

# BETHLEM AND MAUDSLEY HOSPITAL SCHOOL

## BEHAVIOUR POLICY

*See also ANTI-BULLYING POLICY AND ON-LINE SAFETY PROCEDURES*

### **BEHAVIOUR IN SCHOOL**

Every young person aged between 4 and 19 years admitted to the Bethlem and Maudsley Hospital School has the right to an educational programme while they are receiving in-patient/day-patient treatment. This in principle means attending school.

Every young person attending school will have a key teacher, an educational baseline assessment and an individual education plan (IEP). The latter will have been formulated by the key teacher in conjunction with other relevant staff in the school. This IEP will be reviewed constantly and adapted as and when necessary, in discussion with the individual young person.

The young people admitted have a variety of needs and problems. These needs will be recognised in their educational plans, which will also take into account their social and emotional needs as well as their academic strengths and abilities.

The school is organised in five departments: the primary/middle, secondary/post 16 (BAU), Snowfields, the Psychiatric Intensive Care Unit (PICU) and the Intensive Treatment Programme (ITP). The students in these departments receive education in a planned and progressive way. There is also a Supported Discharge Service (SDS) that works with pupils across primary/middle and the adolescent departments. As teachers, we work very closely with the multi-disciplinary team. Education is a very important part of the child's overall assessment and treatment and we look to maintain and reconnect the young person with their existing or future educational training or employer.

Being able to be part of and work in a group is a very important part of school life. However, we do recognise that, too many of our students particularly when they first arrive in hospital, group activities can be unsettling. In these circumstances, if at all possible, we will work individually with the pupil, introducing them onto a group activity as soon as we feel they will be able to adjust to the group.

Reviewed by JI – January 2020

Reviewed by Whole School Staff meeting – February 2020

Approved by Governors – March 2020

It is our expectation that every young person should attend school and their educational group for all sessions. By participating in the school programme a young person is helped towards recovery.

It is important to remember that schooling may have been challenging in the past and presented situations where the child has constantly met with a sense of failure.

### **GUIDELINES FOR HOW WE SHOULD TREAT EACH OTHER IN SCHOOL**

Racist, sexist or bullying behaviour will not be tolerated. The headteacher will meet with anyone using racist, sexist or bullying behaviour in school. The ward staff will be informed of these behaviours and it may be considered necessary to meet with parents or carers. We will try to resolve the situation sensitively by trying to help the person involved understand the effect of such anti-social behaviour.

We are aware that young people may be exposed to extremist influences or prejudiced views from an early age, which can emanate from a variety of sources, including the media and internet. At times pupils may themselves reflect or display views that can be discriminatory, prejudiced or extremist, including using derogatory language. Any prejudice, discrimination or extremist views displayed by pupils or staff will need to be challenged and where appropriate dealt with in-line with policies such as the Safeguarding Policy, the Staff Code of Conduct Policy, the Anti-bullying Policy and Online Safety Policy.

Our expectations include that:

- We will use appropriate words to tell each other how we feel. Swearing will be dealt with in the context.
- We do not intentionally hurt others physically or emotionally.
- We do not damage property, others or our own.
- We work to get out of a problem, not to stay in it.

### **ACTIVELY PROMOTING GOOD BEHAVIOUR**

Every young person is encouraged to take responsibility for their own behaviour, where possible.

In the Secondary/Post 16 group (BAU) and the Snowfields Adolescent Department time is set aside for an assessment period every week. Each young person's achievements are commented on by the adults who have worked with that young person that week. The

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young people are encouraged to comment on their peers and to reflect on their achievements. Young people grade themselves on performance and effort that they have put into the week's programme. It is a reflective time and a time to consider the forthcoming week and what will have to be achieved to improve. The emphasis for the assessment is on effort and progress. It is a good way of ending the week's work with aims and goals for the week to come. A further review the week session is held at Snowfields that emphasises success and therefore good behaviour. A simpler form of assessment, highlighting positive achievements, is used with the primary/middle group.

### **STRATEGIES FOR HELPING IMPROVE BEHAVIOUR**

If, for whatever reason, a child or young person is constantly disruptive in the group to such an extent that the schooling of everyone is affected, then different methods of working with this young person will be tried:

1. Working away from the group with one adult.
2. The possibility of being taught on the ward for set periods, then a planned return into the school.

If at all possible, we will endeavour to support a young person in school. However, if the student is too unwell to be in school or someone is so disruptive that the learning environment is affected, then we will make arrangements for that young person to remain on the ward for the time being. This decision will be reached in school and then discussed with the young person's primary nurse and the wider nursing team. This decision will be reviewed daily. Where possible, the young person will be seen on the ward by a member of school staff. We seek to provide the optimal setting that is both manageable by the pupil and which promotes successful learning at all levels.