



The Lewis School/Yr Ysgol Lewis Behaviour for Learning Policy/Polisi Ymddygiad a disgyblaeth y disgyblion 2026-2027

Signed (Chair of Governors)	
Signed (Headteacher)	
Reviewed (date)	July 2026
Adopted (date)	July 2026

The Lewis School Behaviour for Learning Policy

Vision and Rationale

At The Lewis School, we are committed to promoting an inclusive, respectful and safe learning environment. We believe that positive behaviour and relationships are essential for academic success, wellbeing and personal development. High standards of behaviour ensure that all learners can thrive, feel a sense of belonging, and grow into well rounded young adults. This policy supports our core TEAM values of Togetherness, Engagement, Accountability and Motivation.

We aim to create a culture where students are **Ready, Respectful, and Responsible**, and where positive relationships underpin learning and development.

1. Aims

- To support learning by ensuring a calm, respectful and safe environment.
- To promote high expectations of behaviour and personal responsibility.
- To recognise that positive relationships and belonging are foundational to good behaviour.
- To ensure that high behaviour expectations are consistently applied by all staff.
- To provide all staff with support to manage challenges in the classroom.
- To support early intervention and inclusion for pupils showing signs of disengagement.
- To safeguard all members of our community from harm or disruption.

2. Purpose

To provide simple, practical procedures for staff and learners that:

- Recognise behavioural norms
- Positively reinforces behavioural norms
- Promote self esteem and self discipline
- Allows The Lewis School community to thrive

3. Our Core Expectations

We expect all learners to:

Ready	Respectful	Responsible (Safe)
Arrive on time and prepared	Give the teacher your attention by actively listening and following instructions	Give others space in the corridors, follow the one way system
Be ready to learn in a Phone Free classroom	Be kind to others, speak and behave with tolerance	Speak to an adult if you need support to regulate any stress/ frustration
Be dressed in uniform and appropriately	Look after your school environment	Be in the right place at the right time

4. Staff Responsibilities

All staff will:

- Have consistent routines and create positive learning environments- positive meet and greet, arrive on time with a clean slate, use classroom reporting/ safeguarding systems
- Support each other and model respectful and calm conduct
- Redirect and support learners referring to Ready, Respectful and Responsible

In addition, all leaders will:

- Be a consistent, visible presence around the school site
- Highlight excellent behaviour and support moments of challenge
- Monitor data and interventions to support classroom learning and pupil wellbeing

Consistency lies in the behaviour of adults and not simply application of procedure. Emotional responses to challenging behaviour are, by their nature, inconsistent and often unpredictable. A sustainable, consistent approach comes in the determination of staff members to hold boundaries safely and support each other in the face of challenge.

Habits of adults who manage behaviour well:

- They meet and greet at the door of the room
- They deliberately and persistently catch learners doing the right thing
- They teach learners the behaviours that they want to see
- They teach learners how they would like to be treated
- They reinforce conduct/attitudes that are appropriate to context
- They sustain a passion for their subject that breaks through the limiting self belief of some learners
- They relentlessly work to build mutual trust even when trust is broken, time is wasted and promises are not kept. They refuse to give up on any learner
- They keep their emotion for when it is most appreciated by learners
- Their respect is unconditional

(When the adults change, everything changes. Paul Dix)

Our learners want teachers to:

- Treat them as a person
- Help them learn and feel confident
- Make the day pleasant and fun
- Be fair
- Not shout

(Learner Voice 2025)

5. Rewarding Positive Behaviour

We foster a positive learning environment through a culture of recognition:

- Verbal praise and encouragement
- Positive Class Charts points
- Achievement assemblies and certificates
- Vouchers
- Celebration events
- Leadership roles and responsibilities
- Positive phone calls or notes home

6. Managing Behaviour

All staff are expected to follow a stepped and calm approach to behaviour management.

Classroom Management

Learners are held responsible for their behaviour. Staff will deal with classroom behaviour without delegating. Staff will use the steps in behaviour for dealing with poor conduct.

There are no steps for serious misconduct in lessons and around the site. These behaviours include: violence, racism, homophobia, dangerous conduct, threats to other learners or staff. **In an emergency call for support straight away and act to keep yourself and other learners safe.**

Step 1- The Reminder	Step 2: The Caution
Use relational approaches: • Praise desired behaviours • Use “maybe/and” to deflect confrontation • Allow “thinking time” • Offer consequential choices (“If you choose to..., you are choosing...”) • Stay calm and model regulation	• Quiet, discrete yet direct reminder of expectations ‘Ready, Respectful, Responsible’ • State behaviour and possible consequence- remind pupil of previous positive engagement

A scripted example:

30 Second intervention

- Gentle approach, personal, non-threatening, side on, eye level or lower.
- State the behaviour that was observed and which rule/expectation/routine it contravenes.
- Tell the learner what the consequences of their action is. **Refer to previous good behaviour**/learning as a model for the desired behaviour.
- Walk away from the learner; allow them time to decide what to do next. If there are comments as you walk away, write them down and follow up later.

At The Lewis School we resist endless discussions around behaviour and spend our energy returning learners to their learning.

***These steps may be used repeatedly throughout the lesson in order to keep some learners engaged. ***

Step 3: The Reset • The learner is asked to speak to the teacher away from other learners (ensure as a classroom teacher you are familiar with any one page profiles or IDP requirements) • Boundaries are reset • The learner is asked to reflect on their next step. Again they are reminded of their previous conduct/attitude/learning. • The learner is given a final opportunity to re engage with the learning / follow instructions. They may take a small amount of time (if safely able to) to reflect before joining the class again.	Step 4: The Reflect • If all above steps have failed, call for Pastoral Pick Up. • A member of the Pastoral Team will assist and offer reset support. • If the reset is not appropriate at this time the learner will Reflect with the Pastoral staff on duty. To Reflect: What's happened? What was each party thinking? Who feels harmed and why? What have each party thought since? What behaviours will each of us show next time? Reaffirm your commitment to building a trusting relationship.
If the step above is unsuccessful, or if a learner refuses to reset then the learner will be asked to leave the room. If appropriate, a member of the pastoral team will escort the learner to a workspace outside the teaching room. This should be logged as a 'refusal to reset'.	If a learner is reflecting with a member of the pastoral team, the classroom teacher must allocate a sanction for the classroom behaviour. This can be supported by a member of the pastoral team if necessary. All staff must take responsibility for leading reparation - detentions must be focused on reparation. There is no evidence that pure punishment has any effect on behaviour change.

*For the vast majority of learners a gentle reminder or nudge in the right direction is all that is needed. If learners choose to ignore early interventions then a more formal process is required. Staff will always deliver sanctions calmly and with care. It is in nobody's interest to confront poor behaviour with anger. *

See Appendix 1 for Classroom Displays/ Signage

As you approach a learner to intervene in their poor behaviour think about the three As: Audience How might the audience affect the interaction? How could they be affected by it? Consider moving to quieter space or having the conversation away from the group? Acceleration How can you stop the situation from accelerating? Which deceleration techniques work with this learner? Anger How are you managing your anger and the anger/emotion of the learner? Do you need to give the learner time to calm down, time to think or consider their next move.

Potential Classroom Teacher Interventions for learners who need to Reflect and Repair:

- Detention (created and logged on classcharts) to repair the relational breakdown in the lesson
What's happened? What was each party thinking? Who feels harmed and why? What have each party thought since? What behaviours will each of us show next time? Reaffirm your commitment to building a trusting relationship.
- Parent/ Carer contact- a call or meeting to share information and share reparation plan
- Catch up/ Department based intervention - the pupil may be behind, have missed school, struggle with the content, need further differentiation/ class move etc.
- Personal reward system- hook their engagement with a personal challenge/ reward to work towards.

The Pastoral Team

Head of School (Lower School 7-8) (Middle School 9-10) (Upper School 11-13)			
Pastoral Progress Leader	Well-being and Support Coordinator	Pastoral Progress Leader	Well-being and Support Coordinator
Pupil Care and Support Officer			

For further staff information please see Appendix 2- TLS Pastoral Team

The Pastoral Team are not expected to deal with behaviour incidents in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

The Pastoral Team will:

- Meet and greet learners at the beginning of the day
- Be a visible presence in the department to encourage appropriate conduct
- Support staff in returning learners to learning by sitting in on reparation meetings and supporting staff in reset conversations with learners
- Regularly celebrate staff and learners whose efforts go above and beyond expectations
- Encourage use of positive rewards and provide initiatives to buy into
- Regularly share good practice among colleagues
- Ensure staff training needs are identified and targeted
- Use behaviour data to target and assess interventions
- Make sure that the 'buck stops here'

Inclusion Senior Leaders will:

- Meet and greet learners at the beginning of the day
- Be a visible presence around the site and especially at busy times
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations
- Regularly share good practice and manage professional learning opportunities
- Support middle leaders in managing learners with more complex or entrenched negative behaviours
- Use behaviour data to target and evaluate school wide behaviour policy and practice
- Regularly review provision for learners

Pastoral Procedures

Critical Behaviour Log Response

The pastoral team will convene a CB meeting following a critical behaviour log. This will usually be made up of the Head of School, Assistant Headteacher and Strategic Pastoral Leads. Additionally, the ALNCo or Progress Leader/ Wellbeing Coordinator for the year group may attend for full learner context. Any decision to exclude a pupil is taken very seriously and an investigation will be conducted alongside the CB meeting before the Headteacher makes a final decision.

Governor's Intervention and Restorative Conference

A member of the Governing Body will attend a formal meeting, with parents present, to underline the serious nature of the poor conduct.

- A restorative conference that takes a person centred approach will be convened. This meeting will include the school, learner, learner advocate (if requested), parent/carer and any other external agencies involved. The meeting will address the learner's: progress and achievement, learning needs, curriculum, attitude, behavioural routines and personal organisation.
- There may be an element of 'payback' in the action plan from this meeting. Learners may be asked to positively contribute time back to the school as part of the process of repairing the damage they have caused.
- Actions agreed at the meeting will be shared with all parties. If the learner does not complete the actions then the procedure will move to the next stage.
- Every effort will be made to encourage and support a change in the learner's behaviour.
- If the learner refuses to attend or engage with the Restorative Conference then the process moves to a further stage.

Some behaviours may warrant immediate escalation:

- Fixed-term exclusion (serious breach of policy)
- Permanent exclusion (e.g. violence, drugs, weapons, repeated serious breaches)

These decisions are made by SLT and/or Headteacher and follow local authority and [Welsh Government guidance](#).

Confiscation and Prohibited Items

Items that interfere with learning or safety may be confiscated. These include but are not limited to:

- Mobile phones and wearable technology
- Vapes, cigarettes, alcohol, weapons, or illegal substances
- Offensive material

Searches may be conducted by authorised staff following Safeguarding and Education Act 2011 guidance.

Restorative Practices

Restorative approaches underpin our behaviour model:

- Used to repair harm and rebuild relationships
- Encourage student reflection and accountability
- Foster empathy and resolution

Policy Monitoring and Review

- All behaviour data will be monitored by the Pastoral Team, SLT and governors.
- The policy will be reviewed annually and in consultation with staff, learners and families.