



## Positive Behaviour Policy

Also see 'What we do & How we do it' policy, Guidance to responding to incidents of self-harm

Our vision is to provide pupils with the confidence, skills and ambition to achieve a successful and productive life, 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

**W**onderful

**E**xcellent

**L**ovely

**C**lever

**O**utstanding

**M**agnificent

**E**nthusiastic

(Acronym created by White Trees pupils)

Updated August 2022

Created by White Trees Independent School, August 2022

<b>Policy owner</b>	White Trees School	<b>Last review</b>	August 2022
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## 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 White Trees 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 read and understood in conjunction with the following policies:
  - Equality & Diversity Policy
  - Accessibility Policy
  - Use of CPOMS Policy
  - Guidance in responding to incidents of self-harm
  - Parent / Carer Pack
  - Positive Workplace Policy
  - Online Safety Policy
  - physical intervention Policy
  - Offensive Weapons Policy
  - Safeguarding policy

## KEY BELIEFS

At White Trees 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 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 centered 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 are often taught 1:1 in satellite locations, and in our mobile classroom, accessing a small classroom environment when **they** are ready.

<b>Policy owner</b>	White Trees School	<b>Last review</b>	August 2022
<b>Date Created</b>	August 2022	<b>Next review</b>	August 2023

## Positive Behaviour Policy White Trees

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 has 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 – being predictable is very important.
- **Cooperation with pupils to explore their emotions and reflect** on how they may have been feeling and 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 - it 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 both positive support, such as positive behavioural support, form of restrictive practice or intervention. Any restrictive intervention must be legally, ethically justified and absolutely necessary to prevent serious harm, and the least restrictive option.

At White Trees 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 recognize that all of our pupils are at different stages of the developmental process.

<b>Policy owner</b>	White Trees School	<b>Last review</b>	August 2022
<b>Date Created</b>	August 2022	<b>Next review</b>	August 2023

## Positive Behaviour Policy White Trees

- 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 reflect on how/why it impacts on their behaviour.
- To 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 White Trees can support our pupils by:

- Being mindful and reflecting on the quality of our relationships with each other and them.
- Reflecting and being committed to continuously improve the quality of our provision.
- Reflecting and planning the “scaffolding” 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, on- and off-site.
- To work in close partnership with our pupils, parents/ carers, and professionals working with them including social care, speech and language therapy, CAHMS etc.
- To invest time, identify safe spaces and opportunities for pupils to practice 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
- 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 effectively communicate is a very important aspect to promote self-regulation and positive behaviour. As

<b>Policy owner</b>	White Trees School	<b>Last review</b>	August 2022
<b>Date Created</b>	August 2022	<b>Next review</b>	August 2023

## Positive Behaviour Policy White Trees

adults, we must consider the learning styles and needs of children and young people; set 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 White Trees Independent School, we encourage staff to reflect on what maybe 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 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.

### **SUPPORTING SELF-REGULATION AND POSITIVE BEHAVIOUR:**

The quality of our relationships

- a) 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.
- b) The quality of our relationships with our pupils. These relationships are 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 does it serve?
  - Identify the strengths of the pupil — identify these with the pupil where possible and build on it. If a pupil is not able to do this, advocate for the pupil within the team or professional group.
  - Apologies 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 i.e., Always demonstrate 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.

<b>Policy owner</b>	White Trees School	<b>Last review</b>	August 2022
<b>Date Created</b>	August 2022	<b>Next review</b>	August 2023

## Positive Behaviour Policy White Trees

- are always respectful to pupils; we do not talk about them over their heads or in front of other pupils.
- We are non-judgmental about pupils' life experiences, but we 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 (in their own personalised box if required) where pupils have no access to. 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 working together, parents/carers and staff, we 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 be used to keep a child or young person safe during their school day, known as a Positive Handling Plan (PHP).

### The quality of our relationship 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 e.g. speech and language therapist, occupational therapists or CAMHS. It is also the 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 challenges 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

<b>Policy owner</b>	White Trees School	<b>Last review</b>	August 2022
<b>Date Created</b>	August 2022	<b>Next review</b>	August 2023

## Positive Behaviour Policy White Trees

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 agreed strategies recommended in their one-page pupil profile, ILP's and behaviour wave system.
- Accurately assess and understand the pupils' needs by referring back to their EHCPs, ILP's and Behaviour Wave system.
- Plan to meet the pupil's range of needs specific to the plans drawn up by key staff/professional groups e.g., 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.
- Frequent positive reinforcement when things are going well and minimal feedback for low level undesirable behaviours. Focus on what you want the pupil to do.
- Know what motivates each pupil and use this as positive reinforcements, utilising class dojo, catching the pupils being good
- Personalised learning to ensure that we meet each pupil at their point of development and learning.
- Where appropriate, include the pupils in the target- setting and evaluation process for outcomes measurement, using appropriate language and methods (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, i.e. descriptive praise and do this often.
- Actively teach the children and young people behaviour for learning

## ORGANISING THE CLASSROOM FOR LEARNING

Rules/ Class expectations support positive behaviour and encourage an effective learning environment through

- Being developmentally appropriate and agreed with pupils.
- Communicated so pupils can understand, including visual cues, objects of reference, social stories etc.
- The development of positive engagement in the support given to each pupil.
- Regularly referred to by ALL STAFF
- Appropriate to the activity/lesson and developmental age of pupils.

## ROUTINES

Consistent class/lesson/activity routines, which are explicitly taught so pupils understand expectations, manage anxiety and mentally & physically prepare themselves for their day — allowing them to learn how to self-regulate, engage with learning/activities and manage their behaviours

<b>Policy owner</b>	White Trees School	<b>Last review</b>	August 2022
<b>Date Created</b>	August 2022	<b>Next review</b>	August 2023



positively. The more consistency there is over routines, the easier it is for our pupils. Routines support behaviour for learning.

Staff must reflect how they support and prepare learners to adapt to changes in their routines and, as this is an important life skill. Changes to routines should be practiced 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. To support a pupil that has become dysregulated or in distress should aim to understand the function of the Behaviour e.g. what is causing the pupil to become distressed. Staff need to utilise outlined 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 to also allow our pupils to have a voice, make choices and express their needs

A majority of our young people have

- often need time to process information.
- difficulty with verbal and non- verbal communication (body language).
- Difficulties in understanding facial expression and tone of voice.
- Difficulty with understanding, or consistently remembering social rules and conventions.
- Difficulty in understanding their own emotions and how to tell an adult what they are feeling.
- Difficulty in understanding other people's emotions.
- Difficulty predicting what will/could happen next - this can cause anxiety
- A Lack of awareness of danger.
- Needs to be prepared for changes and transitions.
- Difficulty in coping in new or unfamiliar situations.
- Difficulty with managing social expectations and/or interactions with peers including friendships and bullying.

### **Understanding self-injurious behaviour (See Self-Harm process policy & pupils individual risk assessments)**

Self-injurious behaviour is when a learner physically harms themselves. It's sometimes called self-harm. This might be head banging, hand or arm biting, hair pulling, face or head slapping, skin picking, scratching or pinching, 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's never appropriate to ignore severe self- injurious

<b>Policy owner</b>	White Trees School	<b>Last review</b>	August 2022
<b>Date Created</b>	August 2022	<b>Next review</b>	August 2023



## Positive Behaviour Policy White Trees

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 – use SET (Supportive Empathetic Truthful) language
- Reduce demands: The pupil may be finding a task too difficult or overwhelming.
- Remove physical and sensory discomforts — consider their sensory processing difficulties
- Redirect: Tell them what they need to do instead of the self-injurious behaviour, e.g. "David, hands down".
- Consider physical intervention: If there is risk of serious harm, the staff will work with parents and carers and other professionals to use physical intervention. These may also reduce the sensory experience and frequency of the behaviour. Physical restraints do not address the cause of the behaviour, so they 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 and only use responsible and proportionate physical intervention, where the pupil is either putting themselves or others at risk or in danger.

## BEHAVIOUR: CONSEQUENCES, REFLECTION & 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 TA's, 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 each daily, weekly or termly. Termly reward trips pupils to choose the activity with support from staff as the goal is to allow them to have a reward that they have earned but also ensure 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 to peer abuse, abuse around the protected characteristics or when safety has been compromised. In situations such as these, staff implement a Reflect & Restore process which involves a consequence appropriate to the behaviour and then conversation where the pupil reflects on the behaviour and causes of the behaviour and how they might overcome those challenges in the future. The discussion then looks at restorative actions and the pupil decides on steps they should take. The stages and relevant recommendations are:

Stage	Behaviour	Consequence	R&R
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Policy owner	White Trees School	Last review	August 2022
Date Created	August 2022	Next review	August 2023

## Positive Behaviour Policy White Trees

<b>1</b>	Minor incident Verbal abuse (relative to pupil) Damage	Restorative action Partial loss of reward (catch up) Follow up from teacher	Informal follow up with staff member best placed to follow up. Most commonly this would be the lead teacher or teacher leading the lesson in which the behaviour/incident occurred
<b>2</b>	Persistent verbal abuse Persistent or moderate damage Moderate/Serious incident Presenting risk to others Repeating stage 1 behaviour	Restorative action Significant loss of reward Follow up from leader	Formal follow up with lead teacher after the incident or the next morning. Staff member and pupil work through the formal R&R.
<b>3</b>	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 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.
<b>4</b>	Serious Assault Repeating stage 3 behaviour	Short term personal support day(s) and meeting with leader, parents and relevant professionals before returning to school	Formal follow up with 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.

There is a R&R form to record the process on and is completed by the adult hosting the R&R. All R&R's are recorded and reviewed by SLT.

## PERSONAL SUPPORT DAYS, EMERGENCY REVIEWS & ENDING PLACEMENTS

In extreme cases, the Head teacher may send a pupil home for a 'personal support' period of time typically, one or two days, in consultation with the Head Teacher and the proprietor. 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 homework is provided.

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 White Trees.

Where a pupils 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.

<b>Policy owner</b>	White Trees School	<b>Last review</b>	August 2022
<b>Date Created</b>	August 2022	<b>Next review</b>	August 2023

## RECORDING AND COMMUNICATING BEHAVIOUR MANAGEMENT EVENTS

- General positives behaviour and minor negative behaviour is logged on Class Dojo.
- Physical interventions are logged in our handwritten Physical Intervention Log
- Serious incidents and incidents of concerning categories such as bullying, and discrimination are logged on CPOMS.
- Accidents, injuries and use of first aid are reported using the school's accident books.
- All events logged are analysed by the leadership team on a weekly basis and changes are made proactively and rapidly to avoid repetition.

## ABSCONDING POLICY

Emergency Action Plan for a child or young person who has absconded from the school setting/off site provision

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

- Where possible and if appropriate, a member of staff to encourage the pupil to come back to school (if not in immediate danger).
- A member of the Senior Leadership Team, and/or a Designated Safeguarding Lead to be informed immediately who then will deploy staff/manage situation. Deployed staff to take 'grab bag' 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 and or go to the closest station, if they have gone on to the underground/over ground network).
- Home to be called to inform the family
- Report to allocated social worker or duty social worker at Local Authority's Disabled Children's Team or Child Protection referral to be made.
- All relevant paperwork, CPOMs etc to be completed before leaving at the end of the school day

\*Absconding grab bag to include:

- Absconding guidelines including emergency numbers
- First aid kit
- Police/school/DSL
- Printed cards to give to members of the public that explains that we are staff from White Trees, this pupil has SEND and this is an emergency

## Actions to be taken following an incident involving a learner absconding:

- De-brief with staff involved, family and pupil (where appropriate)
- Child or young person's Individual Risk Assessment to be updated with appropriate safety measures clearly outlined and shared with the relevant professionals.
- Any issues within site security to be reported to SLT immediately.

<b>Policy owner</b>	White Trees School	<b>Last review</b>	August 2022
<b>Date Created</b>	August 2022	<b>Next review</b>	August 2023

## Positive Behaviour Policy White Trees

- Staff who then work at the site with identified pupils need to be made aware that their risk assessments have been updated and that they will need to read them to all 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 school Policy
- Identifying additional support, tailored to the specific needs of each learner.
- Multi-agency review (MAST meets on a weekly basis where complex cases are discussed, problem-solved, additional referrals made or current provision reviewed).
- Observations in a range of contexts, including home visits.
- Medical investigations to ensure the pupil is not in pain, unwell or to identify needs that may be impacting on emotional wellbeing or mental health
- Making the routines/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/professionals working with the pupil
- working with CAMHS, EP support, therapists, Children & 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 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 teacher (or lead of lesson/activity) via telephone or in face-to-face meeting.
- Every instance needs to be addressed, in line with this policy, with each pupil involved taking responsibility for his/her actions, apologising and agreeing to accept help when changing this unacceptable behaviour
- Pupils need to be supported to develop age-appropriate level e-literacy so that they are able to keep themselves safe on-line and report cyber-bullying.
- Opportunities for parents and carers to learn about e-safety and how they can implement and manage this at home.

<b>Policy owner</b>	White Trees School	<b>Last review</b>	August 2022
<b>Date Created</b>	August 2022	<b>Next review</b>	August 2023

## PEER ON PEER ABUSE

- All staff are aware of the term peer on peer abuse and that it represents that a child can and does abuse other children both in and outside of school. Staff understand that even if there have been no reports of this happening, it does not mean that it is not happening, it has just not been reported. All staff have attended both in-house and online training detailing their role in preventing, responding (e.g. 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 is most likely to include, but not limited to:
  - bullying (including cyberbullying, prejudice-based and discriminatory bullying)
  - abuse in intimate personal relationships between peer's (sometimes known as 'teenage relationships 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 to 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 cause the victim humiliation, distress, or alarm and
  - initiation/hazing type violence and rituals (this 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/INCIDENTS

- Although rare, incidents which include elements of racism, homophobia, sexism or those which are related to disability, gender presentation or religion are not acceptable within our school's community.
- They should be dealt with in line with this policy and further advice sought from SLT
- Incidents MUST be recorded appropriately on CPOMS and class dojo, with SLT recording

<b>Policy owner</b>	White Trees School	<b>Last review</b>	August 2022
<b>Date Created</b>	August 2022	<b>Next review</b>	August 2023

## Positive Behaviour Policy White Trees

### 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 or students with a particular protected characteristic in order to meet their specific need and ensure they are able to thrive and develop as per this policy. This may include taking 'positive action' to support girls if there is evidence they are being disproportionately subjected to sexual violence or sexual harassment.

## Concerns and allegations

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

## Banned items/searches

As part of the behaviour policy, staff will, if appropriate, ask pupils to show them the content of bags/pockets to ensure that they are able to remain safely on the premises. (see offensive weapons policy)

Published on	
By	
Chair of Gov Sig/Date	
Head Teacher Sig/Date	

<b>Policy owner</b>	White Trees School	<b>Last review</b>	August 2022
<b>Date Created</b>	August 2022	<b>Next review</b>	August 2023