



Supporting behaviour and wellbeing at Gloucester House

(our Behaviour Policy – December 2023)



Gloucester House

Our Purpose & Code of Conduct

Being able to learn in school is important. Our approach to supporting behaviour enables everyone to learn together safely as we begin to understand and regulate our emotions. We have agreed our Code of Conduct (some schools call them rules):

- We respect ourselves
- We respect others
- We respect our school
- We learn from each day

Supporting pupils and planning for progress

We try to understand what our pupils are communicating through their behaviour; we know that we might not always be able to find that out so we record all the ideas and strategies that reduce (or de-escalate) those moments. We use our pupils EHCPs, ideas from the pupil, their family and all the professionals in Gloucester House and beyond to help us write two important documents - a Positive Handling Plan (PHP), to make sure we all know what strategies help, and an Individual Care Plan (ICP), to plan for how we can help each pupil manage their behaviour independently for the future. Supporting social, emotional and mental health needs is why Gloucester House exists so everyone has an important role to play...

Teachers... agree to our code of conduct and make sure everyone follows it in class to help them learn. They make sure pupils have everything they need to make progress.

Pupils... agree to our code of conduct, keeping themselves and others safe, enabling them to learn and succeed at Gloucester House. They work with staff to reflect and learn from each day.

Clinicians... agree to our code of conduct, supporting individual pupils or groups to help regulate emotions and overcome barriers to success. Our Nurses, Psychotherapists, Occupational Therapist, Speech & Language Therapist and Psychiatrist oversee all the clinical needs of pupils.

Head of Service & Headteacher... agree to our code of conduct, working together to make sure everyone has the right training. Alongside the staff team they monitor behaviour across the school, putting in extra support when needed and making sure everyone is treated safely and fairly.

Progress Support Workers... agree to our code of conduct, supporting individual pupils or small groups to learn. They help pupils to reflect on behaviour and repair relationships when needed.

Families... agree to our code of conduct, helping their young people to be ready to learn each day. They work with staff to make sure any changes are communicated and support reflections on behaviour when needed.

Our Steering Group... agree to our code of conduct, making sure the Headteacher and Head of Service keep pupils safe and help them to manage their behaviour, enabling them to learn.

Our Therapeutic Model

There are lots of different things we do to help everyone learn to manage their behaviour at Gloucester House. The most important is our therapeutic model (sometimes called milieu) which underpins all we do. Our model is integrative, drawing upon psychodynamic, cognitive behavioural, systemic and group theory. This helps us guide us in how we structure our days, how we build trusting relationships, how we work with our families and how we reflect on our thoughts

Whole School and Individual approaches

We learn how to regulate our emotions and improve our mental wellbeing in lots of ways at Gloucester House, such as our PSHCE lessons and our weekly Equity, Diversity and Inclusion themes (you can find out more about these in different policies). All pupils also have individual or small group interventions which could include nursing interventions, child psychotherapy, creative arts psychotherapy or even additional PSHCE lessons focusing on a specific theme.



Celebrating Successes

We know following our **Code of Conduct** can sometimes be difficult at Gloucester House so we celebrate examples with our reward system.

Positive Notes – when pupils have a good day we like to share this with their family by sending a note home or phoning them. **Bank**

Books – each day pupils can earn stamps for following our code of conduct in every lesson and for meeting the goals on their daily target sheet. Pupils can earn up to £2.50 a week to spend in the **School Shop**

which opens every Friday. Every class also has a **Magic Square Chart** where they can work towards a whole class reward for showing excellent examples of our **Code of Conduct**.

Supporting distressed behaviour

We know our pupils are not always going to manage and that's okay. Staff will always give a reminder or warning for most behaviours to give pupils a chance to change their approach. If a pupil behaves in a way that doesn't follow our **Code of Conduct** (such as hurting others or using discriminatory language) we will take some time out to figure out what to do next time; this follows the sequence below (which resets each week). We keep a record to check for patterns over time and make sure everyone is treated fairly.



1. Reflection Time

Pupils spend 15 minutes of play to reflect on what has happened.

2. Recovery Time

The pupil has time with a member of staff to think about what's going on and how we can help.

3. Family Contact

We work with the pupil's family to think about how we can avoid this happening again.

4. Pupil Team Meeting

The pupil, their family, their teacher and one of our clinicians all meet to reflect on what's happening and how we can better follow our school principles.

We believe in logical and natural consequences to help our pupils learn from these moments. These take two forms:

Reflections

When we take time out we encourage pupils to reflect on what has happened this could be through a **Recovery Time** sheet as a guide, through a comic strip conversation or through a social story.



Repairs

When something has been damaged we expect pupils to help repair this (if it's safe to do so) or contribute to repairs from their bank book. When a relationship needs repairing we use an **iTime** sheet to structure a conversation between the pupil and the other person.

Keeping everyone safe

Everything pupils need to learn at Gloucester House is provided, but sometimes you might want to bring in things from home. There are a few things we don't allow in school (like sweets or fizzy drinks). These also include anything illegal and anything you can't buy if you are under 18. Sometimes we might have to ask pupils to empty their pockets or search them if we think they have brought something like this to school. If we do this we follow advice from the DfE.

Care & Physical Support

Sometimes our behaviour can become so overwhelming we need physical support from staff to help us calm down. This will only happen when we need to keep pupils safe, prevent damage to property or prevent something happening that is illegal. Staff are safely trained to do this using **TeamTeach** and always focus on supporting pupils using other strategies first. We inform families when we restrain pupils and keep a log which we monitor over time to make sure we are doing everything we can to reduce this.

Taking time out

As we know many of our pupils have experienced exclusion from school before we try and avoid this with all the steps above first. Sometimes we may change a pupil's timetable to include Home Education to help reduce anxiety if there is something really difficult they are working through. We don't have exclusion spaces in school but all our classrooms have separate spaces next door to each class and our **Sensory Pod** where they might choose to work or complete your recovery or reflection time.

Suspensions

If all these approaches don't work or there is a very significant incident (for example serious injury to someone else) then the Headteacher may choose to issue a suspension. We follow guidelines from the DfE, which include informing families about the right to appeal the decision (to our Steering Group). This is always a last resort, but it is an important boundary to hold for our pupils. After a suspension we have a meeting with the pupil, their family and those who work closely with them to put plans in place to try and stop this from happening again.