



Behaviour Policy

Reviewed by: Mr D McKeon

Review Date: July 2026

Ratified by Standards Committee

Version Control

Current version	Previous version	Summary of changes made
September 2025		<p>14.5 – Clarification on purpose of Triage Room</p> <p>16.7 – Adjustment made to ‘exceptional circumstances’</p> <p>24 – New section added on Safeguarding</p> <p>25 – New section added on Malicious allegations</p> <p>26 – More detailed information on recognising the impact of SEND on behaviour</p> <p>27 – More detailed information on adapting sanctions for pupils with SEND</p> <p>28 – Considering whether a pupil displaying challenging behaviours may have unidentified SEND</p> <p>29 – New section on Pupils with SEN but without an EHC Plan displaying challenging behaviours</p> <p>30 – New section on Pupils with an EHC Plan</p> <p>31 – New section on Supporting pupils following a sanction</p> <p>34.1 – Update to levelled support section</p> <p>34.2 – Update to Mountain Rescue and the Hub Phase curriculum</p> <p>34.3 – Update to Part-time timetables</p> <p>Removal of the word ‘Pyramid’ and replaced with ‘Mountain’ throughout the document</p>
[September 2023]		Updated information regarding the use of Chance Choice Reflection and alteration of after school corrections to lunchtime. Removal of Reflection +.
[September 2022]		Updated information regarding the use of Reflection +. 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.
[September 2021]		Existing policy re-written September 2021. To be reviewed September 2022

LITTLE LEVER BEHAVIOUR POLICY

1. Introduction:

- 1.1** 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 policy is driven by the core values of the school.
- 1.2** *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 in 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 consequence rather than severity. We understand that there is always a root cause to a student's behaviour and we strongly believe that consequences 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.*
- 1.3** We want all of our students, during their time with us, to reach the top of our behaviour 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.
- 1.4** The behaviour 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:



1.5 The 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)

2. Our Purpose, Values and Habits:

2.1 Our purpose is ***‘To help every person achieve things they never thought they could’***

2.2 We set high standards and 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.

2.3 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

2.4 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!

2.5 We have core values that students and staff recognise 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 of 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.

2.6 We believe 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 developed a set of learning 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 learning habits. We do this in order that EVERY student has the best chance of achieving things they never thought they could at Little Lever.

2.7 Our learning habits are:








- We follow Perfect Climate in our classrooms.
- We are quiet and sensible when we are outside of the 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 have our equipment at all times (Pencil case, Pen, Pencil, ruler, purple pen, mini-whiteboard pen, mini whiteboard, timetable).
- We wear the correct uniform in the right way.
- We are 'on time' (punctual).

All of our habits are designed in a way that allows all children to effectively use them so they can help themselves and help others achieve things they never thought they could. We build simple routines around all of our habits so all children including those children with special educational needs can follow our habits. Reasonable adjustments are made to ensure all students are able to follow our habits.

3. PRAISE Culture:

- 3.1** 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.
- 3.2** Praise should be given in a 90:10 ratio. Being positive with students builds resilience and improves engagement and work rate.
- 3.3** Every student has the opportunity to earn achievement points every day. These are earned by students, for upholding the core values of Being Kind, Working Hard and Taking Responsibility, as well as demonstrating the Little Lever Learning Habits.
- 3.4** We issue daily rewards. Each morning, as part of the line up routine, public praise is given to each form group based on the total achievement points the form earned the previous day, as well as individual students who have gone above and beyond to demonstrate our values and habits each day. We celebrate this together as Team Little Lever, by applauding them for their efforts. This promotes a sense of family, belonging and teamwork.

3.5 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)
 	  	 

4. The Behaviour Curriculum:

4.1 The school has a behaviour curriculum which teaches students to do what is expected of them, including to:

- Behave in a safe and orderly way.
- Be kind to members of staff and each other.
- In lesson, make it possible for all students to learn, support and promote disruption free learning for all.
- Move quietly and sensibly around the school in line with the Corridor Climate.
- Care for the school buildings and property.
- Wear the correct uniform at all times, including to and from school.
- Take responsibility for their behavioural choices by accepting consequences issued for these.

5. The Perfect Climate:

- 5.1** All activities that take place in our classrooms should be completed in Perfect Climate 1, 2 or 3. By following the Perfect Climate, it helps all our students 'achieve things they never thought they could'.
- 5.2** 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.
- 5.3** There are 3 types of Perfect Climate. These are:
- **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.

6. Corridor Climate:

- 6.1** The Corridor Climate 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.
- 6.2 Sensible** means non-contact, no running and behaviour that **demonstrates kindness** to others i.e. no pushing, tripping etc....
- 6.3 Quiet** does not mean silent. It means that conversations and the volume of those conversations never disturb the learning of any other students.

7. Track the Teacher:

- 7.1** 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.

8. Student Attention:

8.1 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.
- Track the Teacher / adult
- Be silent by 1.

8.2 This ensures we can transition swiftly and effectively from one learning activity to the next in our classrooms. It is also a safe and effective way to quickly get all 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. Non-verbal signals as well as verbal signals ensure all children can follow this habit.

9. Reasonable Requests:

9.1 Reasonable requests are vital in maintaining a safe and orderly environment. A reasonable request will meet the following criteria:

- **Be clear and understandable** – the request should be communicated in a way that the student can understand based on their age, development, language ability and any special educational needs or disabilities.
- **Be fair and justified** – they will be aligned with the values of the school, therefore supporting students in being kind, working hard and taking responsibility, as well as serving a legitimate purpose such as maintaining safety or a productive learning environment.
- **Not be excessively demanding or harmful** – the request should not endanger a student's physical or mental well-being, nor should it be humiliating or discriminatory.

9.2 Reasonable requests are reminders or chances for students to correct small things as they move around the school.

9.3 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, could you make your way outside ready for the line-up? There is only one minute until the first whistle goes.*

9.4 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'. We give every student the opportunity to correct their decisions / choices

10. Equipment:

- 10.1** Students should be fully equipped at the start of the school day, as well as for each lesson they attend. The school will purchase all of the equipment required for every student on the first day of a new academic year.
- 10.2** Students should be equipped with the following:
- *A clear plastic pencil case.*
 - *A black ball point pen.*
 - *A pencil.*
 - *A ruler.*
 - *A bookmark.*
 - *A timetable.*
 - *A whiteboard pen.*
 - *A mini whiteboard.*
- 10.3** Where any of these items are missing during the equipment check as part of the line-up routine, students can borrow this equipment and then return it in PM Prep at the end of the school day.
- 10.4** Items can be replaced by exchanging achievement points for equipment at the equipment shop in the library at lunch times.
- 10.5** We understand that students may sometimes forget their equipment. In these circumstances students will be able to borrow equipment on the 'line up' or as they enter the school. We ask that all students return the equipment they have borrowed at the end of the school day.
- 10.6** Each form is allocated a student fund for a set amount each academic year. If students do not return their equipment at the end of the school day a nominal fee is taken off the students fund for the form. At the end of the academic year each form pools their fund together to pay for a range of activities which all students can enjoy.
- 10.7** At the start of every lesson, when students enter their classroom, they should take all of their equipment out of their bag and place on the desk before starting their connect now.

11. Uniform, Jewellery and Hair Styles

- 11.1** Students are expected to:
- Wear standard uniform correctly when in school and travelling to and from school.
 - Wear a blazer, and a tie.
 - Wear a white shirt tucked in.
 - Wear black polishable shoes.
 - Please view our uniform policy for full details.
- 11.2** 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.**

11.3 Students are permitted to wear the following items of jewellery:

- A single pair of stud earrings, no more than 0.5cm in diameter.
- A wristwatch.

11.4 If students choose to cross the Blue Line each morning wearing anything other than a single pair of stud earrings and a wristwatch, then the jewellery will be confiscated and a 20 minute correction will be issued. Students are able to collect their jewellery at the end of each school day.

11.5 Extreme hairstyles are **NOT** permitted, along with unusual hair colours. 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 time in the Reflection Room may be issued if the situation is not resolved by the timescale agreed. These decisions will be made on a case by case basis.**

12. Mobile Phones

12.1 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.

12.2 As parents may want students to have a mobile phone for safety reasons, or to pay for travel to and from school, it must remain switched off and in their bag until the end of the school day.

12.3 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 a safe. The name of the student will be taken. Students can then collect the phone at the end of that school day.

12.4 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.

12.5 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.

13. Being on Time (Punctual):

- 13.1** Students are expected to be on time to school every day and on time to every session.
- 13.2** The school day starts at 8.30am, at which time a whistle will be blown by a member of staff on the gate to the rear yard. The staff member will then close the gates and students arriving after this will be late.
- 13.3** When students arrive late to school, they enter through the main reception and sign. If a student signs in at the main entrance, they will receive a late correction at the end of the school day. This will be for a period of 10 minutes. If students do not attend this late correction a full 20 minute correction will be issued at lunch time the following day.
- 13.4** For students who are identified as being persistently late, they will complete 20 minute lunch time corrections the following day each time they arrive late
- 13.5** For students that arrive after 9.00am, they will receive a U code (late after the register close), counting against their attendance as an unauthorised absence.

14. Classroom behaviour:

At Little Lever we value learning and we feel every student in our school deserves the right to learn in a disruption free environment. We will always give students the opportunity to change their behaviours and will use a range of strategies to support students to manage their behaviour within our classrooms. All our students understand that disrupting our own learning and the learning of others is high stakes and will have a serious impact on their own life chances and the life chances of other students. Our aim is to protect all students' learning whilst simultaneously supporting students to reflect and repair their behaviours within an environment of high expectations.

Our classroom behaviours are underpinned by our Perfect Climate system:

What Happens if a Student Chooses Not to Follow the Perfect Climate? Chances... Choices... Reflection

- 14.1 If students choose not to follow the Perfect Climate...** Teachers will reference the Perfect Climate with every task they set so it is clear which Perfect Climate they should be following. Teachers will use a range of strategies before issuing a 'Chance' to any student. These strategies could include:

- First attention to best behaviour
- Non Verbal signals
- Front loading
- Live in the now
- Narrate the positive
- Assume the best
- Plausible Anonymity
- Talk expectations and aspiration
- Challenge... 'Y9Ma1 did this brilliantly... let's see if we can beat them'
- One to one on the same level quiet word

- 14.2 If a student has made the choice not to follow the Perfect Climate despite a range of strategies used by the teacher 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.
- 14.3 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.
- 14.4 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 students will be given a yellow card which explains the reasons the teacher has removed them from the session. They will be asked to leave the classroom and go to the 'Triage Room'. It is the student's responsibility to make their way to the Triage Room and they must arrive within four minutes.
- 14.5 The Triage room is designed to support all students before entering the reflection room.** It ensures students are registered before entering the room and where necessary parents / carers are contacted to explain the broad reasons why. Students are also provided with a Reflection room pack which allows them to reflect on the choices they made and organise their work and learning for the remainder of the day. Triage also allows us to distinguish whether there are any underlying safeguarding needs that need to be addressed and establish whether all reasonable adjustments have been put in place for any children with SEND.

15. What Happens if students are placed in the Reflection Room?

- 15.1** When students have been removed to the Reflection Room, they will complete the remainder of the school day in the Reflection Room, with an additional thirty minutes at the end of the school day.
- 15.2** The Reflection Room is an opportunity for students to reflect on the choices they have made. Students will follow a core curriculum of Science, English and Maths. 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.
- 15.3** 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. Removing students to the Reflection Room helps them to understand the importance of both their own learning, and the learning of their peers, as well as the reasons they have been removed from the classroom. It also allows for the consequence to be completed immediately and allows the student to make a 'fresh start' as soon as they enter the next lesson they attend.
- 15.4** When a student is placed in the Reflection Room, parents will receive a text from school to inform them when their child has been removed from lesson, whilst reminding them of the standard finish time for students in the Reflection Room. This will be sent at the first opportunity the member of staff in the Triage Room has to complete this action.
- 15.5** Teachers will 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. This call should be completed within 1 day of the student being removed from lesson and before the teacher teaches this student in their next session.

15.6 If students continue to disrupt learning by not following the Perfect Climate, fail to follow reasonable requests, or break our learning habits in the Reflection Room, further consequences will be issued. Teachers will again use a range of strategies before moving to issuing Chances and Choices. Should a student continue not to follow the teacher's instructions and continue to disrupt the learning of other students a 15 minute extension to the day will be issued. This will mean a 3.45pm finish for students.

15.7 At the end of each session students' Chances and Choices will reset in the same way as all other students in the school would do when they attend their next session. If a student continues to disrupt learning in the Reflection room and moves beyond a Chance and Choice a further 15 mins will be added to the time they finish. This will mean a 4.00pm finish.

15.8 If a student continues to disrupt the learning in the Reflection room once they have been issued with a 4pm finish and again moves beyond a Chance and Choice they will at this point receive a 1 day suspension. At this point a student will have potentially had more than 12 opportunities to change their behaviour and suspension will be used as a last resort.

16. Why Else Might a Student be Placed in the Reflection Room?

16.1 We make our consequence system very clear for students in order to support them to independently manage their own behaviour. At each stage of our consequence 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.

16.2 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.

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

- If a student is removed from lesson following a chance or a choice.
- If a student does not turn up to a lunch time Correction.
- When returning from a suspension.
- 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 includes being out of bounds or repeatedly refusing to follow a reasonable request from staff). This will be at the professional judgment of the member of staff and approved by a senior leader or learning leader.

16.4 In addition, if students walk out of the room before their scheduled finish time, make behavioural choices that endanger others, throw an object in the room or threaten or intimidate another student or member of staff, a suspension will be issued.

16.5 What happens if a student does not arrive at the Triage Room, or refuses to enter the Reflection Room? The student will be asked about the reasons why they made this decision and we will listen to what the student has to say before making a decision. The students will normally be given the opportunity to repair their choices and go into the Reflection room via the

Triage room. However, if there was a deliberate non-compliance and a continuation of this then a 1 day suspension will be considered as a last resort. At Little Lever, we expect our students to 'take responsibility' for their behaviour. On return to school, students will complete the rest of that day in the Reflection Room, plus an additional 30mins at the end of that school day.

16.6 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 deliberately.
- Threatening or intimidating another student.
- Walking out of class without permission.

16.7 A Reflection will not be changed or moved unless exceptional circumstances arise. We will always work effectively with parents and carers to support the effective implementation of any consequences that are issued. However, reasons such as an after-school sporting fixture or a birthday party 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.

17. Corrections:

17.1 Corrections can be issued for a variety of smaller misdemeanours in school. These include:

- Not following the corridor climate.
- Failing to follow a reasonable request.
- Being late to lesson / failing to attend the line-up.
- Being out of bounds.
- Unkind behaviours towards staff or students.
- Not borrowing a PE Kit when failing to bring their own.

17.2 When a Correction has been issued for a student, parents and carers will be informed via text message to notify them that their child has a correction at lunch time the following day.

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

18. Reasonable Adjustments

18.1 All students, including those who have an Educational Health Care Plan or an identified additional need (s) will be expected to follow the Behaviour Policy. Individual circumstances (*for example*, SEND) of students will always be considered and reasonable adjustments will be made for some students. The decision to make a reasonable adjustment to a consequence will be made by SLT and the SENCO. Reasonable adjustments to consequences will be communicated to staff, parents and carers and the student.

18.2 Specific strategies to support student behaviour for those students with special educational needs is shared with, and accessible to all staff via student passports and weekly SEND briefings led by the SENCO.

19. Parents and Carers as Partners:

- 19.1** Experience shows that young people profit most from education when there is a clear and co-operative understanding between school, student and home.
- 19.2** We recognise that parents/carers play a crucial part in shaping their child's attitudes. Consequently, as in all other areas of school life, we seek to work with them as partners. in school. These include:
- 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.

20. Behaviour Outside of the School Gates:

- 20.1** 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.
- 20.2** 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.
- 20.3** If a student is in uniform and they are on their way to or from school then they should behave sensibly and respectfully. If student conduct outside the school falls below an acceptable standard, sanctions can be issued and poor behaviour will be challenged.

21. Care and Control:

- 21.1** 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.
- 21.2** All teachers are authorised to use reasonable force to control or restrain students.
- 21.3** 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.

22. Making Good:

- 22.1** 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.

23. Harmful Sexual Behaviours:

- 23.1** 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.
- 23.2** 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.
- 23.3** 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.
- 23.4** 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.

24. Safeguarding:

- 24.1** The school recognises that sudden changes in behaviour may be an indicator that a child is in need of help or protection.
- 24.2** The Principal will consider whether a student's behaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case the school will follow the school's safeguarding policy and procedures and consider whether pastoral support, an Early Help intervention or a referral to children's social care is appropriate.

25. Malicious Allegations:

- 25.1** Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.
- 25.2** Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.
- 25.3** In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.
- 25.4** The school will also consider the pastoral needs of staff and pupils accused of misconduct. Please refer to the School Safeguarding Policy for more information.

26. Recognising the impact of SEND on behaviour

- 26.1** The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND). When incidents of misbehaviour arise, school staff will consider them in relation to a pupil's SEND, although recognising that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis. It is important to recognise that SEND is not an excuse for poor behaviour and high expectations are essential in line with the SEND Code of Practice to ensure every student has an equal and fair opportunity to learn.
- 26.2** When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the Principal will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:
- Taking reasonable steps to avoid putting a disabled pupil at any substantial disadvantage as a result of the school's policies or practices ([Equality Act 2010](#)).
 - Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#)).
 - If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured by the local authority and the school must cooperate with the local authority and other bodies.
 - As a part of meeting these duties, the school will anticipate, as far as possible, behaviour expectations that a pupil may have difficulty meeting due to their SEND and/or all likely triggers of misbehaviour, and put in place support to prevent these from occurring. This may include approaches such as:
 - *Short, planned movement breaks for a pupil whose SEND means they find it difficult to sit still for long.*
 - *Adjusting seating plans to ensure, for example, that accessibility arrangements are appropriate, that pupils have easy access to targeted support from the teacher, are removed from potential distractions, or are responsive to specific anxieties.*

- *Adjusting uniform requirements for a pupil with sensory issues.*
- *Training for staff in understanding conditions such as autism so that staff understand, for example, how to manage change of transitions for children who experience greater anxiety at these times.*
- *Use of appropriate spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload.*

26.3 Any proactive support will take into account the specific circumstances and requirements of the pupil concerned. Schools need to manage pupil behaviour effectively, whether or not the pupil has underlying needs.

26.4 Where a pupil's special educational need or disability may impact their ability to meet the expectations set out in the behaviour policy, it is important to identify the specific barrier they experience and put in place appropriate reasonable adjustments to support the pupil to meet the expectations.

26.5 The impact of the support must be regularly evaluated. Some pupils with SEND will also require targeted or specialist support and / or intervention to meet the expectations set out in the behaviour policy. Where this is the case, this should be implemented using a graduated approach to assess, plan, do and then review the impact of any support being provided.

27. Adapting sanctions for pupils with SEND

27.1 When considering a behavioural sanction for a pupil with SEND, school staff will take into account:

- Whether the pupil with a special educational need or disability was appropriately and/or reasonably supported to understand the rule or instruction, and meet the expectation(s) required of them?
- Where a pupil displays behaviours that present a risk of harm to themselves or others as a result of their special educational need or disability, were appropriate reasonable adjustments and support in place and consistently implemented for the pupils, including where this is required to achieve appropriate de-escalation?
- Whether the sanction is a proportionate means of achieving a legitimate aim

27.2 If the answer to any of these questions is no, it may be unlawful for the school to sanction the pupil for the behaviour. Where a sanction is implemented, the Principal will assess where appropriate reasonable adaptations will be made to the sanction. The Principal will need to consider their duty to safeguard the pupil themselves, other pupils and staff when identifying how best to support the pupil following any incident where the education or welfare of others was placed at risk of serious harm. In these incidents, the Principal will consider whether a risk assessment will need to be undertaken in partnership with parents and, where appropriate, with the pupil themselves. Where appropriate, external partners, such as the local authority, could also be involved.

28. Considering whether a pupil displaying challenging behaviours may have unidentified SEND

- 28.1** The special educational needs co-ordinator (SENCO), in partnership with other leaders (e.g. pastoral lead, attendance lead etc.), will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.
- 28.2** Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.
- 28.3** When acute needs are identified in a pupil, school staff will liaise with external agencies and plan support programmes for that child. School staff will work with parents to create the plan and review it on a regular basis.

29. Pupils with SEN but without an EHC plan displaying challenging behaviours

- 29.1** For pupils with SEN but without an EHC plan, the school will review, with external specialists where appropriate, whether the current support arrangements are appropriate and what changes may be required. This review may result in schools requesting an EHC needs assessment or a review of the pupil's current package of support.

30. Pupils with an education, health and care (EHC) plan

- 30.1** The special educational provision set out in the EHC plan must be secured by the local authority. The school will use its best endeavours, working with the local authority and other bodies, to secure the provision that a pupil's special educational needs call for.
- 30.2** If school staff have a concern about the behaviour of a pupil with an EHCP, the Principal will make contact with the local authority to discuss the concerns and if any additional support that might be required.
- 30.3** Where it is identified that the provisions set out in the EHCP are no longer appropriate to meeting the needs of the pupil or where an alternative placement is being sought, the Principal may request an early annual review. Requesting an early annual review should be considered prior to making the decision to permanently exclude.

31. Supporting pupils following a sanction

- 31.1** School staff will employ strategies for successfully reintegrating pupils following removal from the classroom, in another setting under off-site direction or following suspension.
- 31.2** **Removal from classroom:** Staff hold a restorative conversation with the student at the end of the school day preferably on the same day the student was removed from the classroom but certainly before the student next attends that session. Students also complete a Reflection log with in the Reflection Room. Teachers are expected to contact parents and carers to explain the reasons
- 31.3** **Following Suspension:** Senior Leaders conduct re-integration meetings where actions and referrals are made in collaboration with parents and carers to our Pupil Panel to further support students.

31.4 Returning from Offsite Direction: Senior Leaders and Learning Leaders conduct a re-integration meeting / induction session back into school. This meeting / induction will be designed on case by case basis depending upon the nature of the reasons an Offsite Direction was put in place.

32. 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/carer during the day by telephone. A letter will then be posted on the parent portal informing the parent/carer 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 mountain.

33. Supporting our students to get to the top of the mountain:

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 mountain.

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.

34. 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:

34.1 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 via our Pupil Panel Strategic meeting.

LEVEL 1 SUPPORT	LEVEL 2 SUPPORT	LEVEL 3 SUPPORT
Meeting with Year leader	Meeting with SLT	Meeting with Principal
Positive comments book – catch me being good	Year Leader Perfect Climate Report	Key Worker
Form Tutor Perfect Climate Report	Restorative Justice	Phase 1 Mountain Rescue or Hub curriculum
Punctuality Report	Punctuality Report	Offsite Direction
Classroom observation	Early Help	SLT mentor
Change of form	SENDCo involvement	Interview with connexions / careers co-ordinator
Change of class	SENDCo meeting with parent /carer	Further SEND intervention
Course change	Social skills programme	Additional Adult support
Reading Intervention	EIT support	EPS referral
Seating plan change	Dyslexia intervention	CAMHS referral
Specialist equipment	Reading intervention	Working with other professional
Dyslexia intervention	EP referral	Targeted Early Help work with Social worker
Building positive friendships	Enrichment programmes	Registered Alternative Provision
Moods and feelings questionnaire	SLT mentor	Social worker involvement
Nightclub catch up programme	Building positive friendships sessions	MAMP referral
Restorative sessions	Anger management sessions	Early EHCP annual review call
Keep up Not catch Up	Self Esteem group work	Re-negotiate objectives of an EHCP with LA and parents/carers to improve life chances
	Phase 2 curriculum in Hub or Mountain Rescue	Virtual schools strategic meeting
	Phase 3 curriculum in Hub or Mountain Rescue	Referral to children’s social care / Child Protection order
	Bubble Pass	
	Nurture Breakfast Club	
	Nightclub core catch up programme	

34.2 Mountain Rescue or the Hub – These provisions offer opportunities for any student relating to social, emotional, mental health and SEND 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.

We operate three phases of curriculum within the Hub and Mountain Rescue. These phases are reviewed every 6 weeks with the overall ambition to move students through each phase of curriculum with support until they can thrive independently in their sessions.

Phase 1 – Full time provision in either the Hub or Mountain rescue. Students follow the full curriculum offer but will have a range of interventions to support them in the Hub or Mountain Rescue. This will be to support students who may have very complex needs or are suffering from extreme trauma.

Phase 2 – Students access the vast majority of their curriculum in their ‘normal’ classroom. At strategic times of the day students may attend the Hub or Mountain Rescue for targeted interventions to further support them.

Phase 3 – Students attend all their sessions but will be issued with a ‘bubble pass’ which allows them to access to the Hub or Mountain rescue at set times or whenever they need to use it. Bubble pass parameters are set on a case by case basis depending upon the students’ specific needs. This allows students to access the vast majority of their learning but they can use the Hub and Mountain Rescue to support regulation or emotional stability throughout the school day.

34.3 Part-time Timetables: Part -time timetables in line with DfE guidance will not be used to support a students’ behaviour. Part-time timetables will be used on medical grounds where there is clear medical evidence in order to help support students to re-integrate back into school. A referral for a Part-time timetable must be made initially to the Chair of the Pupil Panel. This will need to be approved by the Principal before being reviewed and approved / rejected by the Trust disciplinary panel.

34.4 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 discipline committee who will scrutinise and approve or reject the alternative provision referral. Little Lever will only look to make referrals to registered Alternative Provisions where we feel the provision will help improve the life chances of the student.