Positive Behaviour Policy

***Related Documents:** Responding to Incidents of Self-Harm Policy, What We Do & How We Do It Policy, Equality & Diversity Policy, Accessibility Policy, Use of CPOMS Policy, Parent/Carer Pack, Positive Workplace Policy, Online Safety Policy, Physical Intervention Policy, Offensive Weapons Policy, Safeguarding Policy*

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OUR VISION

Our vision is to provide pupils with the confidence, skills and ambition to achieve a successful and productive life. We aim to ensure they leave the school with a 'new day, new opportunity' ethos and are capable of becoming positive members of their communities. To do this, we have 3 principles that underpin our policies, practices and everything we do:

- Everyone can learn, achieve and has the potential to be successful
- Positive relationships are key to success and are underpinned by mutual trust, respect and caring for one another
- We have high expectations in everything we do

Policy owner	WhiteTrees School	**Last review**	August 2026
Date Created	July 2019	**Next review**	August 2027

Legislation and Statutory Guidance

This policy has been drawn up with regard to:

- The Education (Independent School Standards) Regulations 2014, Schedule Part 3, paragraph 9, which requires a written behaviour policy setting out disciplinary sanctions and de-escalation strategies, implemented consistently.
- Section 93 of the Education and Inspections Act 2006, which sets out the power of authorised staff to use reasonable force.
- The DfE non-statutory guidance 'Behaviour in Schools: advice for headteachers and school staff' (updated February 2024), which applies expressly to independent schools.
- The DfE and DHSC guidance 'Reducing the need for restraint and restrictive intervention' (2019), written for special schools and settings supporting children with learning disabilities, autism and mental health difficulties.
- The DfE guidance 'Searching, screening and confiscation', updated following the Child Q safeguarding practice review.
- The Equality Act 2010.
- Keeping Children Safe in Education 2026, in particular its guidance on child on child abuse.
- The Prevent Duty guidance for England and Wales.

This policy should be read alongside our Physical Intervention Policy, Safeguarding & Child Protection Policy, Responding to Incidents of Self-Harm Policy, Offensive Weapons Policy, and the policies listed on the cover page.

Policy Objectives

- To provide guidance to staff, parents, carers, governors and stakeholders on how to support pupils to self-regulate, manage their behaviour and feel safe so they are ready to learn.
- To provide a framework for our collective beliefs, understanding and insight into human behaviour as it relates to pupils with complex learning needs at WhiteTrees Independent School.
- To provide a holistic, whole-person, inclusive model for our understanding of self-regulation and behavioural needs.
- To underpin our beliefs with evidence-based practice and current research.

This policy needs to be read and understood in conjunction with the following policies:

- Equality & Diversity Policy
- Accessibility Policy
- Use of CPOMS Policy
- Responding to Incidents of Self-Harm Policy
- Parent/Carer Pack
- Positive Workplace Policy
- Online Safety Policy
- Physical Intervention Policy
- Offensive Weapons Policy

- Safeguarding Policy

Key Beliefs

This section should be read alongside our What We Do & How We Do It Policy, which sets out our wider curriculum, teaching and personal development offer. That policy identifies three main focuses each day that underpin everything described in this Positive Behaviour Policy:

- Meeting emotional needs first: staff build a deep understanding of each pupil and their needs, balancing anxieties, upsets and other concerns alongside their education.
- Creating positive relationships that allow pupils to trust and feel cared for, so that staff can build the relationships needed to support learners in and out of the classroom.
- A high quality curriculum, planning and teaching that is specific to each pupil and flexible enough to adapt to the different pace and challenges each pupil is working through.

At WhiteTrees Independent School, we want our Positive Behaviour Policy to reflect our insight and understanding of the complex needs of our pupils and how this contributes to their ability to self-regulate and manage their behaviour in a positive manner so they are ready to engage with their learning. We incorporate a holistic, whole-person approach to ensure we are reflecting and planning for the needs of all our learners with complex layered needs, including Learning Difficulties, Autistic Spectrum Disorders, Communication Disorders, Sensory Needs, ADHD, PDA, ODD and/or Social, Emotional and Mental Health Needs.

As a school that caters for pupils with extremely complex needs, often the result of experiencing trauma during the early years, it is imperative to identify the root cause of any behaviour to support their social and emotional needs. Therefore, it is of the highest importance that policies about behaviour and supporting emotional needs are flexible, effective, and centred on building positive relationships and being endlessly positive.

Many of our pupils have a history of rejection and exclusion from previous educational settings. To meet our pupils' complex needs, they can be taught 1:1 in satellite locations or access a small classroom environment when they are ready at one of our three sites.

To ensure this is effective, we have a well organised and supportive team who use a combination of strategies to support, encourage and reward behaviour that is conducive to learning and focuses on achievements and values wherever possible.

Further considerations are that many of our pupils have not experienced secure attachments throughout their early years, and developing positive relationships with staff members can help to make up for some of the social and emotional development that has been missed.

Each pupil is supported differently, but the key principles for all support will include:

- Unconditional positive regard for our pupils and everyone we work with.
- Caring relationships with staff that are underpinned by positive support, appropriate boundaries and empathy.
- Consideration of any need that is not being met, and the possible years of difficulty that have led the pupil to their current situation and level of need.
- Communication that is clear, consistent, and positive (or in some cases, appropriately passive).
- Consistency in support, interactions and (high) expectations for behaviour and learning, since being predictable is very important.
- Cooperation with pupils to explore their emotions and reflect on how they may have been feeling, working together to overcome challenges or difficult behaviours.

These principles are important whether pupils are supported in classrooms onsite or at a satellite location using our 'Classroom in a Bag'.

Our Expectations

Because of the complexities and uniqueness of the behaviour and challenges we face, we have two simple expectations that act as our school rules:

- **We respect each other, our school and ourselves**
- **We always try our best**

We consider that behaviours which challenge happen for a reason and might be the only way a pupil can communicate. They may arise for different reasons which are personal to the individual. Pupils who display, or are at risk of displaying, behaviours which challenge might need support which involves positive support, such as positive behavioural support, or a form of restrictive practice or intervention. Any restrictive intervention must be legally and ethically justified and absolutely necessary to prevent serious harm, and must be the least restrictive option.

At WhiteTrees Independent School, we believe that:

- Our pupils want to demonstrate positive behaviour.
- Behaviour is a means of communication: we must ensure that all pupils are supported to communicate their needs safely.
- With the right support and intervention, pupils can learn to self-regulate and manage their own behaviour.
- Mistakes are part of the learning process, and we recognise that all of our pupils are at different stages of the developmental process.
- All of our pupils either have learning difficulties and/or other complex needs which impact on how they learn to regulate and manage their behaviour.
- All staff must be given the opportunity to learn, understand and have insight into why our pupils become dysregulated, and to reflect on how and why it impacts on their behaviour.
- We work collectively with our pupils, their parents/carers and other professionals to develop strategies as part of their positive behaviour Wave plans, to support them to self-regulate and manage their behaviour in a positive manner.

All staff at WhiteTrees Independent School can support our pupils by:

- Being mindful and reflecting on the quality of our relationships with each other and with them.
- Reflecting on, and being committed to continuously improving, the quality of our provision.
- Reflecting on and planning the 'scaffolding' needed to support pupils to learn and self-regulate.
- Observing, gathering and analysing data on behaviour to ensure interventions are personalised, well informed and planned according to the needs of each individual within the context of their class or individual lessons, on a 1:1 basis, on site and off site.
- Working in close partnership with our pupils, parents/carers, and professionals working with them, including social care, speech and language therapy, and CAMHS.
- Investing time, and identifying safe spaces and opportunities, for pupils to practise these skills and make mistakes from which they can learn, develop and grow.

The resources, interventions and learning consist of:

- Clear and realistic expectations.
- Rules and boundaries.

- Routines.
- SET (Supportive, Empathetic, Truthful) communication.
- Rewards and consequences.
- Reflect and Restore processes, wherever possible and appropriate.
- Descriptive praise.
- Fair and predictable responses to both negative and positive behaviour.
- An ethos of 'catching the pupils behaving'.
- Effective and efficient use of Class Dojo, recording both positive and negative behaviours.

We believe that

Pupils want to behave well. We believe that our pupils are happy when their needs are understood and met, allowing them to self-regulate and behave well, and that their effort to manage themselves and their behaviour should be recognised and acknowledged by adults and their peers. We consider their communication styles, social interaction skills, sensory and emotional needs, as well as the role we play in supporting them to develop these skills.

Pupils are better able to behave well when their needs are well met in school, at home and in the community.

How pupils behave gives us important information about how they are feeling. Our pupils have a wide range of differing communication and learning styles. Supporting pupils to communicate effectively is a very important aspect of promoting self-regulation and positive behaviour. As adults, we must consider the learning styles and needs of children and young people, setting realistic expectations in small, incremental steps over a sustained period of time. Mistakes are part of the learning process. We support our pupils to get it right.

At WhiteTrees Independent School, we encourage staff to reflect on what may be the underlying issues that drive or trigger behaviour in pupils, and to think about ways of responding in a non-judgmental and supportive manner. This can be very difficult, especially if a pupil is aggressive or targeting others in a focused way. As a school, we support staff to develop their own emotional resilience through professional support. This may be peer to peer, group or individual support, and can draw on a range of expertise within the school and organisation: lead professionals, teacher mentors, educational psychologists, behaviour supervision sessions, and positive behaviour support facilitated by assistant psychologists and our wellbeing team.

All adults must be committed to developing their practice and sharing their skills and experiences through professional development, including our commitment to coaching and mentoring, reflective practice and peer support to improve practice, professional competence and responsibility.

These concerns could include:

- Financial malpractice, impropriety, fraud or corruption.
- Failure to comply with a legal obligation or statutes.
- Dangers to health and safety or the environment.
- Criminal activity.
- Improper conduct or unethical behaviour.
- Attempts to conceal any of these.
- Abuse of young people or others.

Supporting Self-Regulation and Positive Behaviour

The Quality of Our Relationships

Our relationships with each other are supported and developed by our Staff Code of Conduct, which provides clear expectations and guidance to ensure staff model expected behaviour at all times.

The quality of our relationships with our pupils is crucial. Each adult is a significant adult for our pupils. To foster successful, enabling relationships we:

- Actively build trust and rapport with all children and young people.
- Have high expectations for all pupils. When we demonstrate our belief in them, it supports them to succeed.
- Treat pupils with dignity and respect at all times by communicating carefully and clearly, in a way that is accessible and appropriate.
- Consider the function of the behaviour: why the pupil is behaving in this way, and what need it serves.
- Identify the strengths of the pupil, working with the pupil where possible to identify these and build on them. If a pupil is not able to do this, advocate for the pupil within the team or professional group.
- Apologise if you make a mistake: modelling this for the pupil will support you to build trust and respect.
- Name and manage your own emotional reactions to pupils' behaviour, always demonstrating emotionally intelligent behaviour. Seek help if you are finding it difficult to manage your feelings about a child or young person.
- Quietly but firmly hold appropriate boundaries.
- Seek support from wider professional networks to problem solve behaviours that challenge.
- Are always respectful to pupils; we do not talk about them over their heads or in front of other pupils.
- Are non-judgmental about pupils' life experiences, but use behavioural data to inform and develop individual plans that do not discriminate.

Mobile Phones

We understand that our pupils may use their mobile phones to support and regulate their emotions, and can become incredibly attached to them. We also support our pupils using their mobiles to help them regulate on their journeys into school and at the end of the school day.

However, we recognise the distraction mobile phones can have when pupils are in lessons, as well as the impact social media, videoing and recording facilities have when trying to safeguard pupils, teachers and others within the school. For this reason, and to support the embedding of our positive behaviour support policy, we have the expectation that when pupils are met and greeted at the door first thing in the morning, they hand their mobiles in to their key tutors or site lead. Mobile devices will be locked away (in their own personalised box if required) where pupils have no access to them. Pupils will have their mobile devices returned at the end of the school day.

We are committed to supporting our pupils to engage fully in their learning journey, ensuring the safeguarding of all within the school, and feel that by working together, parents/carers and staff can encourage our pupils to use their mobile devices safely and appropriately. For further information, please refer to our pupil, parent/carer pack.

The Quality of Our Relationships with Parents and Carers

It is important to work jointly and plan with parents and carers to ensure consistency in our approaches between home and school. The behaviour Wave systems are co-created around the pupil and are regularly reviewed. This sometimes includes the use of a planned physical intervention to keep a child or young person safe during their school day, known as a Positive Handling Plan (PHP).

The Quality of Our Relationships with Other Professionals

It is important that we work collaboratively with other therapists and professionals working with pupils to ensure their input into planning and strategies, for example speech and language therapists, occupational therapists or CAMHS. It is also staff's responsibility to share any needed information or strategies with other members of the team to ensure consistency in strategies and enable pupils to regulate and manage their behaviour in different contexts, lessons and environments.

The Quality of Our Provision

If we are able to meet each pupil at their point of need and development, it is more likely that challenging, harmful or self-injurious behaviours will decrease or stop. To do this we need to:

- Have communication systems in place and readily available when a pupil is presenting as dysregulated. This is their 'voice' and should be accessible at all times, but especially during times of dysregulation or distress, when it is often difficult to make use of other communication methods.
- Know their sensory and/or processing difficulties and have appropriate strategies and resources available to support the learner to access sensory strategies that may allow them to de-escalate and return to a state of better regulation, following the strategies agreed in their one page pupil profile, ILPs and behaviour Wave system.
- Accurately assess and understand the pupils' needs by referring back to their EHCPs, ILPs and behaviour Wave system.
- Plan to meet the pupil's range of needs specific to the plans drawn up by key staff and professional groups, for example equipment, staffing, sensory needs and diets.
- Support the pupil to develop high levels of resilience and have high expectations for every pupil.
- Support pupils to develop high self esteem, so that they believe that they can succeed.
- Give frequent positive reinforcement when things are going well, and minimal feedback for low level undesirable behaviours, focusing on what you want the pupil to do.
- Know what motivates each pupil and use this as positive reinforcement, utilising Class Dojo and catching pupils being good.
- Use personalised learning to ensure that we meet each pupil at their point of development and learning.
- Where appropriate, include pupils in the target setting and evaluation process for outcomes measurement, using appropriate language and methods, such as self-assessment.
- Give the pupil feedback on progress in a supportive way that makes sense to them, focusing particularly on their achievements and what they need to do to make further progress.
- Praise the pupil for their specific achievements, using descriptive praise, and do this often.
- Actively teach children and young people behaviour for learning.

Organising the Classroom for Learning

Rules and class expectations support positive behaviour and encourage an effective learning environment through:

- Being developmentally appropriate and agreed with pupils.
- Being communicated so pupils can understand, including through visual cues, objects of reference, social stories and similar approaches.
- The development of positive engagement in the support given to each pupil.
- Being regularly referred to by all staff.
- Being appropriate to the activity or lesson and the developmental age of pupils.

Routines

Consistent class, lesson and activity routines are explicitly taught so pupils understand expectations, manage anxiety, and mentally and physically prepare themselves for their day, allowing them to learn how to self-regulate, engage with learning and activities, and manage their behaviour positively. The more consistency there is over routines, the easier it is for our pupils. Routines support behaviour for learning.

Staff must reflect on how they support and prepare learners to adapt to changes in their routines, as this is an important life skill. Changes to routines should be practised using appropriate visual resources, to allow pupils to learn that changes can be managed positively.

Communication and Social Interaction Difficulties

Most of our pupils need support to develop their communication, social interaction and social imagination skills, to cope with changes to familiar routines and develop effective self-regulation skills that enable them to positively manage their behaviour throughout their school day. Behaviour that challenges is often the result of a breakdown in communication. Supporting a pupil who has become dysregulated or is in distress should always begin with understanding the function of the behaviour, for example what is causing the pupil to become distressed. Staff need to utilise the strategies in place to support learners to express how they are feeling and how we can meet their needs proactively. Class teams need to consider the following, and how it can impact on our learners' ability to regulate and manage their behaviour positively. Communication devices and strategies should work both ways: to give instructions, but also to allow our pupils to have a voice, make choices and express their needs.

A majority of our young people:

- Often need time to process information.
- Have difficulty with verbal and non-verbal communication, including body language.
- Have difficulty understanding facial expression and tone of voice.
- Have difficulty understanding, or consistently remembering, social rules and conventions.
- Have difficulty understanding their own emotions and how to tell an adult what they are feeling.
- Have difficulty understanding other people's emotions.
- Have difficulty predicting what will or could happen next, which can cause anxiety.
- Have a lack of awareness of danger.
- Need to be prepared for changes and transitions.
- Have difficulty coping in new or unfamiliar situations.

- Have difficulty managing social expectations and/or interactions with peers, including friendships and bullying.

Understanding Self-Injurious Behaviour

See also our Responding to Incidents of Self-Harm Policy and pupils' individual risk assessments. For quick reference, that policy's model process for a crisis situation is:

- Contact emergency services immediately if the injury is life threatening or the pupil is suicidal.
- If not in crisis: locate the pupil, call for help from a colleague, and administer first aid.
- Keep calm and give reassurance, both to the pupil and to any staff or pupils who may have witnessed the self-harm.
- Liaise with the DSL, who will liaise with appropriate external agencies.
- Inform parents/carers unless there is a clear reason not to, and follow safeguarding procedures if necessary.
- The Deputy Head and key staff adapt the pupil's individual risk assessment and action plan accordingly, ensuring all staff working with the pupil are aware of any changes.

This is a summary only. Staff should always refer to the full policy for the complete flowcharts, risk assessment prompts, confidentiality guidance, and support resources for pupils, families and staff.

Self-injurious behaviour is when a learner physically harms themselves. It is sometimes called self-harm. This might be head banging, hand or arm biting, hair pulling, face or head slapping, skin picking, scratching or pinching, or forceful head shaking. The pupil may have no other way of telling us their needs, wants and feelings.

When it happens, staff should work collaboratively with the pupil, their parents or carers, and other professionals, to try to find ways to prevent or replace this behaviour:

- Respond quickly and consistently when a pupil self-injures. Even if you think what the pupil is doing is to get attention, it is never appropriate to ignore severe self-injurious behaviour.
- Keep responses low key. Limit verbal comments, facial expressions and other displays of emotion. Try to speak calmly and clearly, in a neutral and steady tone of voice, using SET (Supportive, Empathetic, Truthful) language.
- Reduce demands, since the pupil may be finding a task too difficult or overwhelming.
- Remove physical and sensory discomforts, considering their sensory processing difficulties.
- Redirect: tell them what they need to do instead of the self-injurious behaviour, for example 'David, hands down'.
- Consider physical intervention. If there is a risk of serious harm, staff will work with parents, carers and other professionals to use physical intervention. This may also reduce the sensory experience and frequency of the behaviour. Physical restraint does not address the cause of the behaviour, so it must never be used in isolation without teaching the pupil new skills which address the reason for the behaviour, through our Reflect and Restore process. See our Physical Intervention Policy for full details. All staff are trained in NFPS (National Federation for Personal Safety) and only use responsible and proportionate physical intervention, where the pupil is either putting themselves or others at risk or in danger. We keep our training under review against the Restraint Reduction Network Training Standards, which are increasingly recognised as the benchmark for restraint training in schools.

Behaviour: Consequences, Reflection and Restoration

Rewards and positive consequences play a key role in supporting our pupils effectively. To create a culture where staff focus on celebrating positives, we use Class Dojo to track and share positive behaviours throughout the day. Class Dojo is a cloud based program that allows all staff to create individual targets throughout the day. It is secure and can only be accessed via a login link set by the

teacher. The teacher will give access to TAs, parents, carers and professionals, who can monitor the behaviour, shared work and 'work ons' for each child at any time. This system forms an ongoing score that is used to track improvements in behaviour over a day, week, term or year. Teachers track behaviour and engagement to support decision making as to whether pupils achieve rewards daily, weekly or termly. Termly reward trips allow pupils to choose the activity with support from staff, as the goal is to give them a reward they have earned while ensuring they are still engaging in activities where they are developing their social, emotional and independence skills.

Negative consequences primarily involve missing out on positives, continuing the focus on being endlessly positive. However, at times it is important to establish appropriate boundaries, particularly in instances where there has been a serious incident, bullying, peer on peer abuse, abuse relating to a protected characteristic, or when safety has been compromised. In situations such as these, staff implement a Reflect and Restore process, which involves a consequence appropriate to the behaviour, followed by a conversation in which the pupil reflects on the behaviour, its causes, and how they might overcome those challenges in future. The discussion then looks at restorative actions, and the pupil decides on the steps they should take. The stages and relevant recommendations are:

Stage	Behaviour	Consequence	Reflect and Restore (R&R)
1	**Minor incident** **Verbal abuse (relative to pupil)** **Damage**	**Restorative action** **Partial loss of reward (catch up)** **Follow up from teacher**	**Informal follow up with the staff member best placed to do so. Most commonly this is the lead teacher, or the teacher leading the lesson in which the behaviour or incident occurred.**
2	**Persistent verbal abuse** **Persistent or moderate damage** **Moderate or serious incident** **Presenting risk to others** **Repeating stage 1 behaviour**	**Restorative action** **Significant loss of reward** **Follow up from leader**	**Formal follow up with the lead teacher after the incident, or the next morning. Staff member and pupil work through the formal R&R.**
3	**Attempt to harm or presenting significant risk to others** **Significant damage** **Serious incident** **Repeating stage 2 behaviour**	**Meeting with SLT, parents and relevant professionals before returning to school**	**Formal follow up with the lead teacher or leader. Pupil to be brought in after the start of the day at a time agreed by leaders. Staff member and pupil work through the formal R&R. Staff to be confident the pupil is reflective before returning to school.**
4	**Serious assault** **Repeating stage 3 behaviour**	**Short term personal support day(s) and meeting with leader, parents and relevant**	**Formal follow up with the lead teacher or leader. Pupil to be brought in after the start of the day at a time agreed by leaders. Staff member and pupil work**

Stage	Behaviour	Consequence	Reflect and Restore (R&R)
		professionals before returning to school	**through the formal R&R. Staff to be confident the pupil is reflective before returning to school.**

There is an R&R form to record the process, completed by the adult hosting the R&R. All R&Rs are recorded and reviewed by SLT.

Personal Support Days, Emergency Reviews, and Ending Placements

In extreme cases, the Executive Headteacher may send a pupil home for a 'personal support' period of time, typically one or two days, in consultation with the proprietor. A personal support day is a welfare measure, not a disciplinary exclusion, and is not recorded or treated as such. When the decision is taken to provide this support to a pupil, an explanatory letter is always posted to the parent/carer on the same day, as well as to the placing authority, and work is provided to complete at home. The letter sets out the reason for the decision and confirms the parent or carer's ability to raise any concerns about it with the school.

In very exceptional circumstances, such as a pupil bringing illegal drugs or weapons into our schools, the Executive Headteacher and chair of governors may make the decision to assess the appropriateness of the pupil's placement at WhiteTrees.

Where a pupil's needs cannot be met, we will call an emergency annual review with the placing authority to re-evaluate the suitability of the placement and recommend that another provision be sought. This is not the same as exclusion.

Recording and Communicating Behaviour Management Events

Emergency Action Plan for a Child or Young Person Who Has Absconded

A child or young person is considered to have absconded if they leave the school premises or the immediate area of an offsite activity or trip.

- Where possible and if appropriate, a member of staff should encourage the pupil to come back to school, if they are not in immediate danger.
- A member of the Senior Leadership Team and/or the Designated Safeguarding Lead must be informed immediately, and will then deploy staff and manage the situation. Deployed staff will have access to key information about the pupil so they can share this with appropriate external agencies. A grab bag will also be available at each site for staff to take with them.
- Report to the police on 101 if it is unknown where the young person is, after 10 minutes (details of the pupil can be found on the drive, in their files, on their contact sheets).
- Call British Transport Police, or go to the closest station, if they have gone onto the underground or overground network.
- Call home to inform the family.
- Report to the allocated social worker or duty social worker at the Local Authority's Disabled Children's Team, or make a Child Protection referral, as appropriate.

- Complete all relevant paperwork, including CPOMS, before leaving at the end of the school day.

The absconding grab bag should include:

- Absconding guidelines, including emergency numbers.
- A first aid kit.
- Police, school and DSL contact details.
- Printed cards to give to members of the public, explaining that staff are from WhiteTrees, that the pupil has SEND, and that this is an emergency.

Actions to be Taken Following an Incident Involving a Pupil Absconding

- Debrief with staff involved, family and the pupil, where appropriate, with an incident form being completed.
- Update the child or young person's individual risk assessment, with appropriate safety measures clearly outlined and shared with the relevant professionals.
- Report any issues within site security to SLT immediately.
- Ensure staff who then work at the site with identified pupils are made aware that their risk assessments have been updated, and that they need to read them so they are aware of appropriate procedures and updates. Key information will be shared with staff during daily handovers and de-briefs.

Pupils with Exceptional Behavioural Needs

The majority of pupils at the school will respond positively when class teams and support staff work within these guidelines, but some of our pupils need additional support to learn to self-regulate and manage their behaviour in a positive manner. We do this by:

- Working in line with WhiteTrees Independent School policy.
- Identifying additional support, tailored to the specific needs of each learner.
- Attending multi-agency reviews.
- Conducting observations in a range of contexts, including home visits.
- Arranging medical investigations to ensure the pupil is not in pain or unwell, or to identify needs that may be impacting on emotional wellbeing or mental health.
- Making the routines and strategies more detailed.
- Developing a Risk Assessment and Positive Behaviour Support Plan, detailing action to be taken when identified behaviour occurs. This is shared with the pupil, parent, and other staff and professionals working with the pupil.
- Placing the pupil on the highest level Behaviour Wave, updated weekly to reflect needs and appropriate strategies.
- Working with CAMHS, Educational Psychologist support, therapists, the Children and Young People with Disabilities Service (Social Care), and medical specialists.
- Engaging parental and family support to implement changes in strategies.

Bullying (including Cyber-Bullying)

- We do not tolerate bullying, but we acknowledge that some of our learners may not fully understand how their behaviour impacts on others, or that it may be experienced as bullying.

- Bullying should never be ignored.
- All instances of bullying must be recorded on CPOMS.
- Parents and carers should be informed by the teacher, or lead of the lesson or activity, by telephone or in a face to face meeting.
- Every instance needs to be addressed in line with this policy, with each pupil involved taking responsibility for their actions, apologising, and agreeing to accept help when changing this unacceptable behaviour.
- Pupils need to be supported to develop age appropriate e-literacy, so that they are able to keep themselves safe online and report cyber-bullying.
- Parents and carers have opportunities to learn about e-safety and how they can implement and manage this at home.

Peer on Peer Abuse

All staff are aware of the term peer on peer abuse (also referred to as child on child abuse in Keeping Children Safe in Education), and that it means a child can, and does, abuse other children both in and outside of school. Staff understand that even where there have been no reports of this happening, it does not mean that it is not happening, only that it has not been reported. All staff have attended both in-house and online training detailing their role in preventing, responding to (for example challenging inappropriate behaviours between children) and recording incidents of child on child abuse, to either the Designated Safeguarding Lead (DSL) or the Deputies.

Examples of child on child abuse are most likely to include, but are not limited to:

- Bullying, including cyberbullying, prejudice-based and discriminatory bullying.
- Abuse in intimate personal relationships between peers, sometimes known as teenage relationship abuse.
- Physical abuse, such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm. This may include an online element which facilitates, threatens and/or encourages physical abuse.
- Sexual violence, such as rape, assault by penetration and sexual assault. This may include an online element which facilitates, threatens and/or encourages sexual violence.
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse.
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or engage in sexual activity with a third party.
- Consensual and non-consensual sharing of nude and semi-nude images and/or videos, also known as sexting or youth produced sexual imagery.
- Upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or to cause the victim humiliation, distress or alarm.
- Initiation or hazing type violence and rituals, which could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group, and may also include an online element.

Discriminatory Language and Incidents

- Although rare, incidents which include elements of racism, homophobia, sexism, or which relate to disability, gender presentation or religion, are not acceptable within our school community.
- They should be dealt with in line with this policy, with further advice sought from SLT.
- Incidents must be recorded appropriately on CPOMS and Class Dojo, with SLT recording actions and follow ups.
- Some pupils use discriminatory language without understanding its impact. This must be viewed as an opportunity to teach them how to be respectful to each other.

Depending on the nature of the incident, a Prevent referral may be made to the Channel Panel at the appropriate local authority, in liaison with relevant professional teams. These referrals take into account a pupil's needs, with both pupils and parents/carers being supported appropriately and positively to understand a pupil's vulnerability to radicalisation in any form.

Equality Act 2010

At times, the school, to support the management of behaviour, may take 'positive action' to deal with particular disadvantages affecting pupils with a particular protected characteristic, in order to meet their specific need and ensure they are able to thrive and develop, as set out in this policy. This may include taking positive action to support girls where there is evidence they are being disproportionately subjected to sexual violence or sexual harassment.

Concerns and Allegations

Our Safeguarding Policy identifies the importance of thoroughly investigating all allegations, including those considered low level, implementing new systems where appropriate, and learning from these experiences. Where it is identified that malicious allegations against either staff or pupils have been made, this policy will support the identification of how SLT will support the child using the Behaviour Wave.

Banned Items and Searches

This section should be read alongside our Offensive Weapons Policy and the DfE guidance 'Searching, screening and confiscation'.

- Only the Headteacher, Executive Headteacher, or a member of staff they have specifically authorised, may search a pupil or their belongings without the pupil's consent, and only where there are reasonable grounds to suspect the pupil is in possession of a prohibited item.
- Staff may ask a pupil to show them the contents of their bag or pockets with the pupil's agreement at any time, to help them remain safe on the premises.
- Where a search without consent is necessary, the member of staff conducting it, and the witness present, should be the same sex as the pupil wherever possible. A search may only be carried out by a person of a different sex, or without a witness, where there is an immediate risk of serious harm and waiting would increase that risk.
- Staff must never carry out a strip search. Strip searches may only be conducted by police officers, in line with national safeguarding guidance following the Child Q review, and only with an appropriate adult present wherever possible.
- Any search is treated as a safeguarding matter. Staff should be alert to the impact of a search on a pupil's dignity, and to the possibility of unconscious bias influencing decisions to search, and should record searches appropriately, including on CPOMS.
- Following any search, staff should consider the pupil's wellbeing and offer appropriate support, particularly where the pupil has found the experience distressing.

See our Offensive Weapons Policy for further detail on prohibited items and the actions to be taken if a weapon is found.

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