CHRIST THE SAVIOUR C.E. PRIMARY SCHOOL

Each of you should use whatever gift you have received to serve others, as faithful stewards of God's grace in its various forms

1 Peter 4:10

Behaviour and Regulation Policy

Date	Autumn 2026
Policy ratified and adopted by the Full Governing Body	4th September 2026
Policy due for review	Summer 2027

Headteacher: Katie Tramoni **Office email:** admin@cts-school.org

School Vision:

Rooted in our Christian foundation, we are an aspirational and inclusive community loving and serving God. We seek to recognise and develop our unique gifts in accordance with the biblical principles of wisdom and love, preparing children to be educated citizens in a global world.

To fulfill this vision, we are dedicated to maintaining a calm, safe, and supportive environment where each pupil is treated with kindness. We believe that positive relationships built on trust and understanding are the foundation of our school culture, enabling pupils to flourish. This culture is reinforced through the implementation of clear routines as the norm, which provide the predictability necessary to reduce anxiety and support emotional regulation. By prioritising safety—both emotional and physical—we ensure that our school is a secure place where every child feels protected and empowered to grow into a responsible global citizen.

Our Behaviour and regulation policy should be read alongside:

- Our Behaviour Principles Written Statement
- Our Suspension and Permanent Exclusion Policy
- Our Anti-racist Policy
- Behaviour in Schools: Advice for Headteachers and School Staff (Feb 2024)
- Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (2026 update)

A relational approach to behaviour

We are proud of the behaviour of pupils at Christ the Saviour and believe this to be the result of the impactful relationships made between staff and pupils and a strong sense of belonging within our school community. Staff recognise that each child is unique and may behave differently depending on their circumstances. Staff endeavour to use respectful, factual and non-judgmental language to describe behavioural incidents. (see behavioural language section). We have a rolling programme of relational training for staff including trauma informed practice, Team Teach Training and PACE training.

CtS Behaviour Curriculum

Our School Rules

Our behaviour expectations are clearly defined, positively framed, and consistently embedded in daily school life. We teach children what good behaviour looks like through our 3 School Rules, which promote positive habits in all aspects of school life.

Our school rules are based around 3 broad themes:

Be safe Be kind Be an active learner

These rules are displayed clearly in every class and staff will refer to the rules in their directions to pupils and when awarding house points or other positive reinforcements e.g.

- "You used really polite words to ask that question to your partner - that's a house point for being kind."
- "Thank you for picking up your friend's coat - that's a house point for safety."
- "I could see you didn't give up and you both tried to work out that problem together - that's a house point to you both for being active learners."

At the beginning of the academic year, staff should share with the pupils what behaviour they expect to see for each of these rules. These should be repeated regularly in all year groups. Some examples can be found below.

in class	theme	around the school
We follow adult instruction We walk around the classroom We move safely in our classroom and put things away carefully We report any e-safety incidents to a member of staff We wash our hands regularly We use a tissue or an elbow to cover our mouths when we cough or sneeze Tissues go in the bin (catch it, bin it, kill it)	**Be safe**	We follow adult instruction We move calmly around the school We stop playing as soon as we hear the bell We never share food We keep our hands and feet to ourselves We play with toys safely We use equipment safely We walk quietly and calmly in the corridors, atrium and on the stairs We walk calmly next to the bannister. We always keep to the left in the corridors We ask for help if we need it We try to solve problems first and speak up for ourselves
We speak kindly and respectfully to each other We listen to the teacher We follow instructions We use good manners We are honest We choose not to hurt people We value everyone's contributions to learning We help our peers	**Be kind**	We share equipment in the playground We invite others to join our games We talk to each other and try to work problems out We use kind words We choose not to hurt people We play friendly games We take turns when playing games We talk and listen to each other We offer to help others
We listen to our teacher We participate in lessons We try new things We work independently and collaboratively We have our equipment ready for learning We are always engaged We can share and discuss our prior learning We listen to the views of others We recognise the contributions of everyone in the class We ask for help when we need it We ask questions	**Be an active learner**	We recognise the importance of all subjects We can choose the appropriate resources for different subjects We are always ready for the next lesson We use our time at school to learn. We try new things We work together with others

Behaviour Systems and Routines

Clear routines reduce anxiety and support emotional regulation. The school has well-established and universally understood systems of behaviour. Any area of general behaviour that can be sensibly translated into a routine is done so explicitly; this removes uncertainty about school expectations and reduces anxiety (e.g. routines for lining up, washing hands, handing out white-boards or chromebooks etc.)

At the beginning of each academic year, to support school organisation, all pupils learn these new routines. Adults define the expected behaviours in the year group and illustrate what successful routines and habits look like. Staff define the successful behaviour they expect to see from pupils, clearly and positively.

Instead of ….	Define the expected behaviour…
Do not leave the classroom without permission	Ask before leaving the class to keep safe
Do not shout out	Thank you for raising your hand/ waiting your turn
Do not slouch in your chair	Sit straight and show that you are ready to learn

Don't be disruptive in the line outside the classroom	Line up quietly outside the classroom
Don't leave a mess on your table after lunch	Clear away your plate after finishing your lunch

Staff explicitly teach and model the behaviours they want to see and the new routines that will support this. Pupils will be explicitly told the consequences for behaviours that go against our school rules and a child friendly version of the chart in appendix 2 can be found in classrooms.

PSHE (including relationship building)

1. Our PSHE curriculum is central to the positive behaviour we have around the school. It takes place in class once a week and helps establish positive relationships within class groups and promotes self-discipline and self-esteem.
2. Zones of Regulation are explicitly taught and embedded throughout the school.
3. Pupils learn and understand the consequences of their behaviour and begin to take on responsibility for themselves and their immediate and wider community. This has been shown to gradually shift responsibility for discipline from the teacher to the children themselves.
4. Every opportunity is taken throughout the curriculum to discuss concerns, consider and debate moral values, practise positive behaviour and work out solutions in a safe and constructive manner.

Special Responsibilities

1. Special responsibilities e.g. fruit and milk monitors, being a librarian, computing leaders, worship leader, house captain, school council member, mental health champion, or just helping staff around the school gives children an opportunity to take responsibility for our school and build personal and collective responsibility
2. In Year 6 the children have the opportunity to become Prefects and playground leaders and take on responsibilities across the school. Prefects and playground leaders are chosen by the school in recognition of their exemplary behaviour

Verbal praise

Verbal praise for effort and achievement in both work and behaviour is an effective reward for most pupils.

1. Staff understand the need to motivate children and understand that children are all motivated in different ways.
2. Staff take every opportunity to get to know the individual children in their class and try to find out what motivates them to learn.
3. For some pupils with identified needs staff recognise that motivation may be gained in different ways than the majority of pupils and as such this is recorded in their Regulation Support Plans.

House points

1. The school has a house system and pupils are encouraged to develop a sense of pride in the achievement of their house.
2. The functions of the house system include pastoral care, friendly rivalry in competitions and fundraising.
3. The four houses are:
    a. St Mary Magdalene (Yellow)
    b. Our Lady (Blue)
    c. St John the Baptist (Green)
    d. St Peter and St Paul (Red)
4. Pupils earn house points in class for following the 3 school rules.
5. House points should never be taken away from a pupil and are awarded one at a time, with very exceptional occasions when multiple house points may be given.
6. The winning house is awarded a reward at the end of each term with a special activity.
7. House achievements are celebrated in ways that promote teamwork, inclusion and mutual respect rather than excessive competition.

For pupils with additional needs, personalised recognition systems may be used to celebrate progress towards individual regulation or learning goals.

Celebration Assemblies

1. Assemblies will take place every Friday. We recognise achievement and success against the school vision
2. Class teachers nominate **one pupil** for these awards and should keep a record to ensure fair distribution
3. Other awards will be presented at these assemblies for example total house points, achievements in individual curriculum subjects, attendance, as well as recognising individual pupils or year groups' success against our vision

Individual Support and Motivation

We recognise that some pupils need daily targets and rewards to motivate them, rather than waiting for the end of the week announcement of house point totals and awards in the celebration assembly. Staff in each year group may wish to create their own age appropriate reward encouragement system for use in class but this reward system should be based upon the house point system e.g. if the class receive over a certain number of house points in a day they can have 5 minutes of 'golden time' at the end of the day. Encouragement systems should not be individual to the class but should be consistent across the year group.

For safeguarding reasons, 'Free time' on Chromebooks is **never** given as a reward - pupils only use Chromebooks for educational purposes and may only visit educational websites approved by the class teacher e.g. BBC Bitesize, EdShed.

Sorting Out Problems

Children are taught the following steps to encourage them to resolve problems

1. If another child is saying unkind things, tell them that you don't like it and ask them to stop.
2. If they don't stop, speak to an adult.
3. **Do not fight back.**
4. Children should be taught what to do if they observe other children not following the school rules
    a. Help other children who are in difficulties by getting an adult straight away
    b. Do not stand or watch, we teach children not to be a bystander

Behaviours that Challenge

The term "behaviours that challenge" is used to describe behaviour that presents difficulty in the learning environment or requires additional support. It does not define the child and should never be used as a label. These behaviours are understood as communication and indicators of unmet emotional, sensory or physical needs.

We adopt a regulation-focused, relational approach to behaviour. We understand that when pupils are overwhelmed, anxious or dysregulated, they may temporarily lack the capacity to meet behavioural expectations. In these instances staff will prioritise emotional safety, connection and co-regulation, reducing emotional demand and supporting pupils to return to a regulated state. Staff have been trained in trauma-informed practice and will do all they can to respond to challenging behaviours in a consistent, relational way and in an effort to develop self-regulation and emotional literacy.

Consequences are applied fairly, proportionately and often as a last resort. Before applying the consequences listed in Appendix 1 staff will consider the following:

- A child's special educational needs
- The function of the behaviour
- The child's Regulation Support Plan

This does not negate the need for a consequen§ce when relevant or appropriate.

Relational Language

Instead of labelling a behaviour	**Use factual language to describe the behaviour** ie describe the action and not the child	**Example**
Aggressive or violent	Dysregulated/ overwhelmed	X was feeling dysregulated. This was seen through X crying and hitting others.
Stimming	Regulating	X was regulating himself through flapping his hands and vocalising loudly
Attention seeking	Connection seeking	X was calling out in class to share what they did on the weekend as they wanted to share with the class.
Refusing	Unable to comply	X was unable to go to mass this morning as they were feeling anxious.
Disruptive	Explain what behaviours they are displaying and why	X was running around the classroom after being asked to remain seated. X threw pencils and knocked items off desks. Trigger unknown.
Controlling	Seeking predictability/ safety	X likes to make the rules with their friends at playtime as it makes them feel safe.
Difficult behaviours	Behaviours that challenge	Throughout the day X displayed behaviours that challenge. These include; biting, kicking, destroying property and screaming.
Non-compliant	Unable to follow instructions	X was unable to join the English lesson this morning as they were feeling upset from something that had happened at home before school.
Rigid	Needing certainty	English was the first lesson instead of the usual maths lesson. X found the change of routine challenging and was unable to follow an adult instruction to find a seat, they stood next to the teachers desk for 40 mins.

Pupils with Special Educational Needs:

Behaviours *that challenge and dysregulation* will often need to be considered in relation to a pupil's SEND needs, although it doesn't follow that every behaviour incident will be connected with their SEND. When a pupil is identified as having SEND, the graduated approach should be used to assess, plan, deliver and then review the impact of support being provided. Staff should make reasonable adjustments in line with the Equality Act 2010 to meet the needs of children with SEND. Examples could include:

- Short, planned movement breaks
- Adjusting seating plans
- Adjusting uniform requirements for a pupil with sensory issues or medical needs
- Individual reward systems
- Additional aids such as enlarged school rules (or specific targets identified)

Mobile phones:

Pupils in Year 6 who travel home alone are permitted to carry a simple, non-expensive mobile phone to school. The phone should have no internet access or camera facility (for example a Nokia 105), it should be clearly marked with the pupil's name, the phone should be switched off before they enter school and placed in their school bag, the phone should never be taken out during the school day. A simple mobile phone remains the responsibility of the student at all times and the school will not take action if it is lost or stolen.
Reasonable adjustments will be made for pupils who require access to a device for medical, safeguarding or SEND-related reasons.

Supporting a pupil following behaviours that challenge

Following dysregulation, focus will be on repair, reflection, and reintegration through restorative conversations and emotional support. This can include completing a restorative justice reflection log, reintegration meetings, daily contact with a key adult, a Regulation Support Plan, support from a trusted adult and a call home.
Examples of a restorative conversation or reflection log:

What happened? (child's perspective)

Who was upset/hurt?

What can I do to make them feel better? (Maybe an apology/letter/do something kind for them)

What could I do next time to avoid the same result? (What strategies do I have?)

The use of reasonable force

There are circumstances when it is **reasonable , proportionate and necessary** for staff to use reasonable force to safeguard children. This involves a degree of physical contact to control or restrain a child. Reasonable in these circumstances means using no more force than is needed. The school has a comprehensive Reasonable Force and Restraint Policy. Staff must ensure they are familiar with this document.

Recording and reporting the use of a) seclusion and b) non-force related restraint

a) Seclusion is *a non-disciplinary intervention involving keeping a pupil confined to a place away from others and prevented from leaving.* This should only ever be used as a **safety measure** to protect others from harm when a pupil is experiencing high levels of emotional or behavioural dysregulation. In such circumstances, the pupil is not acting with intent. Seclusion should never be implemented by staff through threat of punishment. The place to which the pupil is confined should be safe and not feel threatening or intimidating to the pupil. The pupil should be supervised at all times during the period of seclusion. As soon as the immediate risk of harm has reduced, the pupil should be allowed to leave.

b) An incident of restraint may occur with or without direct physical contact. For restraint incidents that occur without direct physical contact, for example, the removal of a walking aid, these must be recorded under the procedures outlined below

Incidents of seclusion and non-force related restraint must be recorded as soon as practicable after the event. It should be recorded by the staff member(s) involved and they should endeavour to do this no later than the same day.
Staff should record incidents of seclusion or restraint even if this is agreed with parents as part of a pupil's regulation support plan. Staff should record the following details:

- names of pupil and staff directly involved
- time, date, location and approximate duration of the intervention
- any relevant needs or circumstances of the pupil, including whether the pupil involved has an identified special educational need or disability and their SEN status code
- brief account of why the intervention was assessed as necessary in that instance
- details of any physical injuries sustained, if applicable
- any post-incident support, such as details of any medical treatment for injuries or other adverse impacts

Follow up discussions with staff, parents and pupils when relevant could result in adaptations to provision and the child's regulation support plan.

Communication with parents

1. We share our Behaviour and Regulation policy with parents via the school website.
2. Parents are able to ask for a copy of their child's behaviour record from the school office.
3. If a child is presenting extremely dysregulated - being high risk to themselves or others, we will recommend that external assistance is sought to support them or parents work with the school to find a solution.
4. If physical restraint has been used to prevent a pupil hurting themselves or others, as far as reasonably practicable, the parent of the pupil involved must be contacted on the same day and a Regulation Support Plan for the pupil will be created outlining the risks this may pose for pupils and staff.

Appendix 1

Responding to Behaviours that Challenge

Positive behaviour levels for staff

Level 1	Reminder of class rules stated to individual child/ verbal or non- verbal warning
Level 2	Reminder provided for pupil and staff/ 5 mins off play - recorded on Arbor
Level 3	Time out of class to Head of Year - recorded on Arbor and parent informed
Level 4	Inform AHT or DHT - recorded on Arbor and parent informed
Level 5	Refer to DHT or HT

Level	Dealt with by	Examples of behaviours that challenge	Consequence and Supportive Responses
1	Class teacher	**Minor behaviours that challenge:** Ignoring reasonable instructions, off task, talking over teacher, interfering with others, impolite to adults, answering back, calling out, distracting others, misusing equipment, unkind words	• Gentle reminder of school rules either verbally or by using a visual • Brief emotional check in with the child - *You seem unsettled, are you okay?* • Clarify the instructions and task for the pupil • Offer closed choices, when possible: *Would you like to start on question 1 or 2? Would you like to stay at your desk or move closer to the teacher?*

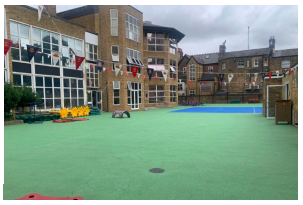
2	Class teacher	**Ongoing behaviours that challenge** (see above) **or**
		• using swear words (not directed at others)
		• Unsafe movement around the school e.g. sliding down the bannisters, running inside
		• Unsafe playground behaviour:
		  ○ Running in and out of toilets at playtime
		  ○ Using equipment unsafely or low level damage to property
		  ○ Pushing or pulling others
			Classroom:
			• Childs name to be discretely written down and up to 5 minutes (it should be an age appropriate amount) will be taken off their playtime OR
			• Where appropriate, part of unstructured time may be used to complete missed learning and reflect on expectations.
			• If the pupil demonstrates regulation and positive engagement the time off play may be reduced.
			• A brief restorative conversation will take place once the pupil is regulated, to support reflection, repair and positive re-engagement.
			• EYFS: Time on the thinking space followed by a restorative conversation and/ or a social story
			
			Playground
			• Staff will ensure immediate safety, provide a short supported time-out, facilitate reflection and repair, and support a return to safe play.
			• Repeated incidents will be recorded by the adult on duty and followed up by the teacher.
			
			Record incident on Arbor

If a child has a sanction at level 2 they should return to class with a fresh start. This should be made explicit to the child.			
3	Class teacher/ Head of Year	**Continued incidents that prevent others from learning, dangerous playground behaviour or unsafe behaviour online**	• Learning to be completed in another class in the same year group for the duration of one lesson • Parents notified by class teacher with support of Head of Year • If the child continues to be dysregulated and a

		Repeated incidents of level 1 behaviours that challenge or: • offensive language to peers • swearing at others • Taking another child or adult's property • unsafe behaviour online e.g. looking at unauthorised webpages	barrier to their own or others learning, then the teacher should escalate to level 4 actions **Recorded on Arbor and restorative conversation should take place before child returns to class**
4	AHT or DHT	**Verbal behaviours that challenge.** Including: • racist/ sexist/ homophobic language, gestures or actions • repeated inappropriate or impolite language towards classroom adult • sexualised behaviour including online behaviour or name calling • Offensive or threatening behaviour towards a pupil or adult Physical dysregulation or behaviours that challenge that pose a risk to themselves or others, including deliberate or intended: • punching • slapping • kicking • pinching • biting • serious damage to property • sexualised behaviour including unwanted physical touch, upskirting Accessing a mobile phone during school time or other unsafe use of a mobile phone during the school day.	• AHT or DHT to be informed immediately and discuss who is the best member of staff to support • Child to continue their learning outside the classroom for the remainder of the morning or afternoon session including lunch. If the behaviour happens towards the end of the day the child should complete work outside their classroom for the following morning. This could be with a member of SLT or in another year group. • AHT or DHT, will make an appointment to see the parents and child - where appropriate - to discuss the incident and work collaboratively to create a Regulation Support Plan. The aim of the plan is to be proactive in preventing future dysregulation and behaviours that challenge. • If this is a repeated event the HT will contact parents to explain the policy regarding a suspension **Recorded on Arbor and restorative conversation should take place before the child returns to class**
5	**HT**	**Extreme or persistent dysregulated verbal or physical behaviour*** that poses a risk to themselves or others. The possession of any prohibited items** One off serious incident of behaviour that aligns with Ealing's reasons for exclusions and suspension see Appendix 3	• Phone call to collect child • Letter explaining suspension • Meeting arranged for interview before returning to school

* Including but not limited to: choking and punching,
*These items are listed in the DfE document Searching, Screening and Confiscation, July 2022

Behaviour	Consequence
Level 1 Minor behaviours that challenge • ignoring reasonable instructions • off task • talking over teacher • interfering with others • impolite to adults • answering back • calling out • distracting others • misusing equipment • unkind words	**Warning** An adult will remind you of our school rules: • *be safe* • *be kind* • *be an active learner* 

Level 2
 	
• repeating the behaviour above despite a warning
 	
or
 	
• using swear words (not directed at others)
• Unsafe movement around the school e.g. sliding down the bannisters, running inside
• Unsafe playground behaviour:
  ○ Running in and out of toilets at playtime
  ○ Using equipment unsafely or low level damage to property
  ○ Pushing or pulling others
	5 minutes from playtime
	
	Your name will be written down and you will lose 5 mins off playtime or time in the thinking space for EYFS pupils
	
	If the behaviour happens in the playground you will be sent to the wall to miss 5 minutes of your play
	
	
	
	
	
	This will be recorded on Arbor

Level 3 Continued incidents that prevent others from learning, dangerous playground behaviour or unsafe behaviour online Repeated incidents of level 1 behaviours that challenge or: • offensive language to peers • swearing at others • Taking another child or adult's property • unsafe behaviour online e.g. looking at unauthorised webpages	**Complete learning in another class - parents called** • You will complete your learning in another class for one lesson • Your teacher will call your adult at home to tell them what has happened  **This will be recorded on Arbor** **Your teacher will speak to you before you can return to class**

Level 4

Verbal behaviours that challenge.
Including:

- racist/ sexist/ homophobic language, gestures or actions
- repeated inappropriate or impolite language towards classroom adult
- sexualised behaviour including online behaviour or name calling
- Offensive or threatening behaviour towards a pupil or adult

Physical dysregulation or behaviours that challenge that pose a risk to themselves or others, including deliberate or intended:

- punching
- slapping
- kicking
- pinching
- biting
- serious damage to property
- sexualised behaviour including unwanted physical touch, upskirting

Accessing a mobile phone during school time or other unsafe use of a mobile phone during the school day.

Removed from class or playground and complete your learning meet with parents

- A member of SLT will be called: Mrs Larson, Miss Raj, Mrs Goodman, Mrs Harris, Mrs Smith or Miss Case and you will be removed from your class or the playground.

- You will continue your learning outside the classroom for the remainder of the morning or afternoon session including lunch. If the behaviour happens towards the end of the day you will complete the work outside the classroom for the following morning.

- The member of SLT will arrange a meeting with your adult





- If this is repeated event, Mrs Tramoni will contact your parent to explain the suspension policy

This will be recorded on Arbor

Your teacher will speak to you before you can return to class

Level 5

- extreme or persistent violent or aggressive verbal or physical behaviour e.g choking or punching
- Dysregulated verbal or physical behaviour that poses a risk to themselves or others.
- The possession of any prohibited items e.g a knife, stolen items, alcohol
- One off serious incident of behaviour that aligns with Ealing's reasons for exclusions and suspension

Suspension from school

- Mrs Tramoni will phone your adult to collect you from school







- You will complete learning at home for a set amount of days
- You and your parents will meet with Mrs Tramoni before you return to school

Pupil suspension or permanent exclusion reason (not for nursery schools). These codes come into force from the autumn 2026 term, collected from spring 2027 onwards

Code	Description
PP	Physical assault against a pupil
PA	Physical assault against an adult
VP	Verbal abuse/threatening behaviour against a pupil
VA	Verbal abuse/threatening behaviour against an adult
OW	Use or threat of use of an offensive weapon or prohibited item
BW	Found to have brought a weapon or prohibited item into school
BU	Bullying
TB	Cyber-bullying or threatening behaviour online
RA	Racist abuse including bullying
LG	Abuse against sexual orientation and gender identity including bullying
DS	Abuse relating to disability including bullying
SM	Sexual misconduct
SB	Harmful sexual behaviour
MB	Misogynistic behaviour
AB	Misandry Behaviour

Code	Description
DR	Drug related
AR	Alcohol Related
SR	Smoking Related
VR	Vape Related
DM	Damage to property
TH	Theft
LD	Persistent disruptive behaviour - low level disruption
CB	Persistent disruptive behaviour – challenging behaviour
MT	Inappropriate use of social media or online technology
MP	Use of Mobile Phone
OS	Misbehaviour outside of school
PH	Wilful and repeated transgression of protective measures in place to protect public health

Reason	Possible examples
Physical assault against a pupil	Fighting/hitting, obstruction and jostling, violent behaviour, wounding
Physical assault against an adult	obstruction and jostling, violent behaviour, wounding, hitting

Reason	Possible examples
Verbal abuse or threatening behaviour against a pupil	aggressive behaviour, swearing, threatened violence, verbal intimidation
Verbal abuse or threatening behaviour against an adult	aggressive behaviour, swearing, threatened violence, verbal intimidation
Use or threat of use of an offensive weapon or prohibited item(s)	carrying an offensive weapon or prohibited item(s) such as knives, sharp instruments and BB guns that has been or is likely to be used to commit an offence, cause personal injury or damage to property, use of an offensive weapon such as knives, sharp instruments, tasers and BB guns
Found to have brought a weapon or prohibited item(s) into school	bringing onto the school site an offensive weapon or prohibited item(s) such as knives, sharp instruments, tasers and BB guns
Bullying	Verbal bullying, physical bullying, social bullying (including excluding some from a group, embarrassing someone in public and spreading rumours), prejudicial bullying
Cyber bullying or threatening behaviour online	using social media platforms to attack others, attacking others verbally through social media messaging, threatening others through online platforms, using social media to spread rumours or hate
Racist abuse including bullying	derogatory racist statements, racist bullying, racist graffiti, racist taunting and harassment, swearing that can be attributed to racist characteristics
Abuse against sexual orientation and gender identity (for example, LGBT+) including bullying	derogatory statements about sexual orientation (for example, heterosexual, lesbian, gay, bisexual) and gender identity (e.g. transgender), homophobic, biphobic and transphobic bullying, LGBT+ graffiti, LGBT+ taunting and harassment, swearing that can be attributed to LGBT+ characteristics

Reason	Possible examples
Abuse relating to disability including bullying	derogatory statements or swearing about a disability, bullying related to disability, disability-related graffiti, disability-related taunting and harassment
Sexual misconduct	lewd behaviour or inappropriate behaviour towards another individual, sexual abuse, sexual assault, sexual bullying, sexual graffiti, sexual harassment
Harmful sexual behaviour	peer-on-peer abuse, abuse against an adult, sexual assault, use of inappropriate sexual language, sexual image sharing (of an adult or child), indecent exposure
Misogynistic behaviour	objectifying and catcalling, derogatory statement against girls, showing preferential treatment to other genders over females including displaying a lack of general respect
Misandry behaviour	derogatory statements being made against boys or men, displaying a negative attitude or behaviour towards boys and men
Drug-related	drug dealing, inappropriate use of prescribed or illegal drugs, possession of illegal drugs, substance abuse
Alcohol-related	alcohol abuse or misuse, possession of alcoholic drinks in school, drinking in school
Smoking-related	possession of cigarettes, the intention to or caught selling cigarettes in school premises, smoking in school grounds, smoking in school uniform in a public place
Vaping-related	possession of a vape, the intention to or caught selling vapes in school, vaping in school grounds, vaping in school uniform in a public place

Reason	Possible examples
Damage to property	damage includes damage to school or personal property belonging to any member of the school community, arson, graffiti, vandalism
Theft	selling and dealing in stolen property, stealing from local shops on a school outing, stealing personal property (from an adult or pupil), stealing school property
Persistent or general disruptive behaviour – low-level disruption	disrupting the class, talking unnecessarily or talking when the teacher is talking, talking back, calling out without permission
Persistent or general disruptive behaviour – challenging behaviour	challenging behaviour, disobedience, persistent violation of school rules, raising of fire alarms falsely
Inappropriate use of social media or online technology	sharing of inappropriate images (of adult or pupil), cyber bullying or threatening behaviour online, organising or facilitating criminal behaviour using social media
Use of mobile phone	caught using or carrying a mobile phone against the school's mobile phone policy, inappropriate use of mobile phone during school hours
Misbehaviour outside of school	involved in inappropriate or criminal behaviour that took place outside of the school grounds, involved in inappropriate or criminal behaviour taking place out with the school hours
Wilful and repeated transgression of protective measures in place to protect public health	Deliberate breaching of protective measures such as (but not limited to): non-compliance with social distancing, causing distress such as through purposefully coughing very near to other pupils or adults, or any other deliberate breach of public health protective measures that the school has adopted.