

The Sallygate School Behaviour for Learning Policy

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- *Appendix 1:
Searching, screening and confiscation Advice for schools July 2022*

1. Introduction

The Sallygate School is dedicated to creating an environment that promotes excellent behaviour for learning. This policy outlines our approach to behaviour management ensuring a safe and supportive learning environment for all students. Our core values emphasise respect, responsibility and resilience. The purpose of this policy is to set clear expectations for behaviour and to establish consistent procedures for managing and promoting positive behaviour. The promotion of positive behaviour is the responsibility of the whole school community, and we are committed to inclusive education to help our children reach their full potential. We believe pupils' behaviour can be managed, modified and enhanced to enable them to engage with learning.

Our school values have been developed collaboratively with staff and pupils. These values have been chosen and listed below:

- **Respectful**- We treat others how we would like to be treated
- **Hardworking**- We always try our best
- **Safe**- We look after ourselves and each other
- **Caring**- We show kindness to everyone

1. Aims

We aim to

- develop a positive, respectful and inclusive school culture.
- Encourage high standards of behaviour and mutual respect
- Foster self-discipline, responsibility and independence.
- Create a supportive atmosphere where effective teaching and learning can thrive.
- Equip students with social and emotional skills necessary for success both inside and outside the classroom

2. Promoting Positive Behaviour

The Sallygate school will provide students with an enabling environment to learning. All staff members will deliver a systematic and consistent range of sound behavioural strategies which centre on positive reinforcement.

Classroom techniques that could be used include:

- Development of positive relationships, through central based classes.
- The use of restorative language and approach.
- Establishment of classroom restorative norms.
- The withdrawal of attention.
- The use of communication strategies.
- Praising positive behaviour.
- Using humour to de-escalate.
- Distraction and deflection.

- Reminder of expectations.
- Verbal reprimand.

In addition to effective classroom management strategies all pupils will have access to:

- Whole school restorative approach
- An accessible and personalised curriculum suitably differentiated to meet pupils' educational needs.
- A whole school reward system based on Sallygate stars and successes
- Conflict resolution specifically using restorative practices.
- High levels of support including teachers, Learning Mentors (LM's) and other support staff.
- Highly trained staff with expertise in behaviour management.
- Student focused support.

Should pupils need additional support:

- Strategic interventions including specific behaviour plans and reviews.
- Time out in the Willow class.
- Higher levels of support to manage behaviour including such as group work, forest school and lego therapy.
- Specific programmes run by LM's with access to other professionals, e.g. Thrive

Should pupils require/need more support:

- An Alternative curriculum including activities such as horse therapy.
- A temporary and structured period of time at Invictus House.
- Strategies and specific input from other professionals e.g. OT and SALT
- Respite and cooling off periods.
- Early Help intervention and multi-agency support.

Each pupil's targets will be different dependent on their age, needs, timetable and other factors but all pupils will have the opportunity to earn rewards through demonstrating positive behaviour and the school's values as well as meeting targets. We use The Sallygate Stars and these stars can be converted in to tangible rewards. They will have the option to cash these in or save up their rewards for a larger reward or item.

All pupils' successes are celebrated and examples of additional rewards are:

- Pupil of the Term
- Enrichment Activities
- Verbal Praise
- Positive reports
- A phone call or letter home
- Certificates
- Assembly presentation
- External trips

3. Managing Challenging Behaviour

The Sallygate School is part of the Channels & Choices therapeutic community and we therefore we have access to experienced and skilled professionals from across the community who can support and enhance outcomes for children at The Sallygate School. This may include members from our therapy and well being team such as SALT and OT services, safeguarding colleagues and residential department team members.

We will always seek to understand the needs being communicated through pupil's behaviour which echoes the therapeutic framework across the community. All children at The Sallygate school will have an individual bespoke PSP (Positive Support Plan) which is written and overseen by the behaviour management coordinator and class teacher. The pupils underlying need and triggers are recorded and all staff working with the children will be aware of the plans.

Our code of conduct outlines our high expectations with regards to behaviour for pupils at all times:

- Treat each other with mutual respect, consideration & courtesy.
- Be reliable and trustworthy.
- Recognise that all pupils have a right to learn and be taught in a civilised environment.
- Take pride in our achievements and the achievements of others.
- Be punctual and well-organised in our approach to work.
- Behave in a safe and responsible manner in and around the school.
- Look after the school environment, and treat school property & the property of others with care.
- Wear the correct school uniform.
- Take a positive attitude to all aspects of school life.
- Recognise that The Sallygate School is part of a wider community and that all pupils share responsibility for the reputation of the school.

As outlined above when pupils meet and exceed the behavioural and social standards they will be rewarded and achievements celebrated.

When pupils' behaviour falls below of what is expected warnings and sanctions may be applied. Children need guidance and boundaries that are reflective of societal norms to prepare them for adulthood.

Generally, we will try to address any issues that may arise within the class and the teaching staff use a traffic light system to give warnings for behaviour.

- Traffic light system will be on the white board with no names on there
- If a pupil fails to live up to the school values and classroom expectations, then initially they are issued a verbal warning.

- Pupils then have the opportunity to step back from this and continue their learning appropriately.
- If they fail to step back from this, the teacher will then issue the students first warning. Teacher will then write their name next to the green light.
- If again they fail to step back then the name goes next to amber and then finally the red light
- At this point a message will be sent to the pastoral team who will come and support and if the child's behaviour is still dysregulated, may need to leave the class for a short time.

Pupils can be issued in class warnings for:

- If a pupil fails to show appropriate levels of respect
- If a pupil fails to complete an appropriate level of work
- If a pupil demonstrates unsafe behaviour
- If a pupil shows levels of unkindness
- If a pupil leaves the classroom without using a time out card

Examples of other sanctions which may be used are:

- A restorative or reflective meeting
- Break time or after school detention
- Completing unfinished work
- Reparation or fixing damage
- A meeting with parents/carers
- Internal exclusion through a bespoke or part time program
- Fixed term exclusion

4. Restrictive Physical intervention

The Department for Education states that:

“Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

Schools can use reasonable force to remove disruptive children from the classroom where they have refused to follow an instruction to do and... prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others” (DfE, use of Reasonable force in schools, 2013)

All of the staff team at The Sallygate School have been trained in the Team Teach (TT) behaviour support model which minimises the need for any physical intervention and emphasises evidence-based behaviour strategies to support the children in the school. We have a number of TT tutors across the C&C community including at the Sallygate School.

The Team Teach course is taught with 95% being practical de-escalation and behaviour support strategies and 5% being physical intervention training. Any physical intervention must only be used as a last resort and should be the least restrictive option for the shortest amount of time.

We aim create a proactive culture across the school which is linked to the Team Teach philosophy. This will enable pupils to gain skills, knowledge and the right mind set to manage

their own behaviour in a range of situations. Furthermore, we look to promote our school expectations, whilst consistently and fairly managing behaviour at our school.

5. Damage & loss to School property

We understand that at times pupils will accidentally damage or lose school property ie books, equipment and furniture. Where a pupil deliberately damages any school property, senior leaders will require the pupil to be actively involved in the repair or restoration.

If the deliberate damage to property is particularly expensive or beyond repair Sallygate reserves the right to seek part or full repayment. This may be from the child, parents or carers or the Local Authority.

6. Record Keeping

The Sallygate School use Arbor as their behavioural record keeping system and all incidences are recorded here. All staff have a duty to record all incidences of challenging and non-compliant behaviour and this should be completed by the end of the day on which it occurred. If this is not possible it should be no later than 24 hours from when the incident took place.

All incidences are regularly monitored by our head teacher and senior leadership team as well as scrutinised by school governors to identify any patterns or trends.

7. Searching, Screening and Confiscation

We follow the DfE guidance with regards to Searching, Screening and Confiscation: Advice for Schools July 2022- Please see Appendix 1

8. Mobile Phones

Mobile phones are a distraction to learning and can be intrusive and anti-social if used incorrectly; they must be handed in as pupil's enter the School and not used during the School day. They will be handed back as pupils leave the school at the end of the day.

9. Bullying

Please refer to our countering bullying policy.

10. Offsite behaviour

The Sallygate school may intervene and impose consequences to pupils when their behaviour falls below expectations when off the school site and/or outside of school hours.