



# BEHAVIOUR FOR LEARNING POLICY

Equal opportunities lie at the heart of all that we do at Silverwood School. We are committed to ensuring that every member of the school community is given the same chance as any other to access the services and support of the school

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

This policy is designed to meet the needs of all pupils, working through pre-formal, semi-formal and formal curricula. It is inclusive of students who function at early/preverbal levels of language and communication, through to those who express themselves verbally and in writing. The policy is designed to be child-centred and to make sure as far as is possible that pupils understand what is happening in their lives, why, and what options are available to them

<b>Approved by:</b>	<b>Standards Committee</b>	<b>Date:</b> <b>17/01/2024</b>
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<b>Last reviewed on:</b>	<b>January 2024</b>
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<b>Next review by:</b>	<b>February 2025</b>
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### **Policy Objectives:**

- To provide guidance for staff, parents, governors, and other stakeholders on how we keep children, pupils and young people safe
- To provide a framework for our collective beliefs around human behaviour as it relates to children, pupils and young people
- To provide an inclusive model for our understanding of behavioural needs
- To underpin our beliefs with evidence-based practice and current research

### **Guiding Principles**

At Silverwood School we promote positive behaviour in a climate where pupils can access the curriculum, achieve success, enjoy learning, and participate in activities. Behaviour and learning are seen as interdependent and not separate. As a school we aim to provide a secure, enjoyable learning environment where expectations are clear and conflict is minimised so that everyone's self-esteem is enhanced.

### **KEY BELIEFS**

#### **At Silverwood School we believe that:**

- Children, pupils and young people want to behave well
- Behaviour is a means of communication – we must ensure that all pupils are supported to communicate their needs safely and appropriately
- With the right support and intervention, children, pupils and young people's behaviour can improve and their barriers to learning reduced.
- Mistakes are part of the learning process and we recognize that all of our children, pupils and young people are at different stages of the developmental process
- Our pupils have learning difficulties which can impact on how they learn to behave
- All adults can learn strategies to support young people to support good behaviour

### **Legislation and statutory requirements**

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation in schools](#)
- [Equality Act 2012](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils at school with medical conditions](#)

It is also based on the [SEND code of practice](#)

In addition, this policy is based on:

- [Section 175 of the Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils

- [Section 88 of the Education and Inspections Act 2006](#), which require schools to regulate pupils behaviour and publish a behaviour policy, and written statement of behaviour principles, and give schools the authority to confiscate pupils' property.

### **We adults can support the children, pupils and young people in our school by:**

- The quality of our relationships with each other and them
- The quality of our provision
- A well-informed understanding of their needs
- Observation, evidence gathering and analysis – so that our interventions are well informed and planned
- Working in close partnership with parents, carers and other professionals
- Investing time to allow children/pupils to practise and make mistakes and celebrating successes
- The scaffolding we put in place

### **The scaffolding consists of:**

Preparing to learn – Each campus has a pupil centred approach to preparing pupils to be in the best possible place to access their learning

- A Total Communication approach
- A learning environment which supports pupils to access their learning
- A Sensory Challenge Aware approach to timetabling
- A Trauma Informed approach
- Clear and realistic expectations
- Co-produced Class Rules
- Routines
- De-escalation strategies
- Rewards and consequences
- Fair and predictable responses to both negative and positive behaviour
- Reparation wherever possible and appropriate
- Descriptive praise

## **KEY BELIEFS EXPLAINED**

### **Children, pupils and young people want to behave well**

We believe that our children, pupils and young people are happy when they behave well and when that behaviour is recognised and acknowledged by adults and their peers. Children/pupils are able to behave well when their needs are well met in school, at home and in the community.

### **Behaviour is a means of communication**

How children/pupils behave gives us important information about how they are feeling. Supporting children/pupils to effectively communicate is a very important part of supporting children, pupils and young

people to behave appropriately. Children/pupils with severe learning difficulties, profound and complex needs, or wider moderate learning difficulties (MLD) will need a personalised approach to behaviour management and consideration must be given to sensory needs, pain thresholds and levels of stimulation and engagement. Children/pupils with MLD may demonstrate more age appropriate behaviour and test boundaries including experimenting with relationships, social media and substances. These challenging behaviours need to be explored in the most appropriate way.

### **With the right support and intervention**

Children, pupils and young people can learn to improve their behaviour. Children, pupils and young people at Silverwood School can find learning difficult: learning new behaviour is a task, just like learning to read or write.

### **Mistakes are part of the learning process**

We don't make a judgement about mistakes – instead we support our pupils to learn alternative ways to communicate and give them opportunities to repeatedly practice these skills.

### **Our pupils have learning difficulties which can impact on how they learn to behave**

As adults, we must consider the learning styles and needs of children, pupils and young people; we must also have realistic expectations about the rate of progress a child/pupil will make when learning to adapt or develop new behaviours. Many of our children, pupils and young people learn in small, incremental steps over a long period of time.

### **We can learn strategies to support our pupils' to improve their behaviour.**

Most adults have evolved ways of responding to pupil behaviour based on a combination of personal and professional experiences and training and experiential learning.

At Silverwood School we encourage all staff to reflect on what may be the underlying issues that drive or trigger behaviour in children/pupils, and to think about ways of responding to challenging behaviour in a non-judgemental and supportive way. Staff are supported in this process by the Behaviour Support Team and the principles of Team Teach training.

### **Adults can support our pupils by:**

#### **The quality of our relationships with each other and them**

a) Our relationships with each other are supported and developed by our Staff Code of Conduct, which provides a framework to help us to be good models of behaviour at all times for our children, pupils and young people.

b) The quality of our relationships with our children, pupils and young people. These relationships are crucial. Each adult is a significant adult for our children, pupils and young people. To foster successful, enabling relationships we need to:

- Actively build trust and rapport – they have to be earned: they're not given
- We should have high expectations for all pupils and when we demonstrate our belief in them, it supports them to succeed.
- We treat our pupils with dignity and respect at all times eg by saying 'thank you'; by communicating carefully and clearly in a way that is accessible to them and their current level of need
- Consider what might be behind the behaviour; why the pupil is behaving in this way. There will always be a reason: the behaviour is a symptom of something that we need to identify
- See things through eg consequences in place as a response to particular behaviours, both desirable and undesirable
- Keep our word – and if, for some reason, we are unable to honour a commitment to a child, pupil or young person, to communicate clearly and honestly about why this has happened
- Identify the strengths in the child, pupil or young person – identify these with the child/pupil and build on it. If a child/pupil is not able to do this, advocate for the child/pupil within the team or professional group
- Apologise if you make a mistake – you are modelling this for the pupil and this will support you to build trust and respect
- Name and manage your own emotional reactions to pupils' behaviour ie demonstrate emotionally intelligent behaviour at all times. Seek help if you are finding it difficult to manage your feelings about a child, pupil or young person
- Quietly but firmly hold appropriate boundaries for the children, pupils and young people
- Seek support from wider professional networks to problem-solve challenging behaviour
- We will always be respectful to children/pupils, we do not talk about them over their heads or in front of other children/pupils
- We are non-judgemental about children's/pupils' life experiences, but we use evidence to inform our planning for them

### **The quality of our provision:**

If we are able to meet each pupil at his/her point of need, it is more likely that challenging or unhelpful behaviour will decrease or stop. To do this we need to:

- Accurately assess the pupils' needs
- Plan to meet the pupil's range of needs specific to the plans drawn up by their professional group eg equipment, staffing, sensory needs

- Support the pupil to develop high levels of resilience and have high expectations for every child/pupil
- Support pupils to develop high self- esteem, so that they believe that they can succeed
- Frequently use positive reinforcement when things are going well and minimal feedback for low level undesirable behaviours. *Focus on what you want the child/pupil to do.*
- Know what motivates each pupil in our class and delivering a curriculum which motivates and supports pupils in developing both learning and social skills
- Personalise learning to ensure that we meet each pupil at his/her point of development
- The personal, social and health education of all pupils aims to develop personal qualities and social skills which will lead to the development and improvement of acceptable behaviours across all areas of school life, and in the wider community.
- Give the pupil feedback on progress in a supportive way that makes sense to them, focusing particularly on their achievements and what they need to do to make further progress
- Praise pupils for their specific achievements, ie descriptive praise and do this often
- Actively teach pupils behaviour for learning
- Promote positive relationships between pupils, staff and pupils and staff; dignity and respect for pupils and staff; a caring environment; fairness and consistency; tolerance and empathy.

**The scaffolding we put in place** – by this we mean all the things we do to support our pupils to manage their own behaviour successfully

### **The scaffolding**

Rules support positive behaviour. They should be:

- Few in number
- Where developmentally appropriate, agreed with children, pupils and young people
- Communicated in a way that the children, pupils and young people can understand, including visual cues, objects of reference, social stories etc.
- Stated in the positive – things we are going do
- Regularly referred to by all staff with children, pupils and young people
- Appropriate to the activity and developmental range

**Routines** support our pupils by fixing desired behaviours in their minds. They must be explicitly taught – don't assume they know them. You will need to teach routines for **all** activities. The more consistency there is over routines, the easier it is for our pupils. Routines also support behaviour for learning.

### **The language of choice**

This is part of helping our pupils to learn to take responsibility for their behaviour. We actively encourage them to choose the right thing to do and, where appropriate, explain the consequences of their choices, both good and bad.

We use specific descriptive praise when we see them making a good choice – we can never do too much of this.

Where appropriate, we link consequences to the choices they make, to help them make the best choice.

This communication:

- Increases pupil's sense of responsibility
- Regards mistakes as part of learning
- Removes the struggle for power
- Is positive
- Where appropriate, overtly links responsibility, choice and consequences
- Helps pupils to manage their own behaviour
- Increases independence

## **Rewards and Consequences**

### **Rewards**

- Descriptive praise; spoken and non-spoken
- Symbolic rewards
- Communication with parents and carers to inform them of the behaviour or achievement
- Special responsibilities/privileges
- Preferred activities above and beyond the scheduled daily activities (eg sensory room, bike, IPAD, choosing time)
- Displays of achievement – WOW Boards
- Celebration assembly

Rewards are linked to positive choices and achievements. They focus on the specific behaviours we wish to improve or encourage.

### **Consequences**

1. We do not believe in sanctions or punishment. We use consequences to turn a negative into a positive learning experience.

Behaviour	Consequence
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A pupil disrupts an activity or behaves in a way that makes others feel unsafe	<p>Pupil has a break.</p> <p>Pupil is supported by an adult to consider their behaviour.</p> <p>Pupil is supported to apologise to the groups/person and carries on with the activity.</p>
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2. It is important for our pupils to clearly link a specific behaviour with its consequence.
3. The consequence needs to be a natural consequence, which makes sense to a child/pupil.
4. It is also important for adults to review what has happened. Was there anything that could have been done differently to support this pupil to manage better? What was the pupil trying to communicate through this behaviour?
5. We believe that it is not the severity of the consequence but the certainty that it will happen.

**Reparation** means repairing relationships, or ‘making good’ in some way

We believe that pupils should always be given the opportunity to repair, and that they want to do this. We do not believe in the concept of punishment, because it focuses the pupil’s mind on the punishment, rather than what s/he did. This frequently leads to children, pupils and young people feeling angry about the punishment, rather than thinking about the effect of their behaviour on others.

Where developmentally appropriate, we support our pupils to take responsibility for what they have done and to repair it with the other person(s) involved/affected.

We believe that, with the right support, pupils can be supported to repair: we cannot make assumptions about what children/pupils feel. Unresolved difficulties can make pupils very anxious and this can cause behaviour to escalate or become habitual.

Restorative meetings can be used where staff deem that children/pupils have the cognitive ability for them to be affective.

### **Descriptive Praise**

If we tell people what it is exactly that we like about what they are doing, we are reinforcing the behaviours we want to promote, eg

‘I liked the way you came the first time I asked.’

‘I noticed how kindly you supported \_S\_. Thank you.’ ‘Thank you for returning to the activity so promptly.’

We are also giving them positive feedback and personal recognition. This raises their self-esteem and leads to improved behaviour. The use of descriptive praise is a feature of the school’s language.

Descriptive praise supports behaviour for learning.



Spoken praise creates a positive atmosphere, whether it is delivered to an individual pupil or to a group of pupils. It can be reinforced by whole class and/or whole school recognition of the achievement. Non-spoken praise can be indicated by smiles, 'thumbs up' and Makaton signs.

### **Pupils with exceptional behavioural needs**

The majority of pupils at the school will respond positively when staff work within these guidelines but some of our pupils need additional support to learn to manage their behaviour.

We do this by:

- Working in line with this Policy
- Putting in additional scaffolding, tailored to the specific needs of each pupil
- Multi-agency review
- Observations of pupil behaviour
- Medical investigations to ensure that the pupil is not in pain or unwell
- Making the routines/strategies more detailed
- Drawing up a Risk Assessment and Positive Handling Plan detailing action to be taken when identified behaviour occurs. This is shared with the pupil, parent and other staff
- Drawing on additional resources from beyond the school, eg CAHMS, Educational Psychology, Occupational Therapists, Physiotherapists, Speech and Language therapists, medical specialists
- Parental and family support to implement changes in strategies

Some pupils need very specific and detailed planning, which could include a shortened day, off-site education or home-based learning. When significant adaptations are made to a pupil's learning day, we always plan jointly with the parents and carers and the Multi Agency Support Team, the Local Education Authority and external agencies.

### **Bullying (including Cyber-bullying)**

- We do not tolerate bullying
- We teach our pupils and staff about bullying
- Bullying should **never** be ignored
- **All** instances of bullying must be recorded
- Parents and carers should be informed by staff promptly if their child/young person is involved in a bullying incident.
- Every instance needs to be addressed, in line with this policy, with each person involved taking responsibility for his/her actions, apologising and agreeing to stop/change the behaviour causing concern

- Our pupils and staff will be supported to develop age appropriate levels of e-literacy so that they are able to keep themselves safe on-line and report cyber-bullying

Further guidance is available in the school's **Anti-Bullying Policy** which is available on request from the school.

### **Discriminatory language/incidents**

- Although quite rare, incidents which include elements of racism, homophobia, sexism or those which are related to disability, gender presentation or religion are **not acceptable** within our school's community
- They should be dealt with in line with this Policy with further advice and a coordinated response from Senior Leadership Team
- They **MUST** be recorded appropriately, including all follow-up action
- Some children/pupils use discriminatory language without understanding its impact and this must be viewed as an opportunity to teach children/pupils how to be respectful to each other

Further guidance is available in the school's **Equalities Policy** which is available on request from the school.

### **Monitoring**

Behaviour incidents are recorded and monitored for patterns of behaviour so that it can inform interventions and staff training.

### **Suspensions**

We do not believe that suspensions or exclusions are the most effective way to support pupils with SEND, and we will always try to adapt and personalise provision for all of our pupils in order to ensure that they are able to access education.

However, in exceptional circumstances it may be necessary to suspend a pupil for a fixed time period and this would always be considered very carefully.

Exceptional circumstances include, but are not limited to:

- Incidents where the safety of the pupil, other pupils or staff is seriously compromised
- Incidents of knife crime or the deliberate use of weapons in school
- Incidents of involving illegal drugs
- Incidents of sexual violence
- Incidents of significant deliberate damage to property

Decisions to exclude pupils are made on an individual basis and should always be a reasonable and measured response. Parents will be contacted at the earliest opportunity in the process and pupils will continue to be supported in their learning whilst they are on exclusion/suspension. There will be a reintegration meeting before the pupil returns to school to allow for the best possible outcomes to be achieved moving forwards.

The Local Authority and Education Welfare Service will be made aware in order to support the pupil and child as fully as possible whilst the pupil is out of school.

Suspensions can also be managed internally and a pupil may be removed from class or setting for a fixed period of time.

### **Permanent exclusions**

It is extremely rare for pupils at Silverwood School to be permanently excluded. This is not a decision that would be made in isolation, and is ultimately the responsibility of the Governing Board.

In the event that we are not able to meet the needs of an individual pupil, we will ***always aim*** to work with the pupil, their family and Local Authority to identify a suitable alternative placement for a managed move.

All exclusions will always be reported to the Local Authority and, where appropriate, the allocated social worker or Head of the Virtual School .

Parents retain the right to appeal against Exclusion, further information of the appeal process will be issued with the Exclusion Letter.

This policy should be read in conjunction with the Physical Intervention Policy

At Silverwood School, we hold our key beliefs at heart:

Children/pupils want to behave well.

Behaviour is a means of communication

With the right support children/pupils can be helped to improve their behaviour

### **Associated Resources and Links**

Link to **behaviour checklist**:

<http://www.education.gov.uk/schools/pupilsupport/behaviour/a00199342/getting-the-simple-things-right-charlie-taylors-behaviour-checklists>

Link to use of **Reasonable Force** – advice for Head Teachers, Staff and Governing Bodies

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

Link to **Screening, Searching and Confiscation** – advice for Head Teachers, Staff and Governing Bodies.

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

Link to **Exclusions Guidance** <https://www.gov.uk/government/publications/school-exclusion>

Link to **Safeguarding**

<http://www.education.gov.uk/aboutdfe/advice/f0076882/ensuring-good-behaviour-in-schools/allegations-of-abuse-against-staff>

## **Mechanical Restraint at Silverwood School**

Any form of restraint must be lawful and based on individual circumstances. It should be consistent with the core values and key principles of the school's policy and the DFES document "Reducing the Need for Restraint and Restrictive Intervention" 2019.

Any restraint is always undertaken in the best interests of the pupil; is part of an appropriate assessment of risks; is proportionate to the risks and will be used for no longer than is necessary.

Mechanical restraint involves use of a device to prevent, restrict, or subdue movement of a person's body with the aim of controlling their behaviour.

On occasions, and as part of a planned response to pupil safety, it may be deemed necessary to use one of the following forms of mechanical restraints:

- Walking reins
- Wrist bungee
- Seatbelt locks\*
- Buggies and pushchairs with safety belts
- Harnesses in transport\*

\*These two systems are used in conjunction with emergency release resources and protocol.

Staff are very clear that these form part of a risk assessment and are only used when there is a clear risk to self or others and when there is no other appropriate technique or resource available to maintain a pupil's safety.

The use of any of these mechanical restraints form part of the school's risk assessment Positive Handling Process. Parents are always informed if their child may need this intervention as part of their ongoing risk assessment.

On occasions some children with severe cognitive impairments, will be provided devices such as arm splints or cushioned helmets to safeguard them from the consequences of their behaviour, or to limit self-injurious behaviour of high frequency and intensity. When this occurs, this is completed by a specialist external agency, following considerable assessment and permission with parents.

The frequency of the use of these mechanical restraints are documented on a "High frequency log" and the assessed and evaluated by Senior staff to reduce the need of this intervention.