



Behaviour Policy and statement of Behaviour Principles

DRAFT

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This policy is written in conjunction with the UN Convention Rights of the Child:

Article 3 (best interests of the child) The best interests of the child must be a top priority in all decisions and actions that affect children.

Article 13 (freedom of expression) Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.

Article 14 (freedom of thought, belief and religion) Every child has the right to think and believe what they choose and also to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights and responsibilities of parents to guide their child as they grow up.

Article 18 (parental responsibilities and state assistance) Both parents share responsibility for bringing up their child and should always consider what is best for the child. Governments must support parents by creating support services for children and giving parents the help they need to raise their children.

Article 19 (protection from violence, abuse and neglect) Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.

Article 23 (children with a disability) A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community. Governments must do all they can to support disabled children and their families.

Article 28 (right to education) Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.

Article 31 (leisure, play and culture) Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

Lancasterian School is a Rights Respecting School and has achieved the Silver award. The UN Convention on the Rights of the Child (CRC) is a powerful tool to support school improvement. We consider the six articles in formulating this policy, to improve safeguarding, pupil voice, health, wellbeing, safety, play, learning and education. This policy statement should be read in conjunction with the DFE guidance outlined in section 2. This policy is written to help make Lancasterian a positive and inclusive environment for all pupils.

1. Aims

This policy aims to:

- Create a positive culture that recognises behaviour as a communication, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment.
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school and recognises the pupils' individual needs.
- Outline the expectations and consequences of behaviour and how best to understand and support them.
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

2. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on (Hold control and left click to open a direct link):

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property

3. Definitions

‘Misbehaviour’ in a special school could be defined as below, however we always consider the pupils individual special needs, level of understanding/intention and associated challenges. These are referred to as **‘behaviour incidents’**:

- Intentional disruption in lessons, in corridors and communal spaces, and at break and lunchtimes
- Intentional avoidance of classwork
- Demonstrate a reluctance towards learning and engagement

Depending on needs and levels of understanding, **Serious misbehaviour** is defined as:

- Repeated breaches of the school and class rules
- Any form of bullying
- Sexual violence
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Cigarettes, Tobacco, Cigarette Papers, Electronic Cigarettes and related paraphernalia
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Intentionally being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none">• Racial• Faith-based• Gendered (sexist)• Homophobic/biphobic• Transphobic• Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

How the school prevents bullying

At Lancasterian, all forms and types of bullying are treated the same. They are unacceptable and will not be tolerated. We focus on Anti-bullying during Anti-bullying week annually, with themed days, activities and assemblies. Bringing the whole school together to discuss the message that bullying is not acceptable and will be challenged at all levels.

We aim to educate our pupils about bullying and how it can be prevented by:

- Taking a Rights Respecting approach
- Raising awareness of, and defining all types of bullying
- Gaining a knowledge and understanding as to why some children bully and what this can look like
- Positive action to prevent bullying within the scheme of work for PSHE teaching pupils about keeping safe (online/when in the community/ in school etc.) Opportunities within other curriculum areas.
- Developing a consistent response to any bullying incidents that occur and logging all incidents and informing parents.
- Provision of support for all members of the school community who may be involved in a bullying situation and supporting this process by taking a restorative approach.
- Developing and supporting home, school and community partnerships.

Bullying is prevented by:

- Creating a safe environment where pupils are able to discuss their views, share their opinions and feel valued and listened to.
- Creating a climate of trust and confidence so that pupils feel able to communicate to staff about difficulties experienced by themselves and other people.
- Discussing issues openly in lessons and assemblies.
- Supporting the victim by taking the incident seriously.
- Explaining the hurtful nature of the action to the bully.
- Making sure the bully makes amends for his/her actions and keeping a watchful eye on them.

Procedures for dealing with bullying incidents

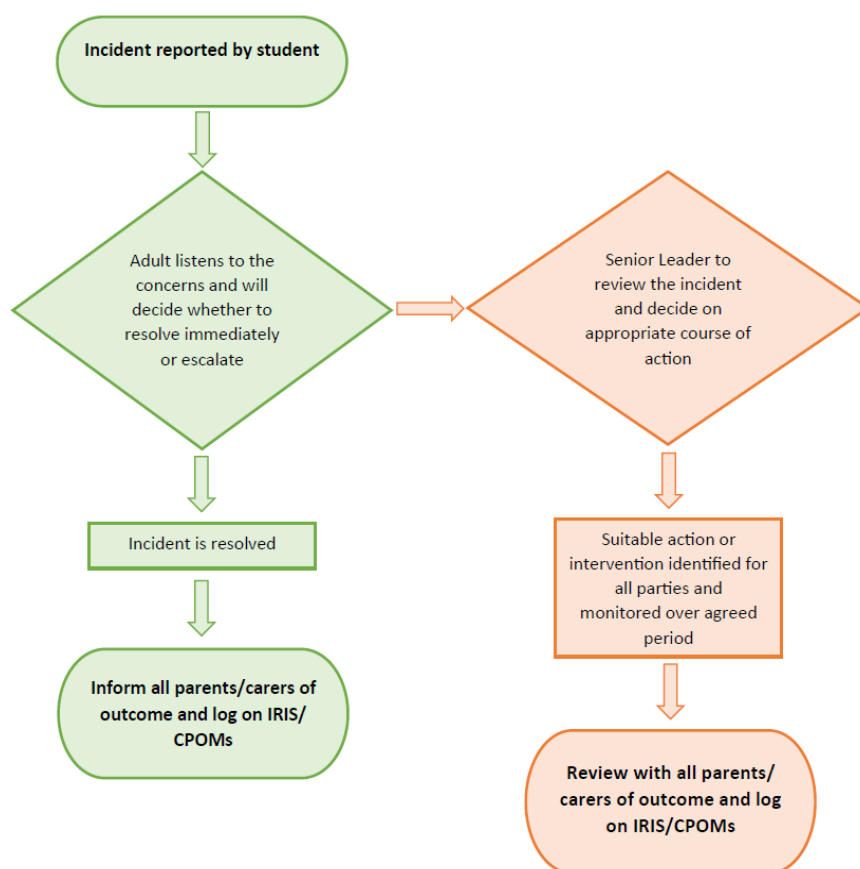
When dealing with bullying incidents the following core principles have been identified as essential:

- The child/young person is involved in the discussion of the incident
- Records are completed for all incidents
- Regular communication takes place with parent/carers
- Interventions should include the opportunity for follow up to evaluate support and if necessary provide a further course of action
- Regular monitoring of incidents

How pupils, parents and staff can deal with bullying

Pupils can speak to **any** member of their team or staff. **Parents should contact the main office and ask to speak to the class Teacher.** Staff should speak to their Class Teacher.

Flow chart reporting/investigating and supporting bullying:



How the school will deal with different types of bullying:

Emotional

All staff are trained to recognise signs of emotional abuse and/or bullying. Staff must follow clear pathways outlined in the flow chart and will also use an emotion coaching approach such as 'Zones of Regulation' to support pupils to understand, regulate and reflect on their feelings and behaviour.

- Step 1: Recognise the pupil's feelings and empathise with them
- Step 2: Label the pupil's feelings and validate them
- Step 3: Problem-solve appropriate emotion regulation strategies with the pupil

Physical

All staff are trained in de-escalation techniques that help to support pupils in regulating their feelings and behaviours. Staff have access to all pupils Educational, Health and Care Plans (EHCPs), profiles and Communication Support Plans (CSPs). These will help them to best support the needs of the pupils and be aware of any behaviours that may challenge others. Any form of physical bullying will not be tolerated and pupils will be supported throughout their time at Lancasterian through targeted curriculum projects around positive interactions and behaviours that challenge. Staff should follow the flow chart if any concerns arise and individual interventions can be actioned.

Prejudice-based and discriminatory

The pupils and staff at Lancasterian School benefit from the rich traditions and cultural heritage of pupils and staff from all over the world. Consistency is very important in reacting to any form of abuse. It is an attack on the fundamental identity of a person and is extremely hurtful. All staff will follow the flow chart and act swiftly to deal with any incident and will keep a log of all incidents and outcomes on Iris, CPOMs and Staff Safe.

Sexual

At Lancasterian School pupils are given equal access to all aspects of school life, regardless of gender. There must be consistency in reacting to sexual bullying in all its forms, it is an attack on a person's identity and is very hurtful. Any aspect of the definition of sexual abuse will be dealt with by swiftly following the flow chart and recording all incidents and outcomes on Iris, CPOMs and Staff Safe.

Direct or Indirect Verbal

At Lancasterian School should feel safe and secure in their learning environment. Verbal bullying should be dealt with effectively and swiftly. Where appropriate, staff will work closely with students to understand the impact of their direct or indirect verbal bullying and follow the flow chart for reporting bullying if the incidents persist. Any aspect of the definition of verbal abuse will be dealt with swiftly by following the flow chart and recording all incidents and outcomes on Iris, CPOMs and Staff Safe.

Cyber bullying

Pupils are targeted through the various curriculum opportunities to educate them about safe internet use and their vulnerabilities online, through social networking sites, messaging apps or gaming sites. Where students have been identified or reported for cyber bullying, the flow chart for reporting bullying will be followed and appropriate support and/or sanctions will be identified. Any aspect of the definition of cyber bullying will be dealt with swiftly by following the flow chart and recording all incidents and outcomes on Iris, CPOMs and Staff Safe. Parents have the responsibility to supervise, monitor and feedback any concerns to school or the police (111 for guidance). They can access help and support from school and other charities such as:

- [Internet Matters](#)
- [NSPCC](#)
- [Support for parents and carers to keep children safe](#)
- [UK Safer Internet Centre](#)

5. Roles and Responsibilities

5.1 The governing body

The Lancasterian governing board is responsible for:

- Reviewing and approving the written statement of behaviour principles (appendix 1)
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

5.2 The Headteacher

The headteacher is responsible for:

- Reviewing this policy in conjunction with the Lancasterian governing board
- Giving due consideration to the school's statement of behaviour principles (appendix 1)
- Approving this policy
- Ensuring that the school environment encourages positive behaviour and personal development
- Ensuring that staff deal effectively with any areas of behaviour in need of developing/improving
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in Positive Behaviour Support, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils the best support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy, within a supportive and developmental environment? (see section 13.1)

5.3 Teachers and staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Value the views and needs of the pupils to ensure that they are treated with dignity and respect
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly on Iris
- Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

5.4 Parents and carers

Parents and carers, where possible, should:

- Get to know the school's positive behaviour strategies (appendix) and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following behaviour incidents (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Work closely with school and external agencies to explore and understand specific behaviours and needs
- Take part in the life of the school and its culture

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, and working in collaboration with them to offer positive behaviour support strategies.

5.5 Pupils

Pupils will gain support and, where appropriate, will be made aware of the following during their school life:

- The expected standard of behaviour they should be displaying at school
- That they have to follow the behaviour policy, where they understand it

- The school's key rules and routines will be differentiated to support the needs of the pupils and revisited throughout their school life
- The praise and rewards they can earn for meeting the behaviour standard (depending on levels of need and understanding)
- The pastoral support that is available to them to help them with every stage of their personal development

Pupils will be supported at every stage of their personal development and will be provided with many opportunities throughout their daily routine, curriculum and intervention to develop them.

Where appropriate, pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Where appropriate, Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

6. School behaviour curriculum

At Lancasterian we ensure that every curriculum area weaves opportunities for personal development into every lesson, creating a culture that promotes excellent behaviour. (see personal development policy??)

Within a special school setting, every child has diverse range of needs and learning styles. We apply a total communication approach to all aspects of the school day and view behaviour as a communication and seek to develop not only the pupils understanding, but our understanding of what they are trying to communicate with their behaviours and actions that may lead to a behaviour incident. We celebrate all positive interactions and seek to build on these positive interactions to promote and engage pupils learning of their own and others actions. The school curriculum areas embody the schools mission statement:

Inspiring each other and growing together to achieve our best

Inspire – Grow – Achieve

Lancasterian School Aims:

To provide a secure, happy and stimulating environment, where each child can grow to their full potential, not only academically but also socially, emotionally and physically.

To treat each child as an individual, delivering a curriculum that grows and adapts to meet the needs of every child by nurturing lively, enquiring and questioning minds.

To listen to the voice of the child at every opportunity.

To celebrate and share all successes' and achievements.

To nurture and develop relationships between pupils, staff and families.

To encourage kindness, respect and consideration for others.

To encourage our pupils, staff, families and governors to engage in positive, open communication with each other and the local community.

To work together to provide an integrated service and the best possible outcomes for the child and family.

To develop a lifelong love of learning and motivation to understand the world we live in to prepare them for all aspects of life.

6.1 Mobile phones

- Pupils are not allowed to have mobile phones with them on-site – All mobile phones are handed into the main office on arrival and collected at the end of the day
- Mobile phones are permitted on home to school transport, but should not be used to take videos or photographs and should not be used on the bus
- If parents/carers wish for their child to bring their phone to school, then the liability in the case of loss or damage is that of the parents/carers
- Parents/carers should always monitor mobile phones and devices for safe use and share any concerns with school or the police via 111.

7. Responding to behaviours

7.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the behaviour curriculum or their own classroom rules
- Develop a positive relationship with pupils, which may include:
 - Get to know your pupils by reading their IEPs/CSPs and talking to members of the class and pastoral team
 - Take time to introduce yourself and interact with the pupils
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

7.2 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 misbehaviour 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

(<https://www.lancasterian.manchester.sch.uk/page/policies/52130>) for more information.

7.3 Responding to positive behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- Verbal/Non verbal, visual praise
- Communicating praise to parents via a phone call or written correspondence such as a praise postcard
- Stickers, Certificates, prize ceremonies or special assemblies
- Positions of responsibility, such as monitor, key role, prefect status or being entrusted with a particular decision or project
- Preferred tasks or activities offered as a reward
- Whole-class or year group rewards, such as a popular activity

Praise and reward may be different for certain classes and individuals and should be constantly reviewed and developed.

7.4 Responding to behaviours that challenge

All staff have a duty of care and model/reinforce good behaviour by their own actions when interacting with pupils at all times during the school day. Staff show empathy, patience and understanding for the reasoning behind pupil behaviour.

At Lancasterian we believe in an attachment aware approach to emotion and behaviour support, with staff attending regular training on Adverse Childhood Experiences (ACEs), Trauma informed Practice, and wider child protection training. As our pupils come from a variety of backgrounds, it is essential that we prioritise pupil-teacher relationships, and how they can positively impact on pupils' emotion regulation and behaviour.

All staff will use an emotion coaching approach such as 'Zones of Regulation' to support pupils to understand, regulate and reflect on their behaviour.

- **Step 1:** Recognise the pupil's feelings and empathise with them
- **Step 2:** Label the pupil's feelings and validate them
- **Step 3:** Problem-solve appropriate emotion regulation strategies with the pupil

At Lancasterian we believe that the curriculum, routines and our learning environments all have a tremendous influence on learning and relationships. As the pupils require different learning environments the classrooms are specifically tailored to meet their needs. The above ensures that all staff are using preventative methods to reduce any distressed behaviour.

At Lancasterian we believe that a structured curriculum and effective learning are vital to the promotion of positive behaviour. This is achieved by thorough planning with clear objectives that are differentiated to meet individual needs, abilities and preferred learning styles. All are vital to engage, stimulate and motivate the pupils therefore developing positive behaviours and active involvement in their learning.

Staff will liaise with outside agencies such as CAMHS, Educational Psychologist, Occupational Therapist, Speech and Language therapist, to further support pupil's behaviour at school and at home. At Tier 1, class staff are responsible for this communication, at Tier's 2 and 3, Behaviour Leads are responsible for the communication.

All positive behaviour will be recognised, acknowledged and praised by staff. This will be further reinforced within appropriate achievement sharing.

Approaches relating to de-escalation, diffusion, and positive handling are taught alongside the theory underpinning Team Teach.

Due to the sensory needs of many of our pupils, each class has access to a wide range of sensory strategies and equipment to support self-regulation in our pupils. Should further support be needed, staff can request a pupil be assessed by an occupational therapist.

All staff will receive training within six months of starting at Lancasterian. Initial Team Teach training is a two-day programme [12 hours]. If there is a wait for this initial training then staff may receive training relating to personal safety. In-service after school training (INSET) and full days training form part of the ongoing continuing professional development (CPD) School programme. Training reflects school and individual pupil needs. Team Teach Training is delivered by intermediate team teach trainers.

For pupils who show/demonstrate distressed behaviour, effective de-escalation strategies are used in order to ensure that the pupils learn alternative behaviours to support independent regulation. This enables pupils to access as many opportunities as possible for learning at Lancasterian and life in the community. Behaviour support strategies can be discussed with behaviour leads.

- NB: Students cannot lose break/lunch times as a behaviour support strategy and Time Outs can only be used as part of an agreed Communication Support Plan (CSP) strategy.
- NB: Restricted environments are only used as a strategy for individual students where the physical risk to self and others is extremely high and they have gone through behaviour and Deprivation of Liberties (DOLs) assessments.

Teachers will involve carers at an early stage where a pupil is experiencing problems with behaviour/communication. In this situation the three-tiered approach will be used by staff to guide the process; when necessary a CSP will be put into place in full consultation with carers. These are an ongoing working document.

There may be occasions where the use of restrictive physical intervention (RPI) is appropriate e.g. if a pupil is hurting themselves, others, or damaging property that could harm themselves or others. Any intervention used will always be reasonable, proportionate and necessary, showing maximum care and minimum force for the shortest amount of time. It will seek to avoid injury to the pupil. If staff risk-assess that a RPI may be necessary then an IRIS Adapt log will be completed and a CSP created or revised. This will be continuously monitored by a behaviour lead.

Team Teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent "side-effect" of ensuring that the service user remains safe"

George Matthews – Founder

NB: Lancasterian school does not approve of any physical restraint that deliberately inflicts pain on the pupil.

As a school we recognise that RPI can have a negative impact on relationships between pupil and staff members. Therefore, it is essential that reparative work is completed between pupil and key staff members, to mend and improve relationships.

In very serious cases, after times of extreme distress, the Head Teacher may consider short term exclusions for pupils to aid self-regulation and processing times for reflective practice. Details of re-integration after a short-term exclusion are outlined in appendix 4.

All staff are able to request a debrief when needed following an incident or series of incidents. A debrief is an open and supportive process for staff, so that in response to an incident, further actions can be acknowledged and addressed. This may take the form of an informal team discussion or a more formal request for support. Physical intervention notifications may inform the request for a formal debrief. Debriefs are completed by behaviour leads and records are kept within individual pupil folders.

To ensure a smooth transition to the next academic year, pupils will have transition sessions with their new teacher(s). In addition, staff members will hold transition meetings. To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour may be transferred to relevant staff during transition planning prior to the new academic year. Information on behaviour may also be shared with new settings for those pupils transferring to other schools.

The school may use 1 or more of the following actions in response to persistent behaviours that challenge, where the pupils are able to or have the right level of understanding/emotional intelligence:

- A verbal/visual/signed reminder of the expectations of behaviour
- Supporting the pupil inside the classroom with an allocated focus/time out space
- Supporting the pupil out of the class in an allocated time out space
- Missed work to be completed as homework, or at break or lunchtime
- Making up minutes lost through lack of attention at break or lunchtime, or after school (pupils should never lose all or most of their breaks)
- Referring the pupil to a senior member of staff
- Letter or phone call home to parents
- Agreeing a Communication Support Plan
- Referral to other agencies
- Monitoring pupils' behaviours and interactions via Iris
- Fixed term exclusion
- Permanent exclusions, in the most serious of circumstances

Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

7.5 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (see appendix 3 for a behaviour log)

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

7.6 Recognising the impact of specific areas of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

Each child that has been assessed to need a communication support plan will have their individual needs and how best to support them (see appendix 1).

Each class will have the autonomy to set out their approach to anticipating and removing triggers of behaviour, due to the differing needs of the pupils.

Some of these may include (see classroom management guidance from last years training??? appendix or link?):

- Using visual timetables and different prompts to clearly demonstrate transitions
- Different learning styles to include single, paired, group activities that engage learners through different styles of engagements (VARK)
- Short, planned movement breaks for a pupil who finds it difficult to sit still for long

- Adjusting seating plans to allow for the different personalities, needs and environment
- Adjusting uniform requirements for a pupil with sensory issues
- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload
- Allocate staffing to best support the different needs of the group and ensure that they have the relevant training and skills to best support the pupils.

7.7 Adapting sanctions

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

7.8 Considering whether a pupil displaying challenging behaviour may have unidentified area of SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

7.9 Behaviours that challenge and the education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

EHCP Team – 0161 245 7439 – sen@manchester.gov.uk

Education Health and Care Team, Children and Families Directorate, PO Box 532, Town Hall, Manchester M602LA

7.10 Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school. The [pupils CSP should be developed and followed with this in mind.

This could include measures like:

- Reintegration opportunities/meetings
- Creation of bespoke activities to develop relationships
- Daily contact with the pastoral lead
- A report card with personalised behaviour goals

7.11 Confiscation, searches, screening

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Confiscation

Any prohibited items (listed in section 3) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school the school learning environment. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the headteacher / designated safeguarding lead (or deputy) / pastoral lead, to try and determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including:

- Desks
- Lockers
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents

Parents will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

7.12 Off-site behaviour incidents

Sanctions may be applied where a pupil has a behaviour incident off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

7.13 Online behaviour incidents

The school can issue sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

7.14 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the **headteacher, designated member of the senior leadership team and or the pastoral lead**, will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

7.15 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing and how best to support the children considering their different needs and abilities, especially regarding communication. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our child protection and safeguarding policy for more information (<https://www.lancasterian.manchester.sch.uk/page/policies/52130>)

7.16 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy. The school will also look at what support and development needs the pupils will require to help them to understand the impact of their actions.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy. The school will also look at what support and development needs the pupils will require to help them to understand the impact of their actions.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy (<https://www.lancasterian.manchester.sch.uk/page/policies/52130>) for more information on responding to allegations of abuse against staff or other pupils.

8. Suspension and permanent exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please refer to our exclusions policy for more information
(<https://www.lancasterian.manchester.sch.uk/page/policies/52130>)

9. Pupil transition

9.1 Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

9.2 Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

10. Training

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process.

Behaviour management and behaviour for Learning will also form part of continuing professional development.

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- Team Teach: De-escalation and the proper use of restraint
- The needs of the pupils at the school
- How SEND and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development.

A staff training log can be found in appendix

11. Monitoring arrangements

Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed every termly, unless specific areas are in need of review, by the Senior Leadership Team and Governors.

The data can be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

12. Monitoring this policy

This behaviour policy will be reviewed by the Headteacher and the full governing board, at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the Chair of Governors.

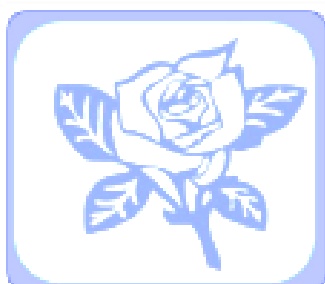
13. Links with other policies

This behaviour policy is linked to the following policies [add or delete the following as required]:

- Exclusions policy
- Child protection and safeguarding policy
- Physical restraint policy
- Mobile phone policy

List any other related policies that your school holds here, including the anti-bullying strategy if applicable.

Appendix 1



Written Statement of Behaviour Principles & Positive Behaviour Strategy

Date Written:

April 2023

Date Approved by Governors:

Date Reviewed by Governors:

Date of Next Review:



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This policy statement should be read in conjunction with DFE guidance on exclusions, physical interventions and other relevant school policies, such as: Positive Handling, Equality, Teaching and Learning and Mental Health Policy. It has been developed in line with:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

This policy is written to ensure Lancasterian School is a positive and inclusive environment for all pupils.

1. Overview

Lancasterian School has a holistic approach to education, valuing all learning in and out of the classroom and supporting positive behaviour is central to all learning that takes place.

As a school we recognise that pupils may come to school with a range of behaviours, we also recognise and understand that the underlying cause of any behaviour will be different for each pupil. All behaviour is a form of communication and is a signal for support.

Lancasterian School use a three-tier approach to support pupil's behaviour and communication:

- **Tier One** – Classroom management (including learning environment, staffing, routines and structure, boundaries and expectations, meeting basic needs and building self-esteem)
- **Tier Two** – Targeted strategies through individualised Communication Support Plans (including Positive Handling Plans and risk assessments)
- **Tier Three** – Positive Behaviour Support Plans overseen by a trained practitioner and reviewed regularly in meetings attended by all relevant professionals

Staff at Lancasterian School receive Team Teach training which instils the ethos that behaviour is communication. It empowers staff to implement positive behaviour support strategies throughout all aspects of school, highlights the importance of restorative practice, and gives staff the tools to de-escalate challenging situations and reduce the need for physical intervention.

Team teach maintains an independent, robust, external process that provides quality control and assurance, Team Teach has been granted: "The Quality Training Centre", nationally recognised accredited status is awarded by The Institute of Conflict Management (ICM). The ICM Quality Award recognises those providers – internal and external that aspires to the highest standards in training provision.

(Team Teach, 2020)

School works in partnership with carers and pupils to ensure that they understand and agree with the school's values and ethos for supporting behaviour.

2. Intent

Our vision, our values and our rights underpin all of our policies and the education we deliver. This child-centred policy has been created to keep the pupils at Lancasterian School safe and happy, by:

- Committing to the emotional mental health and well-being of our staff, pupils and carers. We wish to work towards this in all aspects of school life, and to provide an ethos, environment and curriculum that supports the social, emotional and mental health of the whole school community.
- Helping pupils develop a sense of worth, to have self-confidence, high self-esteem, identity and achievement.
- Creating an ethos of positive behaviour in school. This will ensure that pupils are happy, secure and safe which will have a positive effect on pupils' learning opportunities.
- Ensuring that all pupils are treated fairly, shown respect and good relationships are promoted and enhanced through the Personal, Social, Health and Emotional curriculum.
- Building a school community which values kindness, care, respect and empathy for others.
- Pupils treating others with respect and are supported to understand how to communicate effectively using appropriate behaviour.
- Staff showing a clear understanding of the expectations, roles and responsibilities surrounding behaviour support and following a consistent approach.
- Encouraging the involvement of all stakeholders in the implementation of this and related policies.

This policy is written in conjunction with the UN Convention Rights of the Child. The pupils have the Right to:

- **Article 3** (best interests of the child) The best interests of the child must be a top priority in all decisions and actions that affect children.
- **Article 13** (freedom of expression) Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.
- **Article 14** (freedom of thought, belief and religion) Every child has the right to think and believe what they choose and also to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights and responsibilities of parents to guide their child as they grow up.
- **Article 18** (parental responsibilities and state assistance) Both parents share responsibility for bringing up their child and should always consider what is best for the child. Governments must support parents by creating support services for children and giving parents the help they need to raise their children.
- **Article 19** (protection from violence, abuse and neglect) Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.
- **Article 23** (children with a disability) A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an

active part in the community. Governments must do all they can to support disabled children and their families.

- **Article 28** (right to education) Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.
- **Article 31** (leisure, play and culture) Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

3. Implementation

- All staff have a duty of care and model/reinforce good behaviour by their own actions when interacting with pupils at all times during the school day. Staff show empathy, patience and understanding for the reasoning behind pupil behaviour.
- At Lancasterian we believe in an attachment aware approach to emotion and behaviour support, with staff attending regular training on Adverse Childhood Experiences (ACEs), Trauma informed Practice, and wider child protection training. As our pupils come from a variety of backgrounds, it is essential that we prioritise pupil-teacher relationships, and how they can positively impact on pupils' emotion regulation and behaviour.
- All staff will use an emotion coaching approach such as 'Zones of Regulation' to support pupils to understand, regulate and reflect on their behaviour.
 - **Step 1:** Recognise the pupil's feelings and empathise with them
 - **Step 2:** Label the pupil's feelings and validate them
 - **Step 3:** Problem-solve appropriate emotion regulation strategies with the pupil
- At Lancasterian we believe that the curriculum, routines and our learning environments all have a tremendous influence on learning and relationships. As the pupils require different learning environments the classrooms are specifically tailored to meet their needs. The above ensures that all staff are using preventative methods to reduce any distressed behaviour.
- At Lancasterian we believe that a structured curriculum and effective learning are vital to the promotion of positive behaviour. This is achieved by thorough planning with clear objectives that are differentiated to meet individual needs, abilities and preferred learning styles. All are vital to engage, stimulate and motivate the pupils therefore developing positive behaviours and active involvement in their learning.
- Staff will liaise with outside agencies such as CAMHS, Educational Psychologist, Occupational Therapist, Speech and Language therapist, to further support pupil's behaviour at school and at home. At Tier 1, class staff are responsible for this communication, at Tier's 2 and 3, Behaviour Leads are responsible for the communication.
- All positive behaviour will be recognised, acknowledged and praised by staff. This will be further reinforced within appropriate achievement sharing.
- Approaches relating to de-escalation, diffusion, and positive handling are taught alongside the theory underpinning Team Teach.
- Due to the sensory needs of many of our pupils, each class has access to a wide range of sensory strategies and equipment to support self-regulation in our pupils. Should further support be needed, staff can request a pupil be assessed by an occupational therapist.
- All staff will receive training within six months of starting at Lancasterian. Initial Team Teach training is a two-day programme [12 hours]. If there is a wait for this initial training then staff may receive training relating to personal safety. In-service after school training (INSET) and full days training form part of the ongoing continuing professional development (CPD) School programme. Training reflects school and individual pupil needs. Team Teach Training is delivered by intermediate team teach trainers.
- For pupils who show/demonstrate distressed behaviour, effective de-escalation strategies are used in order to ensure that the pupils learn alternative behaviours to support independent regulation. This enables pupils to access as many

opportunities as possible for learning at Lancasterian and life in the community. Behaviour support strategies can be discussed with behaviour leads.

- **NB:** Students cannot lose break/lunch times as a behaviour support strategy and Time Outs can only be used as part of an agreed Communication Support Plan (CSP) strategy.
- **NB:** Restricted environments are only used as a strategy for individual students where the physical risk to self and others is extremely high and they have gone through behaviour and Deprivation of Liberties (DOLs) assessments.
- Teachers will involve carers at an early stage where a pupil is experiencing problems with behaviour/communication. In this situation the three-tiered approach will be used by staff to guide the process; when necessary a CSP will be put into place in full consultation with carers. These are an ongoing working document.
- There may be occasions where the use of restrictive physical intervention (RPI) is appropriate e.g. if a pupil is hurting themselves, others, or damaging property that could harm themselves or others. Any intervention used will always be reasonable, proportionate and necessary, showing maximum care and minimum force for the shortest amount of time. It will seek to avoid injury to the pupil. If staff risk-assess that a RPI may be necessary then an IRIS Adapt log will be completed and a CSP created or revised. This will be continuously monitored by a behaviour lead.

Team Teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent "side-effect" of ensuring that the service user remains safe"

George Matthews – Founder

- **NB:** Lancasterian school does not approve of any physical restraint that deliberately inflicts pain on the pupil.
- As a school we recognise that RPI can have a negative impact on relationships between pupil and staff members. Therefore, it is essential that reparative work is completed between pupil and key staff members, to mend and improve relationships.
- In very serious cases, after times of extreme distress, the Head Teacher may consider short term exclusions for pupils to aid self-regulation and processing times for reflective practice. Details of re-integration after a short-term exclusion are outlined in appendix 4.
- All staff are able to request a debrief when needed following an incident or series of incidents. A debrief is an open and supportive process for staff, so that in response to an incident, further actions can be acknowledged and addressed. This may take the form of an informal team discussion or a more formal request for support. Physical intervention notifications may inform the request for a formal debrief. Debriefs are completed by behaviour leads and records are kept within individual pupil folders.
- To ensure a smooth transition to the next academic year, pupils will have transition sessions with their new teacher(s). In addition, staff members will hold transition

meetings. To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour may be transferred to relevant staff during transition planning prior to the new academic year. Information on behaviour may also be shared with new settings for those pupils transferring to other schools.

3a. Roles and Responsibilities

- The **Governing Body** is responsible for reviewing and approving the written statement of behaviour principles within this policy. The Governing Body will also review this behaviour policy in conjunction with the head teacher and monitor the policy's effectiveness, holding the head teacher to account for its implementation and monitoring of incidents in school.
- The **headteacher** is responsible for monitoring and reporting of the behaviour incidents to the Governing Body. They are also responsible for reviewing this behaviour policy in conjunction with the Governing Body, giving due consideration to the school's statement of behaviour principles within this policy. The head teacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with behaviour, and will monitor how staff implement this policy to ensure effective behaviour support is applied consistently.
- This behaviour policy will be reviewed by the head teacher and policy committee every year. At each review, the policy will be approved by the head teacher. The written statement of behaviour principles within this policy will be reviewed and approved by the SLT, Staff and Governors every 3 years or as necessary, whichever comes first.
- The **behaviour leads** are responsible for:
 - Supporting staff to troubleshoot strategies for specific behaviours and specific pupils
 - Leading incident debriefs
 - Reviewing, actioning and signing off IRIS logs
 - Supporting teachers to write CSP's
 - Reviewing CSP's
 - Completing Team Teach Intermediate Training (Train the Trainer)
 - Leading behaviour training
 - Collating, analysing and distributing behaviour data
 - Contributing to Lancasterian's Positive Behaviour Strategy
- **All staff** are responsible for:
 - Ensure that pupils feel safe, happy and engaged in their learning
 - Valuing the views and needs of the pupils to ensure that they are treated with dignity and respect
 - Modelling positive behaviour at all times
 - Implementing the behaviour policy consistently
 - Providing a personalised approach to the specific behavioural needs of particular pupils
 - Recording behaviour incidents
 - Attending training to further their understanding of supporting behaviour

The senior leadership team will support staff in responding to behaviour incidents.

- **Carers** are expected to:
 - Discuss any behavioural concerns with the class teacher promptly
 - Work with the school to implement consistent positive behaviour support strategies

- Inform the school of any changes in circumstances that may affect their child's behaviour

4. Impact

Lancasterian is an all aged special school (4-16) with pupils with a varied range of needs. Expectations and support strategies for our pupils will vary dependent on the individual. Regardless of need, positive behaviour looks like: effective self-regulation, positive relationships, effective reparative practice, and ultimately happy pupils that are engaged in their learning.

This policy will promote the following, that are embedded into the school; Attachment Aware, Self-Regulation and Team Teach. This supports excellent teaching, learning and progress. It will promote the high standards and high expectations set out in the school's aims.

Appendix 1

Meet the Team

Appendix 2

Carers Involvement

Dear Carers,

The Governing Body has recently updated our School's Behaviour policy. I am enclosing a copy of the policy.

To implement this policy we require the support of the carers of the pupils that attend Lancasterian School. By working in partnership with the school your child will develop emotionally and socially with a consistent message from school and home about how to regulate their emotional and sensory needs, whilst learning more appropriate ways of expressing their emotions and asking for help.

The way carers can help:

- If you have concerns about your child demonstrating behaviours that challenge at home then in the first instance, use positive behaviour support methods to prevent this behaviour. It will help if you can use the same methods as school to stop inappropriate behaviour. We do not recommend any physical chastisement as this doesn't usually have the effect of stopping the child.
 - NB: In line with our safeguarding policy, if your child reports to school that they have been physically chastised in any way, we are obligated to investigate and may seek advice from Social Care.

- If you are concerned about your child's behaviour, talk to their class teacher. They may be able to support carers in suggesting strategies to deal with pupils at home if they are behaving inappropriately. We may be able to seek other support and guidance for you.
- If we ask to discuss the support of your child's behaviour please be willing to listen and share ideas. Working together will help to overcome problems far more quickly.
- If your child shows very high levels of distress, we may need to use strategies such as withdrawal to a calm space, time-outs, or physical interventions. These will be outlined in their Communication Support plan (CSP). In very serious cases the Head Teacher may consider short term exclusions to aid self-regulation and processing times for reflective practice. We will inform you if this is the case.

Remember we are available by telephone or appointment if you have any concerns about this policy or any incidents involving your child.

Thank you for your support.

Yours sincerely,

Alison Randall

Headteacher

Carer agreement

I confirm that I have read the Lancasterian School policy on our guide to a caring school and agree to support the school in the implementation of this policy

Signed ----- (Carer)

Date -----

Appendix 3

Lancasterian School Communication Support Plan

				Stage 3		
	Baseline	Stage 1	Stage 2		Stage 4	Stage 5
How I might communicate	I interact with peers. I use a chew I hum quietly	I sign for a back massage. Shouts/Screams "Shut up" at peers or adults.	I Pinch and scratch staff Hits, kicks or throws things at children. I provoke other children.	I kick or hit staff and students. I grab hair and try to pull people over. I scream and shout.	I will cry and sob, shout and scream. I will lie down on the floor. I will Sign for the Toilet	I Will ask to do a job or want to help. I will need to be taken to a familiar space to de-escalate with minimal talking from staff.
What adults think this means	I am calm I am happy I am ready to learn I am able to process instructions	Something is unavailable to me. I did not get to go first.	Something is unavailable to me. Somebody called me names. Something hurts.	I am upset but also needs space. I cannot regulate my emotions. I need a help hug.	Starts to reflect on my choices. I need reassurance.	I want to try to "Turn it around".
What helps	Secure staff base Opportunities to socialise Praise Challenging work	Simple Language. Offer me alternatives to solve the problem. Help hug.	Change of face/ staff help. Supportive touch- e.g. Help hug to guide.	Change of face/ staff help. Time away from others to calm down. If possible, remove the other children from the room. Distract me with...	Soft voices. Limited choices. Reassuring help hug.	Reflect on my behaviour. Give me an opportunity to put things right.

Scripts	<p>'Well done...'</p> <p>Catch the pupil being good.</p>	<p>I wonder are you feeling...</p> <p>When and then.</p> <p>Would you like a help hug?</p> <p>Single word instructions 'Finished' whilst being shown a visual or object of reference.</p> <p>Give plenty of take up time.</p>	<p>I wonder...</p> <p>When and then.</p> <p>Use your words</p> <p>____, would you like to come with me to...</p>	<p>When ... then.</p> <p>You talk I'll listen.</p> <p>Think about</p> <p>How can we turn it around?</p> <p>Sign- finished/ Class/ Stay.</p>	<p>How could we turn this around?</p> <p>Sign- all OK?</p> <p>Give ____ their communication book</p> <p>Can I help?</p>	<p>You can...to put it right</p> <p>The use of known single symbols with one word instruction</p> <p>How could we do it differently next time?</p>
Effective De-Escalation strategies				Follow up outcome		
<ul style="list-style-type: none">• Distraction- a small 5 min activity.• Firm and consistent boundaries – MUST follow through.				<ul style="list-style-type: none">• Repair and reflect activity• Discussion with carers		
Targets:						
<ul style="list-style-type: none">• To increase time in class• Communicate own emotions before they reach stage 3.						

Risk Assessment and Positive Handling Plan

If _____'s behaviour has escalated beyond what is in stage 1 and supportive strategies have been followed accordingly, using a dynamic risk assessment and acting in the best interest of _____'s safety it may be necessary to physically intervene.

Step 1: Hazard	Step 2: Who/ What might be harmed/ damaged?	Step 3: (Reasonable, proportionate and necessary)	
		Current control measure	Further control measures to be provided
			2Person Single Elbow to sofa or nearby

Throw/kick property	Staff and pupils, property	Firm clear direction, simple language.	Calm Room /2Person Single Elbow on chairs		
			2 Person figure four or double elbow if more support is needed.		
Scratches, bites, hits and kicks others	Staff and pupils	Caring Cs, Help Hug, Distraction, thinking time, quiet space.	2Person Single Elbow to sofa or nearby Calm Room /2Person Single Elbow on chairs		
			2 Person figure four or double elbow if more support is needed.		
Step 5: Review and update					
	Notes:	Signed:			
		Student	Parent/Carer	Teacher	Behaviour Lead
Term:					
Date:					
Term:					
Date:					
Term:					
Date:					

Appendix 4

Re-integration Policy

In the instance of a short-term exclusion, Lancasterian pupils must follow the subsequent steps for successful reintegration to school. This is to ensure successful reparative and reflective practice takes place to mend and improve relationships moving forward.

- On day of Exclusion, the Head Teacher will call carers to explain the terms of the short-term exclusion, including duration and expectations. Duration will be decided in accordance with views of the class teacher and Behaviour Lead.
 - The pastoral lead will liaise with behaviour lead and class team to plan reparative session: *Who will lead, where will session take place, what activities are needed, what are the success criteria?*
- The day before the pupil returns to school, a member of staff will call the carer to outline the re-integration plan.
- On the day of return, the carer and pupil must meet with the head teacher and pastoral lead to look at supportive measures moving forward, before returning to class. Within this meeting the revised CSP will be agreed to by both carer and pupil if appropriate.
 - **NB:** In the instance that the Head Teacher is not available, re-integration meeting must take place with a Deputy Head Teacher and the Pastoral Lead.
- When ready, the pupil will complete reparative and reflective work with designated staff member. This can take place off-site if beneficial for the pupil.
- Once the repair and reflect session has taken place, the pupil can re-integrate with the class.
 - This may require an individualised approach e.g. a phased return, individual timetable, alternative work space

