

## Contents

1. Statement of Intent
2. About our Policies
3. Roles and Responsibilities
4. Behaviour Management
5. Rewards and praise
6. Disciplines and sanctions
7. Placement Review

### 1. Statement of intent

Lokrum Fields acknowledges that behaviour is a form of communication. We work closely with on-site therapists to identify where unhelpful behaviour is a sign of unmet needs or emotional dysregulation and we acknowledge that such behaviour may resolve without further intervention once the underlying problem has been addressed. We strive to provide an environment in which students needs are met consistently and effectively so they learn that they do not need to use behaviour to communicate that they are finding something difficult

We believe it is important that the behaviour of all students is conducive to their fellow students' ability to feel safe and able to learn in school. We help students to understand which kinds of behaviour are expected in various social contexts and we equip them to use self-regulation strategies.

We recognise that sanctions or rewards are only a part of a range of effective ways to manage behaviour. Our primary approach is to promote positive behaviours which enable and maximise learning, emotional regulation, social interaction and communication, providing our students with the skills they need to thrive and achieve alongside their peers. This is implemented by our use of language, modelling behaviour, intrinsic rewards and working in collaboration with all involved to identify the optimum strategies for each student.

The Lokrum Fields Behaviour Policy aims to develop a student's sense of responsibility and independence for their own actions, and to ensure that they do not affect the education of others due to unacceptable behaviour.

Each member of staff has responsibility for upholding standards of behaviour in Lokrum Fields, both within their classroom and around the site, as well as implementing this policy both fairly and consistently.

## 2. About our policies

- 2.1. Our policies have been developed to comply with all relevant legislation and associated guidance. Policies will be updated periodically as necessary.
- 2.2. Our policies are inter-related and are intended to be read, understood and used collectively.
- 2.3. All staff and governors are expected to be familiar with and abide by our policies.
- 2.4. The Office Manager is responsible for ensuring volunteers and visitors are familiar with any policies which are relevant to their involvement and for taking reasonable steps to ensure compliance.
- 2.5. By accepting and maintaining a placement at Lokrum Fields, parents agree to support the ethos and policies. Parents are able to access these documents via the website, or by emailing the Office Manager.
- 2.6. The Headteacher is responsible for ensuring policies are implemented fairly, effectively, and consistently.
- 2.7. The Headteacher is responsible for identifying any training needs in relation to our policies. The Office Manager is responsible for arranging the required training. All staff are expected to engage in continuous learning and ongoing training appropriate to their roles.
- 2.8. The effectiveness of our policies and their implementation is monitored by the Governing Body. Unless otherwise stated, the Governing Body reviews each policy annually.
- 2.9. The Governing Body for Lokrum Fields is provided by Governing for Ambition, an independent community interest company. The Governing Body uses its expertise to monitor the performance of Lokrum Fields and to advise the Proprietor of any recommended actions. Responsibilities assigned to the Governing Body are limited to these advisory and accountability functions.
- 2.10. Lokrum Fields is owned by Wider Ambition Ltd, a subsidiary of Wider Plan Ltd. References to the Proprietor mean a Director of Lokrum Fields or a senior representative from Wider Plan with delegated authority.

2.11. The Lokrum Fields Senior Leadership Team (SLT) includes the Headteacher, Proprietor, Pastoral Lead, Curriculum and Assessment Lead, and any member of staff to whom responsibility is temporarily delegated by the Headteacher or Proprietor.

2.12. All references to parents within our policies should be interpreted to include parent carers.

### **3. Roles and responsibilities**

3.1. Staff members will:

3.1.1. Implement the Lokrum Fields Behaviour Policy at all times.

3.1.2. Maintain a positive and well-managed learning environment.

3.1.3. Be positive ambassadors of Lokrum Fields at all times, through their professional behaviour and conduct.

3.1.4. Treat all students fairly and equally, seeking to raise their self-esteem and develop to their full potential.

3.1.5. Undertake comprehensive planning to provide challenging, interesting, and relevant lessons, which are appropriate to the age, ability and individual needs of students.

3.1.6. Record significant behavioural events, both positive and negative, on ScholarPack by following the correct reporting procedure.

3.1.7. Raise any concerns regarding students' behaviour.

3.1.8. Take the necessary steps to effectively manage student behaviour.

3.1.9. Support other members of staff with behavioural issues

3.1.10. Keep parents informed of behavioural issues concerning their child.

3.1.11. Act in accordance with the Lokrum Fields Exclusion Policy when dealing with more serious breaches of conduct.

3.1.12. Monitor the attitude, effort and quality of the students' work.

3.1.13. Consistently develop their understanding of behaviour for learning and relevant techniques as part of their CPD.

3.2. Students are expected to try their best to:

- 3.2.1. Abide by the Lokrum Fields Behaviour Policy at all times.
- 3.2.2. Act as positive ambassadors and representatives of Lokrum Fields through their exemplary behaviour.
- 3.2.3. Be polite and respectful of others in the surrounding community.
- 3.2.4. Work to the best of their ability and effort at all times, whilst allowing other students to do the same.
- 3.2.5. Cooperate with other students and members of staff in order to create a positive learning environment.
- 3.2.6. Be ready to learn
- 3.2.7. Respect and value the environment and their surroundings, as well as each other.
- 3.2.8. Under no circumstances, put the health and safety of others at risk.

3.3. Parents are asked to:

- 3.3.1. Support the attendance and punctuality of their child, as well as reporting any absences.
- 3.3.2. Encourage good behaviour and their child to be an ambassador of Lokrum Fields at all times, in line with the Behaviour Policy.
- 3.3.3. Share any concerns they have regarding their child's education, welfare, behaviour, and life at Lokrum Fields with the student's teacher.
- 3.3.4. Participate in decisions related to behavioural issues and support any agreed actions.

## 4. Behaviour management

- 4.1. The Lokrum Fields approach to behaviour management values positive behaviours, which enable learning, social interaction, and communication, rather than focussing on unwanted behaviours.
- 4.2. Managing behaviour is the class teacher's responsibility in the first instance

- 4.3. All staff implement a range of strategies to encourage positive behaviour and create an effective learning environment. For example:
- 4.4. Lessons will be structured and have a focussed framework, in order to allow students to understand curriculum intent and how it links to prior knowledge.
- 4.5. All staff members will support students' emotional wellbeing and welfare within the learning environment.
- 4.6. Staff members will explain to students who display unwanted behaviours, how they can amend their behaviour, rather than escalate it.
- 4.7. De-escalation strategies will be used at all times.
- 4.8. The overall aim of the structure of lessons is to actively engage students and to develop their learning skills so they are inspired to engage in learning, whilst also promoting independence
- 4.9. Members of staff will ensure their response to any decline in a student's behaviour takes account of the school's knowledge of the student's particular needs and will always endeavour to respond in a way which is helpful to that student, including taking into account any emotions or unmet needs which the student is attempting to communicate at the time.
- 4.10. Where a student's behaviour starts to become unhelpful to learning, staff members will support the student to recognise the causes of their behaviour and the impact of their behaviour on themselves and those around them, and to implement self-regulation strategies.
- 4.11. Lokrum Fields recognises that the process of being able to learn and implement social tools and self-regulation strategies takes time and that a student's ability to use learned strategies may be inconsistent.
- 4.12. Where a student is not able to implement social tools and self-regulation strategies, the responsibility to pre-empt dysregulation, to identify early warning signs and to actively provide opportunities and strategies to avoid dysregulation will, as far as reasonable, lie with staff members.

- 4.13. Staff will take time to consider the underlying issues that may be causing any behaviour and the desired outcome before responding with sanctions or rewards, ensuring that a student isn't discouraged from using an appropriate anxiety management strategy, or rewarded for masking discomfort or distress.
- 4.14. Staff will not use the following as behaviour management strategies:
- 4.14.1. Shouting as a reprimand.
  - 4.14.2. Fear.
  - 4.14.3. Collective punishments.
  - 4.14.4. The withdrawal of support.
  - 4.14.5. The withdrawal of self-calming strategies.
  - 4.14.6. The withdrawal of therapy.
  - 4.14.7. The disapproval of peers.
  - 4.14.8. Humiliation.
  - 4.14.9. Confinement to a room, especially the therapy or sensory room, unless it is to prevent significant harm to themselves or others.
- 4.15. The withdrawal of activities that support self-esteem, emotional well-being and social interaction will be avoided wherever possible.
- 4.16. Behaviour management strategies will not be used to pressure students into putting themselves into stressful situations, stop them using self-soothing behaviours or to follow social conventions against their wishes.
- 4.17. Students will be encouraged to use the outside areas and their own emotional toolkit as calming strategies or when they feel the need to 'let off steam'.

## **5. Rewards and praise**

- 5.1. Lokrum Fields recognises that students should be rewarded for positive behaviours as appropriate. Lokrum Fields recognises that formal reward systems can be very helpful for some students but counter-productive for others. Reward systems will be used in

- accordance with advice from therapists and parents and may vary between students to reflect their needs and preferences.
- 5.2. Where goals are used, these will take into account the needs and views of individual students. Staff will avoid using goals which feel unachievable to a student, which are seen by the student as demotivating or as a barrier to learning, or which are likely to lead to a sense of failure.
  - 5.3. Praise may be used to help raise student achievement and will be given for progress and effort, not simply for high-quality work.
  - 5.4. Positive behaviour will be promoted and reinforced
  - 5.5. Appropriate and individualised positive reinforcement will:
    - 5.5.1. Be given in relation to a specific task or action.
    - 5.5.2. Be earned, ensuring that the student is clear about what they are being praised for.
    - 5.5.3. Reinforce Lokrum Fields's core values and ethos.
    - 5.5.4. Always have a positive effect upon others as well as the recipient.
    - 5.5.5. Be used to motivate students and help them to feel valued.
  - 5.6. Praise may be discreet. Staff will be aware that students may feel uncomfortable about being praised in front of others. Our approach to providing praise will be informed and modified as necessary following feedback from a student or their parents.
  - 5.7. We recognise that some students may be hypervigilant to any actual or perceived errors or deficiencies in their work and may be uncomfortable receiving praise for any work which falls short of their own high standards. Staff will actively listen to any disappointment voiced by a student and will show appropriate empathy. When offering appropriate reassurance that the student has achieved the required standard, staff will be careful to ensure this does not result in the student feeling not heard or dissuade the student from voicing their concerns in future. If staff identify that perfectionist tendencies are causing difficulties for a student, they should complete an Arising Need form in order for a strategy to be agreed in co-production with parents and therapists.

5.8. Reward activities are arranged for all students each half term to celebrate success. No student will be excluded from reward activities.

5.9. Rewards will be applied retrospectively and not used as short-term motivators.

## **6. Discipline and sanctions**

6.1. Unless a student's EHCP or advice for therapists indicates otherwise, we will assume that the student has an age-appropriate understanding of right and wrong. Our curriculum covers historical and current topics which encourage a deeper understanding of right and wrong.

6.2. We recognise that a student's ability to behave in an acceptable way can be impacted by their needs, their individual circumstances on the day and the extent to which they have learned and are able to implement effective self-regulation strategies.

6.3. Where students have behaved in an unacceptable way as a result of dysregulation, they will be provided with appropriate opportunity to reflect on and communicate any issues which contributed to the dysregulation. Staff will recognise that a student will not be able to reflect and communicate on an incident until they feel calm and secure and that they may only be able to communicate their genuine needs and feelings to particular adults, for example a parent, key worker or therapist.

6.4. Where a student is making an effort to learn and implement self-regulation strategies which are appropriate to their individual needs, sanctions will not normally be applied in the event of dysregulation. Where natural consequences occur, for example due to an incident taking time which had been allocated to a fun activity, staff will help the student to understand that this is not intended as a sanction.

6.5. Where an incident involves more than one student, we will work closely with all parties, with therapeutic support as necessary, to ensure that everyone views it as a learning experience.

6.6. Sanctions will be used where staff have good reason to believe that a student has chosen to behave in an unacceptable manner in circumstances where, having allowed for the student's level of social skills and emotional regulation, they could have reasonably been expected to make a better choice.

- 6.7. Sanctions will be selected carefully and on an individual basis. Due regard will be given to a student's EHCP and to therapeutic advice. Lokrum Fields appreciates that the same sanction may be perceived very differently by different students. When issuing sanctions, staff will give due consideration to how the student might view it and will be mindful that a sanction which they consider to be relatively minor may have a disproportionate impact on the student.
- 6.8. Sanctions will be issued only where appropriate.
- 6.9. The issuing of disciplines and sanctions will be recorded. Sanctions issued for serious behaviour will be recorded on ScholarPack.
- 6.10. Sanctions will:
- 6.10.1. Relate to a specific task or action and will be implemented clearly.
  - 6.10.2. Be issued consistently and fairly, ensuring that the student is clear about what they are being reprimanded for.
  - 6.10.3. Reinforce Lokrum Fields core values and ethos.
  - 6.10.4. Not be given too readily, be individualised, and only affect the student in question.
  - 6.10.5. Not have a negative effect upon others.
- 6.11. Due to the varying needs, anxiety levels and self-perception of students at Lokrum Fields, we do not implement a blanket graduating scale of sanctions. In the event that a student is reasonably considered to be repeatedly and intentionally choosing unhelpful behaviour, staff will use their professional judgement, with therapeutic input as appropriate, to determine whether this is best addressed through a more serious sanction or through other means.
- 6.12. Depending on the needs of the individual student, the following sanctions may be used:
- 6.12.1. The student may write a letter of apology to the person(s) for whom their behaviour caused difficulty.
  - 6.12.2. The student may contribute to making good any damage caused by their behaviour.

6.12.3. The student may be required to make amends for their behaviour through 'service' to the Lokrum Fields community, i.e. by 'undertaking a chore above and beyond that which they would normally contribute to the Lokrum Fields community'.

6.12.4. The student may lose their right to vote on one matter in the next student voice meeting.

## 7. Placement review

7.1. We are committed to ensuring that Lokrum Fields remains a safe place for all students. We recognise that our students often have high anxiety and school-related trauma and that peer behaviour or dysregulation, even at a level which may be considered minor in other circumstances, may result in students feeling unsafe or unable to attend.

7.2. We operate a robust Admissions Process in order to optimise the likelihood that any new students will not behave in a way which causes unreasonable difficulties for existing students. Placements are offered on a trial basis to provide an opportunity for Lokrum Fields and the new student and their family to confirm that the placement is appropriate.

7.3. It is our routine practice to undertake a thorough multi-disciplinary review, in co-production with parents, of any behavioural or dysregulation incident which:

7.3.1. could reasonably be considered by an observer to be physically or verbally aggressive (whether or not that was the student's intent), or

7.3.2. places the student or another person at risk of harm, or

7.3.3. triggers anxiety in another student that is likely to result in an inability to attend or access aspects of the provision, or

7.3.4. threatens or causes damage to property.

7.4. The primary aims of the incident review process are to:

7.4.1. minimise risk for the student(s) who are involved, their peers and staff;

7.4.2. ensure all parties feel heard and experience healthy closure following the incident;

7.4.3. ensure the behavioural profile of our student cohort remains as described in the Admissions Policy.

- 7.5. There is no expectation that the incident review process will ordinarily result in a placement being terminated. Parents and students should be assured that the incident review process occurs routinely.
- 7.6. If a student is in a trial period at the point of an incident review occurring, it will be routine practice for the three-month trial period to be reset from the date of the incident or, if considered more appropriate, from the date of risk mitigation strategies being agreed at the multi-disciplinary review.
- 7.7. In the event of other remedies being considered inappropriate, placement termination is a possible outcome of the incident review process. Any consideration of placement termination will include the Proprietor and Headteacher, have full regard for the multi-disciplinary review and parental comments. The principle of least harm will be followed by default, taking a balanced view of both the impact of placement termination on the student in question and the impact of placement continuation on existing or future students.
- 7.8. Although any placement termination will have due regard for our Exclusion Policy and statutory requirements, wherever appropriate we will use the EHCP review process to arrange the placement termination and to facilitate a positive solution for the student.