



West SILC Behaviour Policy





West SILC - Behaviour Policy



Aims

Staff at West SILC believe that the successful understanding and managing of students' behaviour is dependent on the ethos of the school. Behaviours are functional and acts of communication, which are meaningful because they secure a reaction from adults.

These guidelines and information are intended to inform and support staff in the management of students with behavioural difficulties and to encourage them to continually evaluate their own management of students' behaviour. The policy should be read in conjunction with our statement of positive behaviour support principles, see annex one.

The policy is intended:

- To reflect the restorative ethos of the school
- To safeguard the rights of all students in school
- To provide a safe, welcoming and happy environment conducive to learning
- To support students in communicating their needs
- To provide a supportive and non-judgemental environment for staff in which they are encouraged to be sensitive to the needs of individuals and reflective about their practice
- To help provide students with the best opportunity to manage and improve their own behaviour
- To foster an atmosphere of awareness and concern for the needs of others
- To ensure consistency of approach and support from all staff in the promotion of appropriate behaviour
- To set guidelines for all staff in promoting positive methods of reinforcing relationships and of forming community
- To ensure that our approaches are in line with the school's equalities policy

Successful behaviour management will depend on a consistent but individualised multi-disciplinary approach, working in close liaison with parents.

Challenging Behaviour

Challenging Behaviour is a term used to define a number of behaviours which:

- We may find difficult to cope with and that we do not like or want to happen.
- A student may use to achieve acceptable goals in unacceptable ways
- Are likely to threaten the physical safety and wellbeing of the student, of other students or adults
- Reinforce the student's low self-esteem
- Restrict the learning of new skills or exclude the student from learning opportunities
- Have a negative impact on the student's relationships with others

Such behaviours can include aggression, self-injury, anti-social behaviour, stereotyped behaviour and destructive behaviour.



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Staff at West SILC recognise that behaviours that are challenging may occur for a variety of reasons. They may:

- Have a biological cause
- Be the result of a medical event, including a seizure or lack of sleep
- Be the means by which a person maintains the level of stimulation or arousal they want e.g. rocking, nipping
- Be a means of communicating a range of emotions and feelings – e.g. anxiety, fear, abuse, distress, anger, frustration, discomfort or pain.
- Be a response to the environment. This could include under- or overstimulation, poor physical environment (e.g. extremes in temperature or noise levels), inconsistencies in staff including the level of their awareness and their approaches to individual needs
- Be a choice made by the student
- Be a learnt strategy to avoid something, for example work or an adult gaining their trust

Challenging behaviours may be the intention to communicate something to adults that may not always be immediately understood. For example, a student may be screaming because he/she is:

- Pleased to see you
- Unhappy
- Hurt
- Hungry
- Angry
- Full of energy
- Happy and excited

One student could use the same behaviour to express all of the above but the quality and intensity of screaming will vary according to the situation in which it occurs.

Close observation and deep knowledge of the student is essential in trying to establish the reason for the screaming. It is important that we analyse not only the behaviour, but all factors which may contribute towards it.

Where appropriate, Individual Pupil Risk Assessments are compiled based on thorough, multidisciplinary assessment of the student's cognitive ability, communication skills/style, physical ability, personality and the learner's individual needs.



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Promotion of Restorative Approaches

In line with the aims and ethos of the school, staff at West SILC want to encourage students to appreciate the ideas of co-operation and sharing, to develop their sense of self-confidence and to feel valued as individuals. Our approaches are based on:

- Restorative principles of relationship and community
- The right of students to be heard and respected through the promotion of self-esteem and self-advocacy
- The development of trust, respect and good relationships between staff and students
- Understanding that students may behave in challenging ways for a wide variety of reasons
- Understanding that challenging behaviour is a form of communication
- Recognising that the students' ability to understand the effect of their behaviour on others is dependent on their cognitive developmental level and adapt our strategies accordingly
- Providing an environment that is sufficiently flexible to meet the range of individual needs
- Liaising closely with parents and raising their awareness of the importance of restorative approaches.
- Sharing staff skills and expertise within, and across, the school e.g. through TLR role, TLGs, informal and formal CPD
- Providing the student with alternative ways of communicating needs, feelings, ideas etc.
- Ensuring that we are listening to what the student is trying to tell us and communicating in a way that the student understands
- Being consistent in our management and responses to individual students' behaviours
- Placing the emphasis on praise and rewarding students through assembly, exhibiting good work, informing parents, taking good work to person chosen by the student, star charts, certificates etc.
- Where possible, working with the student to resolve conflict, and to own their behaviour and its effects on others
- Setting clear guidelines and boundaries
- Raising students' self-esteem and helping them develop a positive self-image.
- Providing a learning environment which is positive, fun and in which staff and students can ask for, and receive, help
- Helping students develop strategies for making choices
- Providing students with opportunities for positive interaction with others in school and in the wider community
- Developing students' ability to evaluate their behaviour and work through person centred approaches



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Zones of Regulation

The Zones of Regulation is an internationally-renowned intervention which helps learners to manage difficult emotions, known as 'self-regulation'.

Self-regulation can go by many names such as 'self-control', 'impulse management' and 'self-management'. Self-regulation is best described as the best state of alertness for a situation. For example, when your child takes part in a sports game, they would need to have a higher state of alertness than when, for example, they were working in a library.

We aim to teach all of our learners good coping and regulation strategies so they can help themselves when they experience anxiety and stress.

Blue Zone: low level of arousal; not ready to learn; feels sad, sick, tired, bored, moving slowly.

Green Zone: calm state of alertness; optimal level to learn; feels happy, calm, feeling okay, focused.

Yellow Zone: heightened state of alertness; elevated emotions; has some control; feels frustrated, worried, silly/wiggly, excited, loss of some control.

Red Zone: heightened state of alertness and intense emotions; not an optimal level for learning; out of control; feels mad/angry, terrified, yelling/hitting, elated, out of control.

Use of mobile devices

Learners are discouraged from bringing mobile devices to school. However, we recognise there may be occasions, for example where learners are independent travellers, that learners may have a legitimate need to have access to a mobile device.

Learners may bring mobile devices into school, but are not permitted to use them during the school day and they should be handed in for safe keeping on arrival. Learners will be allowed access to their mobile device during educational visits that extend beyond the normal school day. The school accepts no responsibility or liability for damage or loss to any mobile devices brought to school.

Any use of mobile devices in school by learners must be in line with the school's acceptable use agreement.

Any breach of the acceptable use agreement by a learner may trigger disciplinary action in line with the school behaviour policy, which may result in the confiscation of their device.



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Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Homophobic Bullying, Racist Bullying, Trans Bullying, On-line bullying, Child on Child bullying, Gender bullying, SEND bullying *et cetera*.

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.



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Sexual harassment and violence

We want everyone to feel included, respected, and safe in our school. We will not tolerate verbal abuse, which includes name-calling and sexist comments. Addressing inappropriate comments can be an important intervention that helps prevent problematic, abusive, and/or violent behavior in the future. Therefore, we operate a zero-tolerance approach to this behavior, to sexual harassment, and to sexual violence.

Sexual harassment and violence are never acceptable and will not be tolerated at any level. However, our response, in line with our restorative approach, will be proportionate, supportive, and dealt with on a case-by-case basis, with the SILC making a final decision on the response.

All members of the school's community have a duty to tackle this issue; we will inform and involve parents and carers in any incident to ensure the severity and impact of these behaviors are understood and addressed collectively.

Our curriculum and approach cover and model what healthy and respectful behavior toward one another looks like



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Child-on-Child abuse

All members of our school community must recognise that children are capable of abusing their peers. All incidents or disclosures must be reported immediately, children must be reassured that they are being protected and taken seriously.

All staff must make themselves aware about West SILC's policy in procedures with regards to Child-on-Child abuse.

Further information can be found in the West SILC Child Protection Policy.

Systems of Implementation

- All staff will have access to the policy
- Senior staff will give guidance on the application of the policy
- All staff will implement the policy
- The class teacher will ensure that the policy is adhered to in their classroom
- Copies of Individual Behaviour Plans will be accessible and available to other professionals working with the students in school e.g. therapists or supply staff.
- Parents will be kept informed of the process
- Methods of recording progress will be agreed with the class teacher
- Behaviour that causes concern will be recorded on Behaviour Watch (Class charts for WAIP learners) by the member of staff who witnessed it
- Relevant information regarding the strategies currently being implemented with particular students will be shared through briefings, TLG's and staff meetings
- The Class teacher will ensure that visiting professionals are informed of programmes in place
- An Individual Pupil Risk Assessment will be completed if appropriate and a Personal Handling Plan written if required. (See Care and Control Policy for further information.)
- A copy of all relevant information will be placed on the network in the student file



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Prejudicial behaviour against protected characteristics

Prejudicial behaviour against a protected characteristic is unacceptable. All staff are expected to respond and record this type of behaviour. Staff should aim to work restoratively allowing learners the opportunity to understand the impact and repair any damage. The curriculum will reinforce what healthy and respectful behaviour towards one and other looks like.

Referral and Procedural Guidelines

Regular time should be given within TLG's to share ideas on behaviour management and to discuss students who are causing concern. Such concerns should also be recorded on Behaviour Watch. When a member of staff has a concern about a student's behaviour which has become consistently difficult or persistent, the following procedure will be implemented:

- The class teacher will collect data and discuss his/her concerns about the student with their TLR in the first instance. Such data should include trends, triggers and types of behaviour where possible
- All incidents of inappropriate behaviour should be recorded on Behaviour Watch as soon as possible after the incident, by the member of staff involved in the incident
- The TLR will offer ongoing support and advice to the teacher, including support to draw up an initial individual behaviour plan and monitor its effectiveness
- Concerns that cannot be addressed in this way should be referred to SLT
- If appropriate, a referral will be made to the Educational Psychologist
- Individual Behaviour Plans will be written in consultation with all professionals, including Speech and Language Therapist and Educational Psychologists to agree strategies and interventions that address the function of the behaviour
- The draft programme will be discussed with parents/carers and monitored
- Staff in the class and TLG will meet to discuss the outcomes
- The inclusion of any form of physical intervention or seclusion in a student's programme will be by agreement with and authorised by the Principal, following consultation with parents/carers (See school policy on physical intervention)
- Further referrals to professionals (e.g. clinical psychologist) will be made if necessary



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Use of Rewards and Sanctions

Rewards may be used as a means of encouraging a student to engage in more appropriate behaviours

- The reward needs to be something that increases the frequency of the behaviour we are trying to encourage
- Different students find different things rewarding. What an adult considers to be a reward may not be what the student perceives to be a reward
- It is important to find out what is rewarding to the student through observation and by trying things out
- Rewards need to be immediate
- Rewards must be possible
- Rewards earned should not be removed as a sanction

Sanctions are an agreed approach to dealing with a behavioural problem and are only useful when there is a shared understanding of why they are being implemented. Where possible, all sanctions should be agreed with students through restorative work on relationships and community.

- Strategies and approaches will be clearly outlined when an agreed sanction is issued as part of a Behaviour Programme.
- Students will be given clear warnings of a permitted sanction before it is implemented. The student should have some understanding that their behaviour is unacceptable and the sanction must be meaningful to them.
- Sanctions must be brief, realistic and administered on an individual basis.
- Sanctions will only be carried out by agreed members of school staff
- Verbal reprimands should not be defamatory or derogatory and should refer to the behaviour not the student. They should reflect the feelings of those involved through affective language.

Where possible, avoidance of the need for sanctions is the most useful strategy. This could be through:

- Increasing supervision if there are specific times at which a difficult behaviour is occurring
- The reason for this particular behaviour and the individual circumstances need to be considered and planned action taken to avoid the triggers
- Distraction/deflection of students can sometimes be the most useful response to a potentially dangerous situation and can make the use of sanctions unnecessary
- Physical prompting to encourage an action or behaviour by a student e.g. an accompaniment to verbal instructions
- Withdrawal from the group to receive one to one support, or quiet time
- Changes to the curriculum offer



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It is completely forbidden to use:

- Any form of corporal punishment
- Any form of ridicule

Shouting may not be useful and should therefore be avoided.

Working with Families

Staff at West SILC understand the importance of working in collaboration with families to support students' academic progress and their wider personal development. Staff openly encourage a two-way dialogue through regular telephone conversations; home school diaries and face-to-face meetings.



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Reasonable force

Reasonable force covers a range of interventions that involve physical contact with learners.

All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a learner from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents/carers
- When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the learner, including SEND, mental health needs or medical conditions.



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Confiscation, searches, screening

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Confiscation

Any prohibited items (see below) found in a learner's possession as a result of a search will be confiscated. These items will not be returned to the learner.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to learners after discussion with senior leaders and parents, if appropriate.

Prohibited items include:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- any article that the member of staff reasonably suspects has been, or is likely to be used:
 - to commit an offence
 - to cause personal injury to, or damage to property of; any person (including the pupil).
- tobacco and cigarette papers (*to include e-cigarettes – see note in the 'searching of learners' section below*)
- fireworks
- pornographic images



Searching a learner

Searches will only be carried out by a member of staff who has been authorised to do so by the Principal, or by the Principal themselves.

In addition to the prohibited items list a search can be carried out for e-cigarettes or vapes, and any item that is not allowed to be in a learner's possession as part of identified control measures within their IPRA.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the learner, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the learner can carry out a search without another member of staff as a witness if:

The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and

In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the learner; or

It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the learner. During this time the learner will be supervised and kept away from other learners.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the learner is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the learner has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other learners. The search will only take place on the school premises or where the member of staff has lawful control or charge of the learner, for example on a school trip.



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Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other learners or staff at risk
- Consider whether the search would pose a safeguarding risk to the learner
- Explain to the learner why they are being searched
- Explain to the learner what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the learner the opportunity to ask questions
- Seek the learner's co-operation

If the learner refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the select appropriate Principal or Vice Principal to try and determine why the learner is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the learner.

This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the learner harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a learner's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)

Hats, scarves, gloves, shoes, boots



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Searching learners' possessions

Possessions means any items that the learner has or appears to have control of, including:

- Desks
- Lockers
- Bags

A learner's possessions can be searched for any item if the learner agrees to the search. If the learner does not agree to the search, staff can still carry out a search for prohibited items and items identified in the school rules.

An authorised member of staff can search a learner's possessions when the learner and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the Designated Safeguarding Lead (DSL)

The staff member who carried out the search should inform the DSL without delay (Behaviour Watch or CPOMS as appropriate for the learner involved):

Of any incidents where the member of staff had reasonable grounds to suspect a learner was in possession of a prohibited item as listed in section 3

If they believe that a search has revealed a safeguarding risk

All searches for prohibited items, including incidents where no items were found, will be recorded on Behaviour Watch or CPOMS as appropriate.



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Informing parents / carers

Parents/ carers will always be informed of any search for a prohibited item

A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the learner may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the learner's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the learner(s) involved. Staff retain a duty of care to the learner involved and should advocate for learner wellbeing at all times.



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Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least 1 of the learner's parents/carers to inform them that the police are going to strip search the learner before strip search takes place, and ask them if they would like to come into school to act as the learner's appropriate adult. If the school can't get in touch with the parents, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult).

The learner's parents will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

Who will be present:

This subsection and the 1 directly following apply to strip searches that involve the exposure of a learner's intimate body parts, but you may decide to follow these procedures for other searches. If so, amend these subsections accordingly.

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the learner, except in urgent cases where there is risk of serious harm to the learner or others.

One of these must be the appropriate adult, except if:

- The learner explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, and
- The appropriate adult agrees

If this is the case, a record will be made of the learner's decision and it will be signed by the appropriate adult.

No more than 2 people other than the learner and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlement and welfare of the learner
- Not be a police officer or otherwise associated with the police
- Not be the headteacher
- Be of the same sex as the learner, unless the learner specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the learner specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the learner could be seen by anyone else.



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Care after a strip search

After any strip search, the learner will be given appropriate support, irrespective of whether any suspected item is found. The learner will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the learner may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any learner(s) who have been strip searched more than once and/or groups of learners who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

Screening

What the screening arrangements entail

All learners at WAIP are screened routinely on entry using a metal wand detector. Two staff members must be present. At the point of referral learners and parents are made aware and give signed consent. The aim is to ensure the safety of all learners. At all other West SILC sites screening is used on a case-by-case basis in line with control measures identified as part of a learners IPRA

For learners with SEND the screening takes place in private area with 2 staff members present.

Learners who refuse are not allowed entry into the main area of the school and are taught away from the other learners. There is support to ensure they understand why we screen and what the process entails (hand held metal detector wands and collection of bags). Once screened they may re-join the main group.



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Monitoring Procedures

The Senior Leadership Team and the Behaviour and Attendance Lead/Centre Managers will monitor individual students through:

- Class teachers' records and briefing records
- Data from Behaviour Watch / Class Charts
- Discussions with Class teachers/support staff/parents as appropriate
- SLT will report to governors



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Malicious allegations

Where a learner makes an accusation against a member of staff and that accusation is shown to have been malicious, the Principal will respond the learner's behaviour in accordance with this policy. Allegations are recorded on the Behaviour Watch system in line with our Safeguarding & Child Protection policy.

Please refer to our Safeguarding & Child Protection policy regarding procedures for dealing with allegations of abuse against staff. The Principal will also consider the pastoral needs of staff accused of misconduct and ensure appropriate support is given.

This policy has been compiled and will be reviewed, to ensure that it is fair, does not prioritise or disadvantage any learners.

This policy will be approved by the SILC's Governing Body

This policy will be reviewed in September 2024 and bi - annually thereafter.

This policy should be read in conjunction with:

Equality ACT 2010

West SILC Teaching and Learning Policy

West SILC Online Safety Policy

West SILC Safeguarding and Child Protection Policy

West SILC Suspension and permanent suspension / permanent exclusion policy

West SILC Learner friendly behaviour policy

West SILC Care and Control policy

John Mace, Vice Principal - September 2023



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Annex 1

Statement of Positive Behaviour Support principles at West SILC

The Education and Inspections Act 2006 and the DfE guidance document for governing bodies (Behaviour and Discipline in Schools 2015) require the governing body to make and regularly review a written statement of general behaviour principles to guide the Principal in determining measures to promote good behaviour.

We, the Governing Body of West SILC, believe that all members of our school community should be able to learn and achieve in a safe, caring and therapeutic environment.

- Every student has the right to feel safe, valued and respected and learn free from the disruption of others
- All students, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to students at all times
- The curriculum is relevant to students' needs which impacts positively on behaviour
- The behaviour policy is understood by staff
- The behaviour policy is shared with students, where appropriate
- Staff engage positively with students and reward when appropriate in accordance with the behaviour policy
- Students who are able, are encouraged to take responsibility for their own actions
- The school has a restorative ethos and culture which underpins the behaviour policy
- Excellent relationships between students and staff supports and maintains good behaviour
- Staffing is generous and proportionate to the needs of the students and supports and maintains good behaviour
- The school actively promotes the 'Zones of Regulation as a way to equip learners with strategies they can use when they experience anxiety and stress



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- The school has a Learner Support Team which includes Parent Support Worker and a colleague responsible for Behaviour and Attendance. The team is available to give additional support to colleagues, students and parents to maintain and support with any issues and to support behaviour both in school and at home. This ensures a consistency of approach with regard to behaviour management
- The school works effectively with other professionals; such as the Educational Psychologist, the SILC Cluster, and CAMHS; all of whom suggest strategies to maintain and support good behaviour
- Every day at school is 'a fresh start' and all students are met with a positive daily greeting to set the tone for the day

Due to the complex needs of some of our learners there are times when staff have to work in particularly challenging circumstances.

We balance the rights of the learners with staff duty of care by providing a range of training which gives them the skills to support:

- challenging behaviour
- communication needs
- sensory needs
- manual handling
- medical/health needs
- safety and safeguarding

Given our duty of care, this written statement and the policies that stem from it and are influenced by it apply to all learners when in school and when engaged in extra-curricular activities such as educational trips and visits (residential and non-residential).

Original document: 15th January 2018.

Reviewed and updated: September 2023.