



**Saffron Valley Collegiate**

**BEHAVIOUR FOR  
LEARNING POLICY**

**Agreed: June 2019**

**To be reviewed: June 2021**

**MISSION STATEMENT**

The Saffron Valley Collegiate seeks to provide a personalised educational experience that identifies and responds to the circumstances and needs of each individual child or young person. In doing so, it enables them to progress academically and become successful learners through the reengagement of the young person with education.

**EQUALITIES STATEMENT**

All who work for the Collegiate are committed to the celebration of diversity, and the challenging of disadvantage and discrimination, in all its forms.

These values are explicit to the ethos of the Collegiate and implicit in all policies and practice

*As a Rights Respecting Collegiate we recognise Article 28 'The right of every child to a good quality education' and Article 19 'All children have the right to be protected from danger' from the UN Convention of the Rights of the Child.*

It is a primary aim of our Collegiate that every member of the community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The Collegiate behaviour policy is therefore designed to outline the way in which all members of the Collegiate can live and work together in a supportive manner. It aims to promote an environment where everyone feels happy, safe and secure, so that people can work together with the common purpose of helping everyone to learn.

This policy should be read with reference to:

- The Safeguarding Policy
- The Online Safety Policy
- The SEN Policy
- Managing Violence and the Threat of Violence

## Core Principles

Our approach and methodology is best summarised in the diagram: **Appendix A.**

## Aims and expectations

- Encourage children to have high expectations of their own behaviour;
- To emphasise that everyone has rights and responsibilities and to encourage children to take responsibility for their actions;
- Encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour;
- Foster positive caring attitudes towards everyone where achievements at all levels are acknowledged and valued;
- Have a consistent approach to behaviour throughout the Collegiate;
- Make boundaries of acceptable behaviour clear and ensure safety for all parts of the community;
- Raise awareness about appropriate behaviour and promote it through positive reinforcement, through the kindness agenda.

It is important that all adults working with our pupils accept responsibility for their own behaviour, act as role models and challenge consistently when misbehaviour is noticed. It is central to our ethos that all members of our community are equally responsible for ensuring high standards of behaviour for learning.

**All staff are trained in PIVOTAL behaviour management and appropriate de-escalation and safe handling techniques.**

## Safe Handling and De-Escalation

The Collegiate practices a de-escalation model to combat aggressive behaviour. It is fundamental to our work with vulnerable young people that the effective relationships we foster to enhance learning outcomes are always maintained.

It is the policy of the Collegiate that safe handling is only used when all other avenues have been exhausted, or in emergency situations. The use of any physical restraint will only be employed following an escalation of behaviour that places members of the community at risk. Any restraint will utilise the least intrusive techniques possible and will only be maintained whilst absolutely necessary.

The Collegiate's behaviour policy requires all staff members to work with young people in such a way that positive handling is used as a last resort, and in emergency situations, to control or restrain pupils and children, where the usual methods of discussion, guidance and negotiation are not appropriate. Procedures are in harmony with 'Use of Reasonable Force' (**DfE Use of reasonable force 2013**). Incidents of positive handling are recorded and will be reported on an annual basis to the Management Committee. Any injuries relating to incidents of positive handling will be recorded in the accident file.

## Restorative Practices

We aim to use restorative approaches to teach pupils how to manage their relationships constructively with others, fostering the development of self-discipline, and to be able to take

responsibility for their own actions. We positively encourage pupils to be assertive, self-confident and able to resist negative peer group pressure through the formal and informal curriculum. We will provide protected space and time for all involved in incidents of bullying (i.e. perpetrator and victim) where possible to discuss and resolve the causes and consequences of their behaviour using restorative techniques and reduce ongoing conflict situations.

## **Emotional Literacy**

To enhance the wellbeing of our pupils and to better prepare them for their futures, we work with our young people to develop their emotional literacy and to better understand their own thoughts and feelings. All provisions have trained and qualified ELSA (Emotional Learning Support Assistant) staff who are able to use a wide variety of skills to support young people during challenging periods in their life.

## **Bullying**

*“Bullying is any behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.”* Anyone can be bullied and anyone has the capacity to bully.

Section 89 of the Education and Inspections Act 2006 states that maintained schools must have measures in place to encourage good behaviour and prevent all forms of bullying amongst pupils.

Saffron Valley Collegiate aims to ensure that pupils are able to learn in a supportive, caring and safe environment, without the fear of being bullied, and that staff are free from the fear of bullying by pupils and parents/carers. This is central to our Respect agenda. The PRU promotes the development of behaviour that shows respect to all who learn or work at Saffron Valley Collegiate, and will provide pupils with opportunities to raise their awareness of equality and diversity issues, through the formal and informal curriculum.

Bullying is a safeguarding issue. It can take many forms (e.g. cyber-bullying via text messages or the internet or isolation), and can be motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, disability (including special educational need) etc. The PRU takes seriously any bullying on the basis of the protected characteristics outlined within the Equality Act 2010. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school's first priority, but emotional bullying can be more damaging than physical.

All concerns about bullying will be taken seriously and investigated thoroughly. Pupils and parents/carers should feel free to report incidents to any member of staff. Pupils will also be provided with methods to anonymously raise concerns about themselves, or other pupils. Staff are aware of procedures for reporting bullying, including the use of the whistleblowing policy. In addition staff will be alert to changes in behaviour of young people who may be being bullied, but do not feel sufficiently confident to report it.

The PRU will take a timely and robust approach to responding to reports about bullying, whether they occur within school or outside of school (e.g. cyberbullying or journeys to and from school). This may involve:

- Ensuring that a senior leader oversees the situation;
- Ensuring a clear account is recorded of the concern;
- Informing parents/carers, if they are unaware, and discussing an appropriate response;
- Giving consideration to whether it is necessary to involve other agencies for advice/support;
- Planning and implementing support for the victim(s);
- Giving consideration to whether restorative approaches could/should be used;
- Agreeing any punitive measures for the aggressor(s).

## **Exclusion**

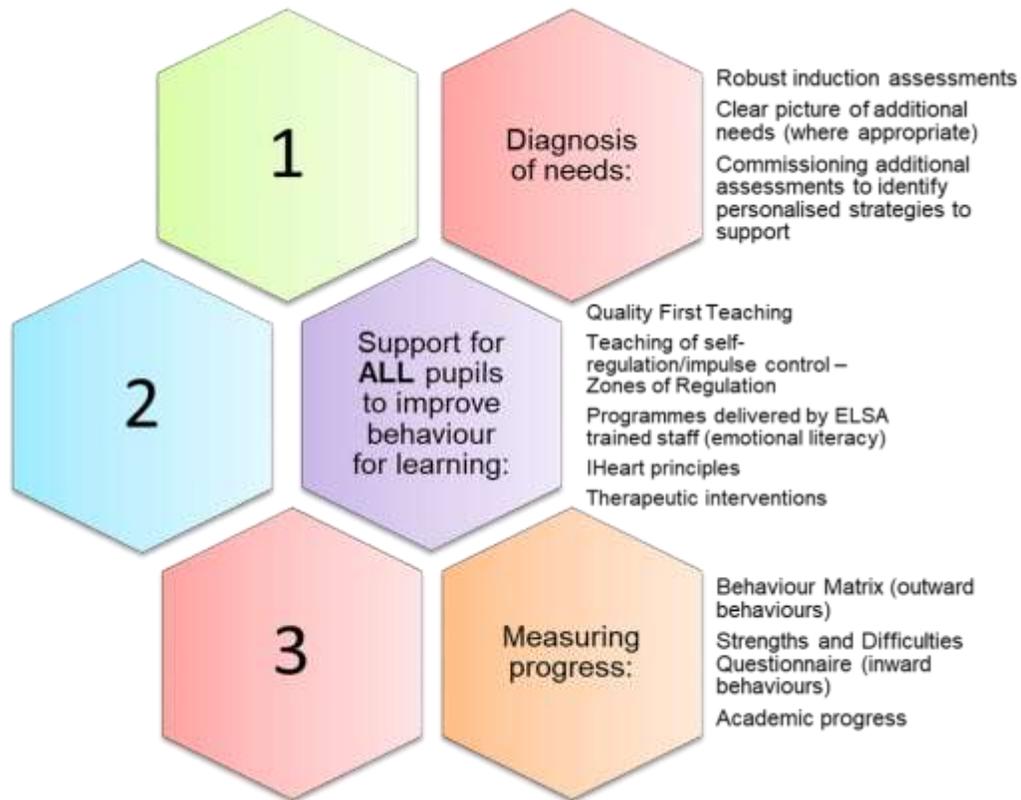
Exclusion is an important tool for head teachers to use as part of an effective approach to behaviour management. (*Timpson Review of School Exclusion May 2019*). Occasionally, it will be necessary to use temporary exclusion as a teaching tool, to allow pupils time to reflect on significant incidents, where this is not possible on the school site and no other options are available. Periods away from school will always involve reintegration meetings and reflective activities. They may also prompt consideration of additional support for the pupil.

The PRU does not use permanent exclusion as a sanction. If placement at Saffron Valley Collegiate becomes untenable, school leaders will complete risk assessments and analysis of the individual needs of pupils to consider the best available options for a new educational placement or learning package.

## **An Improving School**

The PRU will regularly analyse data relating to reports of bullying and other types of poor behaviour, and initiate staff training, pupil workshops or changes to procedures, in response.

## APPENDIX A: Behaviour for Learning – supporting our pupils



### When things 'go wrong'

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- A safe response, in line with DfE guidance and SVC policy
- Reflection activities, supported by staff
- Considering the need for additional assessments
- Reviewing therapeutic and other support
- Updating risk assessment where appropriate
- Restorative approaches to resolve conflict
- Temporary exclusion, when appropriate