

THE LION WORKS SCHOOL POLICY



Positive Behaviour Support Policy

Author of policy and position of responsibility: Justine Collinson, Headteacher	Date policy finalised September 2024
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1. Context

The Lion Works School is an Independent special school. We are part of an ethical and progressive organisation that believes it can achieve real change for children, young people and their families.

The Lion Works School is situated within the BCP local authority. We offer an academic and vocational specialist learning provision across KS3, KS4 and Post 16 aiming to reduce barriers to enable successful learning experiences and outcomes. There are a variety of routes a student can take, which include GCSEs, BTECs and other accredited qualifications whilst building confidence, improving wellbeing, enabling self-regulation and increasing attendance. Our school is full of life and has a wealth of resources to spark interest and ignite that passion to achieve, equipping our students for everyday life and the opportunities that await them.

We adhere to the values of ARC:

Ambition
Resilience
Community

The Lion Works School operates within the SPELL framework. SPELL is The National Autistic Society's framework for understanding and responding to the needs of children and adults on the autism spectrum. It focuses on five principles that have been identified as vital elements of best practice in autism and emphasises ways to change the environment and our approaches to meet the specific needs of each person.

SPELL stands for Structure, Positive approaches and expectations, Empathy, Low arousal, Links:

Structure	Structure makes the world a more predictable, accessible and safer place. We can support people on the autism spectrum in creating structured environments using visual information.
Positive (approaches and expectations)	We must seek to establish and reinforce self-confidence and self-esteem by building on natural strengths, interest and abilities.
Empathy	We must try to see the world from the standpoint of the autistic child or adult, knowing what it is that motivates or interests them but importantly what may also frighten, preoccupy or otherwise distress them.
Low arousal	Approaches and the environment need to be calm and ordered in such a way so as to reduce anxiety and aid concentration.
Links	Autistic people, their parents or advocates should be seen as partners. Open links and communication will reduce the risk of misunderstanding, confusion or the adoption of fragmented, piecemeal approaches.

2. Aims

The Lion Works School promotes positive behaviour through **positive behaviour support** (PBS) principles and training through 'PRICE'. <https://www.pricetraining.co.uk/> (BILD Association of certified training/RRN Certified), creating a PBS culture with high and consistent expectations where everyone uses and understands the language of PBS and the use of 'natural consequences'. The school and its staff understand the need to take a pro-active approach to low level disruption and expect students to be on task when they are in lessons, as this provides our students with the best opportunities to learn effectively. "Schools with good behaviour cultures will create calm environments which will benefit pupils with SEND, enabling them to learn" [DfE Behaviour in schools, Advice for headteachers and school staff 2022](#).

We aim to educate our students to enable them to, where possible, participate and be included in their own school culture and within the communities where they live. This will be achieved by promoting respect, kindness, honesty, hard work, cooperation, fairness, confidence, tolerance, politeness, and responsibility. We aim to empower children to have a voice and to stand up against discrimination, valuing equality, tolerance, and mutual respect and to provide a rich learning experience that will have a positive impact on students' spiritual, moral, social, and cultural development.

This policy aims to:

- Provide a consistent approach to positive behaviour support
- Ensure all staff are able to define what we consider to be unexpected behaviour, including bullying
- Outline our expectations of how students should behave
- Summarise the roles and responsibilities of all staff within the school community with regards to positive behaviour support
- Outline our system of rewards and sanctions
- Support the values of democracy, rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs and these are embedded within our curriculum.

3. Legislation and Guidance

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting students with medical conditions at school](#)
- [Keeping Children Safe in Education 2024](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#). In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its students
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate

students' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate students' property

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy.

4. Definitions

The Lion Works School promotes positive behaviour through its alignment with **positive behaviour support** (PBS) principles and training through '**PRICE**'. <https://www.pricetraining.co.uk/> (BILD Association of certified training/RRN Certified), and creating a PBS culture through high and consistent expectations and everyone using and understanding the language of PBS and the use of 'natural consequences'.

The school and its staff understand the need to take a pro-active approach to low level disruption and expect students to be on task when they are in lessons as this provides our students with the best opportunities to learn effectively. We expect students to:

- Respond and follow teacher/staff instructions
- To be polite and respectful to all members of the school community
- To demonstrate the school's core values of academic excellence, resilience and community participation

Please refer to our Arbor Point Allocation System in Appendix B. The school deems the following as examples of unexpected behaviour:

- Disruption of learning
- Non-completion of classwork and/or little or no effort
- Inappropriate use of language
- Misuse of mobile phones
- Refusal to follow reasonable instruction

The school deems the following as significant behavioural concern that will usually result in an exclusion of some form:

- Any assault on staff or peers
- Sustained or targeted negative behaviour towards a peer
- Criminal damage or theft
- Persistent defiant and disruptive behaviour
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
Knives, sharp or bladed instruments or weapons / Alcohol / Illegal drugs / Stolen items / Tobacco and cigarette papers / Fireworks / Pornographic images / Vapes and E Cigarettes/ Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student).

Please refer to our Arbor Point Allocation System in Appendix B.

5. Bullying

There is no legal definition of bullying. However, we define it as behaviour that is:

- Repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, for example because of race, religion, gender or sexual orientation

It takes many forms and can include:

- physical assault
- teasing
- making threats
- name calling
- cyberbullying - bullying via mobile phone or online (for example email, social networks and instant messenger)

The school has its own Anti-Bullying Policy and takes bullying very seriously:

- Students can report incidents to their form or academic tutor, or any other trusted adult within the school environment. They can also report this anonymously in the “thoughts box” located near the kitchen which is checked daily
- Parents can report incidents to their child’s form or academic tutor, or they may choose to escalate the report to the senior leadership team
- Investigations of reports of bullying will be carried out by a senior leader and in an efficient and discrete manner. These will be reported to the parents of the children concerned and all relevant staff. The school will keep a record of bullying and subsequent actions through its Safeguarding Reporting system
- The school actively promotes a community ethos and values teamwork. Many assemblies throughout the school year will promote community values. Many teaching and learning points within the school’s curriculum also explicitly promote and model positive community outcomes. This enables us to prevent isolation and bullying and encourage and foster positive relationships

6. Roles and Responsibilities

All staff share the responsibility for ensuring that the principles of the Positive Behaviour Policy are implemented consistently. Positive Behaviour Leads and Senior Leaders create a culture amongst staff that mean all staff are aware of the importance of zero tolerance towards abusive behaviour. In line with KCSIE 2024 School Leaders create a culture that reflects the following guidance:

“It is essential that all staff understand the importance of challenging inappropriate behaviours between children, that are abusive in nature. Downplaying certain behaviours can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it”.

The Proprietary Body and Headteacher

The Proprietary Body and Headteacher are responsible for reviewing and approving the Behaviour Policy. The Headteacher will ensure that the school environment always encourages and promotes positive behaviour and that all staff are trained and supported to practice and implement positive behaviour support approaches. The Headteacher will monitor how staff implement this policy to ensure there is a whole school consistent approach and report on this in the designated meetings with the Proprietary Body. Fixed term exclusions can be approved by the Headteacher, but all considerations for permanent exclusion must be done after consultation with the Proprietary Body. This provides for critical challenge, review and advocacy to give a fair and robust process that is reviewed in every case.

The Senior Leadership Team are responsible for tracking, monitoring and reviewing behaviour through Arbor. They have oversight of the One Page Profile for each student along with the PBS Lead (Dani Hanlon). They will ensure that early intervention plans and/or Risk Assessments are in place where needed and they will seek additional advice, support and guidance for significant incidents. They are also responsible for securing appropriate CPD and coaching and development of staff in their PBS approaches when needs are identified. The Headteacher, or Senior Leader, will deliver a daily morning briefing and High Priority Group meetings to provide collective problem-solving in a solution focused and whole staff collaboration approach.

Positive Behaviour Support Leads

Positive Behaviour Support Leads are responsible for:

- Monitoring and tracking the behaviour data and providing weekly reports to SLT
- Keeping a record of serious sanctions imposed upon pupils for serious misbehaviour
- Providing frontline support and advice to staff on positively supporting behaviour
- Reporting in line with the schedule in Appendix D

Staff

Staff are responsible for:

- Implementing the Behaviour Policy consistently and display the student code of conduct in all teaching areas
- Modelling and always promoting positive behaviour support approaches
- Providing a personalised approach to the specific behavioural needs of all students through their One Page Plans which are regularly reviewed and are integral to the delivery of support by all staff
- Effectively and accurately recording positive and negative behaviour incidents through Arbor
- Ensuring their classroom environment and lesson planning enables students to feel safe and able to learn
- Ensuring that any sanctions given are meaningful to the student and are a 'natural consequence' to their actions
- Communicate positive and negative incidents with parents with senior leadership support if requested

Parents

Parents are expected to:

- Review the One Page Profile for their child and ensure it is reflective of their child
- Support the school and their child to adhere to the school's expectations around behaviour
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Maintain effective communication with the school to proactively and supportively address any behavioural concerns promptly

Students are expected to follow our code of conduct:

- Be kind, polite and respectful to all members of the school community
- Take pride in your appearance
- Treat our school and school property with care and respect
- Treat others as you would expect to be treated

7. Rewards and Sanctions

Staff are encouraged to look for and reward all positive behaviour in line with PBS Principles

Positive behaviour will be rewarded with:

- Verbal Praise
- Arbor Points that link to a reward scheme including certificates and Digital vouchers and class rewards.
- Emails or phone calls home to parents
- Weekly Assembly Awards for the school's core values of academic, resilience and community and reading
- Commendation Letters for exceptional actions or achievements
- Access to special privileges such as 'Excellence Trips'

The school will always try to ensure that sanctions are meaningful and form a 'natural consequence' for the student. The following sanctions may be used as a response to unacceptable behaviour:

- A verbal reprimand
- Arbor points in accordance with our Level descriptors
- Emails or phone calls home to parents
- Missed work to be completed in break or lunchtimes or at home
- Request for support from the senior leadership team and removal from the learning environment
- Certain privileges may be withdrawn (eg trips / access to clubs)
-

For serious incidents involving violence, or when illicit items have been brought into school, or malicious allegations are made against a member of staff, the school will follow DfE and Local Guidance and may call the police, and/or exclude the student for a fixed term. In extreme circumstances and with the agreement of the Proprietary Body the school may determine that the needs of student cannot be met through the specialisms within school and notice may be given to end a placement.

This policy does not attempt to provide (nor would it be possible to provide) detailed guidance on what will happen in any or every case. However, it should be noted that The Lion Works School has the safeguarding of students as it's priority and in the case of incidents such as, sexual violence, sexual harassment or other harmful sexual behaviour the Local authority children's social care and the police will be important partners where a

crime might have been committed.

Off-site behaviour

The same expectations of behaviour are in place and apply to incidents that have occurred off-site or on journeys to and from school. Mobile phone use is not permitted at any time on the buses during off-site trips in line with the above. However, mobile phones may be allowed for some purposes on trips and visits, but this will always be communicated beforehand.

Malicious allegations

Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will apply sanctions to the student in accordance with this policy. Please refer to our Safeguarding Policy for more information on responding to allegations of abuse.

8. Behaviour management

The school recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our positive behaviour support approach will be differentiated to cater for the individual needs of each student through a co-produced One Page Profile. Wherever necessary, support and advice will also be sought from specialist teachers, educational psychologists, CAMHS, medical practitioners and/or others, to identify or support specific needs. The Lion Works School is also participating in the DfE initiative of Senior Mental Health Lead training and this is in recognition of the disproportionate increased level of mental health needs for children and young people with an ASD diagnosis. As a positive behaviour support school, we work collaboratively to discover 'what's the message' behind the behaviour in a reflective, constructive and empathic way forming a nurturing and protective 'team around the child/family', always seeking the right support at the right time for all our students.

Classroom management

Teaching and support staff are responsible for always promoting positive behaviour support within the classroom and wider school environment. They are expected to:

- Write, collectively agree, implement and follow every students' One Page Profile at all times
- Develop a positive relationship with students built on trust and mutual respect
- Create and maintain a stimulating environment that encourages students to be engaged
- Plan lessons effectively so that students are supported to be able to access and participate to the best of their individual abilities
- Display the student code of conduct and refer to this when necessary
- Use Arbor to record incidents of positive and negative behaviour in line with the level system
- Follow up and follow through on all applied sanctions to demonstrate a robust and consistent approach to their application which is clearly and fairly applied to all students

Physical intervention

In line with the 'PRICE' Training principles, school staff will only use restrictive practices with any of our students as an absolute last resort and in the following circumstances (In line with the DFE reasonable force guidelines):

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground;
- restrain a pupil at risk of harming themselves through physical outbursts.

Staff who attended the **PRICE Training** are trained in the use of physical interventions. Staff are also aware that any physical intervention must be 'reasonable, proportionate and justified' and use the minimum amount of force for the minimum amount of time as possible as defined in the Law. Any incidences involving physical intervention must be fully documented and recorded, reviewed by a member of the SLT and presented to the Headteacher and Proprietary Body. This will be formally reviewed and it is expected that the member of staff will be able to fully justify the physical intervention as the last possible resort to prevent physical harm.

Any incidents that have resulted in the need for a physical intervention will usually result in a suspension. The Lion Works School does not maintain the specialism to meet this presentation of need and will actively work with a placing authority to seek a more suitable placement for the student. The school will take all reasonable steps to maintain the student's access to education in the interim.

Confiscation

Any prohibited items (listed in section 3) found in students' possession will be confiscated. These items will not be returned to the students, but may be handed over to parents on collection or at their request on an individual case by case basis. We will also confiscate any item which is harmful or detrimental to our behaviour expectations. Any items that have been confiscated may be returned to parents at the end of the school day or collected at a later agreed mutually convenient time. Searching and screening of students will always be conducted in line with the [DfE's latest guidance on searching, screening and confiscation](#). And in line with local guidance and advice from the Police and the PDSCP.

9. Pupil Transition

All staff meet regularly to discuss One Page Profiles and effective positive behaviour support strategies. We will share and request input from parents and others involved with the child or young person. Every member of staff who works with each individual student is expected to read and follow the PLP. To ensure a smooth transition, these will be shared in advance of any change in staff, class or setting.

10. Training

KCSIE 2024 states that "All staff should be aware of systems within their school or college which support safeguarding, and these should be explained to them as part of staff induction. This should include the

behaviour policy. Therefore, our staff are provided with training on **Positive Behaviour Support** which is aligned to the principles of 'PRICE'. <https://www.pricetraining.co.uk/> (BILD Association of certified training/RRN Certified), and will be provided with refresher training each year. We will provide CPD throughout the year to our existing and new staff to refresh and compliment their PBS approaches.

11. Monitoring Arrangements

This Behaviour Policy will be reviewed by the Headteacher every 12 months. At each review, the policy will then be approved by the Proprietary Body.

12. Links with other Policies

This behaviour policy is linked to the following policies:

- Suspension and Exclusions Policy
- Safeguarding Policy
- Anti-Bullying Policy
- Online Safety Policy

Appendix 1 - TLWS Written Statement of Behaviour Principles

- Be kind, polite and respectful to all members of the school community
- Take pride in your appearance
- Treat our school and school property with care and respect
- Treat others as you would expect to be treated.

Appendix 2 - TLWS Arbor Points Allocation Tables

Arbor Points

At TLWS, we operate a positive behaviour support environment in which students are encouraged to make 'good' choices. Arbor is used as our behaviour reporting system. Points can be given for expected behaviour and exceptional positive behaviour. Positive behaviour points can be exchanged for tangible rewards in the form of a financial incentive.

Allocation:

Positive Behaviour Support Level	What this might look like ...	Points Allocated
Level 1	<ul style="list-style-type: none"> - Kindness to staff, peers or oneself - Superb focus or engagement - Fantastic progress in lesson 	1
Level 2	<ul style="list-style-type: none"> - Significant piece of academic work - Tremendous display of resilience - Excellence in community participation - Excellence in reading 	2
Level 3	<ul style="list-style-type: none"> - Leading or inspiring others - Outstanding home learning 	3
Level 4	<ul style="list-style-type: none"> - Volunteering to support the school community - Exceptional progress this term 	4
Level 5	<ul style="list-style-type: none"> - Headteacher's award – anything exceptional 	5

Rewards Exchange Allocation:

Arbor Points	Category	Tangible Reward
30+	Bronze	- Certificate
55+	Silver	- £10 Digital voucher & certificate
80+	Gold	- £15 Digital voucher & certificate
105+	Platinum	- £20 Digital voucher & certificate
130+	Supernova!	- £25 voucher and certificate

Incidents will be recorded from Level 1 – 5 but not displayed for students or parents and reviewed regularly with de-briefs recorded formally as a record and an opportunity to address the behaviour and reduce the likelihood of any reoccurrence. Level 4 incidents will be shared with the pupils assigned caseworker and may trigger an early annual review to be called. Level 5 incidents will always be alerted to and responded to by the HT/SLT and shared with the Proprietary Body and may result in a suspension) or permanent exclusion (PEX).

A system of natural consequences should be followed wherever possible. The Behaviour Team / SLT will track and monitor behaviour data as part of their weekly Safeguarding meetings and this data will also be shared with the Proprietary Body.

Incident Level	What this might look like ...	Points Allocated
Level 1	<ul style="list-style-type: none"> - Lateness - Swearing but not directed at an individual - Refusal to follow a reasonable instruction - Disruption to learning - Refusal to complete task 	1
Level 2	Any Level 1 repeated <ul style="list-style-type: none"> - Persistent disruption to the learning - Rudeness to staff - Rudeness to peers - Sustained distraction of peers - Target distraction at a specific peer. 	2 Communication to parents from Teacher/Tutor.
Level 3	Any behaviour resulting in the pupil not being able to complete the lesson or making attendance of the lesson ineffective. <ul style="list-style-type: none"> - Refusal to follow reasonable instructions after level 1 and 2 interventions - Continuous rudeness - Abusive Language towards Staff & Peers - Aggression directed at staff & peers - Disruption of learning for others - Lesson incomplete/not engaged with 	3 Discussion in HPG meeting
Level 4	<ul style="list-style-type: none"> - Aggressive behaviour towards staff & peers - Refusal to follow SLT - Bullying or Negative Targeting - Refusal to follow safety instructions - Racist or homophobic offensive/abusive language - Damage to property (minor) 	4 Arbor to alert SLT
Level 5	<ul style="list-style-type: none"> - Any assault on staff or peers, inc sexual assault. - Refusal to follow instructions leading to harm - Sustained / targeted negative behaviour towards a peer - Possession of illicit objects 	5 Arbor to alert SLT

Appendix 3 - Positive Behaviour Support Plan

Behaviours	How to respond
Positive behaviour -	-
Dysregulated behaviours	-
Triggers -	-
Unexpected Behaviours -	-
	-

Appendix 4 - Reporting and reviewing schedule

Behaviour incident reporting schedule

