



## Behaviour for Learning Policy

*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

Our Behaviour for Learning 4 word intent:

- Communication
- Reparation
- Understanding
- Celebration

We **understand** that children who attend Westhaven School have needs (which are the result of specific conditions such as ADHD, SCLN and ASC), as well as adverse childhood experiences and trauma and that these needs affect their behaviour. It is therefore imperative that our behaviour for learning policy is flexible, child-centred and focussed on helping our learners to self-regulate so that they are able to learn and make progress academically, socially and emotionally. Our approach is centred on the belief that behaviour is a form of **communication** and that by helping learners to feel safe, they can alter their learnt responses. By building positive, nurturing relationships we are able to help our learners develop the ability to enjoy reflective and empathic relationships with adults and peers. We also emphasise the importance of **reparation** to ensure these positive relationships are maintained following behaviour incidents. Some of our learners have histories of rejection and exclusion (including from previous schools / educational settings), therefore we 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** learners' 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 learners can experience success and realise their unique potential.

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

- use a consistent and nurturing approach through building consistent, empathic, non-judgemental and professional relationships between staff and learners
- recognise that our learners 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
- ensure that lessons are differentiated and personalised in order to meet every learner's academic and developmental needs
- use restorative approaches in order that learners learn to cope with conflict and develop positive relationships with staff and peers
- help our learners understand what is expected of them through clear and appropriate forms of communication
- develop learner's abilities to understand and communicate their emotions and their ability to self-regulate
- raise learners' self-esteem, so that they are able to make the most of their abilities and talents
- foster a sense of curiosity and a love of learning, so that learners develop a determination to achieve and succeed
- work in partnership with parents and carers, other schools and the wider community, to promote a sense of citizenship
- 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 learners so as to:

- establish a stable and safe social and learning environment
- develop the self-discipline of our learners 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 learners in discussing their behaviour

## **Implementation**

The Governing Body is responsible for:

- ensuring that there is a Behaviour for Learning Policy in place
- reviewing the Behaviour for Learning policy every 2 years
- analysing the behaviour data presented by the Behaviour Support Team each term

The Headteacher is responsible for:

- overseeing the implementation of the Behaviour for Learning Policy
- evaluating its effectiveness periodically
- reporting to Governors on its implementation
- issuing Fixed Term Exclusions (FTE) where deemed appropriate
- holding "Return to School" meetings with the learner and parent / carer following a FTE

The Deputy Headteacher is responsible for:

- line managing the Behaviour Support Team team
- monitoring L2 and L3 behaviours recorded on CPOMs for all areas of the school
- issuing Fixed Term Exclusions (FTE) where deemed appropriate in the absence of the Headteacher
- holding "Return to School" meetings with the learner and parent / carer following a FTE in the absence of the Headteacher

The Behaviour Support Team are responsible for:

- creating Behaviour Support Plans (BSPs) and Risk Assessments based on the learner's EHCP and professional judgement and reviewing on a termly basis
- analysing behaviour data on a daily, weekly and termly basis, reporting any concerns to the Deputy Headteacher and making recommendations for interventions or timetable changes
- producing behaviour reports each term for the governing body
- supervising the "Time In" room and facilitating reparation meetings after an incident
- monitoring L2 and L3 behaviours recorded on CPOMs and then discussing with Heads of Phases
- monitoring the behaviour of learners in school throughout the school day, including on arrival and departure, to prevent escalation of behaviours
- responding to incidents throughout the school day
- liaising with teachers and support staff regarding any difficulties learners are having in lessons
- holding behaviour focus meetings during Tuesday Team Times

- delivering Safety Intervention training
- identifying any training needs related to behaviour / learning needs and submitting them to SLT
- liaising with “hard to reach” parents to improve home / school communication
- meeting with learners who are displaying unexpected behaviours to discuss possible causes and support
- meeting with Heads of Phases every term

The Heads of Phases (Lower School, Middle School and Upper School) are responsible for:

- monitoring the effectiveness of Behaviour Support Plans (BSPs) and Risk Assessments for learners needing extra support in their phase and feeding back to the BST
- meeting with the BST every term to discuss BSPs and Risk Assessments
- supporting the BST in dealing with incidents relating to learners in their phase
- supporting staff with strategies to support learners

All school staff are responsible for:

- working together to implement the Behaviour for Learning Policy, using a consistent approach and acting as positive role models
- recording all Level 1 incidents on Class Dojo and all Level 2 and Level 3 incidents on CPOMs
- initiating reparation conversation with learners who have displayed unexpected behaviours, or asking the BST to facilitate this
- sharing ideas, strategies and best practice
- recognising that there is often an underlying reason for a learner who displays challenging behaviour and working with learners, parents / carers and, where appropriate other professionals, in order to identify the causes/reasons for the behaviour and seek to put strategies in place to support learners

### **The Westhaven Way**

At Westhaven, our ‘Westhaven Way’ is consistent with our Behaviour for Learning policy. This has been devised in consultation with the Governors, school staff, learners, parents and carers. It sets out positive expectations as to how our children should behave at school and is used as a baseline against which we can measure expected and unexpected behaviours. The Westhaven Way is based on our core values that all learners should strive to be:

- confident communicators
- resilient learners

- respectful citizens
- inquisitive thinkers
- safely independent

## **Prevention**

At Westhaven School we believe that learners 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 learners 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:

<p><b>Positive role modelling</b></p>	<p>Positive relationships between staff and learners are at the heart of everything we do at Westhaven and we use these relationships to model expected behaviours. For example we:</p> <ul style="list-style-type: none"> <li>● model talking about and naming our own feelings and emotional reactions</li> <li>● greet each other positively</li> <li>● are polite to all members of the school community</li> </ul>
<p><b>The curriculum</b></p>	<p>As well as the National Curriculum subject offer, all learners follow Zones of Regulation and Social Thinking curriculum to support them with understanding their behaviour responses. Some learners have bespoke and personalised Zones activities within their toolkit to support their choices for regulation and positive behaviour and interaction.</p>
<p><b>PACE</b></p>	<p>We use the PACE approach of Playfulness, Acceptance, Curiosity and Empathy throughout the school day</p>
<p><b>Assemblies</b></p>	<p>SMSC, phase and house assemblies take place on a rotation basis every Monday morning and they are an opportunity to reinforce expected behaviours through stories and presentation. On Friday afternoons, celebration assemblies take place which acknowledge learners' academic, social and sporting achievements as well as progress against personal targets and interests both inside and outside of school.</p>
<p><b>Structure and routines</b></p>	<p>Whole school, class and individual routines are clear and consistent in order to promote and improve positive attitudes to learning. This is achieved through class and individual visual timetables to support our learners throughout the school day.</p>
<p><b>Space</b></p>	<p>We make sure our learners feel safe through a consistent, predictable and low arousal learning environment. We provide sensory spaces across the school so that learners can take time out when needed.</p>
<p><b>Social times</b></p>	<p>Structures are in place to promote and develop calm and happy social times. Staff model good sitting, listening, eating and social skills and support learners in using playground equipment, toys and games etc.</p>
<p><b>Managing transitions</b></p>	<p>Many of our learners find transition times difficult (e.g. arriving at/leaving school, lunchtimes/moving between lessons, lunch times) so support is put in place through the use of visual timetables and adult support.</p>

<b>Sensory support</b>	<p>Many of our learners have sensory needs which can sometimes result in unexpected behaviours which can be challenging. It is important for staff to work together to recognise the difference between sensory issues and challenging behaviour and this is reflected in how these incidents are recorded (regulated v dysregulated)</p>
<b>Social stories</b>	<p>Where necessary, some learners have specific visual reminders made for them that model expected behaviour.</p>
<b>Behaviour Support Plans and Risk Assessments</b>	<p>Where appropriate, these are produced by the Behaviour Support Team in consultation with the Head of Phase, class teacher, support staff, parents / carers and learners.</p>
<b>Therapies</b>	<p>At Westhaven we run regular theraplay group sessions and are able to offer learners 1:1 and group sessions with Art and Play therapists.</p>

## **Impact Rewards**

At Westhaven, we focus on the positives and praise and reward appropriate behaviour and progress. Learners earn Class Dojo house points throughout the day which they can accumulate and use as currency in the school shop. Every week, the top House Point earners are recognised during Friday celebration assemblies and this is also an opportunity for staff to award I am Proud certificates and Manner Merits. Letters and postcards of celebration are also sent home to parents / carers to celebrate outstanding achievement, progress and / or effort.

At the end of every term, parents / carers are invited into school for the end of term Celebration Assembly where the following awards are also presented:

- the Towler Achievement cup for academic progress and achievement
- the Etienne cup for ambassadors of the Westhaven Way
- Merit cups for the learner achieving the highest house points per tutor group
- Certificates and prizes for the winners of the termly house competitions

## **Consequences**

In some situations, the use of consequences may be appropriate in order to support learners to behave appropriately, to learn acceptable behaviours and to understand that actions bring consequences. This enables them to access the learning environment in a positive way. A graded approach to the use of consequences, clearly explained to the learners, is used throughout the school which include:

- early intervention/distraction/diffusion
- reminders of the Westhaven Way/use of voice intonation/visual cues/support
- time with the BST outside of lessons. Learners may be supported to reflect on their actions during this time
- Behaviour Support Plan / Risk Assessment – for learners requiring ongoing planned support
- loss of a preferred activity or responsibility for a specified period.
- making up lost time by remaining at school during break time



We recognise that learners develop at different stages socially and emotionally and therefore we approach each situation according to the learner's needs and reasons behind the behaviour. For Level 3 incidents, we use the reparative discussion below to help learners consider ways that they can put things right when they have gone wrong:

- learner's explanation of what happened
- staff witness statement (s)
- discussion about what led up to the incident (any root causes?)
- the impact the behaviour had on learner, staff and peers
- how can we avoid this in the future?
- arranging for the reparation meeting to take place (if this is not possible, a written or simple verbal apology)

### **Positive Physical Contact**

At Westhaven we recognise the importance of positive physical contact for some of our learners. Staff and adults should, however, always be aware of sensitivities of any form of physical contact with learners and ensure that they are never in a situation where they are alone with a learner. 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 learner away from a situation or location
- Supporting a learner 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

## **Safety Intervention**

On some occasions, there may be a need to physically intervene/support learners in order to keep them safe or where there is a clear risk to themselves or others.

All teachers and support staff are trained in the use of Safety Intervention which includes behaviour management and supportive guiding techniques. All trained staff are required to attend an annual refresher and we have 2 members of staff trained to deliver Safety Intervention training.

## **Fixed Term Exclusions**

Fixed Term Exclusions are used as a very last resort when a learner's behaviour is totally unacceptable and when there is danger of a learner/s endangering his or her own safety, or that of other members of the school community.

Internal Fixed Term Exclusions are held in school and are supervised by a member of staff. Parents/carers and learners are informed of the reason behind the exclusion, the location and the duration and the exclusion will be recorded on CPOms.

External Fixed Term exclusions can vary in length from 1 to 5 days. Before a learner returns to school a "return to school" meeting is held which involves the Headteacher (or the Deputy Headteacher in their absence), the learner, a member of the BST and parents / carers. During this meeting, the following will be discussed:

- learner's explanation of what happened
- staff witness statement (s)
- discussion about what led up to the incident (any root causes?)
- the impact the behaviour had on learner, staff and peers
- how can we avoid this in the future?
- arranging for the reparation meeting to take place

Permanent Exclusions are only used as an absolute last resort when all other avenues have been explored.

### **Corporal Punishment**

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

### **Recording of Incidents**

All incidents are recorded in order to identify, monitor and track patterns of behaviour in order to reduce behaviour incidents and to identify intervention needs. All staff are made aware of the process of recording incidents on Class Dojo and CPOMs through the induction process and during staff training.

### **Monitoring**

All behaviour incidents are monitored and recorded by the Behaviour Support Team (BST) on a daily and weekly basis. This data is shared with the Deputy Headteacher and then subsequently with the Headteacher and SLT. The Behaviour Support Team monitors and identifies any triggers and patterns of behaviour and informs the Deputy Headteacher.

### **Child-on-child abuse, bullying and harassment**

At Westhaven we strive to ensure that all of our learners feel safe and happy at school. We are committed to working with staff, learners, parents and carers to create and maintain a school community where bullying is not tolerated and positive behaviour is promoted. Please see our Anti-bullying policy for more information).

### **Supporting 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 learners 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.

We have two family and learner 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 roles of our support workers are to:

- engage and build positive working relationships with parents / carers, children, staff and other agencies
- work holistically and effectively with parents / carers in ways that will help improve their children's well-being.
- provide relevant information about the appropriate support services available for parents / carers

- plan, deliver and offer parenting support courses for groups and one-to-one support
- provide visual resources to use at home to promote and support positive behaviour.

### **Complaints Procedure**

At Westhaven we are committed to ensuring that our learners 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 to give priority to learner/parent concerns and to record and pass on appropriate information

2. Key Stage Leader - if you wish to take matters further then you may wish to contact your child's Key Stage Leader:

EYFS, Key Stage 1 and Key Stage 2 - Tammy Chaplin

Key Stage 3 - James Orchard

Key Stage 4 and 5 - Collette Miyagawa

3. Head of Phase - if you wish to take matters further to the Senior Leadership Team then you may wish to contact your child's Head of Phase:

Sarah Vincent: Head of Lower School (EYFS, KS1 and KS2)

Susan Cantello: Head of Middle School (KS3)

Emma Wells: Head of Upper School (KS4 and KS5)

4. If your concern is related to your child's Key Stage Leader or Head of Phase, please contact:

Zoe Payne (Deputy Headteacher)

Jamie Peacock (Headteacher)

If the matter is still not dealt with to your satisfaction, then the school's Chair of Governors 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

Type of behaviour	Recorded on	Communicated to	Possible consequences
Level 1 Being rude / unkind Not doing what I have been asked Not being ready to learn Not trying my best Stopping others from learning Using inappropriate language	Class Dojo	Class team	Verbal warning
Level 2 Dysregulated harm (includes verbal) towards learners / staff / property Extreme or persistent L1s Swearing Misuse / taking of school property including IT Unauthorised absence from lesson/assembly	CPOMs (by all staff)	Class team Head of Phase Behaviour Support Team Deputy Head	Check in with Behaviour Support Team Time in Reparation meeting Behaviour monitoring Behaviour intervention
Level 3 Absconding from school site Direct harm towards learners / staff / property Extreme or persistent L2s Possession of illegal substance or weapon* Potential child-on-child abuse	CPOMs (by all staff)	Class team Head of Phase Behaviour Support Team Deputy Head Headteacher Parents/carers The police*	Report card Internal FTE External FTE Change to timetable Behaviour intervention

			Reparation meeting Meeting with parents/carers
Level 4 Child-on-child abuse	CPOMs (by Safeguarding Team, Behaviour Support Team and SLT only)	Class team Head of Phase Behaviour Support Team Deputy Head Headteacher Parents/carers Chair of Governors Local Authority?	Report card Internal FTE External FTE Change to timetable Behaviour intervention Reparation meeting Meeting with parents/carers

## The Westhaven Way

We want all of our learners to show the expected behaviours of being:

- resilient
- confident communicators
- inquisitive thinkers
- safely independent
- respectful citizens

Sometimes, our learners show unexpected behaviours which have the following possible consequences:

Level 1			
Unexpected behaviour	Who will be told?	What might happen?	What behaviour should I show?
Being rude / unkind	My class team	I will be asked to stop this behaviour Tutor team monitor Level 1 incidents	Be kind
Not doing what I have been asked			Do what I have been asked
Not being ready to learn			Be ready to learn
Not trying my best			Try my best
Stopping others from learning			Don't stop others from learning
Using inappropriate language			Use appropriate language

Level 2			
Unexpected behaviour	Who will be told?	What might happen?	What behaviour should I show?



Hurting others or property when I am upset or angry	Class team Head of Phase Behaviour Support Team Deputy Head	Check in with Behaviour Support Team (BST) Time in Reparation meeting BST monitor L2 behaviours Behaviour intervention Report card	Understand what I need to do when I am in the red zone
Continued L1s			Listen and stop my behaviour when staff give me a warning
Swearing			Use appropriate language
Misuse or taking of school property including IT			Look after school property
Unauthorised absence from lesson/assembly			Go to my lessons and assemblies

### Level 3

Unexpected behaviour	Who will be told?	What might happen?	What behaviour should I show?
Leaving school site	Class team Head of Phase Behaviour Support Team Deputy Head Headteacher Parents/carers	Check in with Behaviour Support Team Time in BST monitor L2 and L3 behaviours Report card Internal FTE External FTE	Go to my safe space in school when I am upset / angry
Hurting others or property when I am calm			Be kind to others
Continued L2s			Listen to staff and stop repeating my L2 behaviour

Bringing an illegal substance or weapon into school*	The police*	Change to timetable Behaviour intervention Reparation meeting Meeting with parents/carers Team Around the Child (TAC) meeting	Do not bring illegal substances or weapons into school
--	-------------	---	--

Level 4			
Unexpected behaviour	Who will be told?	What might happen?	What behaviour should I show?
Bullying	Class team Head of Phase Behaviour Support Team Deputy Head Headteacher Parents/carers Chair of Governors Local Authority?	Report card Internal FTE External FTE Change to timetable Behaviour intervention Reparation meeting Meeting with parents/carers	Be kind to others

<b>Written:</b>	Nov 2014
<b>Review Date:</b>	November 2023
<b>Signed by Chair of Governors:</b>	
<b>Date:</b>	30/11/2023
<b>Date of Next Review:</b>	November 2025

### History of Document

Version No.	Author/ Owner	Date Reviewed	Approved by Governors on	Comments	Next Review Date
1	FGB/SRo		11/12/14		Nov 2016
2	C&S Comm / JP	Sept 2016	15/3/18	Major rewrite of policy	Mar 2020
	C&S Comm / JP	Nov 2019	21/11/19	No change	Nov 2021
2.1	C&S Comm / JP	Nov 2021	25/11/21	No change	Nov 2023
3	C&S/SV	Nov 2023	30/11/23	Major rewrite	Nov 2025