**Lansdowne School Behaviour Policy**

The Lansdowne School behaviour policy is based on the ethos of the school, which is to present a secure, caring and supportive environment in which there is an expectation of pupil achievement and raised attainment. It should be read in conjunction with the anti-bullying, curriculum and PSHCE policies.

**Introduction**

The school behaviour policy is based on the ethos of the school, which is to present a secure caring and supportive environment. At Lansdowne we believe there is nothing more important than strong positive working relationships within a community. Positive relationships allow everyone to achieve maximum potential and growth. Our belief is that a co-operative school is a happy, secure place where all needs are met and all have the opportunity to succeed. In this way we feel students will develop a feeling of self-confidence, self-worth, respect for self and others, and a sense of their own and others’ equal value regardless of race, gender, class or disability.

**The policy aims to:**

* Enhance the development of positive relationships between students, teachers and other members of the school community, as well as parents/carers.
* Help raise students’ self-esteem and achievement through developing the ability to manage their behaviour.

**This policy recognises that:**

* All individuals are to be valued and treated with respect.
* The rights and responsibilities of students, school staff and parents/carers are to be clearly communicated and honoured.
* The physical and emotional environment for teaching and learning is to be safe, secure and appropriate for the stage of development of the students.
* School decision-making processes are to be collaborative.
* The school’s policies and procedures are to be fair, logical and implemented consistently.
* The need to raise self-esteem and achievement through learning skills in behaviour management and conflict resolution.

**Key Sections**

This policy has several key sections:

**Standards of behaviour**

**Rules**

**Rewards/praise**

**Consequences**

**Supportive action (*time out, parent/carer support*, *contracts, support plans, referrals to associated professionals)***

**An agreed framework for classroom discipline**

**Pastoral care and support**

**Responsibilities**

**Rights**

Lansdowne believes the behaviour policy should foster a co-operative ethos where staff, pupils, governors and parents/carers work together. The behaviour policy is not seen in isolation, but as an integral part of every aspect of school life, enabling pupils to learn, respect and cooperate and in doing so achieve success and raised self-esteem.

**Standards of behaviour**

At Lansdowne we expect students to:

* Establish good working relationships through mutual respect and courtesy.
* Develop self-discipline and make the right choices in all situations in class and around the school.
* Develop a sense of responsibility towards themselves, other pupils, adults and the school environment.
* Follow instructions at all times.
* Discuss problems with school staff, making them aware of any issues that are worrying them.
* Tell an adult if another student is being unkind or hurting them.
* Walk away from a difficult situation, tell an adult, but not to take matters into their own hands.

***Lansdowne will support pupils and staff through the assertive discipline policy and through a supportive pastoral programme.***

**The Assertive Discipline Policy**

The assertive discipline policy is based on rewarding positive behaviour and planning to prevent negative behaviour. It is based on agreed rules, a strong reward system and known and understood consequences. Pupils are **rewarded for positive behaviour**, i.e. they earn rewards, rather than lose them.

**The rules:**

Class rules

* Always **‘Follow instructions’.**
* Keep your **‘Hands and feet to yourself’.**
* Do not cuss or swear **‘Speak politely’.**
* Do not interrupt others.
* Do not leave the room without permission.
* Complete all work to the best of your ability.

Corridor/change of lesson rules

• Always walk, do not run.

• Walk quietly, no loud talking.

• Go straight to class.

• Hold the door for the next person coming through.

Lining up rules

•When the bell goes line up with your class.

•Wait quietly without touching anybody.

•Always walk into school without talking, following your teacher.

Lunch time rules

•Sit at the table and wait to be sent up for lunch.

•Do not shout across the dining room. (Only speak quietly to people on your table).

•Walk up to the serving hatch.

•Clear all your dishes and cups away.

•Do not leave the dining room without permission.

***Lansdowne encourages pupils to follow the school rules though being allowed to make positive choices, as well as praise and rewards for following all instructions.***

**The Rewards:**

* Lots of positive praise for even the smallest achievement recognising student’s success socially and academically.
* Earning Lansdowne reward tokens for good behaviour and work.
* Lansdowne Excellence Certificates.
* Good letters home (A template to be found in the handbook and staff shared area).
* Additionally, teachers are able to arrange activities to reward good behaviour/work.

**Consequences:**

* A warning explaining why specific behaviour is not acceptable, explaining exactly what is expected from a student and offering the student a choice to follow the required behaviour. **(A template to be found in the handbook and staff shared area).**
* A second warning, explaining that the student knows what is expected from them and a final choice to follow instruction.
* Removal from the group – in the classroom.
* Removal to the Quiet Room either directly or via a member of the SLT.
* Any form of violence will be taken very seriously and will automatically result in an internal exclusion.
* Time spent in the Quiet Room will be recorded and a letter sent home to parents/carers.

***At the end of each lesson teachers will discuss with students why they have earned tokens. The targets for earning tokens will be related to the school rules and learning:***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Rule** | ***Followed instructions*** | ***Right place, right time*** | ***Completed work*** | ***Did not call out, or disrupt*** |
| ***Name*** |  |  |  |  |
| ***Name*** |  |  |  |  |
| ***Name*** |  |  |  |  |
| ***Name*** |  |  |  |  |

***Lansdowne recognises that the assertive discipline policy must work side by side with a supportive pastoral programme. Lansdowne will support students through:***

* Staff and students sitting down together to work out a problem, using problem solving steps which are consistent and common throughout the school, which will consist of - **The problem is, some ways to fix it are, we plan to, we will check to see if our plan is working.**
* Discussing students’ problems/issues with parents/carers to devise a joint plan to support students.
* Through staff and students discussing what did I do wrong – what did I do against the rules, why did I do it, how can I avoid this behaviour again?
* Taking any issues around bullying seriously.
* School council.

**Rights**

Lansdowne School believes **EVERYBODY** has **RIGHTS**.

All students have a right to work, play and learn in a friendly, safe, supportive and helpful school.

All teachers and support staff have a right to teach in a friendly, safe, supportive school which is supported by the school community.

All parents/carers have a right to feel welcome and to know that our students work, play and learn in a friendly, safe and helpful school.

**Responsibilities**

Lansdowne believes **EVERYBODY** has **RESPONSIBILITIES.**

All pupils need to care about themselves, other pupils, teachers and all other adults in the school, belongings, the school environment and equipment. Her

**Implementing the policy**

Whilst implementing the behaviour policy, Lansdowne believes in mutual respect and colleague support. Students and staff should work co-operatively, remembering the rights and responsibilities outlined above. The following strategies allow the school to run effectively and smoothly, ensuring pupil and staff safety and success. All adults should act as role models for pupils. To ensure the safety of all pupils and to prevent possible behavioural issues it is important that pupils are supervised throughout the time they are in school.

Greeting in the morning – senior staff rota to greet pupils as they arrive.

All staff to meet and greet pupils as they line up in the morning and accompany to class.

Assemblies – All pupils to walk into assembly with class teacher and support assistant. All coats etc. removed, no talking and no chewing.

## Making the Behaviour Policy work

## Putting the policy into practice

In writing a behaviour policy, the staff recognise that firstly, the overwhelming majority of our pupils are co-operative and positive participants in school activities and secondly that all pupils can choose the way they behave.

As a staff we are committed to effective classroom management and the group management skills that develop our abilities to relate to our pupils.

**We aim to encourage pupil participation by:**

* Emphasising pupil success – focussing on the positive.
* Listening to the pupils’ view point.
* Setting up boundaries, strategies and structures which support and allow pupils to achieve and be successful.
* Recognising and valuing success.

**Well prepared lessons generate good behaviour and we aim to ensure that classroom management and teaching skills are designed to keep pupils involved and interested in their work. As a staff we will:**

* Ensure that all lessons start on time.
* Welcome pupils each morning – aim to make positive remarks at the start of the day.
* Establish clear guidelines for what is expected of pupils.
* Have a well-structured start and end of each lesson – a regular routine with expectations, rewards and consequences understood.
* Ensure all lessons are well prepared and structured towards motivating and stimulating the pupils’ interests.
* Extend and motivate all pupils.
* Mark work promptly and constructively.
* Set homework regularly and responsibly.

**Being a member of staff at Lansdowne**

An essential part of being a member of staff at Lansdowne is to provide a behaviour role model for pupils so they see:

* Mutual respect between staff.
* That each member of staff has a role that their colleagues value.

## Reinforcing good behaviour

All staff are reminded that:

* Pupils are motivated by praise, motivation and rewards rather than punitive sanctions.
* It is worth counting up how many times in a lesson we praise.
* Our voices, body language, gesture and communication need to be positive.
* Pupils need structure and a good understanding of what is expected from them.

## Rewarding good behaviour

The school policy emphasises acknowledging the positive aspects of behaviour and seeking to reward as much as possible. The policy allows all staff to systematically and consistently refer to a set of established rules and rewards to all pupils.

Examples of successful strategies are:

* ‘Catch the moment’, give lots of attention and praise to those pupils who are following the classroom rules.
* Award individual ticks wherever possible.
* Praise pupils’ work.
* Display pupils’ work.
* Ensure good letters are sent home.

## Expectations

There is an expectation that pupils will:

* Come into class quietly and calmly.
* Work throughout the lesson, supported through a differentiated curriculum with teacher and teaching assistant support.
* Speak quietly.
* Work sensibly in the classroom.
* Not fight, argue or chew gum.
* Be encouraged to ask for help if they do not understand something.
* Be polite at all times.
* Walk around the school.
* Follow all instructions.

## Physical Assault

Physical assault is defined as a form of physical handling that the recipient does not welcome or with which he or she is uncomfortable with. It is a misuse of power by the person who is inflicting it.

It is vital that all forms of physical assault are reported immediately to a senior manager. If a teacher or teaching assistant is physically or verbally assaulted, it must be reported to a senior member of staff.

**Physical Restraint**

Physical restraint should be avoided at all costs. However, there are rare occasions when some form or physical restraint may be needed and the following should be noted:

From 1stSeptember 1998 a new provision came into force which allows teachers to use reasonable restraint, which is defined as:

* Preventing pupils committing a crime.
* Causing injury or damage.

There are two relevant considerations in using reasonable force:

* The use of force can be regarded as reasonable only if the circumstances of the particular incident warrants it.
* The degree of force employed must be in proportion to the circumstances of the incident and the seriousness of the behaviour or the consequences it is intended to prevent. Any force used should always be the minimum needed to achieve the desired result.

The majority of Staff are now trained in team teach. Leading in this area are: Desmond Lee and Joe Hilton.

**Any member of staff using physical restraint must immediately inform Linda Adams, or in her absence Jo O’Leary and complete a physical restraint form.**

## Routines for Pupils

The routines for pupils need to be uniform and remain consistent across the school. As a staff we will ensure that:

1. We explain the school rules (See Appendix 1).

2. Decide how behaviour will be managed throughout class time:

•At the start of the lesson (explain expectations and reward when these expectations are met).

•Lesson introduction.

•Group work.

•When pupils are working independently.

•When there is class discussion/group discussion.

•When the class or group are doing practical work.

**Reward ticks should be given for:**

* Following the **FRESH** and learning rules.
* Working appropriately.
* Coming in sensibly and settling calmly and quietly.
* Ending the lesson.

## Recording Ticks

It is the class teachers’ responsibility to ensure all tick sheets are recorded each day.

The tick sheet is a daily sheet which allows each pupil to earn four ticks for each lesson. (See daily tick sheet).

The total for each pupil should be completed each week and **handed to the School Office at the end of the school day each Thursday.** (See weekly tick sheet).

The **weekly** sheet will allow Linda Adams to see which pupils have earned a Lansdowne reward certificate, as well as seeing which class will be Class of the Week.

The reward certificates and Class of the Week cup are the rewards for good behaviour and hard work and will be given out at the Achievement Assembly each Monday morning. A further way of rewarding pupils is to send a **good letter** home to parents/carers. (See good letter- electronic version available on the staff shared area).

If pupils have not followed instructions and have had to go to the Quiet Room, an **unfortunately letter** will be sent home (See unfortunately letter – An electronic version available in the staff shared area).

## Daily Tick Sheet

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| --- | --- | --- | --- | --- | --- | --- |
|  | **Lansdowne School Daily Token Sheet** | | | | | |
| Class | | |  | Date | | |
| Name | Guided Reading | Period 2 | Period 3 | Period 4 | Period 5 | Period 6 |
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**C**omments:

## Weekly Sheet

## Lansdowne Weekly Token Sheet

## Week Beginning

## Class

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| --- | --- | --- | --- | --- | --- | --- |
| Name | Monday | Tuesday | Wednesday | Thursday | Friday | Total |
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**Please return to the School Office each Thursday after completion.**

## Good letter

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| --- | --- | --- |
| Lansdowne_logo | **Lansdowne School**  **Argyll Close, Dalyell Road** LondonSW9 9QLTel: 020-7737-3713Fax: 020-7738-6877 **Executive Headteacher: Linda Adams *M.Ed, PGCSE (Autism)***  **executiveheadteacher@lansdowne.lambeth.sch.uk** | Kitemarks_sportsmark |

Date­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­

Dear Parent/Carer

I am really pleased to inform you that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## Unfortunately Letter

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Student\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Year\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Dear\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

I am writing to inform you that unfortunately\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Had to spend time away from the class in Quiet Room today. This was because

Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## Reporting Pupil Behaviour

Any negative behaviour should be reported on a **Lansdowne Behaviour Report Form**. These forms will be kept in the office and should be completed as soon as reasonably possible after the incident. All adults concerned with the behaviour incident should complete a form. **These forms will become legal documents in the case of an exclusion, or allegation. Parents/Carers will also need to see these report forms when we inform them of any form of inappropriate pupil behaviour.**

Any cause for concern should be written down on a **Lansdowne Cause for Concern Form.** This allows the school to be aware of and keep a record relating to any incidents or actions which concern staff. **Please remember, this is not for child protection purposes and any cause for concern around child protection must be reported straight to the child protection officer: Joe Hilton or Jo O’Leary.**

**See:**

1. **Lansdowne Behaviour Report Form**
2. **Lansdowne Cause for Concern Form**

## Lansdowne School Behaviour Report Form

Please ensure all parts of this form are completed

Pupil’s Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Staff Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date of Incident \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Time of Incident\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Please circle the most appropriate:

Refusal to follow instructions

Physical aggression

Verbal abuse

Racism

Bullying

|  |
| --- |
| Describe the behaviour or incident |
| Describe the lead-up to the behaviour or incident |

|  |
| --- |
| Name of people informed |

|  |
| --- |
| **Actions to be taken by member of staff to address behaviour (tick or describe)**   * **Assertive discipline procedure** * **Discussion with pupil** * **Unfortunately letter** * **Referral to Senior Manager**   **Other action taken** |

|  |
| --- |
| Action by Senior Manager |

Signature of report writer\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature of Senior Manager\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## Lansdowne Cause for Concern Report

Pupil Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Staff Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Time \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |
| --- |
| Please write down the cause for concern |
| Reported to |
| Action taken by Senior Manager |

Staff signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Senior Manager signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Following up on behaviour report forms and cause for concern forms:**

* **All behaviour report forms/cause for concern will go to Joe Hilton.**
* **He will follow up on any routine matters, deciding on whether to contact parents/carers.**
* **Reported serious behaviour incidents will be forwarded by Joe Hilton to Ms O’Leary who will phone home to parents/carers and decide how to proceed.**
* **All behaviour report forms will then go to Ganesh, the same day, so he can add these incidents to the student behaviour log for analysis.**

**Agreed by IEB November 2015**

**To be reviewed November 2016**

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| --- | --- | --- |
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Appendix 1

School Rules

The school rules are referred to as the FRESH rules:

**F**ollow instructions

**R**ight place, right time

**E**veyone deserves respect

**S**

**H**ands and feet to yourself