



Lakeside
School
Learning for life

Behaviour Policy 2025

Review January 2027

PURPOSE OF THE POLICY

This policy seeks to maintain and support an ethos engendering mutual respect, positive relationships and clear consistent expectations thus creating and fostering learning and achievement. It determines the teaching methods that will be used in order to achieve high standards of behaviour.

PRINCIPLES

Staff at Lakeside School believe:

1. All pupils have the right to learn in a calm, safe and purposeful environment.
2. All pupils can be supported to learn and behave with dignity
3. That securing positive relationships with and between pupils is key to them developing into secure, happy young people who are interested in their own learning.
4. That effective behaviour support can only be achieved through partnership with parents and other agencies.

This policy will embrace the principles of the Teaching and Learning Policy, Equality Policy and Special Needs Policy.

It is also supported by the Policy for Physical Intervention, Anti- Bullying Policy, the Autism Policy and practice documents.

PRACTICE

All Pupils are supported to behave with respect for each other and themselves through effective classroom management and a curriculum which promotes values of tolerance, empathy and independence. They are encouraged to understand how to behave in order to develop relationships and be effective participants within their community.

We believe that there is a difference between behaviours that are planned and conscious and behaviours which are an unconscious reaction to stress, organic conditions and/or environment. The school environment is designed to support positive behaviour and reduce arousal and stress. Staff work in a multi -disciplinary team in order to underpin a holistic approach to each pupil.

Some pupils require specific support because of the barriers that their behaviour presents. These barriers are assessed according to the following criteria:

1. Threats to safety to the pupil or to others
2. Disruption to the learning of the pupil and their ability to make positive relationships
3. That general good classroom management and curriculum delivery is not enough to support this pupil effectively. They require further changes to pedagogy and environment in order to succeed.
4. There is evidence that the emotional wellbeing and ability to learn of other pupils in the class is seriously and regularly compromised.

In the event of further specific support being needed the following procedures are in place:

1. Observation and recording of triggers and consequences for behaviour using the ABC forms. (Antecedent, behaviour consequence)
2. Risk assessment of behaviour and its effects- using the risk assessment calculator.
3. Multidisciplinary approach to analysing these records, defining underlying causes of challenging behaviour and writing a behaviour support plan coordinated by the pupil's teacher. These are in two forms: 'Pen Pictures' and 'behaviour support plan' - the latter offers more detail for highly challenging pupils
4. Communication of Behaviour support techniques and principles to all staff involved with the pupil.
5. Consistent trialling and monitoring of behaviour support plans and regular monitoring of its effectiveness and value by the behaviour support team and senior leadership team.

EXCLUSION

The school reserves the right to exclude pupils where significant and sustained efforts have been made to support pupils and enable them to be educated within the school and the criteria discussed above still remain. There may be very unusual and specific occasions where pupils have to be permanently excluded after an extreme and unforeseen event which causes them and other pupils to be a serious risk of harm if they remain at the school.

STAFF TRAINING

The school has joined all special schools in Hertfordshire in using the 'Therapeutic Thinking' package for behaviour support. All staff are trained using the 'Therapeutic Thinking' package and some staff are trained according to audited need in further techniques for physical intervention using the 'Therapeutic Thinking Principles of Restrictive Intervention' package. The school induction package contains teaching to support understanding and skills required to support behaviour. Behaviour training linked to the schools SEF is delivered on a Wednesday afternoon to Teachers, and a Friday afternoon to Learning Support Assistants once a term.

CONSEQUENCE

The Therapeutic Thinking philosophy requires commitment to positive experiences which we believe lead to positive behaviours. Negative experiences lead to negative behaviours. Pupils respond to high expectations and positive ethos which causes them to want to behave in a positive manner.

A few pupils are conscious of their behaviour and plan to behave in certain inappropriate ways in these cases we strive to link consequences to their behaviours. Staff ensure through careful explanation, modelling and visual support that pupils learn to understand the link between inappropriate behaviour and consequence. We are committed to teaching children how to behave we do not use punishment as a method for teaching them.

Where pupils are acting in an unconscious manner, we strive to bring these acts into their conscious thought so that they can be more aware of them and begin to learn to use more positive ways of interacting. We will also support the pupils by changing their environment so that they can succeed within it. We are committed to equity in our approach and believe that equality is reached by carefully analysing the individual needs and pathways of each pupil.

We do not believe that praise and reward is a permanent behaviour changer. Change comes from the firm establishment of positive, affirming and honest relationships

ROLES AND RESPONSIBILITIES

1. Staff (teachers and learning support assistants) should support pupils to:

- Access and engage in positive relationships
- Demonstrate respect for themselves and others
- Be motivated to learn and achieve
- Communicate their needs, emotions and aspirations.

2. Staff should apply the school principals, ethos and specific training regarding challenging behaviour in order to:

- Set clear expectations, boundaries and limitations
- Be consistent and fair
- Intervene early to prevent deterioration of behaviour and well being
- Support each other to secure and maintain the respect of pupils by intervening only when asked or when they are aware there may be a safeguarding issue.
- Make learning and school fun in order to promote intrinsic motivation
- Identify pleasurable activities for each individual pupil and provide these on a regular, planned basis.
- Promote dignity and independence through carefully planned activities for individuals and groups
- Seek support from other professionals such as the school nurse, social workers, Educational Psychologist to secure robust, holistic support for pupils.
- Work in partnership with parents to provide consistent support for positive behaviours.

SCHOOL RESPONSIBILITY (SENIOR LEADERSHIP TEAM)

- To provide a safe, stimulating and supportive learning environment.
- To plan and provide staff development opportunities for all staff so that they have a deep understanding of the issues surrounding challenging behaviour and are skilled at responding to it.
- To be clear in its expectations of positive attitudes and respect. It should be quick to deal with any deviation from this on the part of staff.
- To support class teams or individuals who are identified as struggling with particular issues regarding challenging behaviour
- To monitor and support communication with parents

- To provide opportunities for parents to learn how to support their child's behaviour at home.

PARENT PARTNERSHIP

We seek dialogue at all times with parents. Behaviour support plans are sent to parents with annual Reviews. Any changes to these plans during the year are communicated to parents. Parent's views and ideas should be sought and incorporated into any programmes for the pupil.

If pupils need restrictive physical intervention, by law parents must be informed on the day that it happens. (Please see Policy for Restrictive Physical Intervention).

MONITORING AND EVALUATION

The governing body will measure the impact of the policy by monitoring number and severity of incidents and discussing these with the senior leadership team.

The behaviour support plans are evaluated by teachers continually. During evaluation the behaviour support team look at numbers and severity of incidents and discuss with staff to assess how well we are succeeding in reducing challenging behaviours and replacing them with positive behaviours. The school leaders responsible for behaviour support will collate and evaluate these sheets. These staff are all trained as Therapeutic Thinking tutors. They will then meet with teachers to discuss further steps to support pupils. Advice and support from teachers responsible for autism will also be sought when pupils have Autistic spectrum conditions.

Teachers will update behaviour plans in line with assessment deadlines once a term. The Head teacher will monitor behaviour support plans when they are submitted with the Annual Review.

