

BEHAVIOUR POLICY SUMMARY

Pupils come to Westfield School because they have been assessed as experiencing communication and interaction within a moderate difficulties range. The vast majority of our pupils will have a diagnosis of ASC, a significant speech and language impairment and other comorbid diagnoses such as ADHD, Sensory Processing, Global Developmental Delay and Developmental Co-ordination difficulties. In previous less specialised settings, our pupils will have experienced difficulties communicating wants and needs and this may have caused high levels of dysregulation, which in turn have caused them to present undesirable and/or challenging behaviours. **At Westfield we do not collude, contain or control pupils' behaviour.** We aim to develop independent self-management by the child. Children come to Westfield to learn, and learning positive school behaviours is a central part of this.

How do we do this?

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment.
- All staff view behaviours (positive or negative) as a form of communication of wants and needs.
- Understand that every child has their own individual profile of special educational needs that must be addressed to ensure positive behaviours are within the child's capacity.
- All staff expect to co-regulate children when needed using whatever known strategies are successful for that child. This means that responses to behaviour will be differentiated according to the child's best practice and risk assessment plan.
- Teach children to understand that all behaviours have positive or negative consequences for themselves and others.
- Teach children that bullying and discrimination is unacceptable and there are more positive ways of living within a community.
- Staff will act promptly to de-escalate any child who is dysregulated, using reasonable force through restrictive physical interventions if necessary to maintain the safety of the child, other children and staff.
- In line with statutory requirements, suspension or exclusion will be used if a child persistently acts with intent to cause harm to others in the school community and / or severe damage to property, rejecting provision put in place over time to address these needs.
- Ensure parents are always informed of any serious incidents involving their child.