

THE LION WORKS SCHOOL



Positive Behaviour Support Policy and written statement of behaviour principles

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Approved by:

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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. Student 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 A: Written Statement of Behaviour Principles.....	9
Appendix B: Class Charts Point Allocation	9
Appendix C: Positive Learning Plan Pro-forma.....	12

1. Aims

This policy aims to:

- ❖ Provide a **consistent approach** to positive behaviour support.
- ❖ Ensure all staff are able to **define** what we consider to be unacceptable 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**.

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 [INSERT LINK TO POLICY HERE ...](#)

3. Definitions

The Lion Works School promotes positive behaviour through its alignment with **positive behaviour support (PBS)** principles and training through the **What's the Message** <https://whatsthemessage.co.uk/> (BILD Accredited Practitioners) 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 Class Charts Point Allocation System in Appendix B.

The school deems the following as examples of unacceptable 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 instructions

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 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 student)

Please refer to our Class Charts Point Allocation System in Appendix B.

4. 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 discreet 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. This is taught and reinforced through daily community time during which students may cook for their peers and clean the school so that each other may benefit from the facilities. 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.

5. Roles and responsibilities

5.1 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 Class Charts. They have oversight of the Positive Learning Plans for each student along with the PBS Lead (Angus Collins) and Deputy (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 will deliver a daily morning briefing and an after school daily de-brief to provided collective problem-solving in a solution focused and whole staff collaboration approach.

5.2 Positive Behaviour Support Leads

Positive Behaviour Support Leads are responsible for:

- ❖ Monitoring and tracking the behaviour data and providing weekly reports to SLT.
- ❖ Providing frontline support and advice to staff on positively supporting behaviour.

5.3 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 Positive Learning 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 Class Charts.
- ❖ 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.

5.4 Parents

Parents are expected to:

- ❖ Review the Positive Learning Plan 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.

6. 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

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

Positive behaviour will be rewarded with:

- ❖ Verbal Praise
- ❖ Class Charts Points that link to a reward scheme including certificates and Digital vouchers
- ❖ 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.
- ❖ Class Charts points in accordance with our Level descriptors.
- ❖ Emails or phone calls home to parents.
- ❖ Missed work to be completed in break or lunchtimes, during an Outdoor Education session or at home.
- ❖ Request for support from the senior leadership team and removal from the learning environment.
- ❖ Certain privileges may be withdrawn (eg trips / mobile phone use / access to clubs)
- ❖ For serious incidents where violence, harmful sexual behaviour or 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 or 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.

7.2 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. The school uses 'dashcam' recording equipment in each of its minibuses and on every journey to safeguard its staff and students from allegations and potential incidents. 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.

7.3 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

8.1 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' Positive Learning Plan (PLP) 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 Class Charts 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.

8.2 Physical intervention

In line with the 'What's the Message' Positive Behaviour Support principles, school staff will only use restrictive practices with any of our students as an absolute last resort and in the following circumstances:

- ❖ To prevent them causing harm to themselves or others
- ❖ Significantly damaging property.

Staff who attended the **What's the Message** training on 23/08/22 are trained in the use of some grab releases and a guided escort. 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 an exclusion. 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.

8.3 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.

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 positive behaviour support approach will be differentiated to cater for the individual needs of each student through a co-produced Positive Learning Plan (PLP).

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.

9. Pupil transition

All staff meet regularly to discuss PLPs 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

Our staff are provided with training on **Positive Behaviour Support** which is closely aligned to the principles of 'What's the Message' <https://whatsthemessage.co.uk/> and will be provided with refresher training each year. All staff employed on 23/08/22 received a full day's introduction by Helen Stewart – Principal Trainer and completed the course successfully and received accreditation. Staff have access to and will be regularly referred to copies of the PBS 'What's the Message' training book. 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:

- ❖ Exclusions Policy
- ❖ Safeguarding Policy
- ❖ Anti-Bullying Policy
- ❖ Online Safety Policy

Appendix A: 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 B: TLWS Class Charts Points Allocation Tables

TLWS: Class Charts Points

At TLWS, we operate a positive behaviour support environment in which students are encouraged to make 'good' choices. Class Charts 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.

Positive Behaviour Point 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

Positive points rewards exchange allocation:

Class Chart Points	Category	Tangible Reward
25+	Bronze	<ul style="list-style-type: none"> • Certificate and sweets / chocolate bar of your choice
50+	Silver	<ul style="list-style-type: none"> • £5 Digital voucher, certificate and sweets / chocolate bar of your choice
75+	Gold	<ul style="list-style-type: none"> • £10 Digital voucher, certificate and sweets / chocolate bar of your choice

100	Platinum	<ul style="list-style-type: none"> £15 Digital voucher, Headteacher's letter of commendation and sweets / chocolate bar of your choice
125+	Supernova!	<ul style="list-style-type: none"> Personalised reward up to £25 in value and at the discretion of the HT and feasibility.

Negative Points – not to be displayed to students or parents, but will be recorded and reviewed weekly by the PBS Team and SLT. Levels 1-4 need to trigger a recording comment box for the reporter – WHY did this happen? What's the message? 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 fixed term exclusion (FTEEx) or permanent exclusion (PEEx).

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.

Negative Behaviour Point allocation:

Incident Level	What this might look like ...	Points Allocated
Level 1	<ul style="list-style-type: none"> Little or no effort Inappropriate language 	1
Level 2	<ul style="list-style-type: none"> Rudeness to staff or peers Disruption to learning 	2
Level 3	<ul style="list-style-type: none"> Refusal to follow a reasonable instruction Disruption of learning for others Mobile Phone Misuse 	3
Level 4	<ul style="list-style-type: none"> Physical threats directed at staff or peers Racist, homophobic or abusive language Abusive language directed at staff or peers 	4
Level 5	<ul style="list-style-type: none"> Any assault on staff or peers. Sustained / targeted negative behaviour towards a peer Possession of prohibited objects 	5 – Class Charts to alert SLT

Negative points 'natural consequence' suggested sanctions:

Class Chart Points	Category	Natural consequence / sanctions
10+	Level 1 consequence	Telephone / email to parents. Loss of break and lunchtime to complete missed work.
20+	Level 2 consequence	Follow up telephone call / email to parents. Further loss of break and lunchtime to complete missed or outstanding work.
30+	Level 3 consequence	In-school meeting with parents. Acceptable Behaviour Contract signed by all parties. PLP Early review and meeting with team around the child in school to look at 'what's the message' if not already in place.

40+	Level 4 consequence	In-school meeting with parents and six-week Pastoral Support Plan co-produced, agreed and monitored and reviewed weekly. (Unfunded – using in-school resources and additional intervention strategies) Team around the Child to use ABC Charts to further identify the ‘message’ of the behaviour.
50+	Level 5 consequence (no changes to behaviour and regular and repeated Level 4/5 incidents)	In-school meeting with parents and Pastoral Support Plan co-produced, adapted, monitored and reviewed weekly. Early Annual Review requested and additional funding requested to implement additional costly intervention strategies. Notice to parents and placing authority that student is at risk of Fixed Term Exclusion and / or Permanent Exclusion.

Appendix C: Positive Learning Plan Pro-forma



TLWS Positive Learning Plan

Confidential

Name:		Date of Plan:	Insert picture
Pastoral Tutor Group:		To be reviewed by:	
Academic Class Group:			
About me			
Likes and motivators			My Birthday is:
Dislikes			

Key Information	Need	Guidance
Medical		
Medication		
Communication		
Physical		
Sensory		

How to Support (Name)

Known triggers	Early Warning Signs	Fast triggers

Type of behaviour (What do you see / what does it look like)	What's the message? (Function)	prevention strategies level (Proactive, early intervention) How to keep me at Baseline	De-escalation strategies How to support me if I'm triggered	Crisis support	Planned PI if necessary

Type of behaviour (What do you see / what does it look like)	What's the message? (Function)	prevention strategies level (Proactive, early intervention) How to keep me at Baseline	De-escalation strategies How to support me if I'm triggered	Crisis support	Planned PI if necessary

Historic behaviours (but through positive behaviour support have now been minimised.)

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Signatures

Student		Date:	Parent/carer		Date:
Form Tutor		Date:	SLT		Date:
Key HLTA		Date:			