

LONSDALE



## PROMOTING POSITIVE BEHAVIOUR POLICY

**Approved by SLT: November 2018**

**Next review due: December 2021**

**This policy is applicable to both School and REP**

All members of the school community are valued as individuals and are expected to show respect for one another. Promoting positive behaviour requires a whole-school approach.

Lonsdale pupils are, in the main, motivated and well-behaved. The maintenance of good order in school is essential to the well-being of all pupils and adults. For this reason, guidelines are in place for both staff and pupils.

### **CODE OF CONDUCT**

Life at Lonsdale is based on respect for each other. It is expected that: -

1. We will listen and speak to each other politely
2. We will arrive on time and sensibly take part in activities
3. We will move appropriately around school and keep to agreed areas
4. We will look after our school and everyone's belongings
5. We will eat sweets and snacks in our free time, not in lessons
6. We will only use our mobile phones in our free time

### **GUIDELINES FOR ALL STAFF TO ENCOURAGE APPROPRIATE BEHAVIOUR**

- In line with training, follow the principles of Hertfordshire Steps (Step On)
- Be a good role model and set clear guidelines of expected behaviour
- Develop good listening skills and respond appropriately to pupils
- Give pupils time to communicate and express themselves
- Allow pupils to have choice and responsibility
- Establish positive relationships with pupils
- Keep volume and tone of voice controlled and calm
- Be prepared before pupils arrive
- Treat pupils and information about them with confidentiality, respect and sensitivity
- Use clear, positive, respectful language

### **GUIDELINES FOR TEACHING STAFF TO ENCOURAGE POSITIVE BEHAVIOUR**

Whilst in the classroom, the teacher is responsible for pupil behaviour management and should direct and manage support staff. All school staff should set high expectations and give clear instruction to pupils.

**In addition, teaching staff should:**

- Plan and deliver appropriate lessons that include activities and work requirements suitable for each pupil in the class
- Relate activities to earlier learning and discussion to enhance learning
- Prepare for lesson delivery before pupils arrive. Lessons should start and end on time
- Ensure that equipment and materials are available before the lesson and that they are in working order
- Establish routines for frequent activities, eg: the collection and return of materials
- Plan individual, purposeful and positive learning opportunities

**GUIDELINES FOR RSSWs TO ENCOURAGE POSITIVE BEHAVIOUR**

- Plan and prepare in advance e.g.: activities
- Ensure good time keeping and routine
- Ensure equipment is available for use when required
- Plan individual, purposeful, and positive learning opportunities

**REWARDS AND CONSEQUENCE**

Good behaviour should be acknowledged through a variety of approaches:

- Praise and approval from adults
- House points
- Peer-group acknowledgement
- Notices on the “news” monitor
- Celebrating achievements in assembly
- Reporting to parents e.g. a call home or a note in the diary
- Extra responsibilities

Unacceptable behaviour leads to consequences. On such occasions it is essential that the pupil understands why their behaviour has been unacceptable, according to their age and maturity, and that the consequence issued is reasonable. Any consequence will be appropriate to the behaviour. It is important that pupils are involved in this process through discussion, i.e. roots and fruits.

**Examples of consequences which may be used:**

- Differentiated workspace
- Completing work/repairing minor damage to property
- Discussion/meeting with senior staff

Staff in school and REP should liaise. Both achievements and difficult behaviour should be dealt with, as and when they arise, in all areas of the school. There should be no overlap between school and REP. Each setting has a distinct culture and needs to maintain responsibility for pupils within that culture.

**If a pupil is displaying difficult behaviour, staff may de-escalate the situation by:**

- Following the principles of Hertfordshire Steps (Step On) <sup>1</sup>  
e.g.: positive phrasing, limited choice, disempowering the behaviour
- Staff may use daily physical intervention in line with Hertfordshire Steps (Step On) Training
  - Offering an arm                      Supportive arm                      Supportive hug
  - Open mitten guide                  Open mitten escort                  Open mitten escort – paired

If necessary, staff can call for additional SLT support.

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<sup>1</sup> See Appendix 1 (p4) for images

### **SEARCHING PUPILS AND THEIR BELONGINGS (NMS12.1)**

At Lonsdale School it is highly unlikely that it would be necessary to search a pupil or their belongings. A search would only take place where failure to do so might put the welfare of the pupil or others at risk and on grounds which are explained to the pupil concerned. The pupil concerned and a witness should be present during a search of personal belongings.

### **RECORDING AND REPORTING INCIDENTS OF DIFFICULT BEHAVIOUR**

A pupil may amend and modify their behaviour in response to adult intervention, in which case it is not necessary to complete an incident/accident form.

Difficult behaviour **must** be recorded when any of the following behaviours are evident:

- Verbal abuse of others (e.g. pupils, staff, visitors)
- Physical injury to self/others or damage to property
- Bullying/e-bullying and/or racist incidents

Or where “step-on” physical intervention is used in response to a behaviour incident.

All staff have a responsibility to record incidents of difficult behaviour. If another pupil or member of staff has been injured during an incident, this must be recorded on the incident/accident form

Should Restrictive Physical Intervention be used, this should be recorded in the bound and numbered book.<sup>2</sup>

Reports will be collated by the Head of Support & Student Care who will then analyse the data and provide monitoring and evaluation to SLT and Governors. It is important to

1. Monitor and keep a record of all documented incidents
2. Liaise with and support colleagues regarding Risk Reduction Programmes

The Head and the Head of Support & Student Care have delegated authority to use Restrictive Physical Intervention according to Hertfordshire’s Framework to staff taking a lead in teaching and caring for pupils. Staff authorised to use Restrictive Physical Intervention at Lonsdale are; Teachers, Nursery Nurses, Instructors, Learning Support Assistants (LSAs) and Residential School Support Workers (RSSWs).

**At times, it may be necessary to implement particular strategies for individual pupils. The relevant information will be recorded on the ILP and EHCP.**

Difficult behaviour occurs for several reasons. There are always reasons why children display such behaviour and it is important that we recognise the influence of our own response and how we behave towards one another. It is also important to separate the ‘behaviour’ from the child.

#### Linked policies:

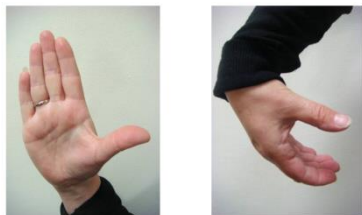
Child Protection            Anti-Bullying            Physical Intervention (Restrictive)

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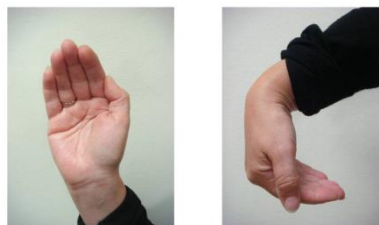
<sup>2</sup> Refer to the Physical Intervention (Restrictive) Policy

**Appendix 1**

Open Mitten



Closed Mitten



Supportive Hug



Supportive Hug



Open Mitten Guide



Open Mitten Guide



Offering an Arm



Supportive Arm



Supportive Arm



Open Mitten Escort



Open Mitten Escort



Open Mitten Escort - Paired

