



**UNLOCKING POTENTIAL
LEVELLING THE SOCIAL AND ACADEMIC ARENA**

BEHAVIOUR AND SANCTION PROCEDURES

Mission Statement

The Levels School exists to provide a nurturing environment in which students with specific learning difficulties and co-occurring diagnoses can develop their self-esteem and aspire to be independent young adults who value the rights, responsibilities and rules that exist to promote and support their future welfare. Our approach toward establishing this ideology is predicated on trauma-informed practice and an obligation to develop the social skills required to build their future aspirational communities. We exist to help them find their level.

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Introduction

This Behaviour/Sanction procedure is written in line with our understanding at TLS that "Behaviour is a form of Communication", so these sanctions processes have been written to be in-step with our trauma-informed practice.

Listed below are the 3 levels of recognised behaviours we expect to see in our students, along with associated sanctions. Level 1 are what we consider to be Learning Need related or low-level behaviours, rising to Level 3 which are the behaviours which will not be accepted within the Levels School. Level 2 listed behaviours are those which we feel reside within the range of emotional or communication difficulty needs and as such could be moderated over time with therapeutic interventions. The different identifiers of peer-on-peer abuse (bullying), have been catalogued across the 3 different behaviour levels.

The behaviours in each level are not listed in any order of severity. However, the sanctions use a RAG rating to identify lower to higher sanctions.

The RAG rating of each is a sliding scale starting with Green as the least punitive, working to Red as the highest sanction at that level of behaviour. The Green sanctions are the suggested starting point for staff looking to enforce a Sanction at a specific level but should be skipped if a more serious one needs to be imposed.

Student's recorded sanctions will be reviewed half termly by the tutor with the student, which will inform their comment for the student's report.

All sanctions set must be logged by the sanctioning staff member immediately on the school Management Information System (MIS), with time and date of sanction imposed and CC'd to student's Tutor, Therapist and Head of House. The sanction must be executed within the same day where possible, or otherwise within the next working day.

Level 1 Behaviours

- General **verbal abuse** ("Swearing") around other pupils.
- Directed **verbal abuse of staff** – in which "you" are targeted.
- **Deliberate ignoring** of staff instructions
- **Deliberate disruption** of others learning
- **Inappropriate** use of technology in school
- General 'Rough play' that **impacts** on another's personal space
- Physical behaviours that **intrude** on others personal space
- Behaviour that could **spread** communicable diseases (EG: not washing, spitting, etc)

Sanctions:

- Verbal Warning from witnessing staff – Follow with options to change the triggered-behaviour activity. If it doesn't work then Cooling off period, followed by review of behaviour with student.
- Cooling Off period for parties involved, in a neutral space (EG: classroom during break or therapy space during class)

- Restorative Justice procedures employed between parties involved, facilitated by witnessing staff, after a cooling off period.
- If witnessing staff is target of behaviour, then another member of staff will arbitrate a restorative justice session with the student and staff member involved – this should result in a letter of apology to the injured party.

- Scaled loss of time from a school activity, starting with a 10 min delay for start of activity.
- Scaled supervised time during a breaktime with witnessing member of staff

Level 2 Behaviours

- **Repeated, targeted** and **persistent** Level 1 behaviour
- **Persistent and deliberate disruption** of learning in a classroom
- **Targeted emotional harm** to another person
- **Targeted physical aggression** towards other pupils or staff
- **Abusing** school property.
- **Theft**

Sanctions

- Student is 'parked' by member of staff to a supporting teacher for the remainder of class time. Student reports their version of the incident to the supporting teacher at the end of that class. This provides opportunity for supporting teacher to facilitate a restorative justice session between parties.

- A meeting with the student, their tutor, the student's therapist and the associated member of staff will be called at the nearest time possible, with a view to applying an intervention for that student's needs.
- Behavioural Support Card issued to student, identifying 2 clear behaviour linked targets in discussion with therapist, to be achieved within a week. Parents are informed via email or telephone of Sanction in place and its purpose.

- Parents are invited to meet with their child, child's therapist and member of staff, along with the Head of House, at the end of the school day to discuss the behaviour and seek an intervention that will support the student in identifying and better managing that behaviour in the future.

Level 3 Behaviours

- **Repeated, Targeted** or **persistent** Level 2 behaviour
- **Abconding** or deliberately **hiding** from staff.
- **Fighting.**
- Throwing **dangerous** missiles. (EG: stones, sharp objects, items with broken or jagged edges)
- **Physical Assault** against students or staff. (EG: holding, choke holds, grabbing and detaining)
- **Certiably malicious** allegation against student or staff
- **Targeted diversity abuse** of any group (EG: Trans/gay bullying, racism, sexism, ableism, religious identification & gender identity)
- **Sexual misconduct** (including, but not limited to: overtly sexualised language, purposeful disrespect of personal boundaries, upskirting, catfishing, and sexualised contact)
- **Drugs** and **alcohol** misuse
- **Deliberate damage** to property
- Persistent or repetitive disruptive behaviour; or associated parental behaviour.

Sanctions

- For any of the Level 3 behaviours, there will be an automatic meeting with parents to discuss behaviours and look to resolve those behaviour outcomes, along with a formal written warning for that behaviour. This will sometimes need to be accompanied by the more punitive sanctions listed below.

- Isolation from usual class or enjoyable school activities where the student is withdrawn for a morning, afternoon or a day, or offset lunch times to be taken with associated staff member.

Exclusion periods on a sliding scale of inciting-behaviour severity or repetition:

- 1-day exclusion at home
- Suspension for 2 days
- Suspension for 1 week

Permanent exclusions

This sanction process is covered in detail within our Exclusions policy

Only the Head teacher, or the member of staff acting as the Head teacher in the Head teacher's absence, can exclude a child. Before deciding to exclude a child, the Head teacher will:

- Ensure that an appropriate investigation has been conducted.
- Ensure that all the relevant evidence has been considered.
- Give the child an opportunity to be heard.
- Consult with the Chair of Governors / Governor that oversees education.

Where it is deemed useful, the Community Police liaison will be contacted to attend a meeting at school with the staff, student and their family. The purpose will be to impress on the student the real-world importance and severity of what they have been involved in.

Flow Diagram of Sanction Process

