



The Smith Foundation

Positive Behaviour, Relationships and Engagement Policy

Policy Details

Status:	In-house
Frequency of review:	Annual
Lead member of staff:	Karl Adamski
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1.0 Introduction

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.

2.0 Principles and Ethos

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 and behaviours of concern as opportunities to reflect and learn
 - Encourage positive peer interactions and relationships and respond appropriately to those occasions where peer relationships become concerning and require an escalation for external support (Child on Child abuse, see WS7 for definitions).
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3.0 Aims and Objectives

- To ensure the safety and wellbeing of every member of the school community.
- To ensure all members of the school community are valued.
- To ensure an enabling 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 supporting positive 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 individualised learning pathway for every student.

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.

4.0 Positive Behaviour Support (and reducing the need for restraint)

The term Positive Behaviour Support is used here to describe an approach that is used to support behaviour change in a child or adult with a learning disability. The focus is not on 'fixing' the person or on the challenging behaviour itself and never uses punishment as a strategy for dealing with behaviours of concern. Positive Behaviour Support is based upon the principle that if you can teach someone a more effective and more acceptable behaviour than a concerning one, the concerning one will reduce.

PBS suggests behaviours of concern are learned and so are open to being changed. PBS teaches alternative behaviour and changes the environment to support the person well. PBS helps people to get the life they need by increasing the number of ways of achieving these things: for example, by developing communication skills.

PBS helps people to learn new skills. For new skills to be used regularly, they have to be more effective than the behaviour of concern. We can make this happen by understanding the reasons people display such behaviour and by making sure the new behaviours we want to teach are reinforced in the same way.

Positive behavioural support involves:

- Person-centred planning – the needs of the child or young person are central to the development of plans for their support and their views should be obtained. Helping children and young people to develop personal relationships and helping staff to understand them as individuals supports better person-centred planning.
- Skilled assessment – to understand why a child or young person presents behaviours that concern or challenge; and what helps predict their occurrence or causes the child to continue presenting them or regularly reverting to them. This can help to identify areas of unmet need. Assessment requires consideration of a range of contextual factors including personal factors, mental and physical health,

communication skills and the child or young person's ability to influence the world around them. For children and young people displaying significant levels of behaviour that challenges, assessment should be conducted by a psychologist or behaviour specialist with relevant training and qualifications. Assessment should take account of the views of the child or young person and parents.

5.0 Expectations

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 school community. Expectations are discussed regularly in assemblies, lessons, in houses, staff meetings and during parent consultations.

6.0 Rewards and Learning Consequences

Rewards and learning consequences at The William Henry Smith School play an important part in teaching children how to manage their own behaviour and understand that people are driven by extrinsic and intrinsic motivation. Weekly awards are a reward to students who staff feel have made the most positive contribution to the class and house. We believe that intrinsic motivation plays a much greater role in the development children; intrinsic motivation is developed by making children feel good about doing the right thing, this might take the form of a thumbs up, a smile or a simple well done! It is important that children see their progress from their individual starting points and that they learn to overcome barriers which consequently enable them to become the best that they are able.

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We encourage good behaviour by:

- Being outstanding role models.
- Being consistent and making our expectations clear.
- Acknowledging children when they have behaved well or set an outstanding example to others.
- Letting parents/carers know how well their child is doing.
- Providing opportunities for all children to apply for a purposeful school job.

- Reminding children of correct behaviour, rights and responsibilities.
- Sharing their achievements with the whole school in celebration assemblies.
- Holding topic/learning celebrations and encouraging whole school participation.
- 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.

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.

7.0 Parents/carers

We believe that consistency is the key to support positive behaviour. 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.

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. Peer on Peer abuse 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 (WS6).

8.0 Positive Behaviour Coaches

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.

9.0 Positive Behaviour Support Plans

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 or significant damage. 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 supporting a child'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>

We are committed to providing a caring, friendly and safe environment for all our students so they can learn and live in a relaxed and secure atmosphere. Bullying of any kind including cyberbullying, prejudice-based and discriminatory is classed as Child on Child abuse and is unacceptable at our school (see CP policy WS7 section 5). If bullying does occur all students should be able to tell and know that incidents will be dealt with promptly and effectively. We are a TELLING school. This means that anyone who knows that bullying is happening is expected to tell the staff. The school is committed to Safe to Learn: embedding anti-bullying work in schools (DfE). Our Anti Bullying policy (WS6) includes measures to prevent bullying including cyberbullying, prejudice-based and discriminatory as stated in the National Minimum Standards for residential schools and Keeping Children Safe In Education 2022.

10.0 Items banned in school

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, Vapes 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.

11.0 Fixed-term and permanent exclusions

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).

12.0 Monitoring and review

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.