



## **Glebedale School**

### **Behaviour Policy 2021**

Glebedale School is a specialist provision which offers support for pupils with social, emotional and mental health additional needs. In addition, many of our pupils are in the care of a local authority and may have associated attachment difficulties and have experienced childhood trauma. The majority of pupils have an EHC Plan.

All staff joining the staff team are provided with a comprehensive induction and training package and ongoing professional development to ensure that we are able to support both academic and personal development. The school also accesses a wide range of professional support services in order to secure a better understanding of pupils and their needs. The school has access to an in-house Clinical Hub and is able to access training, support and advice from a range of professional which includes; Educational Psychologists, Occupational Therapists, Speech and Language Therapists, Play/Art Therapist and Forensic Psychologists.

**Implementation:** It is the responsibility of all senior leaders to ensure that staff members are aware of and understand this policy and any subsequent revisions.

**Compliance:**

This policy has been produced in accordance with the following publications:

Education Act (2011)

Equalities Act (2010)

'Behaviour and Discipline in Schools – Advice for Head Teachers and Staff' (January 2016)

"Use of Reasonable Force – advice for school leaders, staff and governing bodies" (July 2013)



“Searching, screening and confiscation: advice for schools” (February 2014)

“Keeping Children Safe in Education: statutory guidance for schools and college”(September 2016 – including revisions 2020 and 2021)

Positive Environments Where Children Can Flourish (Ofsted 2018)

Independent School Standards

## **Glebedale School Ethos and Aims**

### **Curriculum Statement**

“Our intention is to provide all pupils with access to a safe and nurturing learning environment which provides a supportive and structured curriculum and which provides a diverse range of high quality learning experiences which are relevant to the pupil and which prepares them for the next stage in their life. All pupils should have access to a bespoke blend of learning which aims to support both academic and personal progression.

It is our aim that pupils leave our school with the knowledge, skills, confidence, resilience and independence to care for themselves mentally and physically. Pupils who are able to perform confidently with their peers. Pupils who become capable future citizens; who are able to take advantage of the opportunities, responsibilities and experiences that later life will offer.”

The school is committed to :-

- Providing a safe and nurturing school environment
- Providing a broad and balanced education for all pupils that’s coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment
- Providing subject choices and support which supports pupils’ learning and personal development enabling them to work towards achieving their goals
- Develop pupils’ independent skills and resilience to equip them for further/higher education, employment and life as an adult



- Supporting pupils' spiritual, moral, social and cultural development
- Supporting pupils' physical development; to take responsibility for their own health and enable them to be active
- Supporting pupils' to understand about their own mental health and well-being in order to develop healthy and effective strategies
- Promoting a positive attitude towards learning
- Ensuring equal access to learning for all pupils, with high expectations and academic ambitions for every pupil and appropriate levels of challenge and support
- Equipping pupils with the knowledge and cultural capital they need to succeed in life
- Enabling students to achieve formal qualifications in line with their academic abilities and experience success.

As a specialist provision we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning and different approaches to support their behaviour for learning
- acquire, assimilate and communicate information at different rates;
- require a range of different teaching approaches and experiences.

We aim to give all our children the opportunity to succeed and reach the highest level of both academic and personal achievement. When planning work/interactions staff take into account the abilities of all of their children.

Staff respond to children's needs by:

- providing support for children who need help with communication, language and literacy;
- planning to develop children's understanding through the use of all available senses and experiences;
- planning for children's full participation in learning, and in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely;



- helping individuals to manage their emotions, particularly trauma or stress.

## **Our Expectations of Pupils**

### **Code of Conduct**

We expect all pupils to:-

- Attend every day and be on time
- Follow their timetable
- Settle down quickly to task
- Attempt all work set and try your best
- Remain in class and on site
- Use your agreed strategies e.g. Time Out, Safe Space, Calm Box
- Be willing to work with staff to make progress
- Follow staff instructions promptly
- Treat pupils, staff, the building and equipment with respect.
- Remove outdoor clothing in class
- Only bring what you need to school e.g. no phones, speakers, e-cigarettes or smoking materials.
- Wear your school uniform

### **Personal Development and Behaviour for Learning**

The school has a team of pastoral staff who support pupils' attendance at school, participation in learning and the wider school community and monitoring pupils' well-being. The team work collaboratively with school staff, pupils and parents/carers to ensure



that there effective strategies in place to support pupils' behaviour for learning. It is the expectation that **all staff** employ a broad range of strategies in order to promote and develop personal development and behaviour for learning. Strategies for individual pupils are recorded on their individual plans which are found on the school's shared drive. It is staff's responsibility to ensure that they read these documents. Updates are shared daily via ISAMS and weekly via staff briefings/meetings. The school's Senior Leadership Team reviews pupil data weekly (reward points, catch-up, attendance and incident/physical intervention reports) which ensures early intervention if pupils are not making the progress expected.

In brief strategies used across the school include:-

- in class support,
- modelling of desired behaviour
- bespoke strategies and resources (calm boxes and sensory items)
- allocation of Key Adult/Tutor
- Developing, maintaining and repairing of relationships
- Daily Meet & Greet
- Clear routines, boundaries and timetable
- Highly structured day
- Code of Conduct – clear expectations for pupils
- adaptations to learning environments
- seating plans
- re-organising of timetable/teaching groups
- Access to Quiet Areas/Safe Spaces
- Visual prompts/verbal reminders of behaviour for learning expectations
- Verbal encouragement, praise, re-direction and de-escalation
- personalised rewards and targets
- Targeted intervention work
- Use of the PACE technique
- Use of Restorative Justice practices
- guided self –reflection



- provision of advocates
- consultation with pupils and parents/carers
- providing and encouraging positive choices

### **Targeted Interventions/ELSA**

Pupils have access to targeted interventions and programmes which are delivered by trained staff. The school has ELSA trained staff. ELSAs are Emotional Literacy Support Assistants. They are staff who have received specific additional training from educational psychologists from whom they receive on going supervision following training. Their role is to support children and young people in school to understand and regulate their own emotions whilst also respecting the feelings of those around them. They plan and deliver, after assessment has identified a need, emotional literacy interventions and target specific areas that the individual pupil has difficulties in.

Most ELSA programmes will last for 6 to 12 weeks, helping the pupil to develop an area or areas of weakness identified socially and emotionally including pupils learning specific new skills, coping strategies and educating them age appropriately about social and emotional development, including neurodevelopment, biology, trauma and attachment. Clear programme aims (SMART targets) are set after the first session where areas of difficulties has been identified. At the end of each ELSA programme these areas are re-assessed to see what progress the pupil has made in this or these areas.

### **Tutors System/Key Adults/Meet & Greet**

All pupils have an allocated key adult or adults who they see or have access to throughout the school day allocated time varies depending on their individual need. All students have access to their key adult(s) for a minimum of twice a day both in the morning and afternoon during tutor time. Pupils have access to weekly enrichment sessions which are pupil led and can be in small groups or solo and can include both onsite and off-site activities with their key adults.

### **Rewards System (Appendix 1)**

As part of the work the school does to prepare our young people for a life in the adult world the school has a rewards system in place which encourages the behaviours expected in further education and employment and encourages pupils' to take responsibility for their actions. Pupils receive points for attendance and punctuality, completing learning and demonstrating pro-social behaviour. Pupils work with staff to set individual points targets for a half term. Pupils achieving their weekly target receive



vouchers, pupils who also reach their individual half termly targets choose a reward trip to celebrate their success at the end of every half term.

In addition, positive conduct and effort is also recognised through; verbal and written praise in reports and workbooks, WOW walls which showcase good work, certificates, commendation letters and phone calls home.

### **Consequences**

Glebedale School recognises the complex needs of the pupils that access the school and that many pupils will still experience times where they are unable to meet the expectations set by school. It is our aim, in these instances, to work with pupils and parents/carers where appropriate to review the support and strategies that are in place. The school aims not to be punitive in its response but uses such incidents as an opportunity for pupils to reflect and learn that there are consequences that lead on from poor decision making. The school has embedded opportunities throughout the Rewards System and Catch-Up System which empower pupils to reflect and be able to make positive choices which will impact upon the consequences of their initial poor decision making.

There will be occasions where the consequences implemented by school are more severe; this will be in the best interests of the whole school community and be introduced to keep both staff and pupils safe and ensure that the school remains an environment conducive to learning.

The school uses a range of responses which is graduated in its response ensuring any response is reasonable and proportionate and may include:-

Catching up of lost learning time during lunch or break (reasonable time for the pupil to eat, drink and use the toilet is provided).

Detention after school for 15, 30, 45 and 60 minutes, depending on issue (24hrs notice will be given to students, parents/ carers)

School based community service or imposition of a task (restorative tasks) – such as picking up litter or weeding school grounds; tidying a classroom; helping clear up the dining hall after meal times; or removing graffiti.

Working in a room away from peers in order to minimise disruption to other pupils' learning.



In more extreme cases schools may use temporary or permanent exclusion. The Head Teacher will issue a fixed-term or a permanent exclusion only as a last resort. Please read the school's Exclusion Policy.

### **Reporting and Monitoring (Appendix 2)**

Staff should follow the framework in Appendix 2 when reporting behavioural incidents. All level 2 and Level 3 incidents should be reported using Clear Care.

Pupils will be allocated points for all aspects of the school day using the criteria for awarding points see appendix 1. Points should be completed by teaching staff on a lesson by lesson basis and recorded using the Class Dojo software. All pupils have individual weekly points' targets which will be shared and discussed through the Tutor system. Pupils are able to achieve a maximum of £5 in vouchers per week. Pupils' achieving their weekly targets consistently over a half term are able to access a bespoke trip.

This, alongside incident data, is used to set new targets and to identify areas of focus for targeted intervention work.

### **Other Important Information**

#### **Behaviour outside of School**

Legislation states that 'Teachers have the power to discipline pupils for misbehaving outside of the school premises "to such an extent as is reasonable".' The school will review and respond to behaviour which occurs outside school including non-criminal negative behaviour and bullying which occurs off the school premises and which is either witnessed by a staff member or reported to the school. Such behaviour may:-

- have repercussions for the orderly running of the school or
- pose a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.



## **Use of Reasonable Force**

School staff have a legal power to use reasonable force and lawful use of the power will provide a defence to any resulting action. Force is usually used either to control or restrain. It must never be used as a punishment; this is always unlawful.

### **What is reasonable force?**

- 1) The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- 2) Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury.
- 3) 'Reasonable in the circumstances' means using no more force than is needed.
- 4) Schools generally use force to control pupils and to restrain them. - 'Control' means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom. - 'Restraint' means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- 5) School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

### **Who can use reasonable force?**

- 1) All members of school staff have a legal power to use reasonable force.
- 2) This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying pupils on a school organised visit.

### **When can reasonable force be used?**



- 1) Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder.
- 2) In a school, force is used for two main purposes – to control pupils or to restrain them.
- 3) The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
- 4) The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used:

Schools can use reasonable force to:

- remove disruptive pupils from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- 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;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

All staff at school have accessed STRIIDE Training. Core principles include that physical intervention is always a last resort and the least intrusive techniques should be employed and that it should form part of a wider strategy of behaviour management and pupils rights and dignity should be protected at all times.



## Searching and Confiscation

Confiscation of inappropriate items (includes statutory guidance)

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

1. The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupils' property as a punishment. Staff are protected against liability for damage to, or loss of, any confiscated items provided they have acted lawfully and reasonably.

2. Power to search without consent for 'prohibited items' including:

a. Knives and weapons

b. Alcohol

c. Illegal drugs

d. Stolen items

e. Tobacco and cigarette papers

f. Pornographic images

g. Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property

h. Any item banned by the school rules which has been identified in the rules as an item which may be searched for

All confiscated items will be stored in the SLT office. Parents/carers will either be notified at the end of the school day or with immediate effect dependent upon the nature of the item. The school may contact the Police where it is believed the items are unlawful e.g weapons and/or pornography



## Appendix 1 – Reward Points

### Criteria for Earning Points

Focus	0	3	5
Learning	Failed to engage in learning Did not achieve any learning outcomes Detention/Catch-up required	Limited engagement with learning Achieved some of the learning outcomes and work was of a good standard. RE-engaged with learning following a period of non-engagement.	Positively engaged with learning Achieved all of the learning outcomes and work was of a high quality
Attendance	More than 5 minutes late to class Repeatedly left class without permission	Late to class Left class once without permission	On time Remained in class
Conduct	Level 3 incident Level 2 behaviour throughout the majority of the lesson.	Level1 behaviour displayed but responded to staff intervention.	Outstanding conduct throughout the session.



## Appendix 2 – Behaviour Policy

### Behaviour Reporting Framework

The aim of the framework is to:-

- ensure learners are treated equitably
- the avoidance of excessive form filling
- shared understanding across settings
- ensure staff understand their responsibilities

<b>Level 1</b>		
<b><u>Behaviour</u></b>	<b><u>Suggested strategies</u></b>	<b><u>Reporting and Actions</u></b>
<ul style="list-style-type: none"> <li>• shouting out</li> <li>• work avoidance</li> <li>• arguing</li> <li>• inappropriate comments</li> <li>• leaving class</li> <li>• other minor disruptive behaviour</li> <li>• Swearing</li> </ul>	<p><b>Staff should always employ strategies identified on a pupils' individual plan as being effective for that pupil.</b></p> <ul style="list-style-type: none"> <li>• Refer to Code of Conduct/rules/routines</li> <li>• Refer to rewards/targets</li> <li>• Model desired behaviour</li> <li>• Tactical ignoring</li> <li>• Clarify expectations</li> <li>• Seating plan</li> <li>• Differentiated resources/tasks</li> <li>• Distraction free area</li> <li>• Time Out/Safe Space/Calm Box</li> <li>• Change of task</li> <li>• Use of class support</li> <li>• Show concern for learning</li> <li>• Ensure appropriate environment /resources</li> </ul>	<p>It is the responsibility of all staff to respond to low level disruption. Reflected in Rewards Points and Catch-Up</p>



<b>Level 2</b>		
<b><u>Behaviour</u></b>	<b><u>Suggested Strategies</u></b>	<b><u>Reporting/Actions</u></b>
<ul style="list-style-type: none"> <li>• Persistent low-level disruption (as above)</li> <li>• Deliberate damage</li> <li>• Continuing rudeness to staff/other learners</li> </ul>	<p><b>Staff should always employ strategies identified on a pupils' individual plan as being effective for that pupil.</b></p> <p>As above +</p> <ul style="list-style-type: none"> <li>• Catch –up work</li> <li>• Timetable review</li> <li>• Targeted intervention</li> <li>• Review support/targets</li> <li>• Parent/carer involvement</li> <li>• Radio for additional class support</li> </ul>	<p>Recorded – School Information Report on the same day and DHT/Pastoral Team tagged.</p> <p>Tutors will be sent a link to the relevant Clear Care form which will detail the action they are required to take.</p> <p>Tutors should update the form with a record of the discussion with the pupil and tag Pastoral Team when re-submitting the form.</p>

<b>Level 3</b>		
<b><u>Behaviour</u></b>	<b><u>Suggested Strategies</u></b>	<b><u>Reporting/Actions</u></b>
<ul style="list-style-type: none"> <li>• Fighting</li> <li>• Deliberate injury to staff/learner</li> <li>• Threatening behaviour</li> <li>• Stealing</li> <li>• Sexually inappropriate behaviour</li> <li>• Leaving the school site</li> <li>• Discriminative language/behaviour</li> <li>• Extreme vandalism</li> <li>• Bullying</li> <li>• Unlawful behaviour</li> <li>• Health &amp; Safety Risks</li> </ul>	<p><b>Staff should always employ strategies identified on a pupils' individual plan as being effective for that pupil.</b></p> <p>As above +</p> <ul style="list-style-type: none"> <li>• Notify on duty staff/SLT</li> <li>• Involvement of other agencies – Police, Social Care</li> <li>• Mediation</li> <li>• Restorative Justice</li> <li>• Timetable change</li> <li>• Exclusion</li> <li>• 1 to 1 intervention</li> </ul>	<p>Completion of the relevant Clear Care form on the same day and DHT/Pastoral Team tagged.</p> <p>Clear Care forms include:-</p> <ul style="list-style-type: none"> <li>• Absent or Missing – School</li> <li>• Accident or illness – School</li> <li>• School Physical Intervention Pt1,2,3</li> <li>• Incident School (Level 3 but no PI)</li> <li>• Safeguarding School</li> <li>• Self-Harm – School</li> <li>• School Information Report (Level 2)</li> </ul> <p>Carers/Parents informed and other stakeholders where necessary.</p> <p>Staff to be informed of outcome/action taken either via Clear Care or ISAMS</p> <p>In order for SLT to respond effectively and in a timely manner to serious incidents staff should make SLT aware asap of level 3 incidents utilising the radio system if necessary.</p>

