



Whitehouse PRU

Behaviour and Relationship Policy

1	Summary	Behaviour and Relationship Policy
2	Responsible person	Jake Thompson
3	Accountable SLT member	Jake Thompson
4	Applies to	<input checked="" type="checkbox"/> All staff <input type="checkbox"/> Support staff <input type="checkbox"/> Teaching staff
5	Who has overseen development of this policy	SLT Behaviour and Safeguarding Teams
6	Who has been consulted and recommended policy for approval	Staff Team
7	Approved by and date	21/07/23



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1. Introduction**Mission Statement and Purpose**

At The Whitehouse PRU we strive for excellence and believe that through a culture of support and guidance, which is fair and restorative, pupils will develop and reach their fullest potential. It is the belief that every child should be supported to develop strategies to promote self-regulation. Through research, evidence and trauma informed practice, staff are able to guide and lead pupils effectively. Our aim is to support pupils, with a particular focus on helping them to understand their behaviour and how that can change over time. It is recognised that this may take some time, but more importantly, for this to happen, an enquiry approach is necessary to fully understand the behaviour and child. Staff need to understand the pupils and get to know them on many levels; it is necessary to identify and understand insecure attachments, effects of trauma and SEND (Special Educational Needs and Disability)



to maximise positive steps and positive outcomes. The aims, ethos and values are outlined in this policy.

We believe that:

- Behaviour is a means of communication – we must ensure that all pupils are supported to communicate their needs safely and appropriately.
- Pupils are more successful 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.
- In supporting emotional development and self-regulating skills pupils can learn to improve their behaviour. Many pupils at Whitehouse PRU find learning difficult: learning new behaviour is a task, just like learning to read or write.
- Pupils need a personalised approach to support them to manage their behaviour and consideration must be given to sensory and emotional needs, past and current trauma, levels of stimulation and engagement.
- As adults, we must consider the learning styles and needs of the pupils; we must also have realistic expectations about the rate of progress a pupil will make when learning to adapt or develop new behaviours.
- Mistakes are part of the learning process, and we recognise that all our pupils are at various stages of the developmental process. We do not make a judgement about it – instead, we support and guide our pupils to get it right.

The stage of emotional development and additional needs of a pupil will determine their ability to self-regulate and their readiness for learning. Whitehouse PRU aims to offer a stable environment in which vulnerable young people can work towards academic progress and a fulfilling place in society, whilst becoming more emotionally and socially independent. This Behaviour and Inclusion Policy emphasises the importance of acknowledging academic, social, and emotional progression involving pupils, parents, and carers to provide a safe, welcoming, and inclusive environment. We believe that parents know their children best, and we are committed to working with them to identify the best way of providing support for everyone in the school. The concerns of parents/carers will be listened to, in a non-judgmental way and acted upon where possible so that the needs of their children are effectively met.

2. Scope of the Policy

Laws and Legislation

Reducing the Need for Restraint and Restrictive Intervention
Children and young people with learning difficulties, autistic spectrum conditions and mental health difficulties in health and social care services and special education settings (2019). [Reducing the need for restraint and restrictive intervention \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

UN Convention on the Rights of the Pupil

This policy takes into consideration the following articles:

- Article 19 – Governments should ensure that pupils are properly cared for, and protect them violence, abuse and neglect by their parents, or anyone else who looks after them.
- Article 28 – All pupils and young people have a right to primary education, which should be free. Discipline in schools should respect pupils' human dignity.



Young people should be encouraged to reach the highest level of education they are capable of.

- Article 29 – Education should develop each pupil's personality to the full. It should encourage pupils to respect their parents, and their own and other cultures.

DfE (Department for Education) Use of Reasonable Force

- Using meaningful data to protect children's rights. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

Legislation enacted by the Education Act 2011 which reinforces, supersedes, and replaces previous guidance in relation to:

- Section 93 - Education and Inspections Act (2006).
- Education Act (2002).
- Equality Act (2010).

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/192179/the_education_act_2011_equalities_impact_assessment.pdf

Trauma Informed Schools UK

UN Act Convention on the Rights of Persons with Disabilities (CRPD) 2008

- Article 3, 8 and 14

DfE (Department for Education) Behaviour in Schools Advice for Head of Schools and school staff

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101597/Behaviour_in_schools_guidance_sept_22.pdf

Keeping Children Safe in Education 2023

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1161273/Keeping_children_safe_in_education_2023_-_statutory_guidance_for_schools_and_colleges.pdf

The Behaviour and Relationship policy will be implemented in close partnership with other school policies.

3. Implementation of the policy

Our Approach to Building Relationships

Encouraging

Positive

Behaviours

All staff are responsible for modelling positive practice around the school. Holistic approaches to pupils' progress are essential, based on the understanding that pupils make optimum progress when staff are fair, flexible, trusting, respectful and consistently inconsistent with their approach.

- Staff model expected behaviour
- Staff have high expectations of pupils' behaviour
- All lessons encourage positive behaviours and choices
- Pupils are challenged appropriately when expectations are not met
- The entire curriculum is planned to ensure coverage of personal, social, emotional, and mental health challenges
- Staff are continually trying to 'catch pupils in,' using positive language to reinforce positive choices in school
- Displays around the school are vibrant and show all pupils in a positive manner
- Positive interaction and communication with home and external agencies are conducted in a timely manner and is of paramount importance.

The staff team will:

- Ensure that the school is a place where everyone is accepted for who they are, we are tolerant and understanding of each-others differences
- Will create strong relationships, using a pupil first approach
- Strive to ensure a calm, purposeful and orderly learning environment
- Endeavour to develop positive and supportive relationships with all pupils
- Plan each activity to ensure the aims and instructions are clear
- Uphold school consistencies throughout the building in a calm deescalating manner.
- Receive regular training to support staff de-escalate and risk assess situations
- Communicate on a regular basis to ensure difficulties are contextualised, and that well focused support strategies are implemented
- Debrief and reflect following incidents to learn and adapt to meet the needs of young people.
- Implement restorative practice meetings between pupils where possible
- Share and cascade good practice
- Create a safe and secure environment for all, ensuring that all classroom displays are vibrant and motivating
- Foster close links with parents, carers and/or guardians to ensure mutual and effective support for all pupils
- Work closely with external agencies to provide support for all pupils.
- Regularly quality assure behaviour incidents using a triangulated approach.

The role of school leaders



- The school leadership team will be highly visible, with leaders routinely engaging with pupils, parents and staff on setting and maintaining the behaviour culture and an environment where everyone feel safe and supported.
- School leaders will play a crucial role to in making sure all staff understand the behavioural expectations and the importance of maintaining them. School leaders will make sure that all new staff are inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school.
- School leaders will consider any appropriate training which is required for staff to meet their duties and functions within the behaviour policy. Training will be aligned with the new Initial Teacher Training (ITT) Core Content Framework and the Early Career Framework (ECF) together with the reformed suite of National Professional Qualifications.
- School leaders will ensure that school staff have adequate training on matters such as de-escalation and risk reduction strategies, and how certain special educational needs, disabilities, or mental health needs may at times affect a pupil's behaviour.
- Ongoing engagement with experts, such as Educational Psychologists and other support networks such as counsellors and Mental Health Support Teams, will assist with effective implementation, and even design, of behaviour policies – This is linked to whole school approaches to mental health and wellbeing as set out in the Mental health and behaviour in schools' guidance.

The role of teachers and staff

- Staff have a key role in developing a calm and safe environment for pupils and establishing clear boundaries of acceptable pupil behaviour.
- Staff will uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships, as defined by the school behaviour & relationship policy, so that pupils can see examples of good habits and are confident to ask for help when needed.
- Staff will also challenge pupils to meet the school expectations and maintain the boundaries of acceptable behaviour.
- All staff will communicate the school expectations, routines, values, and standards both explicitly through teaching behaviour and in every interaction with pupils.
- Staff will consider the impact of their own behaviour on the school culture and how they can uphold the school rules and expectations.
- Staff will see the Mental health and behaviour in schools' guidance for advice on supporting pupils whose mental health issues manifest themselves in behaviour.
- Staff will also receive clear guidance about school expectations of their own conduct at school.

The role of pupils

All pupils deserve to learn in an environment that is calm, safe, supportive and where they are treated with dignity. To achieve this, every pupil will be made aware of the school behaviour standards, expectations, pastoral support, and consequence processes. Pupils will be taught that they have a duty to follow the school behaviour policy and uphold the schools' expectations and should contribute to the school culture. Pupils will be asked about their experience of behaviour and provide feedback on the school's behaviour culture. This will help support the evaluation, improvement, and implementation of the behaviour policy. Provision will be made for all new pupils to



ensure they understand the school's behaviour policy. Where necessary, extra support will be provided for pupils who are mid-phase arrivals.

The role of parents

The role of parents is crucial in helping schools develop and maintain good behaviour. To support the school, parents will:

- Be encouraged to know the school's behaviour policy and, where possible, take part in the life of the school and its culture.
- Parents have a significant role in supporting the school's behaviour policy and are encouraged to reinforce the policy at home as appropriate.
- Where a parent has a concern about management of behaviour, they should raise this directly with the school while continuing to work in partnership with us.
- The Whitehouse will reinforce the whole-school approach by building and maintaining positive relationships with parents, for example, by keeping parents updated about their children's behaviour, encouraging parents to celebrate pupils' successes, or holding sessions for parents to help them understand the school's behaviour policy.

Recognising Achievement

All staff will use a variety of techniques to promote and embed school culture.

- Reinforcing positive choices through verbalisation, for example, *well done for showing me you are ready. Thank you for waiting patiently.*
- Using Respect Points (Resilience, Empathy, Self-Awareness, Passion, Excellence, Communication and Teamwork) to celebrate positive choices, with staff clearly recognising the positive behaviour.

Rewards and Recognition

- We are aware of the coexistence between a child's long term academic and behavioural progress. We have several tools at our disposal to monitor the progress of the whole child over the course of their time within our school. The most important strategy through which the aims of the school are met is the full and proper recognition of achievement – both behavioural and academic. We have a commitment to emphasising the positive and always looking for opportunities to praise and encourage. Firstly, verbal praise and recognition are routinely used. Telephone calls and notes home are used to inform parents and carers of behaviour and work. Behaviour Points will support hard work and attitude in class, this will be underpinned by Whitehouse Wonder Notes and/or a Whitehouse Work Note.
- Big 'W's will celebrate whole class achievements and will support enrichment time.

The following are examples of how rewards and recognition are used at The Whitehouse:

- Verbal feedback (descriptive praise)
- Non-verbal praise e.g. thumbs up
- Individual reward activity (e.g. free choice)
- Contingent touch
- Weekly Stars and Certificates
- Written feedback



- Responsibilities
- Reward trips
- Phone call home
- Stickers (on child or work)
- Stamper
- Praise from Senior Management team

Although we understand, accept and use tangible rewards, it is our intention to encourage pupils to own and independently manage their behaviour. The ultimate aim is self-regulation with an increasing moral and social understanding of how their behaviour impacts in a positive or negative way on those around them. By developing these skills, children will be more able to experience social success in the future, which will impact their life choices.

Descriptive Praise

If we tell people what it is exactly that we like about what they are doing, we are reinforcing the behaviours we want to promote, e.g. 'Excellent listening skills _S_, I liked the way you came the first time I asked.' 'I noticed how kindly you supported _S_. Thank you.' 'Thank you for returning to the activity so promptly.' We are also giving them positive feedback and personal recognition. This raises their self-esteem and leads to improved behaviour. The use of descriptive praise is a feature of the school's language linked to our character traits. Descriptive praise supports behaviour for learning.

RESPECT Core Characters	RESPECT Character Behaviour traits
Resilience	Determined; self-controlled; persistent; courageous; diligent; perseveres
Empathy	Just (fair); compassionate (forgiveness); kind; courteous; unselfishness
Self-Awareness	Self-confident; self-disciplined; honest; humorous; humility; adaptability
Passion	Gratitude; motivated; positive attitude; inspires; will power
Excellence	Creative; curious; inquires; pride; critical thinking
Communication	Listens: influences; feedback; reflective; evaluative; presence
Teamwork	Cooperates; responsible; cares; decision makes; helpful; unity

Responding to misbehaviour



The Hideout	The Hideout is a room in the corridor that is used for learning interventions and ELSA (Emotional Literacy Support Assistant) support. The room may also be used for group interventions when required.
Regulation Zone	The Regulation Zone is a room where pupils are encouraged to take timeout and attempt to re-regulate their emotions, before being supported by an adult using co-regulation techniques.
Soothing Stations	Soothing Stations are used for pupils to manage their emotions. The room is fully padded and allows the pupils to not only support their emotions but also support their sensory needs.

When a member of The Whitehouse school staff becomes aware of misbehaviour, they will respond predictably, promptly, and assertively in accordance with the school behaviour policy. The priority will be to ensure the safety of pupils and staff and to restore a calm environment. Staff will respond in a consistent, fair, and proportionate manner so pupils know with certainty that misbehaviour will always be addressed. De-escalation techniques will be used to help prevent further behaviour issues arising and recurring and staff will use pre-agreed scripts and phrases to help restore calm. Any staff response to misbehaviour will maintain the culture of the school, restore a calm and safe environment in which all pupils can learn and thrive, and prevent the recurrence of misbehaviour. To achieve these aims, a response to behaviour may have various purposes.

These include:

- Deterrence: sanctions can often be effective deterrents for a specific pupil or a general deterrent for all pupils at the school. (Examples may include loss of privileges)
- Protection: keeping pupils safe is a legal duty of all staff. A protective measure in response to inappropriate behaviour, for example, removing a pupil from a lesson, may be immediate or after assessment of risk.
- Improvement: to support pupils to understand and meet the behaviour expectations of the school and reengage in meaningful education.
- Pupils will test boundaries, may find their emotions difficult to manage, or may have misinterpreted the rules. Pupils will be supported to understand and follow the rules. This may be via logical and natural consequences, reflective conversations, or targeted pastoral support.

The following consequences/Sanctions may be employed, ensuring that the consequence selected is appropriate to the problem encountered;

- Temporary removal from the group to re-establish standards required of the pupil (Teacher or Support staff).
- Use of time out
- Consequences at break and/or lunch time
- Phone call to parents
- Reflected on behaviour points sheet
- Meeting between school, pupil, and parents
- Agreeing a conduct agreement
- Suspensions and exclusions in line with current legislation and exclusion policy. (This is to be used as a last resort)



Classroom Removal

Removal from the classroom will be considered a last resort. It should only be used when necessary and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Removal should be used for the following reasons:

- To maintain the safety of all pupils and to restore stability following an unreasonably elevated level of disruption.
- To enable disruptive pupils to be taken to a place where education can be continued in a managed environment.
- To allow the pupil to regain calm in a safe space.
- Removal will be distinguished from the use of The Hideout, Regulation Zone and/or Soothing Stations (sometimes known as sensory or nurture rooms) for non-disciplinary reasons. For instance, where a pupil is taken out of the classroom to regulate his or her emotions because of identified sensory overload as part of a planned response.

Supporting pupils following a consequence

Following a consequence, strategies should be considered to help all pupils to understand how to reflect on their behaviour and meet the behaviour expectations of the school. These might include:

- A targeted discussion with the pupil, including explaining what they did wrong, the impact of their actions, how they can do better in the future. This may also include advising them to apologise to the relevant person, if appropriate
- A phone call with parents, and the Virtual School Head for looked after children
- Inquiries into the pupil's conduct with staff involved in teaching, supporting, or supervising the pupil in school
- Inquiries into circumstances outside of school, including at home, conducted by the designated safeguarding lead or a deputy
- Considering whether the support for behaviour management being provided remains appropriate.

Designated staff should be appropriately trained to deliver these interventions. These interventions are often part of a wider approach that involves the wellbeing and mental health of the pupil.

Taking disciplinary action and providing appropriate support are not mutually exclusive actions. They will be approached at the same time where necessary. We are clear about our approach and in which category any action falls, ensuring that the action complies with the law relating to each category.

We will consider whether the misbehaviour gives cause to suspect that a pupil is suffering, or is likely to suffer, harm. Where this may be the case as set out in Part 1 of Keeping children safe in education, school staff will follow the school's child protection policy and speak to the designated safeguarding lead (or deputy). We will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Alternative arrangements for sanctions will be considered on a case-by-case basis for any pupil where the school believes an alternative arrangement would be more effective for that particular pupil, based on our knowledge of that pupil's personal circumstances. The Whitehouse will maintain regard to the impact on consistency and perceived fairness overall when considering any alternative arrangements.



Person Centred Approach - 'consistent, insistent, persistent'

The building is purpose built to support the needs of our pupils, ensuring a safe and secure environment. All staff consider the wider environment when de-escalating behaviours. This could mean selecting the appropriate space to support the individual. For example, the chairs outside of the classroom, The Hideout, Regulation Zone and/or Soothing Stations, or utilising the outdoor space. However, this will be dependent on the individual. Pupils' personalised plans will be updated regularly and will reflect successful strategies that support our pupils. This information will also be shared between staff. The personal development team will work alongside the classroom staff and should be used to support pupils with a bespoke personalised offer to encourage pupils to develop strategies to self-regulate. Pupils' individual physical, developmental and sensory needs will inform the basis of this personalised approach. The staff team are well trained and resourced to address unacceptable behavior both in school and in the community to name some examples: sexual harassment, child on child abuse, and discrimination as outlined within our safeguarding Policy and our Bullying and Discrimination policy. Targeted interventions and external support will be used when required to support and educate pupils to improve their behavior.

Restrictive Physical Intervention

There are circumstances when it is appropriate for staff in school to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'. This is inline from DfE guidance (Use of Reasonable Force – advice for school leaders, staff and governing bodies). Our procedures are outlined in our Restrictive Physical Intervention Policy. All pupil based staff are trained appropriately with a Level 2 De-escalation course certified by Team Teach.

The Whitehouse PRU behaviour and relationship policy requires all staff members to work with pupils in such a way that restrictive physical intervention is used as a last resort, and/or in emergency situations to safeguard the pupils. All staff will use methods of discussion, guidance, and negotiation to support our pupils, with language playing a key role. Incidents of restrictive physical intervention are recorded on Behaviour Smart, as well as a phone call home to parent/guardian. This must be completed before the staff members involved leave the site. Situations may arise in school whereby the police need to be called. This judgment will be made by the Head of School; in his/her absence, the most senior member of SLT will decide. In the absence of both the Head and Assistant Heads, the staff members will decide based on safeguarding of the pupils and staff. This policy acknowledges our legal duty under the Equality Act, 2010 alongside the need to safeguard pupils and staff and support those pupils with special educational needs. Please see the Restrictive Physical Intervention Policy for further information.

Procedures for Damage to Property/Equipment

Pupils learn to be accountable for their actions, therefore if a pupil damages property or equipment, they will have the opportunity to work with the caretaker during their own free time, such as, during breaks or after school as part of our restorative approach. If the pupil continues to damage, they are expected to pay a contribution towards the



repair or replacement. When damage to property occurs, staff are to record on Every and inform SLT. After evaluation of the incident and damage, the Head of School will decide whether a contribution will be requested from parents/carers. A letter will be written to the parents/carers informing them of the damage and requesting either the full cost or a contribution.

Searching, Screening and Confiscation [Searching, Screening and Confiscation \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

Pupils are screened on their arrival to school as outlined in our Searching, Screening and Confiscation Policy.

The list of prohibited items are:

- Knives and weapons;
- Alcohol;
- Illegal drugs
- Stolen items
- Any item that the member of staff reasonably suspects has been or is likely to be used: to commit an offence, or to cause personal injury to, or damage to property of; any person (including the pupil).
- Tobacco, cigarette papers, electrical smoking devices, fireworks, and pornographic images.

If a pupil is found to have brought a weapon (knife, gun, or other item intended to cause harm) into school, even if it is found to be imitation, the police will be called immediately.

Bullying

Whitehouse PRU has a separate Anti-Bullying Policy which explains in detail steps that we will take to deal with any behaviour that involves bullying.

Head of School

The Head of school has the ultimate responsibility for setting the standards of behaviour in school. The Head of School is committed to ensuring that there is a purposeful working environment, that teachers can teach, and pupils can learn. The Head of School will ensure that all staff have training to support pupils in modifying their behaviours and in the practice of restorative conversations and meetings to support reflection. The Head of School must be kept informed of pupils' behaviour and attendance.

Suspension and Exclusions

Most pupils have experienced suspensions and/or exclusions and the emotional damage caused by it. The Whitehouse PRU will, where possible, use alternatives to fixed term suspensions, such as changing the environment for the pupil. For example, supported working 1:1 with a member of staff until the school feels it is safe for the



pupil to return to the classroom environment. It is understood by all stakeholders that suspensions will be used as a last resort and in serious circumstances where a clear message is being given that for a temporary period of time, the pupil is unsafe to be part of the school community, as their choices and actions have been harmful and hurtful. The Head of School and Executive Head has the right to impose the ultimate sanction of exclusion in accordance with current legislation ([https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101498/Suspension and Permanent Exclusion from maintained schools academies and pupil referral units in England including pupil movement.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101498/Suspension_and_Permanent_Exclusion_from_maintained_schools_academies_and_pupil_referral_units_in_England_including_pupil_movement.pdf))

One of the aims of The Whitehouse is to include our pupils and not exclude them. Suspension and Exclusion, however, can and will be used as a very last resort and only when it is deemed the most appropriate course of action due to specific behaviours and/or prolonged periods of these behaviours.

The reasons below are examples of the types of circumstances that may warrant a suspension or permanent exclusion.

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult
- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy
- Bullying
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability

Suspensions truly are the last resort, and the head teacher will ensure that all other reasonable steps of support have already happened and that planned interventions specific to the child have already taken place. Suspensions and Exclusions will not be a punitive and reactionary measure but a measured response. The length of suspension will consider the specific needs, age and circumstances of the child and will also consider previous behaviours that have been presented. We will endeavour to work closely with parents/carers and the child to support them through this period and how we can best return them to school. Parents/carers are consulted and kept abreast of the situation from the initial decision being made through to the reintegration meeting when the child will be expected to return to our school. The reintegration meeting will be an opportunity to discuss the exclusion and how best we can work together to ensure a successful return to school.

A reintegration strategy will be clearly communicated at a reintegration meeting before or at the beginning of the pupil's return to school. During a reintegration meeting (Appendix A), we will communicate to the pupil that they are valued, and their previous behaviour should not be seen as an obstacle to future success. This meeting should include the pupil's parents. However, it is important to note that a pupil should not be prevented from returning to a mainstream classroom if parents are unable or unwilling to attend a reintegration meeting. To ensure ongoing progress, the strategy should be regularly reviewed and adapted where necessary throughout the reintegration process in collaboration with the pupil, parents, and other relevant parties. The Whitehouse will work with relevant staff and multi-agency organisations, such as teachers, pastoral



staff, mentors, social workers, educational psychologists, and the local authority, to identify if the pupil has any SEND and/or health needs.

Any part-time timetable agreement will not be used to manage a pupil's behaviour and would only be in place for the shortest time necessary. There would be formal notification to the local authority in place for regularly reviewing it with the pupil and their parents. In agreeing to a part-time timetable, a school has agreed to a pupil being absent from school for part of the week or day and therefore must treat absence as authorised.

The Whitehouse will take a range of measures to enable the pupil's successful reintegration which can include, but are not limited to:

- Maintaining regular contact during the suspension or off-site direction and welcoming the pupil back to school;
- Daily contact with a designated pastoral professional in-school;
- Use of a reintegration plan with personalised targets leading to personalised rewards;
- Ensuring the pupil follows an equivalent curriculum during their suspension or off-site direction or receives academic support upon return to catch up on any lost progress;
- Planned pastoral interventions.

Members and Trust

It is the responsibility of the Trustees to monitor the effectiveness of the policy and to support the Head of School and Leadership Group. The Trustees understand that in the extremely rare circumstance of an extended fixed term exclusion or permanent exclusion then they will convene a 'Behaviour Committee' to hear exclusions, in accordance with current regulations.

4. Evidenced Based Approaches

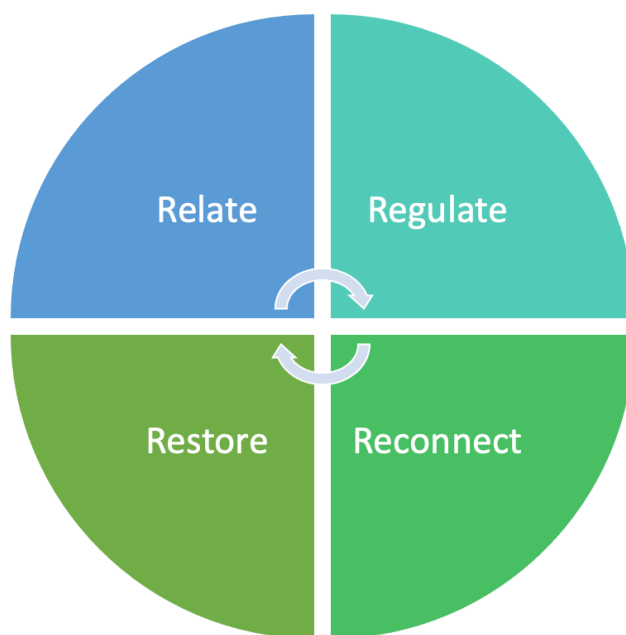


Trauma-Informed

Approach

Whitehouse PRU operates within a trauma-informed approach, where there is a recognition that pupils are emotionally dysregulated, and the pupils need support to become re-regulated through co-regulation or supported self-regulation. Staff understand the importance of relating to the pupils' individual needs, which promotes strong professional relationships. During this process of regulation relationships are re-established through reconnection. Part of this process will also be to remind the pupils that there will be a consequence for their choice of behaviour, with an emphasis on ways in which the pupil can develop their response to dysregulation. Strategies for supporting pupils' displaying challenging behaviours and displays of emotions are based on: an understanding of the functioning and development of the brain, the reminders of the link between choices and consequences, the role that trauma and adverse childhood experiences has on development and the importance of an emotionally available adult to support with the 4Rs – *Relate, Regulate, Reconnect and Restore*.

Process for supporting our pupils through stages of dysregulation and re-integration.



The Neurosequential Model of Therapeutics

Adverse

Childhood

Experiences

All staff will understand the effects of Adverse Childhood Experiences. Staff will engage in continuous CPD (Continuing Professional Development) to support their understanding. ACEs (Adverse Childhood Experiences) play a significant role in the developmental phases of a child's life, and this will determine how we support our pupils through a person-centred approach.

PACE - Playfulness, Acceptance, Curiosity and Empathy.
Pace is a way of thinking, feeling, communicating, and behaving that aims to make



children and young people feel safe. It was developed by a Clinical Psychologist, Dan Hughes, and focuses on building positive and trusting relationships, emotional connections and giving a sense of security and safety. It is based on the way that caregivers interact with children. It describes a way of relating to others or 'a way of being.' It pays attention to how we deliver messages to children and young people through our communication. The principles offer a useful framework from which we can develop attunement and strengthen our relationships with the children and young people we work with. Using PACE also helps adults to slow down their reactions, stay calm and tune into what the child is experiencing in the moment. It supports us to gain a better understanding of what the child is feeling. In tricky moments it allows us stay emotionally regulated and guide the child through their heightened emotions, thoughts, and behaviours. In turn, PACE helps children and young people to feel more connected to, and understood by, important adults in their life and ultimately, to slow down their own responses.

Restorative

Practice

Wherever possible, we seek a restorative approach to all incidents. This process does not assign blame but encourages the pupils to look at their own and others' behaviours with a view to providing a positive outcome for all involved. Following an incident, staff will encourage pupils to engage in a restorative meeting. This will only take place when all parties are ready. Once agreed, a restorative meeting may then be arranged at which the pupil is encouraged to think about the following:

- What happened
- How they felt at the time
- Who was affected by what happened
- How they feel about it now
- How can we repair it.

By using this approach, pupils are taught to reflect and take responsibility for their own actions. *It's not who's right or wrong, but how we approach the challenge. **Repair not Blame.*** If a restorative meeting cannot take place due to the pupils not wanting to participate, then a parent meeting may be arranged to help support the process.

Nurture

Breakfast

On arrival pupils will start their day by participating in the nurture breakfast. Pupils' will take part in setting up their own breakfast area, with cups, plates, water, and a tablecloth. One pupil will support the Teaching Assistant in making the breakfast for the other pupils. This time will be used for daily check in's as well as promoting life skills and positive relationship within the classroom. Whilst also meeting the needs of the individuals as suggested by, 'Maslow's Hierarchy of Needs.'

Sensory

All pupils will be assessed by a qualified member of the staff team. If sensory processing support is necessary, a sensory plan will be created to support the individual pupil. These plans will be shared with all staff and followed daily. Sensory breaks are not seen as a reward and therefore will not be lost for unwanted behaviours. The strategy is in place to support the pupil and support their individual needs. Short, planned movement breaks for a pupil whose SEND means that they find it difficult to sit still for extended periods of time will be implemented. Staff will understand the importance of adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher. Training for staff in understanding how to support children with SEND and EHCP requirements will be continuous throughout the academic year.

Restrictive Physical Intervention



There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'. This is inline from DfE guidance (Use of Reasonable Force – advice for school leaders, staff and governing bodies). Our procedures are outlined in our Restrictive Physical Intervention Policy. All staff are trained appropriately with a Level 2 De-escalation course certified by Team Teach.

The Whitehouse PRU behaviour and relationship policy requires all staff members to work with pupils in such a way that restrictive physical intervention is used as a last resort, and/or in emergency situations to safeguard the pupils. All staff will use methods of discussion, guidance, and negotiation to support our pupils, with language playing a key role. Incidents of restrictive physical intervention are recorded on our Restrictive Physical Intervention forms and uploaded to Cpoms, as well as a phone call home to parent/guardian. This must be completed before the staff members involved leave the site. Situations may arise in school whereby the police need to be called. This judgment will be made by the Head of School; in his/her absence, the Assistant Head Teachers will decide. In the absence of both the Head and Assistant Heads, the staff members will decide based on safeguarding of the pupils and staff. This policy acknowledges our legal duty under the Equality Act, 2010 alongside the need to safeguard pupils and staff and support those pupils with special educational needs. Please see the Restrictive Physical Intervention Policy for further information.