

THE LION WORKS SCHOOL



Behaviour policy and statement of behaviour principles

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Contents

1. Aims.....	2
2. Legislation and statutory requirements.....	2
3. Definitions.....	3
4. Bullying.....	3
5. Roles and responsibilities.....	4
6. Pupil code of conduct	5
7. Rewards and sanctions	5
8. Behaviour management.....	6
9. Pupil transition.....	7
10. Training	7
11. Monitoring arrangements	7
12. Links with other policies	7
Appendix 1: written statement of behaviour principles	8
Appendix 2: staff training log	9
Appendix 3: behaviour log.....	10
Appendix 4: letters to parents about pupil behaviour – templates	11

1. Aims

This policy aims to:

- ❑ Provide a **consistent approach** to behaviour management
- ❑ **Define** what we consider to be unacceptable behaviour, including bullying
- ❑ Outline **how pupils are expected to behave**
- ❑ Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- ❑ Outline our system of **rewards and sanctions**

2. Legislation and statutory requirements

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

- ❑ [Behaviour and discipline in schools](#)
- ❑ [Searching, screening and confiscation at school](#)
- ❑ [The Equality Act 2010](#)
- ❑ [Use of reasonable force in schools](#)
- ❑ [Supporting pupils with medical conditions at school](#)

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 pupils
- ❑ Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' 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

3. Definitions

The Lion Works School promotes positive behaviour through expectation and role-modelling. We have a pro-active approach to low level disruption and expect students to be on task when they are in lessons. If we're not behaving appropriately, then we're not ready to learn.

Misbehaviour is defined as:

- ❑ Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- ❑ Non-completion of classwork or homework
- ❑ Poor attitude
- ❑ Incorrect attire or equipment without valid cause

Serious misbehaviour is defined as:

- ❑ Repeated breaches of the school rules
- ❑ Any form of bullying
- ❑ Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or

intimidation

- ☐ Vandalism
- ☐ Theft
- ☐ Fighting
- ☐ Smoking
- ☐ Racist, sexist, homophobic or discriminatory behaviour
- ☐ Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - 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 pupil)

4. Bullying

Bullying is defined as when a person or group of people, over a period of time, by word, action or gesture, deliberately deny the dignity of another individual or group.

Bullying is, therefore:

- ☐ Deliberately hurtful
- ☐ Repeated, often over a period of time
- ☐ Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing

Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites
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- ☐ Students can report incidents to their class teacher, or any other trusted adult within the school environment. They can also report this anonymously in the “thoughts box”.
- ☐ Parents can report incidents to class teachers or may choose to escalate the report to the leadership team.
- ☐ Investigations of reports of bullying will be carried out by a senior leader and in an efficient and discreet manner. These will be reported to all stake holders.
- ☐ The school promotes a community ethos and values teamwork. This should be used to prevent isolation and bullying to encourage positive relationships.

5. Roles and responsibilities

5.1 The Headteacher

The Headteacher is responsible for reviewing and approving this behaviour policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.2 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents

The senior leadership team will support staff in responding to behaviour incidents.

5.3 Parents

Parents are expected to:

- Support their child in adhering to the school rules
- Inform the school of any changes in circumstances that may affect their child’s behaviour
- Discuss any behavioural concerns with the class teacher or other appropriate staff member promptly

6. Pupil code of conduct.

Our School Standards are as follows:

- ☐ Be nice.
- ☐ Words hurt, use nice ones, not bad ones.
- ☐ Take pride in your appearance.
- ☐ Show respect to your teachers and peers.
- ☐ Listen when you are spoken to.

- ❑ Treat our school and school property with care and respect.
- ❑ Treat others as you would expect to be treated.

7. Rewards and sanctions

7.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise
- Commendations
- Letters or phone calls home to parents
- Special responsibilities/privileges
- Rewards/vouchers

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- Sending the pupil to a membership of the leadership
- Calling for intervention from designated staff
- Expecting work to be completed at home or during lunch reflections

- Letters or phone calls home to parents

See appendix 4 for sample letters to parents about their child's behaviour.

Isolation is not used as a sanction.

7.2 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on transport to or from school.

7.3 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will apply sanctions to the pupil in accordance with this policy.

Please refer to our safeguarding policy for more information on responding to allegations of abuse. The

Headteacher will also consider the pastoral needs of staff accused of misconduct.

8. Behaviour management

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct or their own classroom rules
- Develop a positive relationship with pupils, which will include:
 1. Using the standardised schedule and lesson routines with students
 2. Academically challenging their students
 3. Using the 'T.I.M.E to learn' response mechanism to challenge disengagement
 4. Use the school's standardised and approved methods of intervention and de-escalation

8.2 Physical intervention

In some circumstances, staff may use reasonable force to intervene in a situation with a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

The Lion Works School is not a restraint school. In the event that a physical intervention is required the school will conclude that they are no longer able to meet the needs of a student.

Incidents of physical intervention must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (see appendix 3 for a behaviour log)

- The Lion Works School has authorised the Senior leaders to use 1 person or 2 person escort techniques as a last resort. This will only ever be used in order to move a young person to safety. It is very unlikely that the school would feel it could meet a young person's needs following the use of a physical intervention. Students will not be restrained, but may be physically escorted to a safe place in order to be able to de-escalate and regulate their behaviour. The intervention will be used for the minimum safe time to reach a safe place.

8.3 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

8.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil. We will always satisfy ourselves that a 'behavioural presentation' is not an expression of need before applying any form of sanction.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

The Lion Works School is a positive behaviour space and operates a nurture policy of behaviour management. At all times, as professionals, we must remain reflective practitioners in order to remain satisfied a student's negative behaviour is not an expression of their needs not being met.

9. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

10. Training

Our staff are provided with training on managing behaviour.

Behaviour management will also form part of continuing professional development.

11. Monitoring arrangements

This behaviour policy will be reviewed by the Headteacher and leadership team every 12 months. At each review, the policy will be approved by the headteacher.

12. Links with other policies

This behaviour policy is linked to the following policies:

- ☐ Exclusions policy
- ☐ Safeguarding policy

Appendix 1: written statement of behaviour principles

1. Be nice.
2. Words hurt, use nice ones, not bad ones.
3. Take pride in your appearance.
4. Show respect to your teachers and peers.
5. Listen when you are spoken to.
6. Treat our school with care and respect.
7. Treat others as you would expect to be treated.

The School emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

First behaviour letter

Dear parent,

Recently, your child, _____, has not been behaving as well in school as they could.

It is important that your child understands the need to follow our pupil code of conduct, and I would appreciate it if you could discuss their behaviour with them.

If your child's behaviour does not improve, I will contact you again and suggest that we meet to discuss how we can work together. However, at this stage I am confident that a reminder of how to behave appropriately will be sufficient.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Behaviour letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child: _____

Parent name: _____

Parent signature: _____

Date: _____

Second behaviour letter

Dear parent,

Following my previous letter regarding the behaviour of _____, I am sorry to say that they are still struggling to adhere to our pupil code of conduct.

I would appreciate it if you could arrange to meet me after school so we can discuss a way forward. Yours

sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____