



BEHAVIOUR IS COMMUNICATION Policy

Date established by governing body
Summer Term 2024
Date for full implementation
Immediately
Date for review
Summer Term 2025

Rationale:

At Cleaswell Hill School we aim to provide a framework that reflects our insight and understanding of the complex needs of our pupils and how this contributes to their ability to self-regulate and manage their behaviour in a positive manner.

We recognise the importance of clear boundaries and high expectations which promote trusting and mutually respectful relationships.

At Cleaswell Hill, we believe that:

- All behaviour is a form of communication, or an expression of need and we aim to support pupils to understand their emotions and develop strategies that enable them to behave in an appropriate way.
- Pupils are more successful when their needs are understood and met allowing them to self-regulate and behave well, and that their effort to manage themselves and their behaviour should be recognised and acknowledged by adults and their peers.
- By supporting emotional development and self-regulating skills pupils can learn to improve their behaviour.
- Pupils need a personalised approach to support them to manage their behaviour and consideration must be given to sensory and emotional needs, past and current trauma, levels of stimulation and engagement.
- Mistakes are part of the learning process, and we recognise that all our pupils are at various stages of the developmental process. We do not make a judgement about it, but ensure all adults are doing everything we can to ensure need is met.

When pupils are experiencing emotional dysregulation, staff will consider the following:

- Are they safe?
- What does the pupil need to support their regulation?
- Co-regulation strategies.
- Seek and source support if required.

Learners who display behaviours of concern, which may become challenging, may require positive behaviour support as well as some form of restrictive physical intervention. Any restrictive intervention must be legally and ethically justified and be necessary to prevent serious harm.

The stage of emotional development and additional needs of a pupil will determine their ability to self-regulate and their readiness for learning. Cleaswell Hill offers a stable environment in which young people can work towards academic progress and a fulfilling place in society,

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whilst becoming more emotionally and socially independent. This Policy highlights the importance of providing a safe, welcoming and inclusive environment where pupils can progress academically, socially and emotionally.

Working in partnership with stakeholders is of high importance. We believe that parents know their children best and we are committed to working in partnership to identify the best way of providing support for everyone. The concerns of parents & carers will be listened to, in a non-judgmental way and acted upon where possible so that the needs of their children are effectively met.

Encouraging Positive Behaviours & Communication

Pupils make optimum progress when staff are fair, flexible, trusting, respectful and model positive relationships. All staff are responsible for following positive practice that promotes holistic pupil progress.

"Getting the culture right is pivotal. With the right culture the strategies that are used become less important. The culture is set by the way that the adults behave."

Paul Dix, When the Adults Change, Everything Changes 2017

The staff team will:

- Learn, understand and have insight into why our learners become dysregulated, and reflect on how & why it impacts their behaviour
- Model expected behaviour and have high expectations of behaviour.
- Strive to ensure a calm and purposeful learning environment.
- Promote the development of self-regulation skills through appropriate support and scaffolding.
- Work in close partnership with SaLT, OT, CYPS etc
- Develop positive and supportive relationships with all pupils.
- Communicate on a regular basis with each other to ensure difficulties are contextualised and that support strategies are implemented.
- Share good practice.
- Foster close links with parents/carers to ensure mutual and effective support for all pupils.

Restorative Approach

Pupils are supported to repair & maintain relationships and to improve communication & behaviour through restorative conversations at the appropriate level.

They are supported to:

- Label their feelings & emotions.
- Think about what happened.
- Think about who was affected by what happened.
- Think about how they feel about it now.
- Think about what they could do differently next time.

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By using this approach, pupils are supported to develop regulation strategies and are learning to reflect and take responsibility for their own actions.

Consistent Approach Plan

Consistent approach plans are a working document which summarise the needs of each pupil through:

- Providing concise details of preferred communication methods, social interaction skills, sensory and emotional needs.
- Describing the likes and dislikes of the learner.
- Identifying and managing stress factors to prevent escalation of emotional dysregulation.
- Outlining clear guidelines for recognising early signs of agitation and distress.
- Addressing environmental contributory factors.
- Supporting development of skills, especially communication, daily living skills, coping and tolerance skills and resilience.
- Increasing opportunities for meaningful activities and social inclusion.
- Identifying staff responses to manage emotional dysregulation.

Recording & reporting:

Incidents of emotional dysregulation are recorded on the PBS Cloud and staff teams are encouraged to:

- Reflect on the underlying issues that may have led to emotional dysregulation.
- Think about ways of responding to emotional dysregulation in a non-judgmental and supportive way.
- Develop own practice, and that of others, through the sharing of skills and experiences.
- Update consistent approach plans if necessary.
- Highlight any training needs where appropriate.

Recognising Achievement

Cleaswell Hill fosters an environment where every pupil feels valued and empowered through recognising and celebrating effort & progress. This approach ensures that students develop self-esteem and intrinsic motivation.

Rewards and motivators include:

- Descriptive praise
- Certificates or stickers
- Celebration assemblies
- Communication with parents & carers through phone calls, pupil diaries, postcards home.
- Now & next boards.
- Working towards cards.

Legislation and Statutory Requirements:



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This policy takes account of the following legislation:

- SEND Code of Practice (2015)
- The Education Act (2011)
- KCSIE (2023)
- The Equality Act (2010)

Fixed term exclusions

We do not believe that exclusions are the most effective way to support learners with SEND and will always try to adapt and personalize provision to ensure that they are able to access education.

In exceptional circumstances it may be necessary to exclude a learner for a fixed time and this would always be considered very carefully.

Exceptional circumstances include, but are not limited to:

- Incidents where the safety of the learner, other learners or staff is seriously compromised.
- Incidents of deliberate use of weapons, including knife crime.
- Incidents of sexual violence/
- Incidents of significant deliberate damage to property.

Decisions to exclude learners are made on an individual basis and should always be a reasonable and measured response, which will have impact and provide a learning opportunity for the learner.

Permanent exclusions

It is extremely rare for us to permanently exclude a learner at Cleaswell Hill School.

If Cleaswell Hill School is not able to meet the needs of an individual, we will always work with the learner's family and the LEA to identify a suitable alternative placement.

All exclusions will always be reported to the Governing Body, Local Authority and, where appropriate, other outside agency professionals.

Links to other Policies:

- Physical Intervention Policy
- Anti-bullying Policy
- Teaching and learning Policy
- Equality

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