



Equal opportunities lie at the heart of all that we do at Westhaven School. We are committed to ensuring that every member of the school community, whatever their position, race, gender, disability or religion is given the same chance as any other to access the services and support of the school.

Intent

We recognise that children who attend Westhaven School often have extremely complex needs. These can be the result of specific conditions such as ADHD, SCLN and ASC as well as adverse childhood experiences and trauma. It is therefore imperative that our behaviour policy is flexible, child-centred and focussed on helping our pupils to self-regulate in order that they are able to learn and make progress academically, socially and emotionally. Our therapeutic approach is centred on the belief that behaviour is a form of communication and that by helping pupils to feel safe, they can alter their learnt responses. By building positive, nurturing relationships and allowing pupils to enjoy positive and enriching experiences, we are able to help our children develop the ability to enjoy reflective, empathic and playful relationships with adults and peers. Our pupils can sometimes have histories of rejection and exclusion, including from previous schools or other educational settings. We therefore use a combination of strategies to support, encourage and reward positive behaviour that is conducive to learning. At Westhaven we value positivity, respect, perseverance and cooperation. We strive to consistently acknowledge good behaviour and focus on the positives, to celebrate pupils' achievements, however small, and to treat every lesson and every day as a fresh start.

Westhaven School seeks to create a happy, secure and stimulating environment in which all can experience success and realise their unique potential.

In order to support our pupils at Westhaven, we aim:

- To use a consistent and nurturing approach through building consistent, empathic, non-judgemental and professional relationships between staff and pupils
- To recognise that our pupils may have unmet needs, which may need to be met before they can progress. This may mean providing support which is appropriate to their emotional/social age rather than their calendar age
- To ensure that lessons are differentiated and personalised in order to meet every pupil's learning and developmental needs
- To use restorative approaches in order that pupils learn to cope with conflict and develop positive relationships with staff and peers
- To help our pupils understand what is expected of them through clear and appropriate forms of communication
- To develop pupil's abilities to understand and communicate their emotions and their ability to self-regulate
- To raise people's self-esteem, so that they are able to make the most of their abilities and talents
- To foster a sense of curiosity and a love of learning, so that all will develop a determination to achieve and succeed
- To work in partnership with parents and carers, other schools and the wider community, to promote a more inclusive education system and a sense of citizenship
- To promote independence and encourage intellectual, emotional, spiritual and healthy growth, so that everyone can become lifelong learners

The Governors and staff believe that all members of the school community should:

- Show respect for one another
- Avoid confrontation by approaching conflict and challenging behaviour constructively
- Work together to enhance everyone's self-esteem

It is our aim to promote positive behaviour in our pupils so as to:

- Establish a stable and safe social and learning environment
- Develop the self-discipline of our pupils by encouraging them to be responsible for their own behaviour and understand that their actions have consequences
- Show appropriate respect for the school environment and its resources
- Involve pupils in discussing their behaviour

Implementation

Governors

The Governing Body will ensure that there is a Behaviour for Learning Policy in place and review its implementation (every 2 years).

Headteacher

The Headteacher will oversee the implementation of the Behaviour for Learning Policy, evaluate its success periodically with staff, and report to Governors at least annually on its implementation.

Deputy Headteacher The Deputy Headteacher is responsible for monitoring behaviour on a weekly basis by reviewing the department incident logs.

The Deputy Headteacher is responsible for annually monitoring behaviour through scrutiny of incident forms/playground incidents/violent incidents etc.

Senior Leadership Team / Heads of Phases

Members of the Senior Leadership Team will ensure that:

- The Behaviour Policy is active in their areas and that areas of concern are shared with their staff
- Staff are supported in implementing strategies to support pupils
- Positive Behaviour Support Plans (BSPs) are in place for pupils needing extra support
- The BSPs are regularly monitored and evaluated
- Training is offered and up to date for all staff
- Independent Risk Assessments are put in place for pupils that present physical threat to themselves or others

Whole School Staff

All school staff will work together to implement the Behaviour Policy, using a consistent approach and acting as positive role models. This policy has been put together in consultation with all school staff who have all had the opportunity to share ideas, strategies and best practice. Within the staff team there are behaviour specialists and Safety Intervention instructors who are able to support staff with advice and strategies.

The Westhaven Way

At Westhaven, our 'Westhaven Way' is consistent with our Behaviour Policy. This has been devised in consultation with the Governors, school staff, pupils, parents and carers. It sets out positive expectations as to how our children should behave at school.

We ensure that the 'Westhaven Way' is visible all around the school and is used as a baseline with which we can measure positive and negative behaviour.

Prevention

At Westhaven School we believe that pupils need to learn positive behaviours and take an active role in being responsible for how they behave and their actions. Every available opportunity is made to teach, model and promote positive behaviour, raise confidence and self-esteem and develop personal and social skills. Preventative planning and intervention at an organisational, classroom and individual level can help alleviate situations by allowing pupils to remain composed, maintain their self-esteem and continue their activities in a positive way.

Opportunities are intentionally planned and delivered through both the formal and informal school curriculum.

Positive Role Modelling: Building positive relationships with staff and pupils. Modelling good and rewarding behaviour. Modelling talking about our own feelings and emotional reactions. Naming emotions for pupils (this is communicating their feelings for them if they're unable to do it themselves)

PSHCE: Whole school approaches and weekly lessons with also a focus on anti-bullying.

PACE: Using the PACE approach of Playfulness, Acceptance, Curiosity and Empathy

Assemblies: Whole school assembly occurs every Monday and is linked to SEAL topics. Whole school reinforcement of expected behaviour is modelled through story, presentation and song. Pupils will also have the opportunity to share their work in class topic assemblies. Junior school pupils attend a Friday Star Awards assembly that celebrates good behaviour/work progress; team badges and points etc. Infant award assembly takes place on a Wednesday afternoon.

BME (Black, Minority and Ethnic Achievement): Regular opportunities are made for staff training and INSETs to support staff in developing inclusive curriculum opportunities and practice.

Structure and Routines: Whole school/class and individual routines are clear and consistent to promote and improve positive attitudes to learning. This is achieved through imaginative planning that takes into account engagement, different learning styles (VAK) and visual support strategies. Class and individual visual timetables are used to support our pupils throughout the school day.

Space: Making sure our pupils feel safe through a consistent and predictable learning environment. Providing calming spaces so that pupils can take time out when they are unable to cope and providing regular 'fresh start' opportunities throughout each day

Lunch times and playtimes: Structures are put in place to promote and develop calm lunch times and happy playtimes. Staff model good sitting and listening skills. A system

of playground buddies operates on the playground in which pupils are chosen and trained to look after, support and play with each other. Staff support pupils in using playground equipment, toys and games etc.

Additional, specific support:

At Westhaven we recognise that some pupils require extra support/differentiated opportunities in order for their specific needs to be met.

Managing Transition: Many of our pupils find transition times difficult (e.g. arriving at/leaving school, lunchtimes/moving between lessons, lunch times). Support can be put in place through the use of visual timetables and adult support. These strategies help pupils to cope with these transitional times more successfully during the school day.

Visual Support: Individual or class visual timetables are used to support pupils in class. Positive behaviour reminders, star charts and PECs (Picture Exchange Communication system) can also be used.

Sensory Support: Many of our pupils have complex sensory needs which can sometimes result in them being unsettled, dysregulated or displaying challenging behaviour. It is important for staff to work together to recognise the difference between sensory issues and challenging behaviour.

Social Stories: Where necessary, some pupils have specific visual reminders made for them that model expected behaviour.

Protective behaviours: Targeted support is provided for individual or small groups of pupils to support understanding and the recognition of their feelings and the feelings of others.

Use of staff/targeted support: Staffing provision allows for 1:1 support in transitions and play times where necessary.

Behaviour Support Plans: These are produced in consultation with the class teacher, teaching assistants, parents and pupils if appropriate.

Lego Therapy: Lego therapy is a way for children to learn social skills in a natural environment. The children learn to listen, cooperate, solve disputes and to help each other in order for the model to be successfully built

Therapies: At Westhaven we are able to offer pupils 1:1 sessions with Art and Play therapists.

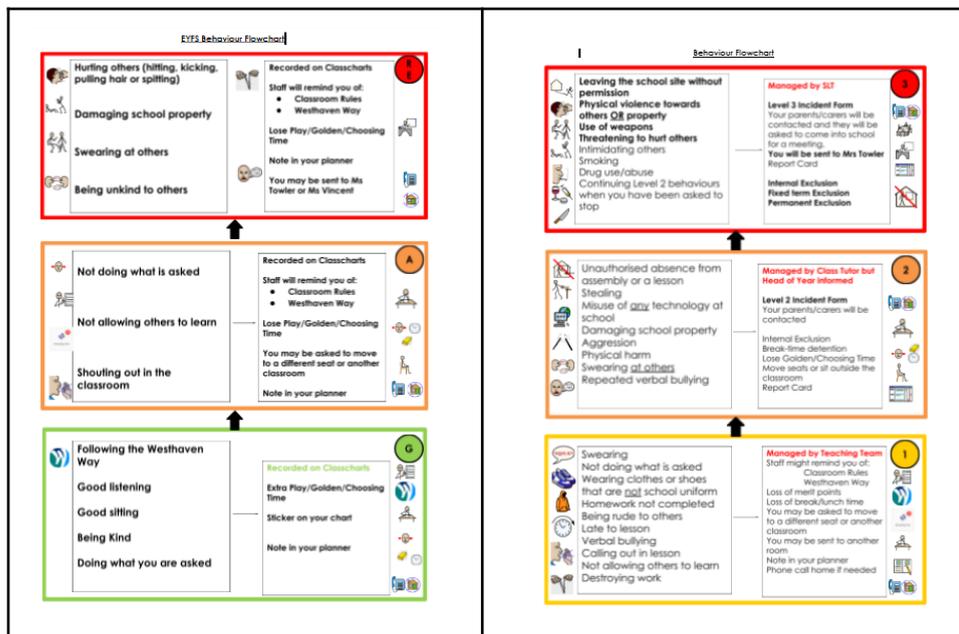
Impact

Supporting and Understanding Pupil Behaviour

It is important that all staff recognise that there is often an underlying reason for a pupil who displays challenging behaviour. Staff will always work with pupils, parents and, where appropriate other professionals, in order to identify the causes/reasons for the behaviour and seek to put strategies in place to support pupils.

Rewards and Sanctions

At Westhaven, we focus on the positives and praise and reward appropriate behaviour and progress. Pupils earn ClassChart merit points throughout the day which they can accumulate and use as currency in the school shop. Other rewards may include postcards home, 'I am Proud' certificates, achievement cups and trophies, reward trips and increased responsibility.



In some situations the use of sanctions or consequences may be appropriate in order to support pupils to behave appropriately and learn acceptable behaviours. This enables them to access the learning environment in a positive way. A graded approach to the use of sanctions, clearly explained to the pupils, is used throughout the school.

- Early intervention/distraction/diffusion
- Behaviour reminders/use of voice intonation/visual cues/support
- Social Stories
- Time Out – timed and supervised by staff in the classroom or if necessary a different space. Pupils may be supported to reflect on their actions during this time
- Behaviour Support Plan / Risk Assessment – for pupils requiring ongoing planned support

At Westhaven, pupils may be at different stages socially and emotionally and therefore we will approach each situation according to the pupil's needs and reasons behind the behaviour. Where possible we will use a restorative approach to unwanted behaviour and help pupils to consider ways that they can put things right when they have gone wrong.

Possible consequences include:

- Reparation
- Written or verbal apology
- Loss of a preferred activity or responsibility for a specified period.
- Making up lost time by remaining at school during break time or after school

Positive Physical Contact

At Westhaven we recognise the importance of positive physical contact for some of our pupils. Staff and adults should, however, always be aware of sensitivities of any form of physical contact with pupils and ensure that they are never in a situation where they are alone with a pupil. However, contact between children and adults might be appropriate for a variety of reasons, including:

- Holding hands with a child in the playground
- Calming/reassuring/comforting contact with a child that upset or injured or who requires deep pressure techniques
- Guiding a pupil away from a situation or location
- Supporting a pupil in PE/Drama activities
- Using hand on hand/arm support in a lesson or PECs exchange

Any physical contact has to be managed in order to make sure that it is appropriate and leaves neither party vulnerable. Factors to consider might include:

- Knowledge of the child, e.g. history/background
- Age (and age difference) – of child and adult
- Context – where, when, why
- Relationship between staff member and child
- Gender

Planned physical intervention can be viewed as positive, because it is committed to keeping children and adults safe in a variety of settings.

On some occasions there may be a need to physically intervene/support pupils in order to keep them safe or where there is a clear risk. This could be committing an offence, causing personal injury to, or damage to, the property of, any person (including the pupil him/herself), or prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

All school teaching staff, teaching assistants and regular cover supply staff are trained in the use of Safety Intervention Staff have an initial one day training course that covers behaviour management and supportive guiding techniques. All trained staff are required to attend an annual refresher. At Westhaven School we have 2 members of staff trained to deliver Safety Intervention training.

Exclusion

This is used as a very last resort when a pupil's behaviour is totally unacceptable and will only be used when there is danger of a pupil/s endangering his or her own safety, or that of other members of the community.

Internal Exclusion can be used in a limited way but parents must be informed and a record made of the reason and the length of time used. This may include working on their own, supervised by a senior manager or senior teacher.

Fixed term exclusion away from school. The first exclusion for any child would be fixed term depending on the circumstances. Usually this would be 1 to 3 days (this can be extended up to 5 days)

Permanent exclusion. This would only be the last resort when all other avenues have been explored.

We ensure that all staff, including students and volunteers, do not use any form of corporal punishment. This is outlined in the staff code of conduct.

Recording of Incidents

All incidents should be recorded in order to identify, monitor, track and provide evidence of pupil behaviour/injury etc. All staff are made aware through induction and training of the correct procedure for the reporting and recording of incidents.

Monitoring

All behaviour incidents are monitored and recorded by a behaviour tracking analyst on a weekly basis. This data is shared with the Deputy Headteacher and then

subsequently with the Headteacher and SLT. A behaviour mentor monitors and identifies any triggers and patterns of behaviour and informs the head of school.

Bullying and Harassment

At Westhaven we strive to ensure that our pupils feel safe and happy at school. Westhaven School is committed to working with staff, pupils, parents and carers to create and maintain a school community where bullying is not tolerated and positive behaviour is promoted.

Cyber-bullying

Westhaven is a 'no phone' school to protect all parties. Cyberbullying is not tolerated (including via texting, social networking sites, mobile phones, digital media, email, camera-enabled devices, image sharing sites such as YouTube or Flickr).

Prejudice-based bullying

Prejudice-based bullying is when bullying behaviour is motivated by prejudice based on an individual's actual or perceived identity; it can be based on characteristics unique to a child or young person's identity or circumstance.'

Discriminatory bullying

At Westhaven, no form of discriminatory behaviour is tolerated. Discrimination is when someone is treated unfairly for any of these reasons:

- age
- disability
- gender reassignment
- marriage or civil partnership
- pregnancy and maternity
- race (including colour, nationality, ethnic and national origin)
- religion or belief
- sex
- sexual orientation

Links With Home: Support for Parents and Carers

At Westhaven we aim to forge positive relationships with parents, carers and outside agencies in order to provide ultimate support for our pupils and ensure that they are able to thrive. We communicate regularly with parents and carers through the use of home/school communication diaries, letters, emails and phone calls home.

At Westhaven we have two family and pupil support workers who work closely with staff and outside agencies to help understand children's needs as well as those of parents and carers.

The aims of the support workers are:

- to engage and build good working relationships with parents, children, staff and other agencies
- to work holistically and effectively with parents in ways that will help improve

their children's well-being.

- to provide relevant information about the appropriate support services available for parents to improve their skills.
- to plan, deliver and offer parenting support courses for groups and one-to-one support
- to provide visual resources to use at home to promote and support positive behaviour.

Complaints Procedure:

Parents/Carers: Chain of Communication

At Westhaven we are committed to ensuring that our pupils feel safe and happy at school. If you are concerned about an incident involving your child or another child please contact the school as outlined below:

1. Class Teacher: All class staff are trained in the first instance to give priority to pupil/parent concerns and to record and pass on appropriate information, if needed to senior staff/parents.

2. If you wish to take matters further then you may wish to contact a designated member of the Senior Leadership Team:

Sarah Vincent: Head of Lower School

Susan Cantello: Head of Middle School

Zoe Payne: Head of Upper School

Jamie Peacock: Deputy Headteacher

Tracy Towler: Headteacher

If the matter is still not dealt with to your satisfaction, then the school's Chairman of Governors, Mr S Romanski, can be contacted through the school office.

Legislative framework

This policy has been drawn up on the basis of law and guidance, namely:

- *Behaviour and discipline in schools Advice for Head Teachers and school staff January 2016*
- *Use of reasonable force Advice for Head Teachers, staff and governing bodies July 2013*
- *Human Rights Act, 1998*
- *Equality Act 2010*
- *Keeping Children Safe in Education, DfE, September 2021*
- *SEND Code of Practice, DfE, January 2015*
- *Working Together to Safeguard Children 2018*
- *Promoting the education of looked after children, DfE, July 2014*
- *Health and safety: advice on legal duties and powers for local authorities, school leaders, school staff and governing bodies, DfE, February 2014*
- *Preventing and tackling bullying Advice for Head Teachers, staff and governing bodies, DfE, July 2017*