

LONSDALE



PROMOTING POSITIVE BEHAVIOUR POLICY

Approved by SLT: June 2025

Next review: June 2027

Approved by Governing Board July 2025

This policy should be read in conjunction with Lonsdale's

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

1. Scope

Lonsdale School is committed to safeguarding and promoting the welfare of children and young people. Strong pastoral care is central to the ethos and aims of the school. It involves all members of the school community: governors, the senior leadership team, all teaching and support staff, pupils, parents or carers and visitors. Pupils who feel supported and safe are more likely to fulfil their potential, make good progress in their work and in other areas of school life and participate responsibly in the school community.

2. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- > [Behaviour in schools: advice for headteachers and school staff 2024](#)
- > [Searching, screening and confiscation: advice for schools 2022](#)
- > [The Equality Act 2010](#)
- > [Keeping Children Safe in Education](#)
- > [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)
- > [Use of reasonable force in schools](#)
- > [Supporting pupils with medical conditions at school](#)
- > [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- > [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)

3. Key Principles of Behaviour at Lonsdale School

At Lonsdale School, we identify that we are working with young people who have a range of complex needs, therefore, to support the holistic development we need to work with pupils in an individual manner through an individualised curriculum. We know that behaviours happen for a reason, and it is everyone's responsibility to consider the reasons why behaviour is occurring and to reflect on how best to support the individual.

The key principles of behaviour at Lonsdale School are:

- We recognise that all individuals are unique and respect the individual nature of each pupil to ensure dignity and respect to their attitudes and beliefs.
- We recognise that positive staff and pupil relationships are an integral part in promoting prosocial behaviour with self-regulatory strategies that can be used across different settings.
- Each pupil has access to a curriculum that supports the self-esteem and emotional development to enable holistic progress and development.

- Through our behaviour curriculum we are teaching prosocial behaviours through a variety of ways such as Zones of Regulation, visual cards and lanyards, focused lessons and staff modelling.
- We know that if staff use a supportive approach with clear communication, this will support pupils' behaviour, attachment and self-esteem. All adults are committed to supporting pupils and developing their own knowledge and understanding in order to do so.
- We work in a multi-professional way to ensure that learners are supported to have the greatest degree of independence, autonomy and support in developing relationships, mutual respect and dependence on each other.

4. School Behaviour Curriculum

We aim to give all our pupils a positive experience of school, which will enable them to be as healthy as possible within the limits of any underlying conditions, to be safe, to enjoy their work and to achieve well in it, to make a positive contribution to the school and wider community and to be prepared for young adulthood including the world of work. We acknowledge that learning looks different for different pupils, and therefore we work with pupils in an individual way in order for them to learn effectively.

By working together, we create and maintain a culture that promotes positive, respectful and pro-social behaviour, whilst supporting pupils to learn how to regulate and become resilient and confident individuals.

We aim to support all our pupils to learn to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and one another
- Be respectful and considerate of others' needs and learning
- Move sensibly and considerate around the school
- Treat the school building, school's and individuals' property with respect
- Comply with the school uniform expectations
- Accept consequences and engage with reflective and restorative sessions following behaviour incidents
- Adhere to the school's mobile phones and technology rules and policies
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online
- Engage sensibly, respectfully and safely in use of the internet and social media in and out of school

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

5. Roles and Responsibilities

5.1. The Governing Board

The governing board is responsible for approving the Promoting Positive Behaviour Policy.

The governing board will also review and monitor the effectiveness of this policy ensuring that school leaders are held to account for its implementation.

5.2. The Senior Leadership Team

The Senior Leadership Team is responsible for:

- Ensuring the school environment encourages prosocial behaviour.
- Supporting staff to ensure that they deal with difficult or dangerous behaviours effectively.
- Monitoring how staff are applying this policy consistently.
- Evaluating termly behaviour reports to identify patterns or trends that could impact on pupil progress.
- Ensuring an induction programme where staff are provided training in order to support the application of strategies within the classroom.
- Where additional support is required, liaising with staff about further strategies / training.
- Where an individual plan is required, leading a positive behaviour support plan meeting alongside class staff, parents / carers and other relevant professionals.
- Ensuring that all staff are trained in Therapeutic Thinking, Hertfordshire's approach to supportive behaviour management, including delivering an annual refresher which is bespoke to the needs of the pupils at Lonsdale.

5.3. Lonsdale Staff

All Staff are responsible for:

- Implementing this policy and the aims of the policy consistently.
- Modelling prosocial behaviour.
- Managing pupil behaviour with sensitivity and professionalism consistent with Therapeutic Thinking.
- Providing a personalised approach to the specific needs of pupils – this includes appropriate proactive and reactive strategies.
- Recording behaviour incidents on CPOMS.
- Providing consistent routines and strategies to help reduce pupils' anxieties of what is coming next.
- Where incidents are occurring, reflect on possible reasons for these and act on these reflections.
- Develop positive relationships with pupils.
- Establish and support clear routines and structures in their working area.
- Conclude the day with positivity and start the next day as a new day.

Teachers are responsible for:

- Where required, completing anxiety mapping, analysis, Therapeutic Tree and progress an individual therapeutic plan.
- Working alongside the behaviour leads to review behaviour strategies in line with the completion of the above documents.
- Where required, contributing to behaviour support plan meetings alongside families and other professionals.
- Deliver an environment that is stimulating but takes into account the individual needs of pupils in their class.
- Plan and teach learning that is motivating and personal to the individual.
- Use appropriate teaching strategies that supports the holistic development of all pupils.

Support Staff are responsible for:

- Where required, contributing to anxiety mapping, analysis, Therapeutic Tree and individual therapeutic plans.
- Supporting the teacher by frequently reviewing strategies implemented in the behaviour documents outlined above.

5.4. Parents/Carers

Parents and carers are responsible for:

- › Getting to know the school's behaviour policy and reinforcing it at home, where appropriate
- › Supporting their child in adhering to the school's behaviour policy
- › Informing the school of any changes in circumstances that may affect their child's behaviour
- › Discuss any behavioural concerns with the class teacher promptly
- › Taking part in any pastoral work supporting behaviour (for example, attending reviews of specific behaviour interventions)
- › Raising any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, working in collaboration to tackle behavioural issues.

5.5. Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- › The expected standard of behaviour they should be displaying at school
- › That they have a duty to follow the behaviour policy

- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

In order to support the above, it is important that pupils have access to

- Individualised and accessible modes of communication.
- Consistent rules and boundaries.
- Clear routines.
- Descriptive praise.
- Clear and logical rewards and consequences.
- Clear and realistic expectations that are high for each individual.
- Staff who understand their needs and difficulties and can plan and adapt to support and develop these.
- Staff who teach, model and promote prosocial behaviours.

6. Behaviour Support Systems

Due to the individualised nature of pupils at Lonsdale School, it is important that approaches and strategies to support behaviour are specific to the individual. To ensure that this happens, there are clear structures and processes in place for staff to follow and to complete supporting documentation. The Graduated Response chart at the end of this policy represents this.

The following documents are available through Therapeutic Thinking and will be used as applicable, to support individualised behaviour strategies.

6.1. Pupil Information

Documents like the EHCP and the pupil's care plan provide staff with an overview about the individual, which includes providing an overview of individuals' motivators, likes and interests, how to support their emotional regulation, communication alongside an overview of individual's sensory needs.

6.2. Early Prognosis

This document enables staff to describe a pupil's behaviour in order to define the function of the behaviour along with gathering further information on the pupil's health and wellbeing, home life and cultural background. Staff will then use this information to create a plan which is later reviewed.

6.3. Therapeutic Tree

This allows class teams to identify both pro-social and anti-social behaviours that could occur due to negative and positive experiences and feelings. This enables class teams to build a picture about what may be happening for an individual throughout their day.

6.4. Anxiety Mapping

Class teams use this document to track external influences such as staff, location, activity, learning style against the individual's anxiety-based feelings to identify if there are patterns to difficult or dangerous behaviours.

6.5. Behaviour Calculator

This allows class teams to reflect on the probability of harm as opposed to difficult behaviour experienced.

6.6. Therapeutic Support Plan (Behaviour Support Plans and Positive Passports)

This is where a meeting with parents and wider professionals where applicable will take place. Analysis of the above documents will help to inform the plan. Plans are reflective of the individual and will be based on age, understanding and cognitive ability of the pupil. The positive behaviour support plan will be set out in a way, which will make clear to all readers potential behaviours that may occur and systematic responses to provide a consistent response to the behaviour. As well as reactive strategies, the behaviour support plan will detail proactive strategies aimed at a decrease of unwanted behaviour and an increase of prosocial behaviours.

6.7. Multi Professional Working

It is important that where a young person accesses another service (e.g. Respite, CAMHS, NHS MHST), the school works with these services and provides the above documentation as applicable to support with the use of consistent strategies in all settings.

7. REWARDS AND 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 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. Therapeutic Tree (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 behaviour incidents. Both achievements and difficult behaviour should be dealt with, as and when they arise, in all areas of the school.

8. De-Escalation Strategies

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/scripts, limited choice, disempowering the behaviour
- Staff may use daily physical intervention in line with Hertfordshire Therapeutic Thinking training (see Appendix 1):

Offering an arm

Open mitten guide

Supportive arm

Open mitten escort

Supportive hug

Open mitten escort –
paired

Physical intervention should only be used:

- to prevent them causing injury to themselves or others
- to prevent them from damaging property (belonging to others or themselves)
- to prevent them from committing an offence.

Staff can request SLT support at any time.

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

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

² See Appendix 1 (p4) for images

9. SEARCHING PUPILS AND THEIR BELONGINGS³

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.

10. RECORDING AND REPORTING INCIDENTS

All incidents, accidents and safeguarding concerns regarding the welfare and behaviour of pupils must be logged onto the Child Protection Online Management System (CPOMS), which provides a comprehensive, secure and confidential means of recording. CPOMS enables school to improve the management of child protection and similar incidents and actions. It provides an excellent tool to help track and analyse pupil welfare and behaviour. CPOMS also enables schools to track referrals to external agencies, such as the NHS, Children's Services, and the Police. The school's Safeguarding Team monitor the system.

All Restrictive Physical Interventions (RPI) must be entered onto CPOMS using the tag for RPI. Accounts should be in sufficient detail as to establish the justification for RPI including background to the incident, possible triggers to the behaviour and the type of RPI used.

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.

Behaviour **must** always 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
- Racist incidents
- Sexual harassment and sexual violence
- Where physical intervention is used in response to a behaviour incident
- Where restrictive physical intervention is used in response to a behaviour incident
- Where there is a concern about an individual's safeguarding (including Prevent), health & safety and wellbeing

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 is clearly logged via the RPI tab on CPOMS.

Reports will be collated by the Deputy Head (Pastoral Support and Safeguarding) who will then analyse the data and provide monitoring and evaluation to SLT and Governors.

At times, it may be necessary to implement particular strategies for individual pupils.

³ Refer to the Searching & Confiscation Policy

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.

11. Staff Training

Every member of staff will receive training in effective techniques of management of behaviour through a range of training opportunities, which aim to support staff in understanding how we reflect on pupil emotional regulation and provide a range of personalised strategies to support pupils in being regulated and being as much as possible able to communicate how they are feeling and any regulatory tools required.

As part of induction for new members of staff, they are provided with training about the aims and philosophy of positive behaviour support at Lonsdale School and how we support individuals who are displaying challenging behaviour.

Behaviour management training will also form part of continuing professional development.

Hertfordshire Local Authority has adopted Hertfordshire Therapeutic Thinking approach as the preferred approach to supporting behaviour management in schools and settings. All staff working with pupils at Lonsdale School receive Therapeutic Thinking training.

This method looks at positive ways to work with pupils to support pro-social behaviours. Where physical intervention is used, the Therapeutic Thinking approach uses supportive and isolating holds which work with the body's natural movements that can be used when a pupil needs physical intervention or as a last resort, physical restraint.

When confronted with violent aggression it is essential to create options for actions and communicate these options to the individual. Knowing that there are various options, and what these can prevent unnecessary escalation of an incident. Knowing that staff can calmly and confidently deal with challenging behaviour can have a reassuring and calming influence on the individual. Therapeutic Thinking facilitates a skilled and committed team of trainers working in a partnership of care and education. Staff must maintain a consistent and unified approach to matters of discipline otherwise, the pupils will become confused and more difficult to manage.

12. Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

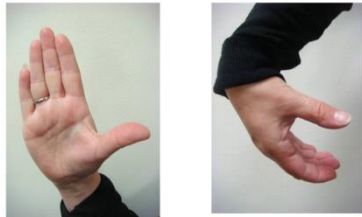
We will consider whether a pupil's challenging behaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

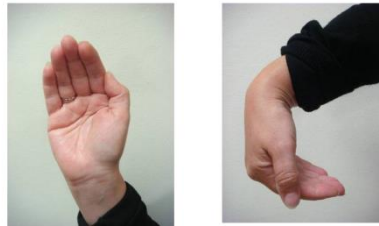
Please refer to our child protection and safeguarding policy for more information.

Appendix 1

Open Mitten



Closed Mitten



Supportive Hug



Supportive Hug



Open Mitten Guide



Open Mitten Guide



Offering an Arm



Supportive Arm



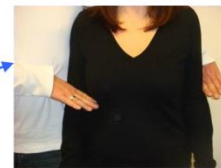
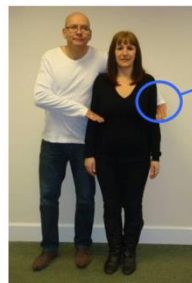
Supportive Arm



Open Mitten Escort



Open Mitten Escort



Open Mitten Escort - Paired



