

# **Sallygate School**

# **Behaviour Management Policy**

**Date Agreed: September 2015 / Amended March 2016 / September 2016**

**Date of next Review: September 2017**

**Headteacher signature:**

**Management Committee Chair signature:**

**All staff must have access to this policy, and sign to confirm that they have read,  
understood and will adhere to its contents.**

# Sallygate School Behaviour Policy

## **Policy Principles**

Sallygate School believes that in order to enable effective teaching and learning to take place, good behaviour in all aspects of school life is necessary. Sallygate seeks to create a caring and calm learning environment and promotes that all staff and pupils are entitled to work in a safe, fair and orderly environment and have appropriate access to support, guidance and training on behavioural matters.

Behaviour at Sallygate is identified as a central issue and barrier to pupils learning and progression. For this reason, the Sallygate ethos is to enable the pupils to manage their behaviour as a way to remove their barriers to learning, which in turn will allow pupils to engage in meaningful education. Sallygate has the general health and wellbeing of pupils embedded in its ethos which includes supporting pupils to manage their behaviour appropriately away from school within the community to ensure they are ready for their next steps.

Sallygate promotes equal opportunities and anti-discrimination and does not discriminate or support discrimination against either pupils, their parents and carers or staff and volunteers on the grounds of gender, sexual preference, religious beliefs or expression, ethnicity, age or disability. The whole school ethos is designed to give young people in care, who are statemented and have a range of difficulties or disabilities the chance to become more equal members of society and more equal in terms of educational life chances. Therefore, for the Sallygate pupil, equality of opportunity underpins the value of everything we do; valuing and respecting diversity and building community cohesions. These principles are achieved through combined holistic approaches which:

- Promote good behaviour, self esteem and mutual respect
- Ensure consistency and fairness of treatment for all
- Promote early intervention via proactive and targeted behaviour work with pupils
- Seek to help pupils to understand their behaviours and enable positive changes

This policy therefore sets out the guiding principles and strategies of how Sallygate effectively supports and assists pupils to manage their behaviour in order to be able to meaningfully engage in education and with the wider community. In doing so, this policy also works to tackle anti-discriminatory practice and ensure fair treatment for all by providing a clear framework on our approach to managing negative behaviours from pupils.

## **Roles and Responsibilities**

The Sallygate headteacher has in consultation with the Directors/Management Committee, established this policy for promotion of good behaviour and will keep it under review to ensure that it is communicated to all pupils, parents and carers, is non-discriminatory and that

Sallygate expectations about pupil behaviour are clear.

The Sallygate headteacher and in turn the Directors have responsibility for ensuring that this behaviour policy is implemented within the school and appropriate training as necessary is provided to enable all staff to be able to follow and apply the policy and associated procedures.

All Sallygate staff including teachers, support staff and volunteers have a shared responsibility for ensuring that the Sallygate behaviour policy and associated procedures are followed and consistently and fairly applied. Sallygate expects that all staff and volunteers model positive behaviour as part of their professional responsibilities and ensure that any incidents of disruption, violence, bullying and any form of harassment are addressed appropriately and reported and recorded.

Sallygate also promotes that all staff including volunteers take responsibility for their own personal barriers to effectively managing behaviours. Sallygate encourages and supports staff to regularly reflect and discuss their own actions and responses to pupils' behaviour and incidences. This is in order to identify any inadvertent contributory factor to a situation escalating and any areas of behaviour management that staff have difficulty with. This helps Sallygate to ensure appropriate support and training is delivered and that staff and volunteers are able to confidently and objectively develop and utilise effective strategies with pupils to promote the best possible outcomes.

Parents and carers also have an essential role to play in assisting Sallygate to maintain high standards of behaviour. Regular liaison with parents and carers and external agencies regarding pupils' behaviour is therefore paramount and proactively initiated by Sallygate.

Sallygate pupils are encouraged to take responsibility for their own behaviours and will be made fully aware of the school policy, procedure and expectations of their behaviour. Sallygate understands that behaviour is a central aspect to the pupils' barriers to learning and often linked to their circumstances, disability or Statement of SEN or an EHC Plan. As such, ongoing support and guidance is provided by Sallygate to enable pupils to take responsibility for their behaviours

### **Staff Training and Support**

Sallygate provides and promotes a variety of training and support processes to enable staff to effectively manage challenging behaviour, promote the Sallygate ethos and tackle anti-discriminatory practice.

All staff and volunteers receive a staff handbook and an individual induction program of observations, familiarity with Sallygate policies and procedures and mandatory INSET training on the following areas relative to behaviour management:

- Professional Boundaries and Responsibilities
- Safeguarding / Child Protection
- Managing Challenging Behaviour & Assessing Risk
- Team Teach

All staff and volunteers are expected to complete refresher training on these areas at least once per year. Where relevant Sallygate will support staff to attend relevant external training related to behaviour management and will provide further INSET training.

There also exists a high level of support processes and systems for Sallygate staff and volunteers regarding effective behaviour management relative to their role. These include the following:

- Daily morning briefings and end of day debriefs where behaviour management is discussed, effective practice is shared and behaviour strategies are agreed as a team and overseen by the Headteacher and School Operations Manager or designated lead
- Regular team meetings
- Supervisions
- Therapeutic 'thinking time'
- Open door policy to line managers
- Teaching and support workers observations and feedback
- Individual shadowing / mentoring as appropriate

## **Procedures and Framework for Managing Behaviour**

### ***Standards and Expectations***

Sallygate has high expectations of the standards of behaviour displayed by pupils. However Sallygate does recognise that behaviour is a key barrier to our pupils learning and that often concerning or inappropriate behaviours displayed by pupils are linked to diagnosis and or their Statement of Special Educational Need. Inappropriate behaviours or responses are often embedded, learnt behaviours, which have manifested due to disrupted personal backgrounds and experiences. As such, high levels of support and input are required for the pupils in order for them to be able meet the high expectations of them. Sallygate therefore works extensively with pupils in a consistent and structured manner to help them to be able to display the following positive behaviours:

- Treating others with respect and consideration
- Being helpful and kind to others
- Using appropriate language
- Contributing to a calm, orderly learning environment
- Informing staff when having difficulties

Where pupils display unacceptable and or inappropriate behaviour, Sallygate works with them through various processes to help them learn and understand why their behaviour is unacceptable or inappropriate and helps pupils learn and develop strategies for managing their behaviour and responses more appropriately. Unacceptable and inappropriate behaviour includes:

- Absconding
- Physical Aggression / Violence to others
- Damage to property
- Verbal aggression
- Disruptive (stopping others from learning)
- Defiance (refusing to follow instructions)
- Swearing
- Invading personal space
- Opting out (refusal to engage)

(see attached Daily School Log for complete list)

Sallygate does not expect pupils to display these unacceptable behaviours. However where pupils have had historic difficulties and or incidences displaying these types of behaviours, Sallygate understands that there is an increased likelihood of incidences of these behaviours occurring. In order to effectively manage this, pre-emptive structured processes are put in place through individual pupil risk assessments, Individual Education Plans and the use of appropriate learning environments with high staffing levels to ensure as much as is practically possible, pupils are educated in an environment and manner that is conducive to displaying positive behaviours and is safe for all other pupils, staff and volunteers.

### ***Pupil Ground Rules***

In order to present and foster a culture where behaviours are addressed promptly and openly, staff will discuss with pupils what is expected of them and why and how Sallygate will work to support pupils to achieve this. Pupils are given the opportunity to and encouraged to question and engage in discussion regarding the ground rules in order that they are accepted and clearly understood. Ground rules are then revisited at various times throughout the school year as necessary. Sallygate ground rules will include the following:

- Follow instructions
- No bullying
- Wear correct uniform
- No swearing
- Respect others personal space
- Respect others learning needs
- No disrupting others (stopping others from learning)
- No talking over others
- Respect others opinions
- Keep classroom tidy
- No walking out of classroom unless agreed
- No going into other classrooms/rooms unless agreed
- No leaving the school without permission
- No damage to property

- No violence or aggression to others

### **Early Intervention (including Preventing Bullying)**

Due to the nature of our pupils, Sallygate operates intensively on pre-empting behaviours and early intervention. Sallygate employs processes to achieve effectiveness in this area and promote environments and methods of teaching conducive to supporting pupils to display positive behaviours. Early intervention methods rely on the following processes which direct the work of Sallygate staff on an individual pupil basis and also work to prevent bullying.

- Knowledge of pupils' needs, prior behaviours and incidents
- Risk Assessments
- Behaviour systems
- Individual Education Plans
- Relevant curriculum work
- Regular Pupil Behaviour Review processes (EHC Plan reviews, PEPs, CIC reviews etc.)

The procedure for the school behaviour expectations is discussed with home managers / deputy managers, foster carers and pupils and is set out below:

#### **You start every day with a Green Card (10 points)**

We will always support you with your individual needs to help you to stay on task and engage in your work so that you and all other pupils can learn in a safe and calm environment. If you choose to behave in an unacceptable way you will be given a warning and reminded of the rules so you can change your behaviour and remain on a Green Card.

You will be given an **Amber Card** if you have ignored reminders or warnings and continued with the behaviour. You will be given a further reminder and warning and encouraged to change the behaviour for the rest of the lesson so you can move back to a green card. For each Amber Card you receive you will lose 3 points from your daily 10 points.

If you continue to ignore reminders or warnings while on an Amber Card, you will receive a **Red Card**. You may also be required to learn in the 1-1 room if you are affecting others learning. You will only be allowed back to your classroom when you are able to manage yourself without affecting other pupils. For each Red Card you receive you will lose 5 points from your daily 10 points.

For any serious or constant issues that affect your learning or the learning of others the decision may be made to send you home to calm and reflect. If this happens you will automatically lose all of your daily 10 points. Consequences for behaviour will be determined by your Home Manager / Deputy Manager / Carer.

We have high expectations for both behaviour and achievements and so being a good pupil is a daily expectation. All of your good lessons will be added together and be rewarded at the end of the term. If you display excellent behaviour (that means going over and above what is expected of you throughout the day) a **Gold Card** will be awarded to you. At the end of each term the pupil with the most Gold Cards will receive a further reward. Your Home Manager / Carer may also reward you for achieving a Gold Card.

A point system is in place for each pupil within their home environment and with good behaviour and work at school the pupil can be awarded up to 10 points daily towards their home goals. If unwanted behaviours are displayed at school, points will be deducted from the 10, appropriate to the behaviour displayed, and home staff informed through the daily school log books and home feedback calls.

Reflection forms are completed by school staff with the pupil if a physical intervention has occurred within school time.

### ***Knowledge of Pupil Needs / Prior Behaviours***

Sallygate staff are made aware of, and proactively seek information on pupils previous behaviours and incidents and current needs through use of the following:

- Sallygate Admission Information and Consent Form
- Statement of Special Educational Needs
- School reports
- Discussions with pupils / parents / carers
- Other agency reports as appropriate

### ***Risk Assessment***

Based on information gained about previous behaviours, incidents and current needs, a robust risk assessment is drawn up which details the potential risks a pupil may present for certain activities. The risk assessment then directs the learning environment and methods of working with the pupils by agreed action and detail in the following areas:

- Strategies for managing behaviours
- Staffing Ratio / work with peers
- Most appropriate learning environment as appropriate
- Timetable most appropriate to needs
- Assessment regarding use of sharp objects in lessons
- Assessment regarding hot food / drink

All staff and volunteers sign up to working under the direction of the behaviour management strategies which will be reviewed and updated on termly basis and or following an incident or near miss and whenever there is a significant change with the pupil.

Task specific risk assessments are also carried out and used in conjunction with pupils individual risk assessment to support Sallygate to provide the most appropriate environment for pupils to display positive behaviours throughout the day.

Structured control measures for staff include:

- Pupils are supervised at all times whilst at Sallygate; this includes breaks and lunch times
- All offsite education is pre planned and agreed by Headteacher or School Operations Manager which is discussed at morning briefing
- All staff are made aware in briefing meeting which pupils will be in and out of the building
- All staff are made aware in briefing of any expected meetings or visitors to the school

- Should the Headteacher and School Operations Manager be unavailable, staff will be made aware of an alternative contact for advice / guidance on behavioural management Sallygate also expects staff to employ the following approaches throughout all their work with pupils to promote positive behaviour:
- *Display good pro-social modelling*
- *Use active listening*
- *Stay as calm as possible*
- *Use appropriate tone and level of voice to the situation*
- *Use appropriate body language*
- *Be aware of your own triggers*
- *Use positive reframing*
- *Follow the psychology reports recommendations where possible*
- *Give clear firm boundaries*
- *Give clear instructions*
- *Give firm guidance to re-engage*
- *Give regular praise after instructions have been followed*
- *Reminder of traffic light system and possible consequences*
- *Ignore behaviour where appropriate*
- *Offer time out or 1-1 support where necessary*
- *Call for help from behaviour support staff if behaviour escalates to unmanageable level*

### **Relevant Curriculum work**

All pupils are encouraged and supported to engage in Personal Social and Health Education (PSHE) curriculum work and where appropriate work towards gaining a qualification in this area. This includes work relevant to early intervention of behavioural concerns and bullying prevention through the following curriculum areas, where appropriate:

- Sex and relationships education
- Emotional Wellbeing
- Healthy lifestyles
- Relationships behaviour and practices in the workplace
- Personal Safety
- Diversity prejudice and discrimination
- E-safety and cyber bullying
- 'Prevent'

### **Strategies for Managing Behaviour & Promoting Positive Behaviour**

Sallygate uses a variety of generic and individual strategies for managing pupils' behaviour and promoting positive behaviour.

Positive behaviour will be promoted by pro-social modelling by all staff and volunteers, discussions with pupils on expectations, reflections on previous incidents, ongoing work

on behaviour management, encouragement and praise and use of appropriate learning environment and methodology relative to the pupils' individual needs.

### **Involvement with Parents/Carers and other Agencies**

Sallygate seeks to involve parents/carers and other agencies in all aspects of behaviour management and all decisions are shared through the following processes:

- IEP's
- Risk Assessments
- Evaluations
- Annual reviews of SEN / EHC Plans
- PEPs
- CiC reviews
- Multi agency meetings
- Home Visits
- Regular phone and email updates
- Bi termly school reports

Sallygate will seek to work with parents/carers and other agencies to ensure the strategies employed are complimentary and supportive of those used within the home or by other agencies. With consent, Sallygate will share the pupil's education information with other agencies involved with the pupil and will contribute to multi-agency meetings and reviews as appropriate.

Where necessary, relative to a specific highlighted risk or following an incident, the Sallygate Headteacher or School Operations Manager will arrange a visit to parents/carers and involve all other relevant agencies to discuss and agree specific behavioural strategies which will be reviewed regularly throughout the year.

### **Sharing Good Practice**

Sallygate will seek to share good practice in behavioural management with parents/carers, and other agencies in order that effective practice can be consistently employed for the benefit of the pupils and the wider community. This will be shared through IEP's, PEPs, CiC reviews, annual reviews of statements of SEN, EHC Plans, multi-agency meetings, home visits and end of term reports