



East Specialist Inclusive Learning Centre (SILC)

Written Statement of Behaviour Principles

Review Date:		Next Review Date:	
Governing Board Committee Purview:	Governing Board		
Frequency of Review:	Annually		

At the East SILC, we:

- Provide a safe, happy environment which supports the learning of every pupil.
- Provide a broad, balanced curriculum which is relevant and differentiated to meet the needs of the individual.
- Write Individual Learning Pathway Plans and Behaviour Programmes (where necessary), which are shared with parents/carers and revised regularly throughout the year.
- Communicate information using home-school books, diaries, letters and newsletters, an internet-based Learning Platform or using parents/carers preferred form of communication.
- Offer regular consultations to discuss pupil progress in addition to a pupil's School Report, EHCP and Transition meetings.
- Work with Children's Services to ensure the provision of safe and efficient transport, if required.
- Continue to extend mainstream opportunities for inclusion across the key stages.
- Continue to extend work-related learning experiences for older pupils.

Values, Aims and Ethos

Our ethos and values are at the core of everything we do.

Aims

We aim to enhance educational, physical, personal and spiritual development and well-being, by taking into account the individual needs of all pupils in the school environment. By working together as a multi-disciplinary team, the school aims to provide a holistic approach to learning.

Mission Statement/ Ethos

Personalised pathways to successful learning and continuous achievement.

Core Values

At the East SILC we believe that 'Every Day is a Chance to SUCCEED'. We provide a bespoke system that underpins and runs throughout our core values for staff, pupils and all stakeholders.

- S Support – Support and provide opportunities for all pupils and staff members to maximise their potential.
- U Understanding – Understand the individual needs of all our pupils.
- C Compassion – Awareness, kindness and providing positivity for self-worth.
- C Commitment – Commitment to the learning and growth of all staff through Professional Development and delivering a personalised learning experience for all pupils.
- E Empathy – To understand or feel what another person is experiencing.
- E Enjoyment – Exciting and meaningful learning and enthusiasm for work.
- D Dignity – Respecting feelings, cultures and values and treat each other as individuals. We promote the right to feel valued and respected.

The Education and Inspectors Act 2006 and DfE guidance document for governing bodies (Behaviour and Discipline in Schools, 2015) requires the governing body to make and frequently review a written statement of general behaviour principles to guide the Executive Principal in determining measures to promote good behaviour.

The purpose of this statement is to provide guidance to senior leaders in drawing up the Behaviour Policy at the East SILC so that it reflects the shared aspirations and beliefs of governors, staff and parents/carers for the pupils in the SILC, as well as taking full account of law and guidance on behaviour matters. This is a statement of principles, not practice and the school has a duty to publish the statement on the school website.

Principles:

Right to feel safe at all times:

We believe that all members of our school community should be able to learn and achieve in a safe, secure and purposeful environment. We value the development of strong, positive and appropriate relationships among all members of our school community so that everyone feels welcome and included.

The school's Positive Behaviour Policy will set out the expectations of parental behaviour on site and in close proximity to school, and that violent behaviour or abuse will not be tolerated towards staff, visitors or pupils.

Inclusivity and Equality:

We are an inclusive school, we believe in equality and in valuing the individual. We believe all members of the school community should be free from discrimination, harassment and bullying and will not tolerate them in any form. Measures to counteract bullying and discrimination will be consistently applied and monitored for their effectiveness.

School Rules:

School rules will be detailed in every class and shared in the Home/School Diary. We believe in consistent systems differentiated by age, in taking responsibility for our actions – in choice and consequence.

We expect that all staff will support rules and codes and ensure consistent application and expectations across the school day.

Rewards:

We believe positive behaviours should be rewarded to encourage good behaviour in the classroom and elsewhere in the school.

The reward system must be regularly monitored for consistency, fair application and effectiveness.

Sanctions:

Sanctions for unwanted behaviour should be known and understood by all staff, other adults with responsibility for behaviour, pupils and parents/carers.

It is important that sanctions are monitored for their proper use, consistency and effective impact.

The Schools' Positive Behaviour Policy will clearly reflect the organisation's approach to exclusions. The Governors strongly feel that exclusions, particularly permanent must only be used as the very last resort.

Home/School Agreement:

The Home /School Agreement will be an important part of communicating our approach so that parents/carers can be encouraged to support their child, just as the pupils should be helped to understand their responsibilities during their time at school, in the wider community and in preparation for their life after school.

The use of Reasonable Force:

The Governors expect the Care and Control Policy to clearly outline the circumstances where staff may use reasonable force and other physical contact.

The Governors expect that staff are appropriately trained in the use of any physical intervention and that staff are given advice and training on de-escalation and behaviour management techniques (Team Teach).

There is a statutory duty to record and report all significant incidents including all Restrictive Physical Interventions.