Behaviour Policy

Our Supportive Approach to Behaviour Management

DOC NO:	SILVP0010		
SOURCE:	SCHOOL	**DATE CREATED:**	10/11/2023
TYPE:	POLICY	**DATE RATIFIED:**	17/07/2025
STATUS:	STATUTORY	**REVIEW DATE:**	17/07/2026

Contents

School Ethos

1. Legal Framework
2. Roles and Responsibilities
3. Staff Training
4. Our Supportive Approach to Behaviour Management
5. Developing Positive Relationships
6. Behaviour and Learning Tracking Systems
7. Behaviour Approached and Self-regulation Development
8. Praise, Rewards and Positive Reinforcements
9. Supporting and Understanding
10. Suspensions and Exclusions
11. Review

This policy should be read in conjunction with:
- **Students Attendance Policy** (SILVP0072)
- **Child Protection & Safeguarding Policy** (SILVP0001)
- **Staff Code of Conduct***
- **Staff Mobile Phone Policy** (SILVP0141)
- **Positive Handling & Complaints Procedures Policy** (SILVP0061)

* Annex 2 of the Staff Disciplinary Policy (SILVP0016) and the Staff Hand Book.

School Ethos

Our Purpose:

To enable our children to develop skills and strategies to help them 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.

Silverdale Three Key Areas:

Our Welcome aims:

To make each learner feel welcome, included and accepted.

To ensure that learners and staff remain safe and secure in school.

To celebrate differences and uniqueness.

To foster outstanding relationships between staff and pupils.

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

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

Our Curriculum aims:

To develop a rounded and holistic curriculum that is challenging and accessible for all.
To develop skills to promote positive social, emotional and mental health.
To support staff in developing innovative and effective approaches in teaching and learning.
To track progress and challenge ourselves to achieve the best outcomes for each learner.
To tailor the curriculum to individuals to allow them to achieve their stated goals.
To effectively use assessment tools to make a timely determination of the right post Silverdale route for each learner.

Our Career aims – for pupils AND staff:

To understand the needs and aspirations of each learner and enable them to succeed.

To maximise opportunities for success in each post-Silverdale placement.

To provide effective and customised career guidance and work experiences.

To provide exceptional career experiences and development for our staff.

To develop strong, supportive team environments among all staff.

To maximise staff wellbeing.

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 (2025) 'Keeping Children Safe in Education 2025'
- DfE (2013, updated 2025) 'Use of reasonable force'
- DfE (2024) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement
- DfE (2024) 'Behaviour in schools'
- Education Act 1996 & 2011
- Equality Act 2010
- Education and Inspections Act 2006.

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 Behaviour Policy, share, review and evaluate with staff and report to Governors on its implementation, effectiveness and any action points.
- ➢ Hold overall responsibility for quality assurance with support from the Senior Leadership Team.
- ➢ Monitor and track behaviour on a regular basis, primarily by reviewing the incidents log on Behaviour Watch.
- ➢ Set and maintain the standard of behaviour expected by pupils attending Silverdale School and Silverdale Commissioned Service.

The Senior and Middle Leadership Team:
- ➢ Ensure that all staff deal with behaviour with a calm, trauma informed and restorative approach.
- ➢ Make sure that the Behaviour Policy is active and that areas of concern are shared and addressed with staff.
- ➢ Support all staff in implementing strategies to support pupils.
- ➢ Ensure Pupil Profiles are in place for all pupils and are regularly reviewed and evaluated.
- ➢ Departmentally - ensure staff are aware of children with Safety Plans and that those plans are followed and reviewed termly.
- ➢ Training is planned, delivered, relevant and up to date for all staff.

Silverdale PRICE trainers:
- ➢ Track Behaviour Watch logs through sampling and ensure quality is assured across all logs in line with PRICE training and legal requirements.
- ➢ Monitor Behaviour Watch logs to ensure they are completed and closed within expected timeframes.
- ➢ Set up and monitor pupil and student Risk Assessments.
- ➢ Set up, disseminate and review Safety Plans for children who need a bespoke approach as part of actions to reduce restraints and provide opportunities for co and self-regulation.
- ➢ Coaching and support to ensure behaviour logs are written to a good standard and completed within prompt timeframes.

Whole School Staff:
- ➢ Adhere to this policy.
- ➢ Promote a supportive and high-quality learning environment and set high expectations for every pupil.
- ➢ Be aware of and work to meet needs, achieve planned outcomes and give support provided to pupils and students with needs relating to Social, Emotional and Mental Health difficulties.

- Appropriately share information through Behaviour Watch, Safeguarding and Briefing systems to ensure line managers are informed of any behaviour concerns and incidents.
- Ensure that all incidents are recorded and logged within the appropriate time scales.
- Attend and implement training.

Pupils:
- Do their best to regulate and appropriately manage their own behaviour both inside school and out in the wider community.
- Be open to support from staff.
- Report any unacceptable behaviour or concerns to a member of staff.

Parents/Carers:
- Inform the school of any changes in circumstances which may affect their child's presentation and/or behaviour.
- Support the school in the full implementation of this policy, including the use of school actions.
- Be open to supportive conversations with school leaders to address any concerns and problem solve for improved outcomes.

Staff Training:

We are committed to training all relevant staff in effective, trauma informed positive behaviour management approaches. Silverdale staff are trained in Protecting Rights In a Caring Environment (PRICE). Staff training includes understanding and implementing the principles and purpose of our policy, understanding our legal responsibilities, developing a high level skillset in recognising and de-escalating dysregulated behaviours, of concern and high quality repair and reflect restorative follow ups. Staff are also trained in knowing when and where to seek further support to achieve best outcomes for our children.

Our Supportive Approach to Behaviour Management:

Silverdale School believes that it is important to help students develop skills so that they can regulate and 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 staff are expected to always practice within a framework of human rights, have an understanding and awareness of the needs of those being supported and plan and prioritise for the use of primary, secondary and tertiary strategies. Staff use, as a last resort, approved restrictive and non-restrictive practices and techniques. Staff use reflective practice to change culture and reduce the use of restraint.

Silverdale School recognises that the quality of the relationships with our young people is central to staff ability to support a young person feeling distress or in crisis. The Silverdale offer is a low trauma approach that uses positive and supportive relationships to encourage children to feel safe, build trust and allow adults to regulate them, moving from co-regulation to self-regulation skills. Once the child is feeling regulated and safe, staff will review incidents and problem solve with the child to move behaviour responses on into more positive reactions in the future.

Silverdale staff are required by law to keep children safe, this may require restraint if there is risk of harm to the child, risk of harm to others, damage with an intent to cause harm and disruption to the extent it prevents the learning of the other children. All restraints are expected to be reasonable, proportionate and necessary. Staff may use such force as is reasonable in the circumstance to prevent a pupil from doing any of the following:

- Commit an offence

- Causing personal injury to, or damage to the property of, any person including the pupil themselves

- Prejudicing the maintenance of good order and discipline at the school or among pupils receiving education at the school, whether during a teaching session or otherwise.

We value our children and their families and see out community as a school family 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, relax, regulate and play.

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 plan 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.
- Work 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 Silverdale Commissioned Service, 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.

Behaviour & Learning Tracking Systems:
Monitoring Behaviour and Learning Targets:
Individual Learning Behaviour Plans (ILBPs) and Pear Tree Holistic Assessments are systems used to measure the progress of student's learning and behaviour. These systems are collated into the pupils 360 holistic data to track progress and 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 to help staff plan and provide appropriate support to pupils and students.

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 typically 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 provide information collated from parents/carers and the previous school, all staff have access to this to ensure they are aware of needs and can offer appropriate support.

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. Silverdale PRICE trainers monitor logs and offer coaching to ensure high standards and quality assurance is met. Logs are analysed for patterns or trends and then reviewed and assessed by the Head teacher, Governors and key staff.

Safety Plans:
Safety Plans are put in place to support any pupils or students who may need additional and/or bespoke responses to dysregulation and behaviours when in crisis. The aim is to keep everyone safe, reduce restraints for those pupils and students and have a plan in place to support regulation and re-engagement.

Attendance:
Attendance is monitored and tracked. Silverdale have an Attendance Strategy in place to quickly pick up and address punctuality, absence and persistent absenteeism issues. This is lead by the SLT for Behaviour and Attendance. School media and internal communications consistently highlight the importance of attendance and good attendance is recognised and rewarded.
Please see the Student Attendance Policy: SILVP0072 for more information.

Behaviour Approaches and Self-regulation Development:
The PACE Approach:
The Playfulness, Acceptance, Curiosity and Empathy (PACE) Approach and nurture approaches that have their 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 three nurture/sensory rooms across different departments, they provide a comfortable and safe place with physical and mental stimulus to help pupils improve their visual, auditory and tactile processing, as well as fine

and gross motor skills. Sensory Rooms help students learn to relax and self-regulate their behaviours. There are also sensory boxes tailored to individual needs which can be used in class and social break times.

Calm Chairs:
There are calm chairs in the corridors in each department. Children can use this space to take 'time out' or 'time in'.   If staff observe a child to be using this option they will offer a pastoral check-in, if appropriate. Staff may direct children to use a calm chair to try to help them to regulate and de-escalate a situation. In some circumstances, calm chairs will be used as a safe place to physically restrain a child for the shortest time possible in low trauma holds.

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. The gardens provide broader life lessons including contributing to students' knowledge of how to maintain a healthy lifestyle when they grow and harvest fruit and vegetables. Gardens also allow schools to create a space that promotes outdoor learning experiences and opportunities for regulation.

Praise, Rewards and Positive Reinforcements:
Praise and rewards are 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.

Examples of praise, rewards and incentives across the school include:
- Verbal praise
- Positive feedback relating to academic and behaviour progress
- Stickers and reward charts
- Awards and Certificates
- Reward trips – weekly and termly (offsite)
- Sporting events
- Virtual bank accounts
- 'Dojo Points'
- Residential trips
- Bespoke and personalised rewards

Circle Time:
An important part of Silverdale's Upper School and the Oasis day are the daily assemblies known as 'Circle Time'. In Circle students can ask for feedback from staff present in terms of their work, behaviour and efforts either academically or in relation to Behaviour. Students can also be nominated each week for special mentions and good work, the nominees are rewarded with money in their virtual bank accounts. 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 to classes. It also allows students to participate in a formal structured meeting with expectations and agendas which helps in preparation for Post 16 work experiences.

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 and expectations of the Circle
- Feedback and shout outs reinforcing positive progress and successes
- Information dissemination
- Weekly Special Mentions and Worker of the Week earning money in virtual bank accounts
- Rewards and Silverdale Community updates
- Transition to the lesson

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 points 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 Silverdale Commissioned Service)

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 to develop and maintain healthy, positive and appropriate relationships
- Develop and maintain friendships
- Develop communication skills
- Build self-esteem
- Build resilience
- Soothe anxieties
- Grow the all-important staff-student relationship
- Participate in opportunities to try new things
- Have the opportunity to follow interests
- Develop skill sets in recreational activities

Searching & Confiscation

It is our first priority to ensure that pupils are in a safe and secure environment in school. Searching can play a critical role in ensuring this and can be a vital measure to safeguard and promote staff and pupil welfare. Following guidance set out by the **Education and Inspections Act 2006** and **Searching, Screening, and Confiscation – Advice for Schools (July 2022)**, Head teachers (and staff they authorise) have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item or any other item that the school rules identify as an item which may be searched for. The list of prohibited items is:
• 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: o to commit an offence, or o to cause personal injury to, or damage to property of; any person (including the pupil).
• an article specified in regulations:
• tobacco and cigarette papers;
• fireworks; and pornographic images.

As well as prohibited items, the school does not allow the following items in the school community (banned items):
• E-Cigarettes / Vapes
•   Mobile telephones

Where we need to conduct a search for a prohibited item, the Headteacher will authorise this. The Headteacher can authorise the member of staff to search for specific prohibited or banned items or all items set out in this behaviour policy. It will be explained to the pupil what is being searched for and the reason for the search. Where the pupil does not agree to be searched, our school will consider the best way of moving forward. Depending upon the risk associated with any prohibited or banned item, the use of reasonable force may be necessary. The use of reasonable force will differ depending on whether the member of staff is searching possessions, such as a bag, or the pupils themselves. Searching should be conducted by two members of staff where possible.

The Headteacher will liaise with the Designated Safeguarding Lead regarding any potential searches of prohibited items, and this will be recorded on the safeguarding database by the person conducting the search. 11.7 Where a search for prohibited and/or banned items has been undertaken search record (Appendix 1) will be completed and uploaded to the safeguarding concern by the person who conducted the search.

In relation to mobile phones, as indicated above (and in the **Staff Mobile Phone Policy**) they are banned items and the following practice has been adopted;

- Primary and Middle students will be expected to hand over their phones at the start of the day and have them returned for home time. School preference is that phones do not come into school for young children but accept families may wish to have contact with children when transitioning between home and school.
- Primary students in exceptional circumstances, can ask to check their phone at break times in the presence of a member of staff if they need reassurance relating to a family matter.
- Year 7, 8, 9, 10 and 11 students are expected to hand their mobile phones in, on arrival to school. All students will be 'wanded' by staff using a hand- held scanner and are expected to hand their mobile phone in. Mobile phones are stored in a locked, secure area and returned to students at the end of the school day.

Supporting and Understanding Pupil Behaviour:

All staff are trained in understanding the challenges and barriers associated with Social, Emotional and Mental Health Needs and recognise that there is often an underlying reason for a pupil who displays challenging behaviour. Staff are trained to work in a trauma informed approach to work with and support pupils and students. Staff also work with parents/carers and, where appropriate other professionals, to try to identify triggers, factors and underlying causes for dysregulated behaviour and to seek to put PRICE training and strategies in place to support pupils such as:

- Interrupting the behaviour chain - an approach to identify and plan ahead strategies to prevent escalation of situations.
- Structure – establishing consistent, predictable and reliant routines providing reassurance and consequently reducing anxiety and risk of escalation of situations.
- Awareness of hot spots and triggers so that the path can be smoothed to reduce risk of escalation of situations.
- Redirect and reward – suggesting something more rewarding or that may soothe escalating anxieties. Recognise and reward when students accept the redirection and walk escalating situations back to regulated behaviour.
- Delayed co-operation – being given time for 'take up' instructions and time for processing information.
- Distraction – shift of focus from the trigger, stressor or interaction causing frustration.
- Diversion – awareness or prediction of a trigger and acting to divert before it becomes an issue.
- Hurdle help/chunking – breaking down tasks or instructions into manageable chunks and helping directly making things manageable to reduce stress or anxiety.

- Humour – releasing tension in an escalating situation.
- Affection and praise – raises self-esteem and supports the development and maintenance of nurturing, caring and supportive relationships.
- Recognition of past successes and strengths – focus on positive of how things have been dealt with successfully by the young person in previous situations.
- Prompts and signalling – verbal and non-verbal communication to support young people who are becoming dysregulated and overwhelmed.
- Proximity and positive touch – conveying messages of support and care through body language and positive touch, this can be as simple as sitting with a child showing genuine concern for them.
- Boundary setting – to help pupils and students understand expectations, reduce anxieties and keep things consistent.
- Reflection time – opportunities to pause, offer space to help the young person think and reduce anxiety. This can be supported or space given to allow the young person time to gain control of their emotions. This is often described as 'time in' or 'time out' depending upon what the young person finds supportive and helpful.
- Change of face – staff recognising they need to swap out and allow others to step in and offer support.
- Stimulus change – gently doing something silly, making a joke, singing a song to refocus and reduce tension.
- Social stories – supporting processing and understanding of social situations and providing a script and feedback to make challenging situations manageable.
- Use of voice - being mindful of tone, volume, complexity of language, cues, modelling and repeating back for processing and reassurance.

Repair and Reflect:
It is important for pupils to develop skills in reflecting upon situations with support so that they can understand risks, cause and effect and begin to make safer or more appropriate choices next time. Repair and reflect is a communication tool used to help a student to understand the consequences of their actions and behaviour. Repair and reflect can only take place once a student is calm and regulated. It is also an essential opportunity to repair any ruptured relationships between staff and children.

School Actions:
School may take the following actions to address student's negative behaviours:
- Support reparation, this make take the form of an apology or reparative gesture
- Coaching and mentoring with the Senior Leader for Behaviour and Attendance
- Access to Link workers
- Sessions with school counsellors

- One to one sessions with pastoral staff focussing on nurture and trauma recovery
- Normal School Day – opportunity to catch up on missed work during part of Rewards sessions.
- Adjusted risk assessments restricting activities off site.
- Privileges removed to leave site at lunch times in KS4, if basic expectations are not met on site, risk to go off site is deemed too high.
- Escorted in social situations to ensure Health and Safety concerns are managed and mitigated.
- Money taken from the virtual bank account to assist with repairs or replacement of deliberately damaged fittings or equipment.
- Meetings with parent/carers to try to better understand issues and challenges and to problem solve.
- Removal from class is where a pupil is required to spend a limited time out of the classroom at the instruction of a member of staff. This will be used only when all other strategies have failed unless behaviour is so extreme as to warrant immediate removal. Removal will be used to maintain the safety of all pupils and students and to restore stability following an unreasonable high level of disruption; to enable disruptive pupils and students to be taken to a place where education can be continued to managed environment and to allow the pupil or student to regain calm in a safe place. Parents/carers will be informed on the day of the incident and a Safety Plan will be put in place to support that child.
- Behaviour outside of school sanctions, Silverdale has the power to sanction students for misbehaviour outside of the school premises to such an extent as is reasonable. Consequences will be put into place for misbehaviour in any of the following:
  - When taking part in any school organised or school related activity
  - When travelling to and from school
  - When identifiable as a pupil at the school
  - That could have repercussions for the orderly running of the school
  - That poses a threat to another pupil or student
  - That could adversely affect the reputation of the school.
- Suspension – time at home following the Exclusion Policy. 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.
- Emergency EHCP Reviews to identify and try to address ongoing high level concerns.
- Professional meetings – working with multi agency partners to try to put in support and strategies to get things back on track.
- Alternative education framework – exploration of alternative settings and activities for part of the week.
- Adjusted timetables protecting the legal entitlement to education to reset, allow time to review, refresh and put further supportive plans in place.
- Permanent exclusion – permanent removal from the school roll and the child is no longer allowed to attend Silverdale School.

- Staff work from a foundation of relationship and connection so approaches to improving and addressing behaviour are primarily supportive and trauma informed. 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.

Physical intervention:
We use positive handling as a last resort, when all other strategies and approaches have failed and there is risk of harm to the child or others. Staff at Silverdale School are trained in approved restrictive and non-restrictive practices and techniques. The aim is to bring the incident to an end safely, least intrusive, minimum force for the minimum length of time, never against joints, no pain compliance, with regard for gender, medical and cultural needs using techniques that are biomechanically, anatomically and psychologically assessed.

Silverdale have PRICE trainers on staff whose role is to oversee holds, manage quality assurance relating to Behaviour Watch logs, train and refresh staff in approved techniques, review CCTV footage of incidents as needed and promptly address any training and practice needs identified for staff. Practice is regularly reviewed and updated bi-annually or as needed.

Silverdale SLT are unable to agree requests from parents and carers to have a non-restraint approach to supporting their child. Staff are legally required to use restraint to keep children safe so long as it is reasonable, necessary and proportionate. Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to prevent disruption to good order and teaching to the extent it prevents others from learning at the school or among pupils.

See our **Positive Handling & Complaints Procedures Policy (SILVP0061)**.

Suspensions & Exclusions

The school follows the guidelines set out on the DFE 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement

Guidance for maintained schools, academies, and pupil referral units in England' - September 2024.

The decision to exclude a student will be taken in the following circumstances:

a) in response to a serious breach of the school's Behaviour Policy

b) if allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.

Suspensions and Exclusions are extreme sanctions and are only administered by the Headteacher (or, in the absence of the Head, the Deputy Head who is acting in that role).

Exclusion, whether fixed term (suspension) or permanent may be used for any of the following, all of which constitute examples of unacceptable conduct, and are infringements of the school's Behaviour Policy.

i) verbal abuse to staff and others
ii) verbal abuse to students
iii) physical abuse to /attack on staff
iv) physical abuse to /attack on students
v) indecent behaviour
vi) damage to property
vii) misuse of illegal drugs
viii) misuse of other substances
ix) theft

x) serious actual or threatened violence against another student or staff

xi) sexual abuse or assault

xii) supplying an illegal drug

xiii) carrying an offensive weapon

xiv) arson

xv) unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful in modifying the student's behaviour.

This is not an exhaustive list and there may be other situations where the Headteacher makes the judgment that a suspension or exclusion is an appropriate sanction.

Exclusion Procedure:

The school follows the guidelines set out on the DFE 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England' - September 2024.

Monitoring and Review:

This policy is regularly reviewed by the Senior Leadership Team and all other stakeholders on a regular basis and recommendations are made to the Headteacher and then the Governors for further improvements. Records of incidents of misbehaviour are kept in school using BehaviourWatch systems.

Any safeguarding concerns will be forwarded to the next school. (School adhere to the 'Information sharing advice for practitioners providing Safeguarding services to children, young people, parents and carers. July'18).

The Head Teacher also keeps records of pupils suspended/excluded for fixed-terms or permanently. It is the responsibility of the Governing Body to monitor the rate of suspensions and exclusions, and to ensure that the School Policy is administered fairly and consistently.

Review

This Policy is reviewed every year but this may be earlier if the Government introduces new regulations, or if the Governing Body receives recommendations on how the Policy might be improved.