

LONSDALE



PROMOTING POSITIVE BEHAVIOUR POLICY

Approved by SLT: March 2023
Next review: March 2025

This policy is applicable to both School and REP

This policy should be read in conjunction with the Lonsdale-
Physical Intervention policy
Searching & Confiscation policy
Anti-bullying Policy
Child Protection Policy

Information source:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101498/Suspension_and_Permanent_Exclusion_from_maintained_schools__academies_and_pupil_referral_units_in_England__including_pupil_movement.pdf

SCOPE

All members of the Lonsdale 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 principally well-motivated, well-behaved and positively pre-disposed towards their learning. The maintenance of good conduct 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 all pupils: -

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

GUIDELINES FOR ALL STAFF TO ENCOURAGE APPROPRIATE BEHAVIOUR

- In line with training, follow the principles of Hertfordshire Therapeutic Thinking.
- 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 develop a behaviour curriculum by modelling accepted behaviours.

These include:

- 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, e.g.: 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 SANCTIONS/CONSEQUENCES

Good behaviour should be acknowledged through a variety of approaches:

- Praise and approval from adults
- House points
- Peer-group acknowledgement
- 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 sanction/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 (supportive, protective) consequences which may be used:

- Differentiated workspace
- Completing work/repairing minor damage to property
- Discussion/meeting with senior staff
- Suspension¹

Staff in school should liaise regarding pupils' achievements and misbehaviour. Both achievements and difficult behaviour should be dealt with, as and when they arise, in all areas of the school.

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

- Following the principles of Hertfordshire Therapeutic Thinking²
e.g.: positive phrasing, limited choice, disempowering the behaviour
- Staff may use daily physical intervention in line with Hertfordshire Therapeutic Thinking training

Offering an arm	Supportive arm	Supportive hug
Open mitten guide	Open mitten escort	Open mitten escort – paired

Staff can request SLT support.

SEARCHING PUPILS AND THEIR BELONGINGS (NMS12.1)³

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 record.

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 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

Should Restrictive Physical Intervention be used this should be recorded in the bound and numbered book.⁴

Reports will be collated by the Deputy Head (Pastoral) 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

¹ This, if undertaken, should be fully in line with DfE guidance

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² See Appendix 1 (p4) for images

³ Refer to the Searching & Confiscation Policy

⁴ Refer to the Physical Intervention (Restrictive) Policy

2. Liaise with and support colleagues regarding Risk Reduction Programmes

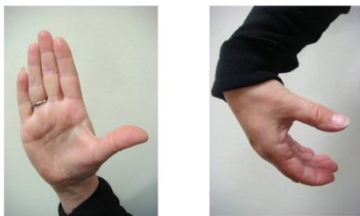
The Head and the Deputy Head have delegated authority to use Restrictive Physical Intervention according to Hertfordshire's Framework to staff taking a lead in teaching and caring for pupils. Staff authorised to use Restrictive Physical Intervention at Lonsdale are; Teachers, Nursery Nurses, Instructors, 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 school's New Horizons documentation and/or the individual's Risk Reduction Plan'.

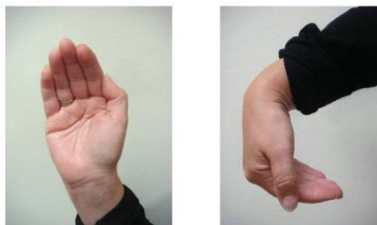
Difficult behaviour occurs for several reasons. There are always reasons why children display such behaviour and it is important that we recognise the influence of our own response and how we behave towards one another. It is also important to separate the 'behaviour' from the child.

Appendix 1

Open Mitten



Closed Mitten



Supportive Hug



Supportive Hug



Open Mitten Guide



Open Mitten Guide



Offering an Arm



Supportive Arm



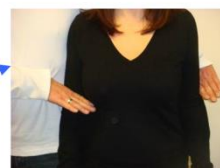
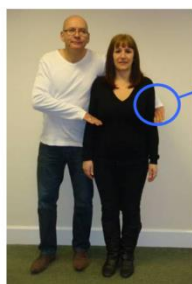
Supportive Arm



Open Mitten Escort



Open Mitten Escort



Open Mitten Escort - Paired

