



# Little Lever School

be kind | work hard | take responsibility

## Behaviour Policy

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<b>Approved by:</b>	Committee of trustees
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## Version Control

Current version	Previous version	Summary of changes made
Nov 2021	May 2021	Updated personal belongings section following the latest information to parents' booklet.
Nov 2021	May 2021	Removed duplicate sections covered by other policies, including Racial Harassment / Racist Incidents, Anti Bullying, Perfect Climate.
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
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. <b>Paragraph removed</b>
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/carer. 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/carer to work together to reduce the likelihood of future exclusions. <b>Paragraph removed</b>  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

Nov 2018	18.07.16	<p>school and parent/carer. 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. <b>Paragraph modified</b></p> <p>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) <b>Paragraph removed</b></p>
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## LITTLE LEVER BEHAVIOUR POLICY

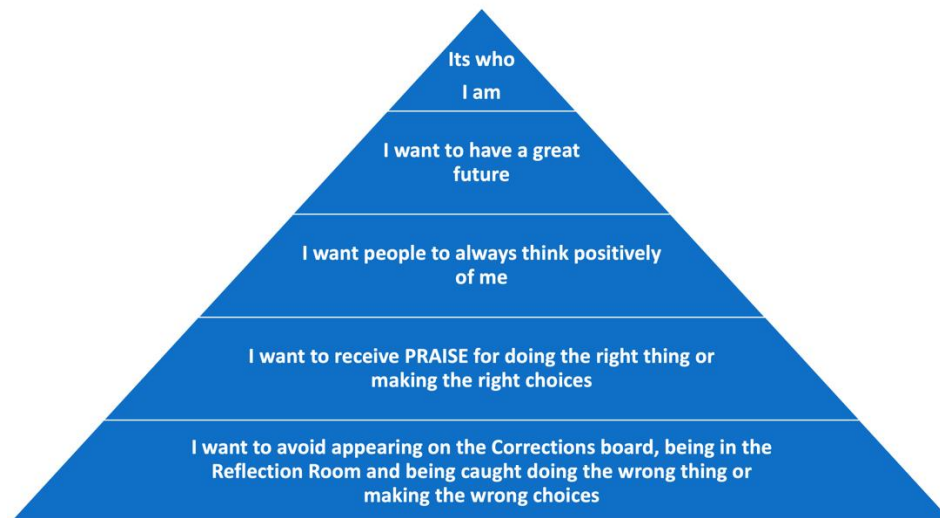
**Introduction:** The overarching aim of our behaviour policy is to promote positive behaviour where students demonstrate kindness, they take responsibility for their actions and they work hard to manage and improve their behaviour at all times. This is a values driven policy.

***We believe that PRAISE and positive behaviour management strategies are the most powerful way of developing a happy and purposeful school. We believe in mutual respect and unconditional positive regard for young people. We believe restorative approaches which develop strong relationships between adults and students are the best way to help students correct their behaviours. We believe in the certainty of any sanction rather than severity. We understand that there is always a root cause to a student's behaviour and we strongly believe that sanctions alone will not help students repair their behaviour. We teach our students how to behave so they learn to be self-disciplined and make good choices. We have firmly embedded routines and practices to establish a calm and purposeful environment. A clear framework of 'habits' help support all our children to reach our high expectations.***

We want all of our students, during their time with us, to reach the top of the pyramid, meaning that they leave us as good citizens, and this is the rationale for our approach. We want our students to do this not only because they have to, but because they want to, and are mature enough to know how to do the right thing.

The pyramid below shows the reasons why students might behave well. We want all of our students to aim for the top of the pyramid.

I behave well because:



**This policy is underpinned by the following legislation and guidance:**

- Behaviour and Discipline in Schools (Jan 2016)
- Education Act 2011
- Equality Act 2010 (revised 2018)
- Section 175 of the Education Act (2002)
- Section 90 and 91 of the Education and Inspections Act (2006)
- Schedule 1 Education Regulations (2010)
- Searching, Screening and Confiscation at Schools (Jan 2018)
- Schools (Specification and Disposal of Articles) Regulations (2012)
- Use of Reasonable Force in Schools 2013 (reviewed 2015)

## Purpose:

*'To help every person achieve things they never thought they could'*

**We set high expectations of behaviour and behaviour for learning at Little Lever. We do this because, very simply, it helps every person achieve things they never thought they could!**

It helps teachers to teach and students to learn and EVERYONE (students, teachers and parents) **takes responsibility** for this.

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 blazer they take up the responsibility to 'leave the blazer in a better place'**. This means they represent all the students and staff that currently attend and have previously attended Little Lever, all the future generations that will attend Little Lever and everyone in their community. It's a great responsibility to have

## Values:

These are the key values that students and staff recognised as the most important values to help them achieve things they never thought they could. Our expectations of behaviour are driven by these three values:

**BE KIND** = We are respectful, polite and courteous at all times to all people. We don't take advantage of others and helping a member of our team is helping ourselves. We play by the rules so everyone can benefit.

**WORK HARD** = We never give up. We remain positive so that we have the strength to persevere with even the hardest work. We do what it takes for as long as it takes.

**TAKE RESPONSIBILITY** = We are honest. We accept we are in control of our actions We do what we say we will do and do not make excuses. We have the courage to do the right thing

## Habits:

Every student is capable of managing their own behaviour. We expect all our students to independently manage their own behaviour. In order to do this, we have created a set of habits that every student is expected to follow. The definition of a habit is... *'something that is repeated over and over again until it is done almost without thinking about it.'* We expect EVERY student to follow our habits. We do this in order that EVERY student has the best chance of achieving things they never thought they could at Little Lever.

- We follow Perfect Climate in our classrooms
- We are quiet and sensible when we are outside our classroom (Corridor Climate)
- We Track the Teacher with our eyes and listen when they speak
- When an adult raises their hand and counts down 3...2...1 we are silent on 1
- We always follow a reasonable request first time
- We do not answer back
- We have our equipment at all times (Pencil case, Planner, Bag, Reading book)
- We wear the correct uniform in the right way
- We are 'on time' (punctual)
- We always complete our Retrieval Practice on time

## PRAISE Culture:

Praise should be given in a 90:10 ratio. Being positive with students builds resilience and improves engagement and work rate.








People are motivated by the positive far more than the negative. Seeking success and happiness will spur stronger action than seeking to avoid punishment. Psychological studies repeatedly show that people are far more likely to be spurred to action by a vision of a positive outcome than they are by avoiding a negative one. We place a great sense of importance on the use of praise and rewards.

Every student has the opportunity to earn achievement points every day.

Students earn achievement points for upholding the values of Being Kind, Working Hard and Taking Responsibility as well as demonstrating the Little Lever Habits.

**Daily Rewards:** Each day in PREP time public praise is given to each form group based on the total achievement points the form earned the previous day. This promotes a sense of family, belonging and teamwork. There is also public recognition for individual students who have gone above and beyond to demonstrate our values and habits each day.

## Weekly, Half Termly and Termly Awards:

Be Kind	Work Hard	Take Responsibility
Kindness Awards (staff nominate students to be publicly celebrated and achieve Kindness Award achievement points).	Praise List – recognising Hard work in students’ academic studies and managing their own behaviour each fortnight.	Progress Stars (improvements in all aspects of school life – step targets progress, attendance, habits, etc.)
Charity Fundraising Stars – students who go above and beyond in charity work both in-school and in the community.	Gold Awards (students who appear on every Praise List each half term). Reward Points Champions – students who achieve a net 250 points each half term.	Magic 15 (weekly 100% attendance)
 	  	 

## The Perfect Climate

This is designed for classrooms where learning is taking place. If students follow the perfect climate it helps themselves and others achieve things they never thought they could.

The Perfect Climate MUST be adhered to in all sessions 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.

**Perfect Climate 1 = Silent and focussed work** – this means students cannot speak to each other. It is used so students can concentrate in an environment that will help them produce the best piece of work they can independently of others.

**Perfect Climate 2 = Groups or Pairs** – students will have opportunities to talk to each other, to explore and discover and problem solve. While they do this, they must stay focussed on the task and conversations must always be about the task/learning.

**Perfect Climate 3 = One Voice Everyone Listens** – this ensures that whether it is the teacher that is talking or a student that is demonstrating, explaining or asking a question everyone is listening.

## Corridor Climate

This is designed for ‘out of classroom behaviour’ when students move around the building. In order that all our students help themselves and others achieve things they never thought they could we ask that when students move through the building they are QUIET and SENSIBLE. This is so students do not disturb the learning of other students and so everyone is safe.

**Sensible** means non-contact, no running and behaviour that **demonstrates kindness** to others i.e. no pushing, tripping etc....

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

**Track the Teacher:** When a teacher is talking or giving important instructions in a classroom or outside a classroom we expect students to track the teacher with their eyes and listen to what is being said. We know this will help students understand what the teacher is saying and will also help the teacher understand if they need to adapt their language and approach in order that the student understands what is being said. This habit will also apply when other students are giving explanations or answering questions in a classroom.

## Student Attention:

At any time in the school building if an adult raises their hand and counts down 3...2...1 students must:

- Stop what they are doing
- Raise their hand
- Be silent by 1

This ensures we can transition swiftly and effectively from one activity to the next in our classrooms. It is a safe and effective way to quickly get students’ attention so they are ready to learn and listen to key and important messages whether that is within the classroom or outside the classroom.

## Reasonable Requests:

Many times in the day staff will ask students to follow a reasonable request in line with the values, policies and practices of the school. These are reminders or chances for students to correct things as they move around the school.

Examples of reasonable requests:

- *Bella, could you tuck your shirt in for me... thank you*
- *John, could you pick up that litter you have accidentally dropped on the floor and put it in the bin... thank you*
- *Stacey, you don't seem to be wearing a tie... could you go to the conservatory and pick up a tie ready for your next session*

We expect students to follow a reasonable request the first time... Before issuing any corrections staff will remind students they have made a reasonable request... *'I hope you're not refusing a reasonable request Isabelle, show me what I know you're capable of, thank you'*

### **Equipment:**

Students should be equipped with a Pencil Case (that has at least a pen, pencil and ruler inside it), their planner, a bag and a reading book. Students are expected to carry this equipment with them at all times and ensure that their pencil case, planner and reading book are placed on their desk at the start of every session.

### **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.
- Please view our uniform policy for full details

If students attend school without the correct uniform they will be asked to wear the correct uniform which we will provide for the day. If students wear the uniform provided they can attend their normal sessions for the day. **Should students refuse this reasonable request they will be placed in our Reflection Room until they wear the correct uniform. Parents and carers will be contacted and we will always provide help and support to resolve the situation as quickly as possible.**

### **Hair Styles**

As a general rule, extremes should be avoided, unusual hair colours and extreme hair styles are **NOT** permitted. Natural hair colours are permitted (Brown, Black, Blond, Ginger). **Should students choose to attend school with an extreme hairstyle or colour they will be placed in the Reflection room for one day until 3.30pm. Contact home will be made and a timescale will be agreed with parents/carers in order to resolve the situation. Further corrections may be issued if the situation is not resolved by the timescale agreed. These decisions will be made on a case by case basis.**

### **Jewellery**

Only a wristwatch is permitted.

**If students choose to cross the Blue Line each morning wearing jewellery other than a wristwatch then the jewellery will be confiscated and a 30 minute correction will be issued.** Students can collect their jewellery at the end of each day.



## **Mobile Phones:**

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 30 minute Correction 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 30 minute Correction.** 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 30 minute Correction.** 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 30 minute Correction on each occasion.** 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.

### **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.

## **On Time (punctual):**

Students are expected to be on time to school every day and on time to every session.

## **What happens if students choose not to follow the Perfect Climate? Chances...Choices...Corrections**

**If students choose not to follow the Perfect Climate then it is exactly that... it is a choice they have made.** Teachers will reference the Perfect Climate with every task they set so it is clear.

**If a student has made the choice not to follow the Perfect Climate they will be given a Chance.** 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 final choice.** This is a final reminder that their choices are affecting the learning of others and themselves and if they continue to do this they will be removed from the session. We will 'front load' the choice for students in our language and our actions. **We will do this by taking the student's planner from them** as a tangible reminder that they have not yet received a Correction but will do if they do not make the right choice and change their behaviour.

**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 given a Correction.** At this point they will be asked to leave the classroom and go to a 'correction room' (another classroom). It is the student's responsibility to go to their correction room and they must arrive promptly.

**When students have been issued a Correction they will receive a 30 minute detention which will be completed the day after the Correction was issued.** This is to ensure students clearly understand the reasons for their Correction and they can complete the Correction as quickly as possible and make a 'fresh start' as soon as possible. Parents will receive a text to inform them about the Correction. The text will state which teacher issued the Correction 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.

**An immediate Correction may be issued by a member of staff for any behaviours that are intentionally unsafe. This will be down to the professional judgement of the teacher:**

**Examples could include:**

- **Throwing an object**
- **Threatening or intimidating another student**

**Corrections take place on Monday to Friday from 2.45pm until 3.45pm.**

**All students are expected to turn up to their Correction without being reminded. We expect that ALL our students take responsibility for their actions. It is the student's responsibility to ensure they turn up to their Correction on time the following day.** A list is published each day for students to check. If students are unsure, they have until the end of lunch time on the day of their Correction to speak to a member of staff who will be happy to help them.

### **A Correction 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 Correction. 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 Correction is issued (unless it is intentionally unsafe behaviour) there will always be a chance and a choice 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.

## **What happens if students choose not to follow the Corridor Climate?**

### **Chances...Choices...Corrections**

When students move independently to their sessions staff will 'Meet and Greet' students on the doors to their classrooms. They will remind students as they walk by to be quiet and sensible as they move to their next session.

If students choose to ignore these reminders and shout loudly down the corridor or are not sensible as they move down the corridor then they will be asked to stop. **A member of staff will ask for the student's name and will issue the student with a 30 minute Correction.**

Parents will be informed of this via a text for each incident. This will simply explain the reason for the Correction is 'not following corridor climate'. **It will again be the student's responsibility to check the Correction list and turn up to their Correction.** If students are unsure, they have until the end of lunch time on the day of their Correction to speak to a member of staff who will be happy to help them.

Once a Correction has been issued and the Correction is complete we make a 'fresh start' once more. **Again, EVERY student has the chance and the choice to change their behaviour before a correction is issued.**

## **What happens if students don't have the correct equipment?**

Equipment is checked in PREP time (Form time) every day. When the register is taken in PREP time students will be asked to hold their equipment in the air. If a student does not have the correct equipment for the day the teacher marks the register with a 'Q' and loans the relevant equipment to the student for the day. Students **must take responsibility** for this equipment and will therefore need to return it to Student Reception at the end of the day at 2.45pm. **If they do not take responsibility for this and do not return the equipment they will be issued with a 10 minute Correction the following day.**

## **What happens if students arrive late to school?**

**If students arrive 1 minute after their start time they will be issued with a 10 minute late correction on the same day.** We will take into account mitigating circumstances for students and we will be understanding around circumstances that are out of the students' control. **If students fail to take responsibility for their actions and choose not to turn up to their late correction they will complete a 30 minute correction the following day.**

## **Restorative Conversations:**

Every time a student is issued a 30 minute classroom correction a restorative conversation must take place between the student and the teacher. This is a chance for the teacher to explain the reasons for the correction and work with the student so they can better understand why this happened and prevent the same situation from being repeated. Teachers must also take responsibility and be kind by taking the time to repair and mend relationships and support students' to make the right choices.

## **Clarifying why students could receive a 60 minute Correction:**

Students that choose not to take responsibility for their behaviour and repeat the same behaviours over the course of a day may be issued with a 60 minute correction.

## **Clarifying why students could be placed in our Reflection room...**

### **Chances...Choices...Corrections**

**We make our Correction system very clear for students in order to support them to self-manage their own behaviour. At each stage of our Correction system students have a choice to make.** If they make the right choices they will never receive a Correction and will instead receive praise and rewards. If they make choices that continue to prevent themselves or others from achieving things they never thought they could or undermine the values they will receive Corrections for their actions.

**At each stage of our Correction ladder students will always have a choice. This choice will determine whether the Correction moves up the ladder or stays the same.**

**The Correction will never be removed as we want to educate our students about taking responsibility for their actions and the impact their actions can have on themselves and others. They will, however, always have a choice.** It is then their responsibility to choose the path they wish to take. Corrections are a way in which students accept responsibility for their actions and in completing the Correction they show they understand this and are remorseful for their actions which have prevented themselves and others from achieving things they never thought they could.

**The Reflection room is an opportunity for students to reflect on the choices they have made.** Students will complete tailored restorative sessions specific to the behaviours they exhibited to explain the reasons why their choices have not helped other students achieve things they never thought they could or linked to our values of 'Be Kind, Work Hard, Take Responsibility'. English, maths and science work will also be provided whilst in this room. We also work with students who are placed in our Reflection room to 'unpick' the choices they made and help them to make better choices the next time they are placed in that situation so they understand the impact their choices and actions had on themselves and others. **The time students spend in the Reflection room is determined by the actions and choices they make.**

**Some examples of why a student will be placed in the Reflection room:**

1. **If a student does not turn up to a Correction...** Students that choose not to turn up to their Correction and accept responsibility for their actions will be placed in the Reflection room the next day until 3.30pm.
2. **If a student receives more than 60 minutes of Corrections in one day** – Students that choose to persistently prevent themselves and others from achieving things they never thought they could either in a classroom (Perfect Climate) or as they move around the school (Corridor Climate) or choose to undermine our values by not following the Little Lever Habits will be placed in the Reflection room as soon as possible until 3.30pm

3. **If a student refuses to go to the 'correction room', does not go directly to their correction room or repeats the same behaviour in the correction room** - The teacher will give the student an opportunity to choose once more what they would like to do before this Correction is given. If they continue to refuse at this point the student will have had at least 5 opportunities to change their behaviour. They will now be placed in the Reflection room until the end of the session and their break or lunch (depending upon which session it is) where we can support students to make better choices and 'unpick' their thought processes to prevent the same situation from occurring again. When we are happy that students have taken responsibility for their actions and are ready to Be kind and Work Hard they will return to their normal sessions.
4. **When returning from a Fixed Term exclusion** – We want to ensure students are ready to return to their classrooms. Students will spend 1 day in our Reflection room when they return from a Fixed Term Exclusion. Students as well as parents / carers will be invited to a re-integration meeting where we will try to better understand the reasons for the students' behaviour and look to put in place supportive measures where relevant. While students are in the Reflection room we will 'un pick' the key issues that led to the fixed term exclusion and provide training sessions and further restorative conversations to ensure the student can take responsibility for their actions and not repeat the same behaviour.

Students may also be placed in the Reflection room for one off instances that pose a health and safety risk either to themselves or other students. This will be at the professional judgment of the member of staff and approved by a senior leader or learning leader.

If students adhere to the Little Lever Habits 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!

### **Reasonable Adjustments:**

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.

## **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**.

- **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.**

## **Behaviour outside of the school gates**

Where behaviour occurs which is not safe or kind when a student is outside of the school, an appropriate Correction / sanction will be given in line with the 'In school purpose, values and habits'. This is particularly in relation to violent conduct e.g. a physical assault or bullying incidents. Students are encouraged to wear their school uniform correctly when travelling to and from the school and must not be involved in behaviour that could adversely affect the reputation of the school.

The expectations of students behaving in line with our purpose values and habits apply to school trips and visits and the same Corrections / sanctions will be used if necessary.

## **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.**

## **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.

## **Harmful Sexual Behaviours:**

### **Sexual Harassment / Violence and Online Sexual Abuse**

This section should be read in conjunction with our 'Anti-bullying policy' and our 'Culture of Kindness' webpage which outlines the steps we take to any form of unkind behaviour including derogatory comments, threats and sexual harassment / abuse.

We will not tolerate any form of sexual harassment or online sexual abuse. This includes behaviours such as:

- Sexual comments, remarks or jokes. 'Banter' will not be tolerated and no sexual comments, remarks or jokes will be passed off as 'banter'. Spreading rumours about individual students' sexual activity is not in keeping with our values, particularly being kind.
- Upskirting. This means taking a picture under a person's clothing without them knowing with the intention of viewing their genitals or buttocks to obtain sexual gratification or to cause the victim humiliation, distress or alarm.
- Sexting or 'youth produced sexual imagery'. Students sending unsolicited explicit photographs such as 'dick pics'
- Students who pressure or threaten other students to send nude and semi-nude photographs or videos
- Sending or showing solicited or unsolicited online explicit material such as pornographic videos

Our Life Chances curriculum and our RSE curriculum aims to educate students about the definitions of sexual harassment and abuse and why it will not be tolerated, why this behaviour will always have a correction or sanction and how to report and talk about instances that have happened in the past or are happening currently.

In line with our anti-bullying policy and our culture of kindness webpage once an incident has been reported we will always conduct an investigation and proportionate corrections and sanctions will always be given. These can range from a 30 or 60 minute correction to time in the Reflection Room, a Fixed Term Exclusion or Permanent Exclusion for more serious or repeated instances.

## Exclusions:

### 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 1<sup>st</sup> 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 6<sup>th</sup> 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/carers and both schools are in full agreement with the arrangements with other Bolton schools.

### **Reintegration meetings**

Following all exclusions, the Learning 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 the Reflection Room for a day in order for us to ascertain if the student has returned to school in the right frame of mind and allow time for any additional support strategies to put in place.

## **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.**

## **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.

## **Discretion:**

**No behaviour policy can cover all eventualities. The principal reserves the right to use their discretion, in line with this policy, to help Little Lever students make better choices and learn the right lessons in order to move towards the top of the pyramid.**

## **Supporting our students to get to the top of the pyramid:**

If students find it difficult to meet our high expectations in line with our Purpose, Values and Habits, we will support them through appropriate reasonable adjustments and interventions to help them to move towards the top of the pyramid.

Consideration will be given as to whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, we will consider whether a multi-agency assessment is necessary.

## **Additional Provision:**

We will support students to uphold our purpose, values and habits in order to move towards the top of the pyramid by offering support, training, advice, and other interventions to help them.

This may include the following:

**Levelled Support** – Students' behaviour is tracked and monitored every day. The DEEP support team monitor those students that struggle to manage their behaviour effectively. They meet daily and weekly and select interventions and strategies from a menu of levelled support opportunities we have available. These strategies are carefully selected and personalised around the needs of each student. Impact is monitored each day and reviewed every week.

LEVEL 1 SUPPORT	LEVEL 2 SUPPORT	LEVEL 3 SUPPORT
Meeting with Learning leader	Meeting with SLT	Meeting with Principal
Positive comments book – catch me being good	Learning Leader Perfect Climate Report	Principal Report
Form Tutor Perfect Climate Report	Restorative Justice	Trust Report
Punctuality Report	Punctuality Report	Extended PLB curriculum
Classroom observation	Early Help Completed	Managed move
Change of form	SENDCo involvement	SLT mentor
Change of class	SENDCo meeting with parent /carer	Interview with connexions / careers co-ordinator
Course change	Perfect Climate Intervention Sessions	Further SEND intervention
Reading Intervention	Dyslexia intervention	Additional Adult support
Seating plan change	Reading intervention	Further EPS referral
Specialist equipment	EPS referral	Further CAHMS referral
Smoking cessation	CAHMS referral	Working with other professional
Dyslexia intervention	SLT mentor	Targeted work with Social worker
Building positive friendships	Building positive friendships sessions	Further Reading intervention
Moods and feelings questionnaire	Anger management sessions	Further Enrichment programmes
Nightclub catch up programme	Self Esteem group work	Key worker
Restorative sessions	Personalised curriculum in PLB	Further Anger management sessions
Building positive friendships sessions	Referral to PLB	Further Self Esteem group work
	Differentiated /resources tasks	Further Social skills programme
	Praise and Progress booklet	Referral to Disciplinary Committee for Alternative Provision
	Time Out Card	Disciplinary Committee Hearing
	PLB Breakfast Club	Youth Offenders Team (YOT)
	Nightclub core catch up programme	Part Time Timetable and Adapted Curriculum
	Social worker involvement	Targeted Youth Support
	Social skills programme	Work Experience
	EIT support	
	External Behaviour Support	
	Enrichment programmes	
	Individual Behaviour Plan	

**The PLB (Personalised Learning Base)** – This provision offers opportunities for any student relating to social, emotional and mental health as well as scenario-based training activities for those students who struggle to manage their own behaviour. This is a bespoke provision, which can at times provide a modified curriculum to ensure we adequately meet the needs of students before ‘drip feeding’ them back into their full curriculum offer.

**Part-time timetable:** The Principal, in limited circumstances, may make use of a part time timetable to support a student where necessary. This will be for a limited time and will be agreed with parents.

**Alternative Provision** – Where an assessment is made which determines that a student may require more specialist provision, a referral will be made to the discipline committee who will scrutinise and approve or reject the alternative provision referral.