

**Behaviour Policy and statement of Behaviour Principles**

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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 working towards becoming a Rights Respecting School and takes the safety and individual opinions and views of the pupils as paramount.

This policy statement should be read in conjunction with DFE guidance on exclusions, physical interventions and our school policies and guidelines on positive handling, using the calm room and the pupil's right to dignity and courtesy. This policy is written to help make Lancasterian a positive and inclusive environment for all pupils.

### **3.1. Aims**

**This policy aims to ensure:**

- That every child learns in a happy settled environment
- A consistent approach to behaviour management
- That we deal with unacceptable behaviour, including bullying consistently
- Expectations and roles and responsibilities are clear
- Good behaviour is recognised and any difficulties are dealt with appropriately

**The pupils have the right to:**

- A safe and supportive education that will prepare them for adulthood
- A safe environment where they feel included, valued and heard
- To be treated with respect and dignity
- Equal opportunities for all

#### **What is Good Behaviour?**

Lancasterian is an all aged special school; pupils are aged 3 – 16. The ranges of special needs are varied and as a result of this, expectations of different ages and groups may be different. It is recognised that all pupils are individuals, a happy place is a safe place where everyone:

- **Listens to each other**
- **Follows instructions given by staff**
- **Does their work**
- **Looks after each other and hands in anything valuable at the office**
- **Moves around school quietly and sensibly**
- **Is polite**

Pupils are expected to always behave in this way and are helped to understand and recognise what good behaviour looks like at all times. Some pupils may find it difficult to understand what is expected of them – it will be carefully explained and shown to them through a visual code of conduct around school and in classrooms by the staff and examples shown where needed so that they can make responsible and good choices. They will be given the opportunity and time to repair and reflect.

### **4.2. Pupil code of conduct**

#### **EYFS and Primary Department**

1. Good Listening
2. Good Looking
3. Good Sitting
4. Good Turn Taking
5. Be kind
6. Work hard
7. Look after each other

#### **High School**

**We all work together to:**

1. Listen to everyone
2. Follow instructions

3. Be your best
4. Help and support each other
5. Be honest
6. Share what we think and feel
7. Respect everyone

## **5. How do we ensure good behaviour at Lancasterian School?**

The staff at Lancasterian School take a Rights Respecting approach when teaching pupils to understand their behaviour. Staff responds to pupil's needs by encouraging and modelling them to take a positive self-reflective approach.

- Recognise and highlight good behaviour as it occurs and help the pupils to understand that how they treat people affects how people treat them ( e.g. to have a friend you have to be a friend).
- Encourage the pupils to be responsible for their own behaviour.
- Work with pupils to understand the code of conduct, their rights and their responsibilities.
- Good behaviour leads to a safe, positive atmosphere and learning environment.
- Pupils need to be prepared for the challenges hard work that school requires with a willingness to learn.

**Everyone thrives on praise and encouragement. Good behaviour will always be recognised.**

This may be:

- A word of praise
- A certificate or sticker
- A mention in assembly
- A postcard to parents or a telephone call
- Special responsibility
- Some other special age appropriate reward
- A place on our V.I.P. table on Friday lunch time – Break?
- An educational visit out of school.
- Reward charts – EYFS & Primary
- Achievement points – High School

## **6. Inappropriate behaviour**

Occasionally some pupils may simply forget how they are expected to behave at school, whilst others may find it difficult to accept that the rules apply to them. It is not fair that the behaviour of a few pupils can spoil the atmosphere of the school for everybody.

We will stop this happening by:

- Responding to the pupil's individual needs and pre incident issues that have caused the pupil to display inappropriate behaviour
- Directing pupils to the calm room (see guidance outside each room) taking a restorative approach to the incident
- Moving the pupil within the classroom / managing the layout of the classroom making it more effective
- Working with the pupil to write a social story to help them understand what is expected and what this looks like
- Working with the pupils on appropriate targets and rewards to further support and direct good behaviour which will be laid out in a (differentiated) behaviour contract
- Giving effective reprimands and reminders of appropriate behaviour and the school code of conduct
- Separating the pupil from the class and referring them to a member of the senior management team

It is recognised that pupils are individual and therefore particular sanctions may be more effective for some pupils than others. It is important to know and understand the pupil. In all instances sanctions must be used reasonably. The withdrawal of food and drink is not acceptable.

A pupil will be asked to make amends for his/her poor behaviour by:

- If appropriate, apologising to those concerned
- Missing break time/ choice time
- Helping to pay a repair bill or replacement costs for damaged or stolen property
- Correcting his or her own misdemeanour.
- Completing a repair and reflection sheet with the person involved (restorative approach)

## **7. Consequences of unacceptable behaviour**

Lancasterian is a special school. Although some pupils do not always behave in an age appropriate way because of their learning difficulties we still aim to support them in understanding how they should behave so that they:

- can behave in the school community safely
- can enjoy a life outside school freely mixing in the wider community safely
- are prepared for the time when they leave school and go on to their next stage of education safely

Some pupils may require separate advice from an educational psychologist or clinical psychologist and possibly a behaviour programme.

Some strategies used include an Initial reminder verbal / visual check. Followed by:

- A stronger verbal check
- Time to respond
- Distracting the pupil by giving a quiet activity to do alone
- An explanation of why the behaviour is inappropriate
- A visual schedule of now and next
- A social story to remind of appropriate behaviour
- Removal from the situation, or removal of the class from the situation
- Work is completed in the pupil's own time as and when appropriate based on the individual
- Recording of the incidents if they happen frequently (a,b,c chart)
- Parents invited in to discuss the behaviour
- Formulate a behaviour programme if necessary with agreement between school, home and other professionals involved
- Write a behaviour plan and if appropriate and necessary a Positive Handling Plan

**N.B. Communication with parents at all stages is paramount**

The school may use one or more of the following sanctions in response to unacceptable behaviour:

## **8. Acts of Violence**

Fighting (including play fighting) kicking, thumping or any act of violence, bullying or stealing will not be acceptable and will always be challenged. This is not acceptable behaviour and usually occurs for trivial reasons. The pupils will be given a consistent message that fighting is wrong and if they see anyone fighting it should be reported to a member of staff. Staff will always take a restorative approach when dealing with any incidents. Appropriate and clear targets will be set with the pupil and a behaviour contract put in place to support appropriate behaviour. Plans and schedules will be updated and amended according to need.

**In a case where a pupil repeatedly misbehaves, possible physical or emotional causes will be investigated.**

## 9. Lateness (see Attendance and Punctuality Policy)

Most of the pupils at Lancasterian School have very little control over the time they arrive in school as they travel by school transport. Independent travellers arriving late and unexplained lateness to lessons after break and lunchtime will be monitored and appropriate action taken. This will encourage the pupils to take responsibility wherever possible for their own punctuality.

## 10. Incidents on the way to and from school

The school will take action for incidents of unacceptable behaviour by pupils which occur to and from school where this affects the safety of other pupils or the reputation of the school.

## 11. Anti-Bullying

Unfortunately bullying happens in all schools. Bullying is behaviour that is deliberately hurtful, repeated over a period of time and where it is difficult for the person being bullied to defend themselves.

Both physical and verbal bullying can cause long-term distress for pupils. Bullying is unacceptable behaviour and will not be tolerated.

### **Bullying can take different forms:**

- **Verbal bullying** (name-calling, sarcasm, taunting, teasing, spreading rumours, etc.)
- **Psychological / Emotional bullying** (excluding, tormenting, hiding things, making gestures, etc.)
- **Physical bullying** (pushing, kicking, hitting, spitting, or any other use of physical violence)
- **Cyberbullying** (email and internet chat room misuse, mobile threats by text or calls, misuse of associated technology, i.e. camera/video facilities, etc.)

### **Sometimes bullying happens for no reason at all, but it can often fall into specific 'types' of bullying:**

- Bullying on the grounds of body image/size/obesity
- Faith-based bullying
- Racist bullying
- Homophobic bullying
- Bullying related to SEN or disability
- Sexist/Gender bullying
- Ageist bullying

In our school, 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 stopped by:**

- Creating a safe environment where pupils are able to discuss their views, share their opinions and feel valued and listened to.

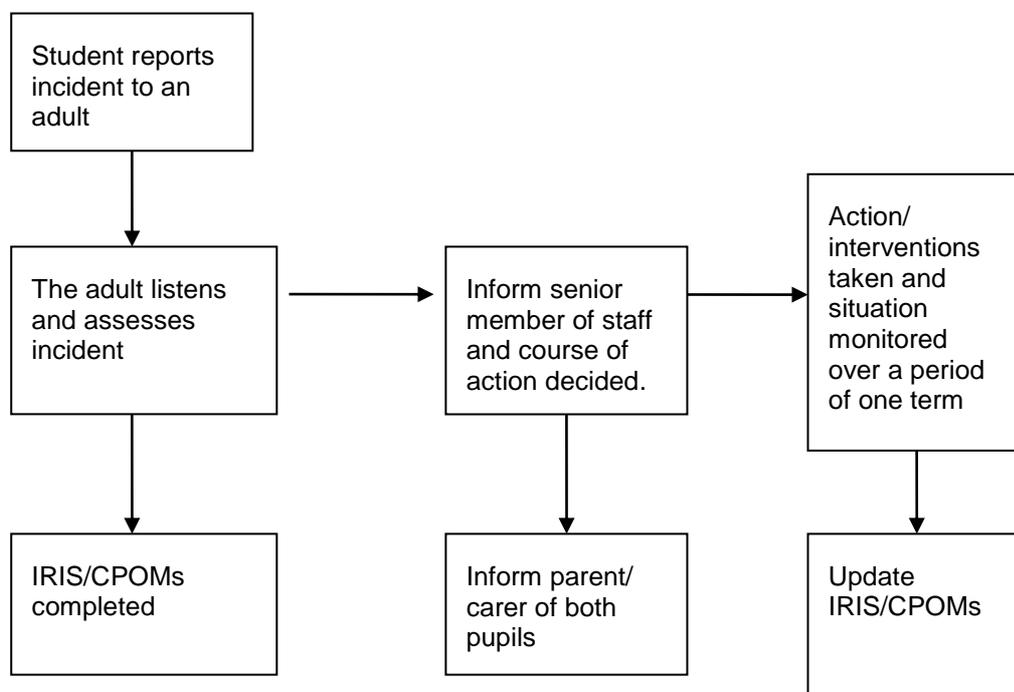
- Creating a climate of trust and confidence so that pupils feel able to communicate to staff about difficulties experienced by themselves and other people.
- Discussing issues openly in lessons and assemblies.
- Supporting the victim by taking the incident seriously.
- Explaining the hurtful nature 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 at Lancasterian

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

### FLOW CHART OF THE APPROACH TO DEALING WITH BULLYING AT LANCASTERIAN:



**IF PARENTS ARE AWARE THAT THEIR CHILD IS BEING BULLIED THEY SHOULD INFORM SCHOOL SO THAT THE MATTER CAN BE DEALT WITH.**

### Racism

The pupils and staff at Lancasterian School benefit from the rich traditions and cultural heritage of pupils and staff from all over the world.

**RACIST BEHAVIOUR OF ANY KIND IS TOTALLY UNACCEPTABLE TO THE SCHOOL AND WILL NOT BE TOLERATED. WE KEEP A LOG OF ALL RACIST INCIDENTS**

Consistency is very important in reacting to racism in all its forms.

Racial abuse is an attack on the fundamental identity of a person. It is extremely hurtful.

### ACTION TO BE TAKEN

1. On witnessing an incident – intervene.
2. Support the victim.
3. Report the incident.
4. Complete the incident report form
5. Disciplinary measures will be taken.

## **Homophobic and Sexist behaviour**

At Lancasterian School pupils are given equal access to all aspects of school life, regardless of gender.

### **HOMOPHOBIC AND SEXIST BEHAVIOUR OF ANY KIND IS TOTALLY UNACCEPTABLE AND WILL NOT BE TOLERATED**

There must be consistency in reacting to homophobia and sexism in all its forms, it is an attack on a person's identity and is very hurtful.

#### **ACTION TO BE TAKEN**

1. On witnessing an incident – intervene.
2. Support the victim.
3. Report the incident.
4. Disciplinary measures will be taken.

## **Roles and Responsibilities**

### **10.1 The governing body**

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 headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation and monitoring of incidents in school.

### **10.2 The head teacher**

The head teacher 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 headteacher will also approve this policy.

The headteacher 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 rewards and sanctions are applied consistently.

### **10.3 Staff**

Staff are responsible for:

- Implementing the behaviour policy consistently
- Value the views and needs of the pupils to ensure that they are treated with dignity and respect
- Modelling positive behaviour at all times
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Ensure that pupils feel safe, happy and engaged in their learning
- Recording behaviour incidents

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

## 10.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

## 11. Pupil 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. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

## 12. Training

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

Behaviour management will also form part of continuing professional development.

## 13. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and policy committee every year. At each review, the policy will be approved by the headteacher.

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.

## 14. Legislation and statutory requirements

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

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [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 88-94 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

## **15. Links with other policies**

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy

## 12. Appendix 1

### **Lancasterian School Code of Conduct EYFS and Primary Department**

Good Listening  
Good Looking  
Good Sitting  
Good Turn Taking  
Be kind  
Work hard  
Look after each other

#### **High School**

#### **We all work together to:**

Listen to everyone  
Follow instructions  
Be your best  
Help and support each other  
Be honest  
Share what we think and feel  
Respect everyone

### **Staff with Key Responsibilities for Anti-bullying and Safeguarding**

**Designated Safeguarding Lead:** David Critchlow

**Safeguarding Team:** Kira Buhler, Jackie Carter, Julie Whitley, Katie Hall

**Lead for Behaviour:** David Critchlow

**TA2 for Behaviour:** Elis Piaf

**Early Help and Intervention Lead:** Jackie Carter

## Appendix 2

### PARENTAL INVOLVEMENT

Dear Parents and 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 parents and guardians of the pupils that attend Lancasterian School. By working in partnership with the school your son / daughter will develop emotionally and socially with a consistent message from school and home about what is acceptable and unacceptable behaviour.

#### The way parents can help:

- Know what good behaviour is and tell your son / daughter what it is. (Pages 3&4).
- If your son/ daughter behave inappropriately at home then stop him / her. It will help if you can use the same methods as school to stop inappropriate behaviour. **We would not recommend smacking as this doesn't usually have the effect of stopping the child.**
- If we ask to discuss the management of your son/ daughter's behaviour please be willing to listen and share ideas. Working together will help to overcome problems far more quickly.
- If you are concerned about your son / daughter's behaviour, talk to their class teacher. He / she will be able to help. We may be able to support parents 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.
- Please support us if we have to use sanctions with your son / daughter whilst they are at school. We will do so only if there is an incident which requires us to do so. We will inform you if the matter is very serious.

**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,**

**David Critchlow  
Acting Head Teacher**

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*PARENT 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*            ----- *(parent / guardian)*  
*(delete)*

*Date*            -----



## Appendix 3

### Lancasterian School Individual Behaviour Plan

\*\*\*\*\* will:

Be supported using a now and next board to reinforce expectations and events of the day.

#### **Challenging Behaviours**

- Refusal to cooperate

#### **Triggers**

- New tasks / Activities for learning

#### **Behaviour Management Strategies**

- Use the now and next board to show \*\*\*\*\* activity now

#### **Sanctions**

- Loss of reward

#### **Goals/ working towards**

- Stickers

**We give our full support to this behaviour programme**

Signed: \_\_\_\_\_ (Pupil)                      Date: \_\_\_\_\_

Signed: \_\_\_\_\_ (Parent/Carer)                      Date: \_\_\_\_\_

Signed: \_\_\_\_\_ (Class teacher)                      Date: \_\_\_\_\_