



LLOYD WILLIAMSON  
FOUNDATION

## The Lloyd Williamson Schools Foundation

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### BEHAVIOUR POLICY

**2025**

Updated by	Aaron Williams	25 <sup>th</sup> April 2025
Due for update	August 2025	

## Introduction

The Lloyd Williamson Schools Foundation is dedicated to fostering a nurturing and inclusive learning environment where every pupil feels safe, valued, and respected. This **Behaviour Policy**, underpinned by our core values and based on the premise of respect for self, others, and the environment, is designed to promote positive behaviour and support the well-being of all members of our school community. The policy (in conjunction with the Expected Behaviour Contract in Appendix 2) outlines the expected standards of behaviour for all students at LWSF, encompassing both the Lower and Upper schools, as well as the stages of interventions and sanctions (expanded in Appendix 1) that can be applied when a student misbehaves.

LWSF recognises that each child is an individual and is valued as such. We encourage all students to use initiative and have a love for learning. We aim to create a safe, respectful, productive learning environment that fosters and enables resilience, creativity, individuality, relationships and aspiration.

LWSF will recognise that behaviour is a form of communication, and we are committed to understanding and addressing the underlying causes of behaviour, rather than simply reacting to surface-level actions.

This policy is fully aligned with the principles outlined in Keeping Children Safe in Education (KCSIE) 2024 (Part 1 and Annex B), DfE guidance and the Independent Schools Inspectorate (ISI) standards, with a robust focus on safeguarding, promoting positive mental health, and ensuring equality and diversity. It should be read alongside the following policies:

- Anti-bullying Policy
- Children Missing from Education Policy
- Core British Values Policy
- Cyber-security Policy
- Educational Visits
- Exclusion Policy
- Health and Safety Policy
- Media Policy
- Mental Health Policy
- Online Safety Policy
- Positive Handling Policy
- Prevent Strategy
- PSHE Policy
- RHSE / RSE Policy
- Safeguarding Policy
- Search, Screen and Confiscate
- Use of Computers and Internet Access Policy

## **Core Principles**

LWSF will actively promote through its ethos and everyday interactions with pupils as well as active teaching in PSHE and assemblies:

### **Respect for Self:**

- Empowering pupils to develop a strong sense of self-worth and emotional intelligence.
- Teaching strategies for self-regulation and resilience.
- Encouraging self-reflection and personal growth.

### **Respect for Others**

- Cultivating a culture of empathy, kindness, and inclusivity.
- Actively challenging prejudice and discrimination.
- Promoting collaborative learning and teamwork.
- Teaching children about healthy relationships.

### **Respect for the Environment**

- Instilling a sense of responsibility for our physical and digital environments.
- Promoting sustainable practices and environmental awareness.
- Making sure online spaces are respected, and that cyberbullying is not tolerated.

### **Safeguarding and Well-being:**

Safeguarding is our paramount concern. All staff are trained to identify and respond to safeguarding concerns.

LWSF recognises that behaviour can be a sign of underlying issues, including abuse, neglect, or mental health difficulties. We encourage access to support services for pupils who need them and will respond to needs with Early Help as appropriate.

LWSF promotes positive mental health and emotional wellbeing.

### **Dignity and Non-Shaming:**

Crucially, we are committed to ensuring that all behaviour management strategies are implemented in a way that preserves the dignity of the pupil. We will never use methods that humiliate, embarrass, or shame a student (e.g. putting names of

misbehaving children on the board, public reprimands etc). We believe that every child deserves to be treated with respect, even when their behaviour is challenging. We aim to explore causes as well as impact. We believe in restorative approaches, encouraging pupils to take responsibility for their actions and repair any harm caused.

We will ensure that any consequence is proportionate to the behaviour, and that it is delivered in a calm and respectful manner.

## **Specifics and Implementation**

### **Rewards and Positive Reinforcement**

LWSF firmly believes in fostering a positive and encouraging atmosphere where good behaviour is not only acknowledged but celebrated. To achieve this, we employ a diverse toolkit of positive reinforcement strategies. We recognise that each child is unique and responds differently to various forms of encouragement. Therefore, we strive to offer a wide array of rewards and acknowledgments, ensuring that every student finds a method that resonates with them.

Central to our approach is the provision of regular and constructive feedback. This feedback isn't solely focused on areas needing improvement; it also shines a light on each pupil's strengths and accomplishments. We believe in building confidence and self-esteem by highlighting what students do well, while also offering guidance for growth in other areas. This balanced approach to feedback helps students understand their progress and motivates them to continue striving for excellence.

We value both individual and collective achievements, whether it's a personal breakthrough, a collaborative project, or a demonstration of exceptional character, we make sure to celebrate these moments both on a one-to-one basis as well as more publicly in class, assemblies and newsletters. We understand that celebrating together builds a sense of community and shared accomplishment.

LWSF is committed to ensuring that reward systems are inclusive and equitable. We understand the importance of making sure that no student feels overlooked or excluded. We strive to create a system where every child feels valued and can experience success. This means being mindful of diverse needs and preferences and offering a variety of rewards that cater to different interests and abilities. We avoid any reward that may cause embarrassment or unwanted attention. Our goal is to create a positive and supportive environment where every student feels motivated to thrive.

## **Rewards:**

### **Verbal Praise and Positive Feedback:**

- Specific and genuine praise highlighting individual strengths and accomplishments.
- Constructive feedback that focuses on both positive aspects and areas for growth.

### **Recognition of Personal Breakthroughs:**

- Acknowledging and celebrating individual progress and effort, regardless of the outcome.
- Recognising improvements in behaviour, attitude, or academic performance.

We write these on AIMS, mention them in assemblies and ask the administrator to mention in the next newsletter. All teachers have access to AIMS.

### **Celebration of Collaborative Projects:**

- Recognising the contributions of individuals within group projects.
- Celebrating teamwork, cooperation, and shared success.

These are written up on AIMS, mentioned in class and assemblies as appropriate.

### **Acknowledgment of Exceptional Character:**

- Recognising acts of kindness, empathy, and helpfulness.
- Celebrating demonstrations of resilience, perseverance, and good citizenship

These are written up on AIMS, mentioned in class and assemblies as appropriate.

### **Public Recognition (When Appropriate):**

- Certificates, awards, or mentions in school assemblies and/or newsletters for significant achievements.
- Displays of student work or accomplishments.

### **Opportunities for Leadership or Responsibility:**

- Giving students opportunities to take on leadership roles or responsibilities within the classroom or school (e.g. school council), recognising students who demonstrate responsibility and initiative.

### **Incentives Aligned with Diverse Interests:**

- Recognition of academic achievements, such as vouchers (e.g. weekly Amazon vouchers for the student who completes the most questions on IXL), or small prizes e.g. best costume on World Book Day.

**Positive Communication with Parents/Guardians:**

- Sharing positive feedback and accomplishments with parents/guardians.
- Highlighting student progress and effort.

This can be in person and / or on AIMS.

**House points and Merit systems:**

- Systems that reward good behaviour, and academic achievement.
- We have four houses: Badgers, Bears, Tigers and Wolves. Housepoints are awarded as positive reinforcement for good behaviour, effort, personal and collective achievement e.g. in classwork, homework, projects, Sports Day etc.

**Prize Giving:**

- We award subject cups and prizes at the end of the school year based on effort and progress. The recipients are decided by teachers.

**Behaviour Contracts and Expectations:**

Expected Behaviour Contracts are signed by pupils and tutors in September each year and pupils make a commitment to behaving positively and adhering to school rules.

Whole school contracts (established in Assembly at the beginning of each year with a member of SLT) will be developed collaboratively, ensuring that pupils understand and agree to the collective expectations.

Expectations will be clearly communicated and consistently applied.

**Recording, Reporting, and Analysis:**

Accurate records of behaviour incidents will be maintained on AIMS. SLT will look at behaviour data on AIMS once every half term, or as necessary, to identify and inform targeted interventions. Behaviour may be discussed in morning briefings to support a collective response to concerns or issues raised about specific students and / or classes.

All safeguarding concerns will be recorded and reported to the DSL as per the Safeguarding Policy.

## **Rules and Consequences:**

Examples of behaviours that fall short of what is expected are outlined in Appendix 1. These examples are a guide, and they do not constitute an exhaustive list.

Consequences will be fair, consistent, and proportionate but response, whilst we aim for a whole school approach that remains consistent will be informed by nuance and impact on self and others. Teachers These are written up on AIMS, mentioned in class and assemblies as appropriate.

Teachers should seek the support and guidance of SLT when they are unsure when and how to apply and escalate sanctions.

LWSF will prioritise restorative, non-shaming approaches, encouraging pupils to take responsibility and make amends where appropriate.

Any use of physical intervention in the form of restraint should be proportionate and will be recorded on AIMS and reported to the Headteacher (see the Positive Handling Policy).

Any form of corporal punishment is prohibited.

## **Online Safety and Digital Citizenship:**

We provide comprehensive education on online safety, including responsible use of social media, cyberbullying prevention, and online privacy. This is in ICT lessons, PSHE and occasionally in assemblies. (Online Safety Policy)

LWSF have clear policies regarding the use of electronic devices (Online Safety Policy and Media Policy).

Pupils who do not adhere to the rules will go through the procedures outlined in this policy. Sanctions will be applied at the relevant stage.

## **Training and Development:**

All staff receive regular training on behaviour management, safeguarding, and promoting positive mental health (INSET, EduCare).

We have regular staff meetings and morning briefings to discuss behaviour and best practice.

## **Sanctions Structure**

At LWSF, we understand that maintaining a positive learning environment sometimes requires addressing challenging behaviour. Our approach to sanctions is structured around a tiered system, meaning we begin with the least intrusive interventions and

escalate only when necessary. This ensures that responses are proportionate and tailored to the specific situation. For instance, a first-time minor infraction might be addressed with a quiet conversation and a reminder of expectations, while repeated or more serious incidents may require further steps. This tiered system allows for flexibility and ensures that we are addressing the root cause of the behaviour, not just the symptom.

Central to our philosophy is the implementation of non-shaming and restorative approaches. We believe in empowering pupils to take responsibility for their actions and, where possible, to make amends for any harm caused. This might involve facilitated discussions, apologies, or participation in activities that contribute to repairing relationships or the school environment; we may require pupils / parents to pay for damage to school property. We aim to foster an understanding of how one's actions affect others, promoting empathy and personal growth. LWSF emphasises restorative justice to build a strong sense of community and encourage positive behaviour.

Fairness and consistency are paramount in the application of sanctions. We strive to ensure that all pupils are treated equitably, regardless of their background or individual circumstances. This means that similar behaviours will generally result in similar consequences, promoting a sense of justice and predictability. Consistent application of rules helps children understand expectations and feel safe knowing that the system is reliable. We achieve this by using clear, published guidelines for staff and students (The Behaviour Policy, Expected Behaviour Contract), and by supporting staff with training on behaviour management.

Finally, we are committed to adhering to all legal guidelines regarding exclusions. We recognise that exclusion is a serious measure and should only be used as a last resort. We follow all statutory procedures and ensure that pupils and their families are fully informed of their rights and options. LWSF has a detailed Exclusion Policy that outlines the process for reintegration, reflecting a commitment to the well-being and continued education of all students. We also understand that even when an exclusion does not take place, that it is important to work with the child and their family to ensure that the behaviour is addressed, and that the child can return to learning. The Exclusion Policy outlines the necessary process for permanent exclusion.

## **Sanctions and Stages of Intervention:**

### **Stage 1. Verbal Warning / Reminder / Re-direction:**

- A calm, non-shaming conversation, or a 'look' with / at the pupil to address the behaviour and reiterate expectations, offering re-direction and de-escalation.



- Focus on naming the behaviour, explaining the expectation, impact of the behaviour and providing an opportunity for the pupil to take responsibility and correct it.
- Used for low level challenging behaviour in class or the playground.
- Not reported on AIMS
- Desired outcome: the student re-thinks on the spot and applies themselves in line with expectations.

### **Stage 2. Teacher-Led Restorative Conversation:**

- Used for more challenging or persistent low to mid-level challenging behaviour.
- A private, more structured conversation facilitated by the teacher, involving the pupil reflecting on their actions and making a commitment for change. This should include a warning that persistent misbehaviour will lead to a consequence (Stage 3)
- Encouraging the pupil to understand the consequences of their behaviour and to consider how to make amends before a detention is applied.
- Reported on AIMS.
- Desired outcome: The student understands the nature of the problem, its significance to themselves and others, knows how to change and is willing to behave in line with expectations.

### **Stage 3. Reflection period / Detention:**

- A formal discussion and clear warning (documented on AIMS), with consequences (reflection period / detention) outlined.
- Detention may be used to provide time for reflection or to complete restorative tasks.
- Putting the student on report to encourage / secure more lasting change.
- Desired outcome: The student understands the nature of the problem, its significance to themselves and others, knows how to change and is willing to behave in line with expectations. May need support (being on report) for this to be communicated and applied more consistently.

#### **Stage 4. Parent/Carer Contact (student goes on report):**

- Communication with parents/carers to inform them of the behaviour and to seek their support.
- Collaborative problem-solving to develop strategies for improvement.
- Putting the student on brief or extended report to secure lasting commitment to change.
- Desired outcome: to inform parents and elicit their support in helping the student understand the nature of the problem, its significance to themselves and others, know how to make sustainable change and be willing to behave in line with expectations. Parents should also make a commitment to upholding similar expectations outside of school.

#### **Stage 5. Internal Exclusion (followed by and inclusive of Stage 6):**

- Removal of the pupil from regular classes for a specified period, with supervised work and reflection.
- Used for more serious or persistent challenging behaviour where the student is having a significant negative impact on their own learning, and/or the learning of others. To provide a period of separation where self or supported regulation may be necessary.

#### **Stage 6. Formal Restorative Meeting:**

- A formal meeting facilitated by the Headteacher involving the pupil, affected parties, and relevant staff and parents.
- Focus on repairing harm, rebuilding relationships, and developing a plan for future behaviour.
- Used for serious and/or persistent challenging behaviour where the student is having a significant negative impact on their own learning, and/or the learning of others.
- Desired outcome: commitment to long term, sustained change and behaviour within the expected parameters which will be monitored and assessed in a follow up meeting at a time decided by the Headteacher.

#### **Stage 7. Fixed-Term Exclusion followed by a Return to School Meeting (RSM):**

- Temporary removal of the pupil from the school, in accordance with legal guidelines.

- Followed by a RSM facilitated by the headteacher or member of the SLT.
- Used for serious breaches of the school's behaviour policy and any act of violence.
- Desired outcome: commitment to long term, sustained change and behaviour within the expected parameters which will be monitored and assessed in a follow up meeting at a time decided by the Headteacher.

### **Stage 8. Permanent Exclusion (in conjunction with the Exclusion Policy):**

- Permanent removal of the pupil from the school, in accordance with legal requirements and procedures detailed in the Exclusion Policy.
- Used when the relationship has broken down to the point where none of the previous interventions and Sanctions have had a desired impact on securing a change in behaviour.
- Sometimes used when the relationship with the parent has broken down and the parent no longer supports the school in securing acceptable behaviour in line with the Behaviour Policy.

Key considerations within this sequence:

- **Proportionality:** Sanctions will always be proportionate to the severity of the behaviour. If a student's behaviour is severe enough to justify a stronger intervention, teachers should feel confident in immediately applying the appropriate level and stage of response.
- **Documentation:** All sanctions (from Stage 2 onwards) will be documented on AIMS.
- **Support:** Pupils will be offered support to address the underlying causes of their behaviour.
- **Legal Compliance:** All exclusions will be carried out in strict adherence to relevant legal guidelines outlined in the Safeguarding Policy.

### **Pupil Behaviour on Educational Trips**

Educational trips are an important part of the learning experience at LWSF. They provide valuable opportunities for pupils to extend their learning beyond the classroom and develop their social skills. We expect all pupils to conduct themselves in a responsible and respectful manner while on school trips, upholding the same high standards of behaviour as they would on school grounds. This includes

following instructions from staff, respecting the environment and local community, and representing the school positively. Any behaviour that falls below these expectations will be addressed in accordance with the principles and sanctions outlined in this policy.

### **Illegal Activity**

LWSF has a zero-tolerance policy towards illegal activity. Any pupil found to be involved in illegal activity, whether on school grounds, during school events, or off-site, will be subject to serious consequences, including possible exclusion and, where necessary, involvement of the police. LWSF will work closely with law enforcement agencies to address any illegal activity and ensure that appropriate action is taken in line with the procedures set out in the Safeguarding Policy.

### **SEND**

At LWSF, we recognise that for some students, particularly those with Special Educational Needs and Disabilities (SEND), their individual needs may influence their behaviour. When addressing behaviour, we will always take into account how a student's SEND may manifest and ensure a proportionate response. While maintaining clear expectations for behaviour and the importance of a safe and respectful school community, we will apply sanctions and restorative conversations as relevant, making reasonable adjustments where necessary to ensure fairness and to support the student's understanding and self-regulation. Our approach prioritises understanding the underlying causes of behaviour and working collaboratively with students, parents, and relevant professionals to promote positive behaviour and well-being for all.

### **Monitoring, Evaluation, and Review**

LWSF regularly monitors and evaluates the effectiveness of this policy through staff and pupil feedback.

We conduct regular reviews in staff meetings to keep the policy remains up-to-date and reflects best practice.

**Updated April 2025**

**Next Update: August 2025**

## **Appendix 1: Sanctions as applied to examples of behaviour.**

Examples of behaviours are meant as guidance and should not be considered an exhaustive list. Sanctions should be proportional and if teachers are in doubt or feel they need support they should seek guidance from the SLT.

### **Stage 1. Verbal Warning/Reminder:**

- A calm, non-shaming conversation with the pupil to address the behaviour and reiterate expectations, offering re-direction and de-escalation.
- Focus on explaining the expectation, impact of the behaviour and providing an opportunity for the pupil to correct it.
- Used for low level challenging behaviour in class or the playground.
- Not reported on AIMS
- Desired outcome: the student re-thinks on the spot and applies themselves in line with expectations.

### **Lower School:**

- Talking out of turn during teaching.
- Not following a simple request (e.g., "Put your pencils down").
- Minor disruptions in class (e.g., fidgeting, tapping).
- Low-level noise during quiet work time.
- Briefly wandering away from their designated area during an activity.
- Forgetting a piece of equipment needed for a lesson (e.g., pencil case).
- Slightly untidy desk space.
- A minor disagreement with another pupil that is quickly resolved.
- Not lining up correctly.
- Wearing incorrect uniform in a minor way (e.g., untucked shirt).

### **Upper School:**

- Talking quietly to a neighbour during independent work.
- Occasionally forgetting a textbook or exercise book.
- Low-level chatter as the teacher is starting the lesson, or during the lesson at inappropriate times.
- Occasional minor lateness to a lesson (by a few minutes).

- Eating or drinking in class without permission.
- Slightly distracting behaviour that doesn't significantly disrupt others.
- Not having the correct equipment (e.g., pen, calculator).
- Minor uniform infringements (e.g., shirt untucked).
- Whispering comments during a presentation.

When any of the above becomes more persistent and / or the teacher's informal warning or re-direction is ignored, teachers should move directly to Stage 2.

### **Stage 2. Teacher-Led Restorative Conversation:**

- A private, more structured conversation facilitated by the teacher, involving the pupil reflecting on their actions and making a commitment for change.
- Encouraging the pupil to understand the consequences of their behaviour and to consider how to make amends before a detention is applied.
- Used for more challenging or persistent low to mid-level challenging behaviour.
- Reported on AIMS.
- Desired outcome: The student understands the nature of the problem, its significance to themselves and others, knows how to change and is willing to behave in line with expectations.

### **Lower School:**

- Repeatedly calling out after a verbal reminder.
- Not following instructions after multiple prompts.
- More significant disruption to the learning of others.
- Being consistently off-task.
- A more significant disagreement with another pupil that requires teacher intervention.
- Carelessly damaging (minor) school property.
- Not completing assigned tasks on time e.g. homework.
- More persistent low-level noise or movement.
- Ignoring reasonable requests from a member of staff.
- More noticeable uniform infringements (incorrect or missing items).

### **Upper School:**

- Persistently talking or disrupting the lesson.
- Refusing to follow instructions.
- More significant and / or persistent lateness to a lesson.
- Persistently not bringing required materials to lessons e.g. books and PE kit (more than once).
- Disrespectful behaviour towards a teacher or peer.
- Minor acts of vandalism or misuse of resources.
- Failure to complete homework.
- More noticeable and repeated uniform violations (incorrect / missing items).
- Disruptive behaviour in the corridors or communal areas e.g. being noisy within earshot of a class where lessons are taking place.

When any of the above becomes more of a significant problem or the teacher led restorative conversation is not effective, teachers should move directly to Stage 3.

### **Stage 3. Formal Warning/Detention:**

- A formal discussion and clear warning (documented on AIMS), with consequences (detention and/or being on report) outlined.
- Detention may be used to provide time for reflection or to complete restorative tasks.
- Putting the student on report to encourage / secure more lasting change.
- Desired outcome: The student understands the nature of the problem, its significance to themselves and others, knows how to change and is willing to behave in line with expectations. May need support (being on report) for this to be communicated and applied more consistently.

### **Lower School:**

Any repeated behaviours from Stage 2 where the restorative conversation has not had the desired outcome.

### **Upper School:**

Any repeated behaviours from Stage 2 where the restorative conversation has not had the desired outcome.

When any of the above becomes more of a significant problem or the formal warning and / or detention does not have the desired effect, teachers should move directly to Stage 4.

#### **Stage 4. Parent/Carer Contact:**

- Communication with parents/carers to inform them of the behaviour and to seek their support.
- Collaborative problem-solving to develop strategies for improvement.
- Putting the student on extended report to secure lasting commitment to change.
- Desired outcome: to inform parents and elicit their support in helping the student understand the nature of the problem, its significance to themselves and others, know how to make sustainable change and be willing to behave in line with expectations. Parents should also make a commitment to upholding similar expectations outside of school.

#### **Lower School:**

- Persistent behavioural issues that have not improved with previous strategies.
- Serious incidents of bullying or unkindness e.g. cyberbullying or causing someone distress by repeated exclusion and purposefully cruel remarks.
- Deliberate damage to school property.
- Incidents of defiance or disrespect.
- Concerns about a child's well-being related to their behaviour e.g. they are acting out of character.
- Truancy or persistent lateness.
- Serious breaches of school rules.
- Theft.
- Lying / Dishonesty
- Persistently not completing homework

#### **Upper School:**

- Ongoing patterns of disruptive behaviour despite previous interventions.
- Incidents of bullying, harassment, and / or discrimination.
- Damage to school property or theft.



- Acts of defiance.
- Concerns about a student's well-being linked to their behaviour (e.g. acting out of character).
- Truancy or persistent unauthorised absence.
- Serious breaches of the school's code of conduct.
- Bringing prohibited items

When any of the above strategies do not have the desired impact, teachers should move directly to Stage 6 (Stage 5 being used for specific behaviours outlined below).

### **Stage 5. Internal Exclusion (followed by and inclusive of Stage 6):**

- Removal of the pupil from regular classes for a specified period, with supervised work and reflection.
- Used for more serious or persistent challenging behaviour where the student is having a significant negative impact on their own learning, and/or the learning of others. To provide a period of separation where self or supported regulation may be necessary.

#### **Lower School:**

- Repeated and significant disruptive behaviour in the classroom that severely impacts the learning of others despite previous interventions.
- Repeated refusal to follow instructions or defiant behaviour (and previous stages have been ineffective).
- More serious incidents of unkindness or exclusion that cause significant distress to another pupil.
- Behaviours that consistently prevent the teacher from being able to teach effectively.

#### **Upper School:**

- Ongoing and significant disruptive behaviour that makes it impossible for the lesson to proceed.
- Repeated and direct defiance of staff instructions (when previous stages have been ineffective).
- More serious or repeated incidents of bullying or harassment that cause significant distress to pupils or staff.

- Behaviours that pose a risk to the safety or well-being of the student or others (but not warranting immediate external exclusion).
- Significant disrespect or insubordination towards multiple members of staff.

The above stage should be inclusive of Stage 6.

### **Stage 6. Formal Restorative Meeting:**

- A formal meeting facilitated by the Headteacher involving the pupil, affected parties, and relevant staff and parents.
- Focus on repairing harm, rebuilding relationships, and developing a plan for future behaviour.
- Used for serious and/or persistent challenging behaviour where the student is having a significant negative impact on their own learning, and/or the learning of others.
- Desired outcome: commitment to long term, sustained change and behaviour within the expected parameters which will be monitored and assessed in a follow up meeting at a time decided by the Headteacher.

### **Lower School:**

- Incidents of bullying that have caused significant harm or distress and require a structured process for repair.
- More serious conflicts between pupils that have disrupted relationships and need formal mediation.
- Incidents of significant disrespect or rudeness towards staff where an apology and understanding of impact are required.
- Repeated incidents of negative behaviour where previous sanctions have not led to sustained change.
- Incidents involving damage to property where the pupil needs to understand the impact and contribute to repair.

### **Upper School:**

- More serious incidents of bullying, harassment, or discrimination that require a formal process for addressing harm and rebuilding relationships.
- Significant conflicts between students that have escalated and require formal mediation.
- Incidents of significant disrespect or insubordination towards staff that require a formal apology and commitment to change.

- Repeated patterns of negative behaviour that have not responded to previous sanctions and require a more in-depth restorative approach.
- Incidents involving damage to school property or theft where a formal process of understanding impact and making amends is needed.
- Behaviours that have significantly impacted the wider school community.

When any of the previous stages do not have the desired outcome, the headteacher will escalate to Stage 7.

### **Stage 7. Fixed-Term Exclusion followed by a Return to School Meeting (RSM):**

- Temporary removal of the pupil from the school, in accordance with legal guidelines.
- Followed by a RSM facilitated by the headteacher or member of the SLT.
- Used for serious breaches of the school's behaviour policy and any act of violence.
- Desired outcome: commitment to long term, sustained change and behaviour within the expected parameters which will be monitored and assessed in a follow up meeting at a time decided by the Headteacher.

#### **Lower School:**

- Serious incidents of bullying (physical or emotional) that have caused significant harm.
- Acts of violence or physical aggression towards pupils or staff (depending on severity and context).
- Deliberate and significant damage to school property.
- Theft of significant items.
- Repeated and serious breaches of school rules despite multiple interventions.
- Behaviours that pose a significant risk to the safety and well-being of others.

#### **Upper School:**

- Serious incidents of bullying, harassment, or discrimination.
- Acts of violence or physical assault.
- Significant vandalism.
- Theft of valuable items or money.

- Bringing banned items to school (e.g., drugs, weapons).
- Repeated and serious breaches of the school's behaviour policy.
- Behaviours that significantly disrupt the good order and discipline of the school.
- Illegal activities on school premises or during school-related events.

If and when previous sanctions have failed to make significant impact, the headteacher may decide to escalate to Stage 8.

### **Stage 8. Permanent Exclusion (in conjunction with the Exclusion Policy):**

- Permanent removal of the pupil from the school, in accordance with legal requirements and procedures detailed in the Exclusion Policy.
- Used when the relationship has broken down to the point where none of the previous interventions and Sanctions have had a desired impact on securing a change in behaviour.
- Sometimes used when the relationship with the parent has broken down and the parent no longer supports the school in securing acceptable behaviour in line with the Behaviour Policy.

### **Lower School:**

- Serious incidents of violence against pupils or staff.
- Repeated serious acts of bullying and / or discrimination where there has been no change despite significant intervention.
- Criminal behaviour on school premises.
- Possession of weapons or illegal substances.
- Other extreme breaches of school discipline that fundamentally undermine the safety and well-being of the school community and where all other avenues have been exhausted.

### **Upper School:**

- Serious violence against pupils or staff.
- Possession or supply of illegal drugs or weapons.
- Serious criminal behaviour.
- Extreme and persistent bullying or harassment that poses a significant threat to the victim.

- Other severe breaches of the school's behaviour policy where the school has exhausted all other disciplinary measures and the student's continued presence would be detrimental to the safety and well-being of the school community.

## Appendix 2:

# LWSF Expected Behaviour Contract

Name: \_\_\_\_\_ Year Group: \_\_\_\_\_

Class Tutor: \_\_\_\_\_

### Introduction:

This contract outlines the expected standards of behaviour for all students at LWSF, encompassing both the Lower and Upper schools. We recognise that each child is an individual and is valued as such. We encourage them to use initiative and have a love for learning. This contract forms part of a behaviour policy that aims to support a safe, respectful, productive learning environment that fosters and enables resilience, creativity, individuality, relationships and aspiration.

This contract supports individuals to take responsibility for their behaviour both in and out of school.

The contract is based on:

- **Respect:** Showing consideration for all members of the school community, their property, and the environment.
- **Responsibility:** Taking ownership of one's actions and fulfilling assigned tasks.
- **Integrity:** Being honest, trustworthy, and acting with moral principles.
- **Kindness:** Demonstrating compassion and empathy towards others.
- **Resilience:** Displaying perseverance and the ability to learn from challenges.

### Specific Expectations:

**Chewing gum is not allowed in school under any circumstances.**

#### 1. Conduct in the Classroom:

- Attend all lessons punctually and prepared with necessary materials.
- Engage actively in learning, demonstrating respect for teachers -including sitting up straight, facing the front with feet off the furniture - and fellow students.

- Refrain from disruptive behaviour, including talking out of turn, inappropriate use of technology, and any actions that may impede learning.
- Complete all assigned work to the best of one's ability.
- Respect the classroom environment, including keeping it clean and tidy. No food or chewing.

## 2. Conduct Around the School:

- Move calmly, safely, quietly and respectfully through hallways and communal areas.
- Always adhere to school the uniform policy.
- Respect school property and the belongings of others.
- Refrain from any form of bullying, harassment, or discrimination, including cyberbullying.
- Demonstrate good manners and courteous behaviour towards all members of the school community.
- Adhere to rules regarding the use of personal electronic devices.

## 3. Expected Pupil Behaviour on School Trips:

- **Respect for Authority:** Follow the instructions of all accompanying staff and adult volunteers, and venue staff at all times. This includes adhering to designated meeting times and locations.
- **Responsible Conduct:** Behave in a manner that reflects positively on the school. This includes demonstrating courtesy and respect towards all members of the public. Students must take responsibility for their personal belongings. Pupils must follow guidance as stated in the risk assessment and pre-trip briefings.
- **Safety Awareness:** Students must prioritise their own safety and the safety of others. This involves adhering to all safety guidelines and instructions provided by staff. Students are prohibited from engaging in any behaviour that could endanger themselves or others.
- **Adherence to Rules:** All school rules and policies apply during school trips, including those related to prohibited substances and inappropriate behaviour. Students must respect the rules of any venues or sites visited.
- **Punctuality and Participation:** Be punctual for all scheduled activities. Students should participate fully in all planned activities.

- **Respect for the Environment:** Respect the environment of the location they are visiting and adhere to guidance as to boundaries. Students should not litter.
- **Technology Use:** Use of personal electronic devices are prohibited at all times.
- **Travel Conduct:** Behave safely and appropriately with awareness of their surroundings on transportation, whether it be buses, trains, or other forms of transit.

**Emergency Procedures:** Listen and follow the instructions given to them in the event of an emergency.

#### **4. Online Behaviour:**

- Use school technology and online resources responsibly and ethically.
- Refrain from any online behaviour that could be considered harmful or inappropriate, including sharing offensive content or engaging in cyberbullying.
- Respect the privacy of others when using online platforms.
- Adhere to the schools' online safety policy.
- Be responsible for reporting any inappropriate material to staff immediately.

#### **5. Attendance and Punctuality:**

- Aim for 100% attendance.
- Be on time for registration and every lesson.

#### **6. Respect for Authority:**

- Follow the instructions of all school staff.
- Demonstrate respect for the authority of all school staff.

#### **7. Anti-Bullying and Safety Concerns:**

- Bullying, in any form (physical, verbal, emotional, or online), whether on school premises during school hours or off premises and out of school hours is strictly prohibited.
- All students have a responsibility to report any instances of bullying or concerning behaviour that they have experienced or witnessed to a trusted adult.

#### **8. Consequences:**



- The school has a behaviour management policy, with sanctions and levels of interventions proportionate to the severity of the behaviour.
- Consequences may include verbal warnings, detentions, loss of privileges, parental contact, suspension, or expulsion, in severe cases. We aim to solve problems with restorative justice where appropriate and relevant.
- Positive reinforcement is a key part of the schools' behaviour management.

**Contract Agreement:**

Students, parents/guardians, and school representatives will sign this contract, signifying their understanding and agreement to adhere to its terms.

This contract will be reviewed annually.

**Signatures:**

Pupil \_\_\_\_\_

Date \_\_\_\_\_

Parent \_\_\_\_\_

Date \_\_\_\_\_

School Representative \_\_\_\_\_