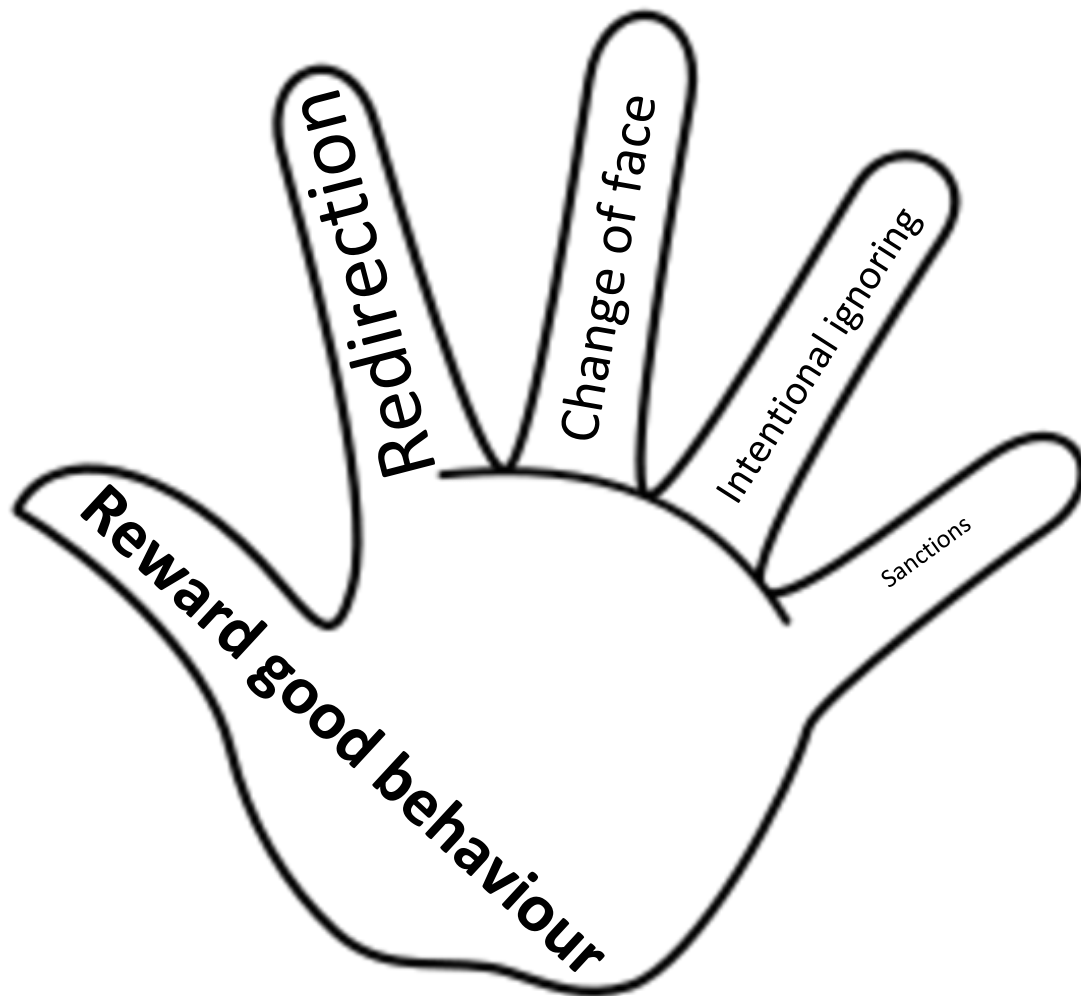


THE LION WORKS SCHOOL



The Lion Works School low level behaviour strategy

Five Finger positive behaviour strategy



If the behaviour is preventing other students from feeling settled and making progress call for support straight away. There is zero tolerance for preventing others from learning. This is a positive community and a positive space. We nurture our students, but to effectively nurture you must have boundaries. Praise is most meaningful when it is used appropriately and sincerely.

What does that odd looking hand mean?

1. Have a positive ethos in order to set high expectations. Give students every chance of meeting your expectations by reinforcing good behaviour with verbal praise and written commendations.
2. Redirection -sometimes a student may appear to be misbehaving but it might be that their additional needs are preventing them from continuing to engage with the session. It might be appropriate to change task or take a break. Remain mindful not to reinforce negative behaviours by doing this, it is important to catch it early before it has deteriorated to a behavioural incident.
3. Change of face - there is nothing wrong with a change of face. If a student is just opting out of learning but not disturbing other learners then maybe someone else speaking with the student will help break the cycle of behaviour. We are all here to support each other. If adults are trying a change of face then be careful not to undermine another adult. Simple clear messages are best, avoid discussing the detail of what has happened. Always reinforce another adult's decisions in the moment. You may wish to discuss it with them after, but never in front of a student. It is important to change face after 10 minutes if no progress has been made. The lead professional remains responsible whether they are with the young person or have changed faces, this is important to bring the behaviour to a full conclusion and to learn from the incident.
4. Intentional ignoring -If a student is opting out but not detracting from other student's learning then sometimes it is best to just ignore the negative behaviour. Ignore the behaviour, never the student. Be ready to immediately reward and reinforce positive interaction, but be uninterested in discussing anything else. Keep close enough to know the student is safe, but don't reward the negative choices with attention. This might require going back to stage 3 and having a change of face.
5. Sanctions will only be applied when we are satisfied, as professionals, that the student was *choosing* not to meet our expectations. We must be conscious to never inadvertently sanction a learner for having additional needs.

We are flexible, we are positive, we are consistent, but we do not tolerate students stopping other people from learning.