



Lansbury Bridge School

Behaviour and Discipline Policy.

To be read with the following policies

Safeguarding policy

Care and Control

Author	Written	Standards Committee	Ratified at FGB	Chair of Gov's signature	Next Review
C. McNally	March 2018	01-02-2018	20-02-2018		
	Reviewed Sept 2022				Sept 2023

Lansbury Bridge School promotes equality of opportunity for all. No one will receive less favorable treatment on the grounds of gender, race, disability, sexuality, age, maternity / pregnancy or religious beliefs. When considering Behaviour and Discipline staff should ensure that they adhere to the above commitment.

Pupil Behaviour and Discipline

Our aim at Lansbury Bridge School is to provide a safe, secure and caring environment where expectations and achievements are high, and where all children and young people realise their full potential in all areas of their development.

Values and Ethos

In implementing this policy staff at Lansbury Bridge will be driven by the values and ethos of the school.

Our vision is to:

- Keep all of our pupils safe, secure and healthy
- Individualise learning for each pupil, enabling them to reach their potential
- Promote independence, confidence, life and social skills through a range of tailored activities and effective support
- Enrich our pupils' lives by providing exciting, interesting and fun activities across the school year
- Work positively with parents and multi-disciplinary teams, to provide the best care and remove potential barriers to learning
- Develop pupils' emotional, spiritual, physical and creative awareness and wellbeing

At Lansbury Bridge, we;

- Teach children to know and understand what is expected of them, and how, when and why we apply rewards and consequences
- Encourage children to take responsibility for their own actions
- Promote independence
- Support pupils to develop strategies for self-regulation
- Promote politeness, courtesy and respect between all members of the community
- Encourage pupils to reflect on their behaviour and the effect it has on others.
- Treat everybody as an individual
- Consider every day to be a "new day", and a fresh start
- Work closely with pupils and parents to support positive behaviour

SEND learners

Schools have duties under the Equality Act 2010 to take such steps as is reasonable to avoid any substantial disadvantage to a disabled pupil caused by the school's policies or practices;¹⁶

Under the Children and Families Act 2014, relevant settings have a duty to use their 'best endeavours' to meet the needs of those with SEND

If a pupil has an Education, Health and Care 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 any of these duties, schools should, as far as possible, anticipate likely triggers and tipping points that might lead to behaviours that challenge. Plans will be made through the pupil support plans to ensure provision is in place to remove barriers to learning.

At Lansbury Bridge we nurture a school environment that embraces care, good order and discipline by

- Providing a curriculum that is relevant, stimulating, and matched to the individual needs and ability of each pupil through Individual Educational Programmes.
- Making school a stimulating and rewarding environment for children and their parents.
- Providing an environment in which positive relationships between staff and pupils, and pupils and their peers can be developed.
- Working and communicating with parents to develop positive and supportive relationships between school and home.
- Using opportunities for work experience at Key Stage 4 to extend pupils' experience of adult role models and encourage positive behaviour.
- Encouraging all pupils to take responsibility for their own behaviour.
- Where appropriate, setting individual short and long term targets for behaviour and implementing programmes to modify behaviour.

- Recognising and rewarding positive behaviour.
- Challenging inappropriate behaviour such as bullying, verbal or physical aggression, or conduct likely to hurt or harm themselves or others.
- Challenging any racist or sexist language or other oppressive behaviour.
- Making the physical environment sensitive to the needs of the individual.

Through the Junior Leadership Team, pupils at Lansbury Bridge agree that they will try their best to be a STAR.

S – safe

T – thoughtful

A – and

R - respectful

Rewards and consequences

To support pupils in maintaining positive behaviour we use a range of rewards and consequences. Rewards and consequences are given proportionately and appropriately to each individual. Rewards are given for positive actions and consequences given when actions are inappropriate.

Any rewards pupils earn they will receive at an appropriate time during the day, these rewards will never be lost as a consequence for subsequent actions. Pupils will never lose any lessons, curriculum entitlement or any part of a meal or snack as part of a consequence. Rewards will be appropriate to learner age and needs.

To support and maintain positive behaviour and pupil safety;

Computer use and e-safety	Any persons using school computer equipment with follow the user guidelines for safe use of computers.
Moving around school	When moving around the school building everybody will walk on the left.
Jewellery	Pupils may wear a simple wrist watch. A single stud in each ear is accepted, but must be removed or covered with a plaster of days PE or

	swimming is timetabled. No other jewellery is to be worn in school.
Make-up	Make-up must not be worn in school under any circumstances.
Mobile phones	Mobile phones can be brought into school by pupils who use public transport. Phones must be handed in to the office on arrival into school. Pupils will be able to collect their phone at the end of the school day.
Other valuables	Parents will be informed that valuable personal belongings must not be brought into school.

Behaviour that challenge

For most of the time and for the vast majority of pupils at Lansbury Bridge School the policy and procedures described above are sufficient to ensure that the school maintains an environment of care, good order and discipline in which children and young people feel safe and are able to learn, develop, and fulfil their potential.

However, from time to time some children may experience difficulties that lead them to present with behaviour that challenges. Our experience has indicated that this type of behaviour may be caused by a number of factors such as:

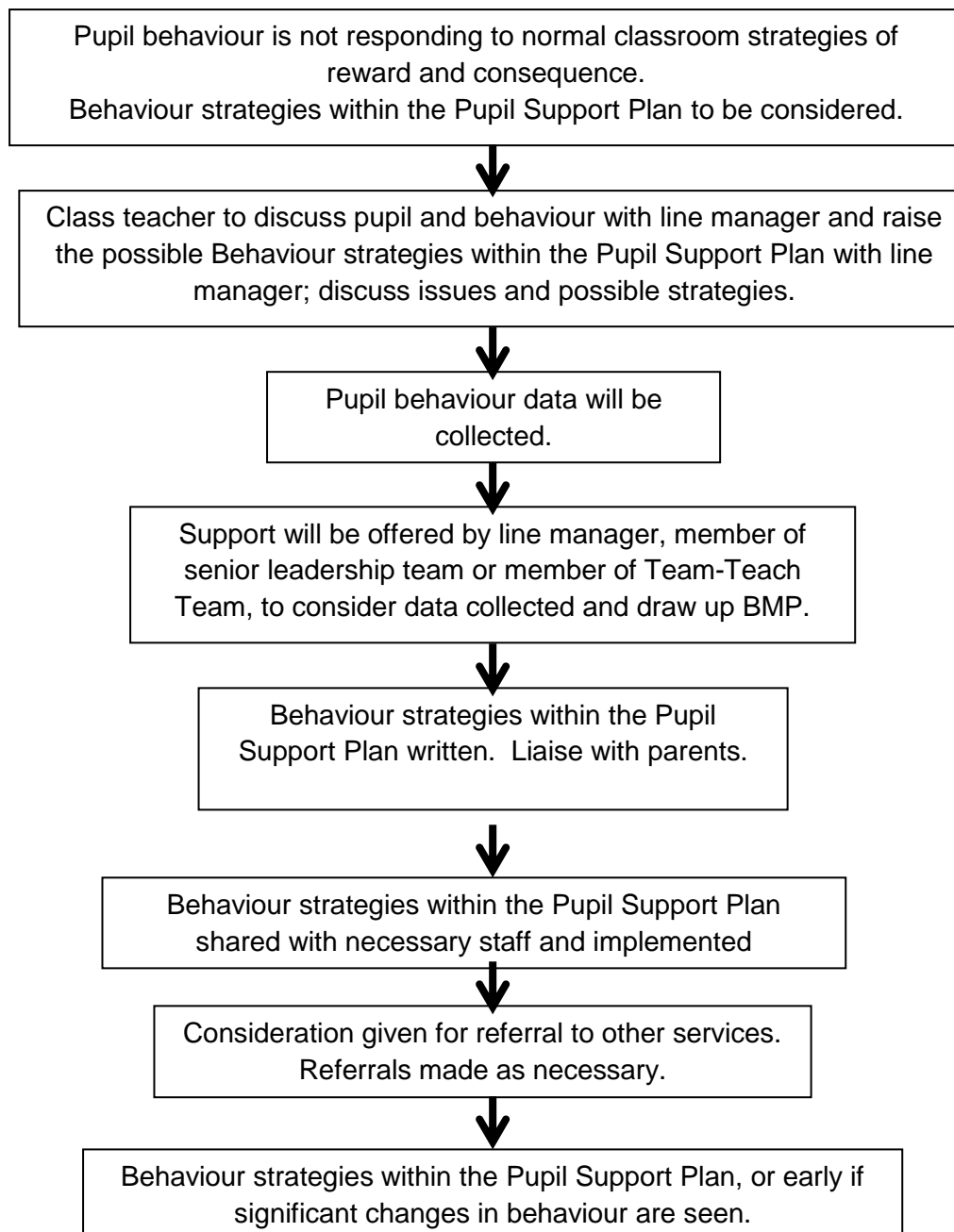
- a consequence of certain physical and medical conditions
- a consequence of certain learning and communication needs
- side effects of drug regimens used in connection with certain conditions
- emotional upset caused by changes in home circumstances
- inconsistent use of effective behaviour management strategies in other settings or at home
- difficulty in adapting to an aspect of the school's programme

Behaviour that challenges is defined as Lansbury Bridge School as behaviour that we are unable to manage using the normal range of rewards and consequences that are available to us (outlined above). It can also apply to inappropriate behaviour that is difficult to manage because it is presented with very high frequency.

We have a high percentage of children with an Autism diagnosis at Lansbury Bridge. Behaviour management in this case is concerned more with resolving individual needs than with social control and discipline.

Further guidance on managing behaviour and implementing strategies available in Appendix 6.

Where behaviour is presenting a challenge, the following protocol should be followed.



*blank examples of forms used for data collection to inform BMP, and blank 6-stage BMP document can be found as an appendix to this policy (Appendix 1)

The Use of Physical Intervention

Where challenging behaviour poses a risk to the health and safety of the child, staff or others; risks damaging property; or seriously disrupts the learning environment; staff may, **once all other strategies have been exhausted**, have to use physical intervention to reduce the risks and/or maintain good order as part of the Behaviour Management Plan. Where the intention is to include the planned use of physical intervention as part of a Behaviour strategies within the Pupil Support Plan the principles and procedures set out in the school policy on Care and Control should be adhered to. In addition to the principles and procedures set out in the Care and Control policy, if physical interventions are to be used as part of the planned strategy, a risk assessment will be included with the pupil support plan. (see Appendix 2).

There will be no planned use of Quiet Rooms during the implementation of Team Teach physical interventions. Unplanned use will be recorded through the Appendix 7b system.

When physical intervention is used a Record of Intervention (Appendix 7b) should be used to document the intervention.

1.	Record of Intervention (Appendix 7b) form printed. Staff handbook- Admin forms- Appendix 7b
2.	Record of Intervention (Appendix 7b) to be sequentially numbered. Single line in Blue Book completed to give brief details of intervention with corresponding number on form entered in blue book. Blu book located in the main office.
3.	Record of Intervention (Appendix 7b) completed. All staff involved in or witness to intervention to sign completed form.
4.	Completed form handed to member of Team-Teach Team.
5.	Form is reviewed, any necessary action implemented
6.	Form returned to office for filling and data collection.
7.	Appendix 7b is scanned and submitted to CPOMS

Recording and Reporting

Incidents and pupil accidents are recorded using CPOMS

Staff injuries are recorded using the St Helens Council Accident Form / Record of School Accidents.

Records of incidents where physical force / intervention has been used to control or restrain a pupil

Where an incident has resulted in the use of a physical force / intervention to control or restrain a pupil then a **Record of Intervention (appendix 7b)** must be completed (an example of this form can be found as appendix 5 to this policy).

An incident that has resulted in the unplanned (ie not covered by a Behaviour Management Plan) use of physical force/intervention to control or restrain a pupil should be reported to a member of the Leadership Team and parents.

Incidents will be reported to parents/carers.

The Headteacher will report all incidents involving the use of physical force to control or restrain pupils, to the Governing Body at Full Governing Body Meetings.

Exclusions

A pupil would only be excluded after all other strategies and interventions have failed to have an impact on behaviour, or in response to a serious incident such as:

- Serious actual violence to another pupil or member of staff
- Bringing illegal drugs or weapons on to the premises
- Persistent bullying
- Racial harassment
- Persistent serious disruption

Any exclusion would be at the discretion of the Headteacher. Parents would be informed verbally and by letter, and it will be recorded as an exclusion on the register. Work will be set if appropriate.

Prior to returning to class, a meeting will be held with a member of the Senior Leadership Team, parents and the pupil, to establish expected conduct and ensure it is safe for the pupil to be in school. The pupil will be supported to re-integrate into class.

Monitoring and Review

The implementation of this policy and procedures will be monitored by the Headteacher and Governing Body. The policy will be reviewed on an annual basis following consultation with staff, pupils and parents. This consultation will be carried out as part of the staff, pupil and parental surveys the school carries out to elicit feedback on the performance of the school. Proposed changes to the policy as a result of responses from these surveys will be contained in the School Development Plan.

Staff induction and training

All staff will receive an induction programme which includes an introduction to the contents and expectations of this policy. Staff will receive Team Teach training to develop understanding in implementing positive behaviour strategies, theory and physical intervention to promote happy, healthy learners.

Child-on-child sexual violence and sexual harassment

Following any report of child-on-child sexual violence or sexual harassment offline or online, school will follow the general safeguarding principles set out in [Keeping children safe in education \(KCSIE\)](#) - especially Part 5. The designated safeguarding lead (or deputy) will record, respond and report the incident, support and outcome accordingly.

The Lansbury Bridge culture promotes that sexual violence and sexual harassment is never acceptable, will not be tolerated and that pupils whose behaviour falls below expectations will be supported and managed appropriately. Lansbury Bridge is committed to promoting positive language and challenging negative concepts and attitudes as they occur.

Pupils will be supported and educated on expected behaviour in accordance with their individual needs.

Lansbury Bridge will never normalise sexually abusive language or behaviour by treating it as 'banter', an inevitable fact of life or an expected part of growing up. Lansbury Bridge will advocate for high standards of conduct between pupils and staff; they should demonstrate and model manners, courtesy and dignified/respectful relationships.

Responding assertively to sexually inappropriate behaviour is an important intervention that helps prevent challenging, abusive and/or violent behaviour in the future. Part 5 of [KCSIE](#) provides guidance and links to external support for schools to access appropriate support for pupils exhibiting sexually inappropriate and/or harmful sexual behaviour.