the incident on datix/pinknotes/school bullying log 	<p>Longer term responses:</p> <ul style="list-style-type: none"> • Ward staff produce a safeguarding plan, and communicate this, and any updates, to the school at morning handover on a day to day basis. • Education staff adjust in school groups to ensure that the two students are working in different rooms • Arrival times to school are staggered to ensure minimal contact • Psychology staff complete a one to one support session with the victim as soon as possible after the incident, and feed this back to school staff. • A MDT discussion about the behaviour takes place in ward round, and parents or carers are made aware of the incident, and the ongoing support plan (for both students) • The perpetrator is supported with a bespoke PSHE session in school to explore the consequences of bullying behaviour • School staff monitor the situation, and intervene swiftly in the event of any recurrence.

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Appendix 3 – Restorative/reflective conversation prompts

What went wrong?

When negative behaviour occurs, start by asking what went wrong. Allow the student to explain in their own way, while you listen, clarify and then paraphrase.

The following script is a good way to manage the conversation:

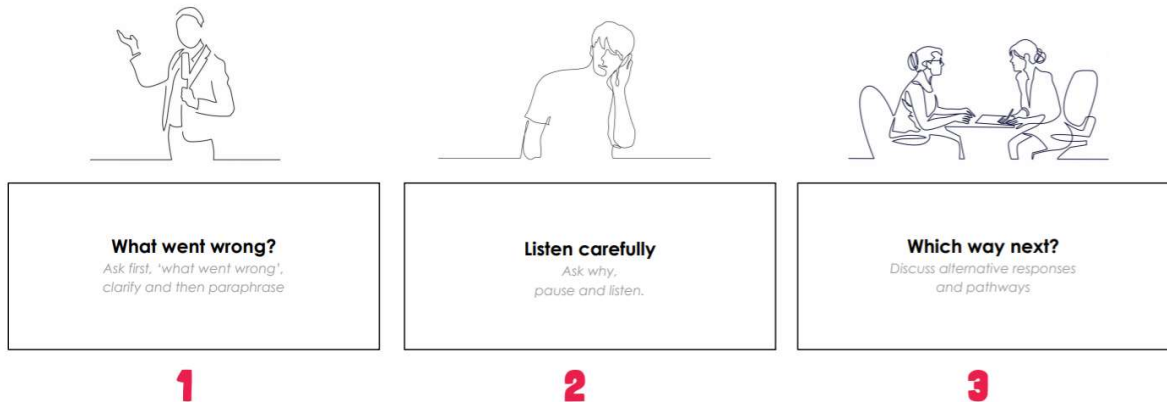
1. Praise - confirm good work from the past
2. Probe - ask why
3. Identify - select 2 or 3 options to take
4. Plan - narrow the solutions to one clear action
5. Lock - ask the student to summarise the conversation.

Listen Carefully

When you have established what went wrong, ask why. Again, listen carefully. If the student isn't sure, prompt with questions. For example, 'Imagine if... describe to me...' or, 'How could you have ... instead of ...?' If they are still not sure, just tell them.

Which way next

Once you know why, ask: 'Which way next?' Discuss alternative responses and reactions, and their consequences. Where possible, always offer a choice to the student, but make sure that you select what those choices are...



Why it matters? As adults, we often spend time thinking about what went wrong, why and what should happen next. This strategy helps students to practise the skill of self-reflection. **Tip** - Don't try to have these conversations when emotions are flying high - allow the student sufficient time to calm down.