

Statement of Behaviour at Waverley School.

At Waverley School we believe that it is important that we help our pupils to learn how to behave appropriately, respect others and themselves. The policy supports the Enfield Behaviour Support Plan which aims to promote and secure positive behaviour in schools. It also reflects the values and principles that we consider important for the school. All members of the school community should follow these guiding principle, and are expected to respect its boundaries. This statement should be read in conjunction with Waverley School's policy 'Use of Physical Interventions' and the school Behaviour policy.

Waverley is a nurturing school which endeavours to support all its students through all aspects of their learning. We understand that to learn well we need to feel calm and confident in ourselves therefore we try to ensure individual students are taught the skills they require to manage their own behaviour. Staff work together to find the best support for individual students who at time display challenging behaviour. The school responds to these situations by removing triggers and working with other professionals to support the student.

Principles and Good Practice

- Enhancing the self-esteem of pupils is acknowledged as a key factor in the promotion of more positive relationships, learning and behaviour. The school also recognises that when pupils' arousal levels increase this can lead to inappropriate behaviour. Similarly, as pupils grow and develop (including during puberty and adolescence) they experience changes which may impact on their mood, temperament and subsequent behaviour. There is, therefore, a strong emphasis on Personal, Social and Educational Development (including Sex and Relationship Education) in the curriculum, and the needs of individual pupils are considered. (This may involve adjusting timetables and activities thereby helping pupils to manage their arousal levels to avoid such behaviour.) All staff at Waverley School endeavour to form constructive relationships with pupils. We recognise that many pupils, due to their learning difficulties, will need support throughout their school career to develop and enjoy such relationships.
- Enhancing the communicative capability of pupils and helping them to learn meaningful ways of communicating their needs is important in developing positive behaviour. We believe that many pupils who display behaviours deemed 'inappropriate' have not yet learnt more appropriate ways of communicating. Staff are skilled in using appropriate communication methods which match the individual needs of each pupil, e.g. Makaton signs, PECS, podd, Intensive Interaction, Objects of Reference, symbols, photos etc. and helping pupils learn to use these themselves. The support and advice of the Speech and Language Therapist is central to this.
- Students who exhibit challenging behaviour are seen as individuals who bring their own opinions, preferences, experiences and abilities to be valued and respected. As such, behaviours which are seen to be challenging are responded to with a focus on the student's perspective.
- We recognise that some negative behaviour can evolve when pupils' needs are not being met (e.g. boredom). We endeavour to provide all students with a stimulating curriculum that is broad, balanced and relevant to individual needs.
- We recognise that a pupil may be experiencing sensory integration difficulties resulting in inappropriate behaviour. In such situations advice from the Occupational Therapist will be sought to manage this and/ or avoid a situation developing or escalating.
- The school aims to promote a positive learning environment in which boundaries of acceptable behaviour are made clear, and adults act as role models demonstrating suitable behaviour. This includes remaining calm and using calm tones of voice (not shouting), at all times and including in difficult situations, unless a pupil is in danger.
- The school has embedded in its philosophy the desire to recognise and celebrate all positive and improved behaviours (by praise, stickers, certificates etc).
- We recognise that some pupils need protection from their own behaviour.
- The importance of helping the pupils to learn suitable behaviour and reduce their vulnerability is regarded as very important.
- Teaching pupils how to manage their own behaviour as far as possible forms a central component when supporting pupils.
- Physical interventions should only be used in the best interest of the student and as a last resort – please refer to the policy on 'Use of Physical Interventions'.
- Early referral and reference to any agreed strategies and practices (Behaviour Improvement Plans and Individual Behaviour Plans) are essential for good practice.
- Waverley School recognises that bullying is unacceptable. This includes verbal or physical intimidatory behaviours, and targeting of individual pupils. Waverley School also recognises that pupils who engage in bullying behaviours may not understand that they are doing so. Staff have a responsibility to safeguard victims of bullying, and to support and manage pupils bullying behaviours via the Individual Behaviour Plan (IBP) system.