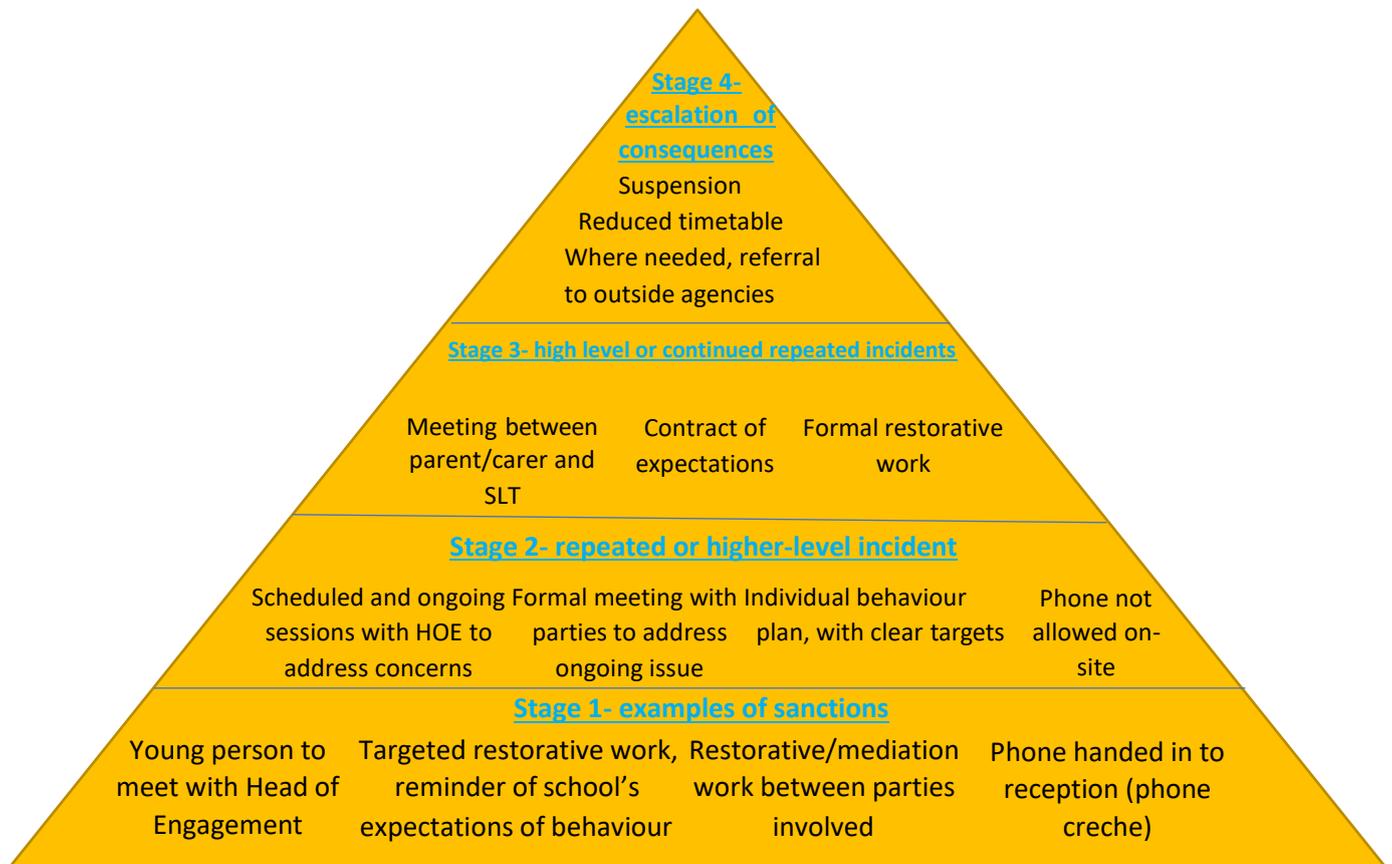




The Lion Works School behaviour pyramid



Stage 1:

This applies to low level disruptive behaviours. In the first instance, the teaching staff will inform a member of SLT about the nature of the incident. The young person will then meet briefly with the Head of Engagement to talk through the incident. Together they will unpick why said behaviour was inappropriate and will try and devise coping mechanisms to ensure the incident is not repeated. Where necessary, HOE will facilitate a brief restorative meeting between the parties involved, to ensure that a line is drawn under it and that everyone is satisfied with the resolution.

For more specific incidents, such as phone use in class, sanctions will be done on an individual basis to ensure the sanction holds meaning for the young person (for example, handing their phone in to reception for 10 minutes, with increasing increments). All sanctions will be clearly explained to the pupil to ensure they understand why they are happening.

Stage 2:

This applies to more serious incidents as well as repeated low-level incidents. The pupil will have scheduled appointments with HOE (daily or weekly depending on appropriateness). During the first of these sessions, an individual behaviour plan will be developed for the pupil. This is so they understand exactly what behaviours we would like to reduce, as well as giving them appropriate strategies to help them (for example, having a time out card if they struggle to remain focussed in lessons). Whilst we try to avoid a punitive approach, it is important that the young person understands and adheres to the behavioural expectations of our school. Where necessary a formal meeting will be set up between involved parties (facilitated by a member of the SLT).



Stage 3:

This applies to high-level incidents or constant/ongoing low-level behavioural issues. This also applies to all instances of bullying, regardless of perceived severity (please see separate bullying procedure form for more in-depth explanation of our anti-bullying strategy). A meeting will be held between the SLT, the concerned pupil and their parents/carers. Whilst all incidents will be reported home, any incident deemed “stage 3” will automatically trigger a formal discussion between all parties, to try and address the issues as efficiently as possible. This is to ensure the entire team around the child is working in a consistent and holistic manner to resolve the identified issues. A contract of expectations will be derived from this meeting. This will include clear and obtainable targets, non-negotiables and timeframes for review. This will be clearly explained to the pupil to ensure they understand their roles and responsibilities.

Stage 4:

This applies to singular unacceptable incidents (for example physical violence or racism) and to ongoing incidents that have been addressed via stage 3, without satisfactory resolution. Whilst we will avoid reducing the pupil’s learning at all costs, we have a duty to ensure all young people and staff feel safe and free from harm in the school. In some instances it may become clear that we are not best placed to meet the student’s needs. In these situations, we will work to facilitate a positive transition to a more appropriate setting.