



Whitefield Behaviour for Learning Policy

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Purpose of this policy

“This policy sets out how the school will promote positive behaviour and create a safe environment in which all pupils can learn and reach their full potential. We recognise that all behaviour is a form of communication.

In applying this policy, the school will consider its duties under the Equality Act 2010. It will also consider the individual needs of pupils with SEND. The school will also have regard to its safeguarding and suspensions and exclusions policies where appropriate.

This policy can extend to activities outside the school day and off the school premises when the pupil is taking part in any school organised or school related activity, travelling to or from school, on work experience placements or when identifiable as a pupil at the school. It also includes any misbehaviour which could have repercussions for the orderly running of the school, pose a threat to another pupil, or member of the public or adversely affect the reputation of the school, including online behaviours.

This policy outlines our approach to behaviour in accordance with the following guidance:

- [Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)
- [Restrictive Interventions, including the use of reasonable force, in schools](#)
- [Keeping Children Safe in Education](#)
- [Searching, Screening and Confiscation](#)
- [Behaviour in Schools](#)
- [SEND Code of Practice](#)
- [Mental health and behaviour in schools](#)
- [Mobile phones in schools](#)
- Human Rights Act 1998
- Equality Act 2010

Our Approach

We believe positive behaviour is a prerequisite to acquisition of other skills. We support our students' progress and quality of life by teaching them the ability to attend to learning, using the Positive Behaviour Support framework to underpin this approach

We have an open and enabling culture where staff carry out effective risk assessment that balances a student's need to explore and learn new skills with the need to keep them safe. We expect staff to have a clear understanding and insight to a student's needs, personalities and wishes which will help them to spot early signs of distress or dysregulation.

We support pupils to recognise their emotional states, understand their triggers, and develop strategies for self-regulation through personalised opportunities as well as through the RSHE curriculum. This proactive approach supports pupils in accessing learning and developing the resilience needed for success both in and out of the classroom.

We work on developing an understanding of the reasons behind behaviours of concern, the purpose they serve for the person presenting them, and to develop individualised interventions to teach functionally equivalent behaviours.

All behaviour is a form of communication, by understanding the reason of a behaviour, strategies can be adapted and put in place to best support the pupil. Strategies will focus on reward and praising desired behaviours, helping our pupils develop more appropriate ways to achieve the same identified reason.

In the longer term our objective is to enable the young person to be equipped with the skills and personal resources to meet their needs and to cope with the demands of daily life.

These are:

- The skills to communicate to others their preferences and needs
- To have a network of social support or relationships providing social-emotional support, encouragement, practical help, intimacy, affirmation of worth and appropriate models of socially competent behaviour
- Meaningful engagement e.g. work and leisure activities and relationships that are relevant and appropriate to the preferences, strengths and needs of the individual

- Self-awareness and an awareness of consequences of actions and the needs of others

Staff have a duty to understand what the students' behaviour communicates. We expect staff to respond in ways that help everyone to stay safe and value and respect each student. Staff should receive training on the behaviour policy as part of their induction, and have access to ongoing support and training as appropriate.

Pupils are supported to understand and follow school expectations, contributing to a safe culture, in a way that is appropriate to their needs and stage of development.

Parents are encouraged to maintain open communication with the school and work together to support their child and address any behaviours of concern.

This policy is aligned with Keeping Children Safe in Education. Behaviour that suggests a pupil is at risk of harm will trigger a safeguarding response.

Responding to Behaviours

Behaviours of concern can be dangerous or become significant obstacles to the learning, emotional wellbeing and quality of life of the young people that present them and that of others around them.

The ProActive Approach

Primary prevention is about having strategies in place that will lessen the likelihood of children becoming dysregulated in the first place and reducing exposure to known risk factors. This requires adults to have an understanding of a young person's needs and how these are likely to impact on their ability to function (i.e. understanding any speech and language or sensory processing issues, past trauma, mental health etc.). ProActive strategies refer to enabling environments i.e., low arousal areas, modifying demands, positive verbal cues and body language etc.

The Last Resort Principle

At Whitefield School we only use physical restraint when there is no realistic alternative. Even the best planning systems cannot cover every eventuality and we recognise that there are unforeseen or emergency situations in which staff have to think on their feet. It is not enough to thoughtlessly apply rules without thinking through the likely consequences.

The key principles are that any physical intervention should be:

- In the best interest of the child
- Reasonable and proportionate
- Intended to reduce risk

➤ The least intrusive and restrictive of those options available which are likely to be effective

PCBPs

With this acting as our foundation, this helps to inform the development and review of pupil Centered behaviour plans (PCBPs). PCBPs are essentially written records of the child or young person's needs and the strategies that will be used to support them to learn more appropriate ways of communicating and strategies for coping in situations they find stressful. They are written by the class team with oversight from a trained PBS coach, leaders, external professionals and approved by the pupil's family.

Behaviour Watch

Whitefield uses Behaviour Watch (BW) as the platform for recording and monitoring behaviour incidents across the school. Staff log incidents on BW at the time they occur or as soon as reasonably possible afterwards, ensuring an accurate and timely record is kept. BW is also used to document First Aid events for both staff and pupils, including seizures, so that health and behaviour information can be tracked together and patterns identified over time. This supports staff in recognising triggers, monitoring the effectiveness of support strategies, and ensuring relevant information is shared with families, the medical team, and external professionals where appropriate.

Rewards / reinforcement.

The rewarding and reinforcing of appropriate behaviours is an essential component in the learning process. The likelihood of desired behaviours is increased following positive reinforcement. Appropriate behaviours are rewarded and reinforced throughout the school day.

Types of rewards/reinforcers include

- Verbal praise
- Tokens, stickers and preferred activities.
- Access to preferred activities or items
- Social reinforcement (e.g., high fives, smiles, positive attention)

This is not an exhaustive list, as rewards or reinforcers are based on the unique preferences, motivators and communication styles of each pupil.

Management of Behaviour

At Whitefield, class teams take the lead in adapting and personalising provision for their pupils, drawing on their day-to-day knowledge of each pupil's needs. We will always try to adapt and personalise provision in order to ensure that pupils are able to access education and to reduce the risk of exclusion. This could include a reminder or prompt, loss of privilege or preferred activity, or the pupil being removed from class for a fixed period of time.

Our Positive Behaviour Support (PBS) team provides specialist ProActive strategies and guidance to support this work, and is experienced in helping class teams create and refine Pupil Centred Behaviour Plans (PCBPs).

Staff must consider whether SEND contributed to the behaviour and whether a sanction is appropriate and lawful in light of the pupil's disability, making reasonable adjustments where relevant.

Time Away from Classrooms

For some pupils the classroom can be an overwhelming environment and they may choose to spend time away from it, or an adult may suggest this as a proactive strategy to prevent dysregulation.

There may be occasions where a pupil is required to leave the classroom for a limited period of time as a supportive measure to support pupils' well-being. Arrangements should be made for their education to continue away from the class in a supervised setting.

There are different from the use of a restrictive intervention such as seclusion, which should only be used as a safety measure to protect others from harm when a pupil is experiencing high levels of emotional or behavioural dysregulation. Seclusion is not a disciplinary response.

Exclusions and Suspensions

At Whitefield School, we do not believe that exclusions are the most effective way to support pupils with SEND, and we will always try to adapt and personalise provision for all of our pupils in order to ensure that they are able to access education. We will work with the Local Authority when behaviour is becoming a concern, and will consider requesting an early Annual Review.

However in some circumstances it may be necessary to exclude a pupil. This may also include behaviour out of school e.g. when travelling to and from school, on school trips, work experience placement or online.

Exclusions can be for a fixed period (known as a suspension) or permanent.

Suspension may be used for a single incident or for ongoing, persistent behaviours. This may include (but is not limited to):

- Incidents where the safety of the learner, other pupils or staff is compromised.
- Incidents where the learning of other pupils is significantly disrupted.
- Incidents of knife crime or the deliberate use of weapons in school.
- Incidents of sexual violence.
- Incidents of significant deliberate damage to property

It is extremely rare for us to permanently exclude a pupil at Whitefield School and is a last resort when interventions and support have been exhausted. In the event that we are not able to meet the needs of an individual learner, we will always aim to work with the learner's family and the Local Authority to identify a suitable alternative placement. However, there may be occasions where a permanent exclusion is necessary, in response to

‘a serious breach or persistent breaches of the school's behaviour policy;
and

where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.’

All exclusions will always be reported to the Governing Body, Local Authority and, where appropriate, the allocated social worker or Head of the Virtual School for Looked After Pupils.

In certain circumstances, a school can temporarily forbid a pupil from attending its premises, for example, due to an allegation of harm by one pupil against another (often known as child-on-child abuse) which might require physically separating a pupil from one or other pupils. This is not an exclusion on disciplinary grounds

Further details around our policy on suspensions and permanent exclusions are in the [LiHT 'School exclusions, suspensions, managed moves and off-site directions' Policy](#).

Use of Reasonable Force

All members of school staff have a legal power to use reasonable force in certain circumstances.

To prevent or stop a pupil from:

1. causing injury to themselves or others
2. committing a criminal offence
3. damaging property
4. causing disorder among pupils at the school, whether during a teaching session or otherwise

The school will follow DfE guidance as detailed in the [LiHT Restrictive Interventions policy](#)

We will not grant any requests by parents or staff members not to use reasonable force and/or other restrictive interventions under any circumstances. The adoption of a 'no contact' policy at a school can leave staff unable to intervene where reasonable, given the circumstances, to fully protect pupils.

Searching, Screening, and Confiscation

The school will follow [DfE guidance 'Screening Searching and Confiscation - advice for schools.'](#)

Searches without consent

The following items are banned in school and students may be searched for them without their consent and without the consent of their parents:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used:
 - i) to commit an offence,
 - ii) to cause personal injury to, or damage to the property of, any person (including the pupil).

The school may also search for mobile phones and other smart technology with similar functionality to mobile phones (for example the ability to send and/or receive notifications or messages via mobile phone networks or the ability to record audio and/or video) and for medication (prescribed or over the counter) unless specifically authorised e.g Epipen, asthma inhaler

A member of staff can use such force as is reasonable to search for legally prohibited items, but not to search for items banned under the school rules only.

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline. The school will follow statutory guidance when deciding what to do with a seized prohibited item.

When exercising their powers, schools must consider the age and needs of pupils being searched or screened. This includes the individual needs or learning difficulties of pupils with Special Educational Needs (SEN), and making reasonable adjustments that may be required where a pupil has a disability.

Before a member of staff carries out a search without consent, the member of staff must reasonably suspect that the student has the prohibited item in his/her

possession. Only staff members authorised by the Head Teacher may carry out searches without consent.

Where an item prohibited by this behaviour policy is seized as the result of a search and it is an electronic device such as a mobile phone, or other smart technology, the member of staff who seized the item may inspect the data on it, if he/she thinks that there is a good reason to do so. For this purpose, the member of staff has a good reason if he/she reasonably suspects that the data or file on the device in question has been or could be used to cause harm, to disrupt teaching or break the school rules. The school also reserves the right to inspect data on any electronic device which is confiscated by a member of staff. The school is entitled to retain the device if it contains material which has been or could be used to cause harm to disrupt teaching or break the school rules.

Searches with consent

The school may search students with their consent for any item. A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

The person conducting the search may not require the pupil to remove any clothing other than outer clothing. 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but 'outer clothing' includes hats; shoes; boots; gloves and scarves. 'Possessions' means any goods over which the pupil has or appears to have control – this includes bags.

Confiscation of articles

School staff have the power to confiscate property from students under their general right to discipline contained in s91 of the Education and Inspections Act 2006 and will follow the DfE guidance 'Screening Searching and Confiscation - advice for schools.'

Drugs

The school operates a zero-tolerance policy on drugs for the health and safety of all staff, pupils and visitors. The school policy on drugs applies to all school and school related activities whether on or offsite. This includes the journey to and from school. The word 'drugs' used in this policy does not just mean illegal drugs. It extends to alcohol, tobacco products, volatile substances and legal highs as well as medication that is not being used as intended.

The school takes into account guidance issued by the DfE. The school will monitor and deal with any drugs issues promptly and be proactive in trying to prevent any future drugs incidents. Pupils will receive drugs education as part of the RSHE programme

Any drugs found will be confiscated by staff who will dispose of them in accordance with guidance issued by the DfE. Similarly, any drugs related paraphernalia such as needles will be disposed of in a prudent manner.

The school may carry out searches for drugs in accordance with this policy.

Mobile phones

The use of mobile phones and other smart technology with similar functionality to mobile phones (for example the ability to send and/or receive notifications or messages via mobile phone networks or the ability to record audio and/or video) is prohibited throughout the school day, including during lessons, the time between lessons, at breaktimes and lunchtime.

When it is appropriate for a student to bring a device from home e.g. to support communication or to monitor glucose levels school staff must ensure that pupils are always supervised and that Trust guidance is followed.

Bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. It may involve an imbalance of power between the perpetrator and the victim.

Link to [Anti-bullying policy](#)

Monitoring

We regularly monitor behaviour incidents using Behaviour Watch, analysing them for patterns, trends and by protected characteristics to ensure no group is disproportionately affected.

Restrictive Interventions and exclusions are reported to governors.

Complaints

The school has a standard complaints procedure. We encourage parents to take any complaints or concerns to a staff member or the headteacher, and the school will do everything in its power to help resolve conflict or complaints swiftly and effectively. The full complaints procedure can be found on our website