**Wribbenhall School**

**Behaviour and Discipline Policy**



Re-Written: Spring Term 2020

Date of Next review: Autumn Term 2019

**To be read in conjunction with:**

Attendance Policy

Child Protection Policy

Bullying and Harassment Policy

Wribbenhall School Prospectus

**Approved by:**

Proprietor: Ellis Wells

29th March 2020

At Wribbenhall School we expect and encourage good behaviour and self-discipline from all pupils, in order to provide a happy and safe environment, in which children and staff are encouraged to develop to their full potential. Good behaviour and discipline are essential to successful teaching and learning. However, we are also aware that SEMH children may have difficulty controlling their behavior and may have to rely on adults to provide this guidance. It may be that personal adaptation is required of this policy to support appropriate behavior.

We acknowledge our legal duties under the Equality Act 2010, in respect of Safeguarding, and in respect of pupils with Special Educational Needs.

**Aims of the policy**

* To develop a moral framework within which children can mature emotionally and in which sound relationships can flourish.
* To enable children to develop a sense of self-worth, respect and tolerance for others.
* To produce an environment in which children feel safe, secure and respected.

We also believe that in order for them to be successful learners children also need to be able:

* To work in partnership with others;
* To solve problems;
* To become a good role model in society;
* To think for themselves and make their own decisions.

**Objectives**

The underlying principles are common sense, safety, honesty and good order so that effective teaching and learning can take place. All pupils are expected to behave themselves in a responsible manner both to themselves and others, showing consideration, courtesy and respect for other people and their belongings at all times. They are expected always to do their best in whatever aspect of work they are engaged, working at and above age-related standard should be encouraged. In this way, we hope that they will develop positive attitudes towards learning, pride in achievement of a job well done and confidence in their own ability to succeed. Pupils and parents need to have a clear understanding of the standards of behaviour expected within the school and to know that they are **consistently and fairly** upheld by all staff. Good relationships and mutual respect between staff and between staff and pupils help foster good behaviour, as do staff’s high expectations of their pupil’s academic and social abilities. Good behaviour should be encouraged by example and by creating a happy, caring and pleasant environment. Praise and reward are often more effective in developing good behaviour than punishment. Where sanctions do prove necessary they should be appropriate to the offence. The active involvement of parents is important in fostering good behaviour. The school has a Code of Behaviour and Wribbenhall Charter of which children should be regularly reminded.

**School Code of Behaviour**

We all need to play our part in making our school happy, safe and successful. This means that we must:

* Treat others as we would like them to treat us.
* Be polite and respect others and their belongings.
* Listen when adults are teaching.
* Work well with others and make the most of time and opportunity to learn every day.
* Be responsible for our own actions.
* Look after the school environment and equipment.
* Tell an adult if someone or something is making us unhappy.
* Be truthful and honest.
* Leave our mobile phones and iPads etc. at home or in a locked cupboard in school.

A variety of methods are used to encourage and support pupils to behave appropriately:

* PSHE/Citizenship/group discussion.
* School Council.
* Wribbenhall Charter.
* Sanctions.
* Rewards.
* Areas of Responsibility/good role models.
* Mutual respect expected of all adults and children.
* Anti-Bullying policy.
* A range of visitors into school and a variety of visits offsite.

**School Council.**

The purpose of the School Council is to encourage mutual respect between members of the school community, to help develop strong values and attitudes and to enable all pupils to feel that their views and opinions are important within the context of the whole school.

The class select one person to represent them on the council. This representative is presented with a badge to show that they are on the school council. Badges are expected to be worn at all times. The communication from the class, via their representative, leads to discussions which reflect group feelings and opinions. Meetings are held at least half termly and minutes are distributed for reflection and discussion.

The School Council are responsible for making decisions about certain aspects of school life which affect all pupils - e.g. The Wribbenhall Charter. Having contributed to the decision-making process through their representative, each pupil has some degree of possession of the outcome.

The discussions, feedback and decision making, contribute to pupil’s own awareness of the need for individual and group discipline. This in turn contributes to improving behaviour, helps to prevent bullying and encourages self-esteem through trust, caring and teamwork.

**Bullying**

The school sees bullying as an extremely serious form of anti-social behaviour and operates a continuous anti- bullying campaign through teachers, support staff, PSHE lessons and group discussions. Furthermore, given the likely emotional position of the target profile of children in our school, it is likely to cause further trauma, compound negative cognitive interactions and may result in school absence and further harm to the child.

All pupils and staff are thus clearly aware that such anti-social behaviour must not be instigated or tolerated. If incidents do occur they must be reported; they will be dealt with immediately, following the Wribbenhall School Bullying and Harassment Policy.

**Anti-Bullying Week (November)**

Wribbenhall School takes part in the national anti-bullying week. This is done through our classroom work, group discussions and discussions/debates in classrooms.

**When Things Go Right: Rewards**

Opportunities for praise and reward should be sought whenever possible as a means of encouraging good behaviour, good work, helpfulness etc. Rewards are used throughout the school. They range from awards to the whole class, to groups, to individuals and are given by all adults in the school:

* Encouragement stickers which are available in the class room
* Congratulations letters and postcards are available from the proprietor so that parents can be aware of their child’s efforts and progress
* The sending of children for praise to other staff as appropriate
* Children are rewarded through our Wribbenhall Charter.
* Individual teachers may devise rewards systems as part of their class management techniques.

**Rewards**

Each age group uses a wide range of rewards. Teachers discuss with children what the rewards will be within the class and how children can achieve them. The rewards may alter and be adapted due to the needs and maturity of individuals.

**Attendance**

Those children with 100% attendance each term are presented with a special certificate. At the end of the year children who have 100% attendance for the whole year receive a certificate and a prize. Children achieving attendance of 98% or higher are also given a certificate.

**Areas of Responsibility**

Pupils throughout the school are offered opportunities to take responsibility, to show initiative and to extend their social and cultural experiences. These roles include:

* Classroom monitors
* Librarian
* School Council Representatives
* Eco Council Representatives

**Mutual Respect**

At Wribbenhall School we believe that in order to implement a policy of behaviour management effectively, it is essential that there is an ethos of mutual respect. Everyone has the right to their own opinion and to express that opinion but consideration must be given to how and when that opinion is expressed to show sensitivity and regard for others. Children need to be encouraged to do this by being reminded and prompted, by discussion in circle time, by role play and by good role modelling. Respect needs to be apparent between adults, between children and adults and between children. In this way, every member of the school is valued and feels valued.

The adults encountered by the pupils at school must model high standards of behaviour in their dealings with the pupils and with each other and should aim to:

* Create a positive climate with realistic expectations;
* Emphasise the importance of being valued as an individual within the group;
* Promote, through example, honesty and courtesy;
* Provide a caring and effective learning environment;
* Encourage relationships based on kindness, respect and understanding of the needs of others;
* Ensure fair treatment for all regardless of age, gender, race, ability and disability;
* Show appreciation of the efforts and contribution of all.

**Seven Positive Behaviours for pupils to ‘live and learn’**

To support our pupils in meeting these expectations we have developed a list of seven key words. These are displayed in the school room and are used one word at a time each half term to prompt discussions and identification of its occurrence in a phenomenological manner. Praise is given where these behaviours are exhibited.

* love
* respect
* happiness
* confidence
* strength
* kindness
* self-belief

**Implementation**

**1. Parents**

At the start of their child’s education at Wribbenhall, parents are asked to sign a home-school agreement that outlines the responsibilities of the parent and school with regards to behaviour and attendance. Parents have a clear role in making sure that their child is well behaved at school.

Parents have a vital role in promoting good behaviour in school and so effective home/school liaison is very important.

It is important that teachers can depend on parents giving their full support to teachers in dealing with their child’s behaviour.

We expect Parents:

* To keep us informed of behaviour difficulties they may be experiencing at home.
* Inform us of any trauma which may affect their child’s performance or behaviour at school e.g. a death in the family, changes within the family.
* Inform us about their child’s ill health and any absences connected with it.
* To support the school behaviour policy and the teachers.

To support parents the school will endeavor to achieve good home/school liaison by:

* Promoting a welcoming environment within the school;
* Giving parents regular constructive and positive comments on their child’s work and behaviour; communicating regular information about school events, achievements and issues of concern.
* Encouraging parents to come into school on occasions other than parents’ evenings;
* Keeping parents informed of school activities by letter, newsletter etc.;
* Involving parents at an early stage in any disciplinary problems.

**Staff**

* Treat all children equally, irrespective of gender, sexuality, race, religion or disability.
* Be alert to signs of all forms of bullying and racial harassment and deal firmly with it in line with school policy.
* Model the type of behaviour felt to be acceptable.
* Play an active part in building a sense of community.
* Deal sensitively with children in distress.
* Support each other in maintaining good classroom management and be sensitive to each other’s needs.
* Apply the agreed standards of behaviour consistently.

**Children**

* Should treat others as they would like to be treated, i.e. with tolerance and respect for other’s views and rights.
* Treat all children equally, irrespective of gender, sexuality, race, religion or disability.
* Should accept responsibility for their own choices and actions.
* Respond appropriately and immediately to any reasonable request or instruction made to them by any adult in school.
* Complete all assigned work within an agreed timescale

**When Things go Wrong: Consequences**

Please note that the following list is not exhaustive. Behaviour considered ‘unacceptable’ may be determined by the Proprietor who feels it necessary to bring to their attention any behaviour that does not fit into an already listed category.

**Unacceptable behaviour includes**

* Disobedience to a reasonable instruction.
* Non-completion of school work that could be reasonably expected.
* Biting, spitting, standing on feet, hitting and/or kicking.
* Bad language and swearing.
* Making unkind remarks.
* Damaging property, including defacing property e.g. graffiti
* Answering back, rudeness or aggression to adults or others.
* Stealing, including hiding another person’s property.
* Carrying knives, drugs, alcohol or any offensive weapon into school.
* Truancy, including non/poor attendance, and a regular pattern of late attendance
* Racist or derogatory comments e.g. use of the word ‘gay’ or behaviour that causes offence e.g. all forms of bullying (see Bullying and Harassment Policy)
* Fighting or encouraging others to fight.
* Forming gangs for the purpose of intimidating others.
* Bullying, in any form, e.g. cyberbullying (including from outside of school), sexting, peer on peer bullying, homophobic bullying.
* Wearing of any symbols that could cause offence to individuals and or groups, either by gender, sexuality, race, colour, culture, disability or religion.
* Putting themselves, other children or adults at risk.
* Moving around school in a way that falls below the expected standards of general behaviour, e.g. running, shouting, pushing.
* Creating or spreading malicious ‘gossip’ about adults who work or volunteer in school, about other children and families, and including the use of social media.
* Stealing or damaging property
* Biting, spitting, hitting and kicking
* Unkind or racist or homophobic remarks
* Expressing radical views

This list is not exhaustive and reasonable adjustments will need to be made dependent upon the child’s SEMH condition.

**Employed Staff Powers to Discipline Pupils**

Teachers, and all paid employees, have the statutory authority to discipline pupils whose behaviour is unacceptable; who break school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspection Act 2006).

The power applies to all paid staff with responsibility for pupils, e.g. including

Teaching Assistants.

* Staff can discipline pupils at any time that the pupil is in school or offsite e.g., visits and residential visits.
* Staff can also discipline pupils when a pupil’s misbehaviour occurs off school premises.
* Staff can confiscate pupils’ property.
* Staff can impose an agreed sanction (see below)
* Staff have the authority to search a pupil or their property if they believe that they are searching for an item prohibited by law; or prohibited under school rules and is identified as such and a written school policy states that it may be searched for. This authority is set out in “Searching, screening and confiscation. Advice for headteachers, school staff and governing bodies.” (2018). It is also authorized under common law and in some circumstances under Article 2 of the Human Rights Act 1998.
* Staff have the power to impose a detention; during the school day e.g., lunchtimes and playtimes (allowing for reasonable access for the child to be able to eat, drink and use the toilet), or preventing a child from taking part in an activity afterschool e.g. representing the school, or whilst on a residential visit.
* The power to discipline pupils applies to behaviour both in school, and out (in certain circumstances – e.g. bringing the school’s reputation into disrepute or incidents of bullying or harassment that affect children in school.)
* All staff should consider whether a child’s behaviour gives cause to suspect that the child may be suffering or is likely to suffer significant harm. Where this may be the case, staff should follow the school’s safeguarding procedure.
* Staff should consider whether continuing disruptive behaviour, might be as the result of unmet educational, emotional or other needs, and whether a joint meeting of professionals would be suitable.

**Sanctions**

Obviously, there may be times when sanctions are necessary. These must be appropriate to the offence e.g. picking up litter for those who drop it, repeating work where it is poorly presented or well below the child’s capabilities, etc.

One of the most powerful sanctions is the disapproval of the child’s peers or teacher but only when it is sparingly used. When operated in conjunction with much praise for positive actions it will have its greatest effect.

Sanctions should be proportionate and increase gradually, not in large steps which quickly mean that all sanctions have been used.

A class record book should be kept recording all significant incidents (including consequences) and the action taken, so that parents can be informed in due course.

Children should be informed of the sequence of sanctions so that they are aware of the consequences of inappropriate behaviour. This should be displayed clearly in class and explained by the teacher.

**Behaviour Board and Sequence:**

All children’s names/pictures are kept on a board. These will be used according to age with Foundation Stage and Key Stage 1 staff moving children around the board depending on behaviours but not applying dots as detailed below.

All children start each session in the Green Zone.

* **Green Behaviour** = following the school rules.
* **Silver Behaviour** = following the school rules and behaving in a mature manner (age appropriate),
* ‘Super Silver’.
* **Gold Behaviour** = following the school rules, in an exemplary manner, ‘Going for Gold’.
* **Pink for Think Behaviour** = reflection time (separate from the distractions of other pupils).
* **Amber Behaviour =** not following one or more of the school rules
* **Red Behaviour =** not following one or more of the school rules

If a child misbehaves, they are given a verbal positive/reminder.

If a child then continues, they are given a **positive** statement to **correct their behaviour** and a dot on their name or picture.

A child should then be recognised as having made the right choice as soon as possible e.g. within half of their concentration time. The dot is then wiped off.

However, children need to have time to reset their behaviour (3 minutes) before giving another dot.

If a child does continue to misbehave, a reminder is given each time.

If this does not have the desired effect and the child receives three dots their behaviour becomes the colour below:

* **Pink**
  + If a child’s behaviour becomes Pink for Think they have to go to a special “Pink” Table for some reflection time.
  + They need to be moved out of Pink for Think quickly by picking up on their **good behaviour**.
* **Orange**
  + If the child does not use positive behaviour whilst in Pink for Think then they will continue to be reminded and dotted. Once they have 3 dots their behaviour is then **Orange.**
  + This then leads to time out one to one with a member of staff.
  + If a child is repeatedly sent for time out with their year group leader, parents will be informed.
* **Red**
  + If the child continues not using positive behaviour whilst in Orange then they will continue to be reminded and dotted. Once they have 5 dots their behaviour is then **Red.**
  + At this point, an appointment at school will be made with parents to discuss the unacceptable behaviour.

**Recording**,

Children are recorded depending on their colour at the end of the day. **Weekly Rewards** for **Gold are 10** minutes golden time, for **Silver 5** minutes golden time and **Green 2** minutes. The total time should be limited to 30 minutes by rewarding Silver each day and only one Gold per week (taking into account absence). Rewards should be recorded at the end of the day.

If a child has been in the Orange or Red zone, these are recorded in the behaviour book straight away.

If a child has been in the Orange or Red zone but has turned their behaviour around, they need to be rewarded according to the colour they are at the end of the day, but any sanctions earned should still be applied.

**Physical Restraint of a Pupil:**

In unusual situations, where a child is refusing to follow a reasonable instruction to stop their negative behaviour, which may; be causing harm to themselves or another person, involve damaging property; the law allows staff to physically restrain a pupil using ‘reasonable’ force. In some circumstances this is also a legal obligation (e.g. under Article 2 of the Human Rights Act 1998, if there is a threat to life or of serious injury, staff employed with taxpayers money are legally obliged to intervene or physically restrain another person). Should a child ever be physically restrained, then the parent of the child would be notified immediately. A report will be written as soon as possible that states how and when the child was restrained and the antecedent. Any parent who requires further information regarding an incident of physical restraint can request further details from the school, a copy of the report will then be provided.

**Lunchtime**

Lunchtime is potentially the time when most problems can occur because the children are together for the longest period. Teaching staff are on duty, cases of observed good or bad behaviour should not be ignored and staff are requested to praise or intervene if they feel it is appropriate. This enforces the consistency of approach outlined above.

**Rewards**

* Encouragement stickers for helpfulness, good behaviour etc.
* Mention to class teacher at end of break.
* Referral to the proprietor in appropriate circumstances for reward or praise.

**Sanctions**

Verbal warning

* Withdrawal of permission to use play equipment.
* Short period of ‘cooling down’ time (e.g. on play area bench).
* Referral to the proprietor.
* Name recorded in Behaviour book and pupils name or photo to be moved down the zone board.
* Referral to class teacher at end of lunch.
* Loss of dinner time/behaviour report sequence.
* Exclusion for a set period at lunchtime (i.e. ½ hour).

**Pupil’s Conduct outside the School**

Staff have the power to discipline pupils for misbehaving outside the school, “to such an extent as is reasonable.” This includes for behaviour witnessed by a member of staff or reported to the school by another person. This could include misbehaviour when:

Taking part in school organised activities, e.g. offsite visits, residential visits, when representing the school

Travelling to and from school

Or any misbehaviour at any time that 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 and includes misbehaviour online.

In all cases, the child will be disciplined when they are on school premises or when the pupil is under the lawful control of a member of staff (offsite visits and residential visits).

**Sanctions/Punishments**

When children’s behaviour does fall below the acceptable standards (see above), the proprietor, or delegated person is likely to carry out an investigation into the incident.

Any investigation will be recorded in the behaviour book, the extent and details of which will vary with the appropriateness of the investigation.

During the investigation the proprietor, or delegated person can: speak to a child or group of children without the parents’ consent; speak to the child or group of children without parents being present.

The expected outcome of the investigation is to determine what is likely to have happened. The proprietor, or delegated person can use their previous knowledge of the children involved in order to come to their final conclusions. The proprietor, or delegated person will then determine the sanction to be used. The punishment used must be reasonable and must not breach any other legislation (e.g. disability, SEN, race and other equality acts).

A verbal reprimand for the wrong behaviour, followed by a positive affirmation for the correct behaviour, from a member of staff is expected to be sufficient to correct most misbehaviour. However, if this fails, then the following procedures are likely to be adopted:

* Behaviour reflector (Pink for Think table).
* Time out.
* Completing extra work or repeating work until it meets the expected standard.
* Short term loss of privileges e.g. withdrawal from a visit or to represent the school - loss of free/ play time.
* During play time a pupil may be taken indoors for a five-minute cooling off period.
* Removing graffiti or tidying an area disrupted by the child, including picking up litter (age appropriate).

**If the above sanctions do not lead to an immediate modification of behaviour, the following actions are likely to be considered:**

* Exclusion from a favoured activity – long term or permanently; not including mandatory curriculum sessions but for non-mandatory curriculum activities e.g. Golden Time and may also be used on residential visits.
* Exclusion from the right to represent the school.
* The establishment of a behaviour record/log or home school report book.
* A requirement for a written apology.
* A letter/telephone call to a parent from the proprietor.
* A meeting or a series of regular meetings with parents.
* Other sanctions following discussion between parents, class teacher and Proprietor.
* Pastoral support programme.
* Exclusion from school for either temporary or fixed term, or permanent exclusions.
* This school will not use detentions imposed outside the normal school hours as a sanction or punishment.

**Confiscation of Inappropriate Items:**

The general power to search under “Advice for headteachers, school staff and governing bodies.” (2018), common law and in some circumstances “Article 2 of the Human Rights Act” (1998) enables or legally requires a member of staff to confiscate, retain or dispose of a pupil’s property as a punishment; so long as it is reasonable in the circumstances. The law protects staff from liability of damage to, or loss of confiscated items, provided they acted lawfully.

Once an item is confiscated, the member of staff must make an effort to keep the property safe. The confiscated item must then be returned to the child’s parent, at which time, the member of staff will explain to the parent why the property was confiscated.

Staff also have the power to search without consent for prohibited items, including:

* Knives
* Weapons
* Stolen items
* Cigarettes, lighters, matches (including lighter fuel and other propellants)
* Drugs, alcohol
* Fireworks
* Pornographic material
* Any article that could be used to commit an offence, damage property or cause injury to self or another person
* Any item banned by the school rules (e.g. mobile phones)

Where appropriate, items may be handed to the police. The proprietor will decide whether it is appropriate to involve other outside agencies e.g. Police, social care services, etc.

**Racist remarks**

Any words or actions that cause offence to another person and are considered racist by the offended person will be deemed as a racist remark. In this case:

* The pupil will be reprimanded, the Proprietor is informed and a record of the incident is kept in a book specifically kept for racist incidents. The parents are informed.
* In persistent cases, parents may be asked to discuss the matter with the Proprietor and a referral made to police in line with the school Equality Policy.

**Allegations of Abuse against Staff/ Malicious Accusations against Staff**

All allegations of abuse will be taken seriously; the Local Authority Designated Officer (LADO) (the Police if appropriate) will be informed and the allegation will be fully investigated as soon as possible in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. The suspension of the member of staff involved will not be used as an automatic response when the allegation has been reported. The school disciplinary measures will be followed where the allegation is found by the LADO (Police) to be true.

Where the allegation made by a child or parents is found to be false, the proprietor will:

* Write to the parent/carer of child to explain the outcome of the investigation and to make clear the seriousness of the false allegation. The parent will be informed that the incident will be formally recorded and (subject to data protection) that it may be shared with other appropriate parties (e.g. Police if the child is 10 years old and above).
* Meet with the parent/carer and child to discuss the matter and possible consequences; in the case of a child, the parent will be asked to support the school with an appropriate sanction being applied. The proprietor will seriously consider the permanent exclusion of a child who makes false allegations about staff.

In the case of a parent making false allegations the proprietor will:

* Seek a written apology in the first instance.
* Refer the matter to the police for a criminal prosecution.
* Consider legal compensation in a civil court.
* Consider a court injunction against the parent.

Where a member of staff feels aggrieved, it is their right to contact their union for further support and advice. They may wish to seek legal representation.

**Exclusion**

The Proprietor will decide whether to exclude a pupil, for a fixed term or permanently, taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community.

The proprietor may consider the following questions:

* Is the behaviour in breach of the school Behaviour Policy? If so, have any other sanctions described in the policy been used and to what effect? Could any other sanctions be used as an alternative with the parents’ agreement?
* Has the school previously supported the child (how/when/what level of impact did this have)?
* Does the child have any recognised behaviour problems? Have reasonable adjustments already been made or could they now be made (evidence could be SEN documentation e.g. Statement, EHCP, Risk Assessments)? Even if the child does have a recognised behaviour problem The Proprietor has a duty of care to **all** children. If the risk to others cannot be controlled, then exclusion should be considered.
* Would allowing the child to remain in school seriously harm the education or welfare of other children or adults?

Once all other considerations have been made, and the answer to this final question is ‘yes’ then an exclusion must be applied.

**Dealing with Inappropriate behaviour of parents, visitors and other adults in school:**

All schools have a legal and moral obligation to ensure that its premises are a safe place to work and visit and must therefore deal effectively with any rude or aggressive visitors to the school, including parents. In the case of Wribbenhall School target intake children may already have been traumatised by similar behaviour and as such the burden of protection from further incidents lies more heavily upon the proprietor and staff of the school.

Wribbenhall School sits on private land that belongs to the proprietor, so only persons with the ‘right’ to be there, are allowed on the school premises. That ‘right’ is determined by the proprietor. This ‘right’ can be extended to pupils, parents, staff, contractors and other workers and visitors. However, all persons on site are expected to behave appropriately and, if they do not, the school must, and will, take action that it considers necessary to stop the behaviour as it is occurring and to prevent a repeat of that behaviour. This may include such measures as physical restraint, reasonable action under Common Law, Police involvement or in the longer term a legal exclusion order preventing an identified person from entering any/all parts of the premises.

**Inappropriate behaviour**

This includes causing any kind of nuisance or disturbance, such as:

* Refusing to follow the reasonable instructions of staff; e.g. refusing to move from a specified location, to cease behaving in a certain manner, refusing to leave the site when reasonably asked to do so, causing an obstruction or health and safety hazard.
* Being verbally aggressive or allowing another person in their authority to be verbally aggressive, e.g. swearing, threatening or shouting at others on the premises, including other visitors to the site.
* Being physically abusive or allowing another person in their authority to be physically abusive, e.g. taking an aggressive stance, threatening to strike someone or assaulting another person, including other visitors.
* Causing any child to feel emotionally and or physically vulnerable in the school.

**How the school can respond:**

* All of the above constitute a breach of the peace and as such are an arrest-able offence. A citizen’s arrest can be performed in this case prior to the arrival of the police.
* Verbal warning – a member of the school staff can ask the person to stop behaving inappropriately or to leave the premises. Though this warning is given verbally, the information will be recorded.
* The Police – can be asked to attend school to ask the person to leave, to remove them from the premises or, if their behaviour warrants it, to arrest them.
* Warning letter – serious incidents should be followed by a letter from the school advising the offender of the consequences of any repetition of the behaviour previously displayed.
* Banning letter – if the incident is sufficiently serious in its own right, or it is a repeated incident, the proprietor can ban the person from the premises.
* Legal proceedings –
  + Civil proceedings, compensation claims can be made by the school for compensation against any individual who has caused emotional distress, physical assault or damage to the premises or any items owned by the school.
  + Injunction; if a person persistently enters the school premises without permission or authority, the school may seek an injunction from the courts prohibiting them from coming onto the premises.
  + Criminal proceedings via the Crown Prosecution Service.

**Equal Opportunities and Behaviour**

The same high standards of behaviour and consideration for others are expected of all pupils regardless of ability, gender, disability or special need. Consideration must be given to pupils whose special need may lead them to inappropriate behaviour and staff should be aware of this when using sanctions. But SEN does not automatically excuse bad behaviour and children should be treated appropriately. The school's procedures for disciplining pupils and managing behaviour are fair and applied equally to all. It is recognised that cultural background may affect behaviour. The school takes this into account when dealing with incidents of unacceptable behaviour. All staff operate consistent systems of rewards and discipline. Exclusions and attendance are monitored and action is taken in order to reduce gaps between different groups of pupils. Pupils, staff and parents are aware of procedures for dealing with harassment. They know that any language or behaviour which is bullying, racist, sexist, or derogatory to any minority group is always unacceptable.