



Lotus
SCHOOL

Relationships & Behaviour Policy

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1	September 2022	Update from Behaviour Policy

Thrive and learn

PURPOSE OF THIS DOCUMENT

To outline the vision guiding Lotus School: Ready, Respectful, Safe

To develop a policy that is supported and implemented, by the whole school community; children, parents and carers and staff, based on our mission statement and shared values.

To create a caring, family atmosphere and safe environment in which learning and teaching can take place.

To teach, through the School Curriculum, values and attitudes as well as knowledge and skills.

To ensure all staff understand that all behaviour is communication.

To provide pupils with a positive behaviour framework based on the 6 Principles of Nurture

The policy has been prepared for the support of all teaching and support staff who come into contact with students and for students and volunteers working within the school to explain the school's arrangements for supporting a positive change in behaviour. Its contents are available to parents and students and is on the school website.

AIM

Lotus School strives to build a climate where young people feel safe, secure and enjoy learning and reflects our school values of Ready, Respectful, Safe. Through our understanding of SEMH behaviours, all staff will support the young people of Lotus to engage in activities, access the curriculum and achieve high standards. The staff of Lotus School will do this by promoting positive relationships built on trust, co-operation and respect. This will secure an enjoyable learning environment where expectations are clear and individuals are listened to, and respected.

In implementing this Policy, we value each young person as an individual where we understand that all behaviour is communication and support the cohort to recognise their feelings and help them to learn positive ways to express these feelings preparing them to become resilient as they mature.

This policy should be, read in conjunction with other school policies included in this document:

Safeguarding Policy

Behaviour management at Lotus School should be addressed proactively not reactively, prevention is better than cure. Discussions about challenging behaviour should, where possible, focus on questions such as, 'how can we ensure it does not arise?' and, 'can we understand what is causing this child to behave in this way?'

The role of the whole organisation is to create a consistent and calm approach that will help prevent the need for reactive measures to be taken. Pupils need, at all times, to have their own individual needs considered – we will be flexible.

The school has values, systems, charters and logical consequences that are, reviewed with the children regularly, and discussed on admission with each child and their parents/carers.

Our values are: **READY RESPECTFUL SAFE**

CREATING A POSITIVE ETHOS: Ready, Respectful, Safe

At Lotus School, creating a positive ethos is paramount in ensuring the success of all pupils. We continually develop and embed this ethos through a number of school systems:

- 1 Page Profiles, Class Teacher Provision Maps, Behaviour Plans and Risk Assessments are created for all pupils and are reviewed and updated each half term
- Boxall Profiles are completed in Autumn 2, Spring 2 and Summer 2 each year and specific interventions are delivered based on the results of the Boxall Profiles. (Choose only 2 or 3 areas maximum to work on each half term)

- Nurture/Behaviour Targets are discussed with the young people at Lotus and are created on an individual basis. They are then reviewed weekly, achieved (rewards given) or continued with strategies and support given on how to achieve these Targets.
- Points are given to pupils who actively follow the Lotus Values and if they are 'caught doing something extraordinary'. These points add up to a reward on a Friday each week which is personalised for each class.
- Rewards are displayed in classrooms as a visual means of sharing progress for positive behaviours and celebrating right choices – these are never taken away.
- Half Termly REWARD trips are planned – these are based on appropriate Risk Assessments, being safe and by achieving an agreed number of points.

Interventions and 'on the spot' mentoring are delivered both in class and by the Behaviour HLTA linked to specific behaviours around name calling, transition, bereavement, bullying and anger management/anxiety. These could include; include Emotional resilience, Nurturing Social and Emotional Development, The Anger Gremlin, NLP and CBT.

- Staff also work with pupils to deliver mindfulness and strategies to promote socially acceptable behaviour including good manners.

Parental/carer support is, achieved through positive, daily home school diaries, reviews and phone calls as necessary (being considerate of the appropriateness of negative feedback in front of the young person – please consider a phone call)

THE ROLE OF REWARDS & CELEBRATION

A young person at Lotus is less likely to display challenging behaviour if their needs are being met, and if their achievements are recognised and celebrated.

Individual certificates may be awarded across school throughout the year, for example, when a child is able to complete a piece of written work, helps others to make the right choices in school or for achievements in all aspects of school life. Post Cards will be sent out to parents/ carers to praise a pupil when they have achieved well.

Individual certificates for Student of the Week for each subject, are awarded at the end of each week

Most young people respond to a positive approach where their efforts are acknowledged and make considerable efforts to improve their work and, when necessary, their behaviour. Adults can also be given, the opportunity to receive a 'Duty Bearer' certificate from the young people at Lotus; they vote and offer a certificate acknowledging the adults too.

There are also whole school celebrations at the end of each year to which parents and carers are invited.

HOME SCHOOL DIARIES

Some children benefit from Daily Home/ School diaries are essential to maintaining consistency of response to behaviour and ensuring positive and rewarding experiences for the children in all contexts. Children take their diary home (or through Parent App) at the end of each day. Parents/carers also have the opportunity to comment.

Zones of Regulation

The Zones of Regulation emotional scale is a visual system that can help to organise thinking when working through difficult moments, particularly those that require social understanding. It teaches our young people that emotions have different intensities, and that we have comfortable (green) and uncomfortable (red) feelings. The scale focuses on 4 levels of regulation. Classes have lessons about the Zones, which have been written to teach the key emotions and contextualise them. New situations are reflected upon using the scale and feelings/states explored using the same model. Young people can learn to recognise what "state" they feel and begin to learn strategies to prevent crisis and anxiety. Staff model responses to situations using the emotional scale to reflect how they feel.

Logical Consequences

Both positive and negative consequences are used at Lotus school to support the young person's understanding that all behaviours have a consequence for themselves and others. These consequences can be:

Verbal praise	Verbal reminder of rights respecting behaviour
Stickers	Second request
Positive comment in book	Rewards not earned
Certificate	Loss of free time to catch up with work, tidy up etc
Phone call home	Moving pupil to work alone
Choice of reward activity	Safe Space
Visit to the Headteacher	Reflective conversation with member of SLT
Reward Trip	

There will be times when children are unable to make the right choices.

It is important that we provide clear behavioural boundaries and guidelines within which our pupils operate

It is equally important to remember to remain flexible yet consistent. Over-rigid application of a 'rule' to some young people may create more challenging behaviours than it was designed to avoid.

Everyone is different, and at times, has different needs but we have rights and these should be respected by everyone.

All staff must take a flexible approach determined by the individual needs of pupils. This should be communicated effectively through class, site and whole staff meetings to ensure consistency of approach and should be updated and discussed during Floor Meetings as a reminder

LOTUS BEHAVIOUR LADDER

Level 1 – What Do Level 1 Behaviours Look Like at Lotus? Mainly low-level behaviours, but if not addressed, can quickly escalate.

As caring and supportive adults who fully understand SEMH Behaviours and we acknowledge the difference between conduct and behaviour. At Lotus we calmly support in the classroom through Quality First Teaching and a range of de-escalation/distraction strategies that staff have developed by getting to know the young people by creating and regularly updating, 1 Page Profiles/Class Teacher Provision Maps/Risk Assessments and Boxall Profiles.

Lotus Scripts are used at this point; Name .. Action .. Thank you, Kind words thank you ... I really like how you are trying your hardest to (verbalise the action i.e. sit in your seat/ignore those unkind words)

Reflection is completed verbally within class to encourage the use of Zones of Regulation to express feelings.

Level 2 – What Do Level 2 Behaviours Look Like at Lotus? Behaviours can be verbal through anxiety, often work based refusal etc

Continue with Level 1 strategies. Classroom Safe Space may be used at this time as, over time, young people are taught to manage their emotions using the Zones of Regulation and are more at ease verbalising how they are feeling. Children will be encouraged to self-soothe and then return quickly to the learning space. This may be by using the Lanyards for 5 minutes time out. Children will be rewarded when back on task. If children are unable to self-soothe staff may direct children to 'On The Spot' Behaviour Mentoring.

Physical intervention is not needed as risk is low and pupils are supported by continued de-escalation and diversion. Reflections are completed at an appropriate post incident time using Zones of Regulation to express feelings and support the use of different choices next time.

The Reset Room (Behaviour HLTA) (opening 2022/23)

The Reset Room is used as a positive means by which a pupil can withdraw or be withdrawn from the classroom or other area where he/ she is experiencing difficulties with a situation.

Pupils at Lotus School will be taught to use The Reset Room as an initial coping strategy i.e. instead of hitting out, losing control or arguing. Staff in The Reset Room are taught to respond to each pupil in relation to their developmental need and encourage a return to the learning space as soon as possible as it is vital that the Reset Room is not seen as a REWARD.

Level 3 – What do Level 3 Behaviours Look Like at Lotus?

Young people who begin to display behaviours that show increased risk to themselves, others or the environment may need support to regain control. Staff are encouraged to continue with Level 1 and 2 strategies and scripts whilst being mindful that a physical intervention may be necessary

Safe Space rooms are available to support pupils who need to be moved or supported to regain control, ultimately being in the right place to return to the learning environment.

At Lotus School, there is an option for any opted out time to be made up. Parents/Carers are asked to collect their child or Lotus Staff x 2 will take the child home. Work is ready for the young people to complete and if they still refuse, then the work is sent home

Level 4 – What do Level 4 Behaviours look like at Lotus? Serious Incidents and logical consequences

Repeated episodes or a single severe in nature occurrence of the following behaviours:

- Absconding from the school site
- Unprovoked assaults on members of staff or pupils
- Serious disruption of the learning environment may lead to the child working in internal exclusion away from the other children with the support of the Retreat, sometimes including lunch and breaks, so that the seriousness of the incident can be acknowledged and recognised by the child and that the rights and feelings of other children and staff are recognised.

Whilst in internal intervention the child will:

- Undertake reflecting learning based on principles of restorative justice
- Continue with developmentally appropriate learning tasks, depending on the child's position within the stages of crisis.

Should an incident be so serious that a fixed term exclusion is decided upon by the Headteacher, then a Conduct Support Plan will be written or reviewed.

The fixed term exclusion will be used by the team and SLT to write and/ or review the Conduct Support Plan (CSP) and ensure that systems are in place for when the young person returns.

Before returning to school a meeting will be held with a member of the SLT, parent/ carer, young person and a member of the class team in order to discuss the incident and to share the CSP. At this meeting the CSP will be agreed and a possible phased return to class may be decided upon.

If after further investigation and the implementation of different strategies the young person's behaviour remains a considerable risk to all staff and children within the school, a review of the 1 Page Profile and CSP will be made and the Headteacher may make provision for Home Schooling to take place.

ABSCONDING/Leaving site without permission

If a young person leaves the building, they are to be followed but only to the boundary of the school premises by one member of staff only.

The young person is to be reminded, if appropriate, that if they leave the school site and go out of staff sight, the police and their parents/ carers will be informed. Staff must continue to observe/ support as long as the pupil is in sight, perhaps moving back towards the building if the pupil begins to return.

If the pupil does go out of sight, a phone call is to be made to parents/ carers and the police.

If the pupil is younger and/ or of higher risk as noted on their One Page Profile/Risk Assessment, a member of staff may follow after taking a school mobile from the office and informing the senior member of staff on site. A risk assessment is completed linked to the absconding incident and uploaded to CPOMS.

Further information can be found in the Procedures for Children Off site document.

CHILD PROTECTION

It must be noted that the above stages will be adapted if it is felt that child protection issues are involved and a full consideration of implications will be made. The school safeguarding policy will be followed at all times.

UNDERPINNING VALUES

The purpose of the Relationships & Behaviour policy is to encourage the best possible behaviour from all of our children and adults and we endeavour to work alongside pupils and parents/carers to plan individual approaches to maintain positive conduct.

Our priority is to encourage socially appropriate behaviour from and for all:

- Every pupil has the right to feel safe, valued and respected and able to learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, consequences and reasonable force are used consistently by staff, in line with the behaviour and physical intervention policy
- The Relationships Policy is understood by all pupils and staff
- Pupils are helped to understand the result their action has on the rights of others
- Families are involved in behaviour and relationship discussions to foster good relationships between the school and pupils' home life

Everyone attending or working at Lotus has a right to:

- ✓ recognition of their unique identity;
- ✓ be treated with respect and dignity;
- ✓ learn and work in a safe environment
- ✓ be protected from harm, violence, assault and acts of verbal abuse

Pupils attending this school and their parents have a right to:

- ✓ be encouraged to make choices concerning their education and their lives;
- ✓ be aware that physical interventions should only be used in the student's best interests;
- ✓ opportunities for learning which are appropriate to the students' interest and abilities;
- ✓ individual consideration of student needs by the staff who have responsibility for their care and protection;
- ✓ expect staff to undertake their duties and responsibilities in accordance with the school's policies;
- ✓ be informed about school rules, relevant policies and the expected conduct of all pupils and staff working in school;
- ✓ be informed about the school's complaints procedure.

Staff should ensure that pupils understand, as far as they are able, that there is an expectation of high standards of behaviour.