

# William Henry Smith School

## Positive Behaviour, Relationships and Engagement Policy

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### Policy Details

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<b>Status:</b>	<b>In-house</b>
<b>Frequency of review:</b>	<b>Annual</b>
<b>Lead member of staff:</b>	<b>Damien Talbot</b>
<b>Last reviewed:</b>	<b>Autumn 2019</b>
<b>Next Review Date:</b>	<b>Autumn Term 2020</b>
<b>Policy Number:</b>	<b>WS 57</b>

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### 1.0 Introduction

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At the William Henry Smith School, children become part of a friendly co-operative environment where there is an atmosphere of mutual respect and trust. Every child is made to feel they have a vitally important role to play in the life of the school where their achievements are recognised and acknowledged. Behaviour support is seen as an integral part of the curriculum that teaches social skills to all children. This policy focusses on all of the children at The William Henry Smith School. A number of children may need an additional individual support as they require a more personalised approach to help them succeed in school.

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### 2.0 Principles and Ethos

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We will build positive relationships with children, parents, carers and colleagues by providing a safe, caring, learning environment where we treat each other with respect, understanding and dignity. We all have a core aim of *becoming the best that we can be*.

At The William Henry Smith School we:

- Have adopted the positive behaviour support ethos.
- Understand that the quality of relationships and the school climate are absolutely critical to successful student learning.
- Seek to establish strong meaning and connection for children, families and staff in social and academic contexts.
- Implement principles of mutual respect and encouragement.

- Remove barriers and always be solution focussed.
- Focus on long term, solutions at individual, class, house and school wide levels.
- View mistakes as opportunities to learn and misbehaviour as opportunities to practice critical life skills.

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### 3.0 Aims and Objectives

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- To ensure the safety and wellbeing of every member of the school community.
- To ensure all members of the school community are valued.
- To protect the school environment.
- To teach children to have self-control and take responsibility for their actions.
- To teach children that actions and choices have consequences.
- To encourage parents/carers to work in partnership with the school.
- To equip every child with the values and skills (social, emotional, physical and academic) they will need to meet the challenge of being a 21st century citizen.
- To work collaboratively as a staff team, sharing skills, looking behind the presenting behaviour and ideas for managing children's behaviour.
- To provide psychotherapy (across a range of fields, including art, drama and music).
- To use SaLT and OT to support engagement and access to learning.
- To provide Family Support/Outreach and Family Systemic work.
- To provide Key Workers for every child.
- To maximise the effectiveness of the curriculum and individual learning for every child.

The school therefore provides an environment in which children are encouraged to:

- Show self-discipline and self-control.
- Develop strong self-esteem.
- Take ownership and accountability for their behaviour.
- Have the right to learn.
- Be independent.
- Co-operate in learning.
- Be honest.
- Recognise, share and celebrate their own achievements and those of others.
- Be confident to talk to an adult about any concerns.
- Be the best that they can be.

The whole school works together to create a positive atmosphere, a sense of community and shared values.

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### 4.0 Expectations

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Children learn to behave by following positive role models. Children and staff at The William Henry Smith School treat each other with respect, speak to each other politely and respect each other's right to be different. The School believes that it is particularly important to involve children, parents/carers and staff in developing expectations to ensure that they reflect the views of the entire



- Providing opportunities for children to have lunch with staff from all areas of school, including premises, support services and SLT.
- Having whole school annual trips.

At The William Henry Smith School, we identify vulnerable children in advance and use proactive strategies to identify and remove barriers that may make it difficult for them to function, learn and achieve their full potential. We manage all situations/incidents in a consistent and fair manner. We investigate incidents thoroughly and take account of individual children's needs. We understand that particular school rules, procedures and processes may need an element of flexibility. We plan how to overcome these barriers, working with the child, and others.

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## 7.0 Post Incident Learning

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We use Post Incident Learning (PIL) to teach children how to control their own behaviour. PIL is a structured set of questions designed to help children choose more socially acceptable ways of managing their own behaviour. The areas children are encouraged to explore during PIL are the experience, the feeling and alternative behaviours.

PIL is carried out in a non-punitive way and may involve the staff member asking the child the following questions: 3 L's: Listen, Link, and Learn

- What Happened?
- How did it make you feel when that happened?
- What can you do the next time you feel that way?

We use conversations at every opportunity. We understand that timing is key and children (and staff) are not always ready to have discussions straight away; some children may need more time or a different face.

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## 8.0 Parents/carers

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We believe that consistency is the key to behaviour management. To help support consistency we offer help/support to parents in behaviour support and post incident learning through Family Support, Family Systemic Work and Key Worker outreach.

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## 9.0 Anti-Bullying

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We are committed to providing a caring, friendly and safe environment for all of our students so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all children should be able to tell and know that incidents will be dealt with promptly and effectively. We use a restorative practice approach which encourages all parties to participate in facilitated discussions (understand and repair relationships) through mediation and mutual resolution. More detail is outlined in our school's Anti Bullying Policy.

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## 10.0 Positive Behaviour Coaches

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The school is committed to training 10 coaches from across all areas of the school. Through the CAPBS Positive Behaviour Support Coaches Programme, successful coaches support the development and maintenance of good practice that impacts PBS positively on everyone's quality of life. They develop significant knowledge of the following areas:

- The person centred values associated with PBS
- The difference between the form and the function of a behaviour
- Positive and negative reinforcement
- Proactive and reactive strategies
- The antecedent, behaviour, consequence chain
- The setting conditions for behaviour.

Coaches are expected to acquire a deep knowledge of PBS and be able to apply it; to work collaboratively and implement, lead and assist colleagues; evaluate PBS practices within our environment and have reflective conversations, providing feedback which enhances practices, reduces serious incidents and develops intrinsic motivation.

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## 11.0 Positive Behaviour Support Plans

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Positive Behaviour Support Plans (PBS) are a live working document that captures individual student's likes/dislikes/triggers/diffusers and how to support a child. Individual support focus areas are drawn up for the children who require extra support. PBS plans are the responsibility of the child's Key Worker and LG lead and Learning Mentor Team and include input from key staff and the child themselves.

The guidance issued by the DfE, 'Use of reasonable force', gives clear advice on the definition of reasonable force and how schools should apply the guidance. At The William Henry Smith School, we are committed to avoiding the use of any form of restraint unless a child is a danger to themselves, other children or members of staff. All staff receive compulsory training and regular refresher training to ensure that practice is of the highest quality should staff have no alternative. Staff members always seek support from colleagues, sharing skills and ideas for managing children's behaviour. The leadership team, Team Teach trainers and Positive Behaviour coaches provide support/guidance and reflective feedback to further enhance practice.

Reasonable force may be used to:

- Prevent a child leaving a room if it would risk their safety or that of others (the school is conscious of restriction of liberty values).
- Prevent a child attacking a member of staff or another child.
- Stop a fight taking place in the school.
- Prevent a child from harming themselves or significantly damaging property.

- For more information see

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

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## 12.0 Items banned in school

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By law all school staff can search children for any item with their consent; however, it is up to the Principal to identify who is authorised to carry out the searches within the school. When designating a member of staff to undertake searches under these powers, the Principal should consider whether the member of staff requires any additional training to enable them to carry out their responsibilities.

Searching without consent can be carried out for prohibited items within the parameters of the guidelines. 'Prohibited items' are defined in the Education Act 1996 and the Schools Regulations 2012 as:

1. Knives or weapons, alcohol, illegal drugs and stolen items
2. Tobacco and cigarette papers, fireworks and pornographic images
3. Any article 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
4. Any item banned by the school rules which has been identified in the rules as an item which may be searched for.

In all situations, parents/carers will be informed and records made. Any additional support/intervention, as a means of education, is always considered an important of practice.

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## 13.0 Fixed-term and permanent exclusions

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The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012 came into in September 2012 and stated that schools should set out circumstances that may lead to fixed term or permanent exclusion from school which should be laid out in the school's behaviour policy.

At The William Henry Smith School, we believe that children learn best in school therefore exclusion will always be a last resort, following a number of interventions to support all individuals in maintaining their learning. Exclusion is used at the Principal's discretion after taking into consideration the needs and circumstances of the individual which will be based on a risk assessment which also ensures the safety of all children (and staff).

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## 14.0 Monitoring and review

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We understand that consistency is an important part of behaviour support. Consistency of this policy will be addressed at two levels. The first level will involve everyone in the school taking ownership of the policy and recognising when people's rights are not being considered. The second level is the monitoring undertaken by the Senior Leadership Team. This will ensure that there is consistency of

approach to behaviour throughout the school. Part of the monitoring will be ongoing review of the progress of all children and serious incident statistics and observations of children's behaviour during lessons, assemblies, lunchtimes, in house and all times where children are interacting socially.