

White Court School



Behaviour Policy

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BEHAVIOUR POLICY

Our aim at White Court School is to provide a welcoming, safe and supportive environment, where pupils are eager to work hard and achieve their potential. In order to achieve this, we must work together as a community, where all pupils, members of staff, families and volunteers feel respected, valued, safe and supported.

Our hope is that by creating a positive environment within our school community, our pupils will develop the values needed to behave consistently well in school and when representing the school. We recognise the link between social, emotional and mental health difficulties which can all have an impact on behaviour seen in school. We use 'Zones of Regulation' to support the emotional development of all children in school.

Our school reflects the values of the Essex Approach to understanding behaviour and supporting emotional wellbeing known as Trauma Perceptive Practice (TPP). At White Court we recognise that behaviour is a form of communication. When behaviour falls below expectations, staff seek to understand the underlying need or difficulty and support pupils to develop the skills required to succeed. Positive teacher-student relationships are key to combating unacceptable behaviour. The school focuses heavily on forming these relationships to allow teachers using a Trauma Perceptive Practice (TPP) approach to understand their students and create a strong foundation from which behavioural change can take place.

This policy is designed to guide and support families if their children disclose information linked to unacceptable behaviour. We are a listening school, so as a first step, always encourage your child to speak to their class teacher or an adult they have a familiar relationship with. We treat all pupils fairly and this policy aims to ensure consistency for all pupils, with parental support when following procedures. Some behaviour incidents may also constitute safeguarding concerns, including bullying, discriminatory behaviour, sexual harassment or child-on-child abuse. These will be managed in accordance with the school's Child Protection Policy. The school will make reasonable adjustments for pupils with SEND or additional needs to ensure behaviour expectations are fair and appropriate. Behaviour expectations apply to all pupils. However, the school recognises that some pupils will require reasonable adjustments, additional support or adapted approaches to achieve these expectations. Adjustments will never lower expectations of behaviour but may change how pupils are supported to meet them.

1. The aims of this policy

To provide a consistent approach to behaviour management.

To promote and maintain positive behaviour.

To foster good relationships between all staff, pupils, parents and the wider community. To actively welcome parental involvement and encourage open dialogue at all times. To have clearly defined expectations regarding children's behaviour; discussed with the children. To create a purposeful, attractive environment and atmosphere in which children can develop self esteem, self-discipline and an awareness of their responsibilities in the community. To recognise and praise good behaviour as well as dealing with inappropriate behaviour. To ensure that children are aware of the rewards and sanctions in place within school.

We believe that clear expectations help pupils to develop self-discipline and take responsibility for their behaviour.

At White Court we expect pupils to:

- be kind and respectful to others
- follow adult instructions first time
- care for our school environment
- try their best in learning
- help make our school a safe place for everyone

2. Legislation and statutory requirements

This policy is informed by the following legislation and guidance:

- Behaviour in Schools (DfE 2024)
- Suspension and Permanent Exclusion from maintained schools (DfE 2023)
- Searching, Screening and Confiscation (DfE 2022)
- Keeping Children Safe in Education (current version)

- Restrictive Interventions including Use of Reasonable Force in Schools (DfE 2026)
- Equality Act 2010
- Education and Inspections Act 2006
- Mobile phones in schools (DfE, statutory guidance, 2026)

3. As a staff we do our best:

- To prioritise connection before correction, recognising that positive relationships are central to helping pupils regulate their behaviour and make better choices.
- To provide good role models.
- To have high expectations of ourselves and the children.
- To emphasise and reward positive behaviour.
- To respond to and deal with unacceptable behaviour in a firm and consistent manner in accordance with this policy.
- To involve and inform parents of all aspects of this policy.
- To have a consistent approach towards learning and behaviour.
- To provide support for one another through discussion and implementation of a common approach.
- To make explicit to the children expectations with regard to behaviour and the procedures for rewarding and promoting good behaviour and for dealing with problems.
- To implement age-appropriate expectations

We will encourage children:

- To understand that they are a valued part of the community.
- To discuss and share what constitutes acceptable behaviour e.g. at circle time.
To understand and know what is acceptable behaviour.
- To be responsible for behaving in an appropriate manner.

Pupils will be taught:

- To learn respect for others, belongings and school property.
- To establish orderly patterns of learning and behaviour through self-discipline and self-regulation.
To recognise the advantages of co-operation and friendship.

4. Behaviour Support and Classroom Management – ‘Talking for a Purpose’ and ‘Moving on Up’

At White Court School, we have two behaviour supports that run concurrently together. The first is “Talking for a Purpose”, Language to support regulation. Say what you mean and mean what you say. This is a language-based intervention, where staff use specific behavioural language to increase regulation to support children in following adult directions.

The second is a classroom-based management system called Moving on Up. Moving on Up is a positive approach to classroom management and is in every classroom at White Court School. The system has been specifically designed so that all children have the opportunity to learn how to make positive choices and to take responsibility for their own behaviour and learning. Every child within our school has the opportunity to earn the reward of fifteen minutes of TOPS Time each day, by moving their peg up. TOPS Time is the Time and Opportunity to Practise Skills where children learn skills through activities and games. One point to note, this is not “free play” but the space for our children to develop social behaviours, such as sharing, co-operation and negotiation as well as academic behaviours such as listening. Additionally, Positive behaviour is recognised through praise, celebration, responsibilities and opportunities to contribute positively to the school community.

5. Restorative Justice and Conflict Resolution

We also implement restorative justice and conflict resolution within our school community. If any child is involved in a dispute an adult leads the restorative justice and conflict resolution where the children give their side of the dispute during reflection time. Then the children discuss how they can resolve the issue. The children are made aware of what part they played in the dispute. We ask them what they could do next time to avoid conflict. The children are encouraged to take responsibility for their own safety and well-being and are constantly reminded to make the right choices.

Emphasis on behavioural education rather than control goes a long way to achieving behavioural compliance. The aim is to take a child and their community of support, through a process by which they can understand the consequences of their actions and behaviour for themselves and others and to develop

relational thinking and to bring understanding to a collective level. When behaviour causes harm to others, the school ensures that the affected pupils or staff receive appropriate support. This may include reassurance, restorative conversations, and practical support to ensure that everyone feels safe and respected.

6. Teaching and Learning

The PSHE curriculum at White Court School supports and influences the school's behaviour policy. We offer opportunities for pupils to reflect on their experiences and understand how they are developing personally and socially. All subjects and experiences within the curriculum contribute to the process of promoting personal and social development. The needs of individual children will be planned for as and when needed. PSHE learning sessions will incorporate discussions on making the right choices and smart thinking enables the children to discuss problem scenarios and how to deal with problems that arise. Circle Time and our Pupil Task Force will be used to discuss whole class and school issues. The school embraces Educate and Celebrate where equality for all is at the heart of our ethos.

7. Unacceptable Behaviour

We take a positive approach to consistently manage any challenges that may arise at White Court School however we believe some behaviours to be unacceptable. See **appendix 1** for some examples of these behaviours and the associated consequences.

Where pupils present behaviours that may place themselves or others at risk, the school will complete a risk assessment and develop a personalised support plan.

8. Bullying and Child on child abuse

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

Bullying is, therefore:

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

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, homophobic comments, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Opportunities are provided through the P.S.H.E. curriculum to understand what bullying is and highlight the detrimental effects. Children also learn how to build emotional resilience, empathy, self-esteem and the strategies to deal with bullying. White Court School is a caring community and 'Telling School', children are encouraged to share concerns with any of the staff about how they are being treated, or experiences of their friends or peers. During annual Safeguarding training, staff members are reminded to be aware of any changes in children's behaviour which may indicate the child is being bullied. Some forms of bullying, particularly discriminatory bullying, sexual harassment or harmful sexual behaviour, may be treated as safeguarding concerns and managed in accordance with the school's Child Protection Policy and Keeping

Children Safe in Education. Please also refer to the Child on child Abuse Policy.

9. Classroom consequences

The school records significant behaviour incidents to identify patterns, monitor equality and ensure that behaviour procedures are applied fairly and consistently.

Low Levels of classroom disruption

For low level classroom disruption, such as when a child is off task or disrupting lessons. The adult managing the disruption will state an Exact Moment Behaviour so that the student has a clear understanding of the behaviour that is expected. If the behaviour continues, a warning will be delivered. This gives the child another opportunity to change the current behaviour to more positive choice. If the behaviour continues, the child's peg will not move up. Parents will be informed if there are regular missed peg moves.

Moderate Levels of classroom disruption

For moderate level classroom disruption such as refusal to complete work, being rude or answering back the child may be moved to another class. During this time, the child will be expected to complete work set and return to their class at the end of the learning session. The child's peg will not move up for that session. Parents are informed of a class move via telephone call or face to face at the end of the day.

High Levels of classroom disruption

For high levels of classroom disruption such as aggression, extreme language or damaging property, the child will either be internally excluded* or suspended. This will be decided by the Head Teacher after a full investigation. The school may use internal suspension as a short-term measure where a pupil is removed from their class but remains supervised within school. Parents are informed of an internal suspension via a telephone call or face to face. For a suspension, the parents / carers also receive this in writing.

*Internal exclusion is a temporary removal from a class or social environment while remaining supervised within school. It is used to maintain safety, support reflection and allow learning to continue where appropriate.

10. Play time consequences

Children who are not making positive choices and managing their own behaviour during playtimes, will be kept in the following play session for Reflection. This is designed to support children to reflect upon their behaviour so that playtimes are a positive experience for all. If lunch time problems continue parents will be asked to attend a meeting with the Head Teacher.

Please note that although the above procedure is in place in every classroom at White Court School, the Head Teacher has the final decision in terms of consequences delivered.

11. Behaviour outside of school premises

White Court School has the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable.

Conduct outside the school premises, including online conduct where it affects members of the school community, that White Court School might sanction pupils for, include misbehaviour:

- when taking part in any school-organised or school-related activity;
- when travelling to or from school;
- when wearing school uniform;
- when in some other way identifiable as a pupil at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil; or
- that could adversely affect the reputation of the school

The decision to sanction a pupil will be lawful if it is made on the school premises or elsewhere at a time when the pupil is under the control or charge of a member of staff of the school.

12. Suspensions and Permanent Exclusions

Suspension is a serious sanction and will normally only be used where other appropriate strategies have been considered, unless the seriousness of the incident requires an immediate suspension. The school has therefore adopted the standard national list of reasons for suspension, and the standard guidance, called Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England (DfE 2023). We refer to this guidance in any decision to exclude a child from school.

The decision to exclude a pupil permanently should only be taken:

- 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.

Only the Headteacher (or the Deputy Headteacher in their absence) has the power to suspend a child from school. The Headteacher may suspend a child for one or more fixed periods, for up to 45 days in any school year. In extreme and exceptional circumstances, the Headteacher may exclude a child permanently.

If the Headteacher suspends a child, the parents will be informed immediately, giving reasons for the suspension. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, make an appeal to the Governing Body. When a Governor appeals panel meets to consider a suspension, they consider the circumstances under which the child was suspended, consider any representation by parents and the LA, and consider whether the child should be reinstated.

The Headteacher informs the Local Authority and Governing Body about any permanent exclusion, and about any fixed term suspension beyond 5 days in any one term.

13. Partnership and Collaboration

School and carers will initially work together to create a positive partnership. Carers will be informed if their child has behaved consistently unacceptably or if they have hurt another child.

Carers will be informed if their child has been a victim of unacceptable behaviour without the perpetrator being named.

Where behaviour is causing concern School will inform carers at an early stage and support will be sought in devising and implementing any plan of action.

White Court School will seek advice from and work with specialist teacher teams and the educational psychology team as and when necessary.

14. Health and Safety

Staff and children will be kept safe according to DFE guidance and legislation.

15. Restrictive Interventions

Restrictive intervention refers to any action that restricts a pupil's movement, liberty or freedom to act independently. This includes the use of reasonable force and physical restraint.

At White Court School, staff will seek to prevent and de-escalate situations wherever possible. Positive relationships, appropriate support and de-escalation strategies will be used to reduce the likelihood that restrictive intervention is required.

All members of school staff have a legal power to use reasonable force in certain circumstances. Reasonable force may be used where necessary to prevent or stop a pupil from:

- causing injury to themselves or others;
- committing a criminal offence;
- damaging property; or
- causing disorder among pupils at the school.

Any use of reasonable force or other restrictive intervention must be necessary, reasonable and proportionate to the circumstances. Staff will use the minimum amount of force necessary for the minimum amount of time required. Restrictive intervention will never be used as a form of punishment.

Staff must act in a way that seeks to maintain the safety and dignity of everyone involved. Particular care will be taken to avoid any intervention which could adversely affect a pupil's airway, breathing or circulation. Staff must not deliberately use restraint techniques that cause pain or restrict breathing or circulation. Restraint on the ground carries particular risks and staff will seek to avoid this wherever possible. If a pupil is unintentionally held on the ground, staff will seek to release or reposition the pupil as quickly and safely as possible.

When considering whether restrictive intervention is appropriate, staff will take account of the individual

pupil's needs and circumstances, including any SEND, medical needs, disabilities, communication needs or known experiences which may increase the risks associated with intervention. Where a pupil is known to present behaviours which may place themselves or others at risk, an individual risk assessment and appropriate support plan will be developed.

All significant incidents involving the use of force, and all incidents of restraint or seclusion, will be recorded in accordance with statutory requirements. Records will be completed as soon as practicable, normally on the same day. Parents or carers will be informed as soon as practicable following an incident and normally on the same day, subject to any limited exceptions set out in statutory guidance.

Following an incident, appropriate support will be offered to the pupil and any staff or pupils affected. The school will review what happened and consider whether any changes to provision, support, risk assessment or planning are required.

Restrictive intervention records will be reviewed regularly by senior leaders. The Headteacher will ensure that patterns, frequency and equality considerations are monitored and appropriate information is reported to governors to provide assurance that restrictive interventions are being used safely, lawfully and proportionately.

The school will follow the current DfE guidance Restrictive Interventions including Use of Reasonable Force in Schools.

16. Screening, searching and confiscation

White Court School follows the DfE guidance Searching, Screening and Confiscation when conducting any search of a pupil or their possessions.

The Headteacher may authorise appropriate members of staff to search pupils or their possessions in circumstances permitted by law. Staff will always seek the pupil's cooperation before conducting a search. Authorised staff may search a pupil without their consent where there are reasonable grounds to suspect that the pupil may have a prohibited item, or another item which has been identified in the school's rules as an item for which a search may be made.

Prohibited items include:

- knives or weapons;
- alcohol;
- illegal drugs;
- stolen items;
- tobacco, cigarette papers and smoking-related items;
- fireworks;
- pornographic images; and
- any article that a member of staff reasonably suspects has been, or is likely to be, used to commit an offence, cause personal injury or damage property.

Before conducting a search, the authorised member of staff will consider the age and needs of the pupil and explain, in an age-appropriate manner, why the search is being carried out, how it will take place and what the pupil is being asked to do. Searches will be conducted in accordance with statutory guidance. A search of a pupil will normally be undertaken by an authorised member of staff who is the same sex as the pupil, with another member of staff present as a witness. The limited exceptions permitted by law will only be used where the statutory conditions for doing so are met. Staff may search a pupil's possessions where permitted by law. Possessions include items such as bags, lockers, trays or other belongings over which the pupil has or appears to have control. The school will always seek the pupil's cooperation before conducting a search. Where a pupil does not cooperate, staff will consider why this is the case and seek to support the pupil to understand the reason for the search. Where the legal requirements are met, an authorised member of staff may conduct a search without the pupil's consent. Parents or carers do not need to give consent for a search which the school is lawfully authorised to undertake. Parents/carers will be informed of a search for a prohibited item and of the outcome of the search, including any resulting sanction, in accordance with DfE

guidance. Searches will be conducted sensitively and with due regard to the pupil's dignity, privacy, safeguarding needs and any SEND or other additional needs. Where a search gives rise to a safeguarding concern, the school's Child Protection Policy will be followed and the Designated Safeguarding Lead will be informed as appropriate. Staff may confiscate, retain or dispose of a pupil's property where it is lawful and reasonable to do so. The school will determine how confiscated items are retained, returned, disposed of or passed to the police in accordance with the DfE Searching, Screening and Confiscation guidance. Any item which may constitute evidence of an offence or which must legally be passed to the police will be dealt with in accordance with statutory guidance.

Appropriate records of searches will be maintained in accordance with DfE guidance and safeguarding requirements.

17. Mobile Phones and Smart Technology

White Court School is a mobile-phone-free environment during the school day. Pupils must not access or use mobile phones or other personal smart or communication technology during the school day. This includes during lessons, transitions between lessons or activities, breaktimes and lunchtimes.

Where a pupil needs to bring a mobile phone to school, for example because they travel to or from school independently, the phone must be switched off and stored in the class lockable box throughout the school day. The expectation also applies to personal smart devices capable of communication, messaging, accessing the internet or taking photographs or recordings, including smart watches where these functions are enabled.

A mobile phone or smart device may be confiscated where a pupil breaches the school's rules. Decisions about confiscation, including when and to whom a device will be returned, will be reasonable and proportionate to the circumstances. Where mobile phones or other smart devices are identified within the school's rules as items which may be searched for, the Headteacher or an authorised member of staff may conduct a search where the legal requirements for doing so are met. Any search will be undertaken in accordance with the school's searching procedures and current DfE Searching, Screening and Confiscation guidance.

Staff will not routinely access or examine the contents of a pupil's mobile phone or smart device simply because it has been confiscated. Any decision relating to data or files on an electronic device will be made in accordance with statutory searching and confiscation guidance and safeguarding procedures. Where there is a safeguarding concern relating to a mobile phone or other device, staff will not investigate the matter independently. The Designated Safeguarding Lead will be informed and the school's safeguarding procedures will be followed.

The school recognises that there may be exceptional circumstances in which a pupil requires access to a mobile phone or other device during the school day. Reasonable adjustments and individual arrangements will be considered where appropriate, including for pupils with SEND, disabilities or medical needs.

The school will communicate its expectations regarding mobile phones and smart technology clearly to pupils, parents and carers and will apply the policy consistently and proportionately.

The school follows the current DfE statutory guidance Mobile phones in schools.

Behaviour data is reviewed regularly by senior leaders and governors to identify patterns and ensure fairness.

BEHAVIOUR CONSEQUENCES

Consequences are intended to be logical, proportionate and supportive of learning. Wherever possible they are linked to the behaviour and help pupils repair harm or restore relationships.

Some examples of LOW-LEVEL BEHAVIOURS, which may lead to missing a peg move:

- Low level disruption;
- Telling another child to do something inappropriate;
- Excessive noisiness during transitions;
- Using low level inappropriate language;
- Name calling.

Some examples of MEDIUM-LEVEL BEHAVIOURS which may lead to missing a peg move, or receiving a class move:

- Leaving the classroom without permission;
- Being rude / answering back;
- Talking / interrupting when an adult/peer is talking;
- Disrupting others;
- Swinging on chairs;
- Taking other people's property without the intention of returning it;
- Lying to an adult;
- Repeated low level behaviours.

Some examples of HIGH-LEVEL BEHAVIOURS which may lead to an internal suspension or external suspension:

- Deliberate act of physical aggression towards a child / adult;
- prejudicial comments;
- Using threatening language;
- Swearing verbally at an adult / child;
- Deliberately damaging school property or someone else's property;
- Spitting on / at an adult / child;
- Leaving school premises without adult permission;
- Refusal to complete a class move;
- Refusal to complete an internal suspension;
- Repeated medium level behaviours.

The decision to exclude a pupil permanently should only be taken:

- 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.

This list gives some examples of the behaviours included and possible consequences, but is not exhaustive. When giving consequences, decisions are made on an individual basis, considering the persons involved and the circumstances surrounding the event.