BEHAVIOUR POLICY AND STATEMENT OF BEHAVIOUR PRINCIPLES

Reviewed	November 2025
Accepted by the Management Committee:	January 2026
Review Date	January 2027

Contents

1. Aims

This policy aims to:
- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:
- Behaviour and discipline in schools – January 2016
- Searching, screening and confiscation at school (DfE, 2018)
- The Equality Act 2010
- Positive environments where children can flourish (Ofsted, 2018)
- Preventing and tackling bullying (publishing.service.gov.uk) (DfE July 2017)
- Use of reasonable force in schools (DfE, 2013)
- Supporting pupils with medical conditions at school (DfE, December 2015)
- Understanding and Supporting Behaviour - Safe Practice for Schools - Autumn 2021.pdf (essex.gov.uk)

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:
- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools should publish their behaviour policy online
- 'Keeping pupils and staff safe' Guidance for Schools Essex County Council, Autumn 2018

3. Definitions

Misbehaviour is defined as:

Deliberate and conscious acts of violence or harm, both verbal and physical which lead to disruption of education or an atmosphere of fear or disrespect. This would also include racist, sexist, homophobic or discriminatory behaviour as well as 'Peer on Peer Abuse'.

4. Statement of Principles

This guidance has been revised under the Education and Inspection Act 2006 and 'Behaviour and discipline in schools' – DfE January 2016. Under this guidance a number of measures must be determined.

- There must be a written statement of principles to guide the Head of Education in determining measures for promoting positive behaviour.

'An atmosphere that encourages consideration for others is essential to effective behaviour management. Within the Poplar Adolescent Unit (Education) we aim to create a suitable learning environment that provides stimulation and opportunity for interaction with others, enables individuals to realise their learning potential according to their own needs and current mental state and encourages development of self-esteem. We aim to make each youngster believe in his or her own abilities, thus gaining self-confidence and developing self-worth.'

The Management Committee must:

a.   have regard to guidance given by the DfE; and

b.   before making or revising its statement of principles, consult the Executive Head and inform parents and carers.

This written statement of behaviour principles is reviewed and approved by the Management Committee every 4 years.

- The Executive Head will determine measures (which may include code of conducts and its application) designed to secure an acceptable standard of behaviour and to promote self-discipline, proper regard for authority and respect for others. In particular these measures should aim to prevent all forms of bullying and racial harassment. (See Anti-bullying policy)

- These measures should be consistent with the statements of principles made by the management committee body and any specific notification or guidance it has given. These may go a long way towards defining an acceptable standard of behaviour. In so far as they do not, the Executive Head is responsible for defining the acceptable standard.

- The measures determined by the Executive Head will be published as a written document, made generally known within the school and posted onto the website at: www.poplaradolescentunit.essex.sch.uk

- This policy is informed by the statutory requirements of the Equality Act 2010 in respect of safeguarding and in respect of pupils with special educational needs (SEND).

5. Measures to ensure the promotion of Positive Behaviour Management

Roles and responsibilities

o The Management Committee

The Management Committee is responsible for reviewing and approving the written statement of behaviour principles (see above).
The Management Committee will also review this behaviour policy in conjunction with the Executive Head and monitor the policy's effectiveness, holding the Executive Head to account for its implementation.
The Management Committee is responsible for monitoring this behaviour policy's effectiveness and holding the Executive Head to account for its implementation.

o The Executive Head

The Executive Head is responsible for reviewing this behaviour policy in conjunction with the Management Committee, giving due consideration to the school's statement of behaviour principles (see above). The Executive Head will also approve this policy.
The Executive Head will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

o Staff

Staff are responsible for:
- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Being familiar with the requirements laid out by the Code of Conduct.
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents using the Trust's approved Datix system.

o Parents/carers

Parents/carers are expected to:
- Support their child in adhering to the school's rules.
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the school or ward promptly.

School rules

- A live culture of respect, mutual expectations, rules, rewards and logical consequences is built and protected.
- New rules are devised for the Education Unit each term. These are positively phrased and negotiated with the young people.
- These rules enable a reference point and reminder of the expected level of behaviour required.
- These rules are reinforced by positive behaviour management techniques.
- These rules are reinforced by positive behaviour management techniques. Including:
  - Praise for behaviour and rule following
  - Praise in particular for effort and learning goal achievement (base on Carol Dweck)
  - Unconditional positive regard for the individual (as opposed to the behaviour)
  - Extrinsic rewards, such as stickers, certificates, public recognition
  - Trauma Perceptive Practice

- Inappropriate behaviour is managed by experienced classroom staff.

- We aim to give youngsters at Poplar Adolescent Unit (Education) ways to modify their unacceptable behaviour with dignity using graduated and positively focused behaviour management techniques.

- Nearly all strategies would have been planned in advance and tailored to the needs of the young people. When required, education staff and ward staff work together to create combined care and management plans; particularly when young people are at high risk of self-harm and absconsion.

Rewards and Sanctions:

Carol Dweck's work guides the education team on praising effort as well as result, to encourage an open-mind set. There is a strong culture of exploring the reasons beneath the behaviours with group and individual work, particularly on the ward or during Community Meetings as behaviours have an effect on the whole community and are addressed with this in mind.

- Sanctions are discussed as a whole team, but normally are viewed as consequences or responses to raised risk levels. Continued disengagement or uncontrolled behaviour is treated as a health issue rather than essentially behavioural. This leads to multi-disciplinary team (MDT) discussion, with parental/carer involvement, to find solutions. The response may come in the form of an increased level of observation from nursing staff, medication or review of leave entitlement (based on changing risk levels).

- The Education Unit has policies jointly developed with the ward to cover:
  - Abliscons
  - Risk assessment for educational activities off-site
  - Bullying and racial harassment
  - Malicious accusations against staff and others
  - Acceptable IT use
  - Unit guidelines on organising to reduce risk.

Restraint

Formal restraint is not regarded as part of a stepped approach to dealing with extreme behaviour in the Education Centre. However, we do recognise that it might have to be used as a last resort and key staff are trained by the Trust to safely restrain. Staff may use reasonable force to restrain a pupil to prevent them:
- Causing disorder
- Hurting themselves or others
- Damaging property

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; staff record the incident, stating why the decision was taken and fully document and review the episode.

Segregation/isolation is not used in the Education Centre. It may be used on the ward but only after extreme and prolonged incidents. It will always be accompanied by one to one support with nursing or psychology staff to talk through events and difficulties.

On occasion, young people may, after full MDT (and specifically medical assessment of needs) be placed under a short, or longer term, detention as detailed by the Mental Health Act.

Also, on occasion a decision is made that the young person's level of need may only be provided for by transfer to a more secure psychiatric intensive care unit (PICU)

Other responses:

- Education staff have developed levels of intervention to assist in developing a 'least to most' intrusive response. These are detailed as follows:

Levels of Interventions

Stage 1 strategies:	*Example interventions*
'The look!' Tactical ignoring Alongside stance rather than head-on Distraction Diversion Negotiation Diffusion Simple direction Range of tones of voice Calm, consistent approach Rule re-statement Humour Tension reduction Behavioural/reward approaches Flexibility Planning/preparation/structure Expectations of reasonable behaviour Appropriate materials/IEPs Respect Consideration	1. (Name)…We are ready to start the lesson come to the table/area of work, thank you. 2. I can see you're finding it hard to focus on what you have been asked to do. In our rules we agreed to…. Is there anything you need to help you?

Stage 2 strategies	Example interventions
Working at a different table Working in a 'quieter place' Moving other students Time out – followed by talking	3. I've asked you to come and work on the task here. If you can't then I will ask you to work in …..as you are disturbing the other students. It's your choice. 4. I'll leave it with you and come back in a couple of minutes.
Stage 3 strategies	**Example interventions**
Use of reasonable force to remove a youngster if: • They have refused to leave of their own accord and we are unable to remove the others • They are attacking others, staff or youngsters • They are harming themselves • They are damaging equipment The process of 'reasonable force' would be: • Call a nurse as the youngster will then be 'handed over' for further interventions • Employ an approved and taught hold	5. Head of School/Executive Head to input by being involved in the negotiations, boundary setting and to contact the ward if necessary. 6. (Name)…you've been given the choice to take part here or to move to a different room. It seems too difficult for you to make this choice at the moment. It may be necessary for you to go back to the ward.

Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Head of School/Executive Head will discipline the pupil in accordance with this policy.
Please refer to our Child Protection Policy for more information on responding to allegations of abuse.
The Executive Head will also consider the pastoral needs of staff accused of misconduct.

Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. They will:
- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct or their own classroom rules
- Develop a positive relationship with pupils, which may include:
    - Greeting pupils in the morning/at the start of lessons
    - Establishing clear routines
    - Communicating expectations of behaviour in ways other than verbally
    - Highlighting and promoting good behaviour
    - Concluding the day positively and starting the next day afresh
    - Having a plan for dealing with low-level disruption
    - Using positive reinforcement

Confiscation

Any prohibited items found in pupils' possession will be confiscated. These items will not be returned to pupils. These are as follows:

- **knives or weapons**
- **alcohol**
- **illegal drugs**
- **stolen items**
- **tobacco and cigarette papers**
- **fireworks**
- **pornographic images**
- **any article that the member of staff reasonably suspects has been, or is likely to be, used:**
  - to commit an offence, or
  - to cause personal injury to, or damage to the property of, any person (including the pupil).

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate. Searching and screening pupils is conducted in line with the DfE's '**Searching, screening and confiscation - Advice for head teachers, school staff and governing bodies', January 2018**

Responses to drug issues are guided by, https://www.gov.uk/government/publications/drugs-advice-for-schools

SEN Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil. The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Pupil transition

To ensure a smooth transition to the next phase of the young person's education, information relating behaviour issues may be shared with new settings for those transferring to other schools.

Training

Our staff are provided with training on managing behaviour, including proper use of restraint. All staff have regular personal safety training. A termly log of staff training is reported at each Management Committee meeting.

Monitoring arrangements

This behaviour policy will be reviewed by the Executive Head and Management Committee every 2 years. At each review, the policy will be approved by the Executive Head.
The written statement of behaviour principles (appendix 1) will be reviewed and approved by the Management Committee every 2 years.

Links with other policies

This behaviour policy is linked to the following policies:
- Child Protection Policy
- Anti-bullying Policy
- Harmful Sexual Behaviour – Peer on Peer Abuse (Poplar 2021)

Appendix 1   UNIT GUIDELINES ON ORGANISING TO REDUCE RISK

Point of Practice

- When violence is threatened, it is important that staff should make every effort to keep control of the situation.
- Assistance from other staff should be called for.
- Ask any observers to move away.
- Staff should be sensitive to 'trigger factors'.
- Talking with potentially violent people is important.
- Adopting a non-threatening posture is important.
- Humour can usefully defuse tension.
- Staff should feel able to admit to being afraid at times.
- Maintaining a physical distance is important.
- Heightened confrontation should be side-stepped or otherwise avoided.
- Individuals should be within reach of alarm system.
- It is usually better to retreat and let situations calm down, monitoring from a safe distance until patient can be approached.
- Incidents should be reported and recorded on form also in patient's file and parents informed.
- Objects with potential as weapons should not be left lying around.
- Paired Home visits.
- Supervised Office Interviews.
- If necessary obtain discreet police assistance in appropriate cases after discussion with consultant and nurse in charge.

If Violence Occurs:

- All staff are expected to assist and will be directed by nurse in charge.
- All staff kept aware of the danger of known 'high risk' procedures.
- Restraint may be used if all other interventions fail. There should never be less than 3 nurses to hold any one patient. Holds should be employed with minimum force.
- Incompatibilities between individual staff and patients should be reviewed with care.
- Ensure sufficient numbers of staff are available until crisis has resolved and on call back up if needed.
- Care Plans should be flagged up for those who may become violent.
- The involvement of persons other than staff should be avoided whenever possible.
- Staff involved in violent incidents should always have the opportunity to discuss what has happened in detail with line manager or with colleagues.
- Violent incidents should be reported and recorded at the first opportunity.
- The question of police involvement should be given early consideration by consultant and senior nurse on duty – only as appropriate.
- Guidelines must be available to provide useful advice about techniques of restraint and break away.
- Physical restraint should only be used in a situation where the young person or other people are physically in danger.
- As soon as possible following any such incident, a critical analysis should be held for exchange of information over seen by the consultant.

Covid Response - Behaviour Management Policy Support May 2020

Approved by Management Committee – 11.06.2020

In line with the national response to the Covid 19 pandemic Poplar Adolescent Unit has here updated its behaviour management policy to include new requirements to enable full participation of staff and students. The Home School Partnership arrangements detail the following advice about adapting behaviour management policy:

Parents/carers and students are notified of any modifications that will need to be made to the school's behaviour management policy during this phase of full opening. This revision will include re-affirming our expectations and any sanctions we will be making when the expectations are not being met.

What students need to do

- Students need to follow any altered routines for arrival, leaving from school and moving around during the school day.
- Students must follow the school's rules on handwashing and using sanitiser, including the use of toilets. They must meet the 'catch it, bin it, kill it' expectations. They must tell an adult if they feel unwell.
- Students should follow the rules about sharing equipment and other items.
- Students must not share food or drink with others.
- Students must follow the school's rules and expectations to keep them safe both when in school and when working online when using remote learning.

Above all, all students should demonstrate their usual respectful behaviour towards each other and adults. They should try their best to ensure the health and safety of others by following the teacher's instructions to avoid unnecessary contact.