

# Saltaire Primary School



## Behaviour Policy 2023-2026

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## **Behaviour Policy**

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## **Introduction**

### **Saltaire Primary School's Vision Statement**

Our children will receive a nurturing and ambitious primary experience, rooted in creative, engaging contexts for learning and our unique local heritage. Our school will offer a broad, rich and inclusive curriculum. In partnership with families, every child will enjoy, achieve and thrive - preparing them for bright futures in the global community.

### **Regulate, Relate and Repair**

Saltaire Primary School is a wonderful place of learning, at the heart of a diverse community. We are incredibly proud to serve our community and to provide exciting and meaningful learning experiences for our children. We believe that meeting children's basic needs: by creating safe environments; forming strong and positive relationships; and developing healthy self-esteem is key to cultivating good behaviour, good learning attitudes and to enabling our children to flourish. We expect all adults who work at Saltaire Primary School to embrace this approach and to proactively support it. This approach is the responsibility of all staff throughout the school. 'Behaviour' means any actions performed by children and staff including their conduct in classrooms and around school, how children work, communicate, how they play; how they study; how they interact with each other and with staff; how they arrive at school, transition from one activity to another, and many other aspects of school life. Children and staff at Saltaire Primary School are guided by our code of conduct:

We are RESPECTFUL  
We are RESPONSIBLE  
We are REFLECTIVE

We recognise that in order for children to learn effectively and make excellent progress, there must be a calm and orderly environment in which all children feel safe, respected and supported to achieve their full potential. We ensure that staff and children have consistently high expectations for behaviour at all times, based on the principle that all children matter equally. Our policy places a heavy emphasis on developing strong relationships and creating a positive and respectful school culture. We believe that through the consistent application of this policy by all members of staff, every child can have a secure learning journey and successfully achieve.

### **1. Aims**

This policy aims to:

- Promote a safe, calm and orderly climate and learning culture in which strong relationships can be formed and optimum learning can take place;
- Ensure that all children and staff are treated fairly and shown respect through a consistent approach to behaviour management;
- Develop an understanding of what appropriate behaviours are, building a whole-school community which promotes and values teamwork, respect, positive relationships, kindness and empathy;
- Define a framework for rewarding success and de-escalating negative behaviours;
- Promote self-esteem, self-regulation and positive relationships with all staff members;

- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management and involve all in the application of this policy, establishing strong communication;
- Consider what extra support can be offered to groups of pupils who are at a higher risk of exclusion, or pupils who are particularly vulnerable to the impacts of exclusion;
- Help children to take control of their own behaviour and be responsible for their actions with the guidance of positive intervention and restorative conversations.

## **2. Written Statement of Behaviour Principles**

At Saltaire Primary School, we aim to meet the varied needs of all our children through:

- The provision of a predictable and safe environment, explicitly founded on nurture and strong relationships that promote security through consistent routines and clear boundaries;
- An unrelenting focus on celebrating, promoting and positively reinforcing positive behaviour;
- The application of Unconditional Positive Regard for all children, acknowledging and addressing any inappropriate behaviours which may arise by attuning to the pupil and their need and working with them on strategies;
- All inappropriate behaviour is an expression of an unmet need – all staff should seek to understand what the need is and, working with the child, introduce strategies to support;
- The provision of an appropriate curriculum with carefully-planned learning opportunities including the development of social and emotional aspects of learning.
- The confident and consistent employment of intimacy, warmth, and trust as a way to support and engage pupils by connecting in a congruent and caring way;
- Helping every child to understand they have the right to feel safe, valued and respected, free from any form of discrimination - that violence or threatening behaviour will not be tolerated in any circumstances;
- The exclusions policy that explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions;
- Involving families when behaviour incidents occur to foster good relationships between the school and children's home life.

This written statement of behaviour principles is reviewed and approved by the full governing body annually.

## **3. Roles and responsibilities**

### **3.1 The governing body**

The governing body is responsible for reviewing and approving the written statement of behaviour principles (see above).

The governing body will also review this behaviour policy in conjunction with the headteacher, monitor the policy's effectiveness, and hold the headteacher to account for its implementation.

### **3.2 The headteacher**

The headteacher is responsible for reviewing this behaviour policy in conjunction with the governing body, giving due consideration to the school's statement of behaviour principles (appendix 1). The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour. The headteacher will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils.

The headteacher will ensure that this behaviour policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary.

The headteacher will ensure that the data from the behaviour log is reviewed on a fortnightly basis, to make sure that no groups of pupils are being disproportionately impacted by this policy.

### **3.3 Staff**

Staff are expected to:

- Invite children into their calm and not join them in their chaos.
- Offer equal amounts of challenge and support and to work 'with' children.
- Focus on the prevention of undesirable behaviour, rather than the reaction to it.
- Understand the children and ensure the children know that we understand them.
- Recognise that all behaviour is communication and endeavour to translate this appropriately to identify need.
- Encourage children to communicate with their words because they feel safe.
- Provide clear rules, routines and boundaries for all children.
- Have consistently high expectations within individualised responses to challenging situations.
- Actively model appropriate behaviours and consistently apply the policy fairly, without favour.
- Encourage, praise and actively listen to children.
- Regulate, relate and repair children using relationships and without 'punishment'.
- Work as a team to maintain high standards of behaviour within the school.
- Collaborate with the SENCO/Inclusion Team in order to create personalised plans that enable children to thrive.
- Keep a record of all serious incidents and ensure that the Head teacher and parents/carers are informed within that same day using Arbor software.
- Work in partnership with parents/carers, school-based staff and outside professionals and ensure that advice is understood and implemented.
- Reflect upon practice objectively, without judgement, in an attempt to reduce risk.
- Understand and implement restorative practice.

The senior leadership team will support staff in responding to behaviour incidents.

### **3.4 Parents**

In order for the school behaviour policy to have the desired impact and to be successful, the school asks that all parents/carers provide their support to the school and that they encourage their children to follow the school's code of conduct.

All children look up to the responsible adults around them (both members of school staff and their parents or carers) to be positive role models. Therefore, just like members of school staff, when on the school premises, all parents/carers are responsible for:

- Modelling positive behaviour and positive language.
- Demonstrating the ability to form positive relationships with others, including with children, with other parents/carers and with members of staff in school.
- Communicating in a respectful manner when speaking to others, including children, other parents/carers and members of staff in school.

Additionally, parents/carers are asked to:

- Be supportive of the school's behaviour management policy and systems
- Support any behavioural consequences given by members of school staff and understand why a consequence has been given
- Attend any meetings that are arranged to support the behaviour of their child in school.

#### 4. Managing Behaviour at Saltaire Primary School

##### 4.1 Champion Learning and Our Code of Conduct



As a school we have agreed four Champion Learning behaviours that will help all our children to experience success and become lifelong learners. These are: Concentrate; Cooperate; Create; Challenge.

We have established a code of conduct which we promote to ensure that all children understand their responsibilities as part of our school community. These are promoted visually around the building and through activities such as assemblies and PSHE lessons. We give children lots of opportunities to discuss the meaning of these words and to develop an understanding of the many different ways in which they can be demonstrated.

##### 4.2 Relationships, Structure and Routine

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. Adults in school recognise and praise positive behaviour. By verbally celebrating children's attitudes to learning, play and transition through school, we reinforce our expectations all of the time.



## Our SPS Behaviour Blueprint

### 3 Rs

We are  
**RESPECTFUL**

We are  
**RESPONSIBLE**

We are  
**REFLECTIVE**

### Adult behaviours

**Calm:** in control

**Consistent:** everyone on the same script

**Fair:** follow the behaviour policy

Give first attention to best conduct

Relentlessly bothered

Meet and greet with a smile

Recognise above and beyond

### Above & Beyond

Praise and sticker

House point

Work is celebrated and displayed

Phone call/message home

Above & Beyond Award

## This is how we do it here

### Stepped sanctions:

**Reminder** - Privately – 3Rs

**Caution** – “Think carefully about your next step”

**Last Chance** – Privately – 30 second micro script

**Time Out** – to calm down and compose

**Repair** – Follow up short conversation

### 30 second Micro-script

- I've noticed that...
- I think you can do better than that
- You know our 3 R's are...
- Can you remember when...?
- I expect you to...
- Thank you for listening
- Stay behind at the end for two minutes

### Golden Rules for Relentless Routines

The Saltire Walk

One-way route

Lining up

Silence in assembly

Dining manners

Adults in school will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the code of conduct prominently in their classroom, and refer to it to support high expectations for behaviour and learning
- Develop a positive relationship with pupils, which may include:
  - o Greeting pupils in the morning/at the start of lessons
  - o Establishing clear routines
  - o Communicating expectations of behaviour in ways other than verbally
  - o Highlighting and promoting good behaviour
  - o Concluding the day positively and starting the next day afresh
  - o Having a plan for dealing with low-level disruption (see table below)
  - o Using positive reinforcement

### Relentless Routines and True Consistency

<b>The School Day at Saltaire Primary School</b> <b>The Relentless Routines and Expectations Underpinned by Consistent and Calm Adult Behaviour</b>					
<b>Meet and Greet</b>	<b>Basic Routines</b>	<b>Planned Morning Tasks</b>	<b>Morning Routine</b>	<b>Clarity in Lessons</b>	<b>Daily Reflection and Celebration</b>
-50:50 stance when children enter the classroom  -Positive body language and a smile	-Quick and orderly - see SEED  -Practised and embedded  -Enable children to be independent	-Organised  -Out ready for completion  -Accessible resources  -Enable children to be independent	-Daily calendar and timetable shared  -Reminders about minimum expectations and behaviours	-Learning tasks 'chunked down'  -Time frame for completion given  -Task and groupings shared clearly  -Outcomes shared  -Resources accessible	-End of the day reflection  -Shout outs to children who have modelled champion learning and the 3Rs

### 4.3 Praise and Celebration

Rewards are an integral part of development which can be used to motivate pupils, with an aim to reward positive behaviour rather than punish the negative. Adults in school will use specific praise to instantly reward appropriate behaviour in all classes and shared spaces.

- Behaviour which leads to rewarding consequences is more likely to be repeated.
- ALL staff are responsible and actively involved in rewarding positive behaviour.
- Achievements, success and positive behaviour both in and out of school are supported and celebrated.
- Rewards used across the school are varied and reflect the individual children and classes.



Informal rewards are used and embedded in to the fabric of the school - they are proven to be effective and achieve the desired effect and may include:

- Smiles, positive eye contact and gestures
- Targeted praise statements, at a group and or individual
- Spontaneous peer group praise
- Phone calls and or other forms of communication with parents/carers
- Written comments in books
- Displaying good work
- Additional responsibilities
- Positive praise
- Sharing good work and or behaviour with other members of staff including the headteacher and other leaders

#### 4.4 Choices and Consequences

We promote fairness and restorative principles at our school, being child-centred and inclusive in our ethos. Our approach is built around positive relationships between staff and children as well as between children and their peers. Additionally, we aim to enable all pupils to have the ability to understand their own behaviour, to self-regulate and build positive relationships.

Consequently, children at Saltaire Primary School have the right to:

- Unconditional Positive Regard
- Recognise their unique identity and have their needs considered.
- Be treated with respect and dignity, and as a valued member of the learning community.
- Learn and achieve in a safe environment.
- Be protected from harm, violence, assault and acts of verbal abuse.
- High expectations from staff and know that they ALL matter equally.
- Learn to understand their own behaviours.
- Learn how to apply restorative principles in their life.

When negative behaviours occur, all staff should use the following stepped response:

	Steps	Actions
1	<b>Reminder</b>	A reminder of the Three Rs delivered privately wherever possible. Repeat reminders if reasonable adjustments are necessary. Take the initiative to keep things at this stage.
2	<b>Caution</b>	A clear verbal caution delivered privately, wherever possible, making the child aware of their behaviour and clearly outlining the consequences if they continue. Use the phrase, "Think carefully about your next step".
3	<b>Last chance</b>	Speak to the child privately and give them a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour. Use the 30 second scripted intervention. Add 'Stay behind two minutes after class'. Those two minutes are owed when the child reaches this step. There is no future negotiation on behaviour. It cannot be removed, reduced or substituted.
4	<b>Time out</b>	This may be a short time out of the classroom, on the thinking spot or at the side of the field of play. It is a few minutes for the child to calm down, breathe, look

		at the situation from a different perspective and compose themselves.
<b>5</b>	<b>Repair</b>	This might be a quick chat at breaktime in the playground or a more formal meeting; whatever the format, it should involve a restorative conversation - see table below.

In the vast majority of cases, behaviour incidents can and should be managed by the member of staff present. It is important that every member of staff feels confident and able to respond to an incident and that children know this will happen with consistency and certainty. It is an expectation that all members of staff follow the above stepped response and provide an opportunity for children to reflect on their behaviour and agree a positive way forward. However, some incidents may require further attention from a member of the senior leadership team.

### **Restorative Conversations Held at Playtime or Lunchtime**

Restorative conversations between a child and an adult are held after a lesson, during either playtime or lunchtime. The child's parents or carers are notified about the restorative conversation via a discussion or phone call. A Home Reflection Task can also be sent home to be completed with parents and returned to that member of staff the next day. These are kept in the shared Behaviour Google Drive File and hard copies in the Class Pink File.

Members of staff at Saltaire Primary School use the following conversation script:

<b>Restorative Conversation Script</b>	
<b>1. What happened?</b>	Staff listen carefully without interrupting before giving their account.
<b>2. What were you thinking at the time?</b>	Staff allow the child to reconsider their actions.
<b>3. What have you thought since?</b>	Staff support the child to tease their thoughts out.
<b>4. How did this make people feel?</b>	Staff give the child the opportunity to consider others.
<b>5. Who has been affected?</b>	With gentle encouragement, staff enable the child to see the bigger picture.
<b>6. How have they been affected?</b>	Staff encourage the child to have empathy with others.
<b>7. What should we do to put things right?</b>	Staff don't demand an apology because a forced apology is worthless.
<b>8. How can we do things differently in future?</b>	Staff support the child to think forward and plan their reactions.

### **Completing Uncompleted Work and Sending Uncompleted Work Home**

At Saltaire Primary School, any work that is not completed by a child during lesson time, as a result of their behaviour, is completed in their own time. When a child has not completed their work before playtime, they complete it during playtime. When a pupil has not completed their work before lunchtime, they complete it during their lunchtime.

On occasions, the school may ask for uncompleted work to be completed after school - either at Horizons Club (if the child attends) or at home. In these instances, parents are contacted and the expectation is discussed with them via a telephone call.

### **Meetings with Parents**

Meetings with parents are held when a pupil has had three restorative conversations with their teacher or LSA. Teachers inform the DHT or HT when three restorative conversations have been had with a pupil and a meeting with parents is arranged. During this meeting, the school and the parents decide on appropriate 'community payback' for the pupil.

### **Community Payback**

Community payback is given to a child if it is deemed necessary and if it is believed that this will support the child to make the right behaviour choices in the future. Community payback includes tasks such as litter picking, repairing broken resources or equipment or organising and cleaning school resources.

### **Challenging Behaviour - Strategies and Consequences**

As an inclusive school, Saltaire Primary School acknowledges that children may display challenging behaviour. Staff intervention should be consistently flexible and based upon pupils' level of development, their needs and circumstance. Therefore, any consequences that address undesirable and challenging behaviours are designed as restorative learning opportunities, in which the impact of the behaviour can be highlighted and addressed to ensure a positive outcome and a reduction in the recurrence of those behaviours over time. Where intervention is needed adults must ensure that it is **reasonable, proportionate and necessary**.

#### **The Language of Choice – 3 steps to success**

##### **Step 1 – Statement of reality (tell them what you see)**

*"Monty, you're climbing over the fence."*

Never ask a child why they are doing what they are doing – they just need to STOP doing it. Using a statement of reality, many children will quickly do something to change the behaviour without further prompting. Remember, you need to give them TAKE UP TIME to do this rather than stand over them, which again can be confrontational. They may also be seeking attention, so giving them space shows they will not receive excess attention for negative behaviours. Remember to praise them if they change their behaviour.

##### **Step 2 – Describe the behaviour you want to see**

*"Monty, you need to collect the ball by using the gate – thank you."*

Rather than starting or ending your statement with PLEASE, use a THANK YOU instead. A thank you carries more of an EXPECTATION that they will do as you have asked them to. Remember to use these scripts with a calm voice and a smile as you are more likely to get positive results.

### **Step 3 – Statement of Choice**

If they still do not do as you have requested, you need to use the language of choice. This gives the child the responsibility for the consequences that will follow (and you MUST deliver consequences, or the child will learn that you do not follow consequences through).

*"Monty, if you choose to climb over the fence then you are putting yourself at risk of harm and I will need to keep you safe. It's your choice."*

You should remain calm and assertive rather than aggressive when using these scripts. If you lose your cool, then the child will pick up on your tone and may well respond aggressively which will make the situation worse. Most importantly, if after using the language of choice the child chooses to do the right thing, then you MUST praise them for making the right choice. This means that the child learns that it's good to do the right thing and that you are pleased that they have made a good choice. Ignore any secondary behaviours (stomping around or grumbling as they do the right thing); the most important thing is that they have made the right choice! Should the child choose not to do as you have asked, then you MUST follow through with your consequences – seeking help if necessary.

Challenging Behaviour and Consequences		
Anxiety	Defensive	Crisis
<ul style="list-style-type: none"> <li>Low level behaviours occur due to an unmet need</li> <li>A child may be trying to communicate boredom, work frustration, stress, feeling unsafe, sensory needs, basic needs not being met, negative thinking, low self-esteem, self-preservation</li> </ul>	<ul style="list-style-type: none"> <li>Defensive behaviour occurs due to a breakdown in communication</li> <li>A child may be trying to communicate further frustrations with not being understood, revenge, too much challenge, not enough support</li> <li>Defensive behaviours can tip into crisis very quickly</li> </ul>	<ul style="list-style-type: none"> <li>Crisis behaviours occur when a child has become extremely disregulated - their main priority here is survival</li> <li>If the child perceives a threat, they are likely to respond with fight, flight or freeze</li> </ul>

				Crisis	
		Defensive			
Anxiety					
Behaviour (not an exhaustive list)					
Rocking Tapping Swinging on chair Head on desk Sullen Calling out	Finding it hard to cooperate Inappropriate comments Failure to complete work Disrespect	Teasing Pushing Arguing Destroying work Running indoors Disrupting	Use of inappropriate language Disrespecting school equipment Not following instructions Leaving the classroom	Vandalism Physical assault Fighting Disrespectful to adults Racial abuse Bullying	Leaving the classroom or school grounds without permission
Strategies					
<ul style="list-style-type: none"><li>• Acknowledge all low level behaviours</li><li>• Read the body language of the child</li><li>• Consider you own body language</li><li>• Invite the child into your calm don't join them in their chaos</li><li>• Use child's name to engage</li><li>• Use reflective language... "I can see that... I notice... I am wondering... I imagine."</li><li>• Use empathy "I understand this is hard for you.... That must be really difficult."</li><li>• Match affect – use a low tone of voice</li><li>• Consider sensory regulation (deep pressure)</li><li>• Remind children of the natural consequence to their behaviour.</li></ul>		<ul style="list-style-type: none"><li>• Continue to use low level strategies if appropriate</li><li>• "What should you be doing now?"</li><li>• "Name, command, thank you"</li><li>• Ask "what?" not "why?"</li><li>• Give the child 2 choices (don't make these punitive, make them choices you are happy with)</li><li>• Maintain high expectations and boundaries</li><li>• Affect language... "when you...I feel... I need you to"</li><li>• Remind children of school expectations</li><li>• Ensure strong routines are in place</li><li>• Use a sensory break for the whole class</li><li>• Staff should use positive recognition to encourage and create a positive culture</li><li>• Give time and space</li><li>• Class reset</li><li>• Restorative conversation</li><li>• Think reflection not reprimand</li><li>• Be curious</li><li>• If the behaviour becomes unsafe respond as if it is a crisis behaviour</li></ul>		<ul style="list-style-type: none"><li>• Change environment</li><li>• The child will be taken back to class when safe enough to engage</li><li>• Continue to use anxiety and defensive strategies</li><li>• Support and closely supervise</li><li>• Offer a safe space</li><li>• Change face</li><li>• All crises should be followed up with a restorative conversation with class staff/SLT/pastoral</li><li>• Support for classroom staff to recover</li><li>• Logical consequence</li></ul>	
Aim					
<ul style="list-style-type: none"><li>• The purpose of these strategies is to ensure the child feels listened to, heard and understood</li><li>• We need to make the child feel safe enough to use their words</li></ul>		<ul style="list-style-type: none"><li>• Remember that children don't behave for systems - they communicate with people who connect - people who care</li><li>• Find a balance of challenge and support to prevent further escalation into crisis</li></ul>		<ul style="list-style-type: none"><li>• The priority in a crisis is to maintain safety and calm the situation</li><li>• Crisis situations may involve the removal of stressors</li></ul>	

Consequences - Learning
<p><b>Logical consequences - Putting right what has gone wrong =</b></p> <p>Clean up, repair damage, restore relationships, complete work (to their standard, in their own time if necessary and without time being 'owed') restorative conversations. Logical consequences will only work when the child is ready.</p>
Consequences - Playtimes and Lunchtimes
<p>If a child becomes <b>unsafe</b>, they will be supported by a member of staff using the strategies above. If the staff cannot keep the child safe the child can be directed to the <b>designated room</b> to have time in with a member of SLT. During this time the child will reflect on their behaviour through the use of restorative practice. SLT will then make a decision whether the child is safe enough to return to the playground or finish lunchtime in the <b>designated room</b>. The class teacher must be informed for them to gauge whether communication with the parent/carer is necessary and all incidents must be logged so that patterns in behaviour can be noticed by senior leaders.</p>

#### 4.5 Positive Handling and Physical Intervention

At Saltaire Primary School, we pro-actively foster positive relationships and only use reasonable force when there is no realistic alternative. It is important to have a calm, orderly and supportive school climate that minimises the risk and threat of violence of any kind. This means that we expect staff to conduct a risk assessment and choose the safest alternative.

Staff can use such force as is reasonable in the circumstances to prevent a student from doing, or continuing to do, any of the following:

- Causing personal injury to or damage to the property of, any person (including the child themselves; or
- Prejudicing the maintenance of good order and discipline at the school or among any children receiving education at the school, whether during a teaching session or otherwise.

Wherever practicable, staff will issue a warning to a student that force may have to be used before using it.

**Any force used must be in proportion to the consequences it is intended to prevent.**

The greater the potential for injury, damage or serious disorder, the more likely it is that using force may be justified:

- Child attack on staff or pupil
- Children fighting
- Damage to property
- Rough play
- Use of dangerous objects
- Absconding if likely to involve safety

We expect staff to think creatively about any alternatives to physical intervention which may be effective. There might be some situations in which the need for positive handling is immediate and where there are no equal effective alternatives (a child is about to run into the road). However, in many circumstances there are alternatives such as the use of assertiveness skills:

- Use a distracter such as a whistle or loud bell to interrupt the behaviour long enough for other methods of verbal control

- Withdrawal of attention(audience) e.g. if an action such as damage to property is threatened
- Other techniques designed to defuse a situation, such as the avoidance of confrontation, or use of humour, in which case the incident could be dealt with later when emotions are running less high
- The employment of other consequences consistent with our policy on behaviour

The use of reasonable force is emphasised in the DfE's Keeping Children Safe in Education which all staff at Saltaire Primary School have to read and understand. It reiterates that there are some circumstances when reasonable force might be a possibility, or it might be part of a strategy to deal with an incident of very challenging behaviour.

Further information can be found in the Positive Handling and Physical Intervention Policy

#### **4.6 Confiscation**

If a child brings to school an item which could have the potential to cause harm to another person, the item will be removed from them. These items will not be returned to pupils. We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate. Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

#### **4.7 School Suspensions and Exclusions**

Good behaviour in schools is essential to ensure that all pupils benefit from the opportunities provided by education. Therefore, the government recognises that school exclusions, managed moves and off-site direction are essential behaviour management tools for headteachers and can be used to establish high standards of behaviour in schools and maintain the safety of school communities.

#### **(DfE Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2022)**

All decisions to exclude pupils are serious and **the decision to exclude a pupil is only made as a last resort** or where the breach of the school's rules is serious. The following are examples:

- Persistent defiance or disruption
- Health and safety risk to pupils and adults
- Verbal abuse and / or harassment of staff, other adults or pupils
- Violent behaviour
- Continued inappropriate behaviour
- Wilful damage to property
- Homophobic or racist bullying
- Bullying
- Other serious breaches of school's rules

#### **Suspension - used rarely and when all other strategies have been exhausted**

If a child demonstrates a serious level of inappropriate behaviour, their consequence may be a fixed term exclusion (working at home) for at least one full school day or for a maximum

of 5 days. The child will work at home, away from school and they will be supervised by their parents/carer. (See below for further details and information).

Following a fixed term exclusion, a meeting with the child, the child's parents/carers, the class teacher and a member of the School's Senior Leadership Team is held and all stakeholders consider what they are going to do in order to prevent a further exclusion from taking place in the future.

### **Permanent Exclusion - used in extremely rare circumstances**

If a pupil demonstrates, or continues to demonstrate after receiving internal or fixed term exclusions, serious levels of poor behaviour, the consequence may be a permanent exclusion from school. (See below for further details and information).

Further information about the suspensions and permanent exclusions process can be found in the associated policy.

## **5. Bullying**

**Bullying** is defined as the repetitive, intentional harming of a person or group by another person or group, where the relationship involves an imbalance of power.

The STOP acronym can be applied to define bullying – Several Times On Purpose.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

The nature of bullying can be:

- Physical – such as hitting or physically intimidating someone, or using inappropriate or unwanted physical contact towards someone
- Attacking property – such as damaging, stealing or hiding someone's possessions

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"><li>• Racial</li><li>• Faith-based</li><li>• Gendered (sexist)</li><li>• Homophobic/biphobic</li></ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)



<ul style="list-style-type: none"> <li>• Transphobic</li> <li>• Disability-based</li> </ul>	
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Bullying can be based on any of the following things:

- Race (racist bullying)
- Religion or belief
- Culture or class
- Gender (sexist bullying)
- Sexual orientation (homophobic or biphobic bullying)
- Gender identity (transphobic bullying)
- Special Educational Needs (SEN) or disability
- Appearance or health conditions
- Related to home or other personal situation
- Related to another vulnerable group of people

Everyone in school has a responsibility to stand up to bullying. If a child or parent needs to report an incident of bullying they should tell the class teacher without delay. Any member of staff can and should report incidents of bullying via Arbor/CPOMS and inform a senior member of staff.

Saltaire Primary School will take the following action:

- Respond straight away
- Investigate all alleged bullying incidents, **including cyber-bullying**
- Reassure victims and offer help and support
- Make it clear to someone found to be bullying that their behaviour is not acceptable
- Encourage a child who has been found to bully to see the victim's point of view
- Explain the consequences of their action and steps taken
- Record all bullying incidents and alleged bullying incidents as such
- Be watchful and proactive, discussing potential problems through individual, group and circle time sessions
- Inform and involve the parents/carers of both the perpetrator and the victim

### **Bullying outside of school**

Bullying is unacceptable and will not be tolerated, whether it takes place inside or outside of school. Bullying can take place on the way to and from school, before or after school hours, at the weekends or during the holidays, or in the wider community. The nature of cyber bullying in particular means that it can impact on pupils' well-being beyond the school day.

Staff, parents and carers, and pupils must be vigilant to bullying outside of school and report and respond according to their responsibilities as outlined in this policy.

### **Derogatory language**

Derogatory or offensive language is not acceptable and will not be tolerated. This type of language can take any of the forms of bullying listed in our definition of bullying. It will be challenged by staff and recorded and monitored on CPOMS and follow up actions and sanctions, if appropriate, will be taken for pupils and staff found using any such language. Staff are also encouraged to record the casual use of derogatory language using informal mechanisms such as a classroom log.

### **Prejudice-based incidents**

A prejudice-based incident is a one-off incident of unkind or hurtful behaviour that is motivated by a prejudice or negative attitudes, beliefs or views towards a protected characteristic or minority group. It can be targeted towards an individual or group of people and have a significant impact on those targeted. All prejudice-based incidents are taken seriously and recorded and monitored in school, with the head teacher regularly reporting incidents to the governing body. This not only ensures that all incidents are dealt with accordingly, but also helps to prevent bullying as it enables targeted anti-bullying interventions.

### **School initiatives to prevent and tackle bullying**

We use a range of measures to prevent and tackle bullying including:

- Child-friendly anti-bullying guidance is included in our Code of Conduct and ensures all pupils understand and uphold the anti-bullying policy
- The PSHE programme of study includes opportunities for pupils to understand about different types of bullying and what they can do to respond and prevent bullying
- School assemblies help raise pupils' awareness of bullying and derogatory language
- Difference and diversity are celebrated across the school through diverse displays, books and images. The whole school participates in events including Anti-Bullying Week, Black History Month and LGBT History Month
- The school values of equality and respect are embedded across the curriculum to ensure that it is as inclusive as possible
- Stereotypes are challenged by staff and pupils across the school
- Playground buddies, Play Pals and Champion Leaders, the School Council and Behaviour Champions offer support to all pupils, including those who may have been the target of bullying
- Restorative justice strategies provide support to targets of bullying and those who show bullying behaviour
- Pupils are continually involved in developing school-wide anti-bullying initiatives through consultation with the School Council, pupil voice surveys and through the anti-bullying survey

## **6. Other Serious Behaviour Incidents**

### **6.1 Zero-tolerance approach to sexual harassment and sexual violence**

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

In addition to the above, consequences for sexual harassment and violence may include:

- Internal exclusion
- Suspension
- Restorative tasks
- Discussions with parents

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to early help
  - Refer to children's social care
  - Report to the police

Please refer to our child protection and safeguarding policy for more information.

## **6.2 Off-site behaviour**

Consequences may apply where a child behaves inappropriately when representing the school off-site. This could include:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Consequences may also apply where a pupil has behaved inappropriately off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

Consequences will only be applied on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).

## **6.3 Malicious allegations**

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 discipline the pupil in accordance with this policy.

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 discipline the pupil in accordance with this policy.

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, 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.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

## **7. Pupil support - Being an inclusive school**

### **Our Statutory Duty**

At Saltaire Primary School, we seek to provide an education for all of our pupils, including those that may have special educational needs and/or may present with some challenging behaviours. At Saltaire Primary, we are aware that every individual pupil has differing needs. We acknowledge that sometimes, external factors beyond the school's control can contribute towards a child's particular need; however, the school recognises that it has a duty of care over every pupil and that we are responsible for providing every child on our school roll with the education that they are entitled to.

### **SEND Support Plans and Personalised Behaviour Plans**

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

We recognise that a small percentage of our pupils may struggle to fully adhere to all aspects of the school's expectations on a day-to-day basis and that for some pupils, a more personalised approach towards behaviour management may be necessary in order for them to fully access the education that they are entitled to. We also recognise that some pupils may require individual risk assessments or positive handling plans if their behaviour is deemed to be extreme.

A bespoke SEND or behaviour plan includes individualised targets for a pupil to work towards and an outline of reasonable adjustments that the school has made in order for a pupil to be successful and achieve their targets. 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.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Pupils with additional needs are not exempt from the school's behaviour policy. If a pupil continues to demonstrate low, high or serious behaviours, despite additional personalised support being provided or reasonable adjustments made, it may be deemed necessary for the school to pursue a fixed term exclusion.

### **Part Time Timetables**

On occasion, the school may recognise and identify that a pupil is unable to or is struggling to access the full time school timetable. In these instances, a pupil may be placed onto a partial timetable for a maximum of 6 weeks in order to support them to access a full time school timetable again, following the partial timetable period.

Both the pupil's parents/carers and the school should be in agreement that a partial timetable is the best solution for the individual pupil and the appropriate paperwork should be completed and signed by both parties.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

### **8. Pupil transition**

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

### **9. Training**

Our staff are provided with training on managing behaviour, including positive handling, as part of their induction process.

Behaviour management will also form part of annual continuing professional development at the beginning of and throughout each academic year.

### **10. Monitoring arrangements**

This behaviour policy will be reviewed by the headteacher and full governing body every three years. At each review, the policy will be approved by the headteacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the full governing body every year.

### **11. Legislation and statutory requirements**

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)

- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [School suspensions and permanent exclusions](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

## **12. Links with other policies**

This behaviour policy is linked to the following policies:

- Suspensions and Permanent Exclusions policy
- Safeguarding and Child Protection policy
- Online Safety Policy
- Positive Handling and Physical Intervention Policy
- Searching, Screening and Confiscation Policy

## Appendix 1: Vision and values

### Our Vision Statement

Our children will receive a nurturing and ambitious primary experience, rooted in creative, engaging contexts for learning and our unique local heritage. Our school will offer a broad, rich and inclusive curriculum. In partnership with families, every child will enjoy, achieve and thrive - preparing them for bright futures in the global community.

Our learning journey will ensure that all children:

- Develop a lifelong enthusiasm for learning;
- Are able to overcome disadvantage and barriers to learning;
- Become resilient learners and active citizens;
- Understand how to keep themselves and others safe in the real and virtual world
- Have the confidence to speak out and challenge inequality;
- Feel physically and mentally strong - well prepared for every stage of their lives.

### Our Values





## COOPERATION

We recognise that everyone is unique and has a voice. We work well with others, knowing that other people may work or think differently. Our curriculum helps children to realise that collaboration is what the real world is all about. Community harmony is all about cooperation and understanding each other.



## CHALLENGE

We push ourselves when things get difficult and are prepared to be wrong. We find ways to bounce back and try again. Our curriculum is engaging and relevant so that children make links to real life. We encourage children to take risks and challenge themselves in a safe environment.



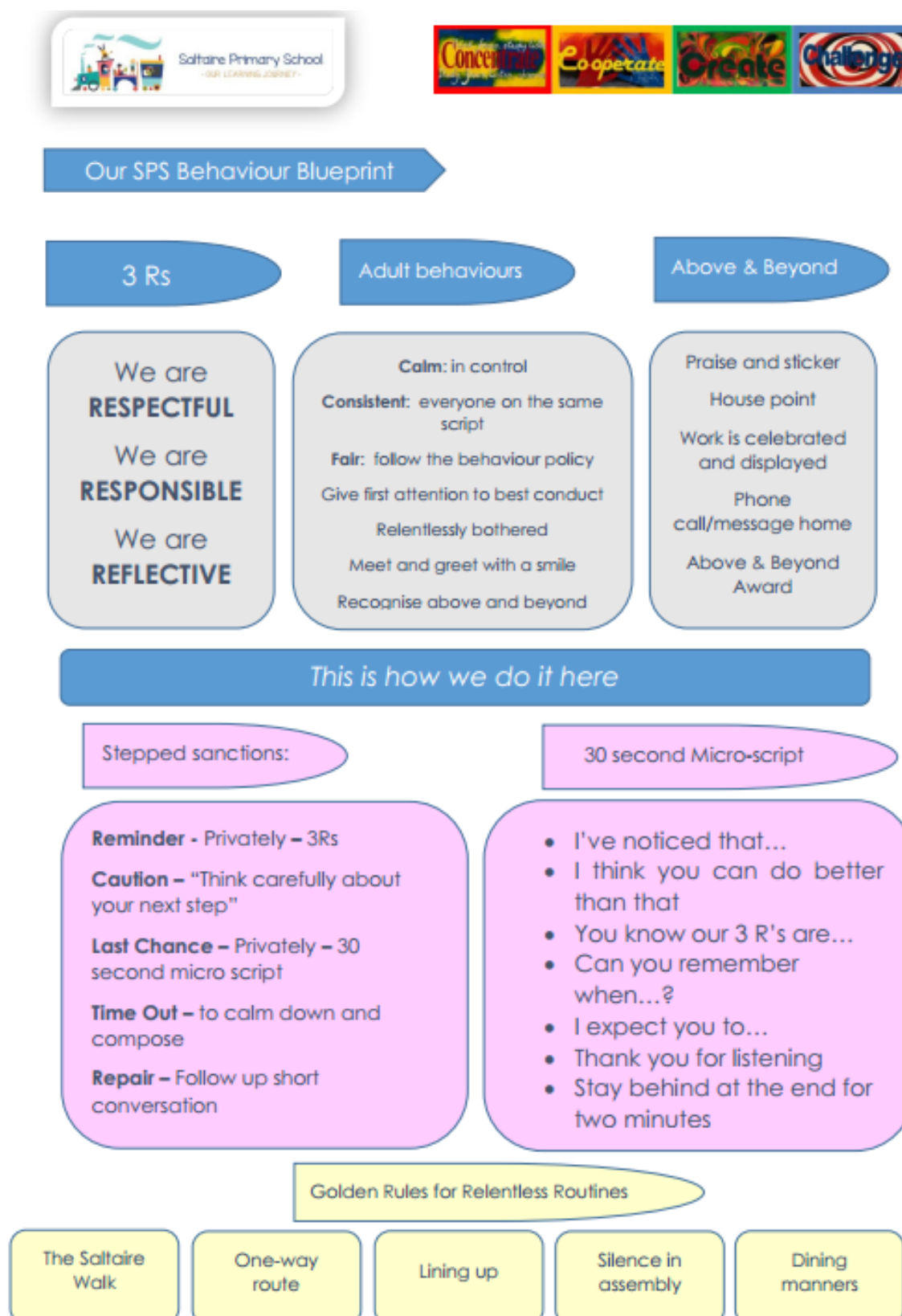
## CREATIVITY

We have lots of ideas, use our imaginations. Our curriculum provides lots of opportunities to use their imagination – the keystone to creativity. We provide lots of opportunities for children to try new things so that they are motivated in their learning. We know that people can be creative in many different ways.





## Appendix 2: Behaviour Blueprint - Our Model for Managing Behaviour



### Appendix 3: How to Create Supportive Relationships

How to Create Supportive Relationships		
<p>Teach the child not the curriculum</p> <p>Believe in them</p> <p>Know their names</p> <p>Know something about them</p> <p>Show you're interested in them as people not just as students</p> <p>Smile frequently</p> <p>Be warm</p> <p>Unconditional positive regard</p> <p>Respect &amp; support interests</p> <p>Do show and tell with adults and children</p> <p>Be real for your learners</p> <p>Be interested in them as people</p> <p>Consistently kind</p> <p>Say good morning</p> <p>Take a genuine interest in them</p> <p>Let them know a little about you</p> <p>Engage with them during break time</p> <p>Greet students as they arrive at the gate and classroom door</p> <p>End the day on a good note (no grudges)</p> <p>Care about them</p> <p>Banter (as long as you have trust)</p> <p>Have lunch with them</p> <p>Kick a football around the playground with them</p> <p>Skip with them</p> <p>Seek to understand rather than to blame</p> <p>Listen with the intent to understand rather than the intent to reply (S Covey)</p> <p>Aim to learn something new about them each and every day</p>	<p>Each day is a new day</p> <p>Earn respect rather than expect it</p> <p>Be authentic</p> <p>Don't take yourself seriously</p> <p>Care about their welfare</p> <p>Share your favourite film or band</p> <p>Make time or you'll make excuses</p> <p>Brag about them outrageously to others</p> <p>Every child needs a champion</p> <p>Never use sarcasm</p> <p>There is always more than one perspective</p> <p>Intention and attention is key</p> <p>Tone of voice is important</p> <p>Tell them your first name</p> <p>Talk about your own kids</p> <p>Share a pen or pencil</p> <p>Say goodbye at the end of the day</p> <p>Always preserve rewards</p> <p>Show interest in their interests</p> <p>Have a sense of humour</p> <p>Mutual respect</p> <p>Open communication</p> <p>Be approachable</p> <p>Be reflective</p> <p>Smile from your heart</p> <p>Pinch the occasional crisp (not the whole bag!)</p> <p>Catch them at their best</p> <p>Positive phone calls home</p> <p>Have high expectations</p> <p>Show empathy (not sympathy)</p> <p>Look out for their sports teams results</p> <p>Actively listen and then listen some more</p>	<p>Don't take yourself too seriously</p> <p>Create a safe environment</p> <p>Develop and cultivate compassion</p> <p>Say the "hard things"</p> <p>The small things are the big stuff</p> <p>Ask questions</p> <p>Set boundaries</p> <p>Step in without being asked</p> <p>Know when to dial it back</p> <p>Give consistently, receive occasionally</p> <p>You create the weather in your classroom</p> <p>Mutual Respect</p> <p>Welcome diversity</p> <p>Be supportive</p> <p>Initiate conversations</p> <p>Honesty is key</p> <p>Follow through and do what you say you'll do</p> <p>Compliment</p> <p>Say thanks</p> <p>Laugh</p> <p>Be present</p> <p>Be their biggest cheerleader</p> <p>Let go of the past</p> <p>Check in regularly</p> <p>Be willing to learn from each other</p> <p>Show Botherdness</p> <p>Remember important dates</p> <p>Don't judge</p> <p>Separate the behaviour from the person</p> <p>Treat them fairly</p> <p>Laugh with them</p> <p>Remember their birthday</p> <p>Learn to apologise</p>

## Appendix 4: The Kindness Principle - Strategies to support regulation

*The following guidance is taken from The Kindness Principle, Dave Whitaker*

If you are dealing with a behaviour incident, try to think about these three steps:

1. **Regulate:** This is the important first step of remaining calm and regulating your own response in order to make the child feel safe and not threatened by you. If the child is scared in that first exchange, then it will be difficult to move on without further escalation. It can be advantageous to give a child physical space and to not follow or chase them as they try to self-regulate. You must allow them into your calm rather than join them in their chaos. Your own regulation sets the immediate tone for dealing with the incident. Think of this initial phase as co-regulation - you are in it together.
2. **Relate:** This is the step when you empathise with the child, their situation and the response that they have had. If you know the child well and have a strong relationship with them, this will feel easier. If you do not have an existing relationship, then your skill is to make a quick and calm assessment of the situation and allow reflection time.
3. **Repair:** They now need to put things right, but, of course, they will need your help with this. You must resist imposing an immediate sanction and instead focus on reflection and discussion. The pupil may need your emotional support during the repair step. If you offer to help them to find a solution to their problem, then you start to build the safe emotional connection they require to put things right.

### The window of tolerance and states of arousal

For children, regulation will often come from a loving parent or caregiver soothing them with a calm response, a hug or a cuddle, for example. The pressure of repetitive, rhythmic touch is automatically soothing. This is co-regulation and something we should attempt to replicate if we can - adults regulating 'with' children.

The following can be successfully used to regulate children - after following professional advice. Please speak to the SENCO or other senior leader if you wish to seek additional advice.

- **Proprioception** (perception or awareness of the position of the body) can be achieved by lifting, pushing or pulling heavy objects. There may be an opportunity to ask the child to do a job that involves lifting, pushing or carrying something. It may be that you allow the child to dangle or swing from monkey bars or a climbing frame. Proprioception can be achieved through carrying a heavy rucksack or doing press-ups. Yoga can be effective, as can using a trampoline or body sock.
- **Vestibular** (sense of balance associated with the inner ear) interventions will be anything that involves spinning or swinging - or even hanging upside down. Cartwheels, playing on playground swings and dancing are all useful vestibular interventions.
- **Tactile** (sense of touch) interventions involve light touch, deep pressure massage, messy play activities and play dough. Younger children will respond to dressing up or trying hot and cold foods. Playing in sand or dirt or working in the school garden will also act as a tactile intervention. The well-managed use of fidget toys will also help.

- **Auditory** (sense of hearing) interventions can simply involve listening to live or recorded music or natural sounds. Waves, rainfall or bird song can be powerful. Specialist calming music can be played softly in the background in classrooms and shared areas of the school, giving an extra calming influence throughout the day. Binaural beats - which occur when the brain processes two sounds that are at different frequencies at once - are ideal for mediation and calming.
- **Visual** interventions can simply involve the use of colour for calming or stimulating attention. It may be that in the classroom a teacher needs to be aware of any 'visual clutter' that can be distracting and to consider solid walls in neutral, soft colours. Teachers can also be conscious of where a child sits in the classroom to avoid visual distractions. In many classrooms, teachers will sit the most challenging children at the front of the class, but here they may be constantly turning around to seek visual stimulation. It may be easier to sit them at the back of the classroom where they can see everyone. You may wish to use visual timers for activities or even allow children to wear sunglasses. Lava lamps can be a good addition to a classroom or a calming space for children who require visual interventions.
- **Olfactory** (sense of smell) interventions can simply involve removing odours that may upset children and being aware of those that overstimulate. Certain smells can be calming and therefore may soothe or even stimulate children. Try scented play dough or an essential oils diffuser.
- **Taste** interventions link strongly with smell. Strong tastes can be used in games and to stimulate a child who is withdrawn. Mints, sour sweets or other strong-tasting foods can help to stimulate an under-sensitive child. However, always be aware of any food allergies, intolerances, or cultural and religious implications before using any food as an intervention.

### **Deflection and distraction techniques**

If you are an adult in a school, then try these simple deflection and distraction techniques when dealing with conflict resolution (you might be surprised at the reaction you get):

- Wear odd socks - the funnier the better. You will be amazed at how quickly a child will forget the incident they are involved in when they see your socks. They will want to know why have odd socks on, so have a story ready.
- Learn a magic trick. This sparks children's curiosity and thus allows them to engage their upstairs brain - allowing them to regulate.
- Gain knowledge of the child's likes. A member of staff at my school once learnt the names of 150 Pokemon characters to help him connect with one child. You can use their interests to strike up a conversation or ask a question to begin forming a connection.
- Ask a simple question such as 'Where do you live?' This is a great starter for a deflection conversation as everyone has an answer. The challenge for you is to be able to expand that conversation by responding with questions about the local area, the park, the estate, or anything else you can think of. Within minutes you will be chatting away calmly and talking about them - you will have made a connection.
- Point something out that you can ask a question or tell a story about. This works best if it is something unusual, perhaps outside a window or in the sky. Cloud shapes can be

interesting to look at and can stimulate conversation. This, again, is using children's curiosity to reduce stress and deflect attention from the incident.

- Offer the child a crunchy or chewy snack and encourage them to bite with their back teeth for calming (or, to up-regulate, suck a peppermint sweet).
- Use a gym ball. Get the child to lay on their tummy and apply pressure across their back with a gym ball to help them to calm.
- Use a TheraBand (one of those stretchy bands you get from a physiotherapist). Ask a child to hold one with both hands and see how far they can pull it. Or start doing it yourself and their curiosity will take over and they will want a go. There are lots of things you can do with these bands that quickly deliver deep pressure and aid regulation. If you stretch the band between the two front legs of a child's chair, they can push their legs against it whilst sitting in class. This gives them the deep pressure they need whilst they sit in the lesson doing their work.
- Use hand cream to give a simple hand massage - make a game out of it such as thumb war. Again, the pressure can help with mood regulation.
- Carry something unusual in your pocket. This will allow you to ask a simple deflection question such as, 'I've found something but I'm not sure what it is. I wonder if you could help me?' The child will be curious and immediately distracted.

## Appendix 5: List of behaviour types and levels of recording on Arbor

Level 1	2nd Warning: Talking out of turn Not ready to learn Not following instructions
Level 2	Swearing Disruption to learning Walking out of class Running inside Refusal to follow instructions/defiance In out-of-bounds area Unkind behaviour
Level 3	Persistent disruption to learning Damage to property/Environmental abuse Verbal abuse towards pupil Verbal abuse towards adults Threatening behaviour including spitting
Level 4	Absconding Fighting Theft Physical abuse Inappropriate or dangerous items ICT misuse
Level 5	Racist incident Homophobic Bi-phobic Transphobic Cyber-bullying Bullying (which could include any of the above) Sexual misconduct Smoking, substance or alcohol use

## Appendix 6: Definitions

**Misbehaviour** is defined as:

- Disruption in lessons, in communal areas between lessons, in assemblies and at playtime and lunchtimes
- Non-completion of classwork or homework
- Negative attitudes to learning
- Incorrect uniform
- Purposefully hurting another person, physically, verbally or emotionally

**Serious misbehaviour** is defined as:

- Repeated breaches of the code of conduct
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments
  - Sexual jokes or taunting
  - Physical behaviour like interfering with clothes
  - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - Vapes
  - Fireworks
  - Pornographic images
  - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)