Behaviour and Relationships Policy

This policy was updated in November 2023
The policy must be reviewed and updated at least every 12 months.

Principles underpinning the Behaviour and Relationships Policy

The purpose of the behaviour and relationships policy is to encourage the best possible behaviour from all of our young people and we endeavour to work alongside pupils and parents / carers to plan individual approaches to maintain positive conduct.

The Education and Inspections Act 2006 requires the Trustees to make, and from time to time review, a written statement of general principles to guide the Headteacher and staff in determining measures to promote good behaviour. Young people, parents and carers are made aware of these principles during their induction following a referral to the College.

Our Vision is that "Meadowbrook College enables young people to continue to access a high quality education, in an aspirational learning community and enhances the life chances of its students, enabling them to compete with their peers for further / education / training places or employment", guarantees that we work unstintingly with young people to help them achieve their absolute best in terms of academic outcomes.

Meadowbrook College's success in managing student behaviour is achieved by recognising that student's needs and circumstances will affect their behaviour choices. We aim to:

- empower staff to develop 'weatherproofing' and restorative practices
- promote positive relationships which are underpinned by the principles of restorative practice and develop respect, honesty and empathy
- encourage and support young people to take responsibility for their own choices and actions
- have high expectations that support the development of young people as effective and responsible citizens
- recognise and positively reinforce changing behaviours, including the small steps, whilst also accepting that there will be many disappointments and setbacks
- ensure that all young people and staff feel safe at all times.
- prevent bullying so that all young people feel respected regardless of gender, race etc.

At Meadowbrook we value and welcome everyone as an individual, capable of growth, change and development. We offer individuals the opportunity for a 'fresh start' despite previous behaviours or experiences in school.

Legislation and statutory requirements

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

Behaviour and discipline in schools
Searching, screening and confiscation at school
The Equality Act 2010
Use of reasonable force in schools
Keeping Children Safe in Education
Sexual violence and sexual harassment between children in school

Other Meadowbrook documents supporting this policy:

- Meadowbrook: Attendance Policy
- Meadowbrook: Restorative Handbook
- Meadowbrook: Physical Intervention Policy
- Meadowbrook: Exclusions and Suspensions Policy

- Meadowbrook: Safeguarding Policy
- Meadowbrook: Drugs and Alcohol Policy
- Meadowbrook: On-Line Safety Policy
- Meadowbrook: Non-Smoking Policy/Guidance
- Base Specific Behaviour Curriculum

Meadowbrook College Expectations

We expect all students to be:

- Ready to Learn
- Respectful
- Safe

see APPENDIX 2 - CLEAR expectations

We expect all staff to:

- maintain high expectations of students and the learning environment
- plan and prepare work that is interesting, relevant and appropriate to the needs of students
- be aware of and role-model positive behaviour and restorative practices
- recognise and provide positive feedback about student's efforts and achievements
- constantly 'weatherproof' situations
- treat students with fairness and respect at all times

We expect all parents and carers to:

- develop a positive relationship with key Meadowbrook College staff and effectively communicate any factors which may affect the behaviour of their child
- support their child by attending regular reviews, open days or other meetings
- be aware of and support Meadowbrook College's Behaviour and Relationships policy
- be aware of and support Meadowbrook College's Home School Agreement

See APPENDIX 3 - Home School Agreement

Creating a Climate for Learning

Above all, staff need to be conscious of building respectful relationships. This promotes an atmosphere of mutual respect, trust and openness between students and staff which should help to 'weatherproof' the school community as a whole.

At Meadowbrook College everything we do is driven by a focus and belief in three fundamental approaches:

- Restorative Practice
- Trauma Informed Practice
- Nurture Principles

These approaches and the knowledge, skills and experience we have of them, are interwoven and embedded into every interaction and opportunity.

Meadowbrook College acknowledges that students display a range of behaviours, and that there is a danger in focusing on any single behaviour trait as indicative of a student's nature/personality. At Meadowbrook College, we understand that behaviour is a form of communication and this can be

the result of an unmet need, lived experience or potential concern. Our job is to listen carefully to what is being said and then respond accordingly.

Weatherproofing (preventing and managing inappropriate behaviour)

'Weatherproofing' utilises a variety of proactive and reactive strategies and interventions to support positive behaviour and to help students reflect and move forward. These strategies / interventions are guided by the three fundamental approaches listed above which aim to prevent the behaviour from occurring in the first place, restore relationships and enable emotional growth when inappropriate behaviours have already occurred.
see APPENDIX 4 - Meadowbrook College Creating a Climate for Positive Behaviour and Learning Strategy Sheet

It is important to remember that when students come into conflict, are anxious or emotionally heightened they are likely to:

- be very argumentative
- be inflamed by an audience
- speak and shout abusively and irrationally
- interpret innocent gestures as threats
- interpret innocent questions as accusations
- be unable (at least at this point) to recognise their part in any conflict

Each young person has a student profile and, if deemed necessary, a risk assessment which outlines de-escalation strategies that have been identified for that specific young person. Staff should be aware of these documents and be active in their implementation and update.

De-escalation strategies for emotional heightened situations include:
- Trying to move the student to a quiet area as soon as possible
- Encouraging other students to move away and praise them for doing so
- Speaking as little as necessary but reassure and encourage
- Acknowledging the anger / anxiety even if you do not understand why they are feeling as they are
- Letting the student know that you can help them to get to the next step – you *can* move on from this
- Treating the situation as calm and not sensational but don't trivialise it
- Resisting any form of physical contact unless absolutely unavoidable

The Behaviour Curriculum (routines and habits established to reinforce positive behaviours)

At Meadowbrook College we consider the teaching of behaviour to be just as significant as academic learning and readiness. We use the principles and ethos of restorative practice to reinforce all our interactions with students.

Through the consistent application of routines Meadowbrook College aims to create habits which support and underpin positive behaviour and behaviour choices.

Expectations of positive behaviour and routines are defined during induction and reinforced as students start. Staff role model these at all times to encourage positive behaviour patterns and promote positive relationships.

The Behaviour Curriculum will always focus on the three main principles / expectations of respectful, safe, ready to learn. As Meadowbrook College delivers learning across 4 main bases and satellite sites, the Behaviour Curriculum may differ slightly based on the environment or curriculum / learning offered on that base.
See APPENDIX 2 - CLEAR expectations

Areas covered on each bases Behaviour Curriculum may be as follows:
- Being respectful to others
- Being respectful to the environment
- Attendance and punctuality
- Start of the day/session welcome
- Breaks and lunchtime
- Being 'Ready to Learn' - In the classroom
- Presentation - being proud of your work
- Moving around the building and transitions
- Tutor time/circle time
- Staying safe online
- Dress code
- Getting help and support
- Working offsite
- Travelling offsite
- Welcoming visitors
- End of the day

Each area is defined by what we teach students and what is expected to be modelled by staff.

Adaptations - While the individual base Behaviour Curriculum covers all students, it may be applied differently depending on the pupils age or individual SEND needs.

Anti-Bullying

Definitions of Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. This includes cyber-bullying.

Bullying is deliberately hurtful behaviour that is repeated over a period of time, making it difficult for the person concerned to defend themselves. This can take the form of name-calling, violence, threatened violence, isolation, ridicule or rumour, cyber-bullying and indirect actions such as spreading unpleasant stories about someone directly or via social media. Meadowbrook College works hard to ensure that all pupils know the difference between bullying and simply 'falling out.'
see APPENDIX 5 - Types of Bullying and APPENDIX 6 - Signs of Potential Bullying

Anti-Bullying Strategy

Everyone in Meadowbrook College has the right to feel welcome, secure and happy and therefore more able to achieve their maximum potential. Bullying of any sort creates barriers to learning and prevents equality of opportunity. It is everyone's responsibility to be watchful and prevent bullying from taking place.

Where bullying exists, the victims must feel confident to take advantage of the anti-bullying systems within Meadowbrook College to end / highlight the bullying. It is our aim to challenge attitudes

about bullying behaviour, increase understanding for bullied pupils and help build an anti-bullying ethos across Meadowbrook College.

Actions to Tackle Bullying

Prevention is better than cure, so at Meadowbrook College we are vigilant for signs of bullying and always take reports of incidents seriously. We use the curriculum whenever possible to reinforce our ethos of support for each other and help pupils to develop strategies to combat bullying-type behaviour.

- Pupils are told to report incidents of bullying (be it as a victim, witness or receiver of information) to a member of staff on their base.
- All reported incidents of bullying are investigated and taken seriously by staff members.
  - Reported incidents are recorded on CPOMS and the member of staff reporting this is responsible for making sure this is immediately highlighted, along with any actions taken, to the Team Leader / Base Leader / SLT for their base or Headteacher.
  - If bullying includes racist abuse, then it will be reported to the Base Lead / SLT Lead for that base or Headteacher and relevently recorded as a racial incident on CPOMS.
- Upon discovery of an incident of bullying, we discuss the appropriate issues relating to the incident with the children at a level suited to their age and of understanding. Each pupil must be given an opportunity to talk from their viewpoint and any discussions should remain focused on finding a solution and stopping the bullying recurring.

The College uses several strategies to prevent or disrupt bullies, these include:

- College wide use of Restorative Practices
- Work with mentors and therapists to support children's mental health and keep open dialogues which are opportunities to talk about concerns.
- Regular timetabled curriculum sessions inc. thinking circles aimed at exploring bullying themes.
- Setting strict anti-bullying and anti-cyberbullying expectations and ensure that students are aware of the consequences if they fail to comply.
- Pupils and parents sign E-Learning and Home School Agreements at induction.
- Installation of firewalls and check systems on school computers to prevent students from visiting inappropriate sites. Security applications that will monitor students' online activity
- Regular surveys and questionnaires for students and parents
- Regular safeguarding training for staff

All staff should be clear as to the College's policy and procedures with regards to bullying / peer on peer abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it. *(See Child Protection and Safeguarding policy)*

Parental Involvement

The parents of bullies and their victims are informed of an incident and the action that has been taken. They are asked to support strategies proposed to tackle the problem. The bully is also reminded of the possible consequences of bullying and the sanctions for repeated incidents will be clearly explained to him/her. (Persistent bullies may be excluded from school).

Parents are reminded regularly through letters to inform their children that they must tell someone should they ever be bullied. Keeping information from staff, or from their parents, will never help a problem to be solved, and will prolong the period a victim has to suffer. We in Meadowbrook College

will constantly review this policy to ensure that we are in a position to strengthen our approach to this issue.

Recording Incidents

In order to meet Meadowbrook College's aims and expectations as set out above, staff will be required to record incidents of student inappropriate behaviour using four possible methods;

- Individual Engagement in Learning Records
- Incidents on CPOMS
- The Bound and Numbered Book
- Student Profile

Where a significant or noteworthy incident occurs, staff complete an incident log on CPOMS so as to detail the behaviour and situation that took place and include any further actions taken. Significant and noteworthy incidents can be defined as; unusual or out of character or requiring further intervention, eg. restorative meeting or exclusion. All incidents resulting in a Suspension will require an incident log being raised on CPOMS.

If situations occur whereby a physical intervention is required, all staff at Meadowbrook are trained to use reasonable force. Where it has been necessary to use physical intervention to restrict the movement of students, staff should record details of the incident on CPOMS (incident log) and ensure the details of the restraint is completed in the Bound and Numbered Book. *(see Physical Intervention Policy)*

In order to record the bigger picture for individual students, incident logs should be completed / updated to include details of any conversations and actions taken following the initial incident.

Reporting

Individual 'Student Profiles' will be completed for all students upon integration and regularly reviewed/updated to inform known behaviour patterns, triggers and strategies to support this. This sheet should always be updated following any significant incident.

Progress with regards to engagement and behaviour data will be included in student reports to parents and home schools.

Monitoring

Regular analysis of the data held on engagement logs and CPOMS will enable Meadowbrook College to identify patterns and trends for individuals and cohorts of students.

Daily staff debrief sessions allow opportunities to discuss and reflect upon these patterns, establish possible triggers to student's behaviour choices, formulate support strategies and agree weatherproofing strategies which will be documented for each individual on their 'Student Profile'

Recognition of positive behaviour

At Meadowbrook College we use a variety of strategies to support positive behaviour and recognise student's achievements and progress. These strategies include:

- Praise in and out of the classroom
- Positive phone calls home
- Postcards home
- Certificates
- Reports
- Graduation ceremonies
- Displays

Sanctions / Consequences of Poor Behaviour Choices

Sanctions are used at the College to:

- Provide a consequence to inappropriate behaviour.
- Allow students to own their behaviour and actions to support the modification of future behaviour choices.

There are a range of sanctions / consequences that staff can use to support their behaviour management including: restorative conversations and phone calls home.

In addition to these, for more serious breaches of school expectations the following may be used: removal from lessons or directed restorative conversations.

When removing a student from a lesson;

- Always consider the supervision of a student who is behaving inappropriately or is unsafe.
- Draw up a timetable as quickly as possible and inform the staff who are required to provide work or supervision.
- In consultation with the student and the class teacher, agree to the requirements for a swift return to lessons.

Suspensions/Exclusions

This sanction is only used for serious breaches of discipline or College expectations. The decision to suspend/exclude can only be taken by the Head Teacher, and in their absence a member of SLT. Given Meadowbrook College's location distribution across multiple sites, in cases of suspensions, this is most likely to be a member of SLT acting on behalf of the Head Teacher.

All staff must remember:

- Suspension/exclusion is never to be threatened by any member of staff.
- Only the Headteacher (or delegate as described above) may authorise an suspension.
- A returning student must have a restorative reintegration meeting and is then to be given a fresh start by all staff and be supported in the case of any potential provocation from other students.

Continued serious breaches of the College's expectations may result in changes to timetable or provision. *see APPENDIX 6- Standard list of reasons for exclusions / suspensions*

Power to search pupils with and without consent

School staff can search a pupil for any item if the pupil agrees.

Schools are not required to have formal written consent from the pupil for this sort of search – it is enough for the teacher to ask the pupil to turn out his or her pockets or if the teacher can look in the pupil's bag or locker and for the pupil to agree.

Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

Headteachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following "prohibited items":

- knives and weapons
- alcohol
- illegal drugs and associated paraphernalia
- stolen items
- tobacco and associated paraphernalia
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property

Confiscation

School staff can seize any prohibited item found as a result of a search. They can also seize any item they consider harmful or detrimental to school discipline.

Other Considerations

Meadowbrook College will consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, staff should follow the safeguarding policy.

It should also be considered whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school should consider whether a multi-agency assessment is necessary.

This policy covers students whilst both on-site and attending off-site provisions during the school day

APPENDIX 1 - Significant Incident Checklist

Date: **Student initials:**

Step	Tick Completed	Notes
Check everyone is okay... Students Staff Do they need any time?		
Gather the details of what has happened. What are the facts? What happened? Where and when? Who was involved? Any injuries or immediate action taken?		
Inform Headteacher/AHT of incident... Any further immediate actions?		

What else do we know? Or need to consider?
 Agency involvement?
        LAC/Virtual School
        Social Care
        Police
 Home situation?
 Is the student DR?
 Any foreseen risk?		

Speak to Headteachers/AHT about next steps... Police involvement? If considering suspension/exclusion, are there any potential risks? Home/restorative visits? If considering a change of timetable/provision, who needs to be involved in that decision?		
Check in with those involved in the incident... Offer support if required Offer time		
Summarise the incident... Complete an incident log - make sure all involved contribute to this Complete any CPOMS/Schoolpod logs Any holds should be written up in the B&N book Any injuries written up in the accident book		

Share information and any decisions with... Parents/Carers Other agencies involved Dual Roll School LCSS? MASH? Police?		

Finalise the incident... Exclusion letters sent out Cancel any transport arrangements Staff informed Reintegration meetings arranged - Invite parents Consider inviting school if DR - Who else needs to be invited?		

Contract for Learning, Expectations, Aims and Rules
(C.L.E.A.R. …from the start)

Everybody at Meadowbrook College has the right to **learn**, to feel **safe** and to be **respected**

BE READY TO LEARN
Be on time to school and to lessons
Be responsible for your own learning
Attempt all work set
Try to achieve the best you can
Mobile phones should be handed in or on silent during learning/lessons

BE RESPECTFUL
Respect yourself, others and the environment
Treat everyone as you want to be treated
Use your manners, say please and thank you
Listen to others and expect to be listened to

BE SAFE
Walking around and using the building
Use equipment appropriately and safely
Be in the right place at the right time
Follow staff instructions at all times
Bullying is not tolerated

Appendix 3 - Meadowbrook College
Home School Agreement

The Staff will…..
- Provide a safe stimulating learning environment.
- Have high expectations of behaviour, attainment and effort.
- Provide a balanced and challenging curriculum.
- Listen to and respond to questions, concerns and queries.
- Encourage punctuality and good attendance.
- Reward good behaviour and consistent effort.
- Value and respect each student as an individual.
- Communicate and feedback regularly with parents/carers.

As a Student I will…..
- Work to the best of my ability at all times.
- Show respect for the venue and its environment.
- Attend regularly.
- Co-operate and show respect to everyone at all times.
- Adopt a positive attitude and participate fully.

As a family we will…….
- Ensure our young person attends regularly and punctually.
- Keep the Meadowbrook team informed about any issues which may affect our young persons' learning. Including: reporting early any sickness or appointments.
- Encourage our young person to always do their best.
- Support the Meadowbrook team in ensuring high standards of behaviour.
- Co-operate and show respect to everyone at all times.
- Work together to secure our young persons next placement.

> **Meadowbrook College will endeavour to work restoratively with all students and parents / carers. However, Meadowbrook College will not tolerate verbal, physical or threatening behaviour directed towards staff.**
>
> **Students and parents should also be clear that any unlawful practice may be subject to us involving the police. This includes, but not exclusively: violent and threatening behaviour, possession of drugs, vandalism, inappropriate use of the internet or the use of offensive images.**
>
> **NB: Students will be asked to pay for any damage they cause through vandalism**

Mobile Phones
Mobile phones cannot be used in lessons. All pupils should hand them in and they will be returned at the end of the school day (each pupil has their own labelled plastic sleeve), alternatively mobile phones should be out of sight during lessons and on silent.

Mobile phones **must not** be used to record or film anyone without their knowledge or permissions.

No Smoking Site
Meadowbrook College is committed to the health and safety of all members of its community and as such is a non-smoking environment.

APPENDIX 4 - Meadowbrook College
Creating a Climate for Positive Behaviour and Learning
Strategy Sheet

Do	- create a stimulating safe environment where learning is fun! - spend time building a positive trusting relationship - have clear **high** expectations for learning and behaviour - have **clear** routines and boundaries, be consistent. Remember, structure and routines are important to reduce anxieties associate with unexpected change and inconsistency - inform students of the behaviour you want to see and your expectations - share/communicate your expectations with the students so they have a clear understanding of what they need to do/how to comply - be an assertive positive role model and role model the behaviour you want to see - give everyone a sense of belonging - expect compliance and use 'thank you' instead of 'please' - be enthusiastic and upbeat – 'today will be a good day' - be organised, well prepared and have contingencies - practise what you preach – give respect to get respect - remain calm and in control - separate the behaviour from the individual - use appropriate tone, volume, display a positive open body language and be aware of facial expressions and remember to smile - be non-judgmental - offer a 'way out' and a 'way back in' - act confidently and in control - speak clearly and use simple language and instructions - use plenty of specific praise for efforts/achievements and 'catch them being good' - start each day/session/interaction with a 'clean slate' - use restorative solution focused conversations and language when things go wrong - remember it is the inevitability not the severity - empower students to learn for themselves - convey through practice that the group is the place to be – spending time away from the group is not 'good' - follow up everything and do whatever you say - debrief tricky situations and learn from what happens - display students learning to give them a sense of ownership and belonging - send work home to celebrate learning and build positive relationships
Try	- giving options or limited choices which are clear with potential consequences - non-verbal prompts - giving responsibility - using appropriate humour - removing the audience or moving to a quite area - using distraction techniques - using 'I' not 'you' statements - using pre-agreed scripts - giving reminders before ultimatums - sharing the problem or 'changing face' - giving 'take up time' - agreed 'time out'

 	- tactical ignoring - working on the assumption that they 'will follow' - repeating back to the student there 'concern' or 'issue' to demonstrate empathy - to always be attentive, give time and actively listen - getting students to repeat instructions to show understanding - giving reasons why when giving instructions - turning instructions into questions eg. "stop talking" becomes "how do you think you're talking might be affecting others?"
Avoid	- making threats or giving ultimatums you can't keep - resorting to lecturing - apportioning blame - condemning students – it is their behaviour that is unacceptable - raising your voice or shouting, unless you want others to shout back - confronting in public or belittling - stereotyping or labelling - arguing or being drawn off topic - taking things personally or bearing a grudge - asking 'why' – this is a blaming word and can heighten student emotions - using threatening body language; standing too close, crossing arms, pointing - using ambiguous terms like quietly, properly, sensibly, respectfully as they can be subjective - doing things that can lead to feelings of humiliation and embarrassment eg. sarcasm
Key	- **remember it is the inevitability not the severity!** - **never give up!** - **focus on the underlying need!** - **ask for help – it is a sign of strength not weakness!**

APPENDIX 5 - Types of Bullying

Type of bullying	Definition
Physical Bullying	Any assault on a person's body, including hitting, kicking, tripping, or punching. It can also extend in inappropriate hand gestures or stealing or breaking victims belongings
Verbal Bullying	Using spoken or written words to insult or intimidate a victim. It includes name-calling, teasing, and even threats.
Relational Bullying Also referred to as relational aggression or social bullying	Actions intended to harm a victim's reputation or relationships. It can include embarrassing the victim in public, spreading rumours, purposely leaving them out of social situations, or ostracising them from a group. Unlike more overt types of bullying, it is especially sly and insidious because it involves social manipulation.
Cyberbullying	The use of an electronic devices like computers, smart phones, and tablets. It can take place over text messages, social media, apps, or online forums and involves posting or sending harmful content, including messages and photos, and sharing personal information that causes humiliation
Sexual Bullying	Online or in-person bullying that involves sexual comments or actions, including sexual jokes and name-calling, crude gestures, harassment, spreading sexual rumours, sending or sharing of sexual photos or videos, upskirting, abusive intimate relationships between peers, sexual violence, touching or grabbing or causing someone to engage in a sexual activity without permission.
Prejudicial Bullying	Online or in-person bullying based on the target's race, ethnicity, religion, or sexual orientation. It is based on stereotypes and is often a result of the belief that some people deserve to be treated with less respect than others.

Description by Cynthia Vinney November 8th 2021

APPENDIX 6 - Signs of Potential Bullying

Emotional and behavioural	- Changes in sleep patterns - Changes in eating patterns - Frequent tears or anger - Mood swings - Feels ill in the morning - Becomes withdrawn or starts stammering - Becomes aggressive and unreasonable - Refuses to talk about what is wrong - Begins to target siblings - Continually 'loses' money or starts stealing
Physical	- Has unexplained bruises, cuts, scratches - Comes home with missing or damaged belongings or clothes - Comes home hungry
School	- Doesn't want to go to school - Changes their route to school or are frightened of walking to school - Doesn't want to go to school on the bus/tram/train - School grades begin to fall
Signs of cyberbullying	- Nervous after receiving a text or email - Sudden deactivation of social media accounts - Secretive about online activities - Abrupt shutting down of computer in the middle of use - Avoiding friends and classmates or often seen alone - Increased stress - Depression - Trouble sleeping at night - Withdrawal from interactive activities at school - Avoiding social events in real life - Unexplainable injuries - Talks about suicide and self-harming practices
Other signs of bullying	- Often alone or excluded from friendship groups at school - A frequent target for teasing, mimicking or ridicule at school - Unable to speak up in class and appears insecure or frightened

APPENDIX 7- Standard list of reasons for exclusions / suspensions

This list provides descriptors for exclusions, the main reason for exclusion should be used on the electronic reporting form.

PP - Physical assault against pupil Includes: - Fighting - Violent behaviour - Wounding - Obstruction and jostling	**PA - Physical assault against adult** Includes: - Violent behaviour - Wounding - Obstruction and jostling
VP - Verbal abuse / threatening behaviour against pupil Includes: - Threatened violence - Aggressive behaviour - Swearing - Verbal intimidation	**VA - Verbal abuse / threatening behaviour against adult** Includes: - Threatened violence - Aggressive behaviour - Swearing - Verbal intimidation
BU - Bullying Includes: - Verbal bullying - Physical bullying - Cyber bullying or threatening behaviour online, - Racist bullying - Sexual bullying - Homophobic, biphobic and transphobic bullying - Bullying related to disability	**RA - Racist abuse** Includes: - Racist taunting and harassment - Derogatory racist statements - Swearing that can be attributed to racist characteristics - Racist bullying - Racist graffiti
SM - Sexual misconduct Includes: - Sexual abuse - Sexual assault - Sexual harassment - Lewd behaviour - Sexual bullying - Sexual graffiti	**DA - Drug and alcohol related** Includes: - Possession of illegal drugs - Inappropriate use of prescribed drugs - Drug dealing - Smoking / vaping - Alcohol abuse - Substance abuse
DM - Damage Includes: - Damage to school or personal property belonging to any member of the school community - Vandalism - Arson - Graffiti	**TH - 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
DB - Persistent disruptive behaviour Includes: - Challenging behaviour - Disobedience - Persistent violation of school rules - Raising of fire alarms falsely	**OW - Use or threat of use of an offensive weapon or prohibited item** Includes: - Carrying or bringing into the school an offensive weapon / prohibited item such as knives, sharps or BB guns - Carrying any article that has been or is likely to be used to commit an offence, cause personal injury or damage property - Use of an offensive weapon
LG - Abuse against sexual orientation and gender identity Includes: - Derogatory statements about sexual orientation (e.g. 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	**DS- Abuse relating to disability** Includes: - Derogatory statements or swearing about a disability - Bullying related to disability - Disability related graffiti, - Disability related taunting and harassment
MT - Inappropriate use of social media or online technology Includes: - Sharing of inappropriate images (of adult or pupil) - Cyber bullying or threatening behaviour online - Organising or facilitating criminal behaviour using social media	**PH - Wilful and repeated transgression of protective measures in place to protect public health** Includes: 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 - Deliberate breach of public health protective measures which the school has adopted.

Governor Approval and Review Dates

This policy was updated **April 2022**

The policy was approved by the Radcliffe Academy Education Committee on 17th June 2022

It is due for review by **April 2023**

Date	Author	Recommended Change	Approved by Trustees
16.11.19	BOT	Policy rewritten.	21.5.21
01.02.22	BOT	Policy rewritten and sections added for Anti-Bullying, Searching, Exclusion codes/reasons, home school agreement and Principals	17.06.22
Nov 2023	BOT	Added Behaviour Curriculum overview. Changing of wording the policy to reflect suspensions and exclusions	