

Behaviour Principles

Behaviour is Communication

We recognise that all behaviour is communication and many of our pupils have not yet developed the age appropriate skills in order to communicate appropriately. When they find things difficult or challenging many of our pupils will be operating in the instinctual or emotional parts of their brain rather than the thinking brain. Our responsibility as adults is to regulate, relate and reason to help our pupils to develop the skills to communicate their feelings in an appropriate way.



Enquiry Approach to Behaviour

Springwell Learning Community's approach to behaviour is one of enquiry. Our aim is to explore the reason behind the behaviour to identify a pupil's needs and help our pupils to develop their self-regulation skills over time.



Unconditional Positive Regard

Each day is a new day, each session is a new session, and after each episode of negative behaviour it is a new opportunity to recognise positive behaviour. The Springwell Learning Community strongly believes in unconditional positive regard and we aim to submerge all our young people in this ethos.



Flexible Consistency

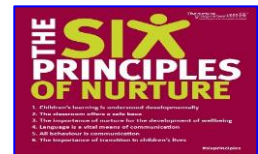
We strive to offer a consistent approach when supporting behaviour, calm, positive, caring, supportive and with empathy. However, needs and circumstances of the individual will always be considered, resulting in "flexible" consistency.



Nurture Principles

We strongly believe that following the six Nurture Principles will provide the greatest opportunities for our young people to learn/develop the skills to support positive behaviour:

- Children's learning is understood developmentally
- The classroom offers a safe base
- The importance of nurture for the development of wellbeing (Self-esteem)
- Language is a vital means of communication
- All behaviour is communication
- The importance of transition in children's lives



Obsessed with Positive Behaviour

We are obsessed about all pupils achieving their best. It is important that young people are frequently reminded of what positive behaviour looks like, rather than always being told "not what to do". It is also important that pupils are clear that we have high expectations and what those expectations are. We have developed 3 simple expectations for our pupils and these are known as the Springwell Obsessions. Springwell obsession posters are displayed throughout the school, and our pupils will be reminded and encouraged to follow these expectations. Staff will recognise and offer praise where pupils are remembering the obsessions.



Quality First Teaching & Learning

Springwell Learning Community recognises the importance of quality first teaching and have established core lesson expectations which include teaching being appropriately differentiated to meet the needs of the individual. Thoroughly planned and engaging learning (academic and social), provide positive experiences and in turn has a positive impact on behaviour.



👉 **Mental Health Matters**

Springwell Learning Community understands the importance of supporting young people with mental health related concerns. We consider the difficulties our young people face and seek to provide the most appropriate support for pupils.



👉 **Trauma Informed Practice**

Springwell Learning Community are advocates for Trauma Informed Practice and incorporate this in to our daily practice. We are ACE aware and prime ourselves on obtaining the greatest level of understanding about our young people, ensuring we can provide them with the highest level of support relevant to their needs.



👉 **Recognition**

At the Springwell Learning Community, we want to all our young people to do their best and feel proud of their achievements. We ensure that we celebrate progress and achievements, including positive behaviour.