

BEHAVIOUR *for* LEARNING, CONDUCT AND EXCLUSIONS POLICY

Version Control

Current version	Previous version	Summary of changes made
[Publish Date]		Updated personal belongings section following the latest information to parents' booklet.
		Removed duplicate sections covered by other policies, including Racial Harassment / Racist Incidents, Anti Bullying, Perfect Climate.
Nov 2018	18.07.16	Form Tutor replaced by Edge Tutor Reward System replaced by Sims
Nov 2018	18.07.16	Page 6 - The student has targets set which have been agreed with parents/carers. These are in place for a minimum of two weeks, monitored by the Pastoral Officers / Director of House. Paragraph removed
Nov 2018	18.07.16	Page 8 - Following all exclusions of 5 days or longer, the Headteacher will arrange a reintegration interview at a mutually convenient time for the school and parent/carers. Consideration will be given to using a 'pupil contract' at the reintegration meeting which will look at formalising targets for the student, school and parent/carers to work together to reduce the likelihood of future exclusions. Paragraph removed Page 8 - Following all exclusions of less than 5 days, the Headteacher/Deputy Headteacher or Year Leader will arrange a reintegration interview at a mutually convenient time for the school and parent/carers. The student will be placed on a pastoral report with targets for improvement. Parents/carers are expected to sign the report daily. The purpose of the pastoral report is to reduce the likelihood of any further exclusions. Paragraph modified
Nov 2018	18.07.16	Page 10 - Note details of their bicycle and keep it locked. 'U' locks are stronger and more secure than other types. Bicycles should not be ridden in the school grounds. It is advisable for cyclists to wear helmets on their journey to and from school and to ensure they ride their bicycles in a safe manner to and from school (cycle permits are required) Paragraph removed
Sept 2020	Nov2018	Updated Behaviour for Learning Policy amalgamated with Behaviour and Exclusions Policy.
Sept 2020	Nov 2018	Updated National Standard List of Reasons for Exclusions

Behaviour for Learning policy

At Little Lever School we set high expectations and make it very clear how we expect students to behave. We do this because, very simply, it helps every person achieve things they never thought they could! Our students have a responsibility when they put on our blazer to:

- Help THEMSELVES achieve things they never thought they could
- Help OTHERS achieve things they never thought they could.

When students wear the Little Lever School blazer they take up the responsibility of 'leaving the blazer in a better place'. This means they represent not just the students and staff in school, but also the community which the school serves. It's a great responsibility to have and one that we want all of our students to be proud of. Every student is capable of managing their own behaviour. We expect all of our students to independently manage their own behaviour, and we want all to develop the necessary skills of self-management in order to be successful in life.

There are 3 expectations which all of our students need to be aware of, and adhere to. These are the Perfect Climate, Star Players and our Corridor Climate protocols. If students adhere to all 3 of these we're confident that they will be successful in our school, and that they will open many doors of opportunity for an exciting future ahead.

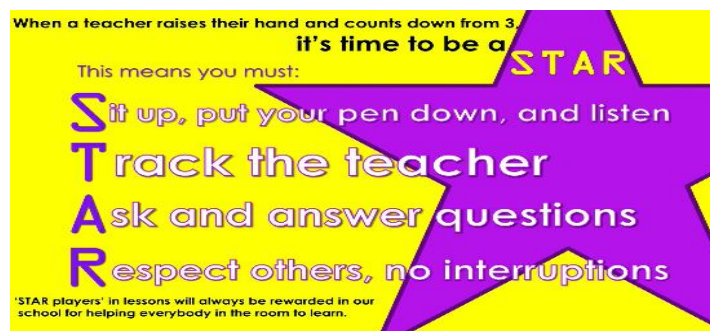
Expectation 1 – The Perfect Climate:

The Perfect Climate MUST be adhered to in all lessons to ensure that teachers can teach, students can learn, and so that low-level disruption and poor behaviour do not get in the way of students making as much progress as possible in their learning. In every activity that takes place in a classroom or learning space, teachers must always explain whether Perfect Climate 1, Perfect Climate 2, or Perfect Climate 3 will apply for the activity that the students are about to take part in.



Expectation 2 – Being a STAR player in every lesson:

Our STAR player protocol is designed to ensure that all of our students are clear on what they need to do in a classroom when they are in **Perfect Climate 3**, when the teacher is giving instructions, an explanation or asking questions. Being a **STAR** player allows everyone in the room to learn and means that students should:



STAR PLAYERS will always be rewarded at Little Lever for helping everybody in the classroom learn.

Expectation 3 – Adhering to our Corridor Climate protocol:

We have split breaks and a split lunch at Little Lever School, meaning that there will often be lessons taking place whilst some students are enjoying a break. Our Corridor Climate protocol was devised to ensure that students support the learning of others when moving through the building, by making sure that they are **QUIET** and **SENSIBLE**, when they do this.



Quiet does not mean silent. It means that conversations and the volume of those conversations never disturb the learning of any other students.

Sensible means non-contact, no running on corridors and appropriate behaviour that respects the safety of all other students.

Celebrating and rewarding success:

Our expectations in terms of behaviour both in and around school are very clear and have been outlined above. These are designed to ensure that students and staff at Little Lever School can enjoy coming to school, can be very successful in school, and can be proud of our school. We place a great sense of importance on the use of rewards. Being positive with people and encouraging them builds confidence, reduces the fear of failure and develops resilience. This responsibility lies with students, teachers and parents.

Every student has the opportunity to earn achievement points every day. Students who make excellent progress in their learning, who take part in extra-curricular activities, and who meet our expectations, as so many of our students do, will be rewarded for this. In order to ensure that students achieve their very best in lessons, therefore, they should demonstrate behaviour for learning, meaning that students:

- are engaged in their learning
- have a positive attitude to learning
- are keen to make progress
- have the correct equipment with them
- are respectful and considerate
- follow the Perfect Climate and STAR player protocols.

Choices, chances and consequences: 'For every action there is a consequence'.

Students who make the right choices in school will be rewarded for positive behaviour. Staff do not issue punishments, but rather consequences for students who do not meet our expectations and make poor choices. For example, if in a lesson a student is behaving poorly and affecting their learning or the learning of others, these consequences (or initial chances) will be issued in stages, providing students with the opportunity to change their behaviour and make a positive choice before they face a consequence.

If students choose not to follow the Perfect Climate then it is exactly that; a choice they have made. Teachers will reference the Perfect Climate with every task they set so it is clear. It will be expected that if students are unsure they raise their hand and ask politely.

If a student has made the choice not to follow the Perfect Climate they will be given a C1. This is a warning to remind them that their behaviour has disturbed the learning of others and themselves. The student now has a chance to change their behaviour in order that they and the rest of the class can learn effectively.

If a student again makes the choice not to follow the Perfect Climate they will be given a C2. This is a final reminder that their choices are affecting their learning and the learning of others and if they continue to do this they will be removed from the lesson.

If after two opportunities to change their behaviour the student continues to make the choice to not follow the Perfect Climate, they will then be issued with a C3. At this point they will be asked to leave the classroom and go to a 'consequence room' (another classroom, supervised by a teacher). It is the student's responsibility to go to their consequence room and they must arrive there promptly.

When students have been issued a C3 they will receive a 30 minute detention which will be completed the day after the C3 was issued, in the vast majority of circumstances. This is to ensure students clearly understand the reasons for their C3 detention and so they can complete the consequence quickly, in order to make a 'fresh start' as soon as possible. C3 detentions take place every day for 30 minutes at the end of the school day.

The government are now very clear on the use of detentions in school. If a C3 detention is issued for after school, schools do not need to get permission off parents. Schools no longer have to give 24 hours' notice either. We aim to work with parents on this matter though and, wherever possible, parents will be given notice via a text message. The text will state which teacher issued the C3 detention (again, where possible) and the reason for doing so. This is to help parents work effectively with the school to prevent the same behaviour from happening again. Our SIMS parent app also helps parents to monitor achievement points and behaviour instances on a daily basis.

It is important to note that an immediate C3 may be issued by a member of staff for any behaviours that are intentionally unsafe, disrespectful or abusive. This will be down to the professional judgement of the teacher.

All students are expected to turn up to their C3 detention without being reminded, as we expect that all of our students take responsibility for their actions. Lists are published each day and placed in various places around school for students to check. If students are unsure, they have until the end of lunch time on the day of their C3 detention to speak to a member of staff who will be happy to help them.

A C3 detention will not be changed or moved unless exceptional circumstances arise. An after-school sporting fixture, an enrichment event, a GP doctor's appointment or picking up siblings from a local primary school are not exceptional circumstances and students will be expected to complete their C3 detention. If students want to attend their sporting fixtures, enrichment activities and help out their families they must make the right choices when they are learning. Before a C3 is issued (unless it is intentionally unsafe, disrespectful or abusive behaviour) there will always be a choice and a chance to change their behaviour. If parents feel there are exceptional circumstances they can contact the school on the number provided on the text message and we will be happy to discuss this.

If behaviour does not improve following a series of C3s, time spent in isolation for more serious offences, or for incidents of extreme behaviour the school may need to exclude the student from school.

The message in our policy is clear, therefore. If students make the right choices in school, they will be rewarded for their behaviour and should never have to be issued with a detention. If they are issued with a detention, their choice in the matter has gone. Students will sit the detention as they have had chances to change their behaviour and have unfortunately made the wrong choices.

Students who have an Educational Health Care Plan or an identified additional need (s) will also be expected to follow the Behaviour Policy. However, reasonable adjustments will be made for some individuals. Advice from the schools Special Educational Needs department and from external agencies, when appropriate, will be taken and communicated to all staff. Alternative strategies will be employed as agreed with all stakeholders at regular SEND review meetings of the Individual Support Plan / SEND Passports. Staff can refer to the SEND register and SEND passports for further information. Some students may need a differentiated approach in order to break down their individual barrier to learning and understanding. Further information is available from the SEND team and SENCO.

Why are we insisting on this as a school?

The answer to this question is simple – so that teachers can teach, students can learn and so that all students at Little Lever School can achieve things they never thought they could. If students make the correct choices they will set themselves on the pathway towards a successful future ahead.

SCHOOL BEHAVIOUR POLICY

Context

Behaviour and learning are inextricably linked and as such they are both the responsibility of the whole school community. Students must always be responsible for their own behaviour and the choices that they make. Teachers have the responsibility to reward good behaviour and use strategies that improve or modify poor behaviour.

Ethos

The Behaviour Policy at Lever Academy Trust is a statement of good practice, which covers all aspects of school that contribute to the development and maintenance of good behaviour and a positive ethos. The Behaviour *for Learning* policy, which has been outlined above, clearly sets out the expectations of both teachers and students with regard to behaviour in the classroom and works in conjunction with this policy. All members of the school are expected to help maintain an atmosphere conducive to learning, with courtesy and mutual respect as basic requirements.

Aim of policy

This policy aims to:

- encourage students to adhere to an agreed set of principles of behaviour
- make all members of the school community feel valued and secure
- support effective teaching and learning
- contribute to mutual respect and encourage appropriate behaviour between members of the school community.

We therefore emphasise **prevention** and **praise** before **consequences**.

We encourage **good** behaviour, discourage bad behaviour and help our students to understand the difference.

Parents/Carers as Partners

Experience shows that young people profit most from education when there is a clear and co-operative understanding between school, student and home.

We recognise that parents/carers play a crucial part in shaping their child's attitudes. Consequently, as in all other areas of school life, we seek to work with them as **partners** in our efforts to promote **good** behaviour.

- **If problems arise, we aim to involve parents/carers at an early stage rather than as a last resort.**
- **We encourage parents to bring concerns to our attention.**

In the first instance, parents/carers should contact the Edge Tutor by telephone or through the 'Student Planner'. This contact may be made at any time.

Promoting good behaviour

Primarily, it is the Edge Tutor who watches over the individual students, caring for, monitoring and supporting them. It is the Edge Tutor who provides the link between home and school and we value this role very highly. A Year Leader leads a team of tutors in each year group. Each student has a pastoral folder in which comments and relevant documentation are kept by the Year Leader. This information is then used to support the individual needs of each child appropriately. This may include contacting parents/carers, reviewing progress with each student and setting targets for improvement.

The school places a great sense of importance on the use of rewards. To ensure that students achieve their full potential, we reward students through commendations, positive points on SIMS, awards, progress badges, positive emails, the praise wall, telephone conversations with parents/carers, certificates, citizenship awards, Headteacher's certificate and other methods.

It is expected that pupils are properly equipped for each lesson, meaning a pencil case with a pen, pencil and ruler as a bare minimum. This is checked in regular equipment checks. Pupils must also wear their uniform correctly. Uniform is checked every morning by the SLT as they enter school. It is then checked at the start of each lesson by teachers and by form tutors.

In addition to this, pupils are also made aware that:

- They must behave in a respectful way whilst travelling to and from school. Students must respect the local environment, and the property of local residents.
- Smoking is dangerous, is against the law and is not allowed in school, on the grounds of the school or whilst travelling to and from school and more information on this can be found in the non-smoking policy. This also applies to E-Cigarettes.

School trips

A code of conduct will be in place for all school trips, which will have been thoroughly risk assessed beforehand. The code of conduct clearly outlines the behaviour expectations we have of each student participating in the trip. All students are expected to sign and agree that they will adhere to this code. Failure to sign and agree to the code of conduct will result in the student being withdrawn from the school trip. The school reserves the right to withdraw any student who we feel would jeopardise the health and safety of others on a trip or event.

The school reserves the right to send home any student who does not adhere to the code of conduct whilst on the trip. This will be at the parent/carer's expense.

It may also be necessary to exclude a student on their return from a school trip as a result of **any violation of the code of conduct**.

The Code of Conduct is in place to protect the safety and welfare of all staff and students.

Care and control

There are occasions when the restraint of students is necessary. Teachers and other persons who are authorised by school to have control or charge of students may use reasonable force to prevent students from:

- Committing a criminal offence, whether or not the student concerned has reached the age of criminal responsibility.
- Injuring themselves or others.
- Causing damage to property, including their own property.
- Engaging in any behaviour which has a negative impact on maintaining good order and discipline at the school or, among other students, whether this behaviour occurs in a classroom during a teaching session or elsewhere.

All teachers are authorised to use reasonable force to control or restrain students.

This school adheres to guidance given by the DFE on the care and control of students and has its own policy based on this guidance.

Making good

Where a student is responsible for careless or deliberate damage to equipment or property the school feels that the most appropriate consequence is for the student to repair that damage, or to make a financial contribution to the cost of repair. Parents/carers are informed of the incident and asked for their co-operation in making the payment or carrying out the repair.

In some cases of anti-social behaviour, students are asked to make a positive contribution to school life by carrying out practical tasks such as removing graffiti or collecting litter. In all cases suitable supervision and equipment are provided to ensure standards of health and safety.

Advice for Parents on Student Exclusion from School

No Headteacher likes to exclude a student from school but there may be times when this is considered necessary. In some cases, a fixed-term exclusion from school will be deemed as the appropriate sanction. An exclusion from school is a very serious matter and will be noted on a child's school record.

If your child has been excluded it means that he or she will not be allowed to attend school because of difficulties which have arisen concerning his or her behaviour.

A decision to exclude a student should be taken only:

- In response to serious breaches of the school's behaviour policy
- If allowing a student to remain in school would seriously harm the education or welfare of the student, or others in the school.

Only the Headteacher (or in the absence of the Headteacher, the most senior teacher in charge) can exclude.

What is meant by exclusion

There are two types of exclusion:

- Fixed-Term Exclusion
- Permanent Exclusion

Fixed term exclusion

- Up to and including 5 days
- Between 6 and 15 days
- Longer than 15 days

On their return from a fixed term exclusion the following procedures will take place:

- A reintegration interview arranged (by Microsoft Teams at present) where the excluded student attends.
- The student is formally readmitted to the school.
- The student is to spend the day in the isolation room to ensure that the school can be certain that they have returned in the right frame of mind.

Permanent exclusion

Permanent exclusion is given for a serious breach of school discipline when it is not intended that the student should return to this school.

Exclusion

There are many aspects of unacceptable behaviour for which the school would recommend exclusion. This is clearly outlined in the Advice for Parents on Student Exclusion from School and The National Standard List of Reasons for Exclusions provided by the DFE included in this policy.

The school will always respond to any serious misdemeanour in a way which protects the safety and welfare of all staff and students.

Please be aware of the exclusion legislation from the sixth day of exclusion as outlined below.

Sixth Day Exclusion Ruling

Provision for full time education for students who receive an exclusion of 6 days or longer

From 1st September 2007, the law requires that schools must ensure that formal arrangements are in place to offer full time, appropriate education, **off our school site for any student who is excluded for a period of 6 days or longer.** We are required to make such provision from the **6th day** of any such exclusion.

Day one to day five of a fixed-term exclusion

Parents/carers are legally required to make suitable arrangements for the supervision of their children for all exclusions of between one and five days inclusively. The school will ensure that all parents/carers of excluded students are informed appropriately of their responsibilities with regard to appropriate supervision of their child whilst excluded.

The school will ensure that adequate and appropriate work is provided for completion at home during the period of exclusion. Parents/carers should return completed work and arrange with the school to provide more if necessary.

From day six of a fixed-term exclusion

We will work in partnership with Bolton LA schools to provide full time education for any student from the 6th day onwards until the exclusion ends. If a student receives allocated support, it is expected that this support will transfer with them for the duration of the exclusion.

If there are issues of access for any student, we will ensure that a suitable school within the local authority is found for the duration of the exclusion.

Parents/carers will be expected to work with the school to ensure that their child attends the alternative provision for the duration of the remainder of the fixed-term exclusion. If a parent does not ensure that their child attends the provision made, it will be recorded as an unauthorised absence and dealt with by the school and education welfare service within the agreed procedures.

Planning for the provision

The school will agree arrangements with the parents/carers to plan for the child's continuing education during the exclusion. This planning will take place during the first 5 days of the exclusion to ensure that the student, parent/carer and both schools are in full agreement with the arrangements with other Bolton schools.

Reintegration meetings

Following all exclusions, the Year Leader will aim to arrange a reintegration interview at a mutually convenient time for the school and parent/carer (by Microsoft Teams at present). The student will be placed in isolation for a day in order for us to ascertain if the student has returned to school in the right frame of mind.

Communication from School Regarding Exclusions

If a student is excluded, school will attempt to contact the parent/carer during the day by telephone. A letter will then be posted on the parent portal informing the parent/carer that the exclusion has been issued. It is essential, therefore, that the school is informed of any changes of contact details.

National Standard List of Reasons for Exclusions

1. This list, provided by the DFE, gives descriptions of reasons for exclusions which schools and LAs are required to use when reporting exclusions data. The categories (in bold) are intended to cover the main reasons for exclusions.
2. The decision to exclude will always be taken by the Headteacher in the context of the circumstances of the event and the relevant policies and guidance documents.

Physical assault against a student includes:

- Fighting, violent behaviour, wounding, obstructing and jostling

Physical assault against an adult includes:

- Violent behaviour, wounding, obstructing and jostling

Verbal abuse/threatening behaviour against a student includes:

- Threatened violence, aggressive behaviour, swearing, verbal intimidation

Verbal abuse/threatening behaviour against an adult includes:

- Threatened violence, aggressive behaviour, swearing, verbal intimidation

Bullying includes:

- Verbal bullying, physical bullying, cyber bullying or threatening behaviour online, racist bullying, sexual bullying, homophobic bullying, biphobic and transphobic bullying, bullying related to disability

Racist abuse includes:

- Racist taunting and harassment, derogatory racist statements, swearing that can be attributed to racist characteristics, racist bullying, racist graffiti

Sexual misconduct includes:

- Sexual abuse, sexual assault, sexual harassment, lewd behaviour, sexual bullying, sexual graffiti.

Drug and alcohol related includes:

- Possession of illegal drugs, inappropriate use of prescribed drugs, drug dealing, smoking, alcohol abuse, substance abuse

Damage includes:

- Damage to school or personal property belonging to any member of the school community; vandalism, arson, graffiti

Theft includes:

- Stealing school property, stealing personal property (student or adult), stealing from local shops on a school outing, selling and dealing in stolen property

Persistent disruptive behaviour includes:

- Challenging behaviour, disobedience, persistent violation of school rules, raising of fire alarms falsely

Use or threat of use of an offensive weapon or prohibited item includes:

- Carrying or bringing onto the school site an offensive weapon / prohibited item such as knives, sharp instruments and BB guns,
- Carrying any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- Use of an offensive weapon

Abuse against sexual orientation and gender identity:

- Derogatory statements about sexual orientation (e.g. heterosexual, lesbian, gay, bisexual) and gender identity (e.g. transgender)
- Homophobic, biphobic and transphobic bullying
- LGBT+ graffiti
- LGBT+ taunting and harassment
- Swearing that can be attributed to LGBT+ characteristics

Abuse related to disability:

- Derogatory statements or swearing about a disability
- Bullying related to disability
- Disability related graffiti,
- Disability related taunting and harassment

Inappropriate use of social media or online technology:

- Sharing of inappropriate images (of adult or pupil)
- Cyber bullying or threatening behaviour online

- Organising or facilitating criminal behaviour using social media

Wilful and repeated transgression of protective measures in place to protect public health includes:

- Deliberate breaching of protective measures such as (but not limited to): non-compliance with social distancing, causing distress such as through purposefully coughing very near to other pupils or adults, or any other deliberate breach of public health protective measures which the school has adopted

It should be noted that the National Standard List for Reasons for Exclusion applies to all aspects of school life including, for example, extra-curricular activities.

The National Standard list is by no means exhaustive. A decision to exclude will reflect the severity of a single situation or the cumulative effect of a series of events. Ultimately, the decision to exclude rests with the headteacher.

Personal belongings

Little Lever School is a Phone-Free School for students. Research confirms that mobile phones cause too many distractions to learning and can also cause significant mental health issues for students. Students must not, therefore, have a mobile phone on their person at any time of the school day, when on the premises.

As parents may want students to have a mobile phone for safety reasons, if students do bring it to school, it must remain switched off and in their bag until the end of the day. If a student has their phone on their person, or is seen using it, it will be confiscated and a C3 detention will be issued.

The phone will be labelled and placed securely in the office. The name of the student will be taken. Students can then collect the phone at the end of that school day. If a student has a mobile phone on their person, or is seen using it for a second time, the phone will be confiscated for 5 school days from the date it was confiscated and the student will receive a C3 detention. We will ask parents/carers to collect the phone at the end of the 5 day period.

If a student has a mobile phone on their person or is seen using it for a third time, the phone will be confiscated for a 4 week period from the date it was confiscated. The student will also receive a C3 detention. We will ask parents/carers to collect the phone at the end of this period. For every time a student has a mobile phone on their person, or is seen using it after the third time, it will be confiscated for 4 weeks on each occasion. The student will receive a C3 detention. We will always ask parents/carers to collect the phone at the end of the 4 week period.

The school insurance policy covers items belonging to the school. It does not cover any theft, loss of, or damage to, personal items belonging to students, unless the damage caused was as a result of the direct negligence of the school. The school cannot be held legally liable for the actions of criminals.

The school has adopted a 'no jewellery' policy. Only a watch is permitted.

With regard to personal belongings, students must:

- Keep items such as money and bus passes with them
- Keep bags on their possession
- Note details of their bicycle and keep it locked. 'U' locks are stronger and more secure than other types. Bicycles should not be ridden in the school grounds. It is advisable for cyclists to wear helmets on their journey to and from school and to ensure they ride their bicycles in a safe manner to and from school (cycle permits are required).

- Have name tapes on all items of clothing.

Hair Styles

Students need to be very clear about this matter

- Hair cut: A 'number 3' is the minimum length acceptable
- As a general rule, extremes should be avoided, unusual hair colours and extreme hair styles are **NOT** permitted
- Beards and moustaches are unacceptable for students in school.

Students can expect to be dealt with by their Year Leader / members of the Senior Leadership Team if they breach these rules.

Uniform

Students are expected to:

- Wear standard school uniform correctly
- Look smart, especially when travelling to and from school, since they represent the school at this time to the outside community
- Wear a blazer, a tie properly worn to the waistband with shirt tucked in and black shoes.

Anti Bullying Policy

The philosophy and aims of Lever Academy Trust states that "all members of the school, regardless of age, gender, race, colour, religion or disability are of equal value as human beings." Information on this can be found in the school's anti-bullying policy.

Racial Harassment and Racist Incidents in Bolton Schools

Lever Academy Trust adheres to the local authority guidance for dealing with racial harassment and racist incidents.