



Longford Park School
Believe • Belong • Become

Behaviour and Relational Policy
Academic Year 2025 – 2026

Intent

To establish a code of behaviour which reflects the aims and ethos of the school and Multi Academy Trust. We aim to provide a caring, safe environment that treats everyone fairly, whilst considering pupils individual needs, so that all can develop and achieve to their full potential.

At Longford Park School, our core values underpin all we do. They are:

- I **believe** in myself and others.
- I **belong** to the school's community.
- I **become** the very best I can be.

Objectives

The management of behaviour is woven through the curriculum and teaches appropriate and relevant social skills and emotional regulation.

Many pupils at Longford Park School have diagnosed social, emotional and communication needs, some also have complex learning needs and many have had *Adverse Childhood Experiences (ACE's)*, which can cause *traumatic* and lasting impressions for young people. Approaches to support the child requires firm and clear management, to ensure the child and others are safe, with clear boundaries and expectations that are put in place in a way that also has empathy for the child. Keeping the child safe without hurting or punishing is an essential part of helping them to feel secure.

This policy sets out measures which are designed to:

- Promote emotional regulation and positive behaviour
- Provide a happy and secure learning environment where pupils can develop their positive behaviours, relationships and learning
- Promote equal opportunities for all
- Promote a climate of tolerance, confidence, mutual respect and co / self-regulation
- To develop an ethos that promotes self-esteem and self-confidence
- To support pupils to learn strategies to calm when feeling dysregulated.
- To help build positive working relationships;
- To help children with an insecure attachment style move towards a secure style.

Aims

This policy aims to provide strategies to manage behaviour, as well as a consistent approach to recognising and rewarding positive behaviour, and reflecting on and repairing behaviour that has gone wrong.

At Longford Park School, we aim to promote clear boundaries, aspirational behaviour aims, a relational and inclusive approach and a focus on reflection and repair for the whole school community. We are understanding of the huge challenges that supporting children with poor mental health and/ or complex needs can bring and the sometimes difficult and long journey the pupils have ahead of them. A child's negative experiences over many years can only change through new consistent positive experiences.

We cannot expect something that has been learnt over such a long time to change quickly. The majority of pupils are placed here because the mainstream model did not work for them.

This guidance is in place to ensure that the core values of Longford Park School, which are unique to us, are understood by all stakeholders. This policy provides guidelines and procedures as to how the school supports and responds to the needs of the pupils. A relational approach is key to meet the needs of the pupils in school, with clear consistent boundaries that also acknowledge the role of making sure that pupils are ready to move on to their next steps and settings.

At Longford Park School we:

Protect:

We build a foundation on a nurturing, highly structured and predictable school community. Pupil timetables/ work tasks/ targets and expectations are highly differentiated to ensure equity for each child, making sure we respond to individual needs.

Relate:

We work together to share information to really get to know our children, their past and present experiences and the world that they have experienced in their lives so far. We work closely with families and outside agencies to ensure that the best support packages are in place and follow rigorous safeguarding procedures. We are non-judgmental and empathetic to the driving force behind children's behaviour with a view to supporting them through difficulties.

Regulate:

We support each child to find personal strategies which enable them to move on from moments of dysregulation. Some pupils may need a distraction/ toy/ safe space/ particular adult/ break/ snack/ drink to help them settle. This will be decided in partnership with the child. Staff adopt a supportive tone/ script/ body language and approach in supporting the pupil to regulate. They seek to calm the child and reassure the child in crisis. They make adjustments to meet the child's needs, whilst maintaining safety and order in class and around school.

Reflect:

We have empathetic conversations that help children move from behaving their experiences and / or trauma to reflecting and talking about their experiences over time. These conversations will be held discretely with the child with a focus on helping the child to make sense of themselves. They consider the past experiences of the child, their emotional capacity and resilience. There are no shaming or conversations that will make the child relive past difficulties. If a child is not ready or able to discuss their difficulties, the conversation happens when they are ready.

Behaviour Management.

Positive Behaviour Management Strategies

At Longford Park School we believe that understanding pupils and teaching them to understand and manage their emotions is key to positive behaviour, alongside developing self-confidence and self-esteem.

Positive behaviour management strategies focus on preventative measures considering:

- Whole school ethos of pastoral support, using Zones of Regulation and trauma informed

approaches

- Understanding each individual pupil and their specific needs / difficulties / trauma
- Establishing positive relationships with pupils and modelling the behaviour we expect at all times.
- Using classroom management strategies, pupils 5 point plans, meeting sensory needs etc before using the choices and consequences chart.
- Positive communication with parents and carers.

Whole school Ethos

At Longford Park School we are preparing the pupils emotionally, socially and academically to move on to their next steps. This is an integral part of our curriculum model and is done through whole school rewards assemblies, PSHE lessons, class time, teaching Zones of Regulation, bespoke learning and interventions, access to ELSA support / Play therapy / Counselling and lots of experiential opportunities.

We believe that relationships between pupils, families and school are key but that relational does not mean lack of clear boundaries and aspirations for behaviour. Many pupils voice that they feel safer with firm clear boundaries.

Within Longford Park School, Staff and Pupils have voiced what they want in school to support them regulating and learning and so the Longford Park Golden Rules were made (see Appendix A). These are recognised and praised wherever possible and work alongside our core values **BELIEVE BELONG BECOME**

Understanding individual Learners

All our learners have a primary diagnosis of social, emotional and mental health needs as well as a range of other complex needs including ADHD, Autism and Trauma.

All our pupils want to behave well and often poor behaviour occurs due to some of the following factors:

- Boredom
- Insecurities / anxiety / low self-esteem
- Physiological factors ie tiredness / hunger
- Emotional factors
- Underlying conditions – ie Autism and ADHD
- Adverse Childhood Experiences / Trauma
- Home circumstances

All staff need to have a clear understanding of each pupils' individual needs and specific difficulties. Some pupils have an individual risk assessment or care plan as well as their EHCP.

Positive relationships and modelling behaviour

Staff should, at all times, model the behaviour they want to see in pupils – through the actions they take, the way they speak, the way they dress and through verbalised expectations, praise and restorative language. They should also take the initiative to build positive relationships with pupils.

All staff should try and avoid:

- Taking things personally
- Humiliating pupils
- Over reacting
- Shouting unnecessarily

- Talking to pupils about their behaviour in front of others
- Entering pupils' personal space

Classroom management strategies

Examples of good practise that can be used to manage the classroom prior to needing choices and consequences:

- Clear expectations, boundaries and be consistent
- Use a voice scale
- Model good behaviour – be polite, firm and respectful
- Praise a lot
- Have tasks and activities to engage pupils throughout the lesson
- Be assertive rather than shouting
- Separate behaviour from the individual
- Talk to pupils about behaviour in terms of the choices they make
- Draw attention to the behaviour you want not the negative behaviour
- Set time limits
- Tactically ignore some low level behaviours
- Use interventions / movement breaks / 5 point plans
- Ensure the pupils leave classroom tidy with a calm routine to end
- Refer to Longford Park Schools Golden Rules
- Encourage pupils to use their 5 point plans – co or self-regulation

If strategies are being used and poor behaviour continues / escalates then use the choices and consequences chart (Appendix B) in a fair and consistent manner.

Positive communication with home

Staff will communicate regularly with parents and carers through class dojo and via phone calls.

Communication will be about positive, as well as negative behaviour, bespoke to the needs of the family.

Roles and Responsibilities

In line with Teacher and Teaching Assistant standards, all staff are expected to take responsibility for implementing this behaviour policy within the classroom and around school, and, where applicable, outside of school.

Pupils

Pupils are encouraged to care for each other and take responsibility for their own behaviour and choices in line with their age, level of development and cognitive ability. They will all be aware of expectations and our Golden Rules.

All staff

All staff have a responsibility for using classroom management strategies effectively, and if they fail, applying the choices and consequences consistently and fairly. For level 4 and 5 behaviours class staff should liaise with SLT.

Staff are responsible for recording incidents clearly, factually and in the correct way on CPOMS on the same day.

Senior Leadership Team

SLT will work with all staff collaboratively to ensure that staff are supported in monitoring pupils and enforcing consequences.

They will support pupils and staff pastorally, in making sure all members of the school community are aware of the policy, as well as taking decisions around consequences for serious behaviours.

The Headteacher will be responsible for the day to day implementation and management of the policy and associated procedures.

Positive Handling

The use of positive handling and restrictive physical interventions to manage challenging behaviour is as little as safely possible, however staff also have a duty of care to keep everyone safe – preventing pupils from harming themselves, others or doing criminal damage. The physical intervention should be reasonable, proportionate and necessary.

All staff are trained in de-escalation and positive handling through Team Teach and both the Headteacher and Deputy Headteacher are Team Teach trainers.

The behaviour policy should be read alongside the Positive Handling Policy.

Uniform

School uniform contributes to creating a positive school ethos and a sense of pride and belonging. Longford Park school has purposely kept this simple given the diverse needs of the pupils however, encourages school uniform at all times.

- White Polo tshirt
- Grey trousers
- Black shoes
- School jumper

Hats, caps and hoodies should not be worn in school or expensive branded clothes.

Banned Items

We recognise that many pupils use electronics on the bus journey to support their regulation however, phones and electronic devices must be handed in to either class staff or the office on arrival in school and will be given back at the end of the day.

Drinking water is provided in each class and there is fruit and toast available as well as milk.

Pupils should not bring any of the following as they can have negative effects on energy and behaviour:

- Energy and sports drinks
- Fizzy sugary drinks

- Sweets
- Large bags of crisps
- Packets of biscuits
- Chewing gum
- Large amounts of chocolate

Power to Search

School staff can search a pupil for any item with their consent. Two members of staff would be present and no physical contact made. They may be asked to turn out pockets, coats and bags.

Additionally the SLT team can use force as is reasonable given the circumstances, with or without consent, to conduct a search for the following prohibited items:

- Knives / Weapons
- Stolen Items
- Drugs / Vapes / Alcohol / Cigarettes / Tobacco
- Anything that has been or is likely to be used to commit an offence, cause personal injury or damage to property.
- Indecent images.

Repair and Reflection Hub

This space will be used when a pupil has done something more serious or unsafe that needs further time away from class / a potential suspension. They will complete work with the member of staff who is with them and will reflect on the events that prompted them to be there before being deemed ready to return to class.

The hub should be only used after discussion with a member of SLT and for no longer than half a day (unless behaviour escalates further within that time)

Reflection

Reflection with the pupil about what happened will be at an age and developmental appropriate level and only completed once the pupil is calm – this can sometimes take a while after the incident. Strategies used to calm pupils are not ‘treats’ but valid ways to de-escalate and promote communication again.

The reflection sheets (Appendix C) will be completed by pupils / staff through discussion and then staff will scan onto CPOMS.

Restorative Practice / Conversations

There may need to be a restorative conversation following pupil reflection. These conversations should only occur when both parties are ready and never be judgemental or biased and should follow a consistent approach (Appendix D)

Use of Safety rooms and safe spaces

Seclusion is a subset of restrictive interventions. The use of a seclusion space is a last resort and should only happen when physical intervention has proved ineffective and the behavioural emergency poses serious and imminent danger to the person, staff or others.

Practice related to the use of safety rooms and Safe Spaces is governed by the Ofsted guidance

“It is an offence to lock a person in a room without a court order except in an emergency, for

example where the use of a locked room is a temporary measure while seeking assistance.”

(April 2013)

Therefore, we have adopted a specific protocol for this which is shown in Appendix E and F.

All members of staff are required to have read this protocol.

Debrief

Where incidents have been particularly severe or sustained, the SLT team will follow up with a debrief. Members of staff can request a debrief however the SLT team may insist on conducting one even when not requested, if it is deemed necessary. The debrief must be an appropriate response to an incident which:

- Supports the wellbeing of the member of staff
- Provides an opportunity for learning from the incident
- Supports the wellbeing of the pupil

This will be done in 2 stages.

Post Incident Support – Immediate follow up
How are you? How is the pupil? Do you need some time or is there any other support I can give you?
Post Incident Learning – Further follow up
This is staff focused and involves discussion around: The event Feelings during and since the incident Positive actions to be taken. Where appropriate there may be a restorative conversation with a named member of staff.

For less serious incidents and wellbeing, there is a full staff debrief three times a week.

This Policy should be read in conjunction with:

- ❖ *Anti-Bullying Policy*
- ❖ *Exclusion Policy*
- ❖ *Child Protection Policy*
- ❖ *RPI Positive Handling Policy*



Our Golden Rules

- I will show kindness and respect to others
- I will walk around school with staff
- I will use good manners and language
- I will keep my class area tidy and clean up after myself
- I will try my best in lessons
- I will hand my devices in to my class staff
- I will go to my agreed space if I am struggling and talk to staff when I can

Appendix B

I will try my best to follow our Golden Rules but sometimes I may forget and choose the wrong behaviour.

	Level 1	Level 2	Level 3	Level 4	Level 5
Types of behaviour	<p>Accidental swearing</p> <p>Refusing to follow an instruction</p> <p>Refusing to complete classwork</p> <p>Refusing to tidy my things up in the classroom</p> <p>Running round school</p>	<p>Throwing items on floor / across room</p> <p>Ripping displays or work</p> <p>More persistent and ongoing refusal</p> <p>Refusing to hand in devices</p>	<p>Insults – including racist words</p> <p>Swearing at people</p> <p>Running off</p> <p>Kicking doors open</p>	<p>Persistent level 1-3 behaviours</p> <p>Throwing things at people</p> <p>Setting fire alarm off</p> <p>Spitting once or twice</p> <p>Accidentally Hurting others</p>	<p>Level 1 -4 behaviour getting more and more</p> <p>Intentional Assault to staff / pupils</p> <p>Running off / leaving school premises</p> <p>Racist / sexual threat</p> <p>Biting</p> <p>Weeing on staff or equipment</p>
Possible consequences	<p>Staff talk to me</p> <p>Change of staff</p> <p>I may have work sent home</p> <p>I may lose my choose time</p> <p>Potential to lose treat</p>	<p>I will lose my breaks</p> <p>Review 5 step plan</p> <p>Repair damage</p> <p>Say sorry to all the people I need to</p> <p>Treat withdrawn (can be earned back)</p>	<p>Repair any damage</p> <p>Say sorry to all the people I need to</p> <p>I will work in different space with one of my staff</p> <p>I may use the hub for short calming period</p>	<p>I may be held to keep me safe</p> <p>Miss Waite / Miss Meadows / Miss Lamb will be involved</p> <p>I will go to the Hub</p> <p>Parents into school</p> <p>I will have an individual Risk assessment</p>	<p>I may be held to keep me and others safe</p> <p>Miss Waite / Miss Meadows / Miss Lamb will be involved</p> <p>I will go to the Hub</p> <p>I might be suspended from school</p> <p>The police may be called</p> <p>My risk assessment will be updated</p>

I will reflect with staff after any incident about what went wrong and what I could do instead if I feel like that again.

Staff will also understand that sometimes I can't help my behaviour due to my protected condition and will recognise what I can and can't help

Pupil _____

Date _____

Please complete the reflection each session and scan as an action linked to CPOMS

Why were you in the behaviour hub today?

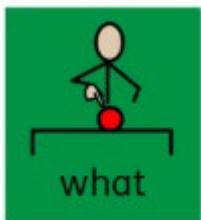


How are you feeling being in the hub?



I am feeling

What could you try and do differently next time?



What or who helps you when you are cross or upset?



Your behaviour effects what happens in school. Our school is a safe space where we all belong and want to feel relaxed and happy. You are part of our school and need to try and show our Golden Rules.

I will try my best to show our Golden Rules and follow my plan _____

Appendix D.

Restorative Practice

How Restorative Practice supports pupils by;

- Helping them to realise the affect their behaviour has on others emotions.
- Helping them to reflect on their actions and resolve them in a non-confrontational manner.
- Creating a fair system for dealing with and resolving situations.
- Helping them to understand the consequence they are faced with.
- Improving emotional literacy as well as communication and social skills through the use of affective statements pupils.
- Helping them to gain greater understanding of emotions and feelings of others.

Restorative practice looks at;

- what has happened
- what harm has resulted
- who has been affected
- what needs to happen next Positive affective statements

Positive affective statements share emotions and reflect on positive behaviour.

Examples: Rather than saying “Well done for sharing your experience”... say “You made me feel so happy when you shared your experience with the class”. Rather than saying “I’m so proud” ... say “You made me feel proud when I saw how brave you were.”

Negative affective statements share emotions, reflect on negative behaviour and bring feelings of natural shame to the surface.

Examples: Rather than saying “I’m sad” ... Say “You made me feel sad when you hurt your friend.” Rather than saying “I’m unhappy”... Say “You made me feel unhappy when you shouted out across the classroom”.

Remember

Shame occurs naturally in everyone regardless of how they express it.

Always expect challenging reactions to shame; smirking, laughing, fight/flight, poor eye contact, no expression and try not to react to these reactions as it will cause the situation to escalate which therefore deflects from the original issue. Avoid encouraging shame with comments, shaking head, tutting, negative body language etc.

Appendix E

Guidance on the Use of Safety Rooms and Safe Spaces

Introduction

The use of safety rooms is a complex and problematic area of our practice and merits continuous revision and re-appraisal as we develop our knowledge and understanding of pupils. Whilst guidance in this area can be complicated and at times confusing, one simple principle is abundantly clear, the use of safety rooms constitutes a deprivation of liberty and is therefore illegal other than for the most extreme of circumstances. Therefore, we must be absolutely confident when using safety rooms that there is no alternative and that our actions would withstand the most intense scrutiny in law.

The following guidance represents our school's policy in this area and must be adhered to at all times

Guidance

Ofsted (April 2013) stated "It is an offence to lock a person in a room without a court order except in an emergency, for example where the use of a locked room is a temporary measure while seeking assistance."

This provides a clear starting point for the consideration of our actions under the law. Other Governmental guidance is available such as the 'Use of Reasonable Force' and the 'Deprivation of Liberty Safeguards' (DOLS) and it is around this framework of information that the protocol and procedures outlined below is based.

Protocol

The following protocol must be followed on all occasions in which a pupil is moved to, kept within or denied access / exit from any area against their will. Within school this will apply generally, but not only, to the mindfulness rooms, sensory spaces and classrooms where other students are removed.

Failure to comply with this protocol in full will result in disciplinary action being taken and may constitute a criminal offence.

1. The use of any safety room or area can only occur in the most extreme of circumstances in which there is a clear and imminent threat of harm to people or of significant damage to property or possessions.
2. During any period of seclusion using a safety room there must be a minimum of two members of staff present throughout the entire period of the seclusion.
3. Throughout the period of seclusion, there must be continuous monitoring and evaluation of the situation in order to secure a safe and positive resolution as quickly as possible. The Restriction Reduction Table must be completed every five minutes.
4. At the earliest possible opportunity a member of the Senior Leadership Team must be informed of the use of a safety room.
5. On receiving this information, the member of the Senior Leadership Team must attend the site of the seclusion if this is within school.
6. The use of any safety room or area is only permissible if the pupil has a current risk assessment which clearly demonstrates that such action may be necessary. A current 5 point Support Plan must be in place which stipulates that the use of a safety room or area may be necessary.
7. Parents or carers must be made aware of the pupil's risk assessment and the Support Plan. The pupil's class teacher is responsible for ensuring this information is shared.

8. Parents or carers must be informed on each occasion in which a safety room or area has been used on the day in which it occurred. This information must be shared by either the home-school app, text message, e-mail or telephone call. The class teacher is responsible for ensuring this information is shared.

9. On very rare occasions, because of unforeseen circumstances, the use of a safety room or area may be necessary for a pupil who does not have a risk assessment which indicates this. On these occasions an immediate risk assessment must be completed by a member of the Senior Leadership Team in conjunction with the pupil's teacher.

10. On those very rare occasions when a safety room or area has been used for a pupil without a clear and authorised plan in place, the class teacher must inform the parents or carers directly within one working day by either the home-school diary, text message, e-mail or telephone call.

Monitoring and Reporting

The use of safety rooms or areas will be monitored each day by the SLT team using the Risk Reduction Table cross-referenced with CPOMs.

A decision as to whether the use of the safety room or area should be referred to the LADO will be made by the SLT team, as part of their daily monitoring of the use of RPIs within the school.

The Head teacher will report to the Governing Body the use of safety rooms and areas as part of the termly Head teacher's Report to Governors under the section detailing the use of RPIs.

Conclusion

This complex and problematic area continues to challenge practitioners in the field of SEND, particularly those working with high level SEMH needs, and it is critical that we continuously critique our practice in order to ensure the best possible outcomes are achieved for our pupils. Members of staff are actively encouraged to challenge and question the approach of the school in a professional discourse which serves the best interests of the school community. All members must acknowledge and accept the protocol outlined above and must have signed to record this.

