



LIONHEART
SCHOOL

Behaviour Policy

2024 – 2026



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1 Statement of behaviour principles

Lionheart School is a community that positively supports change and nurtures the potential of our students. We value every student, and we are committed to their progress academically, socially, and emotionally. Safeguarding students' wellbeing is the priority for our school and care, welfare, safety, and security of students is the core of everything we do. At Lionheart School, we promote a culture of kindness, compassion and empathy towards students and a relational and problem-solving approach to managing incidents of misbehaviour when they arise.

Our aim is for every child to be a confident learner with high self-esteem and self-belief, who achieves their best academically, personally, and socially and recognises their potential to make a positive contribution to the community.

This policy has been developed to foster an approach to improving and managing behaviour that:

- Embeds a holistic approach to the development of good behaviours for learning and behaviour management for each individual, raising their self-esteem and nurturing their social and emotional wellbeing.
- Empowers staff to request appropriate behaviour from every student everywhere and acknowledge that the maintaining of good behaviour within the School is a shared responsibility.
- Promotes students' understanding of the need to take care of themselves, each other, and their environment, developing empathy and respect for themselves and others.
- Recognises and celebrates positive behaviour and choices by student.
- Embeds systems that motivate and encourage students to participate positively in learning through teaching that is of a consistently high standard and support that is personalised to meet individual need.
- Challenges consistently behaviour that inhibits learning through reflective and restorative means and appropriate sanctions.

Our behaviour policy ensures that:

- Every student understands they have the right to feel safe, valued, and respected, and learn free from the disruption of others.
- Approaches taken to managing behaviour factor in an understanding of students' precipitating factors.

All students have a key adult who will provide support and mentoring as needed: in most cases this will be the tutor.

- Positive relationships are built and sustained between every member of the School's community.
- All students, staff and visitors are free from any form of discrimination.
- Staff and volunteers always set an excellent example to students.

- Rewards, sanctions, and reasonable force are used consistently by staff, in line with the behaviour policy and with CPI Safety Intervention training (pivotal).
- The behaviour policy is understood by students and staff.
- Students are helped to take responsibility for their actions, using a restorative approach to managing misbehaviour.
- Students are helped to develop empathy, self-awareness, and ownership of behaviour choices.
- Families are informed of and involved in managing behaviour incidents to foster good relationships between the school and students' home life.
- Exclusions are used as a last resort, and the head teacher and assistant head teachers with this delegated responsibility follow a consistent and fair processes when issuing a suspension.
- The Management Committee emphasises that violence or threatening behaviour towards any member of our School community will not be tolerated in any circumstances.
- This written statement of behaviour principles is reviewed and approved by the management committee annually, along with the wider policy.

2 Aims

This policy aims to:

- Provide clear expectations of behaviour for learning and behaviour.
- Provide a consistent approach to behaviour management in the School.
- Explain how good behaviour is promoted in the School.
- Define what we consider to be unacceptable behaviour, including bullying and discrimination.
- Outline how students are expected to behave.
- Summarise the roles and responsibilities of different people in the School community with regarding behaviour management.
- Outline our system of rewards and sanctions.
- Promote the culture of positive approaches used within the School to build relationships with students and manage incidents with a restorative approach.
- Ensure that approaches to managing behavioural incidents within the School are trauma informed.

3 Roles and responsibilities

3.1 The Management Committee

The Management Committee (MC) is responsible for:

- Reviewing and approving the written statement of behaviour principles (section 1).
- Review this behaviour policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

3.2 The Headteacher

The Headteacher is responsible for:

- Reviewing this behaviour policy in conjunction with the MC, giving due consideration to the School's statement of behaviour principles. The Headteacher will also approve this policy.
- Ensuring the School environment encourages positive behaviour and that staff deal effectively with misbehaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.
- Modelling positive behaviour

3.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently.
- Modelling positive behaviour.
- Providing a personalised approach to the specific behavioural needs of students, including those with SEND, LAC, trauma and other particular groups.
- Dealing with incidents using a calm and professional approach, using the principles of de-escalation from CPI safety intervention training CPI.
- Recording behaviour incidents.
- Attending and engaging with meetings to manage the behaviour of students including daily debriefs and action the outcomes of the meetings as agreed.
- Contributing to the production and maintenance of student personal handling plans and risk assessments and implement their recommendations.
- Upholding a culture of support, care and empathy towards students, personalising approaches based on students' precipitating factors and adverse childhood experiences.
- The senior leadership team will support staff in responding to behaviour incidents.

3.4 Parents/ carers

Parents/ carers are expected to:

- Support their child in adhering to the three School rules, and student code of conduct.
- Inform the School of any changes in circumstances that may affect their child's behaviour.

- Discuss any behavioural concerns with the student's tutor promptly.

4 Student rules and code of conduct (Appendix 1)

Students are expected to always follow the School's three rules these are:

- People
- Purpose
- Place

Staff are expected to use proactive strategies to encourage compliance with the three rules. These strategies are part of the CPD training "crisis intervention" by CPI, formally known as pivotal. Positive behaviour management tips published by CPI are sent out on a regular basis by the Headteacher and the behaviour lead.

The code of conduct breaks down the meaning of the three rules:

- Wear the correct uniform to School whenever possible
- Be in the right place and at the right time.
- Behave in an orderly and self-controlled way so that you are ready to learn.
- Bring any needed items to class such as work from home, revision materials, reading book etc.
- Show respect to members of staff and to each other.
- In class, make it possible for all students to learn.
- Look after the School buildings and treat resources you use with care.
- Respect and look after the property of staff and of other students.
- Accept sanctions when they are given.
- Refrain from behaving in a way that brings the School into disrepute, including when offsite or online.
- Move safely around the School.
- Follow the guidelines of the ICT and online safety policy.
- Speak to a member of staff if you are ever worried about your own or others' safety.
- Follow any regulations in put in place for your own safety during the Covid 19 pandemic.

The three rules are explained to students during induction and a copy provided to parents/ carers at this stage. The three rules are displayed in all classrooms and are referred to, when staff are dealing with misbehaviour.

5. Behaviour management

5.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Promote a culture of unconditional positive regard, kindness, and compassion towards students at all times.
- Create and maintain a stimulating environment that encourages students to be engaged (see our teaching and learning policy for guidelines).

- Display the three rules “People, Purpose, Place” within the classroom and refer to them while discussing behaviour with students.
- Utilise approaches from Crisis Prevention Institute (CPI) safety intervention to always remain calm and consistent and model good behaviour for students.
- Respond appropriately to misbehaviour using approaches to de-escalate situations, and where this is not possible, organise a ‘change of face’. . A model for de-escalation in behaviour such as The LOWLINE model or utilise CPI approaches to the verbal escalation continuum.
- Refer to students personal handling plans, bespoke risk assessments, and implement the recommendations from these to ensure an appropriate provision is made for each student in terms of their learning and their behaviour.
- Utilise trauma informed approaches including emotion coaching to help students recognise emotions and learn approaches to self-regulate these.
- Develop a positive relationship with students, which should include:
 - Arriving punctually and greeting each student in the morning/at the start of lessons.
 - Establishing clear routines including meeting and greeting at the classroom door.
 - Communicating expectations of behaviour in ways other than verbally.
 - Highlighting and promoting good behaviour.
 - Concluding the day positively and starting the next day afresh.
 - Having a plan for dealing with low-level disruption.
 - Using positive reinforcement.

Develop clear routines for each lesson, which should include:

- How students enter the room, seating arrangements, how lessons start.
- Having any resources and equipment required and a ‘starter’ activity that students can begin as soon as they are seated.
- Planning lessons using Phased Learning for the range of abilities, particularly for students who are likely to find work difficult and for the ‘hotspots’ in the lessons when contingencies may be required including extension work for students who complete the initial work set to prevent students leaving the class or wandering.
- Respect the students as responsible and valued individuals with intellect.
- Focus on students’ learning and their work rather than on their behaviour as far as possible.
- Manage incidents of misbehaviour using the procedures outlined in this policy.

5.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain or escort a student to prevent them:

- Hurting themselves or others
- Damaging property whereby they may get hurt. Incidents of physical restraint must:

Incidents of restraints

- Always be used as a last resort.
- Be applied using the minimum amount of force and for the minimum amount of time possible.
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment.
- Be recorded and reported to parents.
- Utilise the CPI safety intervention skills or other British Institute of Learning Disabilities Association of Certified Training (BILD ACT) approved system as agreed with the head teacher.

Training in CPI safety intervention skills is provided within the School by the Behaviour Lead. Further information regarding the use of these skills for parents/carers and students are in the independent review of physical skills published on the CPI website.

Students who require physical restraint on a regular basis or who are involved in incidents of serious misbehaviour or who demonstrate a risk to the safety of themselves or of others will have a bespoke risk assessment produced by relevant teaching staff. This will be securely stored in the student's electronic folder.

5.3. Confiscation

Any prohibited items (listed in section 7) found in students' possession will be confiscated. These items will not be returned to students.

We will also confiscate any item that is harmful or detrimental to School discipline. These items will be returned to students after discussion with senior leaders and parents/ carers, if appropriate.

Searching and screening students is conducted in line with the DfE's latest guidance on searching, screening and confiscation. Searching and confiscation can include items contained in student's lockers.

Authorised members of school staff will screen students. This will be conducted as sensitively as possible in an appropriate quiet area with monitoring by other staff. If a student refuses to be screened, the school may refuse to have the student on the premises. Health and safety legislation requires a school to be managed in a way which does not expose students or staff to risks to their health and safety and this would include making reasonable rules as a condition of admittance.

Head teachers and staff authorised by them have a statutory power to search students or their possessions, without consent, where they suspect the student has certain prohibited items. Any search carried out should be done under the guidance of Section 9, P10 of "searching, screening and confiscation" (DfE January, 2018) (Appendix 2) and only involved removal of outer clothing which is not worn next to the skin or immediately over a garment that is being used as underwear. Outerwear includes hats, shoes, boots, gloves and scarves.

"Possessions" means any goods over which the student has or appears to have control - this includes school drawers, lockers and bags.

The items that can be searched for under this power are knives or weapons, alcohol, illegal drugs and stolen items.

Staff will report any concerns to authorised school staff who will conduct a search and seize any banned or prohibited item found as a result of a search or which they consider harmful or detrimental to school discipline. Authorised school staff can search students with their consent for any item which is banned by the school rules. At the Lionheart School, this includes mobile phones, other electronic items such as, handheld game consoles. Items found will be stored safely and returned to a responsible adult to take home.

A student refusing to co-operate with such a search raises the same kind of issues as where a student refuses to stay in a detention or refuses to stop any other unacceptable behaviour when instructed by a member of staff.

The school operates by its obligations under the European Convention on Human Rights (ECHR). The powers to search in the Education Act 1996 are compatible with Article 8. A school exercising those powers lawfully should have no difficulty demonstrating that it has also acted in accordance with Article 8.

5.4 Student support

The school recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student.

The Schools' special educational needs co-ordinator will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents/ carers to create the plan and review it on a regular basis.

5.5. Safeguarding

The School recognises that changes in behaviour may be an indicator that a student needs help or protection. We will consider whether a student's misbehaviour may be linked to them suffering, or being likely to suffer, significant

harm. Where this may be the case, we will follow our child protection and safeguarding policy.

6 Rewards and sanctions

The School recognises that acknowledging and rewarding positive behaviour is of the utmost importance in encouraging and maintaining positive changes in behaviour.

The systems we operate aim to:

- Encourage positive participation in school life and develop kindness and co-operation.
- Accelerate academic progress.
- Motivate students by recognising and rewarding their effort and positive behaviour.
- Help build positive relationships between staff and students.

6.1 Rewards (see Appendix 2)

Positive behaviour will be rewarded with:

- Immediate acknowledgement by staff of achievement in learning (academic, personal or social) and appropriate behaviour choices through encouragement, positive body language and tone of voice.
- Praise – given with explanation and pride.
- P points
- Letters, post cards or phone calls home to parents/ carers
- Special responsibilities, privileges and rewards (e.g., trips and visits, end of term rewards).
- Recognition being passed on to senior members of staff enabling them to reward the student.

6.2 Sanctions (see Appendix 3)

Sanctions, in general, should be a positive response to inappropriate behaviour and be issued to enable a student to accept the behaviour as unreasonable and unacceptable, to behave more appropriately and to attempt to make amends.

Staff should challenge inappropriate behaviour in an assertive but non-confrontational way. The body language we display, what we say and how we say it, can also have an impact on how effectively a student is managed to behave appropriately. Preventative actions are always better than consequences. The certainty of a sanction is more important than its severity.

Students will be given responsibility for their behaviour through a series of behavioural choices and will be helped to think about alternatives for dealing with problems and managing their behaviour.

The use of sanctions should be characterised by certain features:

- It must be clear why the sanction is being applied

- It must be made clear what changes in behaviour are required to avoid future sanctions
- There should be a clear distinction between minor and major offences.
- It is essential that it is the behaviour rather than the individual that is sanctioned.

The School may use one or more of the following sanctions in response to misbehaviour:

- Suitable staff responses modelling correct behaviour based on the CPI crisis development model.
- Clear, positive boundaries re-introduced.
- A restorative approach to restore relationships when needed, restoratives may be formal or informal.
- Warning of a consequence.
- A verbal reprimand.
- Expecting missing work to be completed at home, or at break or lunchtime.
- Detention at break or lunchtime.
- Referring the student to a senior member of staff.
- Phone calls home to parents made by the subject teacher, class tutor or a member of the senior leadership team.
- Monitoring a student's behaviour on a behaviour log. Isolation for short periods of time (see below).
- A suspension (which is the last resort).

We may use isolation in a room in response to serious or persistent breaches of this policy. Students may be sent here to or another room during lessons if they are disruptive, and they will be expected to complete the same work as they would in class.

Students who do not attend a given detention will be given a further chance to complete it or catch up on missed work on the following school day. If they fail to complete this successfully on this occasion they will be sent to another room until the work is completed or for an appropriate period of time if this is not possible.

The policy ensures the ethos of our school is to positively support change and nurture the potential of our students. Students are helped to make the right choices and are rewarded for these and for meeting behaviour rules and expectation. We aim to minimise the use of suspension and at all times follow the guidance set out in Department for Education guidance.

Reasons a student may be suspended include:

- Physical assault against a student
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a student
- Verbal abuse or threatening behaviour against an adult

- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited in this policy
- Bullying
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse related to disability

We reduce the use of suspensions by the use of off-site tuition, personalised timetables, alternative provision and alternative sanctions where appropriate.

The school maintains records to monitor that students from vulnerable groups, with protected characteristics and those with EHCPs are not suspended more often than other groups. This is monitored by the management committee as part of the Headteacher's report and ensures equality.

The management committee follows the duties set out from page 38 of Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England when overseeing the use of suspension by the school.

6.3 Zero - tolerance approach to sexual harassment and sexual violence

The School will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The School's response will be:

- Proportionate
- Considered
- Supportive

Decided on a case-by-case basis.

Responses to sexual harassment and violence may include:

- Isolation or exclusion of the student while the incident is investigated, and a long-term response formulated.
- A restorative process during which the victim and student are guided through a mutually beneficial rebuilding of the relationship for minor, isolated incidents.
- One to one work and mentoring of the student to unpick the behaviour and address underlying issues.
- Review of the provision of the student following a meeting involving home school, teachers, SENCO, DSL, parents/carers as required.
- Isolation of the student from the victim using a change of timetable, class, or provision
- Referral to outside agencies including CAMHs, police or social care.

- Contacting parents/ carers to keep them fully informed and consulted throughout.

The School has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

Responding to a report made via incident form or C-Poms by the DSL/ DDSL
Carrying out risk assessments, where appropriate, to help determine whether to:

- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

Please refer to our child protection and safeguarding policy for more information.

6.4 Off-site behaviour

Sanctions may be applied where a student has misbehaved off-site when representing the School. This means misbehaviour when the student is:

- Taking part in any School-organised or related activity (e.g. school trips)
- Being tutored off-site
- Travelling to or from School
- Wearing School uniform

Sanctions may also be applied where a student has misbehaved off-site at any time, if the misbehaviour:

- Could have repercussions for the orderly running of the School
- Poses a threat to another student or adult
- Could adversely affect the reputation of the School

The School may also act if a student has misbehaved online, where relevant conditions from those above apply.

Sanctions will only be given out on School premises or elsewhere when the student is the lawful responsibility of the staff member (e.g., on a School-organised trip).

6.5 Malicious allegations

Where a student makes an allegation against a member of staff and that allegation is shown to have been invented or malicious, the School will discipline the student in accordance with this policy.

Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the school will discipline the student in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false, or malicious, the School (in collaboration with the local authority designated

officer, where relevant) will consider whether the student who made the allegation needs help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate. The School will also consider the pastoral needs of staff and students accused of misconduct. Such support might include referral to the mental health support team (students) or to the employee assistance scheme (staff).

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other students.

7. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes which prevents the student and/or others from achieving their potential, in learning or otherwise.
- Not being ready to learn, for example non-completion of classwork, being significantly late to lessons or truanting lessons.
- Being disrespectful to others, including towards other students, staff, visitors, and the public.
- Behaving in a way which is unsafe for the student or unsafe for others, including other students, staff, visitors, and the public.

Serious misbehaviour is defined as:

- Repeated breaches of the School rules or code of conduct.
- Any form of bullying.
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent).
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments.
 - Sexual jokes or taunting.
- Physical behaviour like interfering with clothes.
- Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content.
- Vandalism.
- Theft.
- Fighting.
- Smoking.
- Racist, sexist, homophobic, transphobic or other discriminatory behaviour.
- Assault, including spitting at others.

- Possession of any prohibited items. These are:
- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- 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).

8. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: Racial Faith-based Gendered (sexist) Homophobic/bi-phobic Transphobic Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g., gender, race, sexuality)

Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our School's approach to preventing and addressing bullying are set out in our antibullying strategy.

9. Student induction and transition

The student induction process ensures that students start their journey at Lionheart School in a calm and organised way, which is designed to minimise their anxiety and ensure our expectations of them are clear. It also enables staff to be aware of student's strengths, barriers to learning, interests, adverse childhood experiences and common precipitating factors. Students complete several academic assessments to establish areas for development. This is used to draft their initial plan, which is shared with staff prior to their arrival. Staff will ensure students will be listened to so their needs and goals are clearly established, and they will have a tour, the rules and code of conduct explained, and a staged start in their class. The period of induction is followed by regular discussion of new students' progress in debrief, a review meeting involving parents/ carers.

To ensure a smooth transition to the next class or setting, students will have transition sessions with their new teacher(s). School staff may accompany students on a phased basis while they are transitioning between the School and another provision.

To ensure behaviour is continually monitored and the right support is in place, information related to student behaviour issues may be transferred to relevant staff at the start of the term or year in School and to staff in the new setting if the student is moving to another provision.

10. Training

Our staff are provided with training on managing behaviour as part of their induction process, and on a regular basis following this. Staff are trained in the use of restraint following the CPI safety intervention course which is delivered in School and routinely referred to in meetings and de-brief meetings following incidents.

Behaviour management will also form part of continuing professional development. Training logs are maintained by the school.

11. Monitoring arrangements

The head teacher and management committee will review this behaviour policy every two years. At each review, the policy will be approved by the head teacher.

The written statement of behaviour principles will be reviewed and approved by the management committee annually.

12. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement
- Searching, screening and confiscation at school
- The Equality Act 2010
- Keeping Children Safe in Education
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- 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 students
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate students' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate students' property
- DfE guidance explaining that maintained schools must publish their behaviour policy online

13. Links with other policies

This behaviour policy is linked to the following policies:

- Child protection and safeguarding policy
- Anti-bullying strategy
- Teaching and learning policy.



PEOPLE

- I am ready to learn
- I am polite to all
- I am wearing the correct uniform



PLACE

- I am in the right space at the right time
- I am respecting my environment
- I have stayed in class for the full lesson



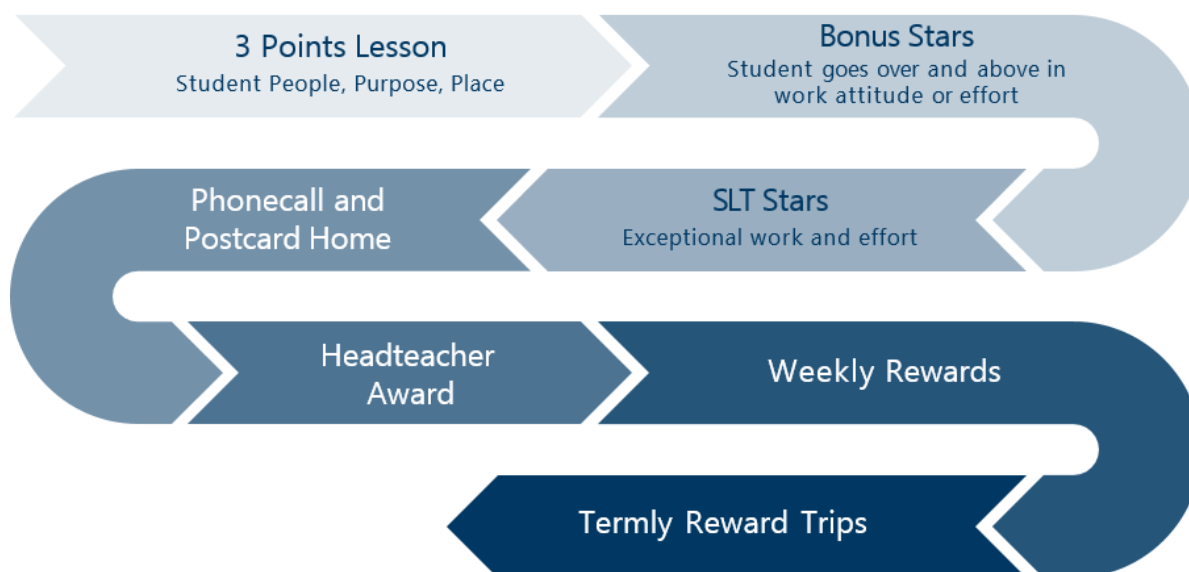
PURPOSE

- I am engaged in my lessons
- I am contributing to my lesson
- I am trying my best in everything I do

Appendix 1

Appendix 2

REWARDS PATHWAY



Appendix 3

CONSEQUENCE PATHWAY

