



**Longcause Community
Special School**

BEHAVIOUR PRINCIPLES WRITTEN STATEMENT

Signature of Head:	Anne Hutchinson
Date:	14.02.25
Signature of Chair of Governors:	Fred Jenkins
Date:	14.02.25
Agreed by the Governing body on:	14.02.25
Minute Reference:	163

Reviewed by:	Anne Hutchinson
Review date:	January 2025
Master file location:	Admin Shared Drive
Next review date:	January 2026

Contents:

Our Behaviour Approach	3
Expected Behaviour and School Values	3
The Positive Behaviour Curriculum	3
The Use of Positive Touch	4
CPI Approach: Care, Welfare, Safety, and Security	4
Physical Support and Restrictive Practices	4
Supporting Pupils and Families	4

Changes/Reviews:

January 2025 – Adopted new policy.

At Longcause Community Special School, we believe that **trust and connection** form the foundation of our school community. Our approach to behaviour is **therapeutic, restorative, and solution-focused**, ensuring that pupils feel safe, valued, and supported in their development.

Our Behaviour Approach

- **Relationships First** – All behaviour is a form of communication, and our priority is to build strong, **trust-based relationships** with our pupils.
- **Proactive Support** – We recognise that **challenging behaviour often results from lagging skills** and individual needs. We proactively teach and support pupils in developing self-regulation and communication skills.
- **Restorative and Solution-Focused** – We **do not use punishment-based approaches**. Instead, we work with pupils to **problem-solve, learn from experiences, and repair relationships** when needed.
- **Consistency and Clarity** – Pupils thrive in an environment with clear **expectations, boundaries, and predictable routines**. Staff use **positive language and visual strategies** to support pupils in meeting these expectations.

Expected Behaviour and School Values

Pupils are taught and encouraged to demonstrate our core values:

1. **Respect** – for themselves, others, and the school environment.
2. **Determination** – to engage in learning and develop resilience.
3. **Friendship** – by being kind, inclusive, and supportive to others.

Our **three school rules** reinforce these values:

1. Respect others and our school site.
2. Be determined to learn and engage with school life.
3. Be friendly and help others feel safe.

Staff model and reinforce these expectations daily, using **consistent, supportive strategies** tailored to individual pupils' needs.

The Positive Relationships Curriculum

At Longcause, we explicitly teach behaviour and emotional regulation through our **Positive Relationships Curriculum**. This curriculum:

- Focuses on **self-awareness, emotional regulation, and social communication skills**.
- Helps pupils **understand their own feelings and the impact of their behaviour on others**.
- Provides structured learning opportunities around **expected behaviours, friendships, and conflict resolution**.
- Reinforces key messages in **assemblies, classroom activities, and everyday interactions**.

By embedding these principles across the school day, we help pupils **develop independence, problem-solving skills, and positive interactions with others.**

The Use of Positive Touch

At Longcause, we recognise that **positive touch is an essential part of development, emotional well-being, and communication.** Staff may use appropriate, **supportive touch** to provide comfort, reassurance, or sensory regulation, always respecting the individual needs and preferences of each pupil. Positive touch is never used as a behaviour management strategy but as part of **nurturing relationships, emotional support, and sensory regulation.**

CPI Approach: Care, Welfare, Safety, and Security

We follow the **Crisis Prevention Institute (CPI) principles** to ensure all behaviour support is **safe, ethical, and proportionate:**

- **Care** – Understanding the **individual needs, triggers, and experiences** of each pupil.
- **Welfare** – Providing a nurturing, therapeutic environment where pupils can thrive.
- **Safety** – Recognising risk and taking steps to protect **pupils, staff, and the wider community.**
- **Security** – Implementing clear, **consistent procedures** that help pupils feel safe and supported.

Physical Support and Restrictive Practices

Physical intervention is **only ever used as a last resort** when a pupil is at **imminent risk of harm** to themselves or others. When necessary, trained staff use **CPI-approved strategies** that prioritise **de-escalation, dignity, and safety.** All incidents are **recorded, reviewed, and followed up** with appropriate debriefs and support.

Supporting Pupils and Families

- Pupils are given the tools to **understand their emotions and behaviours,** with staff using **positive relationships, visuals, and sensory strategies** to help them succeed.
- Families are **valued partners** in behaviour support. Regular communication ensures **collaborative problem-solving and early intervention.**

This statement should be read in conjunction with the **Behaviour and Emotional Support Policy,** which provides further detail on our approach to behaviour, relationships, safeguarding, and pupil support.