



**WESTBOURNE  
SCHOOL**

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# SCP5

## Promoting positive behaviour and relationships policy

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## **1. Statement of Principles, Values, Aims and Objectives**

At Westbourne School we aim to promote positive social, emotional and behavioural change in our children and young people, through a supportive and consistent approach that is based on the needs of our school community as a whole, that also takes into account the individual needs of our children and young people. Our Positive Behaviour Culture is based on a holistic person-centered and trauma-responsive approach to the development of our children and young people based on current theories and effective, evidence based, methods of teaching.

Westbourne School welcomes vulnerable children and young people who experience social, emotional and communication difficulties, as well as those on the autism spectrum, which can therefore result in pupils displaying behaviours which may have acted as barriers to learning and inclusion. An integral part of our approach is to overcome these barriers. We aim to provide a consistent and nurturing environment where children and young people feel safe and secure, and are able to reach their potential through building positive relationships, having an appropriate needs-based curriculum, and receiving quality teaching and interventions.

## **2. Principles and Values that Underpin this Policy**

The school's policy, practice and procedures aim to demonstrate our commitment to the highest quality of education, care, health and therapy for our children and young people. The philosophy and ethos of the school is rooted in acceptance and respect for all children and young people irrespective of their age, sex, religion, disability, ethnicity, sexual orientation, gender identity, gender re-assignment, or immigration/refugee status; and includes a clear set of principles that are ~~seen to be~~ valued and held with high status within our school and wider organisation, they are as follows:

- To value each other and our community
- To listen to each other and ask for help when we need it
- To promote mutual respect, acceptance, trust and honesty
- To develop and encourage self-confidence, self-worth, self-discipline and ultimately independence
- To proactively soothe emotional dysregulation and de-escalate associated challenging and unexpected behaviour.
- To establish and apply clear and consistent routines (including firm boundaries where appropriate), to ensure children and young people's safety, security and wellbeing, and to ensure these are communicated clearly, effectively and consistently to our children and young people and their families, in ways that are meet their communication needs.
- To work in partnership with all stakeholders, to promote positive relationships and behaviour
- To use logical or natural consequences proportionately in relation to the age, needs and ability of the child or young person, or any religious requirements affecting them. To use exclusion and/or suspension within the legal framework as a final and last resort, and (where possible) after consideration with the wider team around the child or young person.
- To develop and reinforce the principles of good citizenship, including the fundamentals of British values of democracy, the rule of law, individual liberty, and mutual respect for and tolerance for of those with different faiths and beliefs
- To never use shame as a tool for discipline

- To reinforce at all times the knowledge and understanding that corporal punishment is immoral and illegal in all circumstances

## **2b. Westbourne as a Trauma-Responsive School**

Westbourne is a trauma-responsive school. Being trauma-responsive is a step beyond being trauma-informed and speaks to the ongoing act of implementation of a trauma-informed approach. Working with children and young people who have experienced trauma is a shift in knowledge, practice, perspective, attitudes and skills that continues to deepen and unfold over time.

Trauma responsivity is the point at which trauma-informed planning and action take place in all procedures, policies and systems, with the intent to better accommodate children and young people who have experienced trauma; all staff apply trauma foundations to their behaviours and practices in their specific roles; language is embedded throughout the school community that corresponds with safety, choice, collaboration, trustworthiness, and empowerment.

At Westbourne all staff receive trauma-informed and therapeutic parenting training, as well as ongoing CPD training from our therapy team. Being a trauma-responsive school is embedded in our practice and revisited in policies and procedures. There is a strong emphasis on the pastoral and therapeutic elements of understanding dysregulated and inappropriate behaviour, as well as universal screening for trauma – **this begins at Westbourne with our induction process and our family and pastoral induction meeting.**

## **3. The Objectives of this Policy**

- To set out clearly how our principles and values can be translated into everyday actions
- To provide guidance and support to all staff
- For staff to provide leadership and positive role models to children and young people
- To make positive change for our children and young people and set them with clear and achievable goals
- Children and young people should be assisted to show tolerance, empathy and understanding and to demonstrate through their daily actions, a clear understanding of what is right and wrong
- To help children and young people to work with the knowledge of their rights, and be encouraged to recognise and respond to their responsibilities
- To develop and implement, co-ordinated and cohesive practices and procedures between school and home and comply with the standards To develop and implement, coordinated and cohesive practices and procedures between home and school
- To regulate the behaviour and conduct of children and young people
- To reduce the risk/likelihood of bullying

This statement should be read alongside key policies;

- Exclusion Policy
- Safeguarding Policy

- Anti-bullying Policy
- Child-on-Child Abuse Policy
- Low Level Concerns Policy
- Equality and Diversity Policy
- Curriculum Policy
- Teaching and Learning, including SMSC
- Health and Safety Policy
- RSE and PSHE Policy
- Safe Touch Policy

### **3.1 Review**

This policy is subject to annual review

## **4. Head of Service Responsibilities and the Legislative Framework**

The Head of Service and Head of School of Westbourne School will set out measures, principles and values in the Positive Behaviour and Relationships Policy, and will act within the legislative framework. The Head of Service and Head of School must decide on the standards of behaviour expected and strategies to teach and promote positive behaviour, and determine the rules and any disciplinary protocols for breaking them. The Head of Service and Head of School will also consider measures and strategies to manage the following;

- The screening and searching of children and young people
- The use of RPI
- When to work with other local agencies to assess the needs of children and young people who frequently become dysregulated and/or display behaviour that challenges.
- The review of incidents and assessing of any links to Safeguarding/PSHE curriculum/Pastoral interventions etc
- Support and pastoral care for staff accused of misconduct
- Clear guidance and training to all staff with regards their responsibilities to build positive relationships with children and young people, including de-escalation and managing behaviour that challenges

The legislative framework Head of Services are required to consider;

- The Children's Act 1989
- Education Act 2011
- Education and Inspection Act 2006 Section 90 and 91
- The Education Act 2002, Section 175
- Education (Independent School Standards) (England) Regulations 2010 (Amended) (England) Regulations 2014
- EU Convention on the Rights of the Child 1989
- Equality Act 2010

- The Human Rights Act (1998)
- Guidance on the Use of Restrictive Physical Interventions for Staff Working with Children and Adults who Display Extreme Behaviour in Association with Learning Disability and/or Autistic Spectrum Disorders July 2002
- OFSTED Summary Report – Managing Challenging Behaviour (2005)
- DfES Guidance The Use of Force to Control or Restrain Pupils 2007
- DfES Guidance on Use of Reasonable Force (July 2013)
- DfE Advice for Principals and School Staff; Behaviour & Discipline in Schools (2022)
- Independent School Standards (2014)
- DfE 'Working Together to Safeguard Children (2018) and 'Keeping Children Safe in Education (2022)

## **5. Creating a Positive Behaviour Culture**

The main function of Westbourne School is to provide a safe, secure and caring environment where expectations and achievements are high and children and young people meet their full potential.

In order to create an environment in which children and young people feel safe and secure it is essential that there is trust, kindness, care and support balanced with good order and mutual respect. Children and young people, through the School Council, should play an active part in reviewing the school culture and ethos - including the Promoting Positive Relationships and Behaviour Policy.

In order to provide security, and to promote personal growth, children and young people need to develop an appreciation of the limits on their behaviour set by society and their community, and it is our role as educators to support them in this understanding through our Promoting Positive Relationships and Behaviour Policy and how it informs our interactions within school. At Westbourne, we aim to promote kindness, courtesy and respect between all members of the school community, through a trauma-responsive lens. The school seeks to create a warm and caring environment where children and young people learn to trust adults.

Whilst the principles and procedures contained in this policy document will be applied equally to all children and young people, we recognise that each student at Westbourne School is an individual and will have different needs; they will also be at different stages of intellectual, physical, social and emotional development. All boundaries and consequences are therefore communicated fairly and logically in a way that is appropriate to each individual child or young person. Where firm rules are in place, they are there to promote a positive teaching and learning environment; to ensure health, happiness and safety of the children and adults; or are related to consideration for themselves and others.

Staff will positively intervene, applying a range of supportive strategies and de-escalation techniques. However, where a child or young person's behaviour is likely to negatively impact a positive teaching and learning environment; or to negatively impact the health and safety of other children and young people or adults; or to seriously negatively impact a positive and respectful school community; then a consequence (or a sanction if needed) will be given.

When they are emotionally dysregulated, Children and young people often need support, and/or alternative communication strategies, to understand what is happening internally to help them manage their confusing and often overwhelming emotions – particularly when their fight/freeze/flight system has been engaged. At Westbourne we actively promote Zones of Regulation to pupils and help them with strategies to regulate their own emotions/behaviours. Using our embedded Protect/Relate/Regulate/ Reflect model, we ensure all children and young people at Westbourne are equipped with the skills and knowledge to better understand and reflect on their own emotions and the sometimes-accompanying negative behaviours.

We also understand that, as in adult life and wider society, a clear framework of authority within a structured environment facilitates the development of inner self-discipline and maturity. Westbourne seeks to create this environment by offering structure and provide positive authority figures with whom pupils can develop positive relationships. As maturity or responses develop then a greater diversity of trust, independence and autonomy should be possible. At Westbourne School we provide consistent, visually hygienic environments - alongside meaningfully structured days - to ensure familiarity and predictability, and a sense of trust. Well-planned teaching and learning should also support positive and engaged behaviour within a formal learning situation, facilitating achievement, and raising children and young people's self-esteem and self-confidence.

## **6. Relationships**

The principle reward and encouragement for any student is the positive attention and frequent expression of approval and support by the adults around them. The progress and development of children and young people principally relies on the positive relationships they develop with significant adults in their lives. Westbourne School supports good behaviour by using a Protect/Relate/Regulate /Reflect model which balances nurture with clearly communicated boundaries, and offers a trauma-responsive environment in which children and young people can thrive.

Children and young people will test and challenge relationships, therefore the adults responsible for them require the ability to sensitively, firmly and confidently manage the adult/pupil relationship. Empathy, trust and consistency are all important in building relationships and influencing children and young people in making appropriate choices about their life and development.

All adults at Westbourne School use the PACE (Playfulness, Acceptance, Curiosity, Empathy) model in all their interactions with children and young people in school, and understand that meeting our children and young people's challenging behaviour with empathy and compassion is a powerful tool in building empathy and kindness within our children and young people as they grow and develop into adults.

However, as adults, and as a school community, it is also right that we have expectations of children and young people, in relation to their behaviour, learning, personal and social development - including the development of active citizenship and a sense of social responsibility in the wider community. These should be regularly revisited and reinforced with our children and young people to ensure they understand what is expected and why. Target setting is a useful tool to involve the student, develop their understanding and facilitate positive engagement. Adults need to assess and evaluate the developmental phase at which the pupil is functioning to support development and understanding.

## **7. Challenging Behaviour and Children and young people with Social, Emotional, Mental Health and Communication Needs**

Westbourne School adopts the following general approaches to reduce the likelihood of such behaviours occurring or developing:

- Consistent approaches to communication
- The opportunity to make meaningful choices
- Careful attention to physical and emotional needs
- Experiences and activities which are appropriately stimulating
- Careful management of the environment, including the setting conditions and triggers for behaviours
- Warm and caring relationships with adults
- Structure, predictability and consistency in daily routines

When challenging behaviour occurs, or when children and young people become dysregulated, staff working with the young person must always consider the following:

- Is the young person unwell or in pain, or are there physical needs i.e. hunger, thirst?
- Is there a sensory issue, e.g. sensitivity to sound or smells?
- Is the behaviour functional, i.e. is it about communication?

Staff must also consider the need being attachment related and/or there being a trauma-related trigger.

Westbourne School supports good behaviour by using a Protect/Relate/Regulate /Reflect model:

### **a) Protect: Making children feel safe and ensuring we never put a child in a situation they cannot emotionally manage**

- Increased 'safety cues' in all aspects of the school day (eg: 'meet and greet', use of transition objects, 'welcome routines' at beginning of lessons etc)
- Whole school commitment to PACE
- Non-shaming, developmentally appropriate consequences (or sanctions when needed) for socially unacceptable behaviour.
- Meeting children and young people's attachment, sensory, physical or reflective needs before using other consequence.
- Protect from repeated failure by changing a variable rather than keeping everything the same and expecting the outcome to be different.

### **b) Relate: Enabling children and young people to see themselves, their relationships and the world positively rather than through the lens of threat, danger and self-blame.**

- Use of empathy in all situations. Empathy being the lens through which we view the child even when their actions are those which are anti-social or challenge us or the boundaries of the school.



- Practising emotional containment for the child or young person (eg: through clear structures, boundaries and carried through consequences)
- Ensuring emotionally available adults are accessible at some point during the day for children and young people (understanding that this may not be the same adult for every child or young person)

**c) Regulate:**

- Use of mental state talk to help ensure that children and young people feel heard and understand their own emotions (eg: naming emotions “I know you feel angry that he took your pen, you don’t like it when people take your things”)
- Use of de-escalation strategies (eg: PACE model, time ‘in’ with trusted emotionally available adults rather than time ‘out’, use of Zones of Regulation)
- Provision of regulation spaces in classrooms and around school
- Explicit teaching of stress regulation as part of the curriculum including the neuroscience of stress and hyperarousal.
- Providing children with ways to discharge their unmanageable feelings in socially acceptable ways eg: art, music, physical activity.

**d) Reflect: Helping children and young people make sense out of what they are feeling and develop their executive functions**

- staff equipped with the tools to have conversations with children who are struggling or have experienced trauma through initial training on induction, and regular CPD
- pastoral team provide regular targeted interventions
- therapy team available for pupils where higher tier intervention and therapeutic interventions are appropriate/needed.
- whole school approach to reflection through PSHE curriculum and tutor time (eg: I wish my teacher knew letters)

Children and young people and staff are supported in managing and reducing challenging behaviour by a team of health professionals and therapists which could include a consultant educational psychologist, a psychotherapist, occupational therapist and speech and language therapist.

Where a challenging behaviour is:

- Pervasive and not responsive to techniques generally used
- Self injurious at any level

Then observation and functional analysis will be undertaken by the therapy team in order to identify and manage settings/triggers and where possible identify functionally useful alternative behaviours which can be taught and used by staff.

All incidences of challenging behaviour will be recorded using ‘SLEUTH’ Software. Staff will receive instruction on how to use this software in their induction programme. The software will allow all staff to record and analyse student behaviour and plan accordingly. Staff must log an incident at the earliest opportunity and must ensure that the record is factual, dated and timed. All records of RPI will also be kept on SLEUTH and MUST be entered within 24

hours of the incident. Parents/Carers will be informed as soon as possible of any RPI incident and Senior Staff will always be consulted. Senior Staff will also be responsible for whole school analyses of behaviour ensuring any 'hotspots' are identified and action plans created as appropriate. Westbourne School recognises that staff working on a regular basis with children and young people who are experiencing severe and challenging behaviour will need a high level of support. This is available through the debrief procedure and through the staff supervision procedure.

## **8. Pastoral Support**

The School endeavours to provide support for children and young people that enables them to achieve academically, socially and personally. Systems of support include the Form Tutor, Teaching Assistants and members of the therapy team. Where the need is identified, individual support is provided consistently by experienced staff. Progress Meetings monitor children and young people's development and review and revise targets. All children and young people will have a student passport. This plan will highlight the types of behaviours that are causing concern for the individual. The Pastoral, SEN and Therapy team will work in conjunction with pupils and teachers to help them develop strategies for emotional regulation and associated reduction in negative behaviour.

Pupils will sometimes spend time with pastoral staff as part of a positive behaviour plan. This time may be timetabled or might be part of a de-escalation or lesson management incident. This time will be recorded and pupils will have access to resources and SEMH work in 'About Me' books they use in this time.

Pupils/Parents/Carers and staff will complete questionnaires on an annual basis providing feedback on how we can improve the support we provide students.

## **9. The Use of Restrictive Physical Intervention (RPI) at Westbourne School**

Many of the children and young people at Westbourne School display a variety of challenging behaviours which result in a range of strategies, including RPI being used in order to reduce risk. Staff are encouraged to adopt different methods of de-escalation via appropriate training and the promotion of positive relationships throughout the school. By doing this we wish to create an environment whereby all parties are kept safe but that also encourages children and young people to be involved in the process of being reflective about their behaviours

The staff will work within the following parameters:

- *They should be clear about why the action they took was NECESSARY.*
- *They should be able to show that any actions taken were in the young person's BEST INTEREST and that actions were REASONABLE AND PROPORTIONATE.*

RPI can be used for a number of positive outcomes:

- *To prevent injury to self or other children*

- *To prevent injury to staff members or any other person*
- *To prevent serious damage to property or to prevent a criminal offence from occurring*

The organisation uses CPI as a preferred method of de-escalation and crisis prevention, including the use of physical touch/restraint. All staff at Westbourne School will be trained in CPI, new staff will be trained at the earliest opportunity. Training will be updated on an annual basis (as a minimum) to help ensure best practice.

RPI involves a proportionate degree of force where a young person is showing an increased level of risk to themselves or others. At Westbourne School the use of RPI is always used as a last resort where other means of de-escalation are unsuccessful and where the degree of risk has been dynamically assessed.

The use of RPI as a strategy in the event of a situation that involves elevated risk will always be determined in reference to:

- The seriousness of the incident
- The relative risks arising from using a physical intervention compared to an alternative strategy.
- The age, culture, background, gender, stature and medical history of the young person
- The application of increasing or decreasing force in response to the children and young people's behaviour.

All the above would be considered through Risk Assessment and Behaviour Planning.

Staff should always consider the following:

- RPI should be rarely used, and only after all other interventions have been exhausted and only by staff who have had the recognised up-to-date CPI training.
- Any RPI incident MUST be recorded (within 24hrs) using the School's online Incident form (SLEUTH).
- The school will endeavour to contact parent/carers before the child or young person arrives home
- Staff should ensure pupils always receive a restorative debrief after any RPI incident, this may be immediately after (Hot) or at an appropriate time after the event (Cold).
- SLT has a responsibility to read each RPI record and sign it off, again using the school's online tool (SLEUTH), and to discuss with staff involved in a debrief (This will normally take place in staff briefing at the end (or start) of every school day but staff can also ask for confidential briefing.)
- Risk Assessments and Pupil Passports will be updated as appropriate after any significant event (significant would refer to any incident that is not covered in any current plans or assessments)
- SLT should ensure that ALL staff receive an update after any RPI incident if any changes have been made to risk assessments, passports or behaviour plans, or if there have been any lessons learned.

## 10. Rewards/Consequences/Sanctions Statement

Rewards and Consequences form part of Westbourne School's practices and procedures around behaviour. Rewards should reinforce positive behaviour or recognise a good effort or achievement. ***Consequences should wherever possible be natural (things that occur as a direct result of the behaviour) but should always be logical (things directly linked to the behaviour that provides learning around it )***

### Consequences:

A consequence should be a structured learning opportunities for a child or young person. The goal is to stop an undesired behaviour, to help the child or young person understand the impact it has on them or the others around them, and to make more constructive choices.

To apply consequences effectively, adults need to behave in a thoughtful and reflective manner and understand that there is a certainty of consequence but what that consequence is may not be a one-size-fits-all matter. Even with consistency, we need to consider individual needs, situations and triggers. There are, however, a few general categories that can help with effective implementation of logical consequences:

#### 1. **Making Good:**

Supporting the child or young person to take some responsibility for fixing, as best they can, any problem or mess they have created. For example using their own time to fix something they have broken; clearing up a mess they have made; putting up a display they have ripped down etc.

#### 2. **Loss of 'benefit':**

Where children and young people have been given some trust around boundaries that are firm the logical consequence can be around this. For example: A child who accesses something they should not via IT equipment might lose IT access for the rest of the week; a young person who messes around when seated with a friend might be moved to a different area of the classroom etc)

Removing breaktime is rarely a useful or logical consequence. It can also be counter-productive and quite dysregulating for children and young people – because, for example, pupils with Autism spectrum conditions may require a sensory break at this time; pupils who struggle with impulse control can be those who most need physical outlets.

#### 3. **Time away from the task or trigger:**

Removing a student from an activity and suggesting that he or she think about a proper logical consequence. For example, removing a pupil from a task and having a quiet conversation such as "What do you think will help you do better with \_\_\_\_ ?"

### Rewards

The school has implemented a reward structure based on pupils learning, engagement and behaviour in their lessons using the platform Class Dojo.

Pupils are awarded 'dojos' for effort and positive behaviour, as well as positive contributions to their school community. They can earn up to six dojos in a lesson (with break, lunch and tutor times also contributing to their total) meaning there are a maximum of 48 dojos available each day (240 per week)

Although Dojos can positive or negative the balance score works out as follows:

6: Going above and beyond in their lesson, in supporting their peers, or in their school community

5: On task for all of the lesson, completing all tasks, following all instructions, good listening, focus, effort and behaviour throughout the lesson

4: On task for most of the lesson, attempting all tasks set, good listening, focus, effort, and behaviour.

3: Good listening and behaviour, but engagement in tasks is more variable.

2: Took time to settle or wasted time. Needed reminding about listening, focus, effort, or behaviour on a few occasions

1: No work completed, disrupted others on several occasions, did not listen or settle in lesson well.

0: Refusal to work, repeatedly ignoring staff instruction, persistent low-level disruption

-1: Significant behaviour disruptions such as walking out of class, encouraging others not to engage, refusal to work, significant behaviour disruptions

-2+: A significant behaviour incident which will be dealt with under the consequences system.

Bonus dojos are available where pupils engage and participate over and above the expectations placed on them, including from SLT members whose 'Gold' Dojos are worth double.

Across the week, the pupils' dojos are recorded and tallied at the end of the week. The end of week score provides pupils access to a monetary reward that is held in the 'School Bank' where pupils can use this to purchase reward items. All purchases are approved by Parents/carers prior to being purchased.

The monetary value is awarded as follows:

180+ £6

150+ £5

140+ £4

130+ £3

120+ £2

110+ £1

Giving rewards is one way of giving feedback on how well children and young people are doing. We all like rewards! Letting children and young people know they are doing well should happen a lot and rewards are part of this. Here is a list of ideas (the list is not exhaustive):

- Praise
- Trips
- Time on the computer

- First choice of reward activities
- Positive letters/postcards home
- Positive feedback on child or young person's work

## **Sanctions**

On occasions, sanctions must be given. A sanction is a consequence which may not be perceived as 'natural' or 'logical' by a pupil, and is given after the event for a more extreme behaviour breakdown such as:

Persistent bullying

Racism or homophobic bullying

Targeted violence

This list is not exhaustive and should not be considered a definitive guide.

A sanction might be a suspension or another off-site sanction such as tutoring in the home, however, such sanctions will be used rarely and after all other interventions and support has been offered.