WHITE HOUSE SCHOOL

Positive Behaviour Support Policy

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CAVENDISH EDUCATION

Contents:

1. Context 3
2. Aims 4
3. Legislation and Guidance.... 4
4. Positive Behaviour Approach....5
5. Bullying.... 6
6. Roles and responsibilities.... 6
7. Behaviour Expectations.... 8
8. Responding to Behaviour.... 9
9. Safeguarding....15
10. Serious Incidents....15
11. Quality Assurance.... 16
12. Monitoring arrangements 16
13. Links with other policies....16

Appendix 1: Our written statement of behaviour principles
Appendix 2: Pupil Unexpected Behaviour Reporting form – IRIS adapt
Appendix 3: Positive Behaviour Plan
Appendix 4: Behaviour Reflection Form
Appendix 5: Zones of Regulation Pupil Toolkit & Profile
Appendix 6: Behaviour & Consequences Matrix

1. Context

The White House School is an independent specialist school for children and young people with additional and complex needs. We are part of Cavendish Education and are committed to transforming lives through highly personalised education, therapeutic support and ambitious teaching.

Our vision is **"Making Learning Possible Again."** We create a school where pupils feel safe, belong, achieve and thrive. Through removing barriers to learning, rebuilding confidence and fostering positive relationships, we empower every pupil to realise their potential and prepare for successful and fulfilling lives beyond school.

Our mission is to provide a nurturing, ambitious and mindful education that supports both academic progress and personal growth. Guided by our whole-school ethos of **Healthy Minds, Happy Hearts**, we create the conditions for every pupil to become **Ready to Learn and Prepared for Life**.

Everything we do is underpinned by our core values:

- **Ambition** – developing curiosity, courage and aspiration.
- **Resilience** – developing confidence, character and perseverance.
- **Community** – demonstrating kindness, integrity and respect.

We believe that pupils thrive when they feel safe, understood and valued. Our culture is built upon strong relationships, high expectations and a commitment to seeing the strengths and potential in every child. We are deeply nurturing without lowering expectations and remain unashamedly ambitious for every pupil.

Our practice is informed by the National Autistic Society's **SPELL Framework**, which promotes:

- Structure and predictability;
- Positive approaches and expectations;
- Empathy and understanding;
- Low arousal environments;
- Strong links between school, home and professionals.

Alongside this, we adopt a trauma-informed, relational and therapeutic approach across all aspects of school life. We recognise that behaviour is a form of communication and believe that pupils do well when they can. Our role is to understand the barriers they face and provide the support, strategies and relationships that enable them to succeed.

At The White House School:

- Every interaction is viewed as an intervention.
- Every adult is an emotionally available adult.
- Relationships come first.
- Emotional readiness is the foundation for learning.

We support pupils to develop emotional regulation, communication, independence and social understanding through consistent relational practice, personalised support and integrated therapeutic approaches. Emotional regulation is explicitly taught through co-regulation, sensory support, movement opportunities and personalised regulation strategies. Pupils are encouraged to understand themselves, develop resilience and build the skills needed to navigate life successfully.

Safeguarding is at the heart of everything we do. We recognise the additional vulnerabilities that many pupils with special educational needs may experience and maintain a culture of vigilance, care and advocacy. We place the child at the centre of decision-making, listen to pupil voice in all its forms and work closely with families and external agencies to promote safety, wellbeing and positive outcomes.

Through ambitious and adapted teaching, meaningful relationships, therapeutic support and a culture of belonging, we help pupils feel safe, build confidence, achieve success and thrive both in school and beyond.

2. Aims

This policy aims to:

- Provide a consistent approach to positive behaviour support
- Ensure all staff are able to define what we consider to be unexpected behaviour, including bullying
- Outline our expectations of how students should behave
- Summarise the roles and responsibilities of all staff within the school community with regards to positive behaviour support
- Outline our system of rewards and sanctions
- Support the values of democracy, rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs and these are embedded within our curriculum.

3. Legislation and Guidance

This policy is based on advice from the Department for Education:

- Behaviour and discipline in schools: advice for headteachers and school staff, 2016
- Behaviour in Schools - Advice for headteachers and school staff Feb 2024
- Positive environments where children can flourish - GOV.UK
- Use of reasonable force and other restrictive interventions guidance
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting students with medical conditions at school
- Special educational needs and disability (SEND) code of practice.
- Education Act 2002
- Education and Inspections Act 2006
- Education (Independent School Standards) Regulations 2014
- Keeping children safe in education 2026 (comes into force from 1 September 2026)

4. Positive Behaviour Approach

At The White House School, we promote positive behaviour by embedding the principles of Positive Behaviour Support (PBS) and ensuring all staff are trained through PRICE, a behaviour management training programme certified by BILD (British Institute of Learning Disabilities) and the Restraint Reduction Network (RRN).

Positive Behaviour Support (PBS) is an evidence-based approach that helps staff understand the reasons behind challenging behaviour and respond in positive, supportive ways. It focuses on prevention (reducing the likelihood of behaviours occurring), teaching new skills, and using positive reinforcement. Instead of relying on punishment, PBS encourages staff to consider what a pupil may be trying to communicate through their behaviour and to adapt the environment or teaching approach accordingly.

PBS is particularly effective for pupils with SEND, including autism and SEMH needs, as it reduces stress, builds trust, and increases opportunities for learning and participation.

The school and its staff recognise the importance of taking a proactive approach to low-level disruption, as this ensures that all pupils remain on task during lessons and are provided with the best opportunities to learn effectively. As outlined in *Behaviour in schools: advice for headteachers and school staff (2024)*:
"Schools with good behaviour cultures will create calm environments which will benefit pupils with SEND, enabling them to learn." (p.13)

Our approach to behaviour is rooted in the values of respect, kindness, honesty, hard work, cooperation, fairness, confidence, tolerance, politeness, and responsibility. We aim to:

- Enable pupils to participate fully in their school culture and wider communities.
- Empower pupils to have a voice, stand up against discrimination, and value equality and mutual respect.
- Provide a rich and supportive learning experience that nurtures pupils' spiritual, moral, social, and cultural development.
- Support pupils to have the social skills needed in order to develop good quality relationships.
- Enable pupils to develop regulation skills to support them through adult life.

This policy outlines the measures we take to create a harmonious, positive and inclusive environment that is conducive to learning. By applying consistent, supportive strategies, we aim to instil a strong sense of responsibility, resilience and self-awareness in our pupils, preparing them for both future learning environments and adult life in society.

The school deems the following as a significant behavioural concern, where an incident form and analysis will be completed to inform what consequences (including likely exclusion), support or interventions are needed:

- Any assault on staff or peers
- Sustained or targeted negative behaviour towards a peer
- Criminal damage or theft
- Persistent defiant and disruptive behaviour
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items: Knives, sharp or bladed instruments or weapons / Alcohol / Illegal drugs / Stolen items / Tobacco and cigarette papers / Fireworks / Pornographic images / Vapes and E Cigarettes/ Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

5.Bullying

There is no legal definition of bullying. However, we define it as behaviour that is:

- repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, for example because of race, religion, gender or sexual orientation

It takes many forms and can include:

- physical assault
- teasing
- making threats
- name calling
- cyberbullying - bullying via mobile phone or online (for example email, social networks and instant messenger)

The school has its own Anti-Bullying Policy and takes bullying very seriously supporting both the victim and the perpetrator.

6. Roles and Responsibilities

The School Board is responsible for:

- Reviewing and approving the written statement of behaviour principles (appendix 1)
- Reviewing and monitoring this behaviour policy's effectiveness and holding the Headteacher to account for its implementation.

The Headteacher and Deputy Headteacher are responsible for:

- Reviewing this policy in conjunction with the School Board.
- Giving due consideration to the school's statement of behaviour principles (appendix 1).
- Approving this policy.
- Ensuring that the school environment encourages positive behaviour.
- Ensuring that staff deal effectively with poor behaviour.
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils.
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them.
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully.
- Offering appropriate training in positive behaviour support, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy.
- Ensuring this policy works alongside the child protection and safeguarding policy to offer pupils both sanctions and support when necessary.
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy.

Staff are responsible for:

- Creating a calm and safe environment for pupils.
- Establishing and maintaining clear boundaries of acceptable pupil behaviour.
- Implementing the behaviour policy consistently.
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils.
- Modelling expected behaviour and positive relationships.
- Providing a personalised approach to the specific behavioural needs of particular pupils.
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations.
- Recording behaviour incidents promptly using IRIS Adapt.
- Challenging pupils to meet the school's expectations.

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

Parents, carers and guardians, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate.

- Support their child in adhering to the school's behaviour policy.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the class teacher promptly.
- Take part in any pastoral work following behaviour incidents (for example: attending reviews of specific behaviour interventions).
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school.
- Take part in the life of the school and its culture.

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, working in collaboration with them to tackle behavioural concerns.

Pupils will be made aware of the following during their induction into the school:

- The expected standard of behaviour they should be displaying at school.
- The school behaviour motto 'Be Kind, Be Safe, Be Mindful'.
- That they have a duty to follow the behaviour policy.
- The school's key rules and routines.
- The rewards they can earn for meeting the behaviour standard
- The pastoral support that is available to them to help them meet the behavioural standards.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture. Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy. Extra support and induction will be provided for pupils who are mid-phase arrivals.

7. Behaviour Expectations

At our school, we know that everyone has different needs. Sometimes, behaviour can change when pupils are feeling worried, overwhelmed, or finding it hard to manage big feelings. We use the words **'expected'** and **'unexpected 'and 'safe', 'unsafe'** to help pupils understand what behaviours are helpful in school. Adults will support pupils to recognise their feelings and make positive choices.

Expected behaviours (helpful behaviours):

- Try to stay calm and safe.
- Show kindness and respect to staff and other pupils.
- Help the class to be a place where everyone can learn.
- Move around school safely and calmly.
- Take care of school equipment and property.
- Wear school uniform.
- Listen to and follow adult instructions.

- Accept consequences or choices calmly, with adult support if needed.
- Be thoughtful to others and try to use kind words.

Unexpected behaviours (unhelpful behaviours):

- Calling out a lot or talking over others.
- Distracting or interrupting other pupils.
- Not following instructions after reminders.
- Arguing or shouting.
- Using unkind or inappropriate language.
- Teasing or hurting others.
- Not joining in with learning or refusing to try.
- Not finishing a task after support has been offered.

Support and Adjustments

We understand that sometimes unexpected behaviour can happen when pupils feel anxious, overloaded, or upset. Adults will support pupils with strategies such as quiet spaces, movement breaks, visual supports, or trusted adults. Reasonable adjustments will be made so that all pupils have the chance to succeed.

Our Motto

Pupils are taught our behaviour motto, what each word means and how they can do this.

Posters are displayed around the school to remind pupils:

"Be kind, be safe, be mindful."

8.Responding to Behaviour

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school. They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the school's behaviour expectations or their own classroom rules
- Develop a positive relationship with pupils, which may include:
    - Greeting pupils in the morning/at the start of lessons
    - Establishing clear routines
    - Communicating expectations of behaviour in ways other than verbally
    - Highlighting and promoting good behaviour
    - Concluding the day positively and starting the next day afresh
    - Having a plan for dealing with low-level disruption
    - Using positive reinforcement

Zones of Regulation

The vocabulary associated with the Zones of Regulation (ZoR) is used across the school to support pupils in developing self-regulation. Pupils are helped to identify their emotional state ("zone"), use strategies to return to the green zone, and communicate their needs through visuals, toolkits, and personalised plans. Teachers check in with pupils at the start and end of each day, using ZoR as a proactive and preventative strategy.

The Zones of Regulation are also explored through our Emotional Literacy curriculum. Each pupil has their own ZoR toolkit, social story and profile. This outlines the behaviours that can be seen by each pupil when in each zone and what staff can do to support pupils to stay in the green zone. Each document is highly personalised and forms a central part of our positive behaviour approach.

Each pupil has their own toolkit which has visuals for them to communicate their feelings, request calmers and regulation strategies to support them to stay or return to the green zone. See Appendix 5 for templates of these documents.

Levels of Behaviour

At The White House School, we use six levels of behaviour from 0 to 5:

Level	0 – Expected	1 – Low-Level Unexpected	2 – Moderate / Repeated	3 – Significant Behaviour	4 – High Risk	5 – Extreme / Critical

Responding to Expected Behaviours

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture. Positive behaviour will be rewarded with:

- Verbal praise
- The awarding of gold star and/or our values stickers
- Communicating praise to parents via a phone call or written correspondence
- Certificates, prize ceremonies or special assemblies
- Positions of responsibility, such as class representative status or being entrusted with a particular decision or project
- Whole-class or year group rewards, such as a popular activity
- House points

Responding to Unexpected Behaviours

All staff at The White House School receive PRICE 'Positive Approaches to Challenging Behaviour' training. Staff understand that unexpected behaviour is usually the result of an unmet need, which may be tangible, sensory, attention-seeking, or avoidance-based. We use positive behaviour and de-escalation strategies to identify these needs and aim to prevent unexpected behaviours wherever possible.

When a pupil's behaviour falls below reasonable expectations, staff respond to:

- Restore a calm and safe learning environment
- Prevent recurrence of behaviour
- Provide predictable, fair, and consistent responses

At TWHS, we use a common and shared language linked to our behaviour motto. Examples include:

- "You need to be kind, we take turns here."
- "You need to be safe, feet on the floor."

Our Behaviour Matrix (Appendix 6) outlines five levels of unexpected behaviour and the corresponding staff response and consequence. All pupils are treated equitably, with individual circumstances considered when deciding consequences and support.

Where appropriate, a Positive Behaviour Plan (see Appendix 3) will be created, outlining:

- Types of behaviour known to be presented by the pupil
- Known triggers
- Proactive strategies to prevent behaviours
- Early warning signs of escalating behaviour
- Adult responses to these warning signs
- Planned physical intervention strategies, if necessary and risk assessment.

Consequences

Consequences are used as teaching tools, not punishment. Natural consequences occur as a direct result of behaviour and are non-stigmatising and constructive, e.g. a child behaving unsafely in the playground may miss the next playtime, followed by support with social stories or tasks to reinforce safe behaviour.

Consequences are applied on a case-by-case basis, especially considering autistic pupils or pupils with SEMH needs. Staff consider cognitive awareness, developmental stage and personal circumstances when applying consequences.

Consequences should always be **predictable, proportionate, explained and restorative** — never shaming. Pupils often need visual supports, co-regulation and opportunities to repair relationships, rather than abstract or delayed sanctions. For a serious incident (Level 4 or above), suspension may be used. This is used in extreme

circumstances when everything else has been tried., in collaboration with the LA and Governing body.

A positive behaviour culture and good discipline in school is essential to ensure that all pupils can benefit from the learning opportunities provided by the school. If the behaviour incident is serious, the school may issue one of our three serious consequences: removal from the classroom, suspension or exclusion. In line with our Behaviour Matrix (see Appendix 6), serious consequences usually take place with Level 4 and above incidents, or multiple Level 3 incidents.

The Government supports Headteachers in using exclusion where it is warranted and necessary. Exclusion is always the last resort. However, should behaviour from any child cause a threat to the welfare or safety of themselves or others, or cause persistent disruption to teaching and learning, or where allowing the pupil to remain in the school would seriously harm the education or welfare of the pupil or others in the school and when all support has been exhausted, the child may be at risk of exclusion.

Removal from Class (Internal Exclusion)

In response to serious or persistent incidents, or if needed for their own regulation, the school may remove the pupil from the classroom for a limited time to work in a quiet space. Pupils who have been removed will continue to receive education from a member of staff that is meaningful, but it may differ from the main curriculum. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Maintain the safety of all pupils
- Allow the dysregulated pupil to continue their learning in a managed environment
- Allow the dysregulated pupil to regain calm in a safe space

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the Headteacher. Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour. Parents will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- Use of Independence Assistants
- Long term Positive Behaviour Support Plans
- Multi-agency assessment

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil on IRIS.
Our staff will always engage proactively with parents to support the behaviour of pupils. Positive behaviour support plans and interventions are shared with parents regularly.

Suspension and Permanent Exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent dysregulated behaviour.

The decision to suspend or exclude will be made by the Headteacher, with approval from the School Board, and only as a very last resort. Please refer to our Suspension and Permanent Exclusion Policy for more information.

See appendix 6 for our Behaviour & Consequences Matrix.

Restorative Approach

We use restorative practices to maintain a harmonious learning environment, focusing on:

1. Respect – Listening to and valuing others
2. Reflect – Understanding the impact of behaviour
3. Responsibility – Taking ownership of actions
4. Repair – Finding solutions to repair harm and prevent recurrence
5. Re-integration – Structured support to return pupils to positive participation

Staff use restorative questions in pupil debriefs to guide reflection:

- What happened?
- How were you feeling at the time?
- How did this make people feel?
- Who has been affected and how?
- What needs to happen now?
- How can we do things differently next time?

Racist and Behaviours of a sexualised Nature

At The White House School, we recognise that there are many underlying reasons why a young person may display unexpected or disruptive behaviours, including difficulties with communication, social understanding, or emotional regulation. For some pupils with SEND, this may mean they do not fully understand the meaning, impact, or seriousness of racist, sexist, or sexualised language and behaviour. However, we also recognise that racism and harmful sexual behaviours are never acceptable. In these instances, we follow a clear and robust interventions flowchart

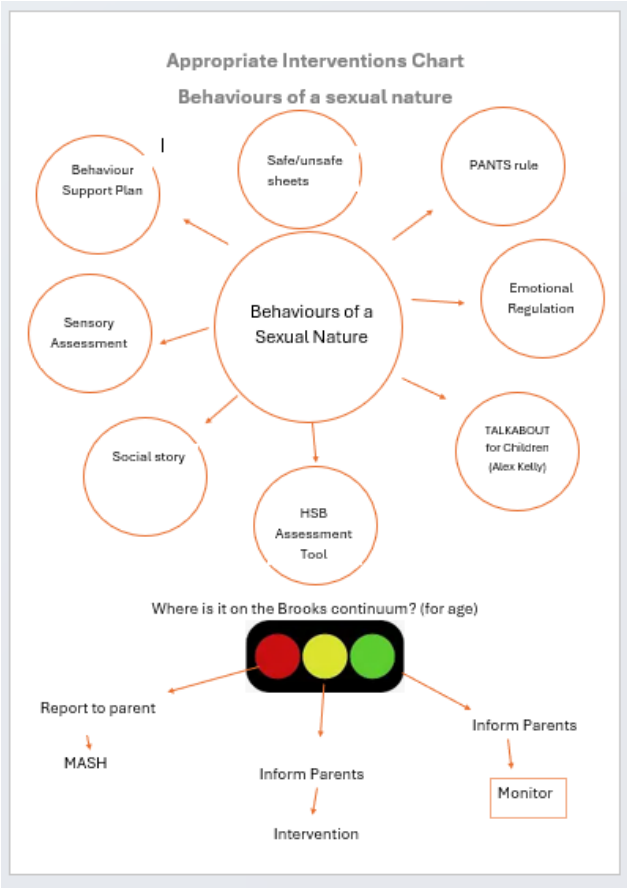
to ensure that strategies, procedures, and statutory guidelines are applied consistently and fairly. This approach prioritises the safety, dignity and wellbeing of the victim, while also ensuring that the pupil displaying the behaviour receives appropriate support and intervention to understand the impact of their actions and develop safer, more respectful alternatives.

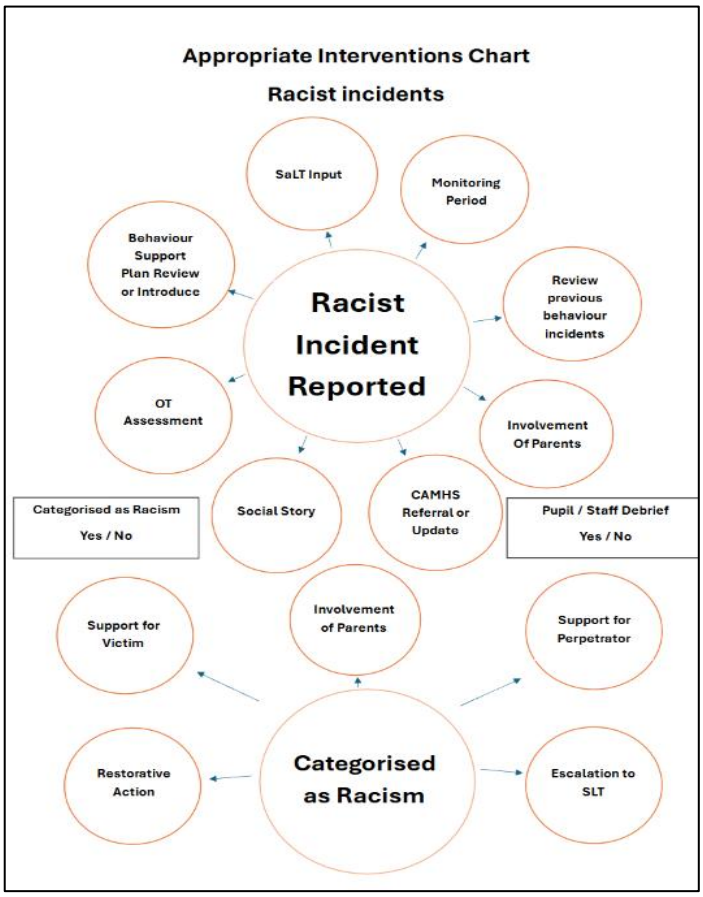
Staff are trained to:

- Follow statutory guidance and school procedures with professionalism and sensitivity.
- Take immediate steps to safeguard the victim and ensure they feel safe and supported.
- Respond proportionately, recognising when a pupil's SEND may have influenced their behaviour while maintaining clear boundaries.
- Work with the perpetrator through structured interventions (e.g. restorative conversations, social stories, targeted teaching of social understanding) to reduce the likelihood of recurrence.
- Engage parents, carers, and external agencies where appropriate to provide a joined-up response.

Our approach is built on safeguarding, fairness and education for life: safeguarding all pupils, ensuring incidents are addressed robustly and teaching individuals the social and moral understanding needed to prevent repetition and how to keep themselves and others safe.

Every incident is analysed carefully using the Brooks and Hacket continuums to ensure the correct support is put into place for both the perpetrator and the victim whilst also looking vigilantly through a safeguarding lens.





9.Safeguarding

The school recognises that behaviour is communication. Changes in behaviour may be an indicator that a pupil needs help or protection. We will consider whether a pupil's behaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate. Please refer to our Child Protection and Safeguarding policy for more information.

10.Serious Incidents

A graduated approach is used to support pupils who are showing dysregulation and challenging behaviour. Every incident report is analysed by the PBS lead. Every incident is then discussed at a weekly High Priority Group meeting with SLT and every pupil at thrice weekly Pupil Progress meetings to analyse what is needed to support the pupil.

Firstly, we analyse what is happening in the classroom to ensure all our expected good quality teaching strategies are embedded into practice.

Then we look to increasing support or interventions from within our school provision and specialists. This could include therapy support, use of more structure

and visual resources, specific teaching interventions or extra support from the positive behaviour support team. Once we have exhausted everything we can offer, we look to our external partnerships: social services, CAMHS and paediatricians to investigate what further support can be offered to the pupil.

11.Quality Assurance

The school carries out weekly HPG meetings, thrice weekly pupil progress meetings, half termly behaviour learning walks and monthly KPI meetings to analyse behaviour data.

The school will collect data on the following:

- Behavioural incidents
- Attendance, permanent exclusion and suspension
- Incidents of searching and confiscation
- Anonymous surveys for staff, pupils, board members, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed every half term from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

12.Monitoring Arrangements

This behaviour policy will be reviewed by the Headteacher and School Board at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per above). At each review, the policy will be sent to the School Board for approval.

13.Links with Other Policies

This policy should be read in conjunction with:

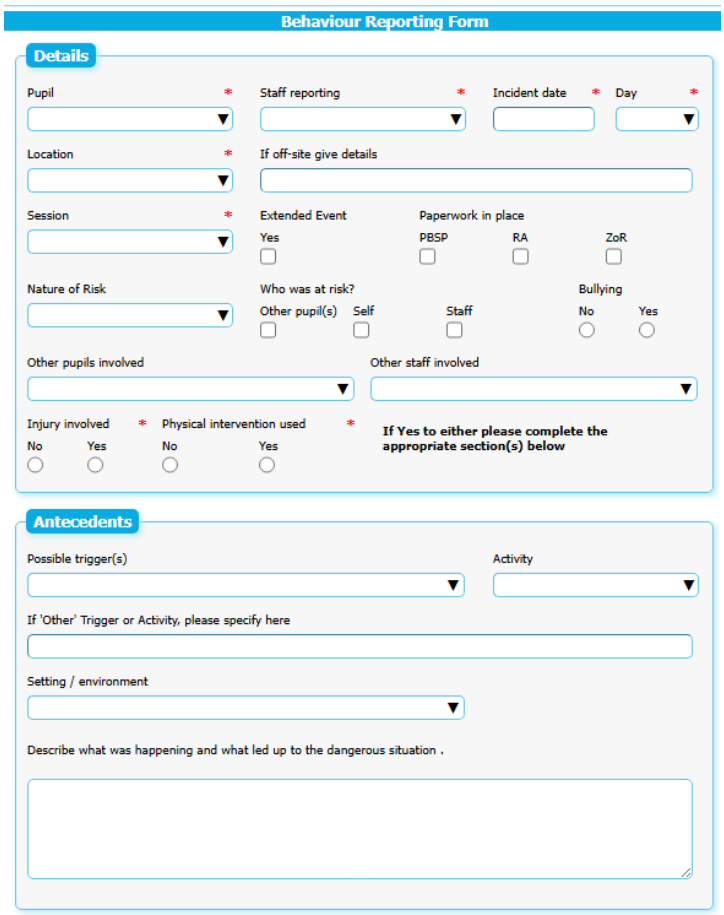
- Anti-Bullying Policy
- Child Protection and Safeguarding Policy
- Physical Intervention and Use of Reasonable Force Policy
- Suspension and Permanent Exclusion Policy

Appendix 1: Our written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards and consequences are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life
- Physical intervention is only used as a last resort when it is proportionate and necessary.
- A planned graduate response approach is used to physical intervention, meaning that the least intrusive form is used first.

The School Board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

Appendix 2: Pupil Unexpected Behaviour Reporting form – IRIS adapt



Behaviour Reporting Form

Details

Pupil * | Staff reporting * | Incident date * | Day *

Location * | If off-site give details

Session * | Extended Event: Yes | Paperwork in place: PBSP, RA, ZoR

Nature of Risk | Who was at risk?: Other pupil(s), Self, Staff | Bullying: No, Yes

Other pupils involved | Other staff involved

Injury involved * (No, Yes) | Physical intervention used * (No, Yes) | **If Yes to either please complete the appropriate section(s) below**

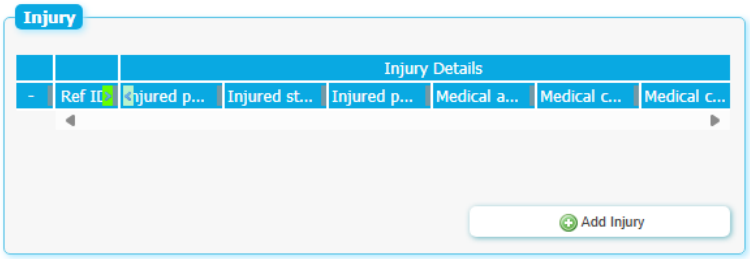
Antecedents

Possible trigger(s) | Activity

If 'Other' Trigger or Activity, please specify here

Setting / environment

Describe what was happening and what led up to the dangerous situation .

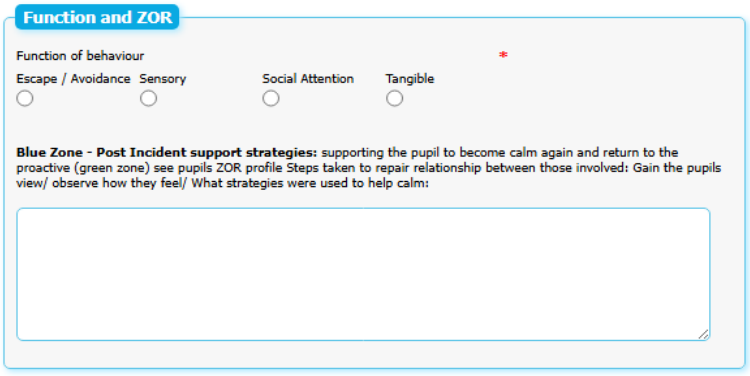


Injury

Injury Details

-	Ref ID	Injured p...	Injured st...	Injured p...	Medical a...	Medical c...	Medical c...

Add Injury

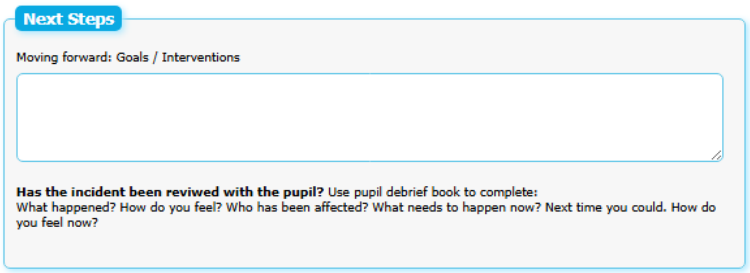


Function and ZOR

Function of behaviour *

Escape / Avoidance | Sensory | Social Attention | Tangible

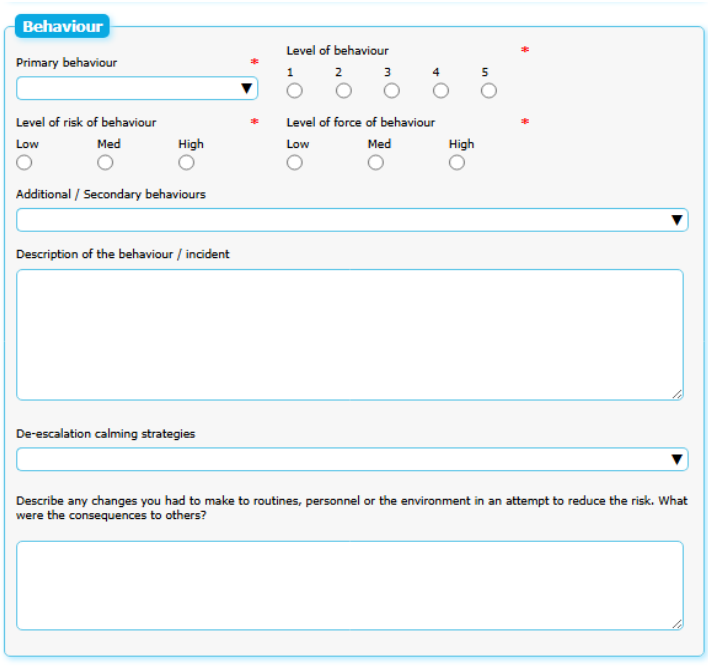
Blue Zone - Post Incident support strategies: supporting the pupil to become calm again and return to the proactive (green zone) see pupils ZOR profile Steps taken to repair relationship between those involved: Gain the pupils view/ observe how they feel/ What strategies were used to help calm:



Next Steps

Moving forward: Goals / Interventions

Has the incident been reviwed with the pupil? Use pupil debrief book to complete:
What happened? How do you feel? Who has been affected? What needs to happen now? Next time you could. How do you feel now?



Behaviour

Primary behaviour * | Level of behaviour * (1, 2, 3, 4, 5)

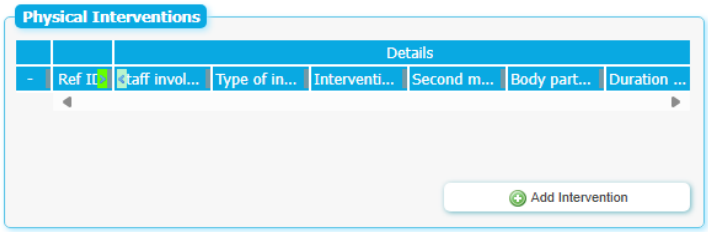
Level of risk of behaviour * (Low, Med, High) | Level of force of behaviour * (Low, Med, High)

Additional / Secondary behaviours

Description of the behaviour / incident

De-escalation calming strategies

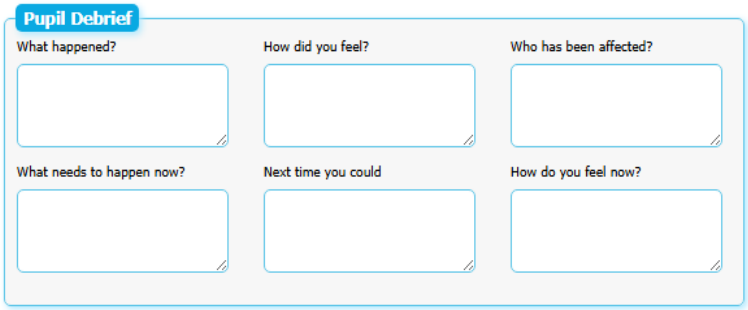
Describe any changes you had to make to routines, personnel or the environment in an attempt to reduce the risk. What were the consequences to others?



Physical Interventions

-	Ref ID	Staff invol...	Type of in...	Interventi...	Second m...	Body part...	Duration ...

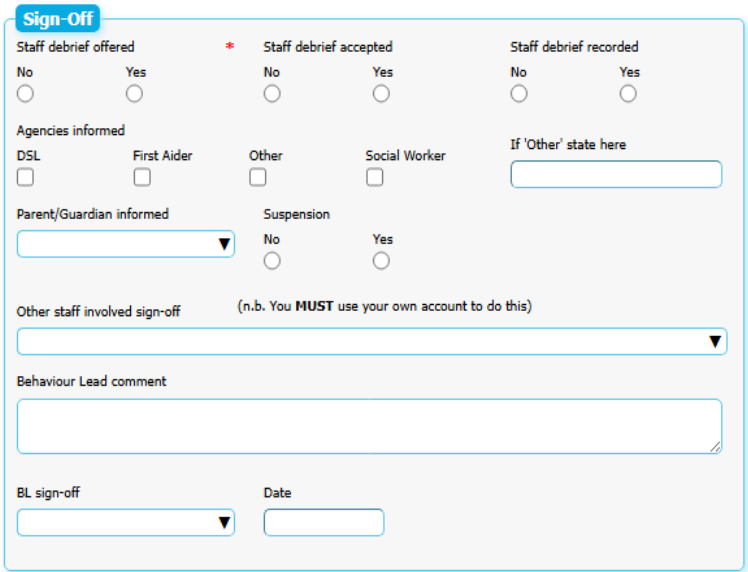
Add Intervention



Pupil Debrief

What happened? | How did you feel? | Who has been affected?

What needs to happen now? | Next time you could | How do you feel now?



Sign-Off

Staff debrief offered * (No, Yes) | Staff debrief accepted (No, Yes) | Staff debrief recorded (No, Yes)

Agencies informed: DSL, First Aider, Other, Social Worker | If 'Other' state here

Parent/Guardian informed | Suspension (No, Yes)

Other staff involved sign-off (n.b. You **MUST** use your own account to do this)

Behaviour Lead comment

BL sign-off | Date

Appendix 3: Positive Behaviour Plan

Confidential

The White House School

Positive Behaviour Plan

Pupil Name: **Class:** **My Birthday is:** *A child that feels safe, can learn*	**Date of Plan:** **To be reviewed by:** Class Team

Background:	
About me:	
Likes and motivators:	
Dislikes:	

Healthy Minds, Happy Hearts

Key Information	Need	Guidance
Medical		
Medication		
Communication		
Physical		
Sensory		

How to Support (name)

What can staff do to keep * calm?
Important things to know about

Known Triggers:	Early Warning Signs:	Crisis Support:

Type of behaviour (What do you see / what does it look like)	What's the message? (Funotion)	Prevention strategies level (Proactive, early intervention) How to keep me at Baseline.	De-escalation strategies How to support me if I'm triggered	Crisis support	Planned PI if neoessary

Reviewed:

Historic behaviours (which through positive behaviour support have now been minimised.)

Signatures

Pupil		Date:	Parent/Carer/ Guardian		Date:
Class Teacher		Date:	SLT		Date:
Adult Support		Date:			

Appendix 4: Behaviour Reflection Form

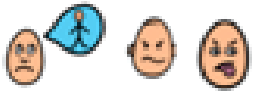
The White House School

Behaviour Reflection Form

Pupil Name: **Date:**

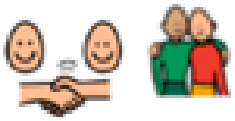
Please take some time to think about your responses to these questions and then we will discuss them:

Who was harmed or upset by your behaviour?

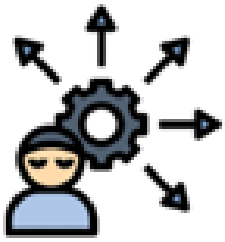


What should you have done instead?

How are you going to make it right?



What should happen if you do this again?

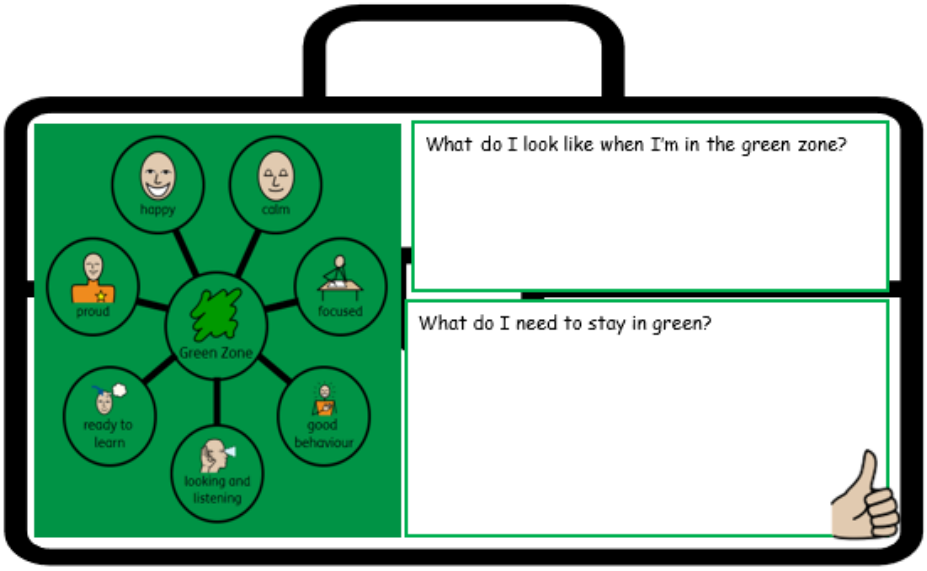


Signed: ..... **(Pupil)**

Signed: ..... **(Staff Member)**

Healthy Minds, Happy Hearts

Appendix 5: Zones of Regulation Pupil Toolkit & Profile



Pupil Name:..... Date:.....

RED

Adults can ....calming strategies...

AMBER

To get to green I need

Triggers

GREEN

In this state I can...

Blue

To get to green I need...

Appendix 6: Behaviour & Consequences Matrix

Level	Examples of Behaviours	Consequences	Principles Behind Response	Staff Actions
0 – Expected	• Following instructions • Engaging in learning • Being kind • Being respectful • Using regulation strategies	• Immediate praise and positive reinforcement • Gold star • Stickers • Peer/teacher recognition	**Reinforcement** – Strengthen and embed positive behaviours by rewarding effort. **Motivation** – Encourage repetition of desired behaviours. **Belonging** – Build self-esteem and a sense of community.	• Acknowledge positive behaviour explicitly ("Thank you for listening straight away") • Award recognition (token, star, sticker, verbal praise). • Share positive feedback with parents where appropriate.
1 – Low-Level Unexpected	• Calling out • Refusing • Off-task • Fidgeting • Low-level disruption	• Visual/non-verbal reminder (card, gesture) • Calm re-direction, e.g. "We say kind words here." • Offer short movement or sensory break • Structured choice: "You can do X or Y" • Rehearse expected behaviour again	**Prevention** – Stop escalation early with subtle cues. **Clarity** – Provide simple, concrete reminders. **Regulation** – Allow sensory/physical movement. **Empowerment** – Offer choice and agency.	• Provide calm prompts and redirection. • Record on Arbor if repeated. • Keep pupil in class environment wherever possible.
2 – Moderate / Repeated	• Repeated refusal • Repetitive actions from Level 1, requiring repeated staff engagement to manage behaviour • Distracting others • Shouting • Unkind words • Inappropriate language • Leaving seat	• Short regulation time in calm space with adult support • Restorative conversation (scaffolded if needed) • Natural consequence (e.g. tidy mess made, or finishing work at playtime • Loss of small, specific privilege (with chance to earn back) • Completion of a 'Behaviour Reflection Form' • Reading social story with adult • In-class time-out (quiet desk/space)	**Reflection** – Encourage pupils to process behaviour calmly. **Accountability** – Link actions to natural/logical outcomes. **Repair** – Promote restorative dialogue and relationship-building. **Scaffolding** – Provide structured tools (social stories/reflection sheets).	• Arrange and supervise consequence. • Log incident on Arbor. • Complete Pupil Unexpected Behaviour Reporting Form. • Share outcome with parents if pattern emerges.

3 – Significant Behaviour	• Low-medium level physical behaviour, which could include hitting, kicking, biting • Throwing objects with intent • Self-injurious behaviour • Refusal to engage with learning • Leaving lessons • Teasing others • Bullying (of all forms) • Damage to the school environment/property • Stealing of others property • Aggression • Throwing objects • Targeted verbal abuse • Racist or sexual comments • Unsafe behaviour	• Immediate adult intervention (using de-escalation) • Removal to safe space with trusted adult • Restorative process when calm • Targeted intervention (social skills, regulation support) • Parent/carer communication • Temporary removal from activity with reintegration plan • Individual behaviour support plan review • School-based community service / internal exclusion if appropriate	**Safety** – Prioritise physical and emotional safety. **De-escalation** – Prevent further harm through calm intervention. **Repair & Restore** – Relationships rebuilt when pupil is regulated. **Targeted Support** – Address skill gaps or emotional needs.	• Refer to SLT immediately. • Log incident on Arbor and complete behaviour form. • SLT to phone home. • Initiate/review positive behaviour plan.
4 – High Risk	• Significant physical behaviour, resulting in injury to staff, self, pupils or public. • Self-injurious behaviour such as headbanging, picking, cutting. • Absconding • Damage/vandalism to the school environment which results in the closing of certain areas. • Incident resulting in reputation of the school and company at risk. • Discriminatory behaviour • Sustained aggression • Racism • Harmful sexual behaviour • Refusal that risks safety	• Senior leader involvement • Formal restorative meeting (with peers also if safe) • Parent/carer meeting • Risk assessment/behaviour plan update • External agency involvement if safeguarding issue • Fixed-term internal exclusion *only if necessary for safety*, with reintegration plan	**Protection** – Ensure immediate safeguarding of all. **Restoration & Accountability** – Formal processes for repair and responsibility. **Collaboration** – Involve families and agencies for wider support. **Reintegration** – Plan for return, reducing repeat risk.	• Immediate referral to SLT. • Log incident and complete form. • SLT meeting with parents and potentially LA case worker. • Consider placement review. • Maintain safeguarding records.

5 – Extreme / Critical	• Incidents which may result in: • Serious injury to young person (resulting in hospital treatment) • Serious injury to member of staff (resulting in hospital treatment) • Absconding • Damage to the school environment which results in the closing of certain areas. • Incident resulting in reputation of the school and company at risk. • Smoking or arson • Illegal substances and possession of any prohibited items • Criminal behaviour • Sexual harassment and sexual violence • Malicious allegations against a member of staff	• Suspension and possible permanent exclusion • Formal safeguarding referrals • Multi-agency meeting • Behaviour reflection process as appropriate • Placement review and potential termination	**Safeguarding Priority** – Ensure immediate safety of all. **Legal & Ethical Duty** – Comply with safeguarding and statutory obligations. **Accountability** – Clear, proportionate consequences. **Final Safeguard** – Ensure environment remains safe for all.	• SLT take full lead. • Log and complete formal reporting. • Meeting with parents and LA case worker. • Refer to external agencies (social care, police, health). • Review placement and implement exclusion procedures if necessary.

Appendix 7: Rewards

Rewards System

Gold Stars

You can get a gold star if you display any of these expected behaviours:

- Great work
- Good behaviour
- Being helpful
- Trying hard
- Being kind
- Being respectful
- Paying attention
- Practising mindfulness

Values Stickers

You can be awarded a values sticker for the following reasons:

- Collecting 5 gold stars in one day
- Demonstrate a respectful and harmonious attitude
- Show kindness and care towards others
- Act with integrity
- Take responsibility for an area of our school community or participate in charity work.
- Act with courage to make brave decisions.
- Demonstrate curiosity for your learning
- Put excellent effort into your work
- Push yourself to work outside your comfort zone
- Adopt regular mindful practice
- Act with self-awareness and self-regulation
- Do things to have positive physical and mental health and wellbeing
- Display a love of learning and/or work well in an intervention or therapy session

10 Values stickers = a Citizenship Award

Celebration Assembly

Every Friday afternoon we will have a Celebration Assembly to identify our 'Superstars' of the week.

You can become a Superstar if:

- You collect the most gold stars in your class
- Your teacher wants to celebrate your achievements

You will be rewarded with book tokens to put towards a book of your choice. You may also be given special privileges in school.

14.Approval & Policy Review

This Policy has been reviewed and approved by:

Policy Approver(s)	Elle Vinall
Storage Location	Online
Effective Date	September 2026
Next Review Date	July 2027

Revision History

Version	Change	Author	Date of Change
1	First published	Marci Osborn	July 2025
2	Updates to new legislation	Marci Osborn	March 2026
3	Updates to new legislation	Marci Osborn	July 2026