Hillcross Primary School

Behaviour Policy

Mission, Vision and Culture

At Hillcross we nurture our children to think critically and creatively within a collaborative community. Our outstanding practice ensures our children meet their full potential, both personally and academically, and provides opportunities for them to develop their unique talents and skills. As a nationally recognized Thinking School, we nurture an empathetic community of creative and critical thinkers. We achieve success for all through our dynamic and ambitious curriculum, inclusive learning, promoting fairness and celebrating diversity. Through our school culture of high aspiration, embracing challenge, acting with compassion, a shared responsibility and by showing respect for all, we aim to develop a resilient school community of compassionate global citizens.

Aims & Values

It is a primary aim of Hillcross Primary School that every member of the community feels happy, safe and secure, and that each person is valued and treated fairly.

We are a caring community, whose values are built on mutual trust and respect for all. Therefore, the primary aim of the behaviour policy is not a system to enforce rules but a means of promoting good relationships and helping us to develop into responsible citizens/adults, so that people can work together with the common purpose of helping everyone to learn.

Good behaviour underpins effective learning, and children need good personal and social skills in order to live fulfilling and rewarding lives as adults. We believe it to be a highly important aspect of children's education and development that they learn to behave well towards others and towards the community in which they live. We focus on developing specific Habits of Mind (see Supporting Positive Behaviour Choices section below) that help everyone in our school community to develop a positive, considerate mind-set. This enables children to grow in a safe and secure environment, and to become responsible and increasingly independent members of the community.

We expect high standards of behaviour from everyone within the Hillcross Primary School community. Our expectations are designed for the safety of everyone in order to maximise the potential in every child and we ask for parent and staff support to uphold them. Our main expectation is that we all show care and consideration for each other.

We are a Silver Rights Respecting School and so this approach links closely to ***Article 28*** (Right to Education) of The United Nations **Convention on the Rights of the Child**, or UNCRC, which states: 'Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. **Discipline in schools must respect children's dignity and their rights.** Richer countries must help poorer countries achieve this. You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.'

We strongly believe that a positive approach to discipline is the best one, promoting good behaviour through an ethos of kindness and cooperation. Therefore we are proactive and take steps to minimise, if not eliminate, the occurrence of unacceptable behaviour through the constant promotion of positive behaviours. However, whilst this policy is designed to promote good behaviour, it also contains our policy on sanctions with regard to pupils' persistent or extreme negative behaviour, including our policy on suspension and exclusion.

When things go wrong, as they sometimes do, we apply a restorative approach to behaviour management, which has resulted in a culture in which inappropriate behaviour is reduced, and pupils are able to take responsibility for

their behaviour as well as for their learning. Children and staff understand that whilst we will always deal appropriately with inappropriate behaviour, it is important to act with empathy and ascertain what is causing the child to behave in this manner. It is important to look beyond the behaviour to understand and help solve children's behavioural challenges. Behaviour is simply an outward expression of inward emotions—so if we just work to correct the behaviours we see, we miss a great deal of the problem! By looking beneath the 'iceberg', we begin to understand the true nature of the child, his/her triggers and the possible solutions that will help the child to better cope with the stressful situation.

We treat all children fairly and apply this behaviour policy in a consistent way, regardless of race, gender, age or ability. Because we are an inclusive school, and endeavour to meet the needs of all children (including those with emotional and behavioural difficulties), we will always make reasonable adjustments to support individual pupils' additional needs with the aim of reducing the likelihood of high-risk behaviours. We recognise that whilst all pupils will benefit from a clear structure for behaviour, some pupils will require a more personalised approach. We have a separate **Positive Behaviour Support Policy** which outlines how we support staff to manage high risk incidents and the need for positive relationships between school and all families in these situations.

In all disciplinary actions it is essential that the child knows that it is the behaviour which is unacceptable and not the child as a person.

"Every day, in a 100 small ways, our children ask, 'Do you hear me? Do you see me? Do I matter?' Their behaviour often reflects our response." ~ L.R. Knost

Ethos

We want everyone to be involved in learning, aim for achievement at their highest possible level and experience and celebrate success.

Everyone has a responsibility to ensure that:

- Learning is the priority
- They show respect, courtesy and consideration towards all members of the school community
- They are honest and co-operative with others in order to build positive relationships
- Everyone is praised for positive behaviour choices and success is celebrated (Habits of Mind (HOMs) being one of the key strategies employed to do so)
- They follow and apply the rules and procedures of the school consistently within agreed boundaries.

(Please see **Appendix 1** for more detailed information on Roles and Responsibilities)

All members of the school community are expected to contribute positively to the wider community by:

- Promoting a positive image of the school
- Respecting members of the wider community and their property.

School Rules/Code of Behaviour

- Our school rules/code of behaviour is based on our school values, the 17 Habits of Mind, the International Rights and Responsibilities of children (Rights Respecting School) and the views of our school community.
- These are clearly displayed in the classrooms and around the school in written and visual formats.
- References are routinely made to these and their underlying purposes, as part of lessons and all other aspects of school life, such as during assemblies, when partaking in inter house and school competitions etc. to reinforce it.

Our rules/code of behaviour states that:

1. **We ALL have the RIGHT to learn**

It is EVERYONE'S RESPONSIBILITY to:

- ✔ Aim high in our learning, take responsible risks and persist to make sure it is the best it can be.
- ✔ Take responsible risks in their learning, make mistakes and learn from them.
- ✔ Value others' right to learn by making the right choices about their own learning and behaviour.
- ✔ Ensure equipment and resources are used appropriately and looked after.
- ✔ Ensure all equipment and resources are returned to their places after use.
- ✔ Help keep our classroom tidy, even if we have not created the mess.

2. We ALL have the RIGHT to be respected

It is EVERYONE'S RESPONSIBILITY to:

- ✔ Value difference and hold back on our opinions and prejudices so that we can think flexibly and consider alternative ideas and approaches.
- ✔ Allow others to have their own thoughts and opinions, even if we do not share them.
- ✔ Choose words carefully to avoid hurting others or creating a misunderstanding.
- ✔ Consider things from other people's point of view - listen with empathy.
- ✔ Speak and act appropriately and politely to each other - do not speak over or under the person speaking.
- ✔ Be willing to listen to the ideas of others, allow everyone the chance to be heard. Seek consensus and accept feedback.

3. We ALL have the RIGHT to feel safe

It is EVERYONE'S RESPONSIBILITY to:

- ✔ Inform a trusted adult if they are concerned about any member of our school community.
- ✔ Use the school environment and equipment safely, always walking quietly when inside.
- ✔ Look out for possible dangers and report them to a member of staff immediately.
- ✔ Keep the school tidy.
- ✔ Try to manage our emotions and remain calm at all times.
- ✔ Consider the consequences of our actions for ourselves and others.
- ✔ Listen and follow instructions given to us.
- ✔ Take responsible risks, make mistakes and learn from them.
- ✔ Think positively before you act and work cooperatively to find peaceful solutions to any problems that arise.
- ✔ Move around the class and school quietly and safely.

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Click here for the poster of school rules that is displayed in every classroom and around the school:https://docs.google.com/document/d/1bnJF2jVdMlS_wouafi1NQkD9NCA0ks0Uv1dX29G0ulA/edit?usp=sharing

Safety is of paramount importance and additional more specific rules relating to key areas such as the playground, the gym and the dinner hall are shared with children and displayed as appropriate. Everyone is expected to praise children for following these rules and to remind children of these rules if necessary.

Supporting Positive Behaviour Choices

At Hillcross we recognise that happy, secure and engaged learners make the best behaviour choices. Therefore, we keep learning at the heart of all we do and ensure children have access to an exciting, broad and balanced curriculum that is linked to their interests and experiences. Our approach to curriculum implementation ensures that children are enthusiastic, motivated and exposed to high quality first teaching. This includes using and applying a range of thinking tools to support and challenge each child's development and provide them with the skills to make positive choices ongoing. High expectations from staff and meaningful, relevant learning experiences are carefully matched to the varying needs of every child. Additionally, we create a positive school environment and promote children's self-esteem and confidence. We also place a strong emphasis on developing children's personal, social and emotional development. A child who feels confident as a learner, will engage more enthusiastically in the challenges of learning and take more risks. Developing relationships is also key. A child who has positive relationships and interactions with others (and feels valued) may be less inclined to present 'unwanted behaviours' and follow the behaviour code in place.

A focused learning atmosphere that reduces the opportunity for inappropriate behaviour is created in a range of ways. There are explicit and consistent routines both in and out of class for children to follow; these encourage independence and consistency across the school. Children are involved in establishing and managing rules, routines, as well as the environment, as this enables them to have ownership of these and behave accordingly.

All staff consistently promote high expectations of the children, and each other. We take the time to ensure that all children understand the school's expectations and collaborate actively with parents and carers, so that children receive consistent messages about how to behave at home and at school. Please see **appendix 2** for more information about the importance of Positive Behaviour Management.

There are also some explicit elements to our curriculum and school provision that support and promote positive behaviour:

Philosophy for Children (P4C) - is a collaborative approach to discussion and enquiry. Through questions which are open-ended and rigorous, it offers learners the opportunity to develop their thinking skills through exploratory talk and careful use of reasoning. P4C develops skills of collaboration and the understanding of other views and opinions and dealing with these respectfully. This also allows for them to develop positive attitudes and dispositions which are necessary for both higher level thinking and behaviour. It promotes the 4 C's of being: Creative, Collaborative, Critical and Caring.

Habits of Mind – the use of Habits of Mind (HOMs), one of our thinking tools, is a proactive way to teach children the behaviours they need to learn effectively in the group setting of the classroom, and beyond. This set of 17 (we have introduced one of our own*) problem solving, life-related skills developed by Art Costa to promote positive mind sets and learning habits. Once they have developed their understanding and application of the Habits of Mind, children are better able to successfully face uncertain or challenging situations, both in and out of the classroom. Please see **appendix 3** for an overview of the 16 Habits. This focus is supported by the findings in the

Education Endowment Foundation (EEF) 'Improving Behaviour in Schools Report' 2019 which says that explicitly teaching learning behaviours will reduce the need to manage misbehaviour.
*In response to the international pandemic and the impact of COVID on our children and families, we have introduced a 17th HOM which is resilience. This teaches children how to recover quickly from challenges and difficulties.

PSHE Curriculum - this curriculum subject reinforces the following themes across all year groups throughout the year: relationships, health and wellbeing, and living in the wider world. This programme of study supports teachers in planning high quality, regular PSHE lessons which addresses positive and negative behaviours, as well as the objectives linked to the statutory documents: Relationships Education, Relationships and Sex Education (RSE) and Health Education.

Specialist Support - some children, at certain times in their life, may require additional support to make the right behavioural choices due to difficulties they are experiencing or as a result of additional needs they may have. Hillcross therefore has a positive nurturing approach, and if and when needed, supports children in smaller groups or on a 1:1 basis. In addition to this, we have qualified Emotional Literacy Support Assistants (ELSAs) to support children who are struggling and might need some social skills training. Some of the areas that ELSA covers are: Self-esteem, team building, friendships, social skills, counselling, anger management or understanding emotions. Additionally, we have 2 qualified counsellors who provide 1:1 support for children who are experiencing challenges which are impacting on their wellbeing and/or behaviour. All staff also receive regular training around our agreed procedures for de-escalating potentially volatile situations and have been trained on 'Nurturing Positive Attachments' which will benefit affected children and the management of their negative behaviours. To support children who find it challenging to regulate their emotions, we provide various interventions such as 'Zones of Regulation' to help them to recognise when they are becoming angry or upset, and teach them strategies to deal with these emotions to prevent them from displaying inappropriate behaviours.

Team Charter - At the beginning of each school year a class charter is created, and based around the whole school expectations and UN Conventions of the Rights of the Child. It highlights the expectations and responsibilities of the children (as rights holders) and those of the adults (as duty bearers). These expectations (rules) are discussed and agreed by the class teacher, support staff and children. They are clearly displayed in the classroom near to the main whole class teaching area and understood by all. These expectations are reviewed at the beginning of each new term, week and sometimes session, where appropriate, so the children are aware of their importance and the expectations are frequently reaffirmed with the children.

Rewards

It is vital to recognise achievement – both behavioural and academic. At Hillcross, we celebrate good work, behaviour and attitudes, as well as an individual's effort. We encourage all children to do their best and recognise each child's self-discipline through positive praise and their collaborative efforts through shared rewards. Although we understand, accept and use tangible rewards, it is our intention to make children independently able to manage their own behaviour and take responsibility for their actions. The ultimate aim is for our children to have self-discipline and a good moral understanding of how their behaviour (positive or negative) impacts on those around them.

The Education Endowment Foundation (EEF) 'Improving Behaviour in Schools Report' 2019 says: *'teachers can use tangible techniques such as rewards and sanctions, or less tangible strategies such as praise and criticism, to improve motivation, behaviour, and learning. However, it is intrinsic motivation, or self-motivation, that is crucial to improving resilience, achieving goals, and ultimately is the key determiner to success. Children who are intrinsically motivated achieve better and are less likely to misbehave.'*

The report recommends that teachers should encourage children to be self-reflective of their own behaviours. Its findings suggest that, in the main, reward systems are designed to improve poor pupil behaviour and that, although they can be motivating for some children, for many it detracts from the development of their personal learning behaviours and diminishes intrinsic motivation.

A research review published on the My Chartered College research hub found that '*when we offer someone a reward for doing something, their inner motivation is hijacked. If we offer rewards for learning, learning becomes framed as something children do in order to get the reward, rather than worth doing on its own merits*.'

It goes on to say that '*extrinsic motivators may have negative long-term effects as they interfere with students' capacity for self-regulation and the internalisation of values (Joussemet et al., 2004).'* It later says *'Developmental researchers argue that the goal of socialisation should be self-regulation, not mere compliance with external regulators (Joussemet et al., 2004). In other words, we want children to share because sharing is good, not because they think they can get a sticker out of it.*'

Teaching Learning Behaviours and Praise

Habits of Mind (HOMs) are the basis for teaching learning behaviours to the children and for the specific praise we give them. All children will receive praise as often as possible. This may be non-verbal e.g. thumbs up, verbal or written praise and this may be individual or relate to a group. HOMs are used to give meaningful praise in relation to all aspects of school life including school work, behaviour and attitude, home learning tasks, sporting events etc. Specific praise is given so that it promotes and encourages positive behaviour and so that children know exactly what they are being praised for. For example,"You have demonstrated the habits of persistence and resilience during this lesson because you have managed to complete the task, and kept trying even though you made a few mistakes and needed support. Despite getting frustrated at times, you didn't give up." Habits of Mind are linked to our school values wherever possible, and all 17 are taught and explored explicitly throughout the school year during Collective Worship and PSHE lessons, with meaningful links made across the curriculum.

Sharing good news

Where children have achieved specific success either in or out of school, this may be shared with other members of the school community. This may be with their Team, their Year Group/Phase, whole school, a specific adult in school or a senior leader.

Celebrating Exceptional Achievements

In exceptional circumstances, achievements related to positive behaviour choices will be shared with the school community via the school newsletter, website or in assembly where a child, group or class is singled out as role models. For example: a child/ group being rewarded the REFSPECT award at a school competition or recognition from a member of the community for an act which displays our school values.

On occasion a member of staff may wish to reward a child with a **sticker.** This will be in an exceptional circumstance and will complement and be related to the main school focus on praise via HOMs and school values.

Headteacher Lottery

Each week, two children from each team who have consistently demonstrated Hillcross Values, demonstrated positive behaviours, have worked exceptionally hard, have overcome a particular barrier or who have carried out a specific good deed will be entered into the Headteacher Lottery. The selection of the children to be submitted will involve a democratic vote whereby children and staff working in each team will nominate classmates and agree which children will be put forward.

Across the term, children's names will be randomly selected for specific praise from the Headteacher and at the end of each term, two children from each team will be randomly selected to attend a Headteacher Lottery Party.

This system promotes upholding school values, consistently following the school rules, focussing on learning, developing good learning and behaviour habits and the doing of good deeds because the more children do these things, the more chance they have of being 'pulled out of the hat'. The fact that the reward is not guaranteed will help to prevent an over-reliance on extrinsic motivation.

Responsibilities:

- Team teachers will carry out a weekly democratic vote and enter children's names on the Headteacher Lottery google form, found in the Operational tab on Google Noticeboard.

The House Point System

The house system operates consistently throughout the school and is designed to promote collaboration and collective achievement amongst staff, parents and children of all ages. It also allows for a healthy measure of good hearted competition.

- Children and staff are allocated to one of four houses as part of the admissions/induction process.
- The Headteacher and non-class based Senior Leaders are not allocated to a house in order to ensure impartiality.
- Each house earns points via collective achievement such as best attendance or sports day performance.
- Additional opportunities to earn house points are provided across the year such as an Easter Egg hunt, staff competitions, completion of the parent questionnaires and donations such as jam jars for the summer fair, clothes collections for charities etc.
- Points are tallied and displayed in school and on the homepage of the website. Any prizes awarded to houses will have no explicit value e.g. extra playtime.

Whole Class/Group Intervention reward system (only to be used if agreed with Headteacher/SENDCO/PSHE Leader)

If there are circumstances where a member of staff feels a bespoke reward system is needed to encourage on-task behaviour, this will be raised with the Headteacher (team systems) or the SENDCO (intervention groups) or PSHE Lead before implementation.

Team rewards may be necessary to support adults, promote collaboration and help children to understand the concept of collective responsibility. Such systems could be used to promote positive behaviours during the school day such as: lining up and moving around the school silently, ensuring transitions between lessons are smooth and quick or getting ready to go home at the end of the day. This should support whole class initiatives and encourage team work. An agreed behavioural target will be set (this is most effective if children identify these themselves). This can be promoted in different ways, for example, beads in a jar or a point system. E.g. Once **25** marbles (or equivalent) have been collected, the class earns a group reward. **The group reward should be intrinsic, have no specific value and not last for more than 10 minutes** e.g. extra playtime, watching a section of a movie, extra ICT time or team building games. **Extrinsic, tangible rewards should not be given.** Please remember the marbles (or alternative depending upon the system employed) should never be taken out of the jar. If the children do not meet the target, they simply don't earn the reward.

At Hillcross we do not allow class systems where children are identified as behaving positively or negatively e.g. names under a happy or sad face; or systems where children move from a neutral starting point into positive or negative positions.

Where a bespoke system has been agreed, the lead adult will ensure that all children and adults understand the expectations and which behaviours earn rewards. It should be clear to follow for someone who has not worked in the team or supported the group previously. Once habits have been formed, and the children are consistently doing what is expected, it might no longer be necessary to use this approach. Children will then revert to being

individually rewarded with HOMS. If however there are other areas for development, this can then be targeted in a similar way.

Extrinsic, tangible rewards

These should not be given unless in exceptional circumstances and agreed in advance with the Headteacher.

Early Years Foundation Stage

Due to the age and stage of development of the Nursery and Reception children, the Foundation Stage operates an extrinsic reward system that promotes positive learning behaviours called 'You Can Do It!'. This system is based on four keys to success: *Persistence, Confidence, Getting Along* and *Organisation*. The language of Habits of Mind, and the school values are linked to these keys wherever possible. Extrinsic rewards are much more effective with younger children because many of them have not yet developed their skills of self-regulation. However, the focus of the system is on the discussion about why a token has been awarded, i.e. the successful learning behaviour, rather than the reward itself.

Rewards
1. **Non-verbal praise** (e.g. thumbs up)
2. **Verbal Praise/Positive Words** linked to a You Can Do It key, a school value and/or the Team charter.
3. **'You Can Do It!' Token** to be added next to the reward chart linked to the relevant key.
3a. **Cumulative You Can Do It tokens** to be rewarded as follows: ● *10 tokens = badge given in assembly* ● *10 tokens in every area = medal* ● *20 tokens = certificate given in assembly* ● *20 tokens in every area = Celebration party with a member of SLT* ● *30 tokens in one area = wristband* ● *30 tokens in all areas = 'You Can Do It!' bear*

Note: A child cannot lose a reward once it has been awarded.

Consistency

Consistency is key and all adults and children must follow the agreed reward system and not deviate from it.

Reasonable Adjustments

If a child, or group of children would benefit from frequent/daily rewards, a bespoke behaviour system such as 'Learning Agreements' will be introduced.

Levels of Behaviour:

At Hillcross, agreed levels of behaviour ensure that children and adults develop a shared understanding of behaviour and consequence, and this aids consistency. As a result everyone understands behaviours that support learning and well-being and how they can be effectively supported across the school.

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*Play fighting is deemed a Level 3 behaviour and is not allowed at Hillcross. The reason for this is that play fighting typically involves physical aggression and usually results in someone getting hurt. Although there may be no intent to hurt someone, inevitably someone does, and this then escalates and often leads to children intentionally hurting each other.

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Consequences

We acknowledge that it is impossible to eradicate all misbehaviour, primary school is a place where children learn how to 'be' in wider society away and from their own home. At Hillcross, we recognise the importance of a consistent, clear and fair approach to managing behaviour as well as the need to take context into account. Therefore, whilst we have a system of consequence linked to certain inappropriate behaviours (see below), consequences given will relate not only to the inappropriate behaviour demonstrated but to the specific circumstances of each situation.

Level of Behaviour	Example Behaviours	Possible Consequences
1	• Chatting to others off task Fiddling, tapping • Making noises, whistling, humming, singing • Swinging on chair • Not following adult instructions *If children do not stop when asked and continue in a deliberate manner, this will then be recorded as a Level 2 Behaviour: Trying to distract others.*	➢ Teachers will focus on the positive behaviour of others in the class to encourage those that are displaying the inappropriate behaviour to follow suit. ➢ Eye contact to remind a child/ children of appropriate behaviour in a positive way (non-verbal) ➢ Eye contact and a verbal reminder of appropriate behaviour and possibly a warning. The adult could share what the consequence would be, if the inappropriate behaviour were to continue. ➢ Child given choices to correct inappropriate behaviour (i.e. a positive choice and consequence vs a negative choice and consequence). e.g. Sitting sensibly and listening OR working with the adult when everybody goes out for lunch. ➢ Given time out in class to think about what they've done ➢ Moved to a different place in the classroom

2	● Refusal ● Calling out ● Trying to distract others e.g. repeated Level 1 behaviour/ making faces/ turning around ● Encroaching on personal space of another child ● Taking others belongings. ● Talking over other people ● Wandering around the class ● Talking back disrespectfully ● Disrespectful body language e.g. rolling eyes, facial expressions, shrugging ● Inappropriate/disrespectful teasing, banter, jokes. ● Name calling or insults. *If any of the above behaviours are regularly displayed causing disruption to the learning of others or adversely affecting the well-being of others this will then be recorded as a Level 3 behaviour: Persistent Disruptive Behaviour.*	➢ Given time out in class to think about what they've done ➢ Moved to a different place in the classroom ➢ Withdrawal of privilege/loss of responsibility in class ➢ Miss part of playtime with class teacher (discussion with adult) ➢ Miss all of playtime (discussion with adult) ➢ Miss part of lunchtime with class teacher (discussion with adult) ➢ Miss part of playtime with SLT ➢ Miss all of playtime with SLT ➢ Miss part of lunchtime with SLT ➢ Miss all of lunchtime with SLT ➢ Time out in another class (with Phase Leader/SLT teacher). ➢ Class teacher Check-in

3	● Play Fighting ● Repeated inappropriate/disrespectful teasing, banter, jokes. ● Bullying ● Racism ● Homophobia ● Inappropriate Online Behaviour ● Defiance (direct refusal) ● Verbal Abuse ● Offensive Language or Gesture including swearing ● Damage to property including graffiti, toilet paper misuse ● Threatening/Intimidation ● Physical aggression/assault e.g. wounding, fighting, jostling, use of missiles ● Obstruction ● Sexual Misconduct e.g. sexual graffiti, lewd behaviour, inappropriate touch ● Being in possession of a prohibited item such as carrying an offensive weapon (see below for full list). ● Involvement in drugs or alcohol related incidents, including smoking. ● Theft ● Persistent Disruptive Behaviour	➢ Miss part of playtime with SLT ➢ Miss all of playtime with SLT ➢ Miss part of lunchtime with SLT ➢ Miss all of lunchtime with SLT ➢ Time out in another class (with Phase Leader/SLT teacher). ➢ Class teacher Check-in ➢ Phase Leader Check-in ➢ SLT Check-in ➢ SLT Meeting with child and family ➢ Withdrawal of privilege/loss of responsibility wider school ➢ Pastoral Support ➢ Involvement of Outside Agency ➢ Internal exclusion ➢ Suspension

Head teachers, and staff authorised by them, have statutory powers under the Education Act 2011 to search pupils or their possessions, without their consent, where they **'reasonably suspect'** that a pupil has **prohibited items**:

- knives or weapons
- alcohol
- illegal drugs including psychoactive substances and legal highs (for more information click on this link: https://www.talktofrank.com/drugs-a-z
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images (refer to government guidance: Sharing nudes and semi-nudes, published Dec 2020)

- any article that a member of staff **'reasonably believes'** has been, or is likely to be, used to (a) commit an offence, (b) cause personal injury to, or damage to the property of, any person (including the pupil). Please refer to our Confiscation Policy for more information.

The language used must ensure that children know it is the behaviour that is inappropriate, not the child themselves. Discussions and consequences must be balanced with a restorative approach, positive support and actions which could be taken. Consequences must be appropriate for the individual, and wherever necessary, personalised to take account of individual needs. The consequence should never be physically or psychologically harmful. Where their behaviour has negatively impacted on another child or adult, the child should attempt to restore good relations as soon as possible. However, time should be given for the child to first calm down or be in the right frame of mind to ensure this happens successfully. Some children might need time to reflect or to calm down, in order for them to successfully resolve the issue. Children are supported in this process, should they need to be, and adults can model how to do this if needed.

The following guidelines are for all staff and will apply to all aspects of school life and should be maintained by everyone in order to ensure a consistent approach. The stepped system is designed to allow pupils time to change their behaviour in a positive way.

- Discussions and investigations into instances where children have not followed the school rules, **should take place during the children's own time** (such as playtime and lunchtime) in order to minimise disruption to learning.
- **Staff are expected to carry out a full investigation into the incident** and all parties involved should be given the opportunity to provide their point of view and explain what happened. Where this is not possible, the adult dealing with the situation should try to provide as much detail as possible to support the person carrying out the investigation. This should not be left for SLT to do. Rather, SLT should be informed of the outcome of the initial investigation (with the relevant forms filled in or incidents recorded on SIMs as appropriate) and would be involved in a discussion with pupils and/or parents and working alongside class teachers on deciding on appropriate sanctions.
- **All parties should be spoken to, so that a true reflection of an incident can be gained. Every party should be (and feel) listened to, given the chance to provide their explanation and perspective** and once a clear explanation or outcome is reached, this should then be recorded and/or reported accordingly (see below). It is important that investigations are not influenced by children's behaviour and that those involved do not have preconceived ideas or make judgements without carefully investigating each situation. Pupil voice should show that all children feel listened to by all adults and that investigations are fair and objective.
- **Consequences will be supervised by the adult who issued the warning or the relevant SLT member (for Level 3 behaviour)**.
- **Level 3 behaviours must be referred to a member of SLT immediately.** Such incidents must be recorded on a Behaviour Monitoring Form, not directly onto SIMS (see Recording Behaviour Incidents below.) and handed to the SLT member who is dealing with the situation. These will then be recorded on SIMS once the issue has been dealt with and resolved by a member of the admin team.
- Once the Level 3 behaviour has been investigated and (resolved), the SLT member who dealt with it, will contact the parents to discuss what happened, share the outcome and sanctions. In some instances, the member of SLT will task another staff member to contact the parents.
- If there is a very serious incident, including any kind of racism, homophobia or bullying (whether or not this was intentionally racist or homophobic) an Assistant Headteacher or the Headteacher should be informed immediately. All such incidents must be recorded (as data is collected by Merton Borough on racist or homophobic incidents) and must be relayed to the parents of all parties involved. Reports of bullying must be dealt with in accordance with the Anti-Bullying policy.
- Rewards and tokens awarded for good behaviour choices, cannot be taken away if a child then behaves inappropriately.

- Each child will make a fresh start daily, unless the behaviour/s have been persistent , extreme or if the consequence could not be administered due to timings of the day, and it needs to be carried over to the following day or when the child returns to school .
- When establishing the facts in relation to a behaviour incident, where the investigation makes it difficult to establish what has taken place, the adult investigating the matter will refer to a member of SLT who will consider if the civil standard of proof is applicable i.e. on the balance of probabilities it is more likely than not that a fact is true, or if there is insufficient evidence to reach a conclusion.

Children who require Additional Support

Class Teacher/Phase Leader/SLT Check-In

Check-in is a supportive measure which enables children who persistently engage in disruptive or unsafe behaviour to: reflect, take responsibility for their actions and improve on their behaviour by providing focussed and regular opportunities to discuss the impact of their choices on themselves and others. The children are supported in identifying strategies which will help them to make the right choices. The aim of check-in is to build their self esteem, confidence and ability to self-regulate.

If a child does not respond to the general strategies outlined in this policy, teachers will discuss their concerns with their phase leader, who will agree that alternative options have been exhausted. A decision will be made about who it is best for the child to check-in with. The phase leader will ensure that all members of SLT are informed. This strategy works best for persistent disruptive behaviour, rather than one-off incidents - even where these may be more significant in nature. **Parents must be fully informed** - they will already be aware of other support strategies that have been tried and therefore aware that this was the next step. This should not be a surprise to parents, as this triangle of support works best when staff and parents are working together with the child to action positive change.

Children on Check-in will use a chart to record their progress. A new chart will be given weekly by the class teacher/Phase Leader/SLT member but copies will be kept of previous weeks so that patterns and progress can be carefully monitored. The chart will clearly identify SMART targets. i.e.' *To put my hand up to answer questions' OR* 'T*o stay in my seat for at least 10 minutes and only leave it with an adult's permission'.* Targets can relate to the whole day or can be specific to, for example, playtime and lunchtime. There should be no more than 3 targets, and these should be directly linked to behaviours which are causing most concern. The fewer the targets, the greater the chance of success.

Judgements will be made against the agreed targets only, other behaviours will be dealt with in line with the general school policy and may at a later date be incorporated into the check-in process if appropriate. Targets will be the focus of discussion with the agreed adult so it must be fully understood by the child (and their parents). Where appropriate, success criteria could be provided, so that everyone has a clear understanding of expectations. The teacher could create a 'Y chart' with the child, showing what it might look, sound and feel like if the target was achieved. e.g. In the section, what it might look like, it might have: facing the right direction, looking at the person who is speaking, focused on work and working attentively, work is completed in the set time.

Children will check-in with the agreed adult at specified times of the day (the number of times will be decided with the Phase Leader/member of SLT, based on discussions with the class teacher and should be recorded on the chart). This will usually be before break, before lunch and at home time, unless otherwise agreed. For example, if a child finds it particularly challenging to follow the rules during PPA sessions, he or she might then need to check in after each PPA lesson, and only on specific days. However, if a child finds it challenging to focus on the task and distracts others frequently , then it would be best placed if they were to check in before break, lunch and hometime.

Where possible, adults working in class with the child should take time to discuss the reasons for the code given, prior to them going to see the agreed member of staff, so that they are able to engage in meaningful discussion and reflection. In the early stages of SLT check-in, it may be necessary for the child to be accompanied by an adult or for the adult to send a note of explanation to support the process.

Each session of the day will represent a fresh start and an opportunity to achieve success.

If a child has an unhappy face (EYFS and Phase 1) or 0,1 or 2 (KS2), they will be kept in for part or all of their break or lunchtime as a consequence, the time being used for supported reflection.

It is important that the process is a positive one - although we must acknowledge where improvement needs to be made, the purpose of the strategy is to change the children's mindset and to provide them with the will and skill to make the necessary changes. A key way to do this is to find time to celebrate their success with their peers, with other staff members and with their parents as frequently as possible.

Lunch Time and Play Time

On the playground we expect the same high standard of behaviour as in the school building and classroom. Praise relating to HOMs will be given out as per the guidelines above and positive feedback will be given to class teachers at the end of a lunch duty.

When a behaviour occurs, if it is a level 2 behaviour, the member of staff will issue a consequence in line with the table above. If the consequence given is not accepted, this becomes a level 3 behaviour and should be referred to the Senior Midday Play Leader or a member of SLT immediately.

If a child regularly displays Level 2 behaviours at playtime or lunchtime, through discussion with the Midday Playleader (MPL)/staff member involved, the class teacher and the phase leader it may be agreed that part or all of lunchtime may be missed on agreed occasions.

A stepped system allows children to correct any Level 1 behaviours (see table above). At lunchtime, the MPL will:

1. Give the child a warning and explain the reason.
2. Ask the child to play in a different part of the playground or away from a certain person.
3. Time out will be given – the child will stand in a specified spot for 5 minutes to consider how to change the behaviour. (This time is provided to calm the child down and for them to consider their actions, possible consequences it could have had on others and how to better these choices. It is not meant as a consequence or to belittle or degrade a child.)
4. Withdrawal the child's privilege of using specific areas/equipment at lunchtime (in agreement with class teacher and phase leader)
5. Miss part/all of lunchtime (in agreement with class teacher and phase leader)

All incidents need to be carefully investigated; all parties should be spoken to, so that a true reflection of an incident can be gained. Every party should be (and feel) listened to, given the chance to provide their explanation and perspective and once a clear explanation or outcome is reached, this should then be recorded and/or reported accordingly. It is important that investigations are not influenced by children's behaviour and that those involved do not have preconceived ideas or make judgements without carefully investigating each situation. Pupil voice should show that all children feel listened to by all adults and that investigations are fair and objective.

Following every playtime or lunchtime, class teachers must be made aware of incidents that have taken place so that they can provide any necessary follow up support and discuss the incident with parents as appropriate. This

will also enable the class teacher to ensure any fall out from the incident does not continue in the classroom. This verbal feedback must also be logged onto SIMs (Level 2 Behaviour) or on a Behaviour Monitoring Form (Level 3 Behaviour) by the staff member/MPL who dealt with the incident.

Recording Behaviour Incidents

Level 1 behaviours do not need to be recorded, unless they are persistent as they are then considered Level 2 behaviours.

All staff are responsible for recording **Level 2 behaviours** directly onto SIMs. This should be filled in by the member of staff dealing with the incident and then shared with the class teacher, if the class teacher is not the person dealing with the behaviour. It is important to record the locations and time of the incident to support accurate monitoring.

Level 3 behaviours require SLT action. The incident must be recorded on a Behaviour Monitoring form (which is printed on blue paper) by the member of staff who has observed/initially dealt with the incident. **This must include full details of their initial investigation.** As part of the investigation process, children should complete a Thinking Hats Reflection Form and discuss this with SLT. The outcome of SLT involvement will be added to the form and recorded on SIMs by SLT after they have investigated and dealt with the incident so it is clear what consequence has been given.

SIMs Logs and Behaviour Monitoring Forms must be completed for all of the children involved in the incident individually. Where the information is the same for all children, these can be photocopied, but it should be evident who each form relates to as you would expect to see some differences.

On those occasions where sanctions given are different for different children involved in a specific incident, this should be made evident and staff must include a reason for this. I.e. X was given an additional sanction as he did not take responsibility for his actions and did not tell the truth until spoken to by an SLT member.

Communication with parents for all Level 2 (recorded on a Hillcross Note) and Level 3 behaviours (added to the Behaviour form) is essential. Children will realise that school and home are in communication, and supportive of one another, which will ensure consistency in order to best help the child.

Forms are kept in the staffroom, outside the Headteacher's office, in the conference room and in the PPA room. An electronic copy can be found on Noticeboard (in the 'form' section) and can be accessed via this link: https://docs.google.com/document/d/1a9TRNXgUq5iZ63YMnyoa85b7fOkOHXzv1n8KpdTjVTo/edit

Monitoring Behaviour Incidents

All members of staff should look out for incidents that occur frequently and for any patterns. They should also look out for things that may trigger frequently occurring/patterned behaviours. If identified these should be shared with the Phase leader, Assistant Headteacher or Headteacher as appropriate.

Half termly behaviour reports are run by the Assistant Headteacher responsible for PSHE in order to monitor and track specific individuals and gather data on which groups are to be supported or monitored more closely. Where specific children or groups are identified, the assistant headteacher will speak to class teachers and phase leads about how children can be supported. It will be considered a concern if children have 3 or more logs on SIMS per half term. At this point, parents will be informed, usually via a meeting with the class teacher and phase lead, to discuss positive strategies to support improved behaviour. Where possible, the child will also be involved in agreeing supportive measures and sanctions (however these meetings will usually be held without the child

present). A supportive measure could include the introduction of an Individual Behaviour Plan or SLT Check-In (see information above). These encourage and reward positive behaviour and have shown good impact across the school.

In some circumstances it may be deemed that a meeting is unnecessary as the child's behaviour has improved significantly over time, or there is already support in place for the child/family, this can be discussed with the behaviour lead and other alternatives can be put into place.

Informing Parents

It is initially the class teacher's responsibility to inform parents about all behaviour concerns that may occur. Parents of children who have been hurt as a result of an incident should also be informed. Wherever possible parents should be told before the child goes home in order that they hear first from the school. This is really important in order to maintain good communication and relationships with parents and to ensure that all necessary information is shared.

All contact with parents in relation to incidents should also be recorded on the Blue Behaviour Form (Level 3 Incidents) or the Yellow Hillcross Note (Level 2 Incidents) in order that any follow-up which may be necessary with parents is carried out in an informed manner. These should then be handed to the Phase Leader or member of SLT dealing with the issue.

Persistent Incidents or Incidents of a Serious Nature (Level 3 behaviours)

Incidents of a serious nature (e.g. aggression, violence, racism, illegal activity) are likely to bypass the above system and will immediately be referred to, and dealt with, by the relevant SLT member.

Managing persistent or extreme behaviour concerns will involve senior leaders and/or the headteacher, and other relevant school staff working closely with the child and parents to address and resolve the inappropriate behaviour. If necessary, an 'Individual Behaviour Plan' will be initiated and this will involve specific rewards and sanctions, as governed by the plan. Where necessary the school will also involve the support of external agencies such as The Virtual Behaviour Service, CAMHS or an Educational Psychologist.

In some circumstances this may lead to a suspension or permanent exclusion (see below) or the police and social services may need to be informed. Safeguarding is of utmost importance at Hillcross and where there are concerns raised in relation to behaviour issues, action will be taken by the designated safeguarding leads in accordance with the Safeguarding and Child Protection Policy.

Persistent Challenging Behaviour

We recognise that positive relationships between staff and pupils is the key to promoting good behaviour and to avoid challenging behaviour. However, even in an inclusive school there may be occasions when a child's behaviour poses a risk to themselves or others. We have a **Positive Behaviour Support Policy** which outlines how we support staff to manage incidents and how we promote positive relationships at school between staff and pupils.

This policy aims to do the following:

- Ensure that all staff have a common understanding of behaviour as a form of communication and are supported to make sense of difficult or distressing behaviour.
- Ensure that all staff understand the importance and significance of touch in a school environment.
- Provide appropriate training to develop staff skills in de-escalation.

- Make sure that staff have a shared understanding of risk and know how to reduce risk in a school environment.
- Ensure all staff are aware of their legal duties and the legal framework underpinning the management of challenging behaviour.
- Support staff to manage their own emotions when managing challenging behaviour and providing support where required after an incident.
- Support children and young people to manage their own behaviour.

Suspensions and Exclusions

We are an inclusive school and do not wish to exclude any child, even when they exhibit serious behavioural difficulties. We will take every reasonable step to ensure that exclusions are avoided. However, in extreme cases, it may be necessary to exclude, especially if the child is causing serious harm to themselves or others.

The school follows the National Exclusions Guidance, published by the DFE and has a separate Exclusions Policy. We review the policy in light of any legislative changes which come into effect. We show due regard to the standard national list of reasons for exclusion (**appendix 4**).

Currently, schools and local authorities must make full-time educational provision for excluded pupils from day 6 of their exclusion. Parents and carers must ensure their child is not present in a public place during the first five days of exclusion, and head teachers have a duty to offer the parents or carers a reintegration interview in respect of certain fixed-period exclusions.

Special Educational Needs

At Hillcross Primary School we recognise that some children may during their time at school display an emotional and/or behavioural need. Our aim is to support these children within our positive approach to behaviour management. Children who are regularly breaching the boundaries are identified and their needs are discussed with the Special Educational Needs Co-ordinator (SENCO) or Inclusion Manager and class teacher.

When a child is on the Special Educational Needs register for specific behavioural difficulties, they will have an individual behaviour plan which will detail the procedure for dealing with that child and may differ to the whole school approach. The alternative procedure will be formed in agreement with the child, their parents and the relevant school staff. The procedure will be clearly explained to all those who might have contact with the child in school. The headteacher or deputy headteacher will be involved in this process and at times might work more closely with a child if needed.

Monitoring and review

The head teacher monitors the effectiveness of this policy on a regular basis and reports to the governing body on a termly basis.

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation. We are committed to treating all members of the school community fairly and challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any member of the school community and it helps to promote equality and accessibility at our school. The curriculum is planned to be inclusive and meet the needs and interests of a full range of learners.

Activities and resources will be differentiated and adult support used to ensure that children access the curriculum and make the best possible progress.

Safeguarding Commitment

The school is committed to safeguarding and promoting the welfare of children, in line with the most recent version of Keeping Children Safe in Education, and expects all staff and volunteers to share this commitment. We take seriously our duty of care to our pupils and staff which includes safeguarding them from the risk of being drawn into terrorism - this includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit. We work closely with social care, the police, health services and other services to promote the welfare of children and protect them from harm. Radicalisation is recognised as a specific safeguarding issue and is addressed in line with the Government Prevent Strategy and The Counter-Terrorism and Security Act 2015.

Privacy Policy

Hillcross School is committed to ensuring protection of all personal information that we hold. We recognise our obligations under the GDPR and Data Protection act 2018. Our practice is documented in our Data Protection Policy.

Monitoring and Evaluation

Written and approved: June 2015
Reviewed: November 2021, July 2022, November 2022
Date of next review: November 2023

Appendix 1 - Roles and Responsibilities

Responsibilities of Children

- To work to the best of their abilities and to allow others to do the same
- To treat others with respect at all times, taking care of property and the environment
- To cooperate with children and adults in all aspects of school life
- To help formulate and comply with the classroom rules
- To share in celebrating the achievements of all members of the school

The role of all staff

- It is the responsibility of all staff to ensure that the school rules are enforced throughout the school both in and out of class.
- All staff have high expectations of the children with regard to behaviour, and they strive to ensure that all children achieve to the best of their ability.
- All staff enforce behaviour expectations consistently, treating each child fairly, with respect and understanding.
- All members of staff deal with incidents themselves in the normal manner. However, if misbehaviour continues, they will seek help and advice from the class teacher, phase leader or senior leader as appropriate.

Class Teachers/Teaching Assistants (TA)/ Learning Support Assistants (LSA)

- Where external support agencies are involved in meeting the needs of a particular child, the relevant member/s of staff (as directed by the school's Special Educational Needs Co-ordinator - SENCO) liaise and work cooperatively with those agencies, as necessary, to support and guide the progress of the child. For example, they may discuss the needs of a child with the education social worker or the LA's behaviour support service.
- The class teacher (or other identified member of staff e.g. the child's LSA) reports to parents and carers on the personal and social development of each child in their class, in line with whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

The role of the Head Teacher/Senior Leaders

- It is the responsibility of the head teacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the head teacher to ensure the health, safety and welfare of all children in the school.
- The head teacher supports the staff to implement the policy, by setting the standards of behaviour, and by supporting staff in applying the policy consistently.
- The head teacher or identified School Leaders keep records of all reported serious incidents of misbehaviour.
- The head teacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the head teacher may permanently exclude a child. These actions are taken only after the school governors have been notified.

The role of parents and carers

Our school requests that parents and carers enter into a Home-School Agreement with the school, agreeing to work in partnership with the school to promote good behaviour, to take steps to discourage poor behaviour, to reinforce the school rules and to support the school when sanctions need to be used with a child. The school

collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school.

We explain the school rules in this policy and on the school website, and we expect parents and carers to understand and support them.

We try to build a supportive dialogue between the home and the school, and we inform parents and carers immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to punish a child, we expect parents and carers to support the actions of the school. If parents and carers have any concerns about the way that their child has been treated, they should initially contact the class teacher. If their concerns remain, they should contact the relevant phase leader to discuss the issues involved. If parents or carers wish to complain further about actions taken by the school, they should make an appointment to see the Head Teacher. If the concerns remain they may contact the Chair of the Governing Body, in accordance with the school's Complaints Policy.

The role of governors

The governing body has the responsibility for agreeing as policy these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the head teacher in adhering to these guidelines.

The head teacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the head teacher about particular disciplinary issues. The head teacher must take this into account when making decisions about matters of behaviour.

Hillcross Primary School

Appendix 2 - The importance of Positive Behaviour Management

Behaviours which may signify emotional and behavioural difficulties

There are a number of behaviours which may signal the need for special provision. Most obviously these include bullying, disruptive behaviour and poor temper management. Less obviously these include poor motivation, poor organisational skills and poor concentration.

The most important cause of behavioural difficulties – Limited Self-Esteem

The most important cause of behavioural difficulties in children is their limited self –esteem. Children often have life experiences which make them feel that they are not loved, cared for, valued or seen as special by others. This can inform their behaviour patterns, which may have a negative influence on the way people react to them, which ultimately reinforces their low self-esteem. A vicious circle is established, which many pupils lack the insight or the power to break. Pupils with low self-esteem may display their insecurities by

- Becoming either boastful or over self-critical
- Becoming aggressive or withdrawn
- Looking for ways to avoid new academic or social challenges
- Finding it hard to relate appropriately to others and appearing uncomfortable in unfamiliar company or situations
- Experience difficulties in making friends.

Dealing with emotional and behavioural difficulties in school

Behavioural difficulties in school may, sometimes, need to be dealt with by the use of sanctions. In the short term, sanctions can stop inappropriate behaviour. However, they must be used sensitively, and the emphasis should be on supporting and rewarding pupils instead.

Pupils with low self-esteem can be very demanding and many of their behaviours can alienate those who are trying hardest to support them. However, the need to adopt positive behaviour management strategies is central to helping them acquire more appropriate patterns of behaviour.

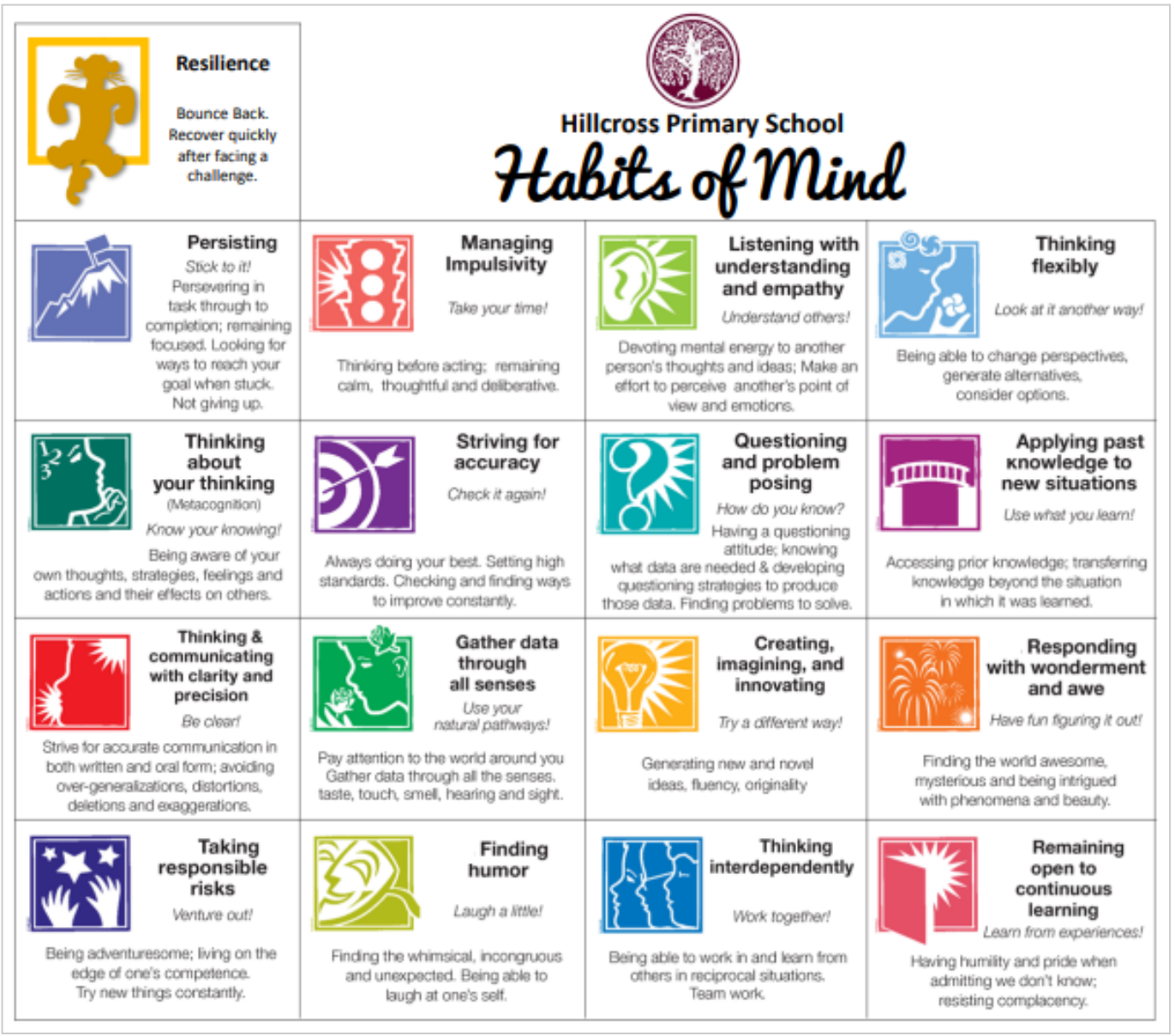
Concentrating on pupils' failings is likely to damage their self-esteem and have a negative effect on their development. Reinforcing good behaviour/celebrating achievements by giving pupils time, approval and attention is likely to have a positive influence on their development within and beyond their school years.

TEN SIMPLE GUIDELINES FOR POSITIVE BEHAVIOUR MANAGEMENT

1. Establish a friendly, positive, supportive relationship with the pupils in your care.
2. Make sure, wherever possible, that pupils are doing purposeful activities that they enjoy.
3. As soon as it occurs, reward positive behaviour with attention and praise. 'Catch them being good'.
4. Where possible, identify when behaviour problems are likely to arise and try to divert to modify the pupils' behaviour before discipline is needed.
5. Know the school rules and the reasons for them. Be clear, firm and polite about the behaviour boundaries.
6. Know what sanctions you can use, but try to avoid using them – especially if a quiet word or reminder will do.
7. Always remain calm when you speak to pupils. This will help you maintain your authority and confidence and keep your relationships with them positive.
8. Avoid telling a pupil off in public.

9. Avoid the use of sanctions when support strategies will suffice.
10. Use the school's monitoring, report and behaviour referral systems so that you support each other in addressing the individual pupil's needs and those of the whole school.

Appendix 3: Habits of Mind Overview



Appendix 4: Reasons for exclusions

This list provides descriptors of reasons for exclusions and up to three reasons can be given for an suspension/exclusion and will be indicated on the electronic reporting form. The further detail suggesting what the descriptors cover should be used as a guide and this list is not intended to be used as a tick-list for exclusions.

Code	**Reason**	**Description and includes**:
OW	Use or threat of use of an offensive weapon or prohibited item	● Carrying an offensive weapon
LG	Abuse against sexual orientation and gender identity	● Homophobic abuse and harassment
DS	Abuse relating to disability	
MT	Inappropriate use of social media or online technology	
PH	Wilful and repeated transgression of protective measures in place to protect public health	
PP	Physical assault against a pupil	● Fighting ● Violent behaviour ● Wounding ● Obstruction and jostling
PA	Physical assault against adult	● Violent behaviour ● Wounding ● Obstruction and jostling
VP	Verbal abuse / threatening behaviour against pupil	● Threatened violence ● Aggressive behaviour ● Swearing ● Verbal intimidation
VA	Verbal abuse / threatening behaviour against adult	● Threatened violence ● Aggressive behaviour ● Swearing ● Verbal intimidation
BU	Bullying	● Verbal bullying ● Physical bullying ● Homophobic bullying ● Racist bullying

RA	Racist abuse	• Racist taunting and harassment Derogatory racist statements • Swearing that can be attributed to racist characteristics • Racist bullying • Racist graffiti
SM	Sexual misconduct	• Sexual abuse/violence • Sexual assault • Sexual harassment • Lewd behaviour • Sexual bullying • Sexual graffiti
DA	Drug and alcohol related	• Possession of illegal drugs • Inappropriate use of prescribed drugs • Drug dealing • Smoking • Alcohol abuse • Substance abuse
DM	Damage to property	• Damage to school or personal property belonging to any member of the school community • Vandalism • Arson • Graffiti
TH	Theft	• Stealing school property • Stealing personal property (pupil or adult) Stealing from local shops on a school outing Selling and dealing in stolen property
DB	Persistent or general disruptive behaviour	• Challenging behaviour • Disobedience • Persistent violation of school rules