



**THE  
WHITE  
HOUSE  
SCHOOL**

# Positive Behaviour Policy

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## **1. Introduction and Context**

The White House School is an Independent Specialist school. We are part of an ethical and progressive organisation that believes it can achieve real change for pupils and their families.

The White House School is situated within BCP local authority and offers a specialist learning provision which emphasises the development of core academic understanding, encourages creativity, celebrates outdoor learning and promotes the growth of essential life skills. We aim to establish a safe, creative and vibrant environment where children feel challenged and supported in their learning, achieving high levels of wellbeing and academic success. We aim to nurture and develop mutual respect, tolerance, teamwork, perseverance, kindness and good manners.

We adhere to the values of ARC:

- Ambition
- Resilience
- Community

The White House School operates within the SPELL framework. SPELL is The National Autistic Society's framework for understanding and responding to the needs of children and adults on the autism spectrum.

It focuses on five principles that have been identified as vital elements of best practice in autism and emphasises ways to change the environment and our approaches to meet the specific needs of each person.

**SPELL** stands for Structure, Positive approaches and expectations, Empathy, Low arousal and Links:

<b>Structure</b>	Structure makes the world a more predictable, accessible and safer place. We can support people on the autism spectrum in creating structured environments using visual information.
<b>Positive (approaches and expectations)</b>	We must seek to establish and reinforce self-confidence and self-esteem by building on natural strengths, interest and abilities.
<b>Empathy</b>	We must try to see the world from the standpoint of the autistic child or adult, knowing what it is that motivates or interests them but importantly what may also frighten, preoccupy or otherwise distress them.
<b>Low arousal</b>	Approaches and the environment need to be calm and ordered in such a way so as to reduce anxiety and aid concentration.
<b>Links</b>	Autistic people, their parents or advocates should be seen as partners. Open links and communication will reduce the risk of misunderstanding, confusion or the adoption of fragmented, piecemeal approaches.

The White House School offers a specialist learning provision which emphasises the development of core academic understanding, encourages creativity, celebrates outdoor learning and promotes the growth of essential life skills. We aim to establish a safe, creative and vibrant environment where children feel challenged and supported in their learning; achieving high levels of wellbeing and academic success. We aim to nurture and develop mutual respect, tolerance, teamwork, perseverance, kindness and good manners.

At The White House School our main focus is ensuring that every member of our school community feels happy, safe, valued and respected. Our core values of Community, Ambition and Nurture, promote a kind and caring environment, where pupils are supported to become the very best version of themselves. We adopt mindfulness at the heart of our ethos, curriculum and positive behaviour approach. Each day is started with mindful, calm activities, preparing pupils for the day ahead.

We promote positive behaviour through **positive behaviour support** (PBS) principles and through the application of 'PRICE' training. <https://www.pricetraining.co.uk/> (BILD Association of certified training/RRN Certified), creating a PBS culture with high and consistent expectations where everyone uses and understands the language of PBS and the use of 'natural consequences'. The school and its staff understand the need to take a pro-active approach to low level disruption and expect our pupils to be on task when they are in lessons, as this provides them with the best opportunities to learn effectively. *"Schools with good behaviour cultures will create calm environments which will benefit pupils with SEND, enabling them to learn"* pg.13 [Behaviour in schools: advice for headteachers and school staff 2024](#) We aim to educate our pupils to enable them to, where possible, participate and be included in their own school culture and within the communities where they live. This will be achieved by promoting respect, kindness, honesty, hard work, cooperation, fairness, confidence, tolerance, politeness, and responsibility. We aim to empower children to have a voice and to stand up against discrimination, valuing equality, tolerance, and mutual respect and to provide a rich learning experience that will have a positive impact on pupils' spiritual, moral, social, and cultural development.

This policy is in place to outline the measures we take to ensure a harmonious and positive environment, which is conducive to learning. Our positive behaviour strategies instil a sense of responsibility and self-awareness in our pupils, preparing them for future learning settings and adult life within society.

Our positive behaviour motto:

*“Be Kind, Be Safe, Be Mindful”*



## 2. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment.
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school.
- Outline the expectations and consequences of behaviour.

- Provide a consistent approach to behaviour management that is applied equally to all pupils.
- Define what we consider to be unacceptable behaviour, including bullying and discrimination.

The White House School aims:

- To create a calm and nurturing environment through the promotion of pupils and staff adopting mindful practice.
- To foster high standards of behaviour through high expectations and positive role models throughout a pupil's time with us.
- To encourage good behaviour through the provision of an engaging curriculum and well organised classroom management.
- To actively promote good behaviour through positive encouragement and rewards rather than negativity and punishment.
- To provide simple and fair guidelines around expectations (both academic and behavioural), which is understood by all and applied consistently by every member of staff.
- To improve a pupil's confidence and self-esteem through differentiated tasks, personalised learning and consistent and clear support.
- To promote self-respect and develop self-esteem through high expectations of conduct, participation and organisation.
- To encourage pride in the school through respect for each other, respect for belongings and respect for the building and environment.
- To promote a partnership between teachers, parents, guardians and children to develop mutual respect and understanding.
- To promote a positive image of the school and develop a reputation for high standards of behaviour within the wider community.
- To expect and encourage high standards of behaviour at all times.
- To always expect and encourage politeness and good manners.
- To teach pupils to listen when appropriate, not to interrupt others and to learn to take turns.
- To celebrate success, both social and academic.
- To encourage the acceptance of an increasing level of responsibility.
- To build and consolidate feelings of self-respect and self-esteem.
- To provide opportunities for children to work towards the goal of self-discipline.

**We achieve this through a holistic approach.**

- All classrooms will be well managed and organised reflecting the high standards expected.
- All work provided will be relevant, appropriate and stimulating.
- All areas of school will be kept appropriately tidy, both by staff and children.
- All members of staff will expect high standards of behaviour from all children at all times.
- All lessons will start with a visual lesson outline so the pupil knows what to expect and what will be expected of them.
- Each pupil will have their own Zones of Regulation toolkit, social story and profile.
- Pupils will be given frequent opportunities to work co-operatively and collaboratively, learning to share and take turns.
- Pupils will receive regular feedback on their work. This will be communicated via the use of written feedback and stamps and through discussion between individual pupils and their class teacher.
- Celebration assemblies encourage our pupils to praise each other and celebrate their own achievements, boosting their self-esteem.
- All members of the school community will be expected to observe common courtesies such as 'please', 'thank you', 'excuse me' etc.

### **3. Legislation, statutory requirements and statutory guidance**

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education \(2024\)](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy

### **4. Definitions**

**Misbehaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework as a result of a defiant attitude
- Poor attitude
- Incorrect uniform

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Physical aggression and behaviours towards self, peers or staff
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments
  - Sexual jokes or taunting
  - Physical behaviour like interfering with clothes
  - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft

- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - Fireworks
  - Pornographic images
  - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

## 5. **Bullying**

**Bullying** is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> <li>● Racial</li> <li>● Faith-based</li> <li>● Gendered (sexist)</li> <li>● Homophobic/biphobic</li> <li>● Transphobic</li> <li>● Disability-based</li> </ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our Anti-bullying Policy.

## **6. Roles and Responsibilities**

### **6.1 The School Board**

The School Board is responsible for:

- Reviewing and approving the written statement of behaviour principles (appendix 1)
- Reviewing and monitoring this behaviour policy's effectiveness and holding the Headteacher to account for its implementation.

### **6.2 The Headteacher, with support from the Deputy Headteacher (who is responsible for welfare, behaviour and pastoral issues)**

The Headteacher and Deputy Headteacher are responsible for:

- Reviewing this policy in conjunction with the School Board.
- Giving due consideration to the school's statement of behaviour principles (appendix 1).
- Approving this policy.
- Ensuring that the school environment encourages positive behaviour.
- Ensuring that staff deal effectively with poor behaviour.
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils.
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them.
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully.
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy.
- Ensuring this policy works alongside the child protection and safeguarding policy to offer pupils both sanctions and support when necessary.
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy.

### **6.3 Teachers and staff**

Staff are responsible for:

- Creating a calm and safe environment for pupils.
- Establishing and maintaining clear boundaries of acceptable pupil behaviour.
- Implementing the behaviour policy consistently.
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils.
- Modelling expected behaviour and positive relationships.
- Providing a personalised approach to the specific behavioural needs of particular pupils.
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations.
- Recording behaviour incidents promptly (see appendix 3 for our behaviour log template).
- Challenging pupils to meet the school's expectations.

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

### **6.4 Parents, Carers and Guardians**



Parents, carers and guardians, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate.
- Support their child in adhering to the school's behaviour policy.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the class teacher promptly.
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions).
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school.
- Take part in the life of the school and its culture.

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, working in collaboration with them to tackle behavioural issues.

## **6.5 Pupils**

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school.
- That they have a duty to follow the behaviour policy.
- The school's key rules and routines.
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard.
- The pastoral support that is available to them to help them meet the behavioural standards.

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture. Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

## **7. Behaviour Expectations**

Our behaviour expectations take into account the needs of our pupils. We understand that challenging behaviour can be displayed when pupils are struggling to self-regulate or responding to sensory overload, for example. We use the terms 'expected' and 'unexpected' behaviour with our pupils.

General Expected behaviours include:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept consequences when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online
- Being kind and thoughtful to the other people in the school
- Following adult instructions first time

## Classroom Guidelines for Expected behaviours

- Putting my hand up
- Following instructions
- Waiting my turn to talk
- Using a calm voice
- Ignoring distractions from other pupils
- Asking for help
- Being kind
- Trying my best
- Keeping unkind thoughts in my head
- Taking care to try and make my work neat
- Hand my homework in on time
- Write all my homework in my planner
- Asking for help when I am finding something hard
- Bringing all the equipment I may need to my lesson, such as a ruler and pencil

Unexpected behaviours may include:

- Repeated calling out
- Distracting other pupils
- Not following instructions
- General challenging behaviour
- Arguing
- Answering back
- Shouting
- Saying something unkind
- Inappropriate language
- Teasing other pupils
- Lack of engagement in a lesson
- Refusal to complete a task

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet our behaviour expectations.

### **7.1 Mobile phones**

Given the age group of our pupil cohort, it is not expected that any pupils will have the need to bring their mobile phones in to school. We will allow pupils to bring their mobile phones to school, if they need them to communicate with their parents, carers or guardians, regarding travel to and from the school. Mobile phones will be collected upon entry in the morning and returned as pupils leave at the end of the day. They will be stored safely within the school office throughout the day. Parental permission will need to be given if a pupil is to bring their phone on site and the school does not accept responsibility or liability to any loss or damage caused as a result.

## **8. Responding to Behaviour**

### **8.1 Classroom management**

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the school's behaviour expectations or their own classroom rules
- Develop a positive relationship with pupils, which may include:
  - Greeting pupils in the morning/at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement

## **Zones of Regulation**

The vocabulary associated with the Zones of Regulation is widely used across our school to teach pupils the skills to develop self-regulatory abilities. It supports pupils to understand how to evaluate their social emotional state and to make better choices to regulate their thoughts, actions and sensory needs in a manner that helps them feel proud of themselves for working to be more responsible members of their community.

At the start and end of each day, class teachers will check-in with each pupil to assess which zone they are in and put strategies in place, if required, to support pupils to return to the green zone.

The Zones of Regulation are also explored through our Emotional Literacy curriculum. Each pupil has their own ZoR toolkit, social story and profile. This outlines the behaviours that can be seen by each pupil when in each zone and what staff can do to support pupils to stay in the green zone. Each document is highly personalised and forms a central part of our positive behaviour approach. The toolkit is for pupil use and uses visuals for them to communicate their feelings, calmers and motivators, in order to stay in the green zone. See Appendix 6 for templates of these documents.

## **Size of the Problem**

When supporting pupils to manage their emotions, behaviour and reactions, we adopt the 'Size of the Problem' (see Appendix 7) method as a tool to develop their understanding of expected behaviours. This visual chart is present in classrooms and within our Nurture spaces, as well as within pupil's planners. This tool supports our pupils to ensure their reactions are proportionate to the size of their problem.

## **8.2 Safeguarding**

The school recognises that changes in behaviour may be an indicator that a pupil needs help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our Child Protection and Safeguarding policy for more information.

## **8.3 Responding to good behaviour**

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- Verbal praise
- The awarding of gold star and/or our values stickers
- Communicating praise to parents via a phone call or written correspondence
- Certificates, prize ceremonies or special assemblies
- Positions of responsibility, such as class representative status or being entrusted with a particular decision or project
- Whole-class or year group rewards, such as a popular activity

Each pupil has a Rewards Sticker Chart on their desk to help promote positive behaviour (see Appendix 10).

## Rewards System

### Gold Stars



You can get a gold star if you display any of these expected behaviours:

- Great work
- Good behaviour
- Being helpful
- Trying hard
- Being kind
- Being respectful
- Paying attention
- Practising mindfulness

### Values Stickers



10 Values stickers = a Citizenship Award

You can be awarded a values sticker for the following reasons:

- Collecting 5 gold stars in one day
- Demonstrate a respectful and harmonious attitude
- Show kindness and care towards others
- Act with integrity
- Take responsibility for an area of our school community or participate in charity work.
- Act with courage to make brave decisions.
- Demonstrate curiosity for your learning
- Put excellent effort into your work
- Push yourself to work outside your comfort zone
- Adopt regular mindful practice
- Act with self-awareness and self-regulation
- Do things to have positive physical and mental health and wellbeing
- Display a love of learning and/or work well in an intervention or therapy session

### Celebration Assembly



Every Friday afternoon we will have a Celebration Assembly to identify our 'Superstars' of the week.

You can become a Superstar if:

- You collect the most gold stars in your class
- Your teacher wants to celebrate your achievements

You will be rewarded with book tokens to put towards a book of your choice. You may also be given special privileges in school.

## 8.4 Responding to misbehaviour

All staff receive PRICE 'Positive Approaches to Challenging Behaviour' training and are aware that unexpected behaviour is usually as a direct result of an unmet need; be that tangible, sensory, attention or avoidance. We use positive behaviour and de-escalation strategies to identify these concerns and aim to avoid pupils presenting unexpected behaviour. Where required, a Positive Behaviour Plan, will be put in place (see appendix 4) which outlines the following;

- Types of behaviour known to be presented by the pupil
- Pro-active strategies to support at a prevention level
- Warning signs
- The adult responses to these warning signs
- Planned physical intervention strategies, if necessary

However, when a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour. Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

At TWHS we use a common and shared language to promote and ensure consistent staff responses to unexpected behaviour. This is linked to our behaviour motto and so phrases such as; "You need to be kind, we take turns here" and "You need to be safe, feet on the floor" for example, are phrases used commonly.

Our 'Behaviour Matrix' clearly outlines the 5 levels of unexpected behaviour and the appropriate staff response and consequence(s) to be given. Staff are made aware of this matrix through the Staff Handbook and it is visible in the staff room. The matrix can be found in Appendix 9 of this policy.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account. When giving behaviour consequences or sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

Fundamentally, we understand that a one-size-fits all approach is not possible for our pupils, as they have identified special educational needs. We respond to unexpected behaviour and allocate consequences on a case-by-case basis.

If it is felt that a pupil has cognitive awareness of their unexpected behaviour, and the behaviour cannot be dealt with by a verbal correction or expression of disapproval, the school may use 1 or more of the following consequences in response:

- A verbal reprimand and calm reminder of the expectations of behaviour.
- Completion of a Behaviour Reflection Form to take account of their behaviour. This would take place after the pupil is given time to regulate and reflect on how their actions impact others.
- Expecting work to be completed at home, or at break or lunchtime
- Missing part or all of play time
- Loss of privileges – for instance, the loss of a prized responsibility
- School-based community service, such as tidying a classroom
- Referring the pupil to a senior member of staff
- Letter or phone call home to parents
- Agreeing a behaviour contract in the form of a Positive Behaviour Improvement Plan
- Putting a pupil 'on report'

Within our Sensory Curriculum pathway, consequences are presented and adapted accordingly, in order that pupils are able to understand and respond to the consequence given. The use of visuals is in place to support understanding when staff are required to issue any of the above consequences.

Personal circumstances of the pupil will be taken into account when choosing consequences and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

As a school we place great emphasis on the importance of knowing individual pupils well, so that teachers know which factors might affect pupil behaviour and what the school can do to address these. Focusing on developing good relationships also ensures pupils feel valued and supported, meaning they are less likely to misbehave.

We encourage children to become responsible for their own actions, for them to become aware of the possible consequences of what they say and do. As a school, we use restorative approaches to support a harmonious learning environment, where pupils are encouraged to self-regulate their behaviour. This restorative approach is based on the following five key features:

- Respect – for everyone by listening to others' opinions and learning to value them.
- Reflect – taking time to reflect on their behaviour to see where they went wrong.

- Responsibility – taking responsibility for their actions.
- Repair – developing individuals’ abilities to find solutions that repair any harm that has occurred and ensure that negative behaviours are not repeated.
- Re-integration – working through a structured supportive process that aims to solve the problem.




When dealing with incidents in school the adults will use restorative questions:

- What’s happened?
- What were you thinking at the time?
- What have you thought since?
- How did this make people feel?
- Who has been affected?
- How have they been affected?
- What should we do to put things right?
- How can we do things differently in the future?

### Consequences



You could be given a **warning** if you show any of our unexpected behaviours

 	<p><b>Behaviour we do not want to see:</b></p> 
<ul style="list-style-type: none"> <li>● Repeated calling out</li> <li>● Distracting other pupils</li> <li>● Not following instructions</li> <li>● General challenging behaviour             <ul style="list-style-type: none"> <li>● Arguing</li> <li>● Answering back</li> </ul> </li> <li>● Saying something unkind             <ul style="list-style-type: none"> <li>● Inappropriate language</li> <li>● Teasing other pupils</li> </ul> </li> <li>● Lack of engagement during a lesson             <ul style="list-style-type: none"> <li>● Refusal to complete a task</li> </ul> </li> <li>● Disrespecting our school community</li> </ul>	



If you receive 3 **warnings in one lesson**, you will leave class to think about what has happened and the things you have done.

**As a result, you could miss your play time or other privileges**

You could be given a **serious consequence** if you make unkind choices or hurt your community with your words or actions.

## 8.5 Reporting and Monitoring Unexpected Behaviour

When pupils display unexpected behaviour, which requires the issue of a consequence, staff are required to complete a 'Pupil Unexpected Behaviour Reporting Form' on IRIS. Once completed, the forms will be reviewed by the Positive Behaviour Lead and the Deputy Headteacher, who will add a comment.

Regular half-termly analysis of the log will allow us to identify the following:

- Potential unexpected behaviour 'hot-spots' in the school
- Repeat offenders
- Indicate the need for further support, either in school or from outside agencies

## **8.6 Reasonable force**

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (see appendix 3 for a template of our behaviour log)

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions. This will be completed in line with our PRICE training.

Further detail can be found in our separate Physical Restraint and Use of Reasonable Force Policy.

## **8.7 Confiscation and searches**

School staff can search pupils for any item if the pupil agrees and have statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that pupils may have a prohibited item (listed in section 4).

The White House School ensures that all searching and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

### **Confiscation**

Any prohibited items (listed in section 4) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

### **Searching a pupil**

Searches will only be carried out by a member of staff who has been authorised to do so by the Headteacher, or by the Headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.



An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the Headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the Deputy Headteacher / designated safeguarding lead, to try and determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 4, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search. An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

### Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including:

- Desks
- Lockers
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 4) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

### Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 4
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 4), including incidents where no items were found, will be recorded in the school's safeguarding system.

### Informing parents

Parents will always be informed of any search for a prohibited item (listed in section 4). A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

### Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's child protection and safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

### **8.8 Off-site misbehaviour**

Consequences may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Consequences may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Consequences will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

### **8.9 Online misbehaviour**

The school can issue behaviour consequences to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Consequences will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

### **8.10 Suspected criminal behaviour**

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the Headteacher will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce consequences, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

### **8.11 Zero-tolerance approach to sexual harassment and sexual violence**

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to early help
  - Refer to children's social care
  - Report to the police

Please refer to our child protection and safeguarding policy for more information.

### **8.12 Malicious allegations**

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

## **9. Serious consequences**

A positive behaviour culture and good discipline in schools is essential to ensure that all pupils can benefit from the learning opportunities provided by the school. If the behaviour incident is serious, the school may issue one of our three serious consequences: removal from the classroom, suspension or exclusion. In line with our Behaviour Matrix (see Appendix 9), serious consequences usually take place with Level 3 and above incidents.

The Government supports Headteachers in using exclusion as a sanction where it is warranted. Exclusion is always the last resort. However, should behaviour from any child cause a threat to the welfare or safety of others, or cause persistent disruption to teaching and learning, or where allowing the pupil to remain in the school would seriously harm the education or welfare of the pupils or others in the school, the child may be at risk of exclusion.

Our staff will always engage proactively with parents to support the behaviour of pupils with additional needs. Where school has concerns about the behaviour or risk of exclusion of a child with additional needs, a pupil with an Education Health and Care Plan or a Child in Care, it will seek the advice of others in considering what additional support or alternative placement is required.

## **Removal from class (internal exclusion)**

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time. Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum. Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom are supervised by a member of support staff and will be removed for a maximum of 1 school day. Depending on the nature of the behaviour, the pupil may be supervised by the Headteacher or Deputy Headteacher.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the Headteacher. Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour. Parents will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- Use of learning support assistants
- Short term behaviour report cards
- Long term positive behaviour improvement plans
- Multi-agency assessment

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil in the behaviour log.

## **Suspension and permanent exclusions**

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school consequences and interventions.

The decision to suspend or exclude will be made by the Headteacher, with approval from the School Board, and only as a very last resort.

Please refer to our Suspension and Permanent Exclusion Policy for more information.

## **10. Responding to misbehaviour from pupils with SEND**

### **Recognising the impact of SEND on behaviour**

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND). When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis. When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned. An example of these measures include:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues
- Training for staff in understanding conditions such as autism
- Use of separation spaces (our nurture space) where pupils can regulate their emotions during a moment of sensory overload

### **Adapting consequences for pupils with SEND**

When considering a behavioural consequence for a pupil with SEND, the school will consider:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

The school will then assess if it is appropriate to use a consequence and if so, whether any reasonable adjustments need to be made to the consequence.

### **Considering whether a pupil displaying challenging behaviour may have unidentified SEND**

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, an occupational therapist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

### **Pupils with an education, health and care (EHC) plan**

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the pupil's local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

## **11. Supporting pupils following the issue of a 'consequence'**

Following the issue of a consequence, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school. In our Nurture Space, pupils will be encouraged to complete a Behaviour Reflection sheet (see appendix 5) with a member of staff. Should a serious consequence be issued, as well as completing the Behaviour Reflection sheet, the following measures may also be put in place;

- Reintegration meetings
- Daily contact with our pastoral lead (Deputy Headteacher)
- A report card with personalised behaviour goals

## **12. Pupil Transition**

### **Inducting incoming pupils**

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

### **Preparing outgoing pupils for transition**

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings. To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

## **13. Training**

As part of their induction process and ongoing regular training on managing behaviour, staff receive training on:

- Positive Approaches to Challenging Behaviour (PRICE)
- The needs of the pupils at the school
- How SEND and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development.

A staff training log can be found in appendix 2.

## **14. Monitoring arrangements**

### **Monitoring and evaluating school behaviour**

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching and confiscation
- Anonymous surveys for staff, pupils, board members, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed every half term by the pastoral lead.

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

### **Monitoring this policy**

This behaviour policy will be reviewed by the Headteacher and School Board at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per above). At each review, the policy will be sent to the School Board for approval.

### **15. Links with other policies**

This Policy should be read in conjunction with the:

- Anti-Bullying Policy
- Child Protection and Safeguarding Policy
- Physical Intervention and Use of Reasonable Force Policy
- Suspension and Permanent Exclusion Policy

### **Appendix 1**

#### **Our written statement of behaviour principles**

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, consequences and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The School Board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.



## Expected and Unexpected Behaviours

The White House School

### Expected Behaviours

#### We are Mindful



##### Positive Attitude:

- Accept help
- Practise our School Values
- Make the right choices
- Believe in yourself
- Be calm

##### Learning Behaviours:

- Show that you are listening
- Pay attention
- Be focused in lessons
- Be determined to succeed
- Follow instructions

##### Learning Attitude:

- Enjoy learning
- Try your best
- Be the best you can be
- Challenge yourself
- Work hard

#### We Care for our Community



##### Treat People With:

- Respect – care about how your words and actions may affect others
- Courtesy – say 'hello' and goodbye', 'please' and 'thank you'
- Politeness
- Kindness

##### Display Good Manners:

- Wait your turn
- Listen to others
- Say please and thank you
- Have self-control

##### We Value:

- Others' opinions
- Others' beliefs
- Other cultures and faiths

*Healthy Minds, Happy Hearts*

## Unexpected Behaviours







**Behaviour we do not want to see:**







- Repeated calling out
- Distracting other pupils
- Not following instructions
- General challenging behaviour
  - Arguing
  - Answering back
- Saying something unkind
  - Inappropriate language
  - Teasing other pupils
- Lack of engagement during a lesson
  - Refusal to complete a task
- Disrespecting our school community

Social Behaviour Map for.....|

Unexpected Behaviours	How they make Others Feel	Negative Outcomes for You	How You feel about Yourself
			
→	→	→	→

Healthy Minds, Happy Hearts

Social Behaviour Map for.....|

Expected Behaviours	How they make Others Feel	Positive Outcomes for You	How You feel about Yourself
			
→	→	→	→

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**Appendix 2  
Staff training log**

**Staff Training Log (Behaviour)**

TRAINING RECEIVED:	DATE COMPLETED:	TRAINER / TRAINING ORGANISATION:	TRAINER'S SIGNATURE:	SUGGESTED REVIEW DATE:
Level 1 Introduction in Positive Behaviour Support and BILD/RRN Certificated Release Techniques	23 <sup>rd</sup> August 2022	What's the Message?		August 2024
Level 1 Introduction in Positive Behaviour Support and BILD/RRN Certificated Release Techniques	17 <sup>th</sup> April 2023	What's the Message?		April 2023
2 Day Positive Approaches to Challenging Behaviour	30 <sup>th</sup> and 31 <sup>st</sup> October 2023	PRICE		September 2024
Positive Approaches to Challenging Behaviour 5 Day New Instructor Course (Elle Vinall, Lia Bray and Dave Farley)	12 <sup>th</sup> – 16 <sup>th</sup> February 2024	PRICE		February 2025
*Scheduled*: New staff 2 Day Positive Approaches to Challenging Behaviour	16 <sup>th</sup> -18 <sup>th</sup> April 2024	PRICE In-house instructors		September 2024

## Appendix 3 Pupil Unexpected Behaviour Reporting Form

The White House School



### Pupil Unexpected Behaviour Reporting Form

Location of incident:		Incident Number	
Day/ Date of incident:		Start and end time:	
Name of pupil:		Class:	
Paperwork in place? (please circle all in place)		PBSP      ZOR Profile	
Full name of staff involved?		Other staff/pupils involved/ witnessed.	
<b>Nature of risk</b> Injury to person Damage to property Criminal offence Serious Disruption Absconding Bullying Verbal abuse Self harm Attempt to injure. Other (specify) _____	<b>Agencies informed?</b> First Aider Social worker DSL Other _____ Parent/guardian: how? _____	<b>Supporting records completed with record number</b>  Pupil accident report  Staff accident report  Other (please specify) _____	
	What level is the behaviour (use the behaviour Matrix) 1 2 3 4 5		
<b>Antecedents: Environment and triggers</b> Describe what was happening and what led up to the dangerous situation – changes to routine, different staff, etc.			
<b>Diversion, distractions and de-escalation attempted:</b> describe what was tried BEFORE the escalation in behaviour and/or use of seclusion/ physical intervention.			
<b>Phase 1 interventions (Please circle)</b> Wipe away _____      Walk and Talk _____      The wave _____			
<b>Behaviour</b> Level of risk: Low    Medium    High Level of force: Low    Medium    High			
Circle and describe what the behaviour was: kick      hair grab      bite      body hold      scratch weapon/ missile      punch/hit      slap      spit      push clothing grab      neck grab      pinch      arm grab head butt      injury to self (please specify) _____ Other: _____			
<b>Who was at risk?</b>			

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The White House School

<b>Physical intervention/ attempted: (please circle)</b> Phase 1: Clothing Release    Hair Stabilise/Release    Bite Stabilise/ Release Single P embrace    Single P embrace adapted.		
Phase 2: Figure of 4    Safe location to floor Duration of physical intervention: _____ Force used: Low    Medium    High      Effective: Yes    No Consequence, controlling risk: Describe any changes you had to make to routines, personnel or the environment in an attempt to reduce the risk. What were the consequences to others?		
<b>At first glance - What's the function? (Please circle)</b> Social Attention      Escape/Avoidance      Sensory Tangible		
<b>Blue Zone - Post incident support strategies: supporting the pupil to become calm again and return to the proactive (green zone) see pupils ZOR profile</b> Steps taken to repair relationship between those involved: Gain the pupils view/ observe how they feel/ What strategies were used to help calm:		
<b>Injuries to?</b> Pupil Yes/No Staff Yes/No	<b>Medical check offered?</b> Yes/No Yes/No	<b>offered Yes/No accepted Yes/No</b>
<b>Next steps/ moving forward? Goals/interventions</b>		
Incident reviewed with pupil? Use Debrief book and behaviour reflection form.		
Staff Debrief Offered: Yes/No      Accepted: Yes/No		
<b>Signed by all staff involved:</b>		<b>Date:</b>
<b>Behaviour Lead comments:</b>		
<b>Signed Behaviour Lead:</b>		<b>Date:</b>

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## Appendix 4 Positive Behaviour Plan

The White House School

Confidential

### Positive Behaviour Plan

Pupil Name: Class:	Date of Plan:	Insert picture
	To be reviewed by:	
About me		
Likes and motivators		My Birthday is:
Dislikes		I am currently ** years old

Key Information	Need	Guidance
Medical		
Medication		
Communication		
Physical		
Sensory		

*Healthy Minds, Happy Hearts*

#### How to Support (Name)

Known triggers:	Early Warning Signs:	Fast triggers:

Type of behaviour (What do you see / what does it look like)	What's the message? (Function)	Prevention strategies level (Proactive, early intervention) How to keep me at Baseline	De-escalation strategies How to support me if I'm triggered	Crisis support	Planned PI if necessary

Reviewed:

Type of behaviour (What do you see / what does it look like)	What's the message? (Function)	Prevention strategies level (Proactive, early intervention) How to keep me at Baseline	De-escalation strategies How to support me if I'm triggered	Crisis support	Planned PI if necessary

Historic behaviours (which through positive behaviour support have now been minimised.)

**Signatures**

Pupil		Date:	Parent/Carer/ Guardian		Date:
Class Teacher		Date:	SLT		Date:

Reviewed:

**Appendix 5  
Behaviour Reflection Form**

The White House School

**Behaviour Reflection Form**

**Pupil Name:**

**Date:**

*Please take some time to think about your responses to these questions and then we will discuss them:*

**Who was harmed or upset by your behaviour?**



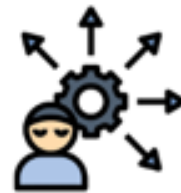
**What should you have done instead?**



**How are you going to make it right?**



**What should happen if you do this again?**



**Signed: .....** (Pupil)





**Signed: .....** (Staff Member)

*Healthy Minds, Happy Hearts*

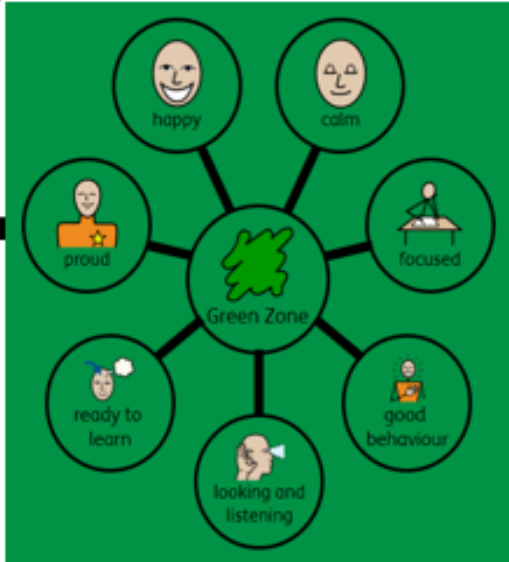


Appendix 6

Zones of Regulation  
**The ZONES of Regulation®**

			
<p><b>BLUE ZONE</b></p> <p>Sad Sick Tired Bored Moving Slowly</p>	<p><b>GREEN ZONE</b></p> <p>Happy Calm Feeling Okay Focused Ready to Learn</p>	<p><b>YELLOW ZONE</b></p> <p>Frustrated Worried Silly/Wiggly Excited Loss of Some Control</p>	<p><b>RED ZONE</b></p> <p>Mad/Angry Terrified Yelling/Hitting Elated Out of Control</p>


Zones of Regulation Pupil Toolkit



What do I look like when I'm in the green zone?

---

What do I need to stay in green?

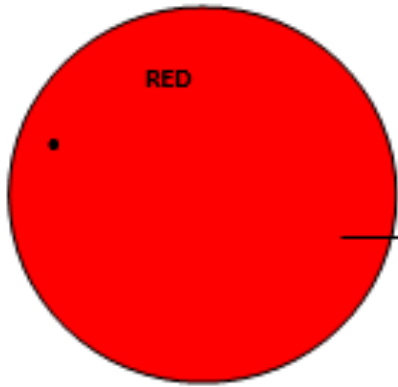


# Zones of Regulation Pupil Profile

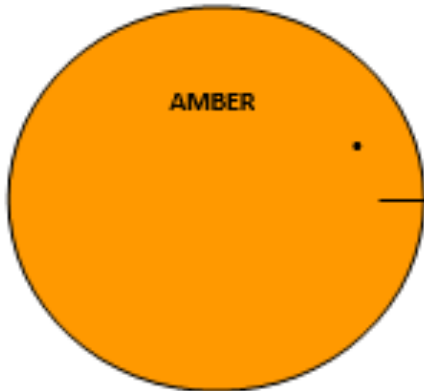


Pupil Name: .....

Date: .....

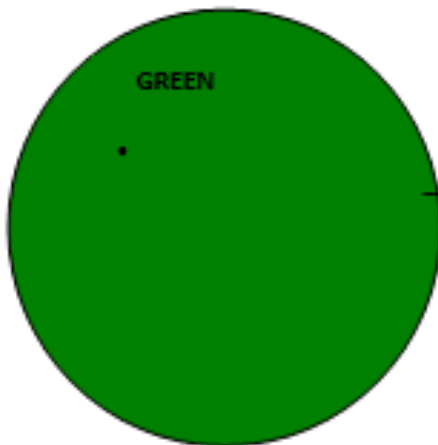


Adults can ...calming strategies...  
•

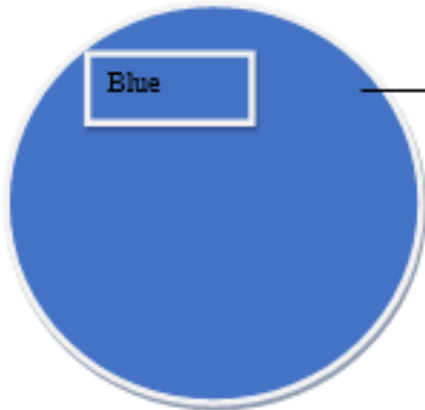


To get to green I need  
•

Triggers  
•

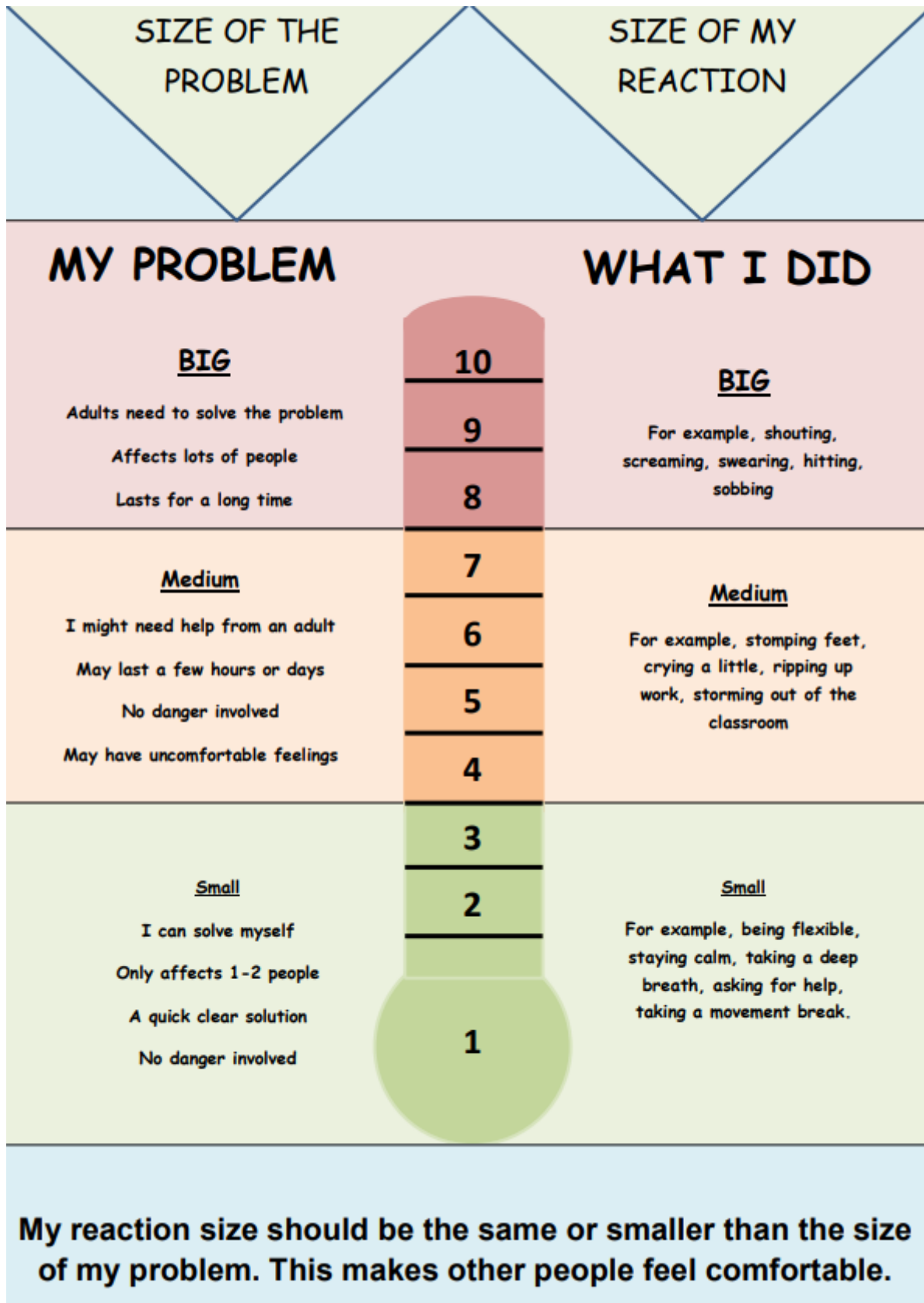


In this state I can...  
•



To get to green I need..  
•

Appendix 7  
Size of the Problem



## Appendix 8 Chronological Behaviour Log

### Chronological Unexpected Behaviour Log

For completion by the Deputy Headteacher when unexpected behaviour concerns arise.

Date & Time	Reported by:	Pupil(s) involved: Name and any protected characteristic	Nature of incident:	Type of Unexpected Behaviour: Calling out/ distracting others/ damage to school property etc.	Action Taken: (i.e. consequence given, parents informed)	Further Action Required: (i.e. referral made)

## Appendix 9 Behaviour Matrix

Level:	Examples of Unexpected Behaviour:	Consequences:	Staff Actions:
<b>Level 1</b>	Low level disruption to class, which could include: <ul style="list-style-type: none"> <li>- Not following instructions</li> <li>- General challenging behaviour</li> <li>- Distracting other pupils</li> <li>- Shouting</li> <li>- Lack of engagement during a lesson</li> </ul>	Verbal reprimand.	Issue verbal reprimand.  Log incident on Arbor.
<b>Level 2</b>	Repetitive actions from Level 1, requiring repeated staff engagement to manage behaviour. Also: <ul style="list-style-type: none"> <li>- Arguing which requires low level staff verbal intervention</li> <li>- Answering back</li> <li>- Non-engagement in lesson tasks</li> </ul>	Completion of a 'Behaviour Reflection Form'. Loss of privileges. Completing work at home, break or lunchtime. Missing part or all of play time.	Jeopardise rewards. Arrange consequences. Log incident on Arbor. Complete a 'Pupil Unexpected Behaviour Reporting Form'.
<b>Level 3</b>	Low-medium level physical behaviour, which could include: <ul style="list-style-type: none"> <li>- Hitting</li> <li>- Kicking</li> <li>- Biting</li> <li>- Throwing objects with intent</li> <li>- Self-injurious behaviour</li> </ul> Also: <ul style="list-style-type: none"> <li>- Refusal to engage with learning</li> <li>- Leaving lessons</li> <li>- Teasing others</li> <li>- Bullying (of all forms)</li> <li>- Damage to the school environment/property</li> <li>- Stealing of others property</li> </ul>	Completion of a 'Behaviour Reflection Form'.  As above plus:  School based community service.  Possible internal exclusion.	Refer to a member of SLT. Log incident on Arbor. Complete a 'Pupil Unexpected Behaviour Reporting Form'.  SLT: Phone call home to parents.  <b>Potentially:</b> <ul style="list-style-type: none"> <li>- Agree a behaviour contract.</li> <li>- Place pupils on behaviour report or positive behaviour improvement plan</li> </ul>
<b>Level 4</b>	<ul style="list-style-type: none"> <li>- Significant physical behaviour, resulting in injury to staff, self, pupils or public.</li> <li>- Self-injurious behaviour such as headbanging, picking, cutting.</li> <li>- Absconding</li> <li>- Damage/vandalism to the school environment which results in the closing of certain areas.</li> <li>- Incident resulting in reputation of the school and company at risk.</li> <li>- Discriminatory behaviour</li> </ul>	Completion of a 'Behaviour Reflection Form'  As above plus:  Possible suspension	Refer to a member of SLT. Log incident on Arbor. Complete a 'Pupil Unexpected Behaviour Reporting Form'.  SLT: Meeting with parents and potentially LA case worker.  <b>Potentially:</b> <ul style="list-style-type: none"> <li>- Review of placement.</li> </ul>
<b>Level 5</b>	Incidents which may result in: <ul style="list-style-type: none"> <li>- Serious injury to young person (resulting in hospital treatment)</li> <li>- Serious injury to member of staff (resulting in hospital treatment)</li> <li>- Absconding</li> <li>- Damage to the school environment which results in the closing of certain areas.</li> <li>- Incident resulting in reputation of the school and company at risk.</li> <li>- Smoking or arson</li> <li>- Illegal substances and possession of any prohibited items</li> <li>- Criminal behaviour</li> <li>- Sexual harassment and sexual violence</li> <li>- Malicious allegations against a member of staff</li> </ul>	Completion of a 'Behaviour Reflection Form'  As above plus:  Suspension and possible exclusion	Log incident on Arbor. Complete a 'Pupil Unexpected Behaviour Reporting Form'.  SLT: Meeting with parents and potentially LA case worker.  <b>Potentially:</b> <ul style="list-style-type: none"> <li>- Review and termination of placement.</li> </ul>

For some pupils, particularly those in our sensory curriculum class, behaviours such as biting and hitting are linked to their moderate/complex needs. Please use your professional judgement and issue consequences on a case-by-case basis, taking pupil's cognition into account.

Appendix 10  
Rewards Sticker Chart

My Reward Sticker Chart

Pupil Name: \_\_\_\_\_

Class: \_\_\_\_\_

Term: \_\_\_\_\_

Gold Stars:

☆	☆	☆	☆	☆	☆	☆	☆	☆	☆	☆	☆
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Values Stickers:

○	○	○	○	○
○	○	○	○	○
○	○	○	○	○
○	○	○	○	○

