

Behaviour Policy

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Link Trustee:	TBC	

Version Control

Current version	Previous version	Summary of changes made
Sept 2024		<p>Modification to lunch time corrections from 25 mins to 20 mins</p> <p>Modification to the section 'Hair Styles' – removal of any reference to beards and moustache</p> <p>Modification to the section Jewellery – added a 'stud earring' is acceptable in response to recent student ministry proposal.</p> <p>Modification to section 'On time' – added conversation with parents and carers will take place for persistent lates before 20 min lunch time corrections are issued</p> <p>Updated Levelled support strategies</p> <p>Added Offsite Direction guidance</p>
January 2024		<p>Modifications to use of Chance, Choice, Reflection. Timescales students spend in Reflection adjusted to reflect the philosophy of a 'fresh start' every day.</p> <p>3 consecutive sessions spent in reflection has been removed and modified to 'end of the school day with an additional 30 mins at the end of the school day'. This means all students have a 'fresh start' the next day.</p> <p>Equipment modified to include a Little Lever Book Mark and mini-whiteboard pen</p>
September 2023		<p>Updated information regarding the use of Chance Choice Reflection and alteration of after school corrections to lunchtime.</p> <p>Removal of Reflection +.</p> <p>Update on Mountain Rescue and Base Camps</p>
September 2022		<p>Updated information regarding the use of Reflection +.</p> <p>Changes to length of Corrections to reflect current 30 minute and 60-minute Correction times. Modifications to the Phone Free Policy. Update to language used around suspensions to reflect national change from Fixed term Exclusion.</p>
September 2021		<p>Existing policy re-written September 2021. To be reviewed September 2022</p>

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 their mountain, 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 mountain below shows the reasons why students might behave well. We want all of our students to aim for the top of the mountain.

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)
- School suspensions and permanent exclusions (September 2022)

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:

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 including pen, pencil, ruler and a purple pen, Mini-whiteboard, Need to Know Book, 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. Proud Wednesdays are an opportunity for students to show pieces of work they have completed that they are proud of and be rewarded for this.

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 individual 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
- 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, can 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're not wearing a tie... please go and pick up a tie at Base Camp 2 ready for your next session, thank you.*

We expect students to follow a reasonable request the first time... Before issuing any corrections or removing students from session to the Triage Room, 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, ruler, a purple pen and a Little Lever Book Mark inside it), a mini-whiteboard, a mini-whiteboard pen, a need to know book, and a bag. Students are expected to carry this equipment with them at all times and ensure that their pencil case, mini-whiteboard, mini-whiteboard pen and need to know book are placed on their desk at the start of every session. As a school we will provide all the equipment for students at the start of the year with the exception of a school bag. We expect our students to take responsibility for their equipment.

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

A wristwatch and stud earrings are permitted.

If students choose to cross the Blue Line each morning wearing jewellery other than a wristwatch and stud earrings then the jewellery will be confiscated and a 20 minute lunchtime 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.

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 20 minute lunch time 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.

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. Students that fail to attend on time will be placed in a Late Correction. For students that are persistently late an initial conversation will take place between the student and their parents / carers to explore the reasons for persistent lates to school. If the student continues to arrive late despite additional levels of support following the parent meeting then they will be placed in a 20 minute lunch time correction.

What happens if students choose not to follow the Perfect Climate? Chances...Choices...Reflection

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.

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 sent to the Reflection Room. At this point they will be asked to leave the classroom and go to a 'Triage Room'. It is the student's responsibility to make their way to the Triage Room and they must arrive within four minutes.

When students have been removed to the Reflection Room they will remain there until the end of the day, with an additional thirty minutes at the end of the school day.

This means if a student is removed to go to the reflection room in session 2. They will complete the remainder of session 2, session 3, PM Prep Time and 30 minutes at the end of the day. They would attend their normal AM Prep time and sessions the following day.

At Little Lever, we believe in disruption free learning as we want to help all our students achieve things they never thought they could and leave Little Lever with the best life chances. Remaining in the Reflection until the end of the day with an additional 30minutes at the end of the day is to ensure students clearly understand the importance of both their own learning, and the learning of their peers and the reasons they have been removed from the classroom.

It allows for the consequence to be completed immediately and allows the student to make a 'fresh start' the following day. It also allows us to complete the necessary restorative work with students so they clearly understand the impact their choices have on themselves and others as well as provide additional support where necessary.

Parents will receive a phone call from a member of staff to inform them when their child has been removed from a session and explain that their time in the Reflection Room is about to begin. Teachers are also expected to contact parents when a student has been removed from their lesson to the Reflection Room. This is to help parents work effectively with the school to prevent the same behaviour from happening again.

What happens if a student does not arrive at the Triage Room, or refuses to enter the Reflection Room?

The student will be suspended for 1 day. At Little Lever, we expect our students to 'take responsibility' for their behaviour. In line with the current behaviour policy students will be placed in the Reflection Room and an additional 30mins at the end of the day on return from suspension.

A student may be removed to the Reflection Room immediately 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**
- **Walking out of class without permission**

A Reflection will not be changed or moved unless exceptional circumstances arise.

An after-school sporting fixture or picking up siblings from a local primary school are not exceptional circumstances and students will be expected to complete their time in the Reflection Room. If students want to attend their sporting fixtures and help out their families they must make the right choices when they are learning. 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 and work positively with families to resolve complex situations.

What happens if students do not follow Corridor Climate?

If students choose not to follow Corridor Climate then it is exactly that... it is a choice they have made.

Staff will be at their classroom doors meeting and greeting students when they transition to their next session or to break and lunch. Staff will 'narrate the positive' with students as they move through the school with continuous praise for following corridor climate e.g.

'Well done Year 9 , fantastic corridor climate'

'This is amazing Year 8, your corridor climate is really helping other students learn, well done!'

Teaching staff will remind students about corridor climate as they transition through the school. If a student chooses not to follow corridor climate they will be issued with a 20 minute lunch time correction which will be completed the next day. Parents and carers will be informed of this via a text message.

Students will have the opportunity to get their lunch in the first and last 5 minutes of their lunch break or alternatively a cold lunch will be provided in the correction room for those students who may not have had time to gather their lunch.

What happens if students do not follow a reasonable request?

If students choose not to follow a reasonable request then it is exactly that... it is a choice they have made.

Staff will ask students politely to follow an instruction. If students choose not to follow the instruction the member of staff will clearly state it is a reasonable request.

If at this point a student chooses not to follow a reasonable request they will be issued with a 20 minute lunch time correction.

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

We want all our students to take responsibility for their equipment. These are the tools they will need to learn effectively throughout the school day. Students will be at a significant disadvantage if they do not have all their equipment with them at all times. We also understand that people can at times forget things.

Equipment is checked on our 'Line up' routines every morning. If a student does not have the correct equipment for the day their form tutor will mark an equipment register which will indicate the equipment they do not have. The student will then loan the equipment they do not have for the day. Students **must take responsibility** for this equipment and will therefore need to return it to Base Camp at the end of the school day.

Each Form is given a pot of money which equates to £200. If a student loans equipment for the day and does not take responsibility to return it £1 will be deducted from the Form's pot of money for every day a student does not return their equipment.

At the end of the year each form can choose to spend their money on a range of activities that they will have the opportunity to vote on. Each form can also choose to 'pool' their money together as a year group to give them a greater range of options for their chosen activities.

Restorative Conversations:

Every time a student is issued with time in the Reflection Room a restorative conversation should take place between the student and the teacher. This is a chance for the teacher to explain the reasons for the Reflection Time 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 be placed in our Reflection room...

We make our behaviour system very clear for students in order to support them to self-manage their own behaviour. At each stage of our system students have a choice to make. If they make the right choices they will 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 be removed from the lesson for their actions.

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

The Reflection room is an opportunity for students to reflect on the choices they have made. The Reflection room is set up as any other classroom in the school would be.

In the Reflection Room students will reflect on the choices they have made, complete their timetable, where possible, using the curriculum map. There will be a particular focus on English, Maths and Science work as well as reading.

Any planned interventions for students will take place even if they are placed in the Reflection Room.

Any reasonable adjustments that are put in place for students will be applied in the Reflection 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.

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

1. **If a student is removed from a session following a chance or a choice**
2. **If a student does not turn up to a 20 minute lunch time correction...** Students that choose not to turn up to their lunchtime Correction and accept responsibility for their actions will be placed in the Reflection room for thirty minutes at the end of the day. They will return to normal sessions the following day
3. **When returning from a suspension** – 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 suspension. Students as well as parents / carers will be invited to a re-integration meeting where we will try to better understand the reasons for a student's behaviour and look to put in place supportive measures where relevant.

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 or for repeatedly refusing to follow a reasonable request from staff where it poses a health and safety risk. This will be at the professional judgment of the member of staff and approved by a senior leader or learning leader.

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 and these will be put into place by the member of staff in the Triage Room and the Reflection Room.

Advice from the school's 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 consequence 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, as well as social media-related incidents or cyber bullying. Students should 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 consequences 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 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.

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.
- 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 25 minute lunch time correction to time in the Reflection Room, a suspension or Permanent Exclusion for more serious or repeated instances.

Suspension and Permanent Exclusions:

Advice for Parents on Suspension 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 suspension from school will be deemed as the appropriate sanction. A suspension from school is a very serious matter and will be noted on a child's school record.

If your child has been suspended 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 suspend 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 suspension and permanent exclusion?

There are two types of exclusion:

- A suspension
- Permanent Exclusion

Suspension

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

On their return from a suspension the following procedures will take place:

- A reintegration interview arranged where the suspended student and the parent / carer attends.
- The student is formally readmitted to the school.
- The student is to spend the day in the Reflection Room to ensure that the school can be certain that they have returned in the right frame of mind and allow any plans made to support the student in the reintegration meeting to be in place in time for the student returning to lessons.

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.

Suspension

There are many aspects of unacceptable behaviour for which the school would recommend suspension. 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 Suspension Ruling

Provision for full time education for students who receive a suspension 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 suspension for a period of 6 days or longer.** We are required to make such provision from the **6th day** of any such suspension.

Day one to day five of a suspension

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

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

From day six of a suspension

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

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 suspension.

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 suspension. 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 suspension. This planning will take place during the first 5 days of the suspension 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 suspension, the Learning Leader will aim to arrange a reintegration interview at a mutually convenient time for the school and parent / carer. 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 Suspension

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

National Standard List of Reasons for Suspensions

1. This list, provided by the DfE, gives descriptions of reasons for exclusions which schools and LAs are required to use when reporting suspension data. The categories (in bold) are intended to cover the main reasons for suspension.
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 Suspension 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 suspend will reflect the severity of a single situation or the cumulative effect of a series of events. Ultimately, the decision to suspend 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 Headteacher 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 Year leader	Meeting with SLT	Meeting with Principal
Adaptive Teaching	Early Help	Targeted Early Help
Flexible grouping strategies within the classroom	SENDCo involvement	Advanced SENDCO involvement
Appropriate within class scaffolding	SENDCo meeting with parent /carer	CAHMS referral
Explicit instruction	EIT support	EIT support
Cognitive and metacognitive strategies via AM Prep time	EP referral	EP referral
Positive comments book – catch me being good	Year Leader Perfect Climate Report	Allocated a Key Worker
Reading Intervention – Lexonic / Lexonic Leap / Guided Reading	Reading Intervention – Lexonic / Lexonic Leap / Guided Reading	Reading Intervention – Lexonic / Lexonic Leap / Guided Reading
Specialist equipment	Specialist equipment	Specialist equipment
Dyslexia intervention	Dyslexia intervention	Dyslexia intervention
Social Skills Interventions	Social Skills Interventions	Social Skills Interventions
Zones of regulation intervention	Zones of regulation intervention	Zones of regulation intervention
Anger Management Interventions	Anger Management Interventions	Anger Management Interventions
Anxiety interventions	Anxiety interventions	Anxiety interventions
Building positive friendships	Building positive friendships	Building positive friendships
Moods and feelings questionnaire	Moods and feelings questionnaire	Moods and feelings questionnaire
Punctuality Report	Punctuality Report	Punctuality Report
Restorative sessions	Restorative sessions	Restorative sessions
Smoking cessation	Smoking cessation	Smoking cessation
'Day in the Life of....' Review	'Day in the Life of....' Review	'Day in the Life of....' Review
Course change	Self Esteem group work	Self Esteem group work
Classroom observation	Phase 3 Curriculum in Mountain Rescue	Phase 1 Curriculum in Mountain Rescue
Change of form	Phase 3 Curriculum in the Hub	Phase 1 curriculum in the Hub
Change of class	Phase 2 Curriculum in Mountain	'Bubble Pass' - Flexible access to

	Rescue	support when it is needed
Seating plan change	Phase 2 Curriculum in the Hub	Further SEND intervention
Nightclub catch up programme	'Bubble Pass' - Flexible access to support when it is needed	Additional Adult support
'Keep up not Catch up' English, maths or science intervention	Nurture breakfast club	EPS referral
Enrichment programmes	SALT interventions	Working with other professional
Interview with connexions / careers co-ordinator	Pupil Panel referrals	Social worker involvement
	Enrichment programmes	YOT involvement
	SLT mentor	Referral for Alternative Provision
	Interview with connexions / careers co-ordinator	Offsite Direction
	Graduated response cycle initiated	Managed Move
		Nurture breakfast club
		SALT interventions
		Interview with connexions / careers co-ordinator
		Graduated response cycle initiated

Mountain Rescue or the Hub – These provisions offer 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 for a limited period of time to ensure we adequately meet the needs of students before re-integrating them back into their full curriculum offer. There are three phases of modified curriculum:

Phase 1 = Full time provision in Mountain Rescue or the Hub. Students have access to the full curriculum with a suite of support strategies as part of their timetable.

Phase 2 = Part time provision in Mountain Rescue or the Hub. Students attend the vast majority of their lessons and may receive interventions in Mountain Rescue or the Hub and / or complete some consequences in the Hub or Mountain Rescue. All students still have access to the full curriculum.

Phase 3 = Students use a 'bubble pass' to access the Hub or Mountain rescue as and when they need to for a fixed period of time at the discretion of the Mountain Rescue and Hub managers.

Each phase is a 6 week process.

Students are referred to a Pupil Panel each week. At the panel the progress of students in Mountain rescue and the Hub is reviewed and new referrals are considered.

Base Camps:

Base camps are designed to help students reach the top of their mountain. To reach their aspiration and achieve things they never thought they could

Base Camp 1: This provision is designed to support students with equipment, including their timetable and uniform before the start of the school day. If students do not have the correct equipment or uniform they can loan or purchase equipment or uniform here.

Base Camp 2: This provision is designed to support students at break time and lunch times with equipment, their timetable and uniform during the school day. Students can also make referrals and report incidents at Base Camp 2. Base Camp 2 is open for students at break and lunch to support them during the school day.

Base Camp 3: This provision is our safeguarding provision and students can use Base Camp 4 to refer, report or disclose any safeguarding concerns they may have.

Alternative Provision – Where an assessment is made which determines that a student may require more specialist provision, a referral will be made to the Trust disciplinary committee who will scrutinise and approve or reject the alternative provision referral. The Trust will determine whether the alternative provision will achieve the core purpose of the school and improve the life chances for an individual student.

Offsite Direction:

Section 29A of the Education Act 2002, [Education Act 2002 \(legislation.gov.uk\)](https://www.legislation.gov.uk/ukpga/2002/32/section/29A) sets out the power to direct a pupil off site to improve the pupil's behaviour.

Off-site direction is when a governing board of a maintained school requires a pupil to attend another education setting to improve their behaviour. Whilst the legislation does not apply to academies, they can arrange off-site provision for such purposes under their general powers.

In line with DfE guidance, where interventions or targeted support have not been successful in improving a pupil's behaviour, off-site direction should be used to arrange time limited placements at an alternative provision or another mainstream school.

Depending on the individual needs and circumstances of the pupil, off-site direction can be full-time or a combination of part-time support in alternative provision and continued mainstream education. A proposed maximum period of time should be discussed and agreed upon as part of the planning phase for an off-site direction.

Offsite Directions to a mainstream school in Bolton are agreed between schools themselves and are set at a maximum timescale of 12 weeks. Schools can agree between themselves to set appropriate timescales for an Offsite Direction depending upon the context of the situation. These timescales must be between a minimum of 3 weeks and maximum of 12 weeks.

The process should embed a review meeting in week 3 and a final review meeting must be arranged at an appropriate time close to the final week of the planned Offsite Direction.

Schools must seek approval from their Governing Board for any Offsite Direction. Schools must state the length of time of the Offsite Direction, the dates of the 3 week review (Review 1), the final review and if appropriate a second review that will be strategically placed in between the 3 week review and the final review and outline the reasons why the Offsite Direction has been put in place.

Parents and carers of the pupil must be informed in writing before any Offsite Direction begins. The Local Authority (SEND officer) must also be informed for any pupils who have an EHCP. Where a pupil is working with a social worker the social worker must also be informed of the Offsite Direction.

