



## LWS Academy

Montefiore Drive, Sarisbury Green, Southampton, SO31 7NL. Tel: 01489 582684  
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### BEHAVIOUR POLICY

This policy has been designed to promote and improve positive behaviour for our students at LWS Academy. It aims to provide clarity on the variety of strategies that may be used to reinforce and recognise positive behaviour, as well as strategies that may be used as a consequence for negative behaviour choices.

Through the successful application of this policy we aim to improve behaviour, personal development, teaching and learning for all our students. This policy belongs to the whole school community and has been created in consultation with the Students, Staff, Parent/Carers and Governors.

LWS is committed to the health, safety and well-being of all within the school community. This policy aims to provide the guidance which will ensure that a fair, inclusive, respectful and responsible environment for personal development, teaching and learning is upheld at LWS. Staff training and development is provided for positive behaviour management, which furthers the schools capacity for improvement and capitalises on good practice and development opportunities. All staff have or are working towards an appropriate Securicare certification, as on occasion it may be necessary for an adult(s) to use physical intervention if a student is in danger of hurting themselves or others.

#### **School Context**

All students at LWS have an Education, Health and Care Plan with Social, Emotional and Mental Health difficulties as their primary need. In all circumstances LWS has high expectations of behaviour for all students; however, consideration is always given to the current context of the individual student's needs. Our expectations of positive behaviour are there to secure behaviour which does not endanger the health and safety of the school community. Our **Mission Statement (Annex 2)** identifies that we accept responsibility for our choices and the LWS community will support students through the consequences of their actions.

A reasonable and proportional approach to behaviour issues will be promoted within the school, with individual personal circumstances considered when matters arise. We aim to regulate and promote positive behaviour outside of the school boundaries wherever it is reasonably possible. Staff will be proactive in supporting students to make positive behaviour choices, with clear scripts used to identify the implications for choices made.



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LWS recognises that 'rewards' are more effective than 'consequences' in modifying and motivating good behaviour.

There is an opportunity to discuss particular behaviours in depth in the staff daily debrief, which is chaired by an appropriate member of staff. This forum allows for the discussion and determination of behaviour consequences and rewards, these are decided in consultation with the staff team. Agreed consequences can then be shared with the relevant stakeholders including parents, carers and other professionals such as social workers where appropriate to do so. The legal responsibility for any action ultimately lies with the Headteacher, however as a guide, staff will use the **LWS Stages of Behaviour** outlined in **Annex 4** as a guide for possible sanctions. The school makes use of a wide range of **strategies to support students** which are outlined in **Annex 1**.

### LWS Values

Our school values are essential in how we support each other throughout a student's journey at LWS. The school community decided that our **LWS Values** of Respectful, Responsible and Ready to Learn (outlined in **Annex 3**), and these form the foundations of the behaviours we seek in school. All students are expected to follow this guidance for behaviour. The LWS Values permeate throughout day to day school life: in every lesson, teachers will record lesson points which are directly linked to the LWS Values, and we celebrate students who have notably demonstrated the LWS Values throughout the course of the week.

At LWS, we recognise that students' social, emotional and mental health needs may impact on capacity to make and sustain friends. We will work with students and parents/carers to overcome friendship related issues. Behaviours relating to any forms of bullying will be addressed through our Anti-Bullying policy.

We may choose to call on the support or expertise of other agencies in assisting students to address and take responsibility for their behaviours. This will be done in consultation with parents/carers where appropriate.

### In school detentions

In school detentions can be issued in line with the LWS Values, for completion at break-time and lunch-time. These are led by the staff team and students will be supported to complete



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them. In school detentions are tracked via in house monitoring to help identify possible patterns in behaviour and to develop supportive strategies.

### **After school detentions**

If it is felt that an after school detention is appropriate then we will endeavour to inform parents/carers 24 hours in advance. It is parents/carers responsibility to make transport arrangements for their child should they be unable to use public transport independently to get home from school after their detention. LWS accepts no responsibility for providing transport to students outside of the normal school hours.

### **Searching and Confiscation**

LWS approach to searching and confiscation is in line with guidance published by the DfE "[Searching, screening and confiscation](#)". Staff at LWS are entitled to confiscate items which may pose a risk to the health, safety and well-being of the school community and therefore, potentially being the catalyst for negative behaviour. The said item will be returned to the student/parents if it is reasonable to do so. The school expects that:

- Mobile phones should not be in school. Should a student bring a phone into school by mistake then it should be handed into staff.
- Smoking items should not be in school. Should a student bring any smoking items (e.g. vapes, lighters, tobacco, cigarettes) by mistake then they should be handed into staff. Smoking is directly addressed in our [Smoke Free Policy](#).

It is the parent/carers responsibility to ensure that mobile phones, smoking items and other prohibited items as outlined in the above mentioned document do not come into school.

### **Exclusions**

Fixed term exclusions from school will be used as a consequence to a student's actions that are deemed to be a risk to the safeguarding of themselves or others. Exclusions can also be used as a consequence to one off or persistent behaviours that do not adhere to the LWS Values. In extreme circumstances of behaviour, permanent exclusion may be necessary.



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Students will be offered support to address and accept the consequences of their choices and actions, however LWS has identified the following behaviours as non-negotiable in terms of exclusion being the only appropriate consequence in recognition of the level of risk:

- Persistently leaving the school site without permission – truancy.
- Climbing onto the roof of the school or any other buildings.
- Premeditated attacks on staff and/or students.

There are additional behaviours that may result in exclusion as they are against the law. These include but are not limited to physical violence, threatening behaviour; damage to property; underage drinking of alcohol; possession of drugs; and discriminatory behaviour.

All fixed term exclusions require a return to school meeting with either the tutor, member of the leadership team or the Head Teacher and/or Executive Head Teacher. Any exclusions beyond 5 consecutive days will require an interim EHCP review meeting to be held, in order to assess if the student's needs can be met by the school in light of the presenting behaviours.

Parents will be informed of the exclusion and a letter sent. Transport will be cancelled by the school.

LWS Academy's approach to the use of exclusions' is compliant with [DfE guidance relating to Exclusions \(2017\)](#).

### **Home School Agreement**

The **LWS Home School Agreement** is shown in **Annex 5**. This sets out clear agreements of what the school, parents/carers and students will do and is linked to the LWS Values.



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### Coronavirus

The following section aims to set out the necessary amendments required to the LWS Behaviour Policy in response to the Covid-19 pandemic. All measures are taken to ensure the safety of the entire school community including families at home, in recognition that schools have been identified as a significant transmission route of the virus into the family home.

#### Risk assessments

In line with the guidance from the Local Authority, full risk assessments have been completed for all students. Following this process, students are then categorised as low, medium or high risk and this will inform the educational provisions available to students at this time. Risk assessments are regularly reviewed in light of recent behaviours and safeguarding contexts, and are completed for those students accessing onsite provision and those who are not accessing onsite provision.

#### Face coverings

In line with the DfE's [Guidance on Face Coverings in Education](#) face coverings are to be worn by all students when in school. It is well documented that face coverings can significantly reduce the spread of infection in indoor settings. Students are expected to wear a face covering in all internal spaces including classrooms and halls. When students are sitting at their desk they may remove their face covering. At all other times indoors, face coverings must be worn.

#### Social distancing

It is well documented that keeping our distance from those outside of our household is an important part of reducing the spread of coronavirus. At all times, where possible, students and staff should observe social distancing: This is 2m without face coverings or 1m if face coverings are worn. Staff may be wearing PPE when supporting students to ensure that we reduce the number of close contacts that are made. This could include face mask, visor, gloves and apron. The only occasion when social distancing rules may be breached is if physical intervention is required, as a last resort, to safeguard students and others. If this happens then risk assessments will be updated to reflect the need for physical intervention is putting the safety of others at risk. Examples of behaviours that break social distancing



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guidelines include: initiating and taking part in play fighting, fighting and being physically aggressive with staff or other students.

### Leaving class

At this time, it is important that we minimise our contact with others and therefore students must remain in class. Seating plans must be followed and, where possible, students should remain in their seat at all times. Movement around site must be kept to a minimum to reduce the number of contact with others outside of their own household.

### Absconding from site

If students abscond from site they will not be followed into the community. This is to prevent an increase in the number of contacts staff have with others outside their household. Parents/carers will be informed that students are no longer in our care and will be reported as missing persons to the Police if they have not returned after 20 minutes.

We expect that everyone should take responsibility for their own and others safety at this time, and this includes following the systems of control outlined by the DFE. At LWS, we consider these to be:

- Hand hygiene - Students are expected to regularly sanitise or thoroughly wash their hand including when arriving to site and when changing classrooms.
- Respiratory hygiene - Students should continue to practice good respiratory hygiene and use tissues to catch coughs, sneezes etc.
- Temperature checks - Students will have their temperature taken upon arrival at site.
- First 5 Last 5 - Students and staff will work together to ensure that classrooms are thoroughly cleaned and safe for use by others at the end of lesson. This includes sanitising hands; sanitising work surfaces/desks/chairs; thoroughly cleaning any equipment or resources that are used; sanitizing any frequently touched points such as door handles and light switches.

For students onsite, the table below sets out the steps taken to address students who are not following expectations. If no change in behaviour is seen then we will progress to the next step.

Step 1	Students will be reminded of expectations at this time and supported to develop understanding of the need for these measures to keep everyone in the school community safe.
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Step 2	Phone call to parents/carers to discuss behaviours that are not in line with expectations. If appropriate, social workers will also be contacted. Risk assessment will be updated.
Step 3	Tutors will host a virtual meeting with parents/carers and social worker if appropriate, to discuss behaviours and identify strategies moving forward. Risk assessment will be updated and overall rating reviewed.
Step 4	Leadership team will host a virtual meeting with parents/carers and social workers/other relevant professionals to discuss concerns and changes that will be made to the educational offer. Risk assessment will be updated and overall rating reviewed.
Step 5	Access to onsite provision may be removed.

Behaviours that put the safety of others at risk and are of particular concern at this time and may result in students moving through these steps more quickly. At any point, fixed term and permanent exclusion may be applicable. Examples of concerning behaviours at this time include but are not limited to:

- spitting
- deliberately coughing over others
- play fighting
- fighting and physical aggression
- frequently leaving class to mix with others
- absconding from site



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### **Annex 1: Glossary of Possible Strategies**

- Lesson points - *each student can earn up to 6 points per lesson and these are linked to the LWS Values. These are reviewed with students in tutor time each day to enable student reflection on behaviour choices.*
- Points targets - *an achievable points target may be set to focus students and see an improvement in behaviour e.g. try to get 18 out of a possible 30 points today.*
- Report cards or weekly planners - *report cards or planner can be used to help students track their behaviour and/or points lesson by lesson. This can be shared with parents/carers at home to share successes.*
- Ready to Learn (RTL) room - *our RTL room is available all day for those students who are not in the right mindset to access learning in their timetabled class. A dedicated member of staff is on hand to support students who would benefit from a quieter environment, a smaller class size. Students will be equipped with supportive strategies with the aim of soon returning to class.*
- Vivos - *Vivos are an online currency which students can spend in the online shop. Students are paid a monthly paycheck which is made up of their accumulated lesson points over the course of the month, and they can also boost their balance instantly by being awarded vivos from staff by demonstrating the LWS Values.*
- Privileges - *this can include attendance to clubs, reward time with key staff or personalised incentives. Students can also work as a tutor group to earn privileges each week in Golden Time.*
- Student of the Week - *each subject teacher nominates their Student of the Week for celebration in assembly. Students of the week will receive a certificate to take home and extra vivos.*
- Positive after school clubs - *as a reward for positive behaviour over a period of time students can attend after school clubs. Popular clubs include, FT, PE and Art.*



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- Award ceremonies - *we hold the LWS Awards Ceremony annually, and it is a formal opportunity for all students' effort and progress to be recognised in both academic and personal contexts.*
- Detentions - *detentions can be given during the school day or after school. students will be supported to complete detentions or given targets to earn then off.*
- 1:0 or 1:1 support time - *students may be educated separately from their peers and given the opportunity to work independently or with the support of staff if required.*
- Night-School - *this is an opportunity for students to work 1-1 with staff away from any distractions. These take place after the standard school day has finished.*
- Home-tuition - *students will be provided work to complete at home or an appropriate community space (e.g. library) rather than attending the school site. Staff will be on hand to direct and support students.*
- Blended learning - *in agreement with parents/carers, students will be able to learn from home and access online learning opportunities at certain times. This could be accessing online learning platforms such as Century, Google Classroom or attending the live lesson virtual via Google Meet.*
- Work experience - *work experience may form part of a students personalised timetable and can be conducted internally (on school site) or externally (with local businesses). Work experience is a great way to experience the world of work and to increase awareness of expectations in the wider world.*
- Inclusive Support Packages (ISPs) - *a students week may be composed of various learning opportunities in agreement with parents/carers to support those requiring a more bespoke offer.*
- Communication home - *as a school we use a variety of methods to contact home. These include phone calls, text messages, emails, letters. We also have a school Twitter account where student success can also be shared.*



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- Specific tutor team involvement - *the relationship between tutor and student is a really important one. We encourage students to seek their tutor (or attached member of support staff) as a first port of call if they are struggling and need additional support during the school day. By being the main point of contact between school and home, the tutor team will be in an informed and strong position to provide consistent support for support students.*



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### **Annex 2: LWS Mission Statement**

Together we will:

- Provide opportunity, security and encouragement
- Accept guidance, responsibility and diversity
  - Share success, achievement and pride
- Build self-belief, resilience and community

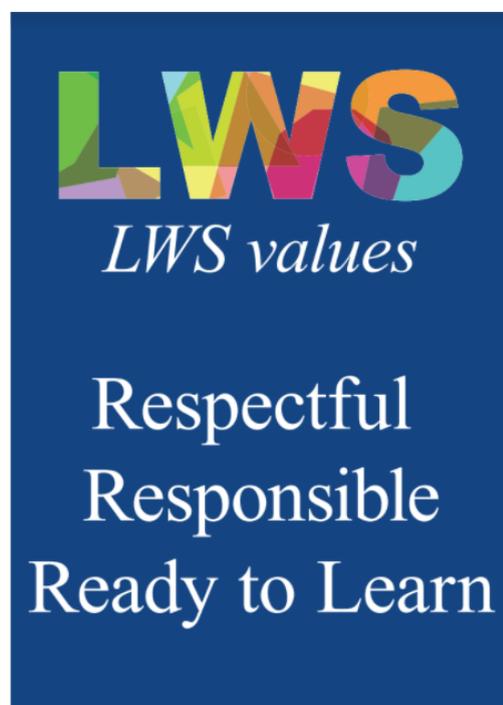
Within a caring environment based on mutual respect and trust.



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### Annex 3: LWS Values



LWS Value	How students demonstrate this
Respectful	<ul style="list-style-type: none"><li>● Be polite to others including students, staff and visitors to the school.</li><li>● Using appropriate language when talking to peers and staff.</li><li>● Looking after other peoples and the schools property.</li></ul>
Responsible	<ul style="list-style-type: none"><li>● Accept responsibility for your own actions and any consequences.</li><li>● Express your own in an appropriate way and during the appropriate time.</li><li>● Make a positive contribution to the school community.</li></ul>
Ready to Learn	<ul style="list-style-type: none"><li>● Arrive for lessons on time.</li><li>● Taking part in lessons as directed by staff.</li><li>● Demonstrating behaviour for learning throughout the lesson.</li><li>● Ensure distractions (e.g. mobile phones, tablets) do not impact learning.</li><li>● Use the RTL space if you are not ready to learn to avoid distracting others' education.</li></ul>



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## Annex 4: LWS Stages of Behaviour

	Stage 1	Stage 2	Stage 3	Stage 4
Example behaviours may include	Disrupting to learning Missing lesson Low level damage (up to £20) Entering areas not designated for students Disruptive actions during eating periods Swearing Persistent litter dropping	Persistent Stage 1 Stealing Mid level damage (£20+) Bullying Smoking on site *Possession of contraband* Targeted verbal abuse	Persistent Stage 2 Intimidation/bullying Physical aggression/violence Offsite without permission Damage to self/other *Possession of an illegal item* High level damage (£150+)	Persistent offsite Climbing onto the roof Premeditated attack on staff/student Illegal acts e.g. drug/alcohol offenses Using an item as a weapon Acts of violence Criminal acts Endangering the safety of self/others Bullying - physical, verbal, psychological intimidation Vandalism Disrupting others education Abuse of others - racist, sexual, homophobic comments
Actions may include	<b>Teacher/LSA driven</b> Detentions Target cards Reparation Contact home Incentives Vivo fines	<b>Teacher/Tutor driven</b> Detentions Confiscation Meeting with parent/carer Establish a support strategy Contract Personalised incentives	<b>Tutors (with Leadership support)</b> Modified day Night school Home tuition Fixed term exclusion ISP Referral to appropriate services	<b>Leadership</b> Fixed term exclusion Alternative provision Referral to appropriate services EHCP review Managed move Permanent exclusion
Recorded on	Arbor	Arbor/CPOMS*	Arbor/CPOMS*	Arbor/CPOMS



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## Annex 5: Home School Agreement

LWS recognises that the successful development of students depends on an effective partnership between school, students and parents/carers. All three parties share responsibility for the development and achievement of each student. This home school agreement is written with the LWS Values in mind: these are Respectful, Responsible and Ready to Learn.

As a school, we will:	As Parents/Carers, we will:	As a Student, I will:
<p><b>Respectful</b></p> <ul style="list-style-type: none"> <li>Value each student as an individual.</li> <li>Ensure school policies are clear, understood and followed by all.</li> <li>Make time to communicate with parents/carers on a regular basis.</li> <li>Keep parents informed about school matters in a timely manner.</li> </ul> <p><b>Responsible</b></p> <ul style="list-style-type: none"> <li>Provide a safe, organised and caring environment.</li> <li>Provide a clear Behaviour Policy which outlines rewards and consequences.</li> <li>Inform parents promptly of any concerns regarding the progress or behaviour of their child.</li> <li>Work closely with outside agencies which support students and families.</li> </ul> <p><b>Ready to Learn</b></p> <ul style="list-style-type: none"> <li>Provide a broad and balanced curriculum that promotes academic and holistic development.</li> <li>Support students in preparing for life beyond the school gates.</li> </ul>	<p><b>Respectful</b></p> <ul style="list-style-type: none"> <li>Contact the school in advance if there are any problems from home which might affect a student's attendance, performance and/or behaviour.</li> <li>To communicate in a civil manner with school staff.</li> </ul> <p><b>Responsible</b></p> <ul style="list-style-type: none"> <li>Support a student's learning and well-being.</li> <li>Ensure regular attendance of the student at school and contact the school when they are unable to attend.</li> <li>Ensure the school has up to date emergency contact details.</li> <li>Make arrangements for the student to be sent to an alternative contact when I/we cannot be contacted (these can be listed below).</li> <li>Support the consequences set out in the Behaviour Policy and make alternative arrangements for transport if required.</li> <li>Attend and contribute constructively to meetings such as Parents evening and EHCP annual reviews.</li> </ul> <p><b>Ready to Learn</b></p> <ul style="list-style-type: none"> <li>Encourage a student to complete school work and revision set.</li> <li>Encourage key skills such as reading and handwriting.</li> <li>Giving permission for learning outside of the classroom and local educational visits (radius of 10 miles to school and 5 from home).</li> </ul>	<p><b>Respectful</b></p> <ul style="list-style-type: none"> <li>Treat others as I would wish to be treated.</li> <li>Respect the school environment.</li> </ul> <p><b>Responsible</b></p> <ul style="list-style-type: none"> <li>Follow the LWS Values at all times when in school and when representing the school offsite.</li> <li>Take responsibility for my own actions and accept sanctions when necessary.</li> <li>Avoid bringing things in that will distract myself or others from learning.</li> <li>Prepare for the world after school and my role as a valued member of the community.</li> </ul> <p><b>Ready to Learn</b></p> <ul style="list-style-type: none"> <li>Attend school/alternative provision, regularly and on time.</li> <li>Work to the best of my ability.</li> <li>Ask for and accept help from staff when needed.</li> <li>Concentrate on my own work and avoid distracting others.</li> </ul>
<p>Signed by SLT: _____ Date: _____</p>	<p>Signed by parent/carer: _____ Date: _____</p>	<p>Signed by student: _____ Date: _____</p>
	<p>Alternative Emergency Name: _____ Contact Number _____</p>	