



**St Teresa's Catholic Primary School**  
**Pupil Behaviour and Discipline Policy**



St Teresa's RC Primary School

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Local Governing Committee

## **PUPIL BEHAVIOUR AND DISCIPLINE POLICY**

### **Legal Framework and Guidance:**

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- The Education Act 1996
- School Standards and Framework Act 1998
- The Education Act 2002
- Education and Inspections Act 2006
- The Equality Act 2010
- Education Act 2011
- The Education and Inspections Act 2006
- The Health Act 2006
- The School Information (England) Regulations 2008
- Schools (Specification and Disposal of Articles) Regulations 2012
- Use of reasonable force Advice for headteachers, staff and governing bodies July 2013
- School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012
- Education (Independent School Standards) (England) Regulations 2014.
- DfE 'Behaviour and discipline in schools' 2016
- Exclusion from maintained schools, academies and pupil referral units in England Statutory guidance for those with legal responsibilities in relation to exclusion September 2017
- Searching, screening and confiscation Advice for headteachers, school staff and governing bodies January 2018
- Keeping Children Safe in Education 2018
- DfE 'Sexual violence and sexual harassment between children in schools and colleges' 2018
- DfE Mental Health and Behaviour in schools 2018

### **Associated Policies and/or reference documents**

- Safeguarding and Child Protection
- Anti-Harassment and bullying
- SEN and Code of Practice
- Uniform
- Use of Reasonable force - MAT
- Exclusions guidance (LA and DfE)
- Acceptable Use
- E-Safety

## **Roles and responsibilities**

### **Governors**

The Local Governing Committee is responsible for approving and monitoring this behaviour policy's effectiveness and holding the Headteacher to account for its implementation.

### **The Headteacher**

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

### **Staff**

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents
- The Pastoral Team will support staff, monitor behaviour and liaise with parents
- The Senior Leadership Team will support staff in responding to behaviour incidents.

### **Parents**

Parents are expected to:

- Support their child in adhering to the pupil conduct and behaviour expectations – see below
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with relevant staff promptly
- Be aware of the Home School Agreement – see website
- Support staff to ensure a consistent approach

### **Aims:**

Teachers should demonstrate their own adherence to the underlying Christian values of the School by the way they promote good behaviour and in their responses to pupils. In exercising their professional duties, staff should be honest, fair and just. Setting a good example will result in students feeling happy, secure, wanted and valued. The policy aims to:

- promote good behaviour, self-discipline and respect through a consistent approach
- prevent bullying – see Anti-Harassment and Bullying Policy
- ensure that pupils complete assigned work
- shape character and promote virtues
- regulate, as appropriate, the conduct of pupils
- keep children safe - see Safeguarding Policy

## Core Principles:

**“Let the peace of Christ rule in your hearts, remembering that as members of the same body you are called to live in harmony, and never forget to be thankful for what God has done for you”.**

(Colossians 3:15-16)

- Children have a right to attend school in safety and to learn without disruption.
- Teachers have a right to work in an environment that allows them to use their skills to the full for the benefit of all their students. The quality of learning, teaching and behaviour are inseparable issues and are the responsibility of all staff.
- Students being disrespectful should never be tolerated; students should show respect to staff at all times and in turn, staff should be sensitive to the needs of students. In keeping with the ethos of the School, it is expected that all **staff and students are courteous and respectful at all times.**
- Recognitions and praise are more effective than punishment in motivating students. Good behaviour and achievement must be recognised.
- Discipline should be constructive in nature and staff attitudes must be consistent.
- Discipline works best when enforced immediately. Standards must be met and appropriate referrals made. A clear and consistent code of conduct is necessary for all pupils and should ensure that the small minority of disruptors are aware of the rules/expectations and sanctions that can be imposed.
- Parental engagement is crucial and the support of parents essential for the maintenance of good behaviour.
- Pupils with behavioural issues will be supported through the pastoral system
- The School acknowledges its legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with Special Educational Needs and/or Disabilities.

## Definitions:

Whilst not an exhaustive list, for the purpose of this policy, the School defines **‘unacceptable behaviour’** as any behaviour which may cause harm to oneself or others, disrupts learning, damages the reputation of the school within the wider community, and/or any illegal behaviour, including, but not limited to, the following:

- Discrimination – not giving equal respect to an individual on the basis of disability, gender, race, religion, age, sexuality and/or marital status
- Harassment – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals, including racist, sexist and homophobic behaviour
- Vexatious behaviour – deliberately acting in a manner to cause annoyance or irritation
- Bullying – a type of harassment which involves criticism, personal abuse, an insidious or persistent action which humiliate, intimidate, frighten or demean the individual
- Cyberbullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items (including but not limited to) knives, fireworks, firecrackers)
- Truancy
- Defiance e.g. Refusing to comply with instructions and/or disciplinary sanctions
- Theft

- Swearing, racist remarks or threatening language
- Fighting or aggression
- Persistently poor and/or disruptive behaviour
- Smoking/Vaping
- Lateness to registration and class
- Low level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Lack of correct equipment
- Refusing to complete homework, incomplete homework, or arriving at school without homework
- Disruption on public transport
- Use of mobile phones/ear phones without permission
- Graffiti/vandalism/chewing gum or deliberate damage to property
- Failure to comply with the uniform policy (including jewellery and extreme hairstyles – see uniform policy)

### **Sexual harassment**

The School prohibits all forms of sexual discrimination including sexual harassment, gender-based bullying and sexual violence.

Types of conduct that are prohibited in the school and may constitute sexual harassment under this policy include, but are not limited to, the following:

- Unwelcome sexual flirtations or propositions, invitations or requests for sexual activity
- Sexual comments, such as making lewd comments or sexual remarks about clothing and appearance, and calling someone sexualised names
- Sexual “jokes” or taunting, threats, verbal abuse, derogatory comments or sexually degrading descriptions
- Unwelcome communication that is sexually suggestive, degrading or implies sexual intentions, including written, verbal, online etc.
- Physical behaviour, such as deliberately brushing against, grabbing, massaging or stroking an individual’s body
- Taking, displaying, or pressuring individuals into taking photos of a sexual nature
- Exposing, or causing exposure of, underclothing, genitalia, or other body parts that are normally covered by an individual, through means including, but not limited to, mooning, streaking, “upskirting”, “down blousing”, or flashing
- Purposefully cornering or hindering an individual’s normal movements
- Engaging in the improper use of school-owned devices and the internet including, but not limited to, the following:
  - Accessing, downloading or uploading pornography
  - Sharing pornography via the internet, email or mobile phones
  - Creating or maintaining websites with sexual content
  - Participating in sexual discussions through email, chat rooms, instant messaging, social media, mobile phone or tablet apps, or any other form of electronic communication

Punishments for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previously related incidents.

The School will address the effects of harassment and will signpost counselling/support services if the harassment has affected performance or well being

### **Student conduct and behaviour expectations:**

Each class has an agreed code of behaviour displayed in the classroom which is in line with the school's policy.

These should include:-

1. To listen carefully and follow instructions.
2. To respect and value everyone.
3. To respect and look after belongings – their own, the schools and other peoples.
4. To show respect and understanding by everyone using their voices in an appropriate way.
5. To move around the school sensibly and safely.

Guidelines which St Teresa's school considers to be of vital importance to encourage further good behaviour.

### Positive approaches

In St Teresa's we aim to ensure that pupils experience success through their efforts which can be developed through the National Curriculum and the broader curriculum.

It is also important that pupils feel recognised as individuals and unique people who have something to offer as well as to learn.

### How we encourage good behaviour

#### Teaching and learning

Pupils tend to be engaged in tasks if:-

- a) The tasks are meaningful.
- b) The level of challenge is appropriate – not too difficult which makes the pupils feel overwhelmed or confused and not too easy which results in boredom.
- c) The pupils have a clear sense of short term and long term goals and should receive positive feedback leading to a growing sense of confidence (refer to marking and feedback policy).
- d) Listen to children: communicating that you have heard what they have said.
- e) Staff use descriptive praise.

### Personal and Social

It is important that pupils have a high level of self-esteem.

This can be achieved by:-

Ensuring that pupils have a sense of their own success. Addressing pupils in the same way as you would adults. Maximising opportunities for pupils to take responsibility for themselves in their behaviour (e.g. by providing choices). Ensuring that discussions about feelings is part of the curriculum.

Pupils need to feel safe and secure both physically and emotionally.

Staff need to be aware that experiences outside and inside of school can trigger patterns of behaviour.

#### How children can sort out their own difficulties

Children should be encouraged to take responsibility for sorting out their own conflicts. This means that adults must take responsibility for teaching them and modelling strategies for doing this, and for seeing that children carry them out and reach a successful conclusion. Children should be encouraged to be assertive, to express their feelings and to resolve conflict without resorting to violence, swearing or abuse.

#### St Teresa's School's strategy for resolving conflicts – The five steps

Throughout, the adult must remain calm and model appropriate problem solving strategies.

One person speaks

The others listen with no interruptions

They are encouraged to maintain eye contact

#### **Each child has a turn to say:**

1. What the other(s) has done to upset them
2. How they feel about it
3. What they would like to happen in the future
4. Why did you do it?
5. Shake hands and apologise.

#### **No one is allowed to interrupt or argue.**

They go on taking turns until everyone is finished.

The adult is there as a facilitator, not as part of the discussion. She/he makes sure that turns are taken and that children stick to the five steps, that they listen to each other and maintain eye contact.

If the children cannot resolve the conflict after a reasonable time, then the adult can decide to make a judgement and take appropriate action.

## General Agreed Routines/Codes of Conduct

1. Children should be on time for school and not arrive before the agreed start time.
2. If it is raining children come straight in, hang coats up in cloakroom and go into class where the teacher is present.
3. Children and adults say good morning or good night.
4. Children should have a task to do during registration.
5. All toys and personal effects must stay at home. This includes pencil cases and items of stationery.
6. When moving around the school always walk.
7. Children should be constantly reminded about toilet routines.
8. Children need to know that they are not allowed to leave the school premises during the school day.
9. Children should replace relevant books and equipment after each lesson/session.
10. Standards of politeness are expected when delivering messages.
11. Good behaviour is expected at all times when in school, swimming baths, visits etc
12. It is expected that all pupils wear school uniform.
13. Registers must be marked promptly. Late comers must report to the office and signed in by a parent or carer.
14. Homework is set appropriately for each year group.
15. Care and pride of books and equipment is expected at all times.
16. Headteacher to be informed immediately if teachers have a safeguarding concern over any particular child.

## Confiscation of items

The following are a list of criteria used to indicate whether confiscation of an item is appropriate:-

- An item poses a threat to others: e.g. a laser pen is being used to distract and possibly harm other pupils or staff;
- An item poses a threat to good order for learning; e.g. a pupil uses a personal music player in class.
- An item is against school uniform rules; e.g. a pupil refuses to take off a baseball cap on entering a classroom;
- An item poses a health and safety threat; e.g. a pupil wearing jewellery in P.E.
- An item which is counter to the ethos of the school; e.g. material which might cause tension between one community and another;
- An item which is illegal for a child to have; e.g. racist or pornographic material. Protocols for how to deal with such items will be agreed with the local police.

If a child refuses to cooperate, senior leadership will contact parents.

## What to do with confiscated items

Staff should keep records of confiscated items and the grounds for the action, so that they may justify them later if challenged. Pupils have a right to expect that confiscated items, especially those



of monetary or emotional value, will be stored safely until they can be returned. Mobile phones and other objects of value will be stored in the safe keeping of the class teacher and handed over at the end of the day. If a child needs to bring a mobile phone to school due to concerns for their journey home, then a note or phone call is required explaining this. Phones must not be switched on until the child has left the school premises.

### **Behaviour out of School:**

This school is committed to ensuring our pupils act as positive ambassadors. The same behaviour expectations for pupils on School premises apply to off-site behaviour.

Therefore, we expect the following:

- Good order on all transport (including public transport) to and from School during educational visits
- Good behaviour on the way to and from school.
- Positive behaviour which does not threaten the health, safety or welfare of our pupils, staff, volunteers or members of the public.
- Reassurance to members of the public about school care and control over pupils in order to protect the reputation of the school.

### **Incidents off-site:**

Under the Education and Inspections Act (2006), the School has the right to exercise discipline beyond the School premises. This includes misbehaviour:

- on activities arranged by the School such as educational and sporting events
- on the way to and from School.
- when wearing the School uniform in a public place or they are in any way identifiable as a pupil of the School
- which could have repercussions for the orderly running of the School
- poses a threat to another pupil or member of the public
- which could adversely affect the reputation of the School

In response to poor behaviour or bullying which occurs off site, witnessed by a staff member or reported to the school, the School will investigate the incident, communicate with parents and discipline pupils accordingly.

### **Incidents involving technology** (e.g. mobile phones/chat rooms/internet sites):

Mobile phones must ***not*** be used inside the building. If a pupil is seen using his/her phone inside, without direct permission from a member of staff, the phone will be confiscated and should be collected at the end of the School day. Regarding any suspicions relating to illegal content or sexual imagery, the phone will be confiscated and may be handed over to the police for investigation.

The use of defamatory or intimidating messages/images inside or outside of the School will not be tolerated. Disciplinary sanctions will be applied to perpetrators.

As per our Acceptable Use Policy in relation to the use of technology, still pictures or video being taken on site is prohibited unless under the direction of a member of staff.

**Disciplinary action against pupils found to have made malicious accusations against staff and other adults working in the School:**

In order to fulfil its commitment to the welfare of children, this School has a procedure for dealing with allegations of abuse against members of staff and volunteers.

The procedure aims to ensure that all allegations are dealt with fairly, consistently and quickly and in a way that provides protection for the child, whilst supporting the person who is the subject of the allegation.

If a member of staff does not wish to report an allegation directly, or they have a general concern about malpractice within the school, reference can also be made to the Bishop Hogarth Catholic Education Trust Whistleblowing Policy.

The procedure complies with the framework for managing cases of allegations of abuse against people who work with children, as set out in the Bishop Hogarth Catholic Education Trust Safeguarding/Child Protection Policy.

In the event that an allegation is shown to have been deliberately invented or malicious, the Headteacher will consider whether any disciplinary action is appropriate against the pupil who made it, or, if appropriate, the police will be asked to consider whether any action might be appropriate against the person responsible, including situations where the individual concerned was not a pupil. Such cases may be dealt with under the Protection from Harassment Act 1997.

The disciplinary action taken against a pupil might include fixed term or permanent exclusion. Whatever action is taken will be discussed with the parent/ carer of the pupil concerned at an early stage and made in consultation and agreement with the Local Governing Committee and Directors of Bishop Hogarth Catholic Education Trust.

Any pupil found to have made malicious accusations against staff may be considered for a permanent exclusion. Any cases which arise will be investigated thoroughly and will be treated on an individual case basis.

Staff accused of misconduct will receive appropriate pastoral support

## **Recognising and rewarding good behaviour:**

### **'Catching them being good'**

Praise is a much more powerful tool than sanctions and is much more in keeping with the ethos of the School. Therefore, frequent use of encouraging language and gestures, both in lessons and around the School is to be encouraged so that positive behaviour is instantly recognised and positively rewarded. It is very much the belief of the school that if pupils are praised appropriately and are proud of their achievements this has much more impact than systems of points and stickers.

There are still, however, recognitions and rewards. These include:

- Personalised letters to parents, or phone calls to parents, or letting parents know at collection times if there has been a particular success that day.
- Nominations for a Headteacher award by staff when there has been particular improvements or something significant.
- Representing the school at particular events.
- Trips or treats.  
Positive Pupil Achievement time on a Friday (Key Stage 2 only)

## **Sanctions and interventions:**

### **Systems and procedures**

It is important that all staff ensure that standards are maintained and are **consistent**. Instances of misbehaviour must be dealt with by the teacher present at the time of the incident and should take into consideration the context of the incident and the circumstances of the child. Where examples are mentioned it is important to remember that they are not exhaustive lists.

**Sanctions** are more likely to promote positive behaviour if the students see them as fair. Staff should be clear, therefore, that they:

- are dealing with the behaviour and not stigmatising the students
- impose sanctions fairly and consistently
- use sanctions to help the student and others to learn from mistakes and recognise how they can improve their behaviour'
- attempt to link the concept of sanctions to the concept of choice, so that the students see the connection between their own behaviour and its impact on themselves and others and so increasingly take responsibility for their own behaviour (self-regulation)
- avoid whole group sanctions that punish the innocent as well as the guilty.

St Teresa's Behaviour Guidelines (During class time)		
Behaviour	Consequence	Teacher Action
<b>Level 1</b>		
Interrupting other children. Interrupting adult. Attention seeking. Inappropriate noises Low level disruption/chatter/fidgeting Smirking/muttering Pushing in.	The look. Body language Eye contact. Voice tone. Proximity. Change of seating. Reminders. Warning - then a consequence	<b>If ongoing</b> Teacher to speak to the parent. Log this action on cpoms, tagging in the team leader for information. Use class notebook to support information gathering, particularly for job share and supply staff.
<b>Level 2</b>		
Ongoing and persistent level 1 behaviour Teasing Hindering other children Spoiling other children's work/games Fighting / squabbles Denial Name-calling Swearing at pupils Rough play Refusal to follow instructions Inappropriate/flippant response to adults	Warning - then a consequence, such as: Work away from the group. Work alone in class area. See teacher at the end of session. Talk with teacher. Stay behind after lesson. Miss minutes from break or lunchtime. Time away from the classroom. Think sheet - as a prompt for verbal resolution. Can be completed by the child or scribed by an adult as appropriate. Time out consequence (with an adult) The amount of minutes will be determined around the child's age and understanding,	<b>If ongoing</b> Teacher with team leader, or HT or SENDCo as appropriate, to arrange a meeting with the parents to organise strategies for short term action e.g. home/school book, meet on a Friday etc. Log this action on cpoms, tagging in the HT and SENDCo as appropriate.

Breaktimes and lunchtimes Behaviour	Consequence	Teacher Action
<b>Level 3</b>		
<p>Ongoing and persistent level 2 behaviour.</p> <p>Arguing back.</p> <p>Rudeness.</p> <p>Stealing</p> <p>Lying to teacher</p> <p>Bullying</p> <p>Biting a child</p> <p>Racist and homophobic name calling</p> <p>Fighting</p> <p>Destroying classroom equipment.</p> <p>Fighting.</p> <p>Dangerous refusal.</p> <p>Running out of class.</p> <p>Running out of school.</p>	<p>Warning- Talk with teacher.</p> <p>Time out consequence (with an adult)</p> <p>Think sheet (as appropriate)</p> <p>Miss playtime with work, or rewriting a text.</p> <p>Time out with team leader</p> <p>After school club exclusion</p> <p>Miss a treat or event</p>	<p>Meeting convened with staff involved and parents with the Headteacher. A long term, individual behaviour plan will now need to be put in place.</p> <p>Any meeting outcomes will be logged in cpoms.</p> <p>Team Teach techniques will be used by trained staff when necessary.</p>
<p>Ongoing and persistent level 3 behaviour</p> <p>Dangerous refusal</p> <p>Running out of class</p> <p>Attempting to run out of school</p> <p>Destroying classroom/school equipment and vandalism.</p> <p>Spitting, kicking, biting adults</p> <p>Slapping adults and pulling their hair</p>	<p>Level 4 – extreme behaviour</p> <p>Detailed individual behaviour plan in place to determine consequences for the individual child concerned.</p> <p>Consequence examples as level 3 plus:</p> <p>Internal exclusion</p> <p>Lunchtime exclusion</p> <p>Fixed term exclusion (involving LA)</p> <p>Managed Move Protocol could be actioned</p>	<p>One to one adult support will be in place.</p> <p>Regular meetings will take place between all relevant Staff and the SENDCo and HT as appropriate.</p> <p>Liaison with outside agencies as appropriate.</p> <p>All incidents and meetings logged on cpoms as an evidence trail.</p>



<p>Fighting  Dangerous refusal  Bullying  Vandalism  Stealing  Lying to staff</p> <p>In dining hall</p> <p>Dangerous refusal  Running out of the dining room  Throwing objects</p>	<p>member of the SLT to miss their playtime, and as appropriate, use the lunchtime isolation room that day.</p> <p>At lunchtime – lunchtime supervisor to escort child to the designated lunchtime cover in the lunchtime isolation area (access room from playground). Duty member of staff will supervise in the room.</p> <p>Child to finish their lunch, as necessary, in isolation area. If finished, they should be escorted by a member of the lunchtime team to the isolation area.</p> <p>Children with individual behaviour plans – separate arrangements.</p>	<ol style="list-style-type: none"> <li>1. Duty member of staff to log in lunchtime book. The Duty member of staff will be in the isolation room throughout lunchtime.</li> <li>2. Duty member of staff to log the Incident on cpoms, tagging in relevant staff and team leader.</li> </ol>
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**Staff training**

As part of their continuing professional development teaching staff will receive regular updates and/or training on behaviour management and expectations. Newly qualified or newly appointed

staff to the School will receive training at the point of induction. In addition, nominated staff will receive specialist training in physical restraint. Support for staff to improve their practice can be requested as and when needed.

### **Pupil Support & Dealing with Underlying Issues**

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

The school's special educational needs co-ordinator 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.

### **Use of reasonable force - see also MAT Policy**

Where 'reasonable force' is required to prevent a child displaying dangerous behaviour from hurting themselves or others, care will be taken to adhere to DfE 'Use of Reasonable Force' (2013) guidance. The school will ensure that staff have safe handling training that complies with this guidance.

### **Physical restraint:**

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort
- Be 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
- Be recorded and reported to parents

### **Investigations**

The School will co-operate fully with external agencies such as the Police/Social Services and will liaise with parents as appropriate or within the guidelines of the law and statutory duties outlined by the Government's Department for Education.



If a serious incident takes place it will be investigated, and statements taken. Such statements can then be viewed and taken into consideration when determining outcomes – see appendices 2 and 3

## **Inclusion**

**“The heart of the discerning acquires knowledge, for the ears of the wise seek it out”. (Proverbs 18:15)**

We strive to provide a supportive and nurturing learning environment within which our young people can develop and grow emotionally and spiritually. This is provided both in and out of the classroom by specialist teachers and support staff. Our holistic approach develops students to become resilient, confident and independent.

Some of our pupils find education challenging for a number of reasons. By providing a structured and supportive environment, with skilled and committed staff who understand their individual needs, our students are given the best opportunities to experience success. This prepares them well for their next steps to secondary school.

We recognise that children can, and sometimes do, make mistakes. We firmly believe, however, that when mistakes are made, we can learn from them and use the experience to further develop character and values which underpin and support our Christian ethos.

## Appendix 1 CPOMS Recordable Incidents

Reason	
<b>Physical assault against pupil <i>including</i></b>	
<ul style="list-style-type: none"><li>• Fighting</li><li>• Violent behaviour</li></ul>	<ul style="list-style-type: none"><li>• Wounding</li><li>• Obstruction and jostling</li></ul>
<b>Physical assault against an adult <i>including</i></b>	
<ul style="list-style-type: none"><li>• Violent behaviour</li><li>• Wounding</li><li>• Obstruction and jostling</li></ul>	
<b>Verbal abuse/threatening behaviour against a pupil <i>including</i></b>	
<ul style="list-style-type: none"><li>• Threatening violence</li><li>• Aggressive behaviour</li><li>• Swearing</li><li>• Homophobic abuse and harassment</li><li>• Verbal intimidation</li><li>• Carrying an offensive weapon</li></ul>	
<b>Verbal abuse/threatening behaviour against an adult <i>including</i></b>	
<ul style="list-style-type: none"><li>• Threatening violence</li><li>• Aggressive behaviour</li><li>• Swearing</li><li>• Homophobic abuse and harassment</li><li>• Verbal intimidation</li><li>• Carrying an offensive weapon</li></ul>	
<b>Bullying including</b>	
<ul style="list-style-type: none"><li>• Verbal</li><li>• Physical</li><li>• Cyber/Online bullying</li></ul>	<ul style="list-style-type: none"><li>• Homophobic bullying</li><li>• Racist bullying</li><li>• Peer on Peer bullying</li></ul>
<b>Racist abuse <i>including</i></b>	
<ul style="list-style-type: none"><li>• Racist taunting and harassment</li><li>• Derogatory racist statements</li></ul>	

<ul style="list-style-type: none"> <li>• Swearing that can be attributed to racist characteristics</li> <li>• Racist bullying</li> <li>• Racist graffiti</li> </ul>
<p><b>Sexual misconduct</b> <i>including</i></p> <ul style="list-style-type: none"> <li>• Sexual abuse</li> <li>• Sexual assault</li> <li>• Sexual harassment</li> </ul>
<p><b>Drug and alcohol related</b> <i>including</i></p> <ul style="list-style-type: none"> <li>• Possession of illegal drugs</li> <li>• Inappropriate use of prescribed drugs</li> <li>• Drug dealing</li> </ul>
<p><b>Damage</b> <i>including</i></p> <ul style="list-style-type: none"> <li>• To school or personal property belonging to any member of school community</li> <li>• Vandalism</li> <li>• Arson</li> <li>• Graffiti</li> </ul>
<p><b>Theft</b> <i>including</i></p> <ul style="list-style-type: none"> <li>• Stealing school property</li> <li>• Stealing personal property (pupil or adult)</li> <li>• Stealing from local shops on a school outing</li> <li>• Selling and dealing in stolen property</li> </ul>
<p><b>Persistent disruptive behaviour</b> <i>including</i></p> <ul style="list-style-type: none"> <li>• Challenging behaviour</li> <li>• Disobedience/defiance</li> <li>• Persistent violation of school rules</li> <li>• Repeated truancy</li> </ul>
<p><b>Other - this category should be used sparingly</b></p> <ul style="list-style-type: none"> <li>• Serious incidents which are not covered by the categories above</li> </ul>

### **Updated Exclusion Codes:**

- Please note that as of September 1<sup>st</sup>2020 the DFE have made some changes to the pupil attendance and exclusions regulations in response to COVID-19. Schools should report using the new codes immediately.
- There have been 5 new exclusion categories introduced to describe reasons for exclusion.
- These are as follows:
  - (PH) – to capture the ‘wilful and repeated transgression of protective measures to protect public health’.
  - (MT) to capture the inappropriate use of social media or technology
  - (DS) to capture abuse relating to a disability
  - (LG) – to capture abuse against sexual orientation or gender identity
  - (OW) – to capture the use or threat of use of an offensive weapon or prohibited item
- In addition to the new codes the previous code of (OT) – to capture “other” reasons has now been removed and should not be used.
- All other previous codes remain unchanged.
- Please note, where previously, only one reason per exclusion was recorded (no matter how many a school listed on their return), now, up to 3 reasons can be recorded for each exclusion (where applicable). There is no requirement to order the reasons, which will be presented as unweighted counts in statistical outputs.

### **RANGE OF SANCTIONS AND INTERVENTIONS (NOT AN EXHAUSTIVE LIST)**

- Intervention by Senior member of staff
- Meeting with Parents
- Detention/Internal exclusion
- Monitoring reports
- Fixed term exclusion
- Permanent exclusion (following formal investigation)
- Police involvement



**Appendix 3 - Statement**

**Statement**

Type of Incident	
Who was involved	Reported by:
	Incident with:
Date	
Time of reported incident	

**Statement of Incident**

Signed: \_\_\_\_\_ Date \_\_\_\_\_