



**Saffron Valley Collegiate**

**BEHAVIOUR FOR  
LEARNING POLICY**

**Agreed: September-2022**

**To be reviewed: September-2024**

**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 SEND Policy

## 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.

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

## Positive 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 positive 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.

## **Managing Violence and the Threat of Violence**

For the purposes of this policy a 'violent incident' is any incident where the level of actual or threatened violence is such that the staff involved consider that it poses a threat to their safety or the safety of others.

This protocol should be read in conjunction with the Croydon Council Serious Incident Procedure, which makes it clear that we always take into consideration the circumstances of every incident and deal with every young person on an individual, case-by-case basis. It also stresses the importance we place on building good relationships and we would want this protocol to be seen in the light of that policy.

All violent incidents will be responded to and dealt with according to the level of immediate risk or latent danger which the incident poses. For example, a violent incident which happens within

SVC poses an immediate risk to those present, however young people may also be involved in violent incidents outside the PRU and a judgement may have to be made about whether this poses a latent risk to individuals within the PRU or to the safe and orderly running of the PRU.

The Headteacher will ensure they have personal oversight of any violent incident in which a member of staff has been targeted.

### **Strategies for Reducing Risks and Promoting a Safe Environment**

We work with students who have been excluded, or at risk of exclusion for a variety of reasons, including violence, and in some cases taking weapons to school. If the student is considered to be too high a risk to the staff and other students the student will not be placed in the PRU but an alternative provision will be found.

Our remit is to provide students with a fresh start and new opportunities and to achieve high standards of personal progression. However, it is acknowledged that working with potentially violent students poses risks. **We cannot eliminate these risks. This protocol is about how we assess and manage these risks.** There are a number of things which are fundamental to this process:

1. Staff who are skilled in managing conflict; this requires access to regular, appropriate training and an agreed behaviour policy which is consistently applied.
2. Clear strategies for managing violent incidents if and when they happen. Staff should immediately inform the Head of Provision (HOP) if they feel uncomfortable or unsafe dealing with a particular situation and they should withdraw from the situation. **Staff are not requested or required to place themselves at risk.** If the normal strategies for dealing with a disruptive or violent situation, (for example a fight between students) are not successful and the situation is escalating, then consideration should be given to calling the police. The HOP or the most senior member of staff present should be informed before the police are called.
3. Good communication and information sharing among the staff team.
4. Working closely with parents and carers and maintaining good communication with them. Tutors play a vital role in this.
5. Working closely with other agencies and in particular the local police, including the Safer Schools team.
6. A reflective strategy for dealing with the aftermath of incidents.

### **Offensive Weapons**

An offensive weapon is anything which is being carried with the intention of using it either to attack someone else or defend oneself from attack. In law there is no such thing as a 'defensive' weapon and anyone carrying a knife without a legitimate reason is deemed to be carrying an

offensive weapon. Offensive weapons are not only knives and include hammers, chisels and any similar object which the bearer has no good reason to be carrying.

Offensive weapons will not be tolerated in the PRU. If a student is found to be carrying an offensive weapon the police will be called and students will be given a fixed period exclusion while their future placement is considered.

**Having an offensive weapon or illegal drugs on school premises is an arrestable offence and it is our policy to always involve the police if a student is found in possession.**

We recognise our responsibility for working with students with challenging behaviour, including those who may be at the PRU because they were excluded for carrying knives or other weapons. However if we consider that the actions or attitude of a student represent a risk to the Health and Safety of other students and staff in the PRU then we will not allow that person to remain in the PRU.

#### **Risk Assessment**

An individual risk assessment is carried out for all new referrals based on the information we have prior to admission. This risk assessment is updated regularly.

#### **Screening, Searching and Confiscation**

Searching can play a critical role in ensuring that schools are safe environments for all pupils and staff. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive.

#### **We aim to ensure SVC is a safe place to learn**

- Students may be routinely screened, (particularly on entry), using a hand-held metal detector on arrival to other provisions and then belongings may be searched, including turning out pockets and bags. A pupil's belongings may also be subject to a metal detector search.
- The screening can be conducted by any member of staff.
- If a student refuses to be screened they will be refused entry.
- If a student fails to comply and is refused entry, this will not be exclusion but be treated as unauthorised absence until the student complies.
- The HOP and any authorised staff will search students and their possessions, with or without their consent, where they suspect the student has prohibited items such as knives or other weapons, illegal drugs or stolen items.
- If a student refuses to be searched parents/carers will be contacted to collect their child. If staff strongly suspect that the student is carrying a weapon or illegal drugs the police may be called to carry out the search.
- Parents and carers will be informed immediately if any prohibited items are found following screening or a search, e.g. drugs paraphernalia.
- Any weapons or illegal drugs found during screening or a search will be passed to the police.

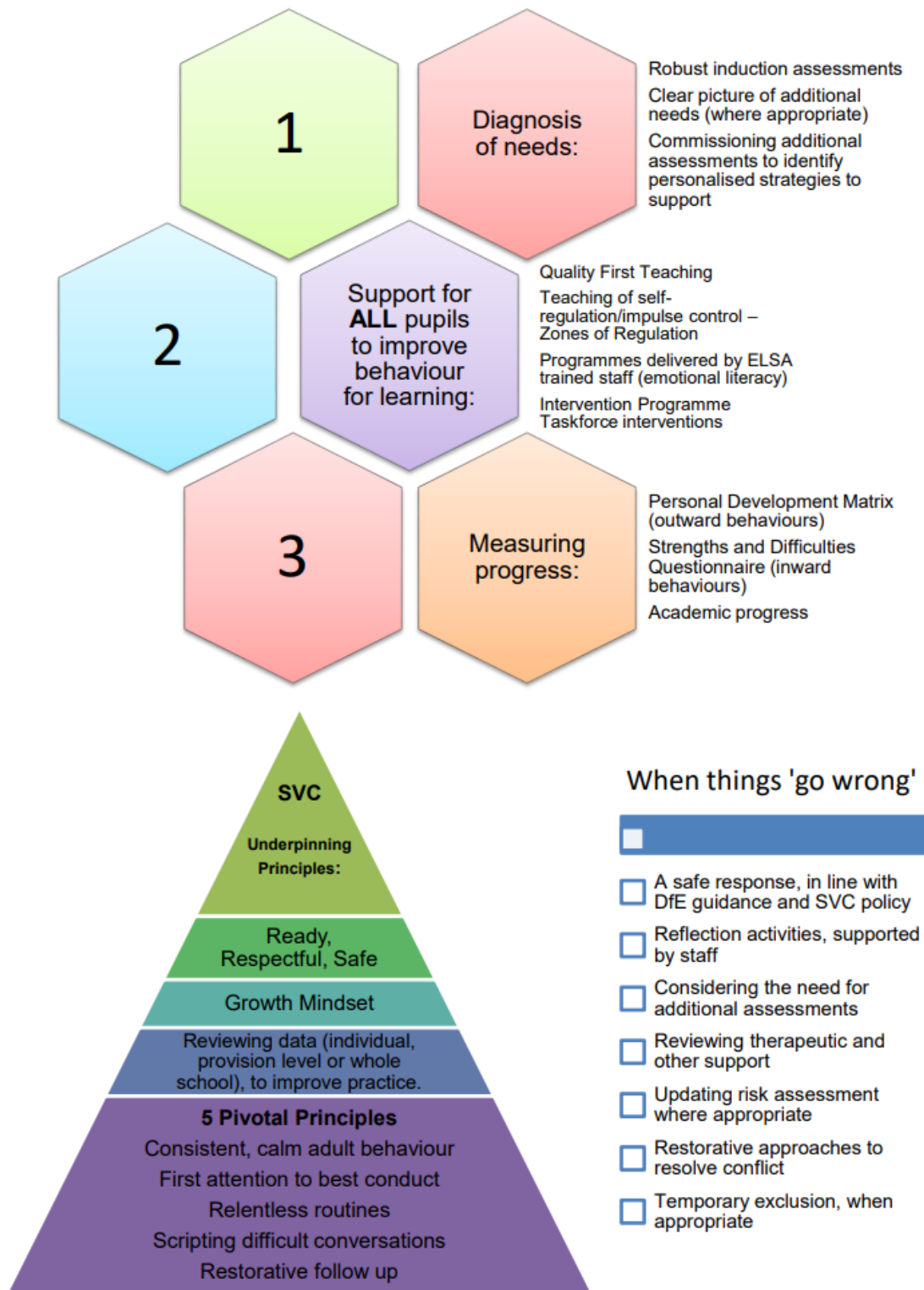
Ref: DfE Searching, screening and confiscation Advice for schools July 2022

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1091132/Searching\\_\\_Screening\\_and\\_Confiscation\\_guidance\\_July\\_2022.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching__Screening_and_Confiscation_guidance_July_2022.pdf)

This guidance is for: • school leaders, school staff, governing bodies, proprietors and trust boards in all maintained schools, academies, free schools and independent schools in England; and • local authorities.



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



## APPENDIX B:

<p><b>SVC</b></p> <p><b>Assessment of Risk Posed by a Child/Young Person</b></p>	
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Name:	
Date of Birth:	
Date of Assessment	

### RISK ASSESSMENT

History of Risk to Self or Others from Young Person	
Risk of substance misuse	Y / N
Risk of alcohol misuse	Y / N
Risk of eating difficulties (such as avoidance of food, allergies)	Y / N
Risk of self-neglect	Y / N
Risk of sexualised behaviour	Y / N
Risk of being vulnerable to coercion	Y / N
Risk of suicide attempts/suicidal ideation	Y / N
Risk of self-harming behaviour	Y / N
Risk of violence in school	Y / N
Risk of physicality in school (towards staff or other students)	Y / N
Risk of physicality on activities (towards staff, students or the public)	Y / N
Risk of absconding from school	Y / N
Risk of absconding when on activities	Y / N
Risk of threatening/intimidating behaviours in school	Y / N
Risk of threatening/intimidating behaviours when on activities	Y / N
Using objects to inflict harm to other (incl. weapons)	Y / N
Risk of verbal abuse (toward staff, students or the public)	Y / N
Risk of racist behaviour	Y / N
Risk of homophobic behaviour	Y / N
Risk of involvement in gangs	Y / N
Risk of involvement in criminal activity	Y / N
Risk of experiencing anxiety	Y / N
Risk of experiencing low mood/depression	Y / N
Risk of experiencing dissociative states	Y / N
Risk of other mental health problems (please specify) _____	Y / N
Any other risk to self/others	Y / N
Risk of being bullied/victimised	Y / N

History of Risk to the Young Person From Other People	
Risk of physical abuse	Y / N
Risk of neglect	Y / N
Risk of sexual abuse/being sexually exploited	Y / N

Risk of emotional abuse	Y / N
Risk of being bullied	Y / N
Parental substance misuse	Y / N
Parental mental health difficulties	Y / N

If the answer is yes to any of the following questions please give details to whom, in what circumstances, any police involvement?

Hazard/Behaviour	Triggers, description, strategies, etc.

Does the child/young person current have ongoing?

	Yes	No	Whom/description
Criminal court proceedings			
Care proceeding			
Educational Psychology Assessment			
CAMHs Assessment			
Medical conditions			

Please give details of any medication/medical Conditions

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**Management of Risk**

Rating	Level of Risk
0	No known risk: <ul style="list-style-type: none"> <li>The student shows many signs of keeping themselves, others and resources safe.</li> </ul>
1	Minimal risk: <ul style="list-style-type: none"> <li>The student shows some low-level disrespectful behaviour, mostly verbal.</li> </ul>
2	Medium risk: <ul style="list-style-type: none"> <li>There is evidence of the student threatening physical action or danger to self or others.</li> <li>There is some history of previous incidents.</li> </ul>
3	Substantial risk: <ul style="list-style-type: none"> <li>Disrespectful behaviour which could include refusal to co-operate, rudeness, throw equipment, inappropriate language/behaviour.</li> </ul>
4	Increased risk: <ul style="list-style-type: none"> <li>Increased risk of dangerous behaviour as above.</li> <li>May be taught at an alternative building and may be placed on a reduced timetable and/or received a high level of support and monitoring.</li> </ul>
	High risk:

5	<ul style="list-style-type: none"><li>• Potential of actual significant danger to self, other or equipment.</li><li>• Student will not be taught at the PRU.</li><li>• Reduced education provision elsewhere to be considered with or without additional support.</li></ul>
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Risk Management Plans must be reviewed every 12 months or after any significant incident, whichever is the sooner.

Completed by:

Date: