



# **Behaviour Policy**

**LWS Academy**

Approved by:	GFM Board	Date:	5th June 2023
Maintained by:	LWS SLT	Next review due:	June 2024



## 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. 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, and when dealing with more challenging behaviours the **Stepped approach to behaviour** will be used, and this can be found in **Annex 5**. 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 students 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 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**

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 Advice for Schools July 2022](#)". 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.

### **Suspensions**

Fixed term suspensions 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. Suspensions 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.

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 suspension 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 suspension 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 suspensions require a return to school meeting with either the tutor, member of the leadership team or the Headteacher. Any suspensions beyond 5 consecutive days will require an emergency 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 suspension 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 Suspension and Permanent Exclusion July 2022](#).

### **Child on Child Sexual Violence and Sexual Harassment**

Child on child sexual violence and sexual harassment (SVSH) is not acceptable and will be dealt with using the safeguarding principles and guidelines set out in KCSIE 2022. All forms of SVSH including inappropriate language will not be tolerated and will never be considered 'banter'.

### **Behaviour Incidents Online**

Any behaviour incidents that occur online during the school day or on school premises will be dealt with in conjunction with child protection and safeguarding policies.

### **Behaviour Incidents Outside of School**

Any behaviour incidents between pupils that occur outside the school day or out of school grounds are parents responsibility, however, the school will take necessary steps to ensure any impact on the calm, safe and orderly learning environment is minimised. This includes any online incidents.

### **Home School Agreement**

The **LWS Home School Agreement** is shown in **Annex 6**. This sets out clear agreements of what the school, parents/carers and students will do and is linked to the LWS Values. The home-school agreement will be sent out each year to parents. We encourage this to be signed and returned by parents however non-signing does not mean non-agreement.



## **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.*
- Breakout spaces - *we have several breakout spaces or rooms available for those students who are not in the right mindset to access learning in their timetabled class. Staff are 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 with their peers.*
- Vivos - *Vivos are an online currency which students can spend in the online shop. Students are paid a weekly paycheck which is made up of their accumulated lesson points over the course of the week, and they can also boost their balance instantly by being awarded vivos from staff by demonstrating the LWS Values, including exceptional class work or supporting students inside and outside of the classroom.*
- 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.*
- 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 - *as a reward for positive behaviour over a period of time students can attend bespoke after school clubs. Popular clubs include, FT, PE and Art.*



- 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 them off.*
- 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. 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. a local 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.*
- Alternative provision (including work experience) - *alternative provision or work experience may form part of a students personalised timetable. LWS has links with a range of alternative providers across a variety of settings. LWS uses an external provider to source work experience placements and support with the necessary safeguarding checks. Reduced hours provision may be necessary as part of a personalised timetable but will be agreed by parents/carers.*
- 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.*
- 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.*

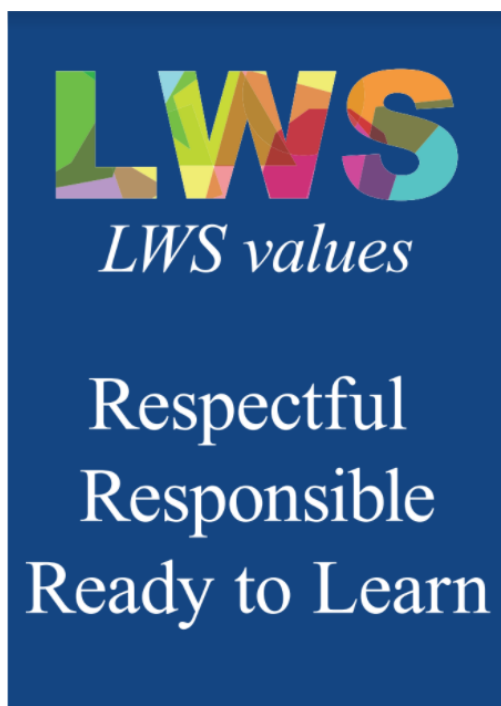


## **Annex 2: LWS Mission Statement**

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.

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>

## Annex 4: LWS Stages of Behaviour

### Stages of Behaviour

	Stage 1	Stage 2	Stage 3	Stage 4
Example behaviours may include	Disruption of learning. Damage (<£20). Out of lesson. Social communication difficulties causing conflict.	Damage (£20 to £150). Smoking/vaping. Dangerous actions. Offsite.	Damage (>£150). Persistent bullying. Physical aggression. Offsite (missing person)	Sexual, Homophobic, Racist, Disability abuse/comments. Illegal Acts. Physical assault/threatening. Endangering self/other. Excludable event.

Behaviours which do not meet Stage 1 threshold may be as a result of an identified learning need. As such, they are not required to be recorded. These behaviours may include:

- Shouting
- Disrespectful language
- Not following instructions

## **Annex 5: LWS Stepped Approach to Behaviour**

### **Stepped approach to address behaviours**

This document sets out the order of actions LWS will take when dealing with challenging behaviour from students. Whilst we will aim to work through the actions as a series of progressive steps, it may be appropriate to begin at a particular step. This will be dependent on the nature of the behaviours presented, the frequency of such behaviours and the resulting impact on the school community.

The stepped approach is as follows:

1. Enrichment cards
2. Catch up during enrichment
3. Breaktime/lunchtime detention
4. After school detention
5. Tutor report card
6. Home tuition
7. Night schools
8. Behaviour trends explored on Arbor
9. Behaviour contract put in place based on trends identified (ABC)
10. Thrive behaviour assessment process
11. Meeting with student and parents/carers hosted by tutor
12. Leadership report card
13. Temporary curriculum amendments (Circuit breaker) for a maximum of 2-4 weeks.
14. Long term amendments to curriculum (interventions, alternative provision, reduced hours) for at least half a term.
15. Meeting hosted by SENCO to confirm learning needs.
16. Additional diagnostics - diagnostic hub or EP
17. Meeting hosted by Assistant Headteacher
18. Risk assessment / positive handling plan written
19. Meeting hosted by Headteacher

The following identifies a list of action that may be taken at any point, and as required:

- Reparation
- Provision mapping
- Thrive assessments
- Diagnostic hub assessments: school bondedness, readiness to learn, ACES and resilience
- Targeted support from police force
- Specific incident debrief and reflection

This process is delivered alongside the restorative principles of: Restoration, Voluntarism, Impartiality, Safety, Accessibility and Empowerment.

## Annex 6: 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:
<b>Respectful</b> <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> <b>Responsible</b> <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> <b>Ready to Learn</b> <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>	<b>Respectful</b> <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> <b>Responsible</b> <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> <b>Ready to Learn</b> <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>	<b>Respectful</b> <ul style="list-style-type: none"> <li>Treat others as I would wish to be treated.</li> <li>Respect the school environment.</li> </ul> <b>Responsible</b> <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> <b>Ready to Learn</b> <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>
Signed by SLT: _____ Date: _____	Signed by parent/carer: _____ Date: _____ Alternative Emergency Name: _____ Contact Number: _____	Signed by student: _____ Date: _____