

Compassion

Forgiveness

Friendship

Peace

Respect and Reverence

Thankfulness

Kendall Church of England Primary School
'We Strive for a Bright and Wonderful Future'



Kendall Church of England Primary School

The Positive Behaviour Policy Document

relating to Kendall C of E Primary School

was approved by the Governing Body on

Autumn 2025

The Kendall Church of England Primary School Positive Behaviour Policy

This policy was written in line with the Governor's Written Statement of Behaviour Principles.

Aims:

- For every member of our school community to feel happy, safe, respected, and valued, whatever their background or beliefs.
- For everyone to respect the learning environment and to respect everyone's right to learn.
- To enable every learner to reach their full potential.
- To enable all members of the school to become good citizens.
- To promote the Vision Values¹ and aims of the school.

Objectives – Kendall '5'

These five objectives are known as The Kendall '5' and were devised by our pupils. They are on display in every classroom in the school and referred to regularly.

- 1. Respect people and their belongings.**
- 2. Treat people well; be kind, friendly and compassionate.**
- 3. Make playtimes enjoyable for you and for others; be a good friend.**
- 4. Be sensible and safe; show compassion, friendship and remember to say thank you.**
- 5. Make the right choices; be a peace maker and show forgiveness.**

Key Principles:

This Positive Behaviour Policy is based on the key principles of respect, which are a key part of our school vision and our Vision Values. We therefore promote:

- **Respect for self**
- **Respect for the right of everyone to learn**
- **Respect for the right of everyone to have dignity, feel happy, safe and secure**
- **Respect for our environment**

Support Strategies:

We actively promote all types of positive behaviours through praise and rewards in all areas of school life, for example through:

- Non-verbal communication, e.g. smiles, nods, thumbs up, etc.
- The habit of every day verbal praise from all staff
- The use of Growth Mindset language
- Feed forward comments from the teacher when giving written feedback
- Class reward systems
- Team points

¹ Our Vision Values are: Compassion, Forgiveness, Friendship, Peace, Respect and Thankfulness

- Vision Value Leaves
- Public recognition for achievements outside school, e.g. sports certificates, charity work, etc.
- Reading Raffles
- Maths Challenge Award
- Mental Maths Awards
- Writer of the week
- French Awards
- Free Tuck Friday
- TREAT (Terrific Reward for Excellent Attendance Termly) Awards
- Lunch Time Awards
- Marvellous Mes
- Gold Awards
- Headteacher Cups

Positive behaviours are also explicitly taught and reinforced through our Personal Development (PD) curriculum and whole school assemblies.

We have a clear whole school behaviour management system based on rewarding positive behaviour and applying constructive sanctions to 'put right' incidences of inappropriate behaviour. The pupils are expected to follow our Kendall 5 (see above).

Staff will always encourage good behaviour and reduce constant minor low-level behaviour by planning highly engaging lessons where pupils are inspired to learn and therefore do not make poor behaviour choices due to boredom and lack of creative challenge.

In addition to this, we will use the stages 'Towards Good Behaviour' to encourage positive behaviour. They may include class and/or individual strategies and these may be used in conjunction with other colleagues, for example, the SENCO, if the headteacher believes this will be beneficial.

Where inappropriate behaviour occurs staff will work through the 4 Levels 'Towards Good Behaviour at Kendall':

★ Towards Good Behaviour at Kendall ★			
★ LEVEL 1	★ LEVEL 2	★ LEVEL 3	★ LEVEL 4
Praise Look for something to praise; use proximity praise TACTICALLY IGNORE BEHAVIOUR Stern Look Shake Head	Praise Look for something to praise; use proximity praise POSITIVE RULE REMINDER "At Kendall we..." SIMPLE QUESTION "Where should you be?"	Warning and Choice Allow Time to 'Save Face' Move Child or other children (or 2 min time out on playground) REPEAT WARNING AND CHOICE	Time Out or Thinking Time Time limited, planned approach (or 5 min time out on playground) Opportunity given to reflect, repair

At each stage pupils will be offered the opportunity to correct their mistakes and encouraged to improve their future behaviour. Some examples of actions and consequences linked to poor behaviour choices that can be dealt with within these four levels are as follows (please note that this table is **NOT** an exhaustive list):

Level	Action	Example of possible Consequence	Examples of poor behaviour choices
1	• Look for something to praise • Proximal praise • Tactical ignoring	• Stern look • Shake head • Visual sign/cue	• Talking whilst an adult or other pupils are talking • Speaking rudely to adults or other pupils • Fidgeting • Running in corridors • Calling out • Not sitting in correct place • Shouting across the room • Talking instead of working • Ridiculing others ideas or work • Ignoring instructions • Doodling on book covers
2	• Reminder of the rule / • Warning	• Refocus on behaviour • "I want to see you ..." • Positive rule reminder • "At Kendall we..."	• Continuation of the above behaviours
3	• Warning and a choice • Sanction of wrong choice: Logical consequences (see table of 'Behaviour & Logical Sanctions and Consequences' below)	• Loss of possible break/lunchtime or Golden Time in KS1 with target set to win back that time • Asking pupil to repair the situation or follow the outlined logical consequence for that behaviour	• Repeated behaviour from the stages above • Low level verbal or verbal abuse of another pupil
4	• Record completed by teacher and kept in the class behaviour folder to monitor patterns of poor behaviour • The teacher will inform the child's parent if they are sent to the Headteacher or a member of SLT for time out.	• Time out with the headteacher or other member of the SLT, with work to complete for a set time. • Record completed by teacher, behaviour patterns monitored • Being placed on a school passport as a way of	• Repeated behaviour from stage above • Taking other people's property • Swearing in front of others (where an adult also hears) • Refusal to obey instructions or complete work

		monitoring behaviour and communicating this between home and school	Physical abuse of another child that does not cause serious injury
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Table of examples of 'Behaviour and Logical Sanctions and Consequences' (Please note that these are examples and NOT an exhaustive list).

Behaviour	Logical Sanctions or Consequences
Disturbing teaching and learning	Prepare verbal or written statement of apology to class and teacher during own time (play, lunch, or home). Move to a table away from other children or outside in the corridor so that they complete work without being distracted/causing distraction.
Not completing enough work in the lesson	Work to be completed at playtime, lunchtime or at home.
Hurting or upsetting someone else	Write a letter of apology during own time (play, lunch, or home).
Poor behaviour on the playground	Miss the chance to share some of the playtime or lunchtime.
Disturbing people in assembly.	Practice sitting quietly at lunchtime.
Running when moving around school, disturbing others by moving around school noisily.	Being sent back to walk quietly. Record reasons in own time (i.e. break/ lunchtime) of why such behaviour is not safe.
Deliberately breaking school rules or day-to-day procedures with which the child is familiar	Write out a rule reminder at break or lunchtime.

Sometimes poor behaviour choices continue to be made by children and this is detrimental to the learning, safeguarding and wellbeing of others and of the individual.

Such incidents might include (and this is **NOT** an exhaustive list) where:

- there is a repeat/constant flow of low-level disruption to their learning and the learning of others
- children take up a disproportionate amount of the class teachers or Senior Leader's time in having to manage that pupil's behaviour

- the behaviour has been particularly violent or malicious towards another person
- school property or another child's work has been deliberately damaged or defaced
- a child potentially puts themselves or others at risk of harm by disobeying a direct instruction by a member of the SLT
- a child is sent out of the classroom to work with a member of the SLT on a regular basis
- repeatedly behaving in a way that is severely disrupting the school

In these types of circumstances, the SLT will put in place any consequences that they believe reflect the poor behaviour choices made. The aim of these consequences is to help the child to understand and be in no doubt that continuously poor behaviour is not acceptable at our school (just as it is not in wider society) and that such behaviour choices can have serious consequences for them.

One off incidents of poor behaviour of a more serious nature can mean that the four levels 'Towards Good Behaviour' are deemed by staff to be inappropriate.

These one-off incidents of a severe nature might include, for example (and this is **NOT** an exhaustive list):

- seriously hurting others or causing deliberate injury or harm (physically or mentally)
- permanently defacing others work or school property
- leaving the classroom/school without consent
- deliberately breaking or misusing equipment
- spitting in another person's face
- behaviour that puts themselves or others in significant danger
- fighting that leads to serious injury
- provoking another child which leads to fighting causing serious injury
- disobeying a direct request by a member of the SLT, so that their authority is undermined (once a child refuses a request in this way, their safety and the safety of others can no longer be guaranteed, which is a serious health and safety issue)

In response to a serious breach or persistent breaches of the school's behaviour policy; and where allowing the pupil to remain in school would, in the school's opinion, seriously harm the education, safeguarding or welfare of the pupil or others, the Headteacher will exercise the right to suspend or exclude a child. Depending upon the seriousness of the incident, this may be for a fixed term suspension or a permanent exclusion. Prior to deciding to exclude a child permanently, the Headteacher may approach the school's Inclusion Partner or the headteacher of another school to set up a managed move, so that the child can have a fresh start in a new establishment. In such cases, we will operate a thorough handover with the receiving school to ensure all necessary resources are put in place.

Thrive Programme

Where pupils are shown to have consistently poor, challenging or age-inappropriate behaviour, they may be screened by one of the school's licenced Thrive Practitioners who will, with parental consent, devise a programme of additional support and intervention to help the child with their social and emotional development. For more information see 'The Thrive Approach' at: <https://www.thriveapproach.com/the-thrive-approach/>

We also draw upon the guidelines and use the materials in 'Understanding and Supporting Behaviour – Safe Practice for Schools and Educational Settings' to help us to understand and support pupils who consistently show poor behaviour choices.

Pupils who need additional and extra support to manage their behaviour may also be placed on the schools Special Educational Needs (SEN) register and may, if deemed appropriate, be referred to the school's Inclusion Partner. While we are an inclusive school who welcomes children with SEND, we have equally high behavioural expectations of all children at the school and no one will be exempt from this policy.

While any support deemed appropriate is put in place, the school will still carry out its duty to ensure the majority of children do not have their right to a good education disrupted, that everyone is kept safe and are treated with dignity and respect. The support the school can give to a pupil and the consequences of any ongoing poor behaviour choices are not mutually exclusive. The consequences will be proportionate to the poor behaviour and as children are individuals and all incidents unique, so the consequences decided upon will be based on a range of factors, including all of the information we have on a child at that time. *This means that while every child has the right to learn, and that school will exercise its best endeavors to support a child to do so, no child has the right to disrupt the learning of others. When making decisions, the school must balance the needs of the individual with those of the school community. Where pupil behaviour places others at risk, the safety of the pupil body as a whole is paramount.*

Incidents of Discriminatory Behaviour including any form of Racial, Homophobic (including Transphobic and Biphobic), Peer on Peer or Disability Abuse:

Any form of homophobic, biphobic, transphobic, racial, sexist, disability abuse and harmful sexual behaviour (either through peer-on-peer abuse or harassment), will not be tolerated at Kendall School. All incidents will be treated seriously, investigated, dealt with and logged by a member of the Senior Leadership Team (SLT) on an 'Incident Log' kept in the Equality Folder which is kept in the Headteacher's office. 'One-off' incidents of discriminatory behaviour will be dealt with in a way which is sensitive to the victim and acknowledges the harm and injustice done, but which also ensures that the offender understands the seriousness of the offence he or she has caused. The offender will be given every opportunity to try to repair the relationship with the victim wherever possible. Parents or carers of both the victim and the offender will be informed. Parents/carers of the offender will be involved in actions taken to modify the child's future behaviour and attitudes.

Attitudes of respect and tolerance for others will be constantly reinforced throughout all areas of the curriculum but will be addressed most specifically through our RE, SRE and PD curriculum.

Anti-Bullying:

Bullying is a problem from which all schools suffer to some extent, and Kendall School is no exception to this. Bullying is dealt with in the school's anti-bullying policy. During our assemblies Kendall promotes friendship, respect, compassion, three of our Vision Values. We hope that these assemblies give pupils the tools to both identify and celebrate healthy friendships and to deal with and become intolerant to any kinds of bullying that they witness. These messages are reiterated

throughout the year, for example in every day behaviour management and in PD lessons. Online bullying and harassment is tackled as part of our E-Safety lessons in computing.

The use of physical restraint – the use of force – in challenging behaviour

In the context of challenging behaviour, physical intervention with pupils is the positive use of 'reasonable' force (no more force than is needed), in order to avert danger by preventing or deflecting a child's or young adults' action, or by removing the physical object which could be used to harm themselves or others. Force is usually used either to control or restrain. Control means either passive physical contact (standing between pupils), or restraint (physically holding in order to bring a pupil under control). We agree that the use of force is only lawful if its use is reasonable, proportionate, necessary, and where no more force than is necessary is used. In this school it is only usually the Headteacher or Deputy Headteacher or SENCO that will use physical restraint and these will only be used as an absolute last resort to keep children safe. From time to time we may provide training on physical restraint for all staff should the need arise.

There are a wide variety of situations in which the use of physical interventions, either to control or restrain a pupil who is displaying challenging behaviour, may have to be applied. They often fall into three broad categories:

Category	Examples
Where action is necessary in self-defence or because there is an imminent risk of injury	• a pupil attacks a member of staff or another pupil • pupils are fighting • a pupil absconds from a class or tries to leave school – this will only apply if a pupil could be seriously at risk if not kept in the classroom or at school. We NEVER give chase to a child leaving the school site.
Where there is a risk of significant damage to property	• a pupil is engaged in, or is on the verge of committing, significant damage or vandalism to property • a pupil is causing, or is at risk of causing, injury or damage by accident, by rough play or by misuse of dangerous materials or objects
Where a pupil is behaving in a way that is severely compromising good order and discipline.	• a pupil is behaving in a way that is severely disrupting the school

The purpose of any intervention is to restore safety. Physical intervention i.e. to control or restrain, should not be continued for longer than is necessary. No member of staff should not put themselves at risk of physical injury when using passive physical contact or restraint.

The searching of pupils

In the interests of safety for other pupils, common sense dictates that staff must have some right to search pupils if they have reasonable grounds for suspecting a child of concealing a particular item where there are concerns about health and safety. The present legislation clearly states that teachers will be able to search pupils without their consent, for an item that has been or is likely to be used to commit an offence or cause injury to the pupil, others or damage property. It will also give powers to teachers to search for items that have banned under the school rules. If the child refuses to disclose willingly the item they are suspected of concealing, the staff should explain to the child that the parent/carers and Police will need to be called to the school.

Searches should only take place in the presence of the Headteacher or another senior member of staff (i.e. two adults present) and be conducted by a member of staff of the same sex as the child. Searches must not include intimate touching or strip-searching.

If drugs, stolen property or concealed weapons are suspected, it would be more appropriately dealt with by the police in any event. Weapons and knives should always be handed over the police, for other items, e.g. mobile phones or wearable technology, it is for a member of staff to decide when and if to return a confiscated item.

Malicious Accusations against School Staff

Every allegation of abuse will be taken seriously at Kendall Primary School, but some pupils can make a false allegation without any thought to the consequences for the teacher concerned.

When these allegations are later found to be malicious or unfounded, the damage is already done. It can have a devastating impact and ruin a teacher's career and private life.

The Headteacher at Kendall Primary School can suspend or permanently exclude pupils who have been found to have made malicious allegations against staff. In extreme circumstances, the school will involve the police if there are grounds for believing a criminal offence has been committed.

Behaviour of pupils outside of school

The behaviour of pupils outside of school is the responsibility of their parents / carers. Unfortunately, school staff are unable to 'police the world' and nor should they be expected to do so. When issues surrounding a child's behaviour outside of school comes to light inside school, the school may, if it believes that it is appropriate, deal with that behaviour in line with the guidelines set out in this policy's sanctions and consequences. This is most likely to be the case if the behaviour outside of school has had an impact on the behaviour or the learning taking place inside school. However, if the behaviour is of a more serious nature, the school may advise the victim or their family to report the perpetrator to the police, for example in the case of harassment or intimidation (in person or online), anti-social behaviour, fighting (assault), theft, etc. The age of criminal responsibility in England is currently 10 years old. If a child is under this age, the parents or carers may be prosecuted for their behaviour.

Behaviour of parents, carers, relatives or friends of pupils at the school on or around the school site

There is no place for violence, threatening behaviour or abuse in schools. Kendall has a zero tolerance of violence, threatening behaviour or abuse towards staff, pupils or parents, carers, relatives or friends of pupils on the school site. We want to ensure all members of the school community, and all visitors to the school, can feel confident that they are operating within a safe environment. Where violent, threatening or abusive behaviour does occur, the school will play a proactive role in taking all possible action to deal with it, and this can include reporting offences to the police and taking every legal action it has at its disposal, including banning parents, carers, relatives or friends of the pupils who attend our school, from the school site.

As LOfC is a central part of our teaching and learning, it is an expectation that children and adults behave within our school rules within classrooms and in lessons that take place beyond the classroom. We find that behaviour improves for the vast majority of children when outside of the classroom as they have more room to express themselves and a better sense of freedom. At no time is the withdrawal of LOfC used as a punishment so long as the children remain safe to work in the environment. However, if a child is a flight risk, unable to reliably follow adult instruction or respond to their name, and we cannot put in mitigations to support that child, they are unlikely be able to access the outside areas due to our priority of safeguarding the child.

Responsibilities:

All members of the school community have the right to work and play feeling happy, safe, and secure. With these rights, however, come responsibilities. These responsibilities ensure that we all work together to maintain the ethos of the school.

Pupils

- To care for each other.
- To live by a moral code.
- To respect everyone's right to learn.
- To show respect for others and the school environment.
- To strive for excellence in all areas of school life, including behaviour and personal conduct.
- To value friendship.
- To take responsibility for their own learning and behaviour.
- To use the School Council as a vehicle for school improvement
- To treat all visitors with respect, and when on a visit to maintain a high standard of behaviour.
- To maintain and value the ethos of the school.
- To use technology safely, respectfully and responsibly.

Teachers

- To manage pupil behaviour well.
- To be sensitive to the needs of different pupils.
- To make positive contact with parents / carers (for example through Tapestry and 'Marvellous Me')
- To report excellent behaviour to parents/carers (for example through award assemblies, Marvellous Mes and newsletters)
- To be reflective practitioners.
- To listen to pupils concerns and worries.
- To record significant instances of poor behaviour in the class behaviour book.

- To be vigilant, and intervene in suspected cases of bullying.
- To develop positive relationships with pupils, parents /carers and colleagues.
- To maintain and value the ethos of the school.
- To be consistent and positive.

Support staff

- To build positive relationships with pupils and colleagues.
- To meet the needs of pupils.
- To inform teachers of any concerns.
- To act as a positive role model.
- To expect respect.
- To be consistent and positive.
- To listen to problems, and hear both sides of an argument.
- To maintain and value the ethos of the school.

Parents and Carers

- To encourage their children to talk about their school and social life.
- To look for any signs of anxiety or distress in their child.
- To listen to your child and take seriously any reports of bullying.
- To share any issues from home that may affect your child's behaviour in school, so that support can be put in place.
- To share concerns about your child with the school.
- To work in partnership with the school, and share its high expectations.
- To act as a positive role model when visiting the school
- To maintain and value the ethos of the school.
- To conduct themselves in a way that promotes respectful and positive behaviour and interactions with others when on and around the school site.

Governors

- To ratify an effective Policy for Positive Behaviour and monitor and evaluate its implementation and impact.
- To fulfil their legal obligations in cases of suspension/exclusion.
- To act as positive role models.
- To maintain and value the ethos of the school.
- The Governing Body will exercise its right to ban parents, carers, relatives, or friends of pupils who attend our school, from the school site where their behaviour warrants this.

Monitoring and Evaluation:

The implementation and impact of this policy will be monitored and evaluated regularly in a variety of ways:

- Class Teachers will monitor behaviour issues within the school and report regularly to SLT.
- All members of the SLT will evaluate behaviour management routinely as part of the programme of lesson observations. They will also monitor all records of behaviour incidents.
- The termly Headteacher's report for the Governing Body will include an assessment of the effectiveness of this policy and will report on numbers of racist, homophobic, disability and peer on peer abuse incidents.

- Each cohort will have their own behaviour record which will progress with them through the school. Only ongoing issues and issues of a significant nature will be recorded in these books. For example, a friendship issue which has been ongoing for many weeks will be recorded as will issues that have been reported to the senior leadership team.
- SLT will periodically monitor the class behaviour books
- This policy will be reviewed in line with the school's cycle of policy reviews.

APPENDIX 1*Please keep in Yellow Class Behaviour Folder***Stage Two – Summary Behaviour Record**

Date	Behaviour Incident – incl. pupil's names	Consequence / Follow up

Appendix 2

STAR FORMS to analyse triggers and responses with the aim of pre-empting and understanding a child's behaviour and our responses to it

STAR Analysis

What happened at the time?	What could we could do differently to promote positive communicating behaviour in the future?
<u>Setting:</u>	
<u>Trigger:</u>	
<u>Action:</u>	
<u>Result:</u>	

Appendix 3

Information to be put into the front of our cohort behaviour folders

Our behaviour books record significant behaviour incidents that happen in or around school (or out of school if the school judges that it requires such intervention). Each cohort will have their own behaviour folder which will progress with them through the school. Only issues of a significant nature will be recorded in these books. For example, friendship issues, incidents of persistent low-level disruption which have been on-going for many weeks will be recorded as will issues that have been reported to the senior leadership team.

Each time we record a significant behaviour issue we will record the child/ren involved and a brief description of the behaviour and sanctions. This will be signed and dated by the staff that dealt with the issue. Only when we identify patterns of behaviour in a pupil/group of pupils that warrant further monitoring or closer scrutiny, a summary will be kept on the monitoring record at the front of the folder (see Appendix 2). These will aid the class teachers and the senior leadership team in identifying ongoing issues of discrimination or victimisation or any patterns in behaviour that would indicate incidents of bullying or persistent disruptive behaviour.

Appendix 4

Our Steps 'Towards Good Behaviour at Kendall'

All staff will have this laminated card to refer to:

 Towards Good Behaviour at Kendall			
★ LEVEL 1	★ LEVEL 2	★ LEVEL 3	★ LEVEL 4
Praise Look for something to praise; use proximity praise TACTICALLY IGNORE BEHAVIOUR Stern Look Shake Head	Praise Look for something to praise; use proximity praise POSITIVE RULE REMINDER "At Kendall we..." SIMPLE QUESTION "Where should you be?"	Warning and Choice Allow Time to 'Save Face' Move Child or other children (or 2 min time out on playground) REPEAT WARNING AND CHOICE	Time Out or Thinking Time Time limited, planned approach (or 5 min time out on playground) Opportunity given to reflect, repair

Appendix 5

The following documents are a selection (and not an exhaustive list) of the most up to date (September 2023) Government Guidance with regards to pupil behaviour and discipline in schools and they should be read and acted upon in conjunction with this policy:

School suspensions and permanent exclusions

<https://www.gov.uk/government/publications/school-exclusion>

Behaviour in Schools

<https://www.gov.uk/government/publications/behaviour-in-schools--2>

Use of reasonable force Advice for Headteachers, staff and governing bodies

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

Drugs: Advice for Schools

<https://www.gov.uk/government/publications/drugs-advice-for-schools>

Searching, screening and confiscation advice for schools

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

School behaviour and attendance: parental responsibility measures

<https://www.gov.uk/government/publications/parental-responsibility-measures-for-behaviour-and-attendance>

Behaviour in school Sanctions and Exclusions

<https://www.gov.uk/school-discipline-exclusions>

Preventing Bullying

<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

Essex infolink (a subscription service that the school SLT can log in to) also carries up to date advice on:-

- Permanent Exclusion
- Education access Team's non-statutory 'Managing Exclusion and Promoting Inclusion – a guidance document'
- Essex's 'Understanding and Supporting Behaviour – Safe Practice for Schools and Educational Settings'

Please note, this policy is reviewed annually. It is therefore the responsibility of the person reading this policy to check whether the documents above reflect the latest legislation and governmental policy.

The school will always follow the most recently published governmental guidance and advice.

Appendix 6

Reasons for suspension:

The following Department for Education lists (which are not exhaustive) provide descriptors of reasons for suspension:

PP: Physical assault against a pupil

Physical assault against a pupil includes (but is not limited to):

- Fighting
- Violent behaviour
- Wounding
- Obstruction and jostling

PA: Physical assault against an adult

Physical assault against an adult includes (but is not limited to):

- Violent behaviour
- Wounding
- Obstruction and jostling

VP: Verbal abuse/threatening behaviour against a pupil

Verbal abuse / threatening behaviour against pupil includes (but is not limited to):

- Threatened violence
- Aggressive behaviour
- Swearing (including online)
- Homophobic abuse and harassment (including online)
- Verbal intimidation (including online)
- Carrying an offensive weapon

VA: Verbal abuse/threatening behaviour against an adult

Verbal abuse / threatening behaviour against an adult includes (but is not limited to):

- Threatened violence (including online)
- Aggressive Behaviour
- Swearing (including online)
- Homophobic abuse and harassment (including online)
- Verbal intimidation (including online)
- Carrying an offensive weapon

BU: Bullying

Bullying includes (but is not limited to):

- Verbal bullying (including online)
- Physical bullying

- Homophobic bullying (including online)
- Racist bullying (including online)

DM: Damage

Damage includes (but is not limited to):

- Vandalism
- Arson
- Graffiti

TH: Theft

Theft includes (but is not limited to):

- Stealing school property
- Stealing personal property (pupil or adult)
- Stealing from local shops on school outing
- Selling and dealing in stolen property

DB: Persistent disruptive behaviour

Persistent disruptive behaviour includes (but is not limited to):

- Challenging behaviour
- Disobedience
- Persistent violation of school rules

RA: Racist abuse

Racist abuse includes (but is not limited to):

- Racist taunting and harassment (including online)
- Derogatory racist statements (including online)
- Swearing that can be attributed to racist characteristics (including online)
- Racist bullying (including online)
- Racist graffiti

SM: Sexual misconduct

Sexual misconduct includes (but is not limited to):

- Sexual abuse
- Sexual assault
- Sexual harassment (including online)
- Lewd behaviour
- Sexual bullying (including online)
- Sexual graffiti

DA Drug and alcohol related

Drug and alcohol related includes (but is not limited to):

- Possession of illegal drugs
- Inappropriate use of prescribed drugs
- Drug dealing

- Smoking/vaping
- Alcohol abuse
- Substance abuse

OW: Use or threat of use of an offensive weapon or prohibited item

Use or threat of use of an offensive weapon or prohibited item includes (but is not limited to):

- Brandishing or hiding about ones person a knife or sharp object.
- Threatening others with a toy or imitation weapon.
- Waving an object aggressively. E.g. a blunt object, glass bottle, etc
- Verbal threats to bring a weapon to school.
- Using household items to intimidate or harm others.

LG: Abuse against sexual orientation and gender identity

Abuse against sexual orientation and gender identity includes (but is not limited to):

- Using homophobic or transphobic language or slurs.
- Mocking or taunting a pupil for their sexual orientation or gender identity.
- Spreading rumours about someone's sexual orientation or gender identity.
- Excluding or bullying pupils based on their sexual orientation or gender identity.
- Sending threatening or abusive messages targeting sexual orientation or gender identity.

DS: Abuse relating to disability

Abuse relating to disability includes (but is not limited to):

- Using offensive language or name-calling about a pupil's disability.
- Mocking or imitating a pupil's disability.
- Excluding or isolating a pupil because of their disability.
- Spreading rumours or false information about a pupil's disability.
- Threatening or intimidating a pupil based on their disability.

MT: Inappropriate use of social media or online technology

Inappropriate use of social media or online technology includes (but is not limited to):

- Posting or sharing harmful or abusive content about others online.
- Sending threatening or intimidating messages via social media or messaging apps.
- Sharing private images or personal information without consent.
- Using social media to spread rumours or false information about others.
- Accessing or attempting to access inappropriate websites or content on school devices.

PH: Wilful and repeated transgression of protective measures in place to protect public health

Wilful and repeated transgression of protective measures in place to protect public health includes (but is not limited to):

- Refusing to wear a mask or face covering when required.
- Ignoring handwashing or sanitising protocols repeatedly.
- Deliberately not following social distancing rules.
- Repeatedly entering restricted areas despite instructions.
- Persistently refusing to follow isolation or quarantine requirements.

Other incidents may also be an excludable offence not covered by the categories above. For example, false allegations against a member of staff, or persistent non-compliance of staff instruction which leads to the risk of serious harm that would affect the safeguarding a pupil, pupils or staff.