



Relationships

Policy

*Our unique approach to
Behaviour Management*

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Relationships Policy:

Our unique approach to Behaviour Management

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School Ethos

Purpose

To enable our learners to overcome the barriers of SEMH and to be ready for the world beyond Silverdale, equipped to achieve their goals in life.

Our Beliefs

- *We believe that every person in our school is an individual of equal value and deserves to be treated with respect*
- *We believe that every decision we make and everything we do is to make life better for our pupils*
- *We believe that our role in managing behaviour is to enable our pupils to manage it for themselves*
- *We believe that every pupil must get the very best education so that they can reach their potential and have the future they deserve*
- *We believe that our school is exceptional, and our pupils deserve to have this recognised.*

Our Three Key Areas

Our Welcome

How to make each learner feel welcome, included and accepted

How to ensure that learners and staff remain safe and secure in school

How to celebrate differences and uniqueness

How to foster outstanding relationships between staff and pupils

How to ensure that learners are able to self-regulate and are ready to learn

How to create strong links with families/carers and multi-agency teams to provide an holistic support network for our learners.

Our Curriculum

How to develop an holistic, rounded curriculum, that is challenging and accessible for all

How the curriculum develops skills to promote good social, emotional and mental health

How to support staff in developing innovative offerings in teaching & learning

How to track progress and challenge ourselves to achieve the best outcomes for each learner

How the curriculum is tailored to individuals to allow them to achieve their stated goals

How we use assessment tools to make a timely determination of the right post Silverdale route for each learner

Our Career Offering – for pupils AND staff

How we understand the needs and aspirations of each learner and enable them

How we maximise success in each post-Silverdale placement

How we provide effective and customised career guidance and work experiences

How we provide exceptional career experiences and development for our staff

How we develop strong, supportive team environments among all staff

How we maximise staff wellbeing.

1. Legal Framework

Silverdale School recognises its duty under the Education and Inspections Act 2006 to establish and maintain a behaviour policy for the school and to ensure that functions are carried out with a view to safeguarding and promoting the welfare of children in accordance with the Education Act 2011.

This policy has due regard to the Department for Education (DfE) guidance and government legislation including, but not limited to, the following:

- DfE (2021) 'Keeping children safe in education 2021'
- DfE (2013) 'Use of reasonable force'
- DfE (2017) 'Exclusion from maintained schools, academies and pupil referral units in England'
- DfE (2022) 'Behaviour in schools'
- Education Act 1996 & 2011
- Equality Act 2010
- Education and Inspections Act 2006.

2. Roles and Responsibilities

Governors:

- Ensure that the Relationship Behaviour Policy is in place and is reviewed and updated
- Ensure that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation
- Handling complaints in regards to this policy, as outlined in the school's Complaints Procedures Policy.

The Head teacher:

- Oversee the implementation of the Relationship Behaviour Policy, evaluate and share its success with staff and report to Governors on its implementation
- Monitor behaviour on a regular basis, by reviewing the incidents log on BehaviourWatch
- Establish the standard of behaviour expected by pupils at the school.

The Leadership Team:

- Ensure that all staff deal with behaviour in a calm and restorative manner
- Making sure that the Behaviour Policy is active and that areas of concern are shared with staff
- Staff are supported in implementing strategies to support pupils
- The Pupil Profiles are in place for all pupils and are regularly monitored and evaluated
- Training is offered and up to date for all staff.

Whole School Staff:

- Adhering to this policy
- Promote a supportive and high-quality learning environment and setting high expectations for every pupil
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs
- Keeping the appropriate line managers informed of any behaviour concerns and incidents
- Ensuring that all incidents are recorded and logged within the appropriate time scales.

Pupils:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Parents/Carers:

- Informing the school of any changes in circumstances which may affect their child's behaviour.
- Supporting the school in the full implementation of this policy, including the use of school actions.

3. Staff Training

We are committed to training all relevant staff in effective behaviour management including the principles and purpose of our policy, our legal responsibilities, how to recognise and de-escalate behaviour of concern and where to seek support.

4. Our Unique Approach to Behaviour Management

Silverdale School believes that it is important to help students develop skills so that they can manage their own behaviour to be ready to go out into the world and become successful and resilient members of society. Many of the students who attend Silverdale School have had to face trauma and challenges that could be described as Adverse Childhood Experiences.

Silverdale School is on a journey to understand the whole child so that staff can offer support using the right strategies to meet that individual child's needs. Children have a physical response to distress as well as an emotional reaction and we are developing our understanding of how best to support a child so that they feel safe and calm. Once the child is settled and feels safe staff will review incidents and problem solve with the child to move behaviour responses on into positive reactions.

We value our children and their families so the physical environment and curriculum is a high priority and maintained to the highest standards. We aim to deliver high quality interactions between adults and students and consistently highlight, praise, reward and celebrate appropriate behaviour, positive actions and achievements. External areas have been developed to provide stimulating and engaging places for our young people to socialise and play.

5. Developing Positive Relationships

Silverdale's aim is to develop a positive and trusting relationship with our students and their families so that we can best understand what they need and how we can tailor and offer support. We start by forming effective and positive relationships with all students in the school and extending a warm welcome to families. Together we use a range of strategies to help develop positive relationships with our students:

Link Workers:

- The first point of contact with parents/carers and the student
- Works directly with parents/carers and all outside agencies directly linked to the student
- Ensures all information is shared appropriately with parent/carers, all staff and agencies involved with the student
- Responsible for producing and updating the Pupil's Profile
- Set up and attend meetings, which may include outside agencies who are involved with the students, in regards to their holistic development.

Whole School Staff Approach:

- Parents/carers will be consulted on a regular basis through emails, phone calls and text messages via the student's Link Worker. If your child attends the Additional Resourced Provision (ARP) key staff in your child's class will also be a main point of contact alongside the Link Worker
- All staff attend daily briefings to report on, record and problem solve student's behaviour and incidents, as well as pass on any significant information.
- All adults will demonstrate and model positive behaviour and attitudes to support and encourage students
- Collaboration amongst all staff to establish a united approach is in place providing consistency and reassurance for all.
- Staff encourage 'student voice' through discussions and pupil surveys to develop and improve the school's offer. Their feedback is valued and respected.

6. Behaviour & Learning Tracking Systems

Monitoring Behaviour and Learning Targets:

Individual Behaviour Plans (IBPs), Individual Learning Behaviour Plans (ILBPs) and Pear Tree are systems used to measure the progress of student's learning and behaviour. These systems are collated into the pupils 360 holistic data to inform next step targets for the students.

Risk Assessments, Annual Reviews and Provision Maps:

Documents which are initially created using information generated via referral and admission procedures, including discussions with parents, carers, any other adult with parental responsibility (e.g. social worker), other local authority representatives and medical practitioners (where appropriate). Additional evidence, associated with early observations, experiences and conversations with the individual child, is incorporated, as soon as possible.

Where new information is brought to the attention of a member of the Leadership Team, including the development or end of risk-taking behaviours, details will be communicated to relevant staff, as soon as reasonably possible; and the individual risk assessment and/or behaviour management plan will normally be reviewed, updated and redistributed (where appropriate). All relevant staff are obliged to familiarise themselves with the current documents for every child they are likely to have responsibility for educating, engaging, supporting or supervising.

Pupil Profiles:

Pupil profiles share information provided by their parent/carers and their previous school, all staff have access to this.

BehaviourWatch:

BehaviourWatch is an online platform which allows staff to efficiently record and track significant incidents, pertinent information, child protection concerns, risk assessments, contact between parent/carers and outside agencies and record any first aid given. This is analysed for patterns or trends and then addressed through the Head teacher, Governors and key staff.

Attendance:

Attendance is monitored and tracked. Student's attendants which are highlighted as a cause for concern and impacts on their behaviour and learning will be addressed through the appropriate means. Good attendance is rewarded systems in place.

Please see the Student Attendance Policy (SILVP0072) for more information.

7. Behaviour Approaches & Self-regulation Development

The PACE Approach and THRIVE Approach

The Playfulness, Acceptance, Curiosity and Empathy (PACE) Approach and the Thrive Approach are nurture approaches that has its basis in neuroscience, attachment and child development in order to help support the child's overall social and emotional development. These approaches are embedded across the full day as well as targeted session for individuals who may require additional interventions.

Sensory rooms

Silverdale currently has four sensory rooms across different departments, they provide a physical and mental stimulus to help pupils improve their visual, auditory and tactile processing, as well as fine and gross motor skills. By providing and comfort, sensory rooms help students learn to self-regulate their behaviours. Individual classes additionally offer sensory boxes which can be used in class.

Calm Chair

Calm chairs offer a safe place where students can go and use as time out. Calm chairs can also be used as a safe place when positive handling is being used.

Gardens

The school gardens are becoming a positive environmental education tool. Through gardening, students become responsible caretakers and learn how to take responsibility for their environment and develop their team-working skills. Beyond academics, the garden provides broader life lessons including contributing to students' knowledge of how to maintain a healthy lifestyle when they grow and harvest fruit and vegetables. Gardens allow schools to create a space that promotes outdoor learning experiences and stimulates the senses.

8. Praise, Rewards & Positive Reinforcements

Praise and rewards is key to making pupils feel valued and ensuring that their efforts are celebrated. Recognising achievements and celebrating progress helps to motivate and encourage students to continually demonstrate positive behaviour and develop in school.

General praise, rewards and incentives across the school include:

- Verbal praise
- Stickers and stick charts
- Awards and Certificates
- Reward trips – weekly and termly (offsite)
- 'golden time' – a range of reward based activities
- Sporting events
- Virtual bank accounts
- 'Dojo Points'
- Golden boxes which include small toys when the student has reached their targets (departmental)
- Residential trips

Circle Time

An important part of Silverdale's Upper School and the Oasis day are the daily assemblies known as 'Circle Time'. The philosophical rationale of the Circle is that all are equal therein. Both adults and students have, in theory, equal access to Circle and all are encouraged to participate fully, regularly and positively before going off to lessons. The Circle also has a practical use in that it is used as a forum for reflection, discussion, the sharing of information, plus an opportunity for calming down before the dispersal of classes.

The use of the Circle is varied and it may appear differently in the various school departments, but the principles are the same:

- The rules of the Circle
- Transitional time
- Information dissemination
- Certificate ceremony
- De-briefing of previous session

Tutor Time

Tutor time is also used in the morning for the Oasis and the afternoon for Upper school. The principles of the tutor time are similar to those of Circle time; reminder of rules and routines, transitional times, certificates (students who were absent from circle) and briefing/de-briefing.

The Points System

8	Friday		
Lessons	Work	Behaviour	Total
Maths			
Art			
PE			
ICT			
Social Time			
I will follow staff advice and instructions.			

The points system is designed to support and promote positive behaviour of students within school. It reinforces our belief that *“every person in our school is an individual of equal value”* and the system is used in the

formal setting of the classroom.

In each lesson students are awarded points for positive behaviour and a good work ethic. They can earn:

- a maximum of 5 points for positive behaviours (including meeting their individual behaviour targets)
- a maximum of 5 points for work related targets

Students' individual targets will be agreed and set by analysis of their behaviour using behaviour descriptors and all staff are involved in the discussions around setting the targets. Students are given two achievable small step behaviour targets which correspond with their EHCP outcomes. Targets are recorded on the point's card and teaching and learning staff refer to them in daily sessions.

At the end of the session the points are allocated according to whether:

- Individual targets have been met
- Work has been completed
- Behaviour has been appropriate and positive.

The points are written onto a portable card (shown above), which students are responsible for looking after throughout the school day. The points are also recorded on an electronic points system and it is the duty of each member of staff to enter the points on the system promptly and before the end of the school day.

The points are totalled and all students meeting or exceeding the set thresholds earn the right to take part in Social Time (see below) as well as access to extra-curricular activities offered during the daily break time sessions.

Feedback from the Points System is regularly given to parents/carers via the Link Workers. An explanation of the Points System forms part of the students' induction on entry to Silverdale School.

Virtual Bank Accounts (excluding the ARP)

Each student has a virtual bank account which is updated weekly by their Link Worker:

- If a student earns “double 5s” in a lesson as part of the Points System, they receive £0.20 into their virtual account.
- If a member of staff nominates a student as a “Worker of the Week” during the Circle for positive behaviour or a good work ethic in the previous week, the student earns £0.20
- If a student gets a “Special Mention” during the Circle from a member of staff for a good deed or exception behaviour, they also earn £0.20.

Good attendance is rewarded at the end of each half term:

- For attendance of 95% and above, students earn £2.50.
- For 100% attendance they earn £5.00.

At the end of the school year, for 100% attendance they earn £20.00.

Social Time

Social Time is used to give our students the opportunity to:

- Interact with others around them in a healthy way
- Develop friendships
- Develop communication skills
- Build self-esteem
- Soothe anxieties
- Grow the all-important staff-student relationship.

9. Supporting & Understanding Pupil Behaviour

All staff have some form of SEMH training and recognise that there is often an underlying reason for a pupil who displays challenging behaviour. Staff will always work with pupils, parents and, where appropriate other professionals, in order to identify the causes/reasons for the behaviour and seek to put strategies in place to support pupils such as:

- Early intervention/distraction/diffusion
- Behaviour reminders/use of voice intonation/visual cues
- Social Stories
- Time Out – timed and supervised by staff in the classroom or if necessary a different area where pupils are supported to reflect on their actions during this time
- Ongoing risk assessment updates
- Physical intervention (see below)
- Exclusion – in some exceptional circumstances, and when all other measures have been unsuccessful, it may be necessary to exclude a pupil from school. This process will be carried out in line with Exclusion Guidelines

Repair and Reflect

It is also important for pupils to begin to understand. Repair and reflect is a communication tool used to help a student to understand the severity of their actions and behaviour. Repair and reflect can only take place once a student is calm and regulated.

School Actions

School may take actions to address student's negative behaviours which can take the form of the following:

- Apologies
- Time out (in or out of the classroom)
- Time out with the Behaviour Lead
- Reflection during break time
- Completing tasks/catch up work
- Limited access to outside space (health and safety)
- Escorted in social situations (Health and Safety)
- Money taken from the virtual bank account to assist with repairs or replacement
- Differentiated activity space
- Meetings with parent/carers
- Internal / External Exclusion

Punishments that are humiliating or degrading will not be tolerated.

Students may not be excluded from school trips/experiences due to poor behaviour if these trips/experiences are part of the curriculum. However, if the child's behaviour means that they themselves or others will be put at risk during a trip/experience, then a risk assessment will be completed to decide if they are able to attend or not. All risk assessments, and subsequent decisions made, would be completed by the appropriate staff.

Positive Handling

We use positive handling as a last resort, when 95% de-escalation has not been successful. Staff at Silverdale School have been trained in how to use positive handling safely and this training is regularly refreshed and reviewed. See our 'Positive Handling & Complaints Procedures Policy (SILVP0061)'.