



LISAL

LANCASTER INDEPENDENT SCHOOL
FOR ALTERNATIVE LEARNING

**Lancaster Independent School for Alternative
Learning
Whole School Behaviour Policy**

Version date: January 2025

Document review period: Spring Term 2027



Aims

At LISAL, we aim to:

- Promote positive behaviour as a lifelong skill.
- Create a safe, happy, and inclusive environment where all pupils are supported to reach their full potential through challenging, creative, and personalised learning.
- Support pupils in managing their behaviour independently through consistent guidance and strategies.
- Foster a calm and purposeful learning atmosphere.
- Ensure all members of the school community feel a sense of belonging, safety, and value.
- Apply a clear, fair, and consistent approach to behaviour management.
- Nurture respectful and healthy relationships.
- Encourage intrinsic motivation to do what is right.

We recognise that most pupils self-regulate and behave appropriately without prompting. We seek to support all children, including those who require guidance, in developing positive behaviours.

Our Guiding Principles

- Positive relationships underpin all interactions.
- Everyone deserves to feel safe, secure, and valued.
- Support from others is key to personal growth and emotional resilience.
- Mutual respect and empathy are foundational to a strong school community.



- Every individual is responsible and accountable for their actions and their impact on others.
- Restorative, equitable, and reflective practices guide behaviour management.
- All pupils and staff are encouraged to engage actively in decisions affecting them.

Promoting Positive Behaviour

We use a range of strategies to encourage and celebrate good behaviour:

- Clear expectations are communicated through assemblies and class time.
- Unconditional positive regard is shown to all pupils and stakeholders.
- Verbal and written praise is given for learning, effort, and behaviour, with links to our Golden Rules and School Values (see Appendix 1).
- Excellent work is shared with other classes and staff.
- Positive behaviour is shared with parents via phone, email, or face-to-face communication.

Responding to Behavioural Challenges

We understand that behaviour is a form of communication and treat each incident with empathy and context.

- Teachers may complete a *Cause for Concern* form if a child needs emotional support.
- Individual Provision Plans (IPPs) will be developed collaboratively with the SENDCo and reviewed each term, or as needed.
- Behaviour incidents are logged using Reflective Incident Sheets, Purple Safeguarding Forms, or Serious Incident Forms as appropriate.



- Behaviour is addressed through restorative, non-judgmental conversations, never labelling a child as “naughty.”
- Children are supported through challenges, taught to reflect, and reassured that mistakes are opportunities for growth.
- Staff use tools such as "anger onions" to support emotional regulation.
- Staff wellbeing is discussed weekly in college meetings, with access to additional support from trustees or external agencies.

Restorative Approach

Our behaviour policy is built on restorative principles aimed at building relationships and resolving conflict constructively.

Core Values:

- **Respect** – Listening to and valuing all perspectives.
- **Responsibility** – Taking ownership of one’s actions.
- **Repair** – Addressing harm and finding ways forward.
- **Reintegration** – Supporting everyone to remain included in the school community.

Restorative Conversations:

In restorative dialogues, these questions guide reflection:

1. What happened?
2. What were you thinking at the time? What are you thinking now?
3. How were you feeling then? How do you feel now?
4. Who else was affected?



5. What do you need to do to fix things or move on?

Guidelines for Restorative Conversations:

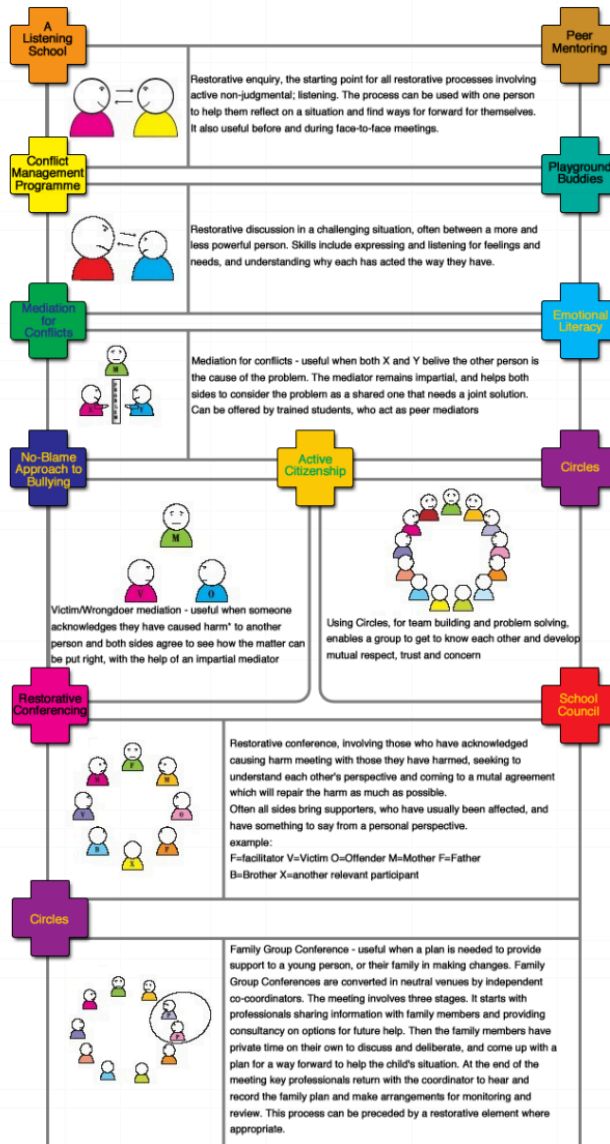
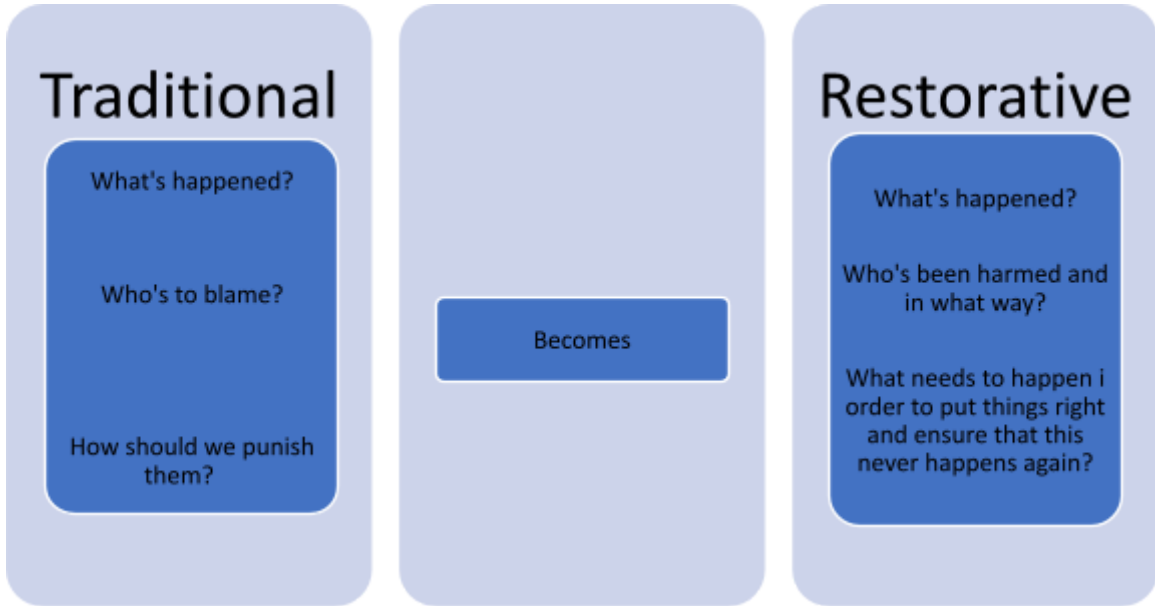
- One person speaks at a time.
- No interruptions; active listening is essential.
- Conversations occur in a quiet space and remain confidential, unless safeguarding concerns arise.
- If a child is unable to engage calmly, mediation should stop and be revisited later.

Levels of Restorative Practice:

- Informal restorative conversations
- Classroom restorative circles
- Formal restorative conferences
- Peer mediators (trained pupils)

Consequences:

Consequences are discussed collaboratively and must be appropriate, fair, and never tied to academic work (e.g. no writing lines). Feedback will be provided to parents of the harmed child, and parents of the child causing harm will be informed as appropriate. It must be clear that once resolved, the incident is considered closed.





Exclusions

Exclusion is used only as a last resort. Pupils will only be sent home during the school day if it is in their best emotional and mental interest, following careful consideration by staff.

Crisis Management

If a situation risks escalating, a Positive Behaviour Plan will already be in place, co-created with the family and SENDCo.

In a crisis:

- Ensure the area is safe; remove other pupils or harmful objects.
- Request assistance from another staff member if necessary.
- Additional adults should approach calmly, speak to the existing adult, and agree on next steps.
- Speak minimally and in a calm voice to reduce stimuli.
- Staff are trained in Positive Behaviour Support and work together to manage emotions and de-escalate situations.
- If a child is at risk of harming themselves or others and cannot be removed, physical restraint may be necessary but only as a last resort, with the least force for the shortest time.
- Restraint must be used compassionately, respecting the child's dignity.
- After any such incident:
 - Parents are informed at the earliest opportunity.
 - A written report is completed.
 - Staff and pupils involved are debriefed.
 - Behaviour Support Plans are reviewed and updated.



Absconding

Definition:

To abscond is to leave the school premises without permission.

Legal Duty:

Under Section 3 of the Health and Safety at Work Act 1974, we have a duty of care to ensure the safety of pupils at all times.

Preventative Measures:

- Pupils identified as at risk will have a behaviour plan created with the SENDCo and family, including preventative and calming strategies.

If a child absconds:

1. Follow the pupil to the perimeter and encourage them to stay, using calm language.
2. Seek support from another adult immediately.
3. Use de-escalation techniques without pursuing the pupil aggressively.
4. If a pupil is at risk, follow the Positive Behaviour Plan protocols.
5. Avoid chasing the child unless safety demands it—this may increase risk.
6. Inform the school office or Education Coordinator (EdCo) immediately.
7. The EdCo or DSL will coordinate:
 - Contacting parents/carers and the police (calls made consecutively).
 - Organising a search, if necessary, by foot or car with mobile communication.
8. Provide details such as the pupil's clothing and last known location.
9. If the pupil returns independently, inform the parents and police.
10. The pupil will meet with the DSL or EdCo to discuss the incident and next steps.
11. A written report will be filed.



12. The incident will be reviewed, and risk assessments updated.

13. Trustees will be informed of all absconding incidents.

Monitoring and Review

This policy is reviewed biennially or following any significant incident. Updates will be communicated to staff, trustees, and parents.



Appendix 1 - Golden Rules

Be respectful of yourself, of others and of your surroundings

LISAL Values

Our values are rooted in the philosophies of Waldorf Education and based on the three ideals of Truth, Goodness and Beauty.

Putting these ideals into practise, we endeavour to work together with the values of: -

Integrity

To act with integrity is to be honest and transparent in our dealings with each other. We recognise that when our community has a strong sense of unity developed through trust and open mindedness, we all benefit.

Compassion

Through showing kindness, caring and a willingness to help others we embody compassion in our friendships, and fellowship as a wider community.

Inclusivity

Recognising that we live in a world rich in variety and embracing that diversity.

Collaboration

Be happy to take responsibility and be involved, working together in an ethos of cooperation and support within our skills and capacity.

Appreciation

By acknowledging the efforts of individuals and the role they play in our community we are respectful and thankful. We foster reverence for the natural world.

Enablement



Helping every member of our community to grow their creativity, and wisdom, and nurture individuality.

THESE WAYS OF BEING GUIDE US TOWARDS OUR VISION.



APPENDIX 2

REFLECTIVE INCIDENT SHEET

<p>Situation – What happened?</p>	
<p>Options- What could you have done?</p>	
	
<p>Disadvantages</p>	<p>Advantages</p>
<p>What could you do next time?</p>	<p>Is there anything you want to do now?</p>