

St John Fisher Catholic Voluntary Academy

Positive Behaviour Policy



**Guided by Jesus' love and example, we use our gifts to
grow, pray and learn as a community;
united in faith.**

For I know the plans I have for you; plans to give you hope and a future – Jeremiah 29:11

Approved by: Angelina Brett

Date: September 2021

Last reviewed on:

Next review due by: September 2022

Our Mission and Values

Guided by Jesus' love and example, we use our gifts to grow, pray and learn as a community; united in faith.

For I know the plans I have for you; plans to give you hope and a future. Jeremiah 29:11

At St John Fisher we recognise that for children to achieve their full potential, our Mission Statement, the Gospel values and the teaching of the Catholic Church need to be modelled and defined consistently by all staff so the children understand how they relate to their own lives at school, home and in the community. The Gospel Values are: Love, Forgiveness, Compassion, Hope, Gratitude, Service and Justice.

Central to our school is making the Catholic faith the foundation of our culture ensuring that children respect themselves and others realising that we are all unique and made in the image and likeness of God. We want our children to respect and recognise the different cultures represented in our school and the wider community and to welcome each other into a caring and nurturing environment.

Aims of the Policy

Our aim is that all the children achieve in a happy, respectful and safe environment underpinned by the teachings of the Catholic Church and the Gospel Values. Positive relationships and behaviour are integral as we seek to foster a positive attitude between all members of the school community showing mutual respect regardless of ability, gender, culture or race.

This policy aims to:

- **Insist on and maintain high standards of behaviour** in order to **enable good learning** and to **keep everyone safe**
- Provide a **consistent approach** to positive behaviour promoting and supporting **self-management, self-regulation and reflection**
- Summarise the **roles and responsibilities** of different people in the school community with regards to positive behaviour
- Outline how we **reward good behaviour** and how we **support children if their behaviour is not as expected enabling them to reflect, accept responsibility, repair, restore and co-regulate (Zones of Emotional Regulation)**

As a school, we understand that there are times when behaviour displayed is not a conscious choice but a way of communicating an emotional need and will aim to support the child and their family by seeking support from our Inclusion Lead, Learning Mentor, Emotional Literacy Support Assistants and Faith in Families worker and through the Early Help Assessment route if required.

Whole School Rules

At St John Fisher we have made a conscious effort to streamline our expectations for children. We continue to have the highest of expectations for their behaviour, having three key rules is backed by wider research, allowing children to easily remember these rules and for them to be consistently applied. At St John Fisher children are expected to:

- Be respectful and kind to yourself and others
- Be safe and take care of our school
- Be resilient and work hard

These rules are inspired by the Beatitudes, the Commandments and the gifts of the Holy Spirit. We also expect children to complete any instructions **first time, every time**. This mantra will be shared by all staff. Children will be explicitly taught the mantra and school rules and have them modelled to them. They will be consistently reminded of these and children who do not conform will understand the negative consequences of their actions.

In the first week of every school year, we will explicitly teach, model and practise the school rules, mantra and routines to all children so that they all understand them clearly. They will be continually referred to and reinforced and the children will be reminded of these by all staff at all times.

Roles, responsibilities and expectations

Children

The children at St John Fisher have the responsibility to follow the school rules and make good choices which will help them to behave well and achieve their full potential.

Whilst in school, as well as the three school rules, we expect the children to ...

- Follow our Mission Statement
- Wear their full school uniform with pride
- Greet all staff politely and use good manners, always saying please and thankyou
- Follow instructions given by an adult, **first time, every time**
- Put their hand up if they have something to say to the whole class
- Work to the best of their ability
- Work without disrupting others
- Keep the classroom and their tables tidy
- Have fun and play fairly on the playground
- Be a positive role model in the classroom and on the playground
- Ask an adult if they want to leave the classroom or playground
- Look after any play equipment and tidy up when asked (5 minutes warning)
- Put litter in the bins provided
- Line up quickly and quietly when instructed, **first time, every time**
- Use good table manners when eating: use a knife and fork correctly, closed mouth chewing, talk quietly etc
- Walk around the corridors quietly and sensibly on the left hand side
- Enter whole school gatherings in silence acting as role models for others
- Show reverence during liturgies and prayer times, join in with hymns and songs
- Celebrate others success
- Accept consequences reflecting on what they have done, with a view to making good choices in the future with time and support

Parents

We understand the importance of working in partnership with parents to support all children to learn in a calm and nurturing school and to adhere to the positive behaviour policy.

Parents are expected to...

- Promote the Gospel Values, the school's Mission Statement and the Whole School Rules
- Support the school's Behaviour Policy and discuss the whole school rules with their child, emphasising their support of them and assisting when possible with their enforcement
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Recognise that teaching and learning cannot take place without good behaviour being in place
- Work in close partnership with the school, discussing any disciplinary problems that may arise, with their child's class teacher rather than approaching the family or child themselves
- Address concerns or complaints in a polite non-aggressive manner. This includes direct contact with the school by telephone or face to face. It also applies to letters, emails and any other written communications. When using social network sites such as Facebook, parents/ carers **should not** post derogatory or offensive comments about the school, its staff or other pupils.

- Model good behaviour in the way they talk to other adults and children
- Attend Parent's evenings

Staff

The expectations of behaviour are a shared responsibility of every member of staff and we will support each other to be consistent and fair.

All staff are expected to...

- Promote the Gospel Values, the school's Mission Statement and the Whole School Rules in and around school
- Explicitly teach the Whole School Rules and routines to the children
- Meet and Greet children as they enter the classroom
- Think positively, identify good behaviour and say something positive to the children on a regular basis
- Be positive role models being calm and polite - using appropriate tone, language and volume to model good behaviour to pupils
- Provide a calm, tidy and organised classroom and prepare equipment and materials before each lesson/break/lunchtime
- Plan and deliver effective lessons, taking account of children's starting points and individual needs
- Be proactive and use a range of strategies to encourage good behaviour
- Use the Zones of Emotional Regulation Language to support positive behaviour and support children to self regulate
- Use House Points and other in-class reward systems to reward pupils who *go above and beyond* expectations (see appendix)
- Celebrate children's success through selecting a weekly Good Worker of the Week/Good Disciple
- Implement the behaviour policy consistently, fairly and without prejudice or favouritism at all times
- Providing a personalised approach to the specific behavioural needs of individuals
- Work closely with Lunchtime Supervisors to promote a calm, enjoyable lunchtime
- Work in partnership with the Inclusion Lead and Learning Mentor to create Individual Plans for pupils who need additional support
- Record all significant behaviour incidents using Edukey and inform the Inclusion Lead and SLT
- Be proactive in developing good relationships with parents and children; make them feel welcome and listen to any concerns they have, celebrate success as well as sharing concerns
- Raise concerns at our weekly 'Vulnerable Pupil' meetings which will be facilitated by our learning mentor
- Lunchtime supervisors to give the SLT names of children who have gone above and beyond expectations to receive the weekly Mission Accomplished reward

Senior Leadership Team

It is the responsibility of all leaders in school to ensure high levels of discipline are maintained at all times.

All leaders are expected to...

- Support the Headteacher to ensure the promotion of the Gospel Values, the school's Mission Statement and the Whole School Rules in and around school
- Meet and greet children at the gates each day
- Be a visible presence around the school and playground
- Assist with monitoring that the Behaviour Policy is being implemented consistently by all staff members
- Implement the Behaviour Policy, reinforcing the need for consistency throughout school
- Be a positive role model and celebrate positive behaviours seen and heard about
- Support staff in dealing with disruptive and difficult pupil behaviour
- Investigate and action Significant Behaviour where necessary recording and actioning incidents on Edukey – monitor behaviour data and review provision for learners

Head Teacher

It remains the overall responsibility of the Head Teacher to ensure that high standards of discipline are maintained consistently at all times.

The Headteacher is expected to ...

- Ensure the promotion of Gospel Values, the school's Mission Statement and the Whole School Rules in and around the school
- Ensure the health, safety and welfare of all staff and children
- Lead by example in the implementation of the Behaviour Policy, reinforcing the need for positivity and consistency throughout school
- Monitor that the Behaviour Policy is being implemented consistently by all staff members
- Reports to governors regarding the effectiveness of the Behaviour Policy and on the frequency of Significant Behaviour incidents
- Be a positive role model
- Praise and encourage positive behaviour through celebration assemblies and rewards
- Support staff in dealing with difficult and dangerous pupil behaviour
- To investigate and action Significant Behaviour incidents, updating Edukey
- Ensure appropriate and proportionate use of consequences
- Work closely with parents/carers of children displaying challenging behaviour
- Review the Behaviour Policy regularly
- Ensure all teaching staff and lunchtime supervisors are provided with high quality CPD to support with behaviour management

The CMAT/Governing Body

- Carry out their statutory duty relating to exclusions and disciplinary issues
- Review the frequency of Significant Behaviour incidents
- Evaluate the effectiveness of the policy with the Headteacher

Positive Consequences

Children should not be rewarded for doing what is expected of them each and every day. Instead, children will be praised and given positive consequences for going above and beyond what is expected of them.

Children will receive a range of positives, some of which are listed below:

- Positive praise and feedback
- In class rewards
- House Points - (the top three houses are announced weekly in whole school Gather and Celebrate)
- Peer nominations for house points
- House points certificates – 50 for Bronze, 100 for Silver, 150 for Gold, 200 for Platinum
- Being sent to another member of staff to show good work
- Star of the Day
- House Team reward time (termly)
- Superclass reward time (half termly)
- Good Disciple Award (announced weekly in whole school Gather and Celebrate)
- Good Worker of the Week (announced weekly in whole school Gather and Celebrate)
- Mission Accomplished lunch with the Leadership team – chosen by the midday supervisors (announced weekly in whole school Gather and Celebrate)
- Messages home to parents
- Special responsibilities/privileges such as Chaplains, ECO Warriors, Anti-Bullying Ambassadors, I-Vengers, Pupil councillors, Prayer Partners, Mini-Sports Leaders
- Nominations for St John Fisher Trophies (end of each year)
- Other successes for extra curricular activities such as swimming, gym, dance, sports, etc are also celebrated in Fridays' Gather and Celebrate

The staff will use one or more of the following negative consequences in response to unacceptable behaviour:

- A verbal reminder
- Verbal warnings (see below)
- Keep the child in at the next available breaktime to discuss behaviour
- Ask the child to stand at the side of the playground at lunchtimes or breaktimes
- Expect work to be completed at home, break or lunchtime
- Give the children calming time when needed
- Refer the pupil to the Learning Mentor for restorative conversations – letters emailed/phone call home to parents (see appendix for sample letters to parents about their child’s behaviour)– Reflection sheet completed and scanned onto Edukey. Inform Inclusion Lead
- Refer the pupil to the Inclusion Lead – inform parents and devise a behaviour support plan – record on Edukey and inform SLT - record on ABC sheets and scanned onto EduKey
- Refer the pupil to the Deputy Headteacher – meeting with parents to agree next steps e.g. reduced timetable, alternative provision
- Fixed Term Exclusions or Permanent exclusion

All staff employ a consistent approach to consequences. This is to ensure a safe and calm learning environment for all. Every negative consequence will be based on the level of risk to the child and/or others. Consequences will seek to restore and repair relationships and support the child in demonstrating consistently good behaviour. When dealing with behaviour incidents staff will refer to the Zones of Emotional Regulation and explain to the children why the behaviour is unacceptable, which school rule they are breaking and how they can improve.

Children will be expected to reflect on their behaviour and asked to focus on the consequences of their actions, how it made the other person/people feel and that there will need to be a discussion with the other child/person in order to seek forgiveness and bring about reconciliation.

Staff are expected to deal with behaviour first and foremost, however, we may use the ‘reflection room’ in response to serious or persistent breaches of this policy. Children may be sent to the reflection room with the Learning Mentor during lessons if they are disruptive.

Tiered consequences enable all to remind children of the high expectations we have of behaviour and give children the opportunity to take responsibility for the choices they make and move forward. For many children the *Reminder* and *warning* (verbal) is enough to encourage them to do this. However, at times, when children may be exhibiting a range of disruptive or difficult behaviours it may be necessary to give additional warnings and sanctions. Adults in school are proactive and will always aim to limit situations where children lose focus or engage in disruptive behaviour.

Before a verbal warning is given, staff will use non-verbal cues such as eye contact, body language, hand signals or general reminders about expectations to the whole class. If a child continues to exhibit disruptive or difficult Behaviour , adults will respond calmly following the scripted intervention set out below.	
	Explanation and Feedback
Reminder	A verbal reminder of the rules Example: “I notice that you are shouting out and not following our school rules. Please raise your hand and wait to be chosen, as this is being respectful. Thank you.”
1 st Warning	Explain that you have spoken to the child about breaking the rules and that they are now receiving a specific warning in relation to this behaviour – there will be a consequence if the behaviour does not change. Example: “Looking at our school rules, why do you think we are having this conversation? You are breaking the school rule of being respectful and if this continues you will stay in to speak with me for some of your break-time/have some calming time.

	Do you remember yesterday, when you put your hand up and made some wonderful contributions to our class discussion? That is what I need to see from you today. Thank you.”
2 nd Warning	<p>Explain that they have still chosen not to follow our school rules and as a consequence they have received a 2nd Warning. This means they must speak to you for a few minutes at break-time.</p> <p>Warn that if they chose to break the rules again they will receive a Final Warning and lose their whole playtime and have to speak to the Learning Mentor about their actions.</p> <p>Example: “Why do you think we are having this conversation again. Let’s have a look at this together. You are breaking our school rule of being respectful. You have now received a 2nd Warning. You have now chosen to spend some of your breaktime speaking with me and reflecting on your behaviour and then completing the work you have missed.”</p>
Final Warning	<p>Explain that they have continued to choose not to follow the rules and as a consequence they have received a Final Warning. This means that they will now need to spend the full breaktime reflecting on their choices in the reflection room. In instances of <i>Difficult Behaviour</i> a Senior Leader will also discuss the behaviour with the child.</p> <p>Example: “You are continuing to break the school rule of being respectful and because of this you have received a final warning. You will now spend your breaktime thinking about and reflecting on the choices you have made in the reflection room and how these have impacted on others. During this time (<i>both I and Mr Webb will speak to you and</i>) you reflect on your behaviour, discuss how the situation can be resolved and bring about reconciliation whilst completing a Behaviour Reflection sheet before catching up on your work.”</p>

Internal Escalation

As a school we know that there will be occasions of challenging behaviour. With this in mind, we need a clear escalation policy so that children understand that this behaviour will not be tolerated by all staff. Some behaviours will not need to reach the Senior Leadership Team (SLT) and ultimately the head teacher. There will, however, be some displays and acts of behaviour which will need to be brought to SLT attention. As mentioned previously, staff are expected to deal with behaviour incidents first and foremost, once this has been tried and no longer works or repetition of the same behaviours, the Learning Mentor will be the next person in the escalation process. If the behaviour continues after the Learning Mentor involvement, the Inclusion Lead will be the next person in the process. After the Inclusion Lead has been involved, the next person will be the Deputy Head followed ultimately by the Head Teacher. It is important for the children that this process is followed, so the person addressing the behaviour is the most appropriate person and the escalation process is evident to the children.

The escalation process can be followed as:

1. All Staff
2. Learning Mentor
3. Inclusion Lead
4. DHT
5. HT

Restorative Conversations

Once a child has reached a second 2nd or final warning, the conversation which follows should take place to amend and restore the situation. Feedback from staff members should provide specific pathways to reconciliation and forgiveness by addressing and understanding concerns and coming to an agreement about setting things right.

A restorative response can be conducted verbally or through a written Behaviour Reflection (see appendix).

Restorative feedback involves asking the following questions:

- What happened/which school rule was broken?
- What were you thinking/feeling at the time?
- What do you think and how do you feel now?
- Who has been affected by this behaviour?

- What is needed to put things right?
- How can we make sure that this doesn't happen again?

Inclusion

We are all responsible for our actions and we will help all children learn to make the right choices, understanding the effect of their actions on others. Where it is the case that a child is finding it difficult to respect the rights of others, or where a child's behaviour has been identified as a barrier to their own or other learning, then school and parents will work swiftly together to plan a way forward:

A behaviour plan will be implemented which will identify short term, measurable targets linked to improved behaviour, and strategies that will be used at school (and maybe at home) to support these positive changes.

Progress towards these targets will be closely monitored.

Class teachers will liaise with the Inclusion Lead and leadership team for advice on strategies and to discuss progress.

The school will work with other professionals such as Behaviour Support and Educational Psychologists to gain the best advice and support for children, school staff and families.

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

The school's Inclusion Lead will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis. Staff will not explain or justify to parents or other children about the needs of others, or their approaches to managing certain behaviours.

Physical restraint

In some circumstances, staff may use reasonable force to restrain a child to prevent them causing disorder, hurting themselves or others or damaging property. Incidents of physical restraint must **always be used as a last resort**, applied using the minimum amount of force and for the minimum amount of time possible, be used in a way that maintains the safety and dignity of all concerned, never be used as a form of punishment and be recorded and reported to parents (see appendix).

Fixed term and permanent exclusions

In-keeping with our Catholic ethos and Mission Statement, we aim to teach every child right from wrong through positive messages and recognition of the unique value of each child. Normally, where parents work in partnership with us, we achieve this.

In extreme circumstances, other alternatives may be looked into to support a child with their behaviour before exclusion from school including a reduction in timetable and alternative provision off site.

As a very last resort, if a child, despite support and intervention strategies, poses a risk to him/herself and to others, a fixed or permanent exclusion will be considered by the Headteacher. Head teachers can only exclude a pupil for a disciplinary reason (e.g. because their behaviour violates the school's behaviour policy).

Fixed term exclusions can be for a set period of time, i.e. 2 days, or for set times of the day, i.e. if the behaviour at lunchtime is of serious concern then they may be excluded from the school premises during these times.

In all cases of exclusions, they must be: rational; reasonable; fair and proportionate.

Monitoring arrangements

This behaviour policy will be reviewed by the headteacher every year and will report to the governing body on its effectiveness and if necessary make recommendations for further improvements.

The Headteacher keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded. Racial or bullying incidents of any kind are reported and records of such instances are reported to Governors on a termly basis. It is the responsibility of the governing body to monitor the rate of exclusions, and to ensure that the policy is administered fairly and consistently

Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child Protection and Safeguarding policy
- Anti-Bullying Policy

Legislation and statutory requirements

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

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting children with medical conditions at school](#)

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

In addition, this policy is based on:

- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

House Point Reward System

Staff may give a combination of in-class rewards and house points when rewarding behaviour. House points will be awarded to pupils who go above expectations consistently. The table below is a guide only.

<u>Number of House Points</u>	<u>Behaviours</u>
0	Meet and Greet politely Following instructions – first time, every time Enter the classroom in a quiet and orderly manner Use good manners – please and thank you Wearing full school uniform and PE kit Looking after their belongings and school property
1	Positive attitude and effort in lessons Display the expected behaviours when others are not Holding doors for peers and staff members Helping members of staff Making meaningful contributions to class discussions consistently throughout a lessons Being a good friend to everyone
2	Being enthusiastic in lessons Being a role model of excellent behaviour – going <i>above and beyond</i> expectations Asking thoughtful questions Supporting their peers with their learning Improved effort with written work/class work/homework Completing homework
5	Acts of kindness Showing high levels of resilience when they find something challenging Working hard in subjects they typically find challenging Completing additional work outside of school Good Worker of the Week Award winner Good Disciple Award winner Mission Accomplished winner
10	Being an excellent ambassador for our school at inter-school events/on trips Raising money for charity Putting their faith in action



Individual Behaviour Plan

Child's name:	Date of plan and review date:
Behaviour causing concern:	Triggers of behaviour:
Prevention Staff will:	In case of an incident Staff will:
If an incident occurs The child will:	Parents comments:

Class teacher _____ Date _____

Parent _____ Date _____

ABC of behaviour



The ABC of Behaviour This is a useful way of thinking about why a child is behaving in a certain way. It starts with the premise that the majority of behaviour is rational. It is optimistic – if a behaviour has been learned, it can be unlearned. The ABC model suggests that behaviour can be understood in terms of:

A Antecedents:

- What happened immediately before the misbehaviour, the events that led up to it?
- What was the provocation, who did or said, or did not say, what?
- What was the setting for the behaviour? Is it always at the same activity, with the same child, or children?
- Does it always happen at certain times of the day or on the same day of the week? (Does it happen regularly on a Monday after weekend visits with an estranged parent?)

B Behaviour:

- What precisely did the child do?

C Consequences:

- What happened as a result of the behaviour?
- How was the problem dealt with?
- What did the others do?
- How did they react?

Remember that the consequences might be reinforcing the undesirable behaviour, for example, gaining adults' attention, peer approval, avoiding disliked activity.

The main question to ask is 'what is the child getting out of behaving like this?'

Teaching incompatible skills

This should be the first strategy to consider when attempting to manage challenging behaviour. The most effective, and least restrictive, way of dealing with any kind of disruptive behaviour is attempting to increase the frequency of any kind of activity that is in opposition to the problem behaviour.

Problem behaviour

Snatching things
Pushing other children
Slamming doors

New skills to be taught and rewarded

Making appropriate requests
Playing a game with one of two children
Shutting doors quietly

REMEMBER – Whatever strategies you use to manage inappropriate behaviour you must be **consistent** in your approach.

ABC Recording Sheet

Name:					Date of birth:	
Setting:						
Date & Time	Where did it happen	What happened just before? <u>A</u> ntecedent	What happened? <u>B</u> ehaviour	What did you do? <u>C</u> onsequence	What happened as a result of your action?	Staff initial

Behaviour Reflection

Today my behaviour has been / 10

What happened/which school rule was broken?

What were you feeling at the time?

How do you feel now?

Who else did your behaviour affect?

What is needed to put things right?

But I know my behaviour can be 10/10

To be 10/10 I will

When I am 10/10, I will feel:

My teachers/peers will feel:

Appendix 6: letters to parents about pupil behaviour – templates

First behaviour letter

Dear parent,

Recently, your child, _____, has not been behaving as well in school as they could.

It is important that your child understands the need to follow our pupil code of conduct, and I would appreciate it if you could discuss their behaviour with them.

If your child's behaviour does not improve, I will contact you again and suggest that we meet to discuss how we can work together. However, at this stage I am confident that a reminder of how to behave appropriately will be sufficient.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Behaviour letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child: _____

Parent name: _____

Parent signature: _____

Date: _____

Second behaviour letter

Dear parent,

Following my previous letter regarding the behaviour of _____, I am sorry to say that they are still struggling to adhere to our pupil code of conduct.

I would appreciate it if you could arrange to meet me after school so we can discuss a way forward.

Include date and time here

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Behaviour letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child: _____

Parent name: _____

Meeting: I can attend this date and time

I cannot attend this date and time Proposed new time: _____

Parent signature: _____

Date: _____

Third behaviour letter

Dear parent,

I am sorry to report that, despite meeting and creating a behaviour contract, _____, has continued to misbehave.

_____ would now benefit from a structured approach to help improve their behaviour in school.

I would be grateful if you could attend a meeting with the headteacher, the special educational needs co-ordinator and myself, to discuss how we can best support your child in improving their behaviour.

Insert details of the meeting time, date and location, as necessary, or how to contact the school to arrange the meeting.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Appendix 7: Grounds for Exclusions

This list provides descriptors of reasons for exclusions. The 12 categories should cover the main reasons for exclusions and the "other" category should be used sparingly. The further detail suggesting what the descriptors cover should be used as a guide.

Physical assault against pupil

Includes:

- fighting
- violent behaviour
- wounding
- obstruction and jostling

Physical assault against adult

Includes:

- violent behaviour
- wounding
- obstruction and jostling

Verbal abuse / threatening behaviour against pupil

Includes:

- threatened violence
- aggressive behaviour
- swearing
- homophobic abuse and harassment
- verbal intimidation
- carrying an offensive weapon

Verbal abuse / threatening behaviour against adult

Includes:

- threatened violence
- aggressive behaviour
- swearing
- homophobic abuse and harassment
- verbal intimidation
- carrying an offensive weapon

Bullying

Includes:

- verbal
- physical
- homophobic bullying
- racist bullying

Racist abuse

Includes:

- racist taunting and harassment
- derogatory racist statements
- swearing that can be attributed to racist characteristics
- racist bullying
- racist graffiti

Sexual misconduct

Includes:

- sexual abuse
- sexual assault
- sexual harassment
- lewd behaviour
- sexual bullying
- sexual graffiti

Drug and alcohol related

Includes:

- possession of illegal drugs
- inappropriate use of prescribed drugs
- drug dealing
- smoking
- alcohol abuse
- substance abuse

Damage

Includes:

- damage to school or personal property belonging to any member of the school community
- vandalism
- arson
- graffiti

Theft

Includes:

- stealing school property
- stealing personal property (pupil or adult)
- stealing from local shops on a school outing
- selling and dealing in stolen property

Persistent disruptive behaviour

Includes:

- challenging behaviour
- disobedience
- persistent violation of school rules

Other

Includes incidents which are not covered by the categories above but this category should be used sparingly

