



Promoting Positive Behaviour Policy

APPROVED BY:	Full Board of Trustees
LAST REVIEWED:	October 2024
REVIEW FREQUENCY:	This policy will be reviewed annually and aligned with any legislative amendments
NEXT REVIEW:	October 2025

This Policy has been written for:	All staff at West Heath School who have contact with students, their parents and carers and other stakeholders should have a detailed knowledge of this policy. Whilst most students will not be familiar with the details of this written policy document, they should be very aware of the positive 'thumbs up' behaviours are seen throughout the school and are recorded on Satchel One and negative behaviours are recorded on Behaviour Watch. Students will also be made aware of expectations through their day-to-day interactions with staff, during PSHE, assemblies and form time, through displays in every classroom and through the direction of the Pastoral Team.
Rationale:	Most students come to West Heath School with little sense of their own worth and often with a history of negative behaviour patterns. This policy outlines the principles and procedures which underpin the philosophy of West Heath School, promotes the 4Rs- Responsibility, Respect, Resilience, Relationships- and assist staff in their efforts to help students behave and perform to the best of their ability.
Consultation:	<p>Persons with particular responsibility:</p> <ul style="list-style-type: none"> • The Principal and Deputy Principal, all of SMT • All staff at West Heath School have a responsibility to uphold the values of the 4Rs and to follow the systems and escalation process outlined in this policy <p>Consultees:</p> <ul style="list-style-type: none"> • Staff (consulted during INSET and Head of Department/ Faculty Meetings) • Student Welfare Group • Behavioural Consultants with SEN school experience • Student Council Representatives <p>Monitoring and Evaluation:</p> <ul style="list-style-type: none"> • The Student Council, SMT and Pastoral Teams
Legislation and Guidance:	<ul style="list-style-type: none"> • The Education Act 1996 National Guidance (DfES/DoH 2002) • LA Policy Statements • Keeping Children Safe in Education 2023

	<ul style="list-style-type: none"> • A Guide for Parents on School Behaviour and Exclusion, May 2023 • Behaviour in Schools Guidance 2022
Links to other Policies/ Procedures:	<p>This policy should be read alongside:</p> <ul style="list-style-type: none"> • <i>Positive Handling Policy</i> • <i>Exclusion Policy</i> • <i>Drugs and Alcohol Policy</i> • <i>Health & Safety Policy</i> • <i>Anti-Bullying Policy</i>
Key Definition/ Terms:	<ul style="list-style-type: none"> • 'Positive and Negative' behaviour are terms used in preference to 'good and bad' because they convey the sense that all behaviour has a result or consequence and also a context. There are some behaviours that would be judged acceptable in one context but not in another. • Restorative Justice is a term for a way of working with conflict that puts the focus on repairing the harm that has been done. It is an approach to conflict resolution that includes all of the parties involved and encourages the person to reflect on their behaviour and learn from their mistakes. • Restorative approaches refer to a range of methods and strategies which can be used both to prevent relationship-damaging incidents from happening, resolve them if they do happen and enable the student to reintegrate into the West Heath School community. • The 4Rs- Respect, Resilience, Responsibility, Relationships.
Appendices & Procedures:	<p>This policy has the following appendices:</p> <ul style="list-style-type: none"> • West Heath School Behaviour Chart • Escalation Chart • Overview of Satchel One Parent App • Behaviour Watch Slip • Classroom Posters • Individual Student IEP Template/Dashboard • Restorative Questions Framework • Emergency Review Meeting Checklist • Mobile Phone Policy • Parental Behaviour Contract

1. Introduction	<p>Many of the students who come to West Heath School have social and emotional needs that mitigate strongly against them successfully attending mainstream schools. Very often our students have previously learned and developed patterns of behaviour, which emanate from their distress, anxiety, trauma and suffering. These behaviours are often not socially acceptable or supportive of their learning and the learning of others.</p> <p>At West Heath School we encourage positive behaviour by valuing everybody - staff, students, and parents/carers alike- and through our promotion of the 4Rs: Respect, Resilience, Responsibility and Relationships. It is the belief of West Heath School that unacceptable behaviour is best dealt with by using a restorative</p>
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	<p>approach, where students are encouraged to reflect on the causes which lie beneath their behaviour and to restore the relationships caused by conflict.</p> <p>The policy is available on the School website; available as a hard copy on request from the School Reception and staff can access this policy through the shared area.</p>
<p>2. Aims</p>	<p>The aims of the policy are:</p> <ul style="list-style-type: none"> • To promote positive relationships between students, staff and parents and carers that safeguard and promote the welfare of students, creating an effective learning environment. • To enable students to understand the implications of their behaviour, to control their own behaviour and, most importantly, to take responsibility for their behaviour. • To ensure every member of the West Heath School community feels valued, respected and treated fairly. • To provide an environment within which everyone feels safe. • To raise awareness among students to ensure that their behaviour does not put their peers or staff at an increased risk in respect of health and safety. • To raise awareness amongst students for the need to recognise and manage their emotions and reactions. • To support students when behaviour within the school environment is challenging or who may find friendship and co-operation difficult. • To use the Satchel One programme and Behaviour Watch to create a fair and transparent behaviour system that can be viewed and accessed by staff, and for positive behaviours by students and parents and carers. • To actively promote good behaviour and to assist students to overcome the emotional problems underlying unacceptable behaviour, thereby developing self-awareness and self-control. • To reverse long-term histories of negativity and failure and to equip students to become stronger and more responsible citizens. • To support our school mission statement of 'Rebuilding Lives through Education' by encouraging students to reflect on and change their behaviour, which helps to prepare students for life beyond West Heath School.
<p>3. Roles and Responsibilities</p> <p>3a. SMT</p>	<p>All members of the West Heath School community are expected to follow this policy and treat one another with dignity, kindness and respect. Roles, responsibilities and expectations of each section of the community are set out in detail below:</p> <ul style="list-style-type: none"> • The Principal and Deputy Principal, with support from their Senior Management Team, will ensure that staff are supported and up-to-date with policy changes. They will ensure that lessons are well led, effectively managed and that staff regularly and effectively self-evaluate their behaviour management strategies. • The Principal will ensure that the teaching of behavioural expectations is included in the induction process for all staff and students, regardless of whether they enter the school at standard or non-standard entry points. The Principal and Deputy Principal will monitor how staff implement this policy to ensure rewards and sanctions are applied fairly and consistently, searches are carried out lawfully and the use of removal from the

3b. The Trustees

3c. All Staff

classroom is used appropriately and not having a disproportionate effect on students sharing particular protected characteristics. The Principal and Deputy Principal will act as a source of support and guidance for staff on behaviour management strategies and discipline.

- The Trustees and the Senior Management Team will determine the ethos and the values of the 4Rs which will promote the high standards of expected behaviour from students attending the School. Trustees will monitor and evaluate the impact of the policy and will hold the Principal to account for its implementation. Trustees will ensure that they receive relevant training on suspensions, exclusions, behaviour and discipline at least every two years.
- All staff will put the students' health, wellbeing and needs at the forefront of all interactions at the school and will;
 - model positive behaviour and promote the West Heath School Expectations in all lessons;
 - communicate the contents of this policy to all students and parents/ carers to ensure that the School's expectations are transparent to all students and parents/ carers, and that expectations of, and responses to, behaviour are consistent, fair, proportionate, and predictable. Staff will do this during assemblies, as part of the West Heath School PHSE programme and discussed as part of student induction to the school;
 - apply this policy fairly, consistently, proportionately, and without discrimination, considering SEND as well as the additional challenges that many of our students may face;
 - make reasonable adjustments for disabled students as required;
 - promote a teaching and learning ethos which encourages all students to attend and participate in lessons whatever their level of ability or need;
 - challenge students to meet the school expectations and maintain the boundaries of acceptable conduct;
 - record incidents of negative behaviour and any given sanction on Behaviour Watch, as well as provide praise, rewards and reinforce positive behaviour, on the West Heath School's Satchel One Programme;
 - deal with incidents of bullying, discrimination, aggression and derogatory language quickly and effectively;
 - consider the welfare of the whole School community and ensure that the majority of students' education is not jeopardised by the disruptive behaviour of a minority of students;
 - recognise that there may be contributory factors which affect student's behaviour and respond according to individual need;
 - identify students who are experiencing difficulties in developing or sustaining appropriate behaviour and put in place general and targeted interventions to improve student behaviour and provide support. This could include:
 - more frequent engagement with parents/ carers;
 - additional intervention lessons/ bespoke timetable;
 - home visits;

<p>f. Students</p>	<p>learner. The details of the alternative safe adults will need to be given in writing to the school as soon as possible within the admissions pack.</p> <ul style="list-style-type: none"> • support the School and accept that the EOS provision may be more appropriate for a period of time, if the child is in need of decompression. • attend Parents’ Evenings and discussions about their child’s progress, if reasonably possible, or arrange teams or phone meetings if unable to attend. • In the case of an exclusion, provide appropriate supervision for their child and ensure that their child is not present in a public place during the School hours without reasonable justification. <p>Students are much more likely to follow rules they understand and believe to be fair this ensures that the rules are clear and concise. The behaviour expected of students and the School's rules are discussed and reviewed regularly in their tutor groups, during PSHE and in school assemblies.</p> <ul style="list-style-type: none"> • All students must try to adhere to the School Classroom Expectations, which are displayed in all classrooms. Reminders of the West Heath School rules, and expected standards of behaviour, are up on walls in classrooms and situated around the school. • Students are expected to have a positive attitude and support the ethos of the 4Rs- Respect, Responsibility, Resilience and Relationships. • Students are expected to attend their meetings and complete the Restorative Reflection Sheet. <p>During Student Council, students will also be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy. If students believe a rule should be changed or reviewed, they may submit a proposal via the Student Council to be considered by the Senior Management Team.</p>
<p>4. Positive Pre-emptive Behavioural Strategies.</p>	<p>West Heath staff will always try to be pre-emptive of behavioural difficulties and have a classroom management style that is proactive and not reactive. This list of strategies will be included in the Staff Handbook to encourage staff to adopt a positive behavioural management approach that is trauma informed and supportive to the learners needs.</p>

<p>5. Recording Positive and Negative Behaviour:</p> <p>5a. Satchel One</p> <p>5b. Behaviour Watch</p> <p>5c. CPOMS</p>	<p>The Satchel One Behaviour System is an online points-reward system that can be used by all West Heath staff to enable staff to award positive points to students.</p> <p>For extra special efforts, custom badges can also be made on Satchel One for students. These will be used to recognise positive behaviours that students have shown and achieved that cannot be measured academically. For example, a Kindness Badge or a Hobby Badge.</p> <p>The Satchel One Parent App, which all West Heath parent/ carers have access to, also gives an overview of the students' timetable, lesson attendance, as well as positive behaviour in school. The app enables parents/ carers to access and review school information, such as letters and school trips, and an ability to review and complete homework and/ or additional work that has been set.</p> <p>Behaviour Watch is a system for recording negative behaviours, such as those outlined in the West Heath Escalation Chart to ensure a clear recording of negative actions that could require a sanction.</p> <p>Behaviour Watch will also be used to record internal and external exclusion and any physical interventions between staff and students. Please see the <i>Positive Handling Policy</i> for more information on how Physical Interventions are recorded and the Team Teach training that all staff receive.</p> <p>CPOMS will be used to record all safeguarding issues for students such as unexpected injuries, signs of neglect or sudden unexpected changes in student behaviour. Please refer to the Safeguarding Policy for more information on this.</p>
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<p>6. Rewarding Positive Behaviour</p> <p>a. Praise</p> <p>b. Thumbs up</p> <p>c. 4Rs Posters</p> <p>e. Reward Assemblies</p>	<p>As referred to above, positive behaviours, such as upholding the School's ethos through the positive application of the 4Rs- Respect, Resilience, Responsibility, Relationships- will receive positive points on Satchel One and students will be able to review when and where they earned the points, as well as by which teacher. These positive points will also be sent home to the Satchel One Parent App for the parent/ carer to view. The end balance of positive points (once negative points have been removed from the total) can be converted into prizes for each student. The idea of this system is to share positive behaviour with parents/ carers and encourage students to see that positive behaviour leads to both acknowledgement and reward.</p> <p>Showing care, concern, and approval are also very successful rewards for positive behaviour and effort. The need for praise and recognition is within us all and many of our students will have experienced very little, if any, of either in previous school environments. Staff should as a general rule offer at least five positive statements before a negative and always seek to use language that shows all of our students' unconditional positive regard. Discretionary rewards such as words of praise/approval, praise from the Principal or Senior Members of Staff, displays of good work in the classrooms and corridors, and progress reports/letters to parents/ carers, should be used where possible. This is also reflected in the residential setting.</p> <p>All Smart and whiteboards to have a "Thumbs Up" icon so that students can visually see in the lesson that they are going to receive a positive thumbs up on the parent app and be rewarded with a positive point. There will not be a thumbs down icon, as the aim is to motivate rather than publicly display students who will be receiving a thumbs down minus point.</p> <p>All classrooms will have a visual 4Rs posters that reflects the positive behaviour types that can be rewarded on Satchel One. Students will not be shown the negative behaviours so that we are trying to create a positive learning environment which visibly displays what we do want to see from our students, rather than focus on behaviour we do not want to see.</p> <p>At the end of every term, all students from each Key Stage are invited to attend a Reward Assembly. During these assemblies, students who have made exceptional academic or behavioural progress (which is an individual measure based each student's individual starting point) are celebrated and given certificates and prizes. Staff may also nominate students for a range of special awards, which are presented in these assemblies.</p> <p>All students with a positive points balance are also entered into a reward raffle on a half/ termly basis. The number of positive points will reflect the number of raffle tickets that go into the raffle box, so that the higher the number of positive points, the more likely the student is to win a prize.</p> <p>Examination certificates are also given out to KS4 students at an annual celebration of achievement.</p>
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<p>7. SEND needs and Behaviour Policy</p>	<p>The staff at West Heath School are aware that continuous disruptive behaviour can be a result of unmet needs. If such needs are identified, the School will do all it can to ensure that all students receive appropriate support. The School is conscious of its legal duties under the Equality Act 2010 in respect of students with SEN and will make reasonable adjustments to this policy to avoid any substantial disadvantage that a student may face as a consequence of their additional needs. A reasonable adjustment that may be made would be to impose a more lenient sanction for a student whose behaviour is in consequence of their needs than would be imposed for a student exhibiting the same behaviour who does not have the same needs.</p> <ul style="list-style-type: none"> • All students at West Heath School have an EHCP and a dashboard with a range of strategies, which will be reviewed when determining sanctions. • All staff will ensure that advice and support will be sought in collaboration with external agencies where necessary to assist with putting in place appropriate support strategies, which will be monitored and reviewed. • Staff training will include matters such as how certain special educational needs, disabilities, or mental health needs, may at times affect a student's behaviour. Where relevant, engagement with experts i.e. such as Educational Psychologists and other support staff such as counsellors and Mental Health Support Teams and the School's Therapy Team, can help to inform effective implementation of this policy. This might also include a Designated Safeguarding Lead making enquiries into circumstances outside of the School. The Head of Safeguarding will also be involved in any safeguarding events that have been recorded on CPOMS. • West Heath School will, as far as possible, anticipate likely triggers of misbehaviour and will put in place support to prevent these. In doing so, West Heath School will always focus on de-escalation and preventative strategies by being proactive, rather than being solely reactive. • SMT will consult the use of 'A guide for parents on school behaviour and exclusion', May 2023 to ensure that they are following SEND law and that the students are not disadvantaged due to their SEND needs (<i>Please note, that this document makes clear that having a SEND diagnosis does not prevent your child from receiving a sanction for misbehaviour and that 'the law does not prevent a pupil with SEND from being suspended or permanently excluded.'</i>)
<p>8. Restorative Justice approaches in West Heath School</p>	<p>The purpose of Restorative Justice is to enable staff and students who have experienced conflict to convey the impact of the harm to those responsible, and for those responsible to acknowledge this impact and take steps to put it right. This system not only promotes the values of the 4Rs, as it encourages the individual who has caused harm to restore relationships and reintegrate into the community, but it also encourages them to reflect and learn from their behaviour.</p> <p>Using a restorative approach at West Heath School has many benefits, including increased attendance, reduced exclusions and improved achievement. It can also alleviate problems such as bullying, classroom disruption, truancy and poor attendance, anti-social behaviour, and disputes between students, their families, and members of staff.</p> <p>West Heath School believes it is important that all students are given the opportunity to succeed and change their behaviour before an escalation is made. All students who receive an after school restorative meeting, rather than a detention, will be asked restorative questions and given the opportunity to reflect on, and learn, from their actions. Unlike punitive punishment, this approach encourages students to change and improve their behaviour, At the discretion of the Pastoral and academic team all</p>

<p>8a. Community Service</p> <p>8b. West Heath Education Scheme</p>	<p>learners will have their efforts rewarded in recognition of overcoming any barriers to engagement.</p> <p>West Heath School staff will always endeavour to restore the relationship that they have with the student during these meetings. This Restorative Sheet also provides students with clear steps to restore the harm caused by their behaviour and will be completed during the After-School Restorative Chat.</p> <p>Community service is an important means of promoting social responsibility in West Heath School. Participating in community service helps individuals understand the importance of helping others and helps foster a sense of belonging and community. Activities such as litter picking, or repairing damage to the building, will help students to restore the harm that their behaviour may have caused, either physically or emotionally, to the school community.</p> <p>Bullying and anti-social behaviours in the school are often caused by a lack of education or understanding. For certain behaviours, such as the use of discriminatory language, students will be obliged to complete a short course to learn more about and reflect on the consequences of the behaviours for the victim of this treatment. Unlike punitive punishment, this reflects West Heath School's ethos about 'rebuilding lives' as the students will be educated in a manner that helps them to reflect on the impact of their actions.</p>
<p>9. Negative Behaviour</p>	<p>The Pastoral Team and all staff will have an understanding that all learners have EHCPs, and some challenging behaviours would be highlighted in these documents. The school staff understand that all behaviour is communication but will endeavour to support the learner to understand actions that are unacceptable, will receive a supportive sanction by agreement with Heads of School, Teachers and SLT.</p>

<p>10. Behaviours that need supporting.</p>	<p>Behaviours, such as low-level disruption, will lead to a verbal follow up. This will be positively phrased, remind students of the lesson expectations and act as a verbal warning that the next step will be a Break Time Restorative Chat.</p> <p>If a student either continues to struggle and disrupt or their behaviour escalates this will increase to a Break Time Restorative chat with the member of staff that witnessed or experienced the behaviour. If the student chooses not to attend, then the meeting will escalate to a Lunch Time Restorative chat with the Head of School or Faculty. If the student chooses not to attend this second chance meeting, then this will escalate to an After-School Restorative catch up.</p> <p>Higher level dysregulation will lead automatically to an After School Restorative Chat. All parents/ carers will either receive a phone call or email if unavailable to inform them of their child/ren's After-School Restorative catch up.</p> <p>During these meetings, the Restorative Reflection Sheet will need be filled out by the student and the member of staff who either witnessed or experienced the behaviour and stored/ recorded by the Head of School in the HoS office.</p> <p>High level dysregulated behaviours will be dealt with by the Head/Deputy Head of School and will potentially lead to an a time out of school to allow for decompression. All exclusions- both internal and external- must be signed off by a member of SMT. Parents/carers should be notified of this exclusion both in written and verbal format. However, any exclusion from school should be time limited. It is the sanction, not the length of sanction, that matters. An internal exclusion may take place in the Main School or the EOS provision.</p> <p>Negative behaviours that attract the Head/Deputy Head of School are extremely serious, and often pose a safeguarding risk to the staff or other students at the school. These behaviours will be investigated by the Deputy Principal and/ or Head of Care and Safeguarding and/or an external person. These behaviours could trigger an Emergency Meeting with the Deputy Principal, where it will be determined whether West Heath School is able to meet the needs of the student.</p> <p>Any behaviour that poses a safeguarding risk/ risk to the learner or other members of our school community and/ or has a significant effect on the needs of the student and other students, can lead to an Emergency Meeting to review the student's placement at West Heath School.</p> <p>As in any SEMH environment, the Principal and SMT will view each decision with the individual student's circumstance in mind, weighing up what is right for both them and the school community before deciding on an outcome.</p>
<p>11. Mobile Phone Policy</p>	<p>Students are allowed to bring mobile phones into school, however they must be handed to their Form Tutor who will keep them for the remainder of the day. Students should not have their mobile phones on their person during lessons or unstructured times such as break and lunch time. All mobile phones will be returned to students at the end of the school day.</p> <p>During Form Time, all Form Tutors will ask the students to hand in their mobile phones. If the student refuses, other staff, such as the Heads of School, will be requested to support the teaching staff. If the student continues to refuse, this behaviour will be logged, and the parent/ carer will be informed by the tutor and an After-School Restorative catch up will be put in place. If the student continues to refuse after having had the After-School Restorative chat, a parent/ carer meeting will be called and a possible exclusion will be put in place.</p> <p>Students who follow these rules will be rewarded in the school day with reward for positive use of the mobile phone and given praise during contact home by the Form Tutor.</p>

	<p>West Heath School can provide students with an MP3 player as a therapeutic tool to listen to music in lessons, so that students do not lose this comfort when giving up their mobile phones.</p> <p>The residential setting and the HEART unit has a separate policy on mobile phone use which is still based on limited screen time to support staff and peer interaction.</p>
<p>12. Bullying</p>	<p>West Heath School will take all reasonable measures to ensure the safety and wellbeing of all students and staff and this includes protection from bullying. Bullying is defined as the <u>repetitive</u>, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. This can include cyber, sexual, verbal, physical, ostracising, humiliation and prejudicial bullying (which covers racial, religion, disability, homophobic, transphobic and gender-related bullying).</p> <p>It is important to note, that although the use of one-off derogatory terms and language will be sanctioned it would not constitute bullying. Additionally, it cannot be considered bullying, when both students use derogatory or abusive language towards each other.</p> <p>All cases of bullying will be reported on Behaviour Watch.</p>
<p>13. Application of the Policy in the EOS Provision:</p>	<p>Across the Virtual Learning Environment EOS provision will also follow the same Behaviour approach of support and de-escalation, however, given significant elements of the teaching and learning within this department are done outside of the classroom, additional considerations have been made in the EOS Provision such as the signing of parental consent forms to support external provision.</p> <ul style="list-style-type: none"> • One to one tuition (Offsite) - West Heath has designated EOS staff members that offers tuition to our students offsite whether it is at a students' home or in an informal educational setting such as a library or local resource centre. Work is set by subject teachers and delivered by EOS staff. • One to one tuition (Al Fayed House) – We offer students the flexibility to use Al Fayed House (a house on the perimeter of our site, converted into a learning environment specifically for EOS) as a safe place in which they can gather their thoughts and complete their work. We also deliver lessons for any student that has struggled to emotionally regulate and needs time to decompress this is for a set time and pastoral educational and therapeutic staff monitor and lease to support learners to transition back to main school. • Alternative provisions are a key aspect of EOS and they provide students with an opportunity to gain qualifications in more vocational settings that provide a platform for transition into 6th Form which may lead to further education. This provision provides the students with an opportunity to engage with both peers and staff members in an offsite location and helps with re-integration to the main school. We also have the flexibility to offer students other courses of interest, to enhance their curriculum and ultimately to give the students a voice, to exercise choice, that promotes their education and wellbeing.
<p>14. Application of the Policy Outside of School Hours</p>	<p>The school will also apply sanctions within this policy for behaviour that takes place outside of School premises, where it is reasonable to do so. For example, if allegations of bullying or inappropriate online activity taking place outside of hours are reported to the school.</p>

<p>15. Investigating Incidents</p>	<p>Any behaviour that poses a safeguarding risk will be stored on CPOMS and this will be investigated by the safeguarding Team with the Support of the Heads of Year.</p> <p>Investigations or initial investigations of safeguarding Behaviours may be carried out by two staff together. Students in KS4 and above who have witnessed the behaviour will be asked to provide written, signed and dated statements.</p> <p>Students in KS2/3 who have witnessed the incident may be asked to provide a written account or may be asked to describe to staff what they saw, and the member of staff will make a note of the response. Any questions raised by staff will be open and non-leading.</p> <p>If students are reporting bullying, please review the <i>School's Anti-Bullying Policy</i> which outlines the Head of School's reporting procedure on Behaviour Watch.</p> <p>If the police wish to question the student, West Heath School will ensure that a responsible adult is present at all times and will inform the student's parents/carers of what has happened as soon as possible.</p>
<p>16. Complaints</p>	<p>If parents or carers have any concerns or complaints over the application or implementation of this policy they should raise their concerns with a staff member, the Deputy Principal or Principal in accordance with the West Heath School Complaints Policy.</p>
<p>17. Staff</p>	<p>A strong relationship with learners is based on trust and respect. This is one of the most effective preventative measures and will lead to staff understanding and better supporting learners. Know the learner and their experience of living and learning will best aid you in supporting them. Learners are provided with a structured learning experience with a wide curriculum in small groups. Learners are encouraged to build a positive relationship with a trusted adult. The combination of relationships, structure, routine, clear boundaries and opportunities for thinking positively and reflecting when things go wrong for learners and staff promotes the development of positive, healthy, safe ways of relating to others and starts to support rebuilding lives through education. Student welfare meetings are held to hold discussion of how best to support learners. These meetings are held with curriculum, pastoral and therapeutic staff teams to work on how best to support staff and learners and to consider behaviour as communication.</p>
<p>18. Team Teach</p>	<p>All staff are trained in Team Teach strategies to manage challenging behaviour. Once trained staff take part in practice sessions every year. Practice sessions focus on emerging themes, children's individual plans, triggers, de-escalation techniques, stages of crisis and restrictive physical intervention as a last resort to stop learners from hurting themselves or others.</p>