



LANCASTER INDEPENDENT SCHOOL FOR ALTERNATIVE LEARNING WHOLE SCHOOL BEHAVIOUR POLICY

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AIMS

- Students will be encouraged to develop positive behaviour for learning in recognition of its importance as a lifelong skill.
- To provide a safe, happy and friendly environment which encourages each individual to achieve their own potential through a desire for excellence, using challenging, active and creative personalised learning.
- To enable staff to support children with their behaviour through providing students with strategies to manage their own behaviour.
- To maintain a calm and purposeful working atmosphere.
- To ensure that all children and adults have a sense of belonging, feeling safe, secure and valued.
- To provide a clear, fair and consistent approach to behaviour.
- To foster, nurture and value strong and healthy relationships.
- To ensure that our children are intrinsically motivated to do the right thing because it is the right thing to do.

At Lancaster Independent School for Alternative Learning (formerly Lancaster Steiner School), we recognise that most children self-regulate their behaviour and behave very well every day and never need reminding about how to behave appropriately. We want to encourage these children and encourage the children who may not behave appropriately sometimes to manage their behaviour positively.

At Lancaster Independent School for Alternative Learning (LISAL), we have the following underpinning principles:

- Positive relationships are imperative to our practice between all members of our school community.
- Children and adults have a sense of belonging, feeling safe, secure and valued.
- People learn to cope with all aspects of their lives with support from others.
- The importance of fostering social relationships in a school community of mutual engagement.
- Responsibility and accountability for one's own actions and their impact on others.
- Respect for other people, their views and feelings and circumstances.
- Empathy with the feelings of others affected by one's own actions.
- Fairness.
- Commitment to an equitable process.
- Active involvement of everyone in school with decisions about their own lives.
- A willingness to create opportunities for reflective change in pupils and staff.



WE HAVE IN PLACE A VARIETY OF PRAISE SYSTEMS TO PROMOTE GOOD BEHAVIOUR:

- Clear and concise expectations of behaviour will be described, modelled and encouraged through class assemblies and in class time to ensure that all children understand what is appropriate.
- Unconditional positive regard reinforced with all pupils and stakeholders at all times
- Verbal and written praise from the class teacher or other adult in school for good learning, effort or behaviour. Specific links can be made with Golden Rules and School Values (see appendix 1).
- Children who have done some great learning will be asked to share their learning with other teachers and classes.
- Teachers will share information about a child's behaviour with parents– either by the phone, face-to-face or email – to celebrate appropriate behaviour.

However, we understand that occasionally children will behave inappropriately for whatever reason. When children display this behaviour, there are several layers of consequences in place to encourage them to manage their behaviour in a positive way. All staff understand that 'all behaviour is communication' and it is our responsibility to understand what the child is trying to communicate. Every child has their own needs so each case is viewed individually.

- Children can be identified by class teachers as needing extra emotional support and a cause for concern form will be completed for that child. This may result in a children receiving extra support from the SENDCo or other agencies as required.
- Children who need extra support will have IPP's. These plans will be written and reviewed by the child's class teacher with support from the SENDCo. They will reviewed at the end of each term but can be adapted any time.
- Staff to log incidents using a Reflective Incident Sheet, a 'Purple Safeguarding Form' or 'Serious Incident Form' as necessary. These are passed to the DSL or SENDCo depending.
- The context of the situation is to be always taken into account.
- A child is not to be described as naughty. Children or an adult complete a Reflective Incident Sheet during a reflective, non-judgemental conversation, where the child can consider their actions, the consequences of their actions, what they might do next time and if there are any reparation they should make which follows the restorative approach.
- Children should be supported through a difficult period by the adults in school and the situation should be viewed as a teachable moment. Children should know that they are not defined by an event. They are allowed to make mistakes and can learn from them. Once a situation is dealt it is finished and this needs to be clear to the child.
- Staff to use anger onions to support in the regulation of behaviours.



- Staff wellbeing will be discussed weekly at each college meeting and additional support can come from trustees or outside agencies.

RESTORATIVE APPROACH

Our relationship policy is not primarily concerned with rule enforcement. It is a tool used to promote good relationships, so that people can work together with the common purpose of helping everyone learn.

RESTORATIVE APPROACHES ARE BASED ON FOUR KEY FEATURES:

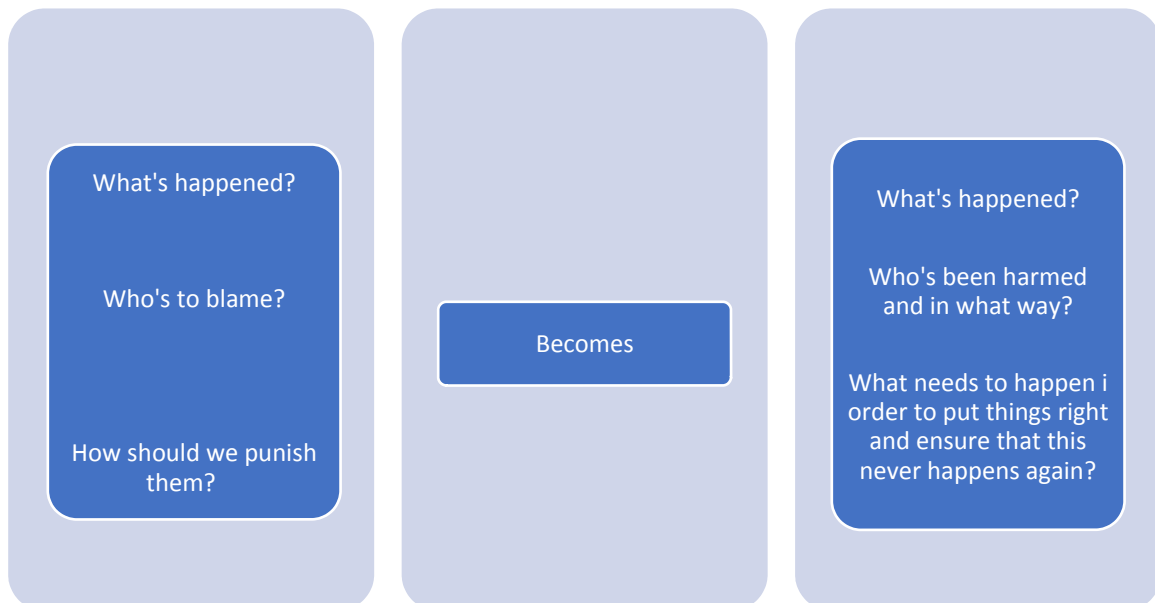
RESPECT – for everyone by listening to other opinions and learning to value them.

RESPONSIBILITY - taking responsibility for your own actions.

REPAIR – developing the skills within our school community so that its individual members have the necessary skills to identify solutions that repair harm and ensure behaviours are not repeated.

RE-INTEGRATION - working through a structured, supportive process that aims to solve the problem and allows young people to remain in mainstream education.

This school use restorative approaches to encourage everyone to take responsibility for their behaviours. All staff have been trained in restorative approaches and will apply them to resolving situations in the school. This approach starts with a restorative enquiry, if conflict arrives, over low-level issues i.e. friendship breakups, disputes over games, running in the corridor and not responding to reasonable adult requests.





When using restorative questioning the following questions will always be asked in a quiet and appropriate area of the learning space. Questions will be first asked to the person who has been harmed and then to the harmer.

- Tell me what happened?
- What were you thinking? And now?
- How did you feel? How do you feel now?
- Who else has been affected?
- What do you need / need to do to fix this / move on?

EXPLAIN FORMAT:

- Only one person talks at a time.
- No interrupting.
- Be respectful to each other.
- Listen carefully to each other.
- Confidentiality-explain that this is between the people involved (plus parents if required).
- Be aware of any matters i.e. Child Protection. If something is disclosed appropriate measures are to be taken in order to follow the school's child protection policy.
- If young people do not meet expectations or are still /become angry, stop mediation!

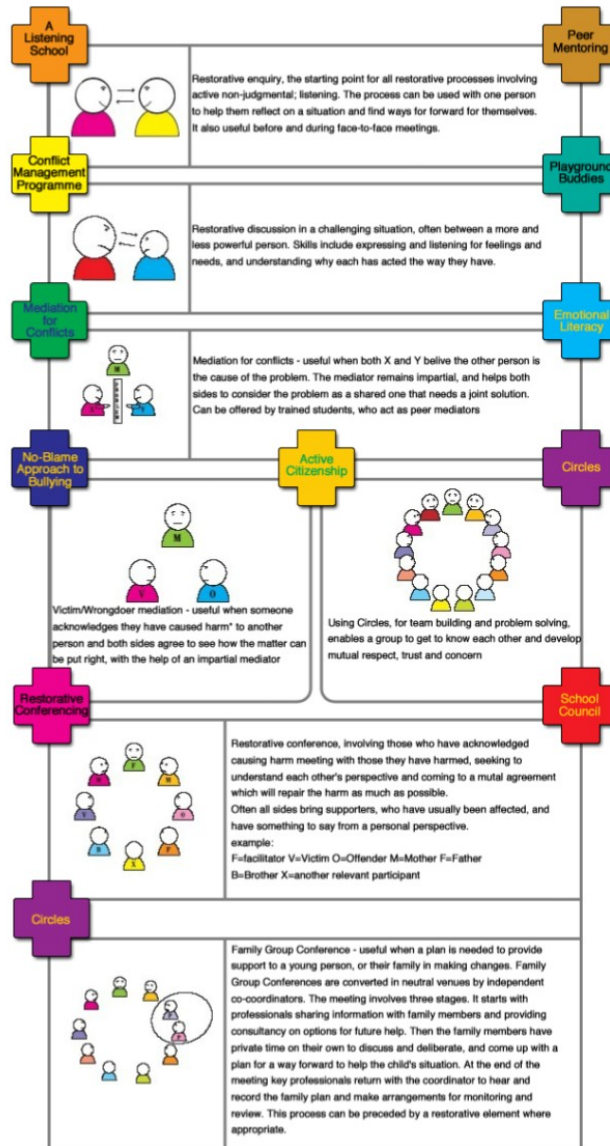
If incidents are sustained or reoccur a restorative conference may need to take place with all the appropriate affected people.

Consequences will be appropriate and will be chosen and agreed between all participants involved. A consequence is never associated with a curriculum area e.g. writing lines, reading, times tables.

Feedback to parents should be given when a child has been harmed. Any member of staff should use their professional judgement as whether the parent of the harmer are informed of the incident. It should always be made clear to the parent that the situation was dealt with in a restorative manner and that the situation is finished now as all parties involved left feeling the situation had been resolved.

LEVELS OF RESTORATIVE APPROACH:

- Restorative conversations
- Classroom restorative conferences
- Restorative Conferences
- Peer mediators (children in class who can lead a conversation)



EXCLUSIONS

At LISAL we recognise the damaging effects of excluding children as it leaves them open to further social exclusion which increases the chance of future harm. As a result, parents/carers would only be asked to collect their children during the school day if staff have considered the child's emotional and mental wellbeing and deemed home to be the best place for them.



CRISIS MANAGEMENT

If staff feel that it is possible that certain situations have the potential to escalate emotions for a child, a positive behaviour plan will have been written with the family and SENDCo which will include calming, proactive and active strategies. While every effort will be made to support pupils there may be an instance where the child's emotions escalate despite preventative measures being put in place.

Our priority is everyone's safety. Staff have been trained in Positive Behaviour Support and are aware that knowing their own triggers and state of their own emotional health is key to remaining calm and preventing a situation from escalating any further. Our staff work as a team and at any point may ask each other for a handover adult if they feel this would help de-escalate a situation.

Any additional adult entering a space should do so calmly and from the side. They should speak to the adult already there to find out what help is needed and find out what has taken place so far. The adults should then agree on the next steps.

The space must be made as safe as possible: remove any additional people from a situation and any objects that could be used to cause harm. Send for additional help from another member of staff if you have not done so already. Remain at a safe distance where you are able to observe the child.

At all times use a low voice if it is necessary to speak but otherwise remain silent to reduce any additional stress caused by noise.

In the event that a child is trying to hurt themselves or others and it is impossible to remove that person from the scene, physical restraint may be necessary.

Physical restraint is always a last resort and we do not advise staff members to use it.

It should only be used if the child is hurting themselves or others, or using an object in such a way that it will cause harm to others and all other methods of de-escalation have failed.

Physical contact should avoid the joints and be the least amount of restraint for the least amount of time.

Physical restraint can also escalate a situation and cause a child undue stress. Their dignity is also a priority and any restraint should be done compassionately. Phrases such as "You can go free as soon as I know you can keep yourself safe" should be used.

Any incident of this kind must be recorded with parents informed at the first opportunity. Staff or children involved will be given time to rest and debrief after the event. Possible



triggers and additional proactive measures will be discussed and added to the pupils Behaviour Support Plan.

ABSCONDING

What to do in the event of a child absconding

Staff in school are trained in Proact SCRIP and use positive support strategies to support pupils in communicating their needs and using helpful behaviours. If staff feel that this is a likelihood a positive behaviour plan will have been written with the family and SENDCo which will include calming, proactive and active strategies. While every effort will be made to support pupils there may be an instance when a pupil absconds. To abscond is to 'leave without permission'.

Under Section 3 of the Health and Safety at Work Act, 1974 and in Common Law, schools and other education settings owe a duty of care towards their pupils. This duty of care requires that all reasonable steps are taken to ensure that pupils are safe and remain within the care of the school at all times throughout the school day and during school led activities.

It is important for us as a school to maintain a caring, welcoming ethos which establishes a safe, secure and stable environment to enable pupils to grow, develop and learn. Accordingly we must take reasonable steps, through their pupil management and staff training programme, to minimise the likelihood of positive handling becoming necessary in the case of one or more pupils absconding.

In the unlikely event that a pupil attempts or is seen to be leaving the school premises without authorisation the following procedures must be followed:

1. Staff must follow the pupil to the perimeter fence or gate and must try to persuade the pupil to stay in the school, using a calm and reassuring tone.
2. As soon as possible send for help from another adult.
3. **De-escalation techniques must be attempted.** In such stressful circumstances it is important that staff remain as calm and collected as possible and follow procedures.
4. If a student is deemed to be a high risk to themselves or other people then staff should adhere to the Positive Behaviour Support Strategies for that pupil.
5. At all times staff must be aware that active pursuit may encourage the pupil to leave the immediate vicinity of the school and may also cause the pupil to panic, possibly putting them at risk by running onto a busy road, for example.



6. If the student has left the immediate vicinity of the school the school office or EdCo members must be contacted immediately and the lead person will direct the course of action.

7. One of those informed above staff **must contact the Police** and pupil's parents/carers immediately. These phone calls must be made one after the other and at the earliest opportunity.

8. Staff will follow the student and engage in a local search, following the student at a safe distance if in view. Staff must take a school /personal mobile phone or walkie-talkie.

9. The SLT/SENDCo/DSL lead may direct additional staff to join the search in a vehicle, taking a mobile phone to contact school.

10. If the searching staff lose sight of or are concerned for the safety of the pupil or themselves, they must contact the school office giving current details of their location and the clothes which the student is wearing.

11. If the pupil(s) has left the immediate vicinity of the school grounds and is no longer visible then the SLT/SENDCo/DSL will make a decision as to how to take matters further which will take into account the age of the student, the prevailing weather conditions, the nature of the incident which led to the pupil absconding, the pupil's previous history of being involved in episodes of absconding and their outcomes.

12. If the student returns of their own volition, parents/carers and the police will be informed as soon as possible.

13. Upon their return to school, and when the pupil is calm, the student should be seen by the DSL/EdCo so that the reasons for absconding may be discussed in detail if this is appropriate. At this point a decision will be made as to the appropriateness of further actions.

14. A written report will be filed on the incident. (Incident forms are in the office)

15. It is important that following an incident the issues that arise are addressed and staff must:

Consider an individual risk assessment for the student involved. If there is a second incident within an academic year then a risk assessment must be completed.

Where appropriate, talk through the incident with the pupil and parents involved. Ensure that a record is kept of the discussion held with the student and parents.

Complete an incident form (a copy of which should be placed in the student's personal files).



Keep all colleagues informed and discuss the incident in college meetings.

Review procedures for the individual every half term to ensure appropriate control measures are in place and that all staff are fully informed.

Inform trustees about any incidents of absconding.



APPENDIX 1

GOLDEN RULES

BE RESPECTFUL OF YOURSELF, OF OTHERS AND OF YOUR SURROUNDINGS

LISAL VALUES

Our values are rooted in the philosophies of Rudolf Steiner and based on the three ideals of Truth, Goodness and Beauty.

Putting these ideals into practise, we endeavour to work together with the values of: -

Integrity

To act with integrity is to be honest and transparent in our dealings with each other. We recognise that when our community has a strong sense of unity developed through trust and open mindedness, we all benefit.

Compassion

Through showing kindness, caring and a willingness to help others we embody compassion in our friendships, and fellowship as a wider community.

Inclusivity

Recognising that we live in a world rich in variety and embracing that diversity.

Collaboration

Be happy to take responsibility and be involved, working together in an ethos of cooperation and support within our skills and capacity.

Appreciation

By acknowledging the efforts of individuals and the role they play in our community we are respectful and thankful. We foster reverence for the natural world.



Enablement

Helping every member of our community to grow their creativity, and wisdom, and nurture individuality.

THESE WAYS OF BEING GUIDE US TOWARDS OUR VISION.



APPENDIX 2

REFLECTIVE INCIDENT SHEET

Situation – What happened?	
Options- What could you have done?	
Disadvantages	Advantages
What could you do next time?	Is there anything you want to do now?