



We are all Unique: We Inspire, Believe and Achieve Together

Two Moors Primary School Behaviour Policy

Created – September 2017

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| Approved by: | Teaching and Learning Committee | Date: 21/11/17 |
| Reviewed on: | 6/3/18, 5/3/19, 28/4/20, 28/5/20, 9/3/21, 21/6/22 and 7/3/23 | |
| Last reviewed on: | 14/9/23 | |
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At Two Moors, we encourage **all children** to behave in a **positive manner**, taking **responsibility** for their own behaviour so that all children enjoy a **happy, safe**, learning environment in which each person is **respected and valued**.

Children are encouraged to be **self-regulating** in their behaviour and to become responsible for themselves and our shared environment and **accept the consequences** of their actions.

We expect **all members of the school community** to show respect to each other and our environment at all times. All adults will model the behaviours and attitudes expected from the pupils. All members of the school community listen to others, wait their turn to speak, and speak politely. Adults and children are courteous to and considerate of one another and enjoy helping others.

All members of the school community work hard to create an orderly and structured learning environment.

1. Aims

This policy aims to:

- Provide a consistent approach to behaviour management that is applied equally to all pupils wherever possible
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Outline how pupils are expected to behave
- Identify any safeguarding concerns that are the root of any unacceptable behaviour
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions
- Consider what extra support can be offered to groups of children who are at a higher risk of exclusion, or pupils who are particularly vulnerable to the impacts of exclusion

2. Legislation and statutory requirements

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

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Keeping Children Safe in Education 2023
- School suspensions and permanent exclusions
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice.

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools must publish their behaviour policy online
- Exclusion from maintained schools, academies and pupil referral units in England
- DCC Education Inclusion Service guidelines

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons
- Disruption in corridors between lessons
- Disruption at break and lunchtimes
- Non-completion of classwork or homework due to behaviour

- Disrespect towards adults or other children
- Not following the Class Agreement

Serious misbehaviour is defined as:

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

4. Bullying

All staff should be aware of the need to maintain the self-esteem of all children, to ensure that no child becomes either a victim or a bully. Active teaching takes place during regular assemblies, anti-bullying week, PSHE and through age-appropriate topic work. We will encourage personal development of the children through the curriculum programme which includes an overarching PSHE theme, the core principles of which cover: respect, relationships, goals, change, emotions and what to do when things go wrong.

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

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

Bullying can include:

| TYPE OF BULLYING | DEFINITION |
|---|---|
| Emotional | Being unfriendly, excluding, tormenting |
| Physical | Hitting, kicking, pushing, taking another's belongings, any use of violence |
| Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based | Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g., gender, race, sexuality) |
| Sexual | Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching |
| Direct or indirect verbal | Name-calling, sarcasm, spreading rumours, teasing |
| Cyber-bullying | Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites |

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy in Appendix 2.

5. Roles and responsibilities

5.1 The Governing Body

The governing body is responsible for reviewing and approving the written statement of behaviour principles (Appendix 1).

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

5.2 The Headteacher

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

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

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

5.3 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 on CPOMS promptly
- The senior leadership team will support staff in responding to behaviour incidents.

5.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Show respect and manners to members of staff
- Model positive behaviour
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

6. Pupil code of conduct

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to all members of staff and each other
- In class, make it possible for all pupils to learn
- Move calmly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside of school

7. Rewards and Sanctions

Use is made of good teaching and reward systems to promote positive attitudes both academically and in personal conduct.

To encourage effort, we have 4 houses into which all children in KS1 and 2 are placed.

When children in KS1 and 2 have an 'Outstanding Day' or 4 'Great Days' within a week (in line with our 'Ready to Learn' chart) they will be given a token in the colour of their house. These are then collected by the House captains. The house with the most tokens at the end of the half term will take part in the house reward which is time with a Sports Coach.

Additionally, parents will receive a note from the school, via their children, to inform them of their child's Great Days or Outstanding Day.

Aspects of personal behaviour or learning behaviours have been developed as whole school initiatives. These are agreed by children and staff prior to introduction. Key Stage and class assemblies help to embed these behaviours. Examples of the initiatives are Manners and Conduct, Managing Distractions and Learning from Mistakes.

When considering the behaviour of any pupil with SEND, the school will carefully consider whether the pupil understood the rule or instruction, and whether they were unable to act differently on account of their SEND. We will then assess if it is appropriate to use a sanction and if so, whether any adjustments need to be made to the sanction.

7.1 List of rewards

These can include:

- Non-verbal and verbal praise.
- Child's name moving up the Behaviour Chart (Ready to Learn)
- Rewards (EYFS)
- Jewels on pegs (KS1) (3 jewels = visit from the Headteacher)
- House tokens – half termly treat for winning house members
- Lunchtime stickers
- Visit the headteacher for special awards
- Pupil of the week awards and other special awards
- Golden Time
- House rewards which are agreed each term with the pupils
- Sports Coaching awards during lunchtime and in lessons – Sports coach reward wrist bands for good sportsmanship
- Spontaneous whole class rewards for consistently doing the right thing – e.g. if there has been some disruption by 1 or 2 pupils, the rest might get 5 minutes extra break.

7.2 The school may use 1 or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- Sending the pupil out of the class
- Expecting work to be completed at home, or at break or lunchtime
- Time In at break or lunchtime
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents

- Agreeing a behaviour contract
- Suspension (fixed term or permanent)

7.3 Zero-tolerance approach to sexual harassment and sexual violence

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

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

The school's response will be:

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

Sanctions for sexual harassment and violence may include:

- Time In
- Behaviour contract
- Phone call or meeting with parents
- Informing the police
- Suspension (fixed term or permanent)

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

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

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

7.4 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

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

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

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

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

7.5 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

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

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

8. Behaviour management (See also Appendix 4 Assertive Discipline)

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display their own Class Agreement
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning / at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour as much as possible
 - Concluding the day positively and starting the next day afresh wherever possible
 - Using positive reinforcement

8.2 Removal from the Classroom

Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Allow the pupil time to regulate
- Allow the disruptive pupil to continue their learning in a managed environment

Pupils will be removed from the classroom for a maximum of a day

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as

- Meetings with Attachment Based Mentor
- Use of Teaching Assistants

8.3 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

8.4 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils will be conducted in line with the DfE's latest guidance on searching, screening and confiscation.

8.5 Pupil support

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.

8.6 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

9. Pupil transition

To ensure a smooth transition to the next year, pupils have a transition session with their new teacher(s). In addition, staff members hold transition meetings with one another to discuss the children in the class. Children moving from year 6 to High School will be given additional transition support as needed.

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

10. Training

Our staff are provided with training on managing behaviour, including proper use of restraint (Team Teach or PIPS).

Behaviour management will also form part of continuing professional development.

A staff training log is kept by the Designated Safeguarding Lead (DSL)

11. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and the Teaching and Learning Committee every year. At each review, the policy will be approved by the headteacher.

Data from behaviour logs will be monitored termly to ensure that no groups of pupils are being disproportionately impacted by the policy.

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

The governing body also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

12. Links with other school policies and documents

This Behaviour Policy is linked to the following policies and documents:

- Child Protection and Safeguarding Policy
- Exclusions Guidance
- Appendix 1 Written Statement of Principles for Positive Behaviour
- Appendix 2 Anti-Bullying Policy
- Appendix 3 Say No to Bullying

- Appendix 4 Assertive Discipline
- Appendix 5 National Standard List of Reasons for Exclusion

Appendix 1

STATEMENT OF PRINCIPLES FOR POSITIVE BEHAVIOUR

At Two Moors Primary School, we believe that children want to behave well and that they are happy when they behave well and their behaviour is recognised and acknowledged by adults and their peers.

We value the individuality of our children and so understand that they all have different needs and experiences. It is our role to support each child and, in partnership with parents and carers, help them to meet those needs to enable them to achieve their true potential.

Therefore, we have developed a set of core principles which underpin our Behaviour Policy:

- ✓ In line with our Vision and Ethos, we will set high expectations of behaviour for all of our children, regardless of their abilities or background
- ✓ We will support children to take responsibility for their own behaviour. We will actively encourage them to choose the right thing to do and, where appropriate, explain the consequences of their choices, both good and bad.
- ✓ We will scaffold positive behaviour by:
 - Developing clear, age-appropriate School Rules for them to follow. These will be well communicated and agreed by pupils, staff and parents/carers.
 - Establishing clear routines within the classroom to support behaviour for learning.
 - Recognising and celebrating achievements.
 - Being excellent role models for our pupils.
 - Acknowledging that there are pupils who may need additional support to manage their behaviour and ensuring high quality, targeted provision is put in place for these children. This may involve multi-agency advice where appropriate.
- ✓ We will have a fair system of rewards and sanctions (including exclusions) which will be consistently applied across the school. The system will be closely monitored to ensure that children never miss out on rewards or sanctions.
- ✓ We will actively seek the views of parents/carers within this process and aim to keep them as fully informed as possible about any rewards and sanctions being given to their child.

In addition, we would expect the school to have due regard for the Child Protection/Safeguarding Policy, the Equality Act 2010 and the latest statutory guidance from the Department for Education. Subject to these guidelines, and if necessary, teaching staff will have

- The authority to screen and search pupils, and confiscate items found e.g., weapons or stolen items
- The power to use reasonable force e.g., restraint to prevent injury to others
- The power to discipline beyond the school gate e.g., dealing with any bullying incidents which occur outside of school
- Access to pastoral care if, within this process, they become subject to an allegation of misconduct.

February 2017
Reviewed 23/1/18
Reviewed 22/1/19
Reviewed 14/1/20
Reviewed 19/1/21
Reviewed 25/1/22
Reviewed 17/1/23
Reviewed 15/9/23

Appendix 2 Two Moors Primary School Anti-Bullying Policy

See separate document

Say 'NO' To Bullying!

Bullying is:

People being unkind or hurting you (physically, mentally or emotionally) - on purpose – more than once – and which is difficult to stop.

Rules:

1. **Think Before You Speak**
If you haven't got anything nice to say about anyone, then don't say it.
2. **Be Kind**
Don't do anything to anyone else that you wouldn't like them to do to you.
3. **Say NO**
If anyone asks you to do anything that you do not want to do, **say 'NO!'**
4. **Talk To An Adult**
If you feel sad or have any worries or fears, then tell your teacher or another member of staff.
5. **People Will Help You**
All staff will listen and take you seriously. They will deal with the bullying problem, so that you are happy again.

Remember that you can talk to any adult with any concerns that you may have. Or you can ring **CHILDLINE on 0800 1111**

Appendix 4

Assertive Discipline Appendix to the Behaviour Policy

Staff responsible: All Staff

Linked Governor: Chair of Governors

September 2017

Classroom Agreement

These will be drawn up at the beginning of each year including no more than 5 rules, rewards and consequences. These rules should be tangible, consistently applied and appropriate to the age group.

Rewards

Rewards should be based around positive reinforcement through the use of praise – to individuals, groups and whole classes. Other rewards may include use of Good Behaviour Charts, Team points, certificates, Golden Time etc. (see section 7 Behaviour Policy).

Class teachers should also negotiate whole class rewards e.g., extra playtime, extra computer sessions, extra swimming, choice of activities etc., which can be earned through consistently doing the right thing. Once rewards have been given, they **MUST NOT** be taken away as a punishment for poor behaviour.

At the beginning of each day children are placed at the Ready to Learn section of the Behaviour Chart. Good behaviour is recognized by their name being moved through the following sections:

Ready to Learn
Good Day
Great Day
Outstanding Day

If a pupil ends the day in the Outstanding Day section or has 4 days on Great Day within a week, they will be given a note for parents and a token towards the Team Points system. (See section 7 Behaviour Policy)

Consequences

If a pupil is not behaving as is expected at Two Moors the following sequence of consequences will ensue.

- Warning 1 Behaviour is being watched
- Warning 2 Move to and work in another place within the classroom
- Warning 3 2 minutes to think outside the class – not alone – in sight
- Warning 4 Go to the Time In space at Break time and/or Lunchtime
- Warning 5 Behaviour is not acceptable; Mr. Dutton and parents informed – next steps decided

Children will be given the opportunity to reflect on their behaviour in Time In.

Professional judgement has to be applied when considering individuals. Some undesirable behaviour will mean a child drops down the Behaviour Chart in less stages. This means that they are given one warning, and then drop down to Time In or in exceptional case to Warning 5.

For severe or persistent breaches of some behaviour listed below (See Fixed Term or Permanent Exclusion) the school would move directly to instigate either a fixed term exclusion or a permanent exclusion.

Monitoring and recording

All children have their name on the Behaviour Chart which is restarted daily to ensure a fresh start for all. A record should be kept of contacts with parents concerning behaviour. All incidences of poor behaviour are recorded on CPOMS in a timely manner. Children can be sent to Time In to think about their behaviour and what they need to do to change it.

In the case of Warning 5 parents are informed either at the end of the day in person or by a telephone conversation with the teacher. A form outlining the incident should be signed by the parent whenever possible. Parent contact is acknowledged on CPOMS.

The Senior Leadership Team will view all incidents on the behaviour management system (CPOMS) and will acknowledge that they have read them. No consequences should be carried over to a subsequent day unless the incident happens at the end of the day.

Supporting Individual Needs

Some children with particular behavioural problems may be working on a more individual reward system, possibly in conjunction with parents (Behaviour Contract). This may involve earning a certain number of stars or stickers during the week in return for a reward at home, or in order to receive a special sticker, or certificate from another member of staff.

An assessment will be carried out and appropriate activities carried out to support emotional well-being. The school has a qualified counsellor to support emotional needs.

Fixed Term and Permanent Exclusion

The school follows County [//new.devon.gov.uk/educationandfamilies/school-information/school-attendance/education-inclusion-service](http://new.devon.gov.uk/educationandfamilies/school-information/school-attendance/education-inclusion-service) and Government guidelines on exclusions, and may exclude children for a fixed period or permanently. The school has the right to exclude children from the premises at lunchtimes. All exclusions must be for disciplinary reasons only. The school has a Behaviour Policy setting out the school rules.

Permanent Exclusion should only happen:

- 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 seriously harm the education or welfare of the pupil or others in the school.

The following may result in a fixed term or permanent exclusion from School:

- Physical assault against pupil or adult
- Verbal abuse/threatening behaviour against a pupil or adult
- Bullying
- Racial Abuse
- Sexual misconduct
- Theft
- Bringing any item or substance onto the premises that the school considers inappropriate or that threatens the safety or welfare of other members of the school community
- Inappropriate use of any item that could be deemed to be threatening or dangerous to the safety or welfare of other members of the school community
- Damage to school or personal property
- Persistent disruptive behaviour or behaviour that puts themselves or others in an unsafe position
- Inability to work within the School Behaviour Policy

Further clarification of the above can be found in National Standard List of Reasons for Exclusion (Appendix 5)

There may be incidents that are deemed serious enough to result in immediate permanent exclusion. If a child's behaviour warrants permanent exclusion, this will be referred to the Head Teacher who will be responsible for making that decision.

Behaviour outside School Pupils can be excluded for behaviour outside school but this should be in line with the school's Behaviour Policy. This can include behaviour on school trips, behaviour when in uniform, or on the way to and from school, and behaviour which may bring the school into disrepute.

Lunchtime Behaviour Behaviour issues at lunchtime are dealt with by the midday supervisors (MTA's) or the member of the Senior Leadership Team on duty. Any child who misbehaves on the playground is to be sent to Time In to reflect on their behaviour. The child will be supervised during lunchtime for a given period according to the seriousness of their actions.

Signed by the Chair of Governors _____

Monitoring and Review

Policy Drawn up: Autumn term 2013

Approved by Governors

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Reviewed: 06/03/18

Reviewed: 05/03/19

Reviewed: 28/04/20

Reviewed: 09/03/21

Reviewed: 21/06/22

Reviewed: 07/03/23

Reviewed: 15/9/23

Appendix 5

National standard list of reasons for exclusion



The DfE has produced a national standard list of reasons to be used when reporting an exclusion. The 12 categories should cover the main reasons for exclusions and the 'other' category should be used sparingly. The further details suggesting what the descriptors cover should be used as a guide and are not intended to be used as a tick list for exclusions.

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.