



Lampard Community School

Positive Behaviour Support Policy



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1 – Our Mission Statement

We are a positive learning community built on the relationships we make. Our EMPOWER curriculum seeks to develop **independence, communication and emotional wellbeing**. We are committed to providing our students with the best education based on these to equip them to go on to live an active and fulfilled life as adults in the modern world. We want our students to realise their aspirations and make positive steps towards developing the skills needed for future employment.

Our Key Values

- We are kind to each other
- We respect each other
- We listen to each other
- We work together
- We have the courage to keep trying our best
- We celebrate and build on our own and each other's strengths and differences.

Our School Vision

Our students are independent. We support our students to become more independent in their learning and in their daily life skills. We work collaboratively with families to ensure they have opportunities to demonstrate their developing independence around the school, at home and in the local community.

Our students are effective and appropriate communicators in their daily lives. Through a bespoke EMPOWER curriculum and a Total Communication approach, we actively support our students to be successful communicators empowering them to make safe and informed choices and to actively contribute to their community

We help each other to overcome challenges Our students have opportunities for personal development. They are encouraged to participate in the community and contribute positively to life beyond school.

We use digital technology to inspire, engage and empower our students in aspects of their learning and to enhance their skills and understanding of how technology can support them in their everyday life beyond the classroom.

Our provision is provided by highly skilled and trained champions of SEND. Our strong workforce provides a positive community of specialised support who promote and embrace a love of learning. The school's environment enhances learning and wellbeing of our community. Our work is guided by the Ethical Leadership Framework.

2 - Supporting Positive Behaviour:

Rationale:

“Good behaviour is central to a good education” [Behaviour in schools - advice for Head Teachers and school staff \(education.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/441212/behaviour-in-schools-advice-for-head-teachers-and-school-staff.pdf) At Lampard Community School, our focus is on building purposeful relationships, encouraging good behaviour and respect for others, supporting students to learn to self-regulate, prevent all forms of bullying in order for students to be able to engage well in their learning.

We seek to build strong and trusting relationships with our students and seek to enable them to develop into more confident communicators.

We recognise the importance of social and emotional learning and through the curriculum and in our interactions, we strive to provide maximum opportunities for students to learn appropriate behaviours, develop appropriate social skills and develop and manage positive relationships. We strive to work together to develop our students’ self-management of their behaviour and promote safety for all.

We monitor the behaviour of all students to enable us to target support and adapt our provision where needed.

Behaviour expectations and students with Special Educational Needs and Disability (SEND)

We recognise the importance of a consistent approach to behaviour management. However, it is important to note that as all of our students have their own individual complex needs as outlined in their EHCP, a “one size fits all” approach cannot be taken. Universal good practice will be used throughout the school in conjunction with individual targeted interventions when identified as being needed. This policy will be applied to all members of the school community regardless of race, religion, sexuality or disability. We are committed to equality and inclusion. This approach applies to student behaviour in school, on school trips or residential and when travelling to and from school on school transport.

“The law also requires flexibility in how to meet those duties – how schools should act if a student has a SEN or a disability that at times affects their behaviour. In particular,

- schools have duties under the Equality Act 2010 to make reasonable adjustments to policies, practice, and criteria for disabled students;
- under the Children and Families Act 2014, relevant settings have a duty to use their ‘best endeavours’ to meet the needs of those with SEN
- if a student has an Education, Health and Care plan the provision set out in that plan must be secured and the school must co-operate with the local authority and other bodies over that.
- as part of meeting any of these duties, where appropriate, schools should anticipate likely triggers of misbehaviour and put in place support to prevent these.

[“Behaviour in schools - advice for Head Teachers and school staff \(education.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/441212/behaviour-in-schools-advice-for-head-teachers-and-school-staff.pdf)

We believe that supporting students in managing and improving their behaviour is a role for all adults working at the school in collaboration with parents/carers.

Staff at Lampard Community School understand that behaviour is a form of communication and will seek to understand and address what is being communicated. Staff will be aware of their own body language and model appropriate behaviours at all times. Staff are aware that students may infer meaning from a

variety of verbal and non-verbal communication (e.g. tone of voice, body language, gestures, facial expressions) and also from their own contextual memories. Staff will always model the respect and kindness we expect from the students.

At Lampard Community School, in a recent survey carried out, staff identified good behaviour as including: being respectful, listening to each other, working together, being calm, being caring, being kind, polite, engaging in learning all of which align to the school values.

Training and development for Staff:

All staff are provided with training on supporting behaviour at induction and as continuing professional development (CPD). This builds a school-wide set of skills and knowledge together with a range of strategies to support behaviour.

Staff have access to a wide variety of SEND specific training opportunities in areas such as Autism, SLCN, attachment, sensory processing, emotional wellbeing and mental health. Staff also receive regular refresher training in positive behavioural strategies to equip them better to keep students and themselves safe.

We have two members of staff accredited in Team Teach to lead and support the delivery of training in Positive-Behaviour strategies. All staff receive a 6-hour Positive Behaviour Level One training course and refresher training every two years.

Early Career Framework teachers are further supported through being assigned a mentor in their phase to support their understanding, confidence and management of positive behaviour.

The role of students and parents:

All students deserve to learn in an environment that is calm, safe, supportive and where they are treated with dignity. To achieve this, every student should be made aware of the school behaviour standards, expectations, pastoral support, and consequence processes. Students should be taught that they have to follow the school rules, and should contribute to the school culture.

The role of parents is crucial in helping schools develop and maintain good behaviour. To support the school, parents should be encouraged to get to know the school's behaviour policy. Parents have an important role in supporting the school's behaviour policy and should be encouraged to reinforce the policy at home as appropriate. Where a parent has a concern about management of behaviour, they should raise this directly with the school while continuing to work in partnership with them. Schools should reinforce the whole-school approach by building and maintaining positive relationships with parents, for example, by keeping parents updated about their children's behaviour, encouraging parents to celebrate students' successes, or holding sessions for parents to help them understand the school's behaviour policy. Where appropriate, parents should be included in any pastoral work following misbehaviour, including attending reviews of specific behaviour interventions in place.

3 - Responding to behaviour:

Positive behaviour support:

All staff are committed to the safety and wellbeing of our students. They have an important role in developing a calm, positive, structured and safe environment for our students and establishing clear boundaries of acceptable behaviour. Staff use a variety of positive strategies and techniques to support students such as:

- Creating a positive environment by considering:
 - Physical setting i.e. class management and organisation, sensory environment/stimuli
 - Social setting i.e. people involved, unstructured times and interactions
 - Communication and access to visual support (Makaton, symbols, objects of reference)
 - Scheduling, routine and predictability-using visual schedules, supporting transitions
- Being calm, controlled, and confident
- Recognising, modelling and reinforcing appropriate and positive behaviour
- Keeping communication and language simple, using key words and the students name first, allowing processing time, using the language of choice
- Providing clear boundaries and expectations, challenging unacceptable behaviour, including bullying (including cyber bullying, prejudice-based and discriminatory bullying)
- Routines and structures in place
- Regular sensory/movement breaks built within the timetable, offered when needed and/or structured as a targeted intervention.
- Awareness of personal space of themselves and others taking into consideration each student's individual needs and plans in place.
- Supporting each student to be ready to learn through providing the right equipment.
- Listening to the wishes and feelings of the student
- Using praise in different forms i.e. verbal, gestures
- Use of rewards and motivators appropriate to the individual
- Use of spaces available across the school
- Changes to the environment when needed
- Contingent touch that is deemed to be proper or necessary and/or outlined in their Behaviour Plan such as, when comforting a distressed student or supporting regulation
- Regular sensory/movement breaks
- Using de-escalation techniques in the first instance
- Use of visual techniques/social narratives such as social stories and comic strip conversations to help students to understand interactions and consequences, interventions such as social skills/social communication group
- Changing face
- Using 'one voice' to avoid confusion and allow processing time
- Offer options as a 'way out' of a situation to avoid fight or flight responses
- Using restorative or reparation approaches
- Working with families to better understand behaviours and support positive progress in their child's behaviour

Senior leaders are visible throughout the day to promote and support positive behaviour and to, if needed, support behaviour incidents. They lead duties for their phase at lunchtimes and also take part in start and end of day duties to ensure a consistency of managing behaviour during unstructured times.

The role of parents and carers is crucial in helping Lampard develop and maintain good behaviour and the staff at Lampard are committed to building and maintaining positive relationships with them to support and reinforce behaviour expectations.

Positive Behaviour Interventions

As a school we will always seek to try and understand the underlying causes of behaviour and whether reasonable adjustments and/or additional support is needed in response to any disability the student may have as per the law (Behaviour in schools January 2022). Needs should be clearly outlined in the Education Health Care (EHC) Plan. We will request amendments to the EHC Plan when emerging needs are clearly identified with the support of external professionals.

We will continue to work with external professionals and outside agencies if we need additional support in understanding the presenting behaviours and in understanding how to better manage these needs.

The aim of positive behaviour intervention is to reduce behaviours that are inappropriate and/or impactful on the safety of themselves and/or learning of others.

We want to help students to better understand and therefore manage their behaviours. Understanding the impact and consequences of their behaviour is key to begin to reduce unwanted behaviours. We provide a consequence in the form of a behaviour intervention such as them spending time in at break time with an adult or missing a trip to support their understanding but always with a view to helping a student develop their understanding of the incident they were involved in. We provide time to work through the cause and effect and consequence of behaviour that is impactful on safety and/or learning of others and of their own learning. We seek to use visual support such as Comic Strip Conversations, choice mapping and Social Stories, where appropriate, to support understanding as well as time to talk and reflect and put things right. We seek to provide proactive interventions to support positive interactions with others and in understanding and managing their behaviours appropriately and safely.

Positive Behaviour Reports can be used with students whose behaviours continue to be of concern and reduction in behaviour, despite a range of interventions in place, hasn't reduced to the level expected with the level of intervention.

Supporting students following an incident:

- A reflective discussion with the student once they are calm with the use of visuals and/or social narratives where appropriate such as comic strip conversation and or social stories.
- An opportunity to put things right (restorative)
- A phone call with the parents/carers
- Targeted intervention from the class team, and/or support from Assistant Head Teacher from the phase and/or the Care and Safeguarding team and/or outside partners such as PCSOs or police.

Significant Incidents:

All behaviour incidents are written by the member of staff involved and read in a timely manner by members of the Senior Leadership Team. Significant incidents are highlighted from the weekly logs and may include (but is not exclusive to):

- **Bullying** (including cyber bullying, prejudice-based and discriminatory bullying)
- Incidents of **significant** physical aggression.
- **Significant** damage to property.

- **Child on Child abuse** including sexual violence and/or sexual harassment
- All incidents involving **physical intervention which is restrictive**

The Senior Leadership Team are alerted to a developing behaviour incident if of a significant nature via the radio and also through CPOMS once the member of staff has uploaded an incident form which is on the day of the incident where possible.

There may be an immediate follow up depending on the severity of the incident but all teams have the opportunity to reflect and de-brief at the end of the day or before school the next day to plan next steps.

The Senior Leadership Team also meet weekly to analyse and discuss the totality of the week's data. Incidents/developing trends identified are followed up with class teams or specific members of staff to review interventions or actions which have been put in place to reduce further incidents. Impact of any identified actions are evaluated by SLT in ensuring reduction of incidents. Governors receive behaviour reports every half term and updates about specific behaviours bi-monthly via the Head Teacher report.

Behaviour interventions are considered and actioned in a timely response. Parents and Carers are always contacted by phone in the first instance and invited in to school to discuss further where necessary.

Student Support Plans and Risk Assessments:

If a student displays behaviour that poses a risk to themselves or others, a Student Support Plan will be created by the class tutor with support from the phase lead and pastoral team, if required. The student support plan is formed alongside parents/carers and the student to identify triggers, risk and responses required. Any risk of physical intervention that is restrictive and the agreed responses will be clearly outlined in this plan. The plans are reviewed at least termly with parents/carers and student (or sooner if required) and form the first line risk assessment for identified behaviours. If required, an additional risk assessment can be undertaken to inform timetable and curriculum adjustments. The aim of the plan is to reduce incidents over time and support the student to eventually self-manage their behaviours.

Personal Emergency Evacuation Plans (PEEP):

If a student finds it difficult to evacuate a building in case of an emergency (such as a fire), a PEEP will be created to instruct staff on the approach necessary. This plan will be agreed with parents/carers and the student.

Use of Reasonable Force and Physical Interventions:

When can reasonable force be used?

Reasonable force can be used to prevent students from hurting themselves or others, from damaging property, or from causing disorder.

When considering using reasonable force staff should, in considering the risks, carefully recognise any specific vulnerabilities of the student, including SEN and disabilities, mental health or medical conditions

However, "Techniques used to restrain or restrict liberty of movement are **reasonable** and **proportionate** to the circumstances, risk and seriousness of harm; and are applied with the **minimum force necessary**, for **no longer than necessary**, by appropriately trained staff". (Reducing the need for restraint and restrictive intervention HM Government 2019)

Team Teach at Lampard Community School

Lampard Community School has adopted the Team Teach approach to supporting children and young people's behaviour.

“For over 20 years Team Teach has taken the lead in developing and supporting positive behaviours with transformative training, promoting a balanced approach towards reducing risk, restraint and restriction. This prudent approach enables employers to comply with their legal responsibilities to safeguard people and services, while at the same time improving relationships and the quality of life for the children and young people’ ‘in their care”.

Staff at Lampard Community school are trained in Team Teach and receive regular refresher updates.

We have two members of staff on site, one of which is a Senior Leader, accredited to lead and train others in Team Teach. Our aim, where possible, is to resolve all crisis situations through calm, controlled and skilled de-escalation techniques which are part of the Team Teach training'. At least 95% of crisis situations can be resolved through calm, controlled and skilled de-escalation techniques which are part of the Team Teach training. Team Teach is accredited by the Institute of Conflict Management and Bild Association of Certified Training.

When using any physical intervention which is restrictive, only the minimum force necessary to prevent injury or damage should be applied when danger is immediate. It must be shown that any use of physical intervention was **reasonable and proportionate** to the circumstances of the incident and that every possible step was taken to de-escalate the situation.

At Lampard Community School, all incidents using physical intervention which are restrictive, are recorded in CPOMs and also a bound and numbered book, both of which are monitored and evaluated by Senior Leaders and the Governing Body. All incidents using physical intervention which are restrictive are also reported to parents/carers as soon as possible. The use of physical interventions which are restrictive, will only be used by staff who have completed the Team Teach training. All staff involved in a physical intervention which is restrictive, will seek a debrief with a Team Teach tutor on the same day of the incident. All students involved in an incident where physical intervention was used which was restrictive, will be given the opportunity to debrief with a relevant adult from the pastoral team to ascertain their views, wishes and feelings.

All staff should be aware of the distinction between physical contact and touch used appropriately in everyday situations to support, encourage, guide or comfort a student, and the use of physical intervention to restrict movement or to disengage from students whose behaviour is presenting a clear risk of injury.

Restriction of liberty

At Lampard Community School, students will never be:

- Locked in a room
- Deprived of food/drink
- Denied access to a toilet

Lampard Community School does not have seclusion or isolation rooms. We recognise there may be times when a student, with staff support, needs to be separate from others as part of a de-escalation strategy. This may be a planned response to support an individual outlined on their Behaviour Support Plan or offered as part of a dynamic risk assessment. The specific areas of the school which are supportive and

calming for the student will be outlined in their plan (e.g. sensory room, outdoor space, therapy room, Forest School).

Students may also choose to autonomously withdraw to an identified space when they are feeling anxious or dysregulated. They may choose to spend time taking part in sensory or calming activities in a space which where possible, students have indicated they want to go to calm. We encourage our students to use outdoor spaces as much as possible.

Where a student is behaving in such an extreme way as to potentially or actually endanger themselves or others; or cause serious damage to property it may be appropriate to use physical intervention techniques to separate them from others. In this rare and extreme circumstance, the student may need to be isolated from others in a safe, supervised place. This may be an empty classroom, corridor, hall or any number of suitable places on the school site. Staff who are managing the incident will carry out a dynamic risk assessment and apply the principles of Team Teach. Should seclusion ever be used in an extreme emergency situation (where all plans, protocols and strategies have failed), staff must report their actions to SLT immediately. An internal investigation will be carried out after the incident has been reported and the situation is deemed safe, to seek to determine the cause of the heightened escalation and to inform any changes to the Student Support Plan and/or risk assessment and also inform future training needs.

Sanctions in response to Extreme Unacceptable Behaviour.

1) Internal exclusion

Internal exclusion is where a student, for serious disciplinary reasons, is required to spend a limited time out of the classroom at the instruction of a member of staff. Removal from the classroom should be considered a serious sanction. It should only be used when necessary and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

The Department for Education's (DfE) guidance on Behaviour in schools says that removal from a classroom should be used for the following reasons:

- to maintain the safety of all students and to restore stability following an unreasonably high level of disruption;
- to enable disruptive students to be taken to a place where education can be continued in a managed environment; and
- to allow the student to regain calm in a safe space.

2) Suspension

It is our aim to never suspend a student from school as we understand behaviour is usually part of their complex profile of SEND needs and endeavour to pre-empt and reduce known triggers. However, on rare occasions if there is extreme unacceptable behaviour, it may be necessary. This will only ever be used when there are no longer any alternatives to the student staying in school and in discussion with parents/carers.

“A suspension, where a student is temporarily removed from the school for a fixed term”

We follow DfE guidance and procedures when considering whether to suspend or permanently exclude a student.

Examples of extreme unacceptable behaviour may include, but are not limited to:

- Incidents where the health and safety of the student, other students or staff is seriously compromised, including intimidation, threatening behaviour, physical and verbal aggression.
- Incidents of knife crime or the deliberate use of weapons in school.
- Incidents of sexual violence.
- Persistent bullying (including online) and prejudice related abuse (e.g. racism, homophobia)
- Incidents of significant deliberate damage to property or theft.
- Persistent deliberate violence or physical aggression to others.
- Incidents of illegal substances on site.
- Persistent poor behaviour which has not improved following in-school sanction interventions

Decisions to suspend a student are made on an individual basis and will always be a reasonable and measured response following consideration of all the evidence. Governors are always informed and follow up work will be carried out with the young person, their parents/carers and, if appropriate, other agencies.

3) Permanent exclusion

Where a decision is made by the Head Teacher and Chair of Governors to permanently exclude a student following consideration of all the evidence, we will seek to work in creative and holistic ways to meet the needs of a student in collaboration with parents/carers and other professionals. We follow DfE guidance and procedures when considering whether to permanently exclude a student. (DFE Suspension and Permanent exclusion guidance January 2022)

Damage to school property by students:

Occasionally property is damaged by a student, either deliberately or during a time of crisis. Each incident will be assessed, considering the context, the student's complex needs, deliberate intent and their understanding of the situation. Based on this assessment, parents/carers and students may be asked to pay (in full or part) in order to repair/replace the damaged goods. There will always be an opportunity for a restorative intervention with the child in this instance.

Additional Support:

The school may report behaviours of concern to outside agencies. These may include the Education Psychology Service, SEMH advisory team, police or fire service. Reports to services may facilitate access to additional outside agency support and targeted intervention for the young person involved. We will always work collaboratively with the student, parents and carers if outside agency support is required and support our students to understand risk and potential outcomes. We will seek an amendment to the child's EHCP if new needs are identified by professionals and supporting provision which impact on how behaviour manifests.

4 - In summary:

Positive behaviour support at Lampard Community School

- Staff will see behaviours that challenge as communication and seek to understand the antecedent/trigger.
- Staff will use rewards, motivators and consequences to promote positive behaviour.
- Staff will use de-escalation techniques as an initial response to behaviours that challenge.
- Staff will model respectful and kind behaviours.
- All students will be encouraged to behave in an appropriate and respectful way.
- Behaviour Interventions to support understanding. Appropriate consequences (interventions) if and when used will be in line with the students' needs and in line with their level of understanding and be used to always seek to improve behaviour.

Reasonable force including Physical Intervention which restricts free movement

- Reasonable Force will only be used to prevent:
 - Injury to themselves or others
 - Committing a criminal offence
 - Causing damage to property
 - To maintain good order and discipline in school.
- Parents/carers will always be informed when an incident of physical intervention, which is restrictive, has taken place.
- Students who have had any physical intervention or are at risk of physical intervention will have a Positive Behaviour Support Plan in place.
- These plans must be reviewed at least once a term with the student, parents/carers at termly Personal Learning Goal (PLG) Meetings
- All incidents of physical intervention which is restrictive, will be recorded by the member of staff involved in the bound book and on CPOMS and monitored by Senior Leaders.
- Senior Leaders and the Governing Body will continue to review the incidents of physical intervention which is restrictive and challenge if they are felt to be inappropriate.

Use of data

- We will continue to work to reduce all incidents including those involving physical intervention which is restrictive and also significant incidents through interventions helping students to understand their emotions and feelings enabling them to take more control of their own behaviour.
- We monitor physical interventions which are restrictive and behaviour data weekly via the Senior Leadership Team. Physical intervention which is restrictive is monitored monthly in full Governing Body meetings and all behaviour incidents reviewed bi-monthly via the Head Teacher report in full governing body meetings. We analyse this data for patterns and trends, allowing timely responses and provision to be adapted.
- We report to Governors on incidents involving safeguarding issues monthly at Governor meetings and also bi-monthly via the Head Teacher report.
- We will seek external professional support if needed.

Staff support and wellbeing

We recognise that dealing with inappropriate student behaviour can be emotionally and physically demanding for staff. Staff involved in a behaviour incident have a right to debrief with a member of staff of their choice. We provide training and development opportunities on a regular basis to enable staff to have a greater understanding of students needs and we actively encourage staff to communicate with each other to promote an ethos of collective support towards colleagues.

After an incident of using physical intervention which is restrictive, staff are required to have a de-brief with the Team Teach trainers on site.

We will continue to review this policy in line with any updated guidance received.

5 - Guidance relating to this policy:

This policy was written with help and at times will reference to some of the following guidance:

- Team Teach approach and training materials
- The Children's Act 2004
- The Vulnerable Children Act 2014
- The Education Act 2011
- Equalities Act 2010
- DfE – The Equality Act 2010 and schools 2014
- DfE-SEND Code of Practice 2015
- DfE-Keeping children safe in education 2024
- DfE-Behaviour in schools January 2022
- DfE-Suspension and permanent exclusion guidance January 2022
- HM Government - Reducing the need for restraint and restrictive intervention – June 2019
- Ofsted-Deprivation of liberty-guidance for providers of children's homes and residential special schools
- Ofsted-Positive environments where children can flourish guidance 2018
- The UN Convention on the Rights of the Child 1989

This policy should be read in conjunction with the Lampard Community School's':

- Child Protection and Safeguarding Policy
- Health & Safety policy including risk assessments
- Attendance Policy
- Anti-bullying policy
- Staff Code of Conduct policy
- Smoking and Vaping Policy
- Behaviour Principles Statement

Appendices to this policy:

Appendix 1: Behaviour Principles

Rationale and Purpose

The purpose of this statement is to provide guidance for the Head Teacher in drawing up Lampard Community School's Positive Behaviour Support Policy so that it reflects the shared aspirations and beliefs of governors, staff and parents for the students in the school, as well as taking full account of law and guidance on behaviour matters.

It is intended to help all school staff to be aware of and understand the extent of their powers in respect of discipline and sanctions and how to use them. Staff should be confident that they have the governor's support when following this guidance.

This is a statement of principles, not practice: it is the responsibility of the Head Teacher to draw up the Positive Behaviour Support Policy at Lampard Community School, though they must take account of these principles when formulating this. The Head Teacher is also asked to take account of the guidance in DfE publication Behaviour in Schools: Advice for Head Teachers and School Staff. The Positive Behaviour Support Policy must be publicised, in writing, to staff, parents/carers and students each year. It must also appear on the school's website.

Behaviour Principles

The Behaviour Principles sets out the Governing Board's principles for behaviour in the school, which include:

- Every student has the right to learn but no student has the right to disrupt the learning of others
- Everyone has a right to be listened to, to be valued, to feel and be safe
- Everyone must be protected from disruption or abuse
- Lampard Community School is an inclusive school; all members of the school community should be free from discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010
- It is expected that all adults, staff, volunteers and governors, will set excellent examples to the students at all times
- Lampard Community School seeks to give every student a sense of personal responsibility for their own actions

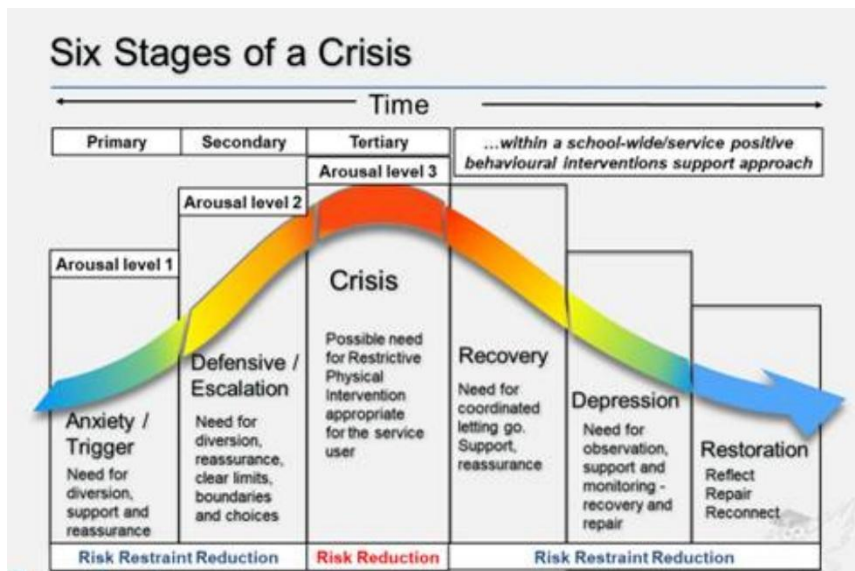
The school's Positive Behaviour Support Policy will ensure that there are measures to encourage good behaviour, and respect, and prevent bullying amongst students. Where there are significant concerns over a student's behaviour, the school will work with parents to strive for common strategies between home and school.

The school will seek advice and support from appropriate outside agencies where concerns arise over a student's behaviour.

The school's Positive Behaviour Support Policy will clearly reflect the school's approach to exclusions. The school will fulfil its legal duties under the Equality Act 2010 in respect of safeguarding, children with special educational needs and all vulnerable children.

Appendix 2: Lampards Graduated Response

1. Stages of a crisis and examples of primary and secondary interventions to minimise low level behaviours – Team Teach Work book 2019 v2.3
2. Lampard’s graduated response to rewards and behaviour interventions and sanctions



Arousal level 1- anxiety/trigger Examples of low-level behaviours	Examples of primary and secondary interventions to minimise low level behaviours
Individual shows signs of anxiety Hands over ears Hiding face in hands or bent over/under table Rocking or tapping Withdrawing from group Refusing to speak or dismissive Refusing to co-operate Adopting defensive postures	Ensure behaviour plans are in place if behaviour is known to the child Read the behaviour and body language Intervene early to remove sources of frustration Offer reassurance – including positive physical prompts Explain clearly what is happening and what will happen next Use visuals if necessary Communicate – ‘Talk and I’ll listen’ Use appropriate humour if a successful strategy Talk low and slow and quietly Display CALM body language Assess the situation Divert and distract by introducing another activity or topic.
Arousal level 2 Defensive/Escalation Examples of medium behaviours	Examples of primary and secondary interventions to minimise low level behaviours
Individual begins to display higher tensions Making noises and moving around Belligerent and abusive Talking louder-higher- quicker Adopting aggressive postures Changes in eye contact Pacing Breaking minor rules Low level destruction	Continue to use previous de-escalation responses State desired behaviours clearly Use distraction to refocus attention on something positive Set clear enforceable limits Offer alternatives and options Offer clear choices Give a get out with dignity Assess the situation, consider making the environment safer and getting help Remove audience Guide the elbows towards safety

Picking up objects which could be used as weapons Challenges 'I will not- you can't make me'	
Arousal level 3 - Crisis Examples of high-level behaviours	Examples of primary, secondary and tertiary interventions to minimise high level behaviours (Team Teach workbook 2019 V2.3)
Shouting and screaming Crying Head banging against people or surfaces Slapping or punching self Damaging property Moving towards danger Fiddling with electrics Climbing trees, roofs or out of windows Tapping or threatening to break glass Moving towards weapons Picking up objects which can be used as weapons Grabbing or threatening others Hurting others (Head butting, pinching – biting – kicking- slapping- punching)	Make the environment safer Move furniture and remove weapon objects Guide assertively – hold or refrain if absolutely necessary Ensure face, voice and posture are supportive not aggressive Use Help protocol to save face by changing face
Recovery Examples of recovery behaviours	Examples of recovery responses (Team Teach workbook 2019 V2.3)
The recovery stage can be easily confused with the anxiety stage People may sit in a hunched position The difference is that they can revert to physical aggression without the build-up associated with the normal escalation at stage 2	Support and monitor This may not be a good time to touch as touch at this stage can provoke a reversion to crisis Give space and time Insulate from sources of frustration Look for signs that the person is ready to communicate
Depression	Post incident support (Team Teach workbook 2019 V2.3)
After a significant incident people can become depressed They may not want to interact but still need	Support, reassure and monitor Respond to any signs that the person wants to communicate Show concern and care but do not attempt to resolve residual disciplinary issues at this stage
Restoration	

Appendix 3: Rewards and a graduated response to Behaviour Interventions and Sanctions

Rewards

Rewards can be personalised to suit the individual students' needs and we strive to listen to student voice about appropriate reward systems within each class. The list below is not exhaustive but outlines some of the rewards and motivators used within Lampard.

Verbal / gesture praise

Phone call home/comment in home/school book

Stickers if age and/or developmentally appropriate

Certificates

Class systems for individual reward time with the opportunity to earn additional time.

Individual reward charts / systems
Class reward charts / systems
Merit/Credit systems – rewards such as Lego, drawing, playing a game outside
Personalised systems
Reward time at the end of the day phase appropriate
Positive feedback to parents/carers via telephone, home/school book
'Star of the day/week' / individual in-class recognition
Whole class rewards for achievements
Recognition in whole school events i.e. assembly, Phase celebration events
Head Teacher / Governors awards

Behaviour Interventions:

The list below is not exhaustive but outlines some of the behaviour Interventions that seek to support the child's understanding of consequences that may be used within Lampard.

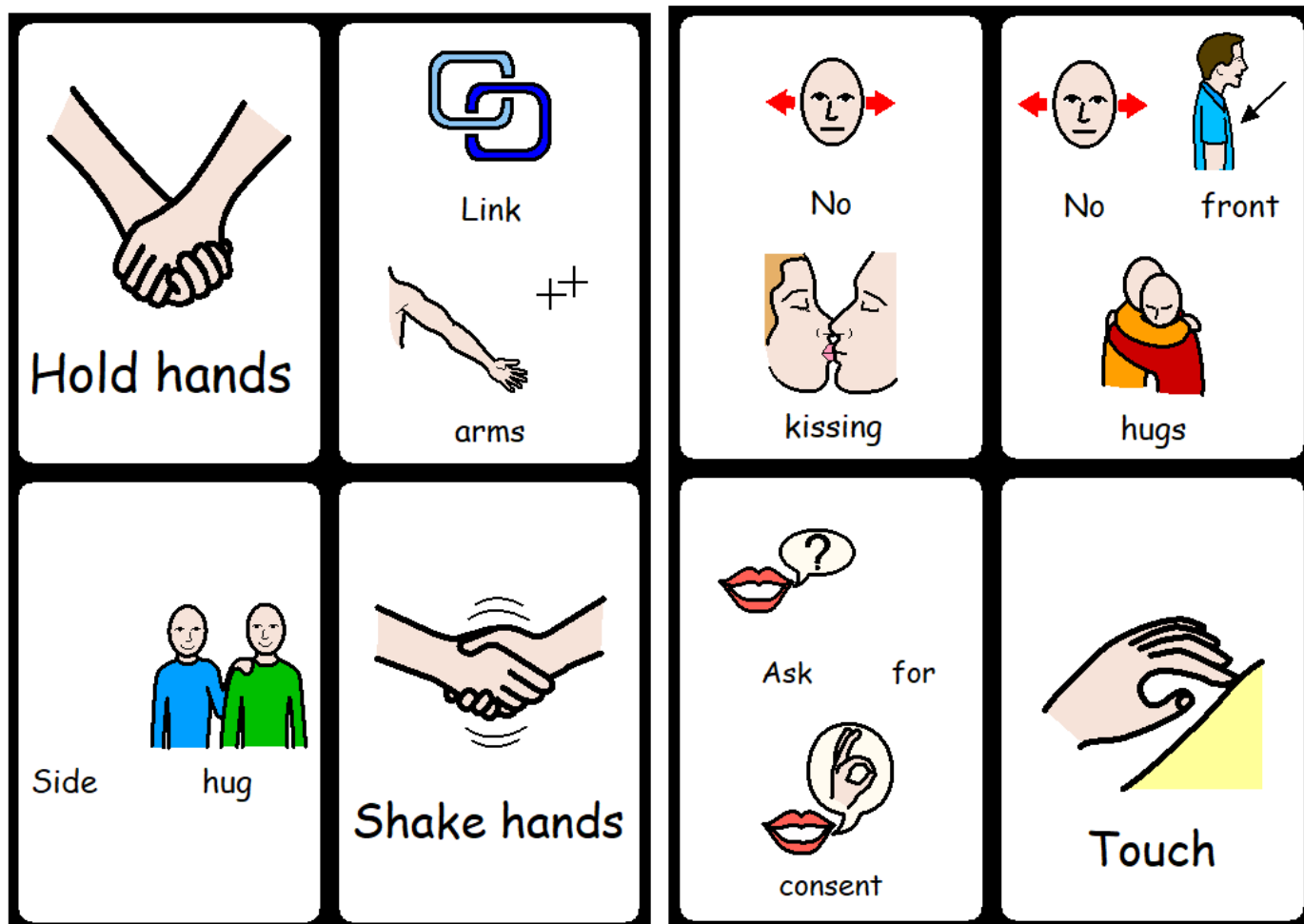
Verbal warnings with explanations supported by visuals / Makaton
Loss of reward time / break times
Supported reflection time away from peers with staff
Behaviour contracts
Traffic light systems
Putting it right – e.g. letter of apology, doing kind tasks
Positive Behaviour Reports
Phase lead / SLT involvement
Additional parent/carer liaison / meetings
Home/school agreements
Supported reflection time with key staff (SLT)
Withdrawal of privileges i.e. trips, social time, residential
External agency input e.g. PCSO
Student Support Plans

Sanctions

Suspension
Permanant exclusion

We will use restorative approaches to help students make reparations when things have gone wrong, at a time when the student is ready to revisit the incident or issue.

Appendix 4: Positive Touch rules for students



Document Control	
Title: Positive Behaviour Support Policy	
Version number: 11	Author: NK
Date approved: September 2024	Status: Final
Superseded version: 10	Date of next review: September 2025

Page	Version	Section	Amendment	By Whom
2	9	1-Mission Statement	Updated Sept 2021	SJB
3	9	2-Supporting positive behaviour	Removal of pre-rationale text as was repetitive	SJB
3	9	2-Supporting positive behaviour	Rationale – inclusion of quotes from new DfE guidance Jan 2022 DfE-Behaviour in schools January 2022	SJB
3	9	2-Supporting positive behaviour	Behaviour expectations linked to law as outlined in DfE-Behaviour in schools January 2022	SJB

4	9	2-Supporting positive behaviour	Inclusion of text referring to staff behaviour survey 2022	SJB
4	9	2-Supporting positive behaviour	Training and development – reference to Early Career Framework Teachers (ECF)	SJB
4	9	3-Responding to behaviour	Reordering and amendment of list of strategies and techniques	SJB
5	9	3-Responding to behaviour	Inclusion of role of leaders and parents and carers	SJB
5	9	3-Responding to behaviour	Inclusion of section on Behaviour Interventions	SJB
6	9	3-Responding to behaviour	Inclusion of information about Positive Behaviour Reports	SJB
6	9	3-Responding to behaviour	Inclusion of supporting students after an incident	SJB
6	9	3-Responding to behaviour	Amendments to wording to better inform the classification of ‘significant incident’ and better inform SLT’s support and monitoring of these incidents	SJB
6	9	3-Responding to behaviour and onwards	Change from ‘Restrictive Physical aIntervention’ to ‘physical intervention that is restrictive’ to update terminology in line with guidance	SJB
7	9	3-Responding to behaviour	Use of Reasonable Force and Physical Interventions: Updated section to be in line with guidance DfE-Behaviour in schools January 2022	SJB
7	9	3-Responding to behaviour	Inclusion of Team Teach at Lampard text informing what Team Teach is and and training involved.	SJB
8	9	3-Responding to behaviour	Restriction of liberty – inclusion of an internal investigation if a seclusion has needed to be used for safety reasons when all else has failed.	SJB
9	9	3-Responding to behaviour	Use of term ‘Suspension’ to replace ‘Fixed term Exclusion’ in line with guidance DfE-Suspension and permanent exclusion guidance January 2022	SJB
9	9	3-Responding to behaviour	Inclusion of examples behaviours that are deemed serious to warrant Permanent exclusion	SJB
9	9	3-Responding to behaviour	Additional support amended text	SJB
10	9	4-In summary	‘Reasonable force including Physical Intervention which	SJB

			restricts free movement' to replace Restrictive Physical Intervention	
11	9	4-In summary	Staff support and wellbeing Section inclusion of staff debrief after every physical intervention that is restrictive.	SJB
11	9	4-In summary	Guidance update to include <ul style="list-style-type: none"> • DfE-Behaviour in schools January 2022 • HM Government - Reducing the need for restraint and restrictive intervention – June 2019 • DfE-Suspension and permanent exclusion guidance January 2022 • Team Teach approach and training materials 2019 Version 2.3 • HM Government - Reducing the need for restraint and restrictive intervention – June 2019 	SJB
12	9	Appendices	'Removal of De-escalation techniques' and replaced with 'Stages of a crisis and examples of primary and secondary interventions to minimise low level behaviours'- Team Teach	SJB
12	9	Appendices	Updated terminology – 'Lampard's graduated response to rewards and behaviour interventions and sanctions' from 'rewards and Sanctions'	
4	10	2-Supporting Positive Behaviour	Role of students and parents added	NK
7	10	3-Responding to Behaviour	Clarified who writes behaviour support plans	NK
9	10	3-Responding to Behaviour	Internal exclusion guidance added	NK
13	10	Appendices	Behaviour Principles added	NK
17	10	Appendices	Positive Touch rules for students added	NK
7	11	3 - Responding to behaviour: Student Support Plans and Risk Assessments	Positive Behaviour Plan terminology changed to Student Support Plan throughout the document	NK

16	11	5 - Guidance relating to this policy:	Smoking and Vaping Policy and Behaviour Principles Statement added to the list of policies	NK
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