



Behaviour Management Policy

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Last Review: May 19th 2015

Next Review: May 19th 2017

POLICY NUMBER

SILVP0010 190515

Silverdale School's aim is to teach its students, through enhanced self-esteem and self-responsibility. That is to allow and expect all students to manage their own behaviour. This is done by creating an environment where personal and social development is not only paramount but all pervasive.

We use every means available to encourage self-esteem through the quality of the physical environment and curriculum as well as through the quality of the simple daily interactions between adults and students and the constant highlighting of appropriate behaviour, positive actions and achievements.

We use many ways and means to achieve the overall aims:

- 1)** Primarily we set out to make firm, positive relationships with the students of the school. One way this is done is through a Linkworker system and it starts as early as the preliminary visit of the new student to the school. The Linkworker has a remit for working directly with those who have parental responsibility for the student and takes special interest in the progress of their tutees.
- 2)** A major part of our policy is to work, through discussions with parents on behaviour management. When specific, undesirable behaviour e.g. bad language, petty theft, is becoming particularly problematic for the school, the school will use specific, appropriate and collective action in partnership with parents to improve this.
- 3)** Parents will be visited and consulted on a regular basis.
- 4)** There will be regular discussion through weekly, formalised meetings with staff on pupil behaviour. If and when necessary these discussions will be more frequent.
- 5)** Through the Linkworker system and in other ways students will be encouraged to take part in discussions affecting the day to day organisation of the school as well as comment on any problems caused by specific behaviour.
- 6)** The principles of the personal and social development strand in school will be implemented by all staff including at breaks and lunch times.
- 7)** In Silverdale School all adults will be role models for our students and will demonstrate behaviour and attitudes which will not exacerbate the emotional and behavioural problems of the students.
- 8)** In Silverdale School the resolution of conflict is deemed essential. All conflict will be sensitively and thoroughly dealt with so that all parties feel they have been heard and the matter will be mutually laid to rest.

9) There will be a high collaboration amongst all staff at all times so that a united approach to problematic behaviour can be achieved.

10) The school will operate in a flexible way so that the individual needs of the child can be paramount.

11) Behaviour will be recorded regularly and when necessary so that the patterns and progress can be monitored and discussed with parents and professionals.

12) The school has a written attendance procedure and attendance is discussed weekly. Absences will be acted on through the Linkworker system. Good attendance will be rewarded appropriately.

13) In Silverdale we only use positive handling as a last resort (see restraint and complaints procedure policy), however when this is required it is undertaken with the child's best interest at heart. All staff at Silverdale have been trained in team teach and this training is regularly reviewed.

A student will only be held for one of the following reasons:

- When a child is endangering their own safety
- When a child is putting another student at risk
- When a child is trying to damage school property.

We want the best for our students and therefore every measure will be taken to prevent behaviour, which would be detrimental to their progress and the progress of others. However, when the school is working with the self-concept, the notion of punishment and rewards is a difficult area. Straightforward, gross misdemeanour is simply dealt with and can involve a range of strategies e.g. informing parents, short term exclusion to allow a 'cooling off' period, in severe cases other appropriate, official action may be taken.

In Silverdale School we believe that the behaviour of the student is a symptom of problems and rather than treat the symptom we should treat the cause of the problem with understanding and sympathy. In Silverdale School our Behaviour Management Policy relies on a sound pastoral system involving personal relationships and flexible, appropriate, individual responses to behaviour.

This policy will be discussed with parents. It will be reviewed annually in the Autumn term and it has been drawn up and agreed in a collaborative manner by all staff in Silverdale School.