



Diocese of Norwich
Education and
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The Nightingale Federation

Positive Behaviour for Learning, Rewards and Consequences Policy

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Nightingale Federation School's Positive Behaviour for Learning, Rewards and Consequences Policy

"All children can learn and succeed, but not in the same way and not in the same day. However, they must all learn to behave in ways that support the learning of others. That is the minimum expectation of society."

– Rick Lavoie, 2007

At Nightingale Federation School, we believe that while all children learn and succeed at different paces and in different ways, the fundamental expectation is that they learn to behave in ways that contribute positively to the learning of others. This is a key part of our shared responsibility within the school community. As it is said in Matthew 5:16, *"Let your light shine before others, that they may see your good deeds and glorify your Father in heaven."*

This reminds us that we should not only aim for personal success but also be mindful of how our actions impact others. We expect our pupils to demonstrate kindness, respect, and responsibility, creating a supportive environment where everyone can thrive.

Aims

At Nightingale Federation School's, we adopt a therapeutic and trauma-informed approach to behaviour management, incorporating evidence-based strategies from a range of respected theorists and models. These approaches align with our belief that positive behaviour is essential to the social, emotional, and academic development of our pupils. We aim to create an inclusive, supportive environment in which all pupils feel valued and are provided with opportunities to thrive.

The core aims of this policy are supported by the insights of the following theorists and practices:

- Carol Dweck (Growth Mindset)
- Beacon House Trauma-Informed Practice
- Doug Lemov (Teach Like a Champion)
- Norfolk Steps
- Tom Bennett (Behaviour in Schools)
- Paul Dix (Simple, Powerful, Positive Behaviour Management)
- Bill Rogers (Classroom Management)
- Robin Launder (Behaviour Buddy)

The core aims of this policy include:

1. **Role Modelling:**
Drawing from the Growth Mindset approach (Carol Dweck), staff will serve as positive role models, demonstrating perseverance, adaptability, and a commitment to learning. We encourage pupils to embrace challenges and see mistakes as opportunities to grow.
2. **High Expectations:**
Consistent with Doug Lemov's high expectations for behaviour and engagement, staff will maintain high standards for pupils, applying these expectations in a consistent and fair manner across all areas of school life.
3. **Diverse Learning Styles:**
Recognising that each student learns differently, we will utilise Norfolk Steps and Beacon House Trauma-Informed Practice to tailor our approaches, ensuring that emotional and social factors are accounted for in how pupils engage with their learning.
4. **Tracking Progress:**
Following Tom Bennett's recommendations for structured behaviour management, progress will be tracked, ensuring that every pupil has clear, achievable goals and the support they need to succeed both academically and behaviourally.
5. **Encouraging Responsibility:**
Pupils will be encouraged to take responsibility for their actions, learning self-regulation and personal accountability through clear and consistent boundaries and expectations. As Barack Obama aptly noted, *"You can't succeed if you don't try, and you can't try if you don't show up, and you can't show up if you don't behave."* This serves as a reminder that behaviour plays a vital role in both academic and personal success.
6. **Pastoral Care:**
A nurturing and supportive atmosphere, aligned with Beacon House Trauma-Informed Practice, will ensure that staff provide emotional guidance, building resilience and fostering trust between pupils and adults in the school community.
7. **School/Parental Partnership:**
Drawing from Bill Rogers' focus on the importance of collaboration, we will work closely with parents to reinforce the behavioural expectations at school and at home, ensuring consistency in supporting students' growth.
8. **Respect and Tolerance:**
Carol Dweck's mindset theory encourages pupils to develop respect for each other's unique learning paths, fostering an environment where differences are celebrated and supported.
9. **Safe Learning Environment:**
We will use Norfolk Steps principles to ensure that our learning environment remains calm and structured, providing a safe space for pupils to engage without fear of bullying or discrimination.

10. Self-Discipline:

In line with Tom Bennett's emphasis on self-regulation, we will teach pupils to understand the consequences of their actions and the importance of self-discipline in building a positive school culture.

11. Social Skills Development:

Doug Lemov's techniques for building relationships will guide us in supporting pupils to develop the social skills needed to manage conflict, build positive peer relationships, and develop emotional resilience.

12. Active Participation:

Encouraging active participation will be key to fostering a sense of ownership and responsibility in school life, as championed by Paul Dix and Bill Rogers, promoting engagement through structured opportunities for involvement.

13. Rewarding Positive Behaviour:

Acknowledging positive behaviour through rewards is an essential aspect of the Norfolk Steps model, which will be applied to reinforce good behaviour and achievements, fostering a culture of recognition and positive reinforcement.

14. Consistent Sanctions:

Consistency in applying sanctions is central to Bill Rogers' classroom management principles, ensuring that any behavioural issues are addressed fairly, transparently, and with a focus on improvement rather than punishment.

15. Safe, Positive Environment:

Above all, our school community, following the guidance of Beacon House Trauma-Informed Practice, remains committed to providing a safe, happy, and positive environment, where every staff member plays a role in encouraging positive behaviour and addressing any challenges that arise in a compassionate and supportive manner.

16. Behaviour Buddy (Robin Launder):

In addition to the above frameworks, we will integrate the Behaviour Buddy approach (Robin Launder) to foster peer support and encourage pupils to take ownership of their behaviour. The Behaviour Buddy programme helps create a supportive peer network where students assist one another in managing challenging behaviours and supporting each other in developing positive social skills.

We believe that the best way to encourage good standards of behaviour in a school is through a clear and consistent code of conduct that sets high expectations for all pupils. As Doug Lemov states, *'The best teachers create an environment where students know the expectations for behaviour and feel respected, where they are held accountable in a positive way, and where they are given the tools to self-regulate.'*

This framework is supported by a balanced combination of positive reinforcement and fair, consistent consequences, ensuring that all pupils understand the impact of their actions and have the opportunity to make amends when necessary.

Legislation and Guidance:

This policy is based on advice from the Department for Education (DfE) and other relevant legislation, including:

1. Behaviour in Schools (February 2024)
2. Behaviour and Discipline in Schools (Updated guidance, 2024)
3. Searching, Screening and Confiscation at School (DfE guidance, 2022)
4. The Equality Act 2010 – Ensuring equality for all students, particularly in relation to behaviour management and fairness for students with disabilities or protected characteristics.
5. Use of Reasonable Force in Schools (DfE guidance, 2015) – Guidance on when reasonable force can be used.
6. Supporting Pupils with Medical Conditions at School (DfE guidance, 2014) – Addressing the needs of students with medical conditions in behaviour management strategies.
7. Behaviour in Schools: Advice for Headteachers and School Staff (DfE, 2024)
8. Suspension and Permanent Exclusion Guidance (DfE, 2023) – Guidance on suspensions and permanent exclusions.
9. Behaviour in Schools: Advice for Staff (DfE, 2022) – Support for staff in implementing behaviour policies.
10. Keeping Children Safe in Education (DfE, 2024)
11. Mental Health and Behaviour in Schools (DfE, 2018)
12. Teachers' Standards (DfE, 2011)
13. Use of Reasonable Force: Advice for Headteachers, Staff and Governing Bodies (DfE, 2013)

Legislation:

1. Special Educational Needs and Disability (SEND) Code of Practice (2015) – Ensures the needs of students with SEND are considered in behaviour management.
2. Section 175 of the Education Act 2002 – Duty to safeguard and promote the welfare of pupils, including in behaviour management.
3. Sections 88-94 of the Education and Inspections Act 2006 – Requires schools to regulate pupils' behaviour, publish a behaviour policy, and confiscate pupils' property when necessary.

Key Objectives

This policy is also consistent with the school's funding agreement and articles of association. Our key objectives are:

- To maintain very high standards of behaviour in order to secure excellent learning outcomes for all pupils. This is achieved by fostering a culture of mutual respect and personal responsibility, where pupils are encouraged to “let their light shine” in all aspects of school life, as inspired by Matthew 5:16, *"Let your light shine before others, that they may see your good deeds and glorify your Father in heaven."* In doing so, we aim to nurture not only academic success but also the development of character, responsibility, and empathy.
- To provide a consistent approach to rewarding ‘Over and Above’ behaviour, recognising and celebrating those students who go beyond expectations in their actions, both academically and in their contributions to the school community. These pupils exemplify the values of respect, kindness, and responsibility that support the learning and well-being of all.
- To ensure a consistent approach to responding to unacceptable behaviour, maintaining clear and fair procedures for addressing behaviour that disrupts or hinders the learning environment. Our response is always rooted in a restorative approach, where pupils are given opportunities to reflect on their actions, repair harm, and make positive changes.
- To prevent behaviour that inhibits or disrupts learning or impedes pupils’ potential. By maintaining a high standard of behaviour and providing a clear framework of expectations and consequences, we aim to create an environment where every pupil can thrive, free from unnecessary disruptions or barriers to success.

The Teacher’s Role

Teachers play a vital role in establishing and maintaining clear behaviour expectations, in partnership with parents, governors, external agencies, and school leadership. Establishing a positive, inclusive classroom culture where respect, empathy, and responsibility are valued is fundamental to effective behaviour management. Clear and consistent expectations, alongside praise and rewards, are key to motivating pupils and encouraging them to make positive choices.

Pupils need to understand how to make good choices and require consistent, positive reinforcement to build confidence in their ability to succeed. Teachers should create opportunities for pupils to reflect on their behaviour and the impact it has on themselves and others, fostering a sense of accountability and responsibility. Teachers also support pupils in developing the skills necessary to regulate their own behaviour, promoting emotional resilience and conflict resolution. Our Beacon House Trauma-Informed Practice training helps staff support pupils in managing their emotions, building coping strategies, and developing self-regulation skills, ensuring a more positive and focused learning environment.

In line with our values, we encourage pupils to "let their light shine"—both academically and socially. By creating an environment where pupils are recognised for their strengths, their positive actions, and their contributions to the school community, we help them build a sense of pride, confidence, and self-worth. Teachers are instrumental in guiding pupils to embody this principle, reinforcing behaviours that contribute to a positive, supportive atmosphere in which all students can thrive.

It is important for teachers to recognise that effective learning conditions—such as well-planned, engaging lessons, appropriate pitch, pace, and opportunities for pupil participation—have a direct impact on behaviour. By creating stimulating and supportive learning environments that promote emotional well-being and inclusivity, teachers can foster an atmosphere conducive not only to academic success but also to positive, respectful behaviour.

Rules

The school rules are clear, simple, and aligned with our core values and school vision. They are outlined in our Home-School Agreement and designed to encourage pupils to 'let their light shine' through courtesy, good manners, and mutual respect. These rules serve to safeguard children, protect school property, and maintain a healthy, hygienic environment. Anti-social behaviour is not tolerated, and we actively work with parents and teachers to resolve any emerging issues.

We also expect pupils to uphold appropriate behaviour when wearing their school uniform outside of the school premises. If a pupil's behaviour damages the reputation of the school, sanctions may be applied. This is in line with our values of responsibility and respect for the wider community.

In cases of damage or loss caused by repeated carelessness or vandalism, parents will be asked to contribute to the cost of repairs, taking into consideration the circumstances and a cooperative approach.

Our Behaviour Expectations:

As outlined in our Home-School Agreement, pupils are expected to be:

- **READY:** Children should arrive at school on time, well-prepared, and in the correct uniform. They should have the necessary kit for sports or forest school, a school bag, water bottle, and other required materials. Pupils must have their books—such as their reading record, reading book, spelling book, and home-learning—on the correct days. Most importantly, they should display a positive attitude and be ready to learn. As Doug Lemov says, creating clear expectations helps pupils understand how to engage with their learning and makes them feel confident in their ability to succeed.

- **RESPECTFUL:** Respect is one of our core values. Pupils are expected to demonstrate respect for themselves, their peers, and school staff by listening attentively, using kind words, taking turns, and showing good manners (e.g., saying please and thank you, holding doors open). They should also respect the classroom and school environment by keeping it tidy and looking after the equipment. This ties into Bill Rogers' approach, where the foundation of effective behaviour management is mutual respect for all individuals within the school community.
- **SAFE:** Pupils must follow the rules and instructions in order to keep themselves and others safe. They are expected to walk on the left side of the corridors with their hands safely by their sides, use an appropriate voice level when indoors, and use school equipment correctly under supervision to avoid injury. Pupils must also ensure they are in the right place at the right time. If they need to leave the classroom (e.g., to visit the toilet), they must inform a staff member. We expect pupils to take responsibility for their own safety and the safety of others, helping to maintain a secure learning environment for all.

These rules are prominently displayed and regularly reinforced throughout the school to ensure that all pupils understand the expectations and are encouraged to live out our core values every day.

Behaviour Guidelines and Procedures

Our policy promotes positive communication and behaviour management by avoiding shouting and 'shushing.' We use a hands-up and show me five approach.

We aim to de-escalate situations before resorting to raised voices, following Paul Dix's approach of creating a calm, restorative classroom where pupils feel valued and understood. However, in certain situations—such as regaining control or ensuring safety—a raised voice may be necessary. We strive to maintain respect and consistency in these moments.

Positive Handling

Our Positive Handling and Use of Reasonable Force policy clearly defines acceptable practices for physical intervention when necessary. Any such intervention must be reported and documented. Staff are trained in the Norfolk Steps model, which focuses on safe handling and de-escalation techniques, and are also informed by the Beacon House Trauma-Informed Practice approach, which helps staff respond effectively to pupils with emotional regulation challenges. This ensures that interventions are carried out with care, reflecting our values of respect, kindness, and a focus on community.

If a pupil leaves the school premises without permission (absconds), this is considered a Level 4/5 behaviour, which may result in suspension. Staff should avoid chasing the pupil, as this may increase the risk to both the child and others. Instead, a senior leader should be informed immediately, and lessons should return to normal. In most cases, the pupil will remain on site, either staying within visual contact or returning shortly.

Once the pupil is calm, the Senior Leader or appropriate staff member will approach and attempt to persuade the pupil to return and discuss the incident. If the pupil refuses to return or leaves the site, parents will be contacted immediately. If parents are unavailable, the police will be informed.

Upon returning, the pupil will be informed that absconding is unacceptable and may result in suspension. Alternative strategies, such as reflection minutes, will be explained. The school will also assess the risks associated with the pupil's behaviour and may put protective consequences in place, such as restricting outdoor play or other activities. This is in line with Carol Dweck's growth mindset philosophy, where mistakes are seen as opportunities for learning and personal development, guiding pupils toward taking responsibility for their actions.

Movement in and Around School

To ensure safe and orderly movement around the school, staff should supervise pupils effectively. The following procedures are recommended:

Large Group Movement:

- Establish expectations before moving, ensuring that all pupils understand the behaviour required.
- Use specific stopping points (e.g., corners, doors) for pupils to wait.
- Encourage pupils to show respect for others, such as holding doors open or picking up dropped items.
- Ensure that no more than one class gathers in common areas at a time.
- Ensure pupils walk on the left side of the corridor at all times and maintain orderly behaviour during transitions.
- Use transition codes to signal when it's time to move, and to ensure smooth, quiet transitions between lessons and areas of the school. These codes help reinforce expectations and foster a sense of responsibility among pupils.

Individual Movement:

- Pupils must walk quietly with hands behind their backs or at their sides.

- Pupils should wait for adults or groups to pass and use good manners (e.g., saying please and thank you).
- Remind pupils of expectations before they go on errands or show work around the school.
- The rotation of responsibilities for classroom monitors and messengers should be managed fairly to avoid favouritism.
- Ensure that all pupils understand and adhere to transition codes to maintain smooth movement throughout the school day.

Appropriate behaviour should always be praised, and pupils will be reminded of expectations as necessary. If behaviour remains inappropriate after a reminder, the pupil may be given reflection minutes. Persistent issues may result in further consequences.

Playtime Supervision

Teachers, teaching assistants, and midday supervisors (MSAs) are required to perform supervisory duties, including playtime supervision, to ensure a safe and enjoyable environment for all children. As Carol Dweck's mindset theory suggests, fostering an environment where children feel supported and encouraged to explore and engage freely can help them build resilience and confidence. Supervisors should encourage pupils to engage in activities that support their social and emotional development, allowing their light to shine through positive interactions.

- **Visibility and Active Engagement:** Playtime supervisors must wear a yellow hi-vis jacket for visibility. Supervisors should take an active role in leading play and ensuring that all pupils feel valued and included. Research by Bill Rogers highlights the importance of staff being proactive and visible, circulating the play areas to foster positive behaviour and prevent conflicts from escalating.
- **Staffing and Coverage:** A minimum of two staff members are required to supervise each play area. In the event of staff absence, supply teachers should cover playtime duties, but should never be left without support. Staff should ensure that supervision is consistent, as this helps establish a safe and predictable environment for pupils.
- **Supervision of Gates and Safe Dismissal:** Members of the leadership team and class teachers are responsible for supervising the gates from 8:40 am when children are expected to arrive, and again at the end of the school day to ensure children are safely dismissed from the premises. Where playtimes are staggered, Senior Leadership Team (SLT) and Phase Leaders should ensure that supervision is provided from the earliest start of Key Stage (KS) times. This is crucial to maintaining a secure environment, where children's emotional and physical safety are prioritised.
- **Consistency in Procedures, Rules, Consequences, and Rewards:** All staff members should be fully aware of playtime procedures, rules, consequences,

and rewards, applying them consistently. This consistency promotes a sense of security and trust, where pupils know what to expect and are encouraged to uphold school values of responsibility and respect. Staff should use positive reinforcement and rewards to acknowledge pupils who exhibit pro-social behaviours and engage with peers in constructive ways, as encouraged by Tom Bennett's approach to promoting positive behaviour in schools.

- **Engagement and Interaction:** While on duty, staff should circulate around the play areas and engage with children, while maintaining an overview of the playground and spotting potential issues before they escalate. Doug Lemov's emphasis on 'teach like a champion' extends to the playtime setting by ensuring that staff actively guide pupils in making positive decisions and resolving conflicts peacefully. Supervisors should be role models of kindness, honesty, and community, encouraging children to interact positively, resolve conflicts amicably, and be mindful of the needs of others.
- **Maintenance of Cleanliness and Order:** Staff are also responsible for ensuring that outdoor and indoor areas remain clean and tidy, and that equipment is returned to its proper place after each break. This helps cultivate an environment of respect for shared spaces and encourages children to take ownership of their surroundings, instilling the value of responsibility.
- **Health and Safety and Vigilance:** Staff are not to congregate or socialise together during playtime duty and must remain vigilant at all times, as per our Health and Safety Policy. Staff should remain committed to supporting games and interacting in play with pupils during these times, ensuring that their attention is focused on promoting positive interactions and managing the safety of all pupils. This proactive engagement with pupils helps create a supportive environment where each child feels seen, heard, and valued.
- **Support Learning and Growth:** Staff should use the equipment with children to support learning and growing together. Playtime should not just be about physical activity but also about fostering emotional regulation and social skills, as informed by Beacon House Trauma-Informed Practice. Supervisors can use playtime as an opportunity to model and encourage positive behaviours that reinforce the school's values.
- **Returning to Class:** Upon hearing the bell or the staggered time for play, staff should go to the playground to collect their classes. This ensures smooth transitions and helps reinforce the idea that respect for time and responsibility are essential elements of a well-functioning school environment.

Playground Procedures

Transition from Playtime to Class

Upon hearing the bell or whistle, children should stop what they are doing, stand still, and remain quiet. This transition is an opportunity for children to practice

responsibility, respect, and self-discipline, helping them to carry these values into their learning environment.

- EYFS and KS1: On the second whistle, children should walk calmly to their designated class lines and join at the back of the line.
- KS2: Children should immediately walk to their designated class lines, joining at the back.

Once the children are quiet and settled, staff will lead them back into the building in an orderly manner, ensuring there is no running or congestion. This helps promote a sense of community as the children return together, and fosters an atmosphere of calm and readiness for learning.

Positive Reinforcement: Good behaviour during this transition should be positively reinforced with praise and/or the awarding of a 'class point', pupil point, or token. This encourages students to maintain good manners and respect for others during the transition. By praising positive actions, we reinforce the 'Let Your Light Shine' ethos, where children are encouraged to embody the school's core values in all aspects of their school day.

Use of Outdoor Areas

In suitable weather conditions, the field may be used during playtime. This decision will be made by the staff on duty, ensuring that all pupils have the opportunity for active play and social interaction in a safe environment. Active engagement in outdoor play supports the development of responsibility, respect, and community among children as they interact with peers and take care of shared spaces.

In poor weather, staff may decide to keep children inside for their safety and wellbeing. In such instances, teachers are responsible for the supervision of their own classes. Teachers may decide to either work through the break or allow a later playtime if the weather improves. Alternatively, an indoor playtime with suitable, quiet activities can be provided for children. This indoor time can be an opportunity for pupils to focus on developing their social and emotional skills, learning through board games or team-building activities that encourage cooperation and mindfulness.

Team supervision of indoor play is acceptable to allow teachers a staggered break, provided that classrooms are never left unsupervised. Ensuring that staff are visible and active during indoor playtime supports positive engagement with pupils, further promoting respect and responsibility.

Playtime Coat and Equipment Procedures

When dismissing children for playtime, lunchtime, and home time, teachers and teaching assistants should supervise children in the corridors while they put on their

coats and ensure they are escorted to the external doors. This reinforces the importance of responsibility and independence as children learn to prepare for outdoor activities in an organised and timely manner.

Teachers should remind children to put on their coats before playtime begins, reinforcing the importance of being prepared for outdoor activities and respecting the school's guidelines. Consistency in these reminders is key to creating a routine that supports the development of personal responsibility.

Children are only allowed back into the school building during playtimes at the teacher's discretion. Children are not permitted to remain in the building unsupervised, ensuring that all students are accounted for and safe during outdoor time. If a child needs to re-enter the building, staff should engage in positive communication, helping the child understand the process and reinforcing the expectations clearly and calmly.

Children are not allowed to bring personal balls or playground equipment from home. Only school-provided equipment may be used to ensure fairness and safety. Footballs should be restricted to the field, as the playground space is too small for safe use. Any misuse of playground equipment will result in the equipment being confiscated, in line with the school's behaviour expectations and to promote the responsible use of shared resources. This encourages children to treat school equipment with care, ensuring that it remains available and safe for all pupils.

Playtime Behaviour and Consequences

Any behaviour concerns during playtime should be managed by the teachers or other adults on duty, using our restorative approach. This ensures that children have the opportunity to reflect on their actions, understand their impact on others, and take responsibility for repairing any harm caused. The aim is to foster self-awareness and help children learn from their mistakes in a supportive and nurturing environment.

If necessary, a senior member of staff may become involved depending on the severity or frequency of the behaviour. The focus will always be on supporting the child to understand and correct their behaviour while maintaining the dignity and respect of all involved. We encourage the child to "let their light shine" by taking ownership of their actions and working towards positive change.

If a child requires medical attention during playtime, a member of the support staff trained in first aid will attend to them. It is important to ensure that any medical needs are dealt with promptly and with care, reinforcing our values of kindness and responsibility.

Transition After Playtime

Once playtime is over, children should be reminded that a change in behaviour is expected as they return to class. Staff should encourage children to use indoor voices and support them in transitioning back to a more focused, calm environment. This helps set the tone for the next learning session, ensuring that children are mentally and physically prepared to re-engage with their studies.

This is an opportunity to reinforce the importance of self-regulation and the value of transitioning smoothly between different activities. Staff should guide the children, using calm and clear instructions, and praise positive behaviour such as showing respect for others and maintaining a quiet, orderly environment. By doing so, we encourage children to demonstrate responsibility and respect for the learning environment, ensuring that everyone can benefit from a productive and harmonious atmosphere.

Behaviour Guidelines and Rewards

Praise and reward are fundamental to motivating children and encouraging positive behaviour. When staff focus on acknowledging children's successes, they are more likely to be motivated, achieve their best, and behave appropriately. Praise plays a reinforcing role by making children feel valued and confident. It can be delivered in various forms—publicly or privately, individually or in groups—and can be for consistent behaviour or specific achievements.

Rewards

Our Federation's behaviour system is consistently managed using a colour-coded system, which is displayed in every classroom for clarity and visibility.

General Rewards:

- All children start each school day meeting our basic behaviour expectations.
- Positive comments should be recorded on children's work (refer to the Feedback, Assessment, Marking and Target Setting Policy).
- Written School Reports should reflect positively on the child's work, behaviour, participation, and overall attitude towards school life (refer to the Assessment and Marking Policy).
- Recognition for achievements can be given during collective worship, such as presenting awards for swimming, cycling proficiency, or other successes.
- Children's work should be showcased both in classrooms and around the school to celebrate their efforts.

- Visits to the Headteacher, Deputy Headteachers, or Phase Leaders may be arranged to acknowledge achievements.
- Wonderful Writing and Marvellous Maths WW's and Displays
- Specific privileges may be granted to individuals or groups of children, such as access to school facilities (e.g., computers, library, games equipment).
- Opportunities for greater responsibility should be provided, such as Playtime Monitors or School Council representatives.
- Above all, praise and encouragement, both in and out of lessons, should be used as much as possible to promote positive behaviour.
- Green Tokens or Team Points are awarded by staff to recognise good behaviour aligned with our expectations.

Over and Above – Gold: In addition to recognising regular achievements and adherence to school expectations, we actively encourage children to go above and beyond. Exceptional behaviour or efforts may result in a child being recognised for outstanding achievements. For example:

- An exceptional piece of work.
- Consistently displaying positive attitudes and excellent learning behaviours.
- Reading beyond the expected amount at home.
- Helping peers to succeed and demonstrate our values.
- Letting their light shine by displaying leadership or initiative.

In these exceptional circumstances, children may also receive a special Headteacher (HT) Sticker as recognition.

Certificates: A weekly Celebration Assembly will be held, during which we will praise the Shining Light of the Week. These assemblies are dedicated to celebrating children who have made significant progress in Attainment, Achievement, or Attitude. During this assembly, certificates of achievement may also be awarded for Maths, English, PE, and sport. The weekly assembly will also highlight the class or house with the most Behaviour Tokens or Team Points.

Headteacher Award: In addition to the usual awards, an extra award may be given to a pupil who has gone above and beyond in a particular area, especially those linked to our values and vision.

WOW's of the Week! Parents are encouraged to share outstanding achievements at home. These will be featured in our newsletter and shared during the Celebration Assembly. These pupils will be recognised by the Headteacher/Deputy Headteacher during the assembly.

Green Smiley Points, Team Points, and House Points:

- Green Smiley Points or Team Points are awarded for good work, positive behaviour, and contributions both in the classroom and around the school.
- House Points are earned when pupils accumulate Green Smiley Points or Team Points, or when they are awarded a House Point. At the end of each week, the class with the most points will receive a special treat for having the best behaviour that week.

Learning Attitudes and Core Values

At Nightingale Federation Schools, we uphold high standards in the classroom and expect children to try their best to achieve all that they are capable of, letting their learning light shine. Our core values, which are introduced to children throughout the year and embedded into our RE curriculum, provide a foundation for success at school and in life. These values include hard work, perseverance, concentration, and the importance of developing a Growth Mindset. By instilling these values, we aim to help children become resilient, positive learners who can tackle challenges with determination and confidence.

Presentation

Children are taught to use a legible and fluid handwriting style and to present their work with care and pride, aiming for both quality and quantity. We encourage students to take ownership of their presentation as it reflects their commitment to excellence and attention to detail. When necessary, children may be asked to improve their presentation during their own time, such as during part of their break.

If work presentation continues to fall short of expectations-linked to lack of care and attention, the child may be required to reflect on and improve their work during Reflective Minutes. This provides an opportunity for self-reflection and a chance to develop better work habits moving forward.

Work Completion

Completing work to the best of their ability is expected of all pupils. Children are encouraged to complete their work during lessons to the best of their ability and within the allotted time. If work is not finished during lesson time, the child may be asked to complete it during their own time, such as during break or lunchtime. Should the work remain incomplete, the pupil will be expected to finish it during Reflective Minutes. Children who refuse to complete their work during lessons will be expected to make up for it at another time, with support provided to help them focus and achieve their full potential.

Through these expectations, we aim to foster a sense of responsibility and commitment to both academic work and personal growth, reinforcing the importance of doing their best and learning from any challenges they face.

Behaviour Guidelines and Consequences

At Nightingale Federation Schools, we are committed to providing a safe, supportive, and positive environment in which every child can let their light shine. We believe in empowering children to reflect on and learn from their actions through a restorative approach, where the focus is on growth, accountability, and understanding the impact of their behaviour on themselves and others.

In line with our values of respect, responsibility, honesty, kindness, and community, consequences for unacceptable behaviour are fair, consistently applied, and tailored to individual needs, including those of children with Special Educational Needs and Disabilities (SEND) or Social, Emotional, and Mental Health (SEMH) needs. We understand that every child is different, and the context of their behaviour, including family or safeguarding circumstances, may influence the response.

Restorative Approach to Behaviour

We believe that behaviour should be viewed as an opportunity for learning and self-regulation, not just punishment. As Barbara Coloroso (2007) says, "*Discipline without punishment*" allows children to understand the effects of their actions on others and encourages growth. This philosophy informs our use of reflective minutes and the clear steps that guide our behaviour management strategy.

Consequences System

Our system of consequences aims to provide clarity and consistency for staff, pupils, and parents, while maintaining fairness and flexibility. The aim is to:

- Provide clarity and consistency in managing behaviour.
- Minimise disruption to teaching and learning.
- Give children every opportunity to correct their behaviour.
- Involve parents, SENDCO, and external support agencies early in the process.
- Avoid suspension or permanent exclusion, wherever possible, by offering support and alternative strategies.

Consequences for Unacceptable Behaviour

Children should be aware of the consequences of their behaviour and be given the opportunity to reflect and learn. This approach helps them to understand why their behaviour is unacceptable and develop strategies for managing similar situations better in the future.

1. Step 1a: Initial Warning

- The teacher gives a private verbal reminder explaining that the behaviour does not align with the school's core expectations of being ready, respectful, and safe. The child's name is moved to yellow on the behaviour system (colour-coded chart).
 - If the behaviour continues, the child will lose 5 minutes of break or lunchtime for a reflective discussion with a member of the Senior Leadership Team (SLT) or Phase Leader. For younger pupils (KS1), this may occur during morning play.
2. Step 1b: Move to Red
- If the behaviour continues after the warning, the child's name is moved to red. A restorative 30-second intervention is delivered, followed by a reflective discussion at the end of the session.
 - Protective or academic consequences may be applied, such as restricted playtime or additional work to make up for missed learning.
 - Children on red will lose 10 minutes of break or lunchtime for the reflective discussion, and parents may be contacted.
3. Step 2: Thinking Space
- If the behaviour continues, the child is sent to a designated safe space within the classroom or, if necessary, to another classroom or phase leader's office.
 - The child will have 5-10 minutes of Reflective Minutes to calm down and reflect, followed by a restorative conversation to discuss what happened and how behaviour can be improved moving forward.
4. Persistent Behavioural Incidents
- If a pupil continues to display challenging behaviour, they will be referred to the Phase Leader or SENDCO. We will work with external agencies as appropriate, such as Behaviour Support or Inclusion Teams.
 - We will create a Risk Assessment Reduction Plan (RARP) that may include strategies for de-escalating future incidents.
 - Parents will be kept informed of the situation, and a meeting will be held to discuss the child's progress and agree on targeted support or interventions.

Policy on Physical Intervention

If a situation arises where physical or verbal abuse towards a teacher or adult occurs, a formal report will be made using the Assault Form, which will be submitted to the Safeguarding Lead. All incidents requiring physical intervention will be logged in the Arbor system and reported through the Trust Health and Safety System within 24 hours.

Any serious incidents, especially those resulting in injury, will be documented in the Arbor system and a Major Incident Report will be filed, followed by appropriate measures to ensure safety and wellbeing for all parties involved.

Behaviour Outside School Premises

We believe that behaviour does not stop at the school gates. As Barack Obama once said, *"We are the change we have been waiting for."* We take seriously any behaviour that affects the wider school community, whether on school trips, during travel to and from school, or outside of school hours. Sanctions may be applied in these cases if they:

- Occur during school-related activities.
- Involve behaviour that disrupts the school community, harms the reputation of the school, or poses a threat to others.

This approach reflects our belief in being accountable not just in school but in all aspects of life, embracing our values and ensuring a positive community impact.

Support and Collaboration

For pupils with persistent behavioural difficulties, we draw on a wide range of support, including our School and Communities Team, EHC Coordinators, and School-to-School Support. We also collaborate with external agencies such as Just One Norfolk and other local services to ensure that we provide the right support for every child.

This multi-agency collaboration allows us to create individualised support plans, which help to address specific needs and ensure that all children are given the best possible opportunities to succeed, both academically and socially.

Consequences Procedure

At Nightingale Federation Schools, children are familiar with our procedures and understand the progression of consequences if their behaviour is not addressed. Professional judgment is necessary to determine the most appropriate consequence, based on the nature and severity of the behaviour. While serious incidents may lead to immediate actions like exclusion, for minor misbehaviour, the following procedures are adhered to, with steps 1 and 2 being compulsory.

Initial Behavioural Incident:

Classroom Teacher – Normal Strategies:

- Use basic strategies such as a polite but firm request, repositioning the child, or separating the child from others if needed. This provides the child an opportunity to adjust their behaviour without escalation.

Step 1a: Warning – Move to Yellow:

- A verbal caution is privately delivered to explain why the child's behaviour is not meeting expectations of being ready, respectful, or safe. The expectation will be reset, and the child's name is moved to yellow on the behaviour chart.
- Children on yellow will lose 5 minutes of their reflection time during lunchtime or break. This will be spent in a reflective discussion with a member of the Senior Leadership Team (SLT) or Phase Leader.
- For KS1 children, this may occur during morning playtime, depending on the time of the incident.

Step 1b: Move to Red:

- If the behaviour continues after the initial warning, the child's name is moved to red. A 30-second intervention is used to provide immediate feedback on the behaviour, followed by a restorative conversation at the end of the session.
- A protective or academic consequence may also be applied, such as restricted access to play or extra time to complete missed work.
- Children on red will lose 10 minutes of their break or lunchtime for a reflective discussion with a member of the SLT or Phase Leader. Parents may also be contacted at this point to ensure home-school communication.

Step 2: Thinking Space:

- The child may be sent to a designated safe space in the classroom, or if necessary, to another classroom or Phase Leader's office.
- They will spend 5-10 minutes reflecting on their behaviour in a quiet space to calm down and prevent further disruption.
- A restorative conversation will take place at the end of the session to discuss the incident and how to improve future behaviour.
- Protective or academic consequences may be implemented, such as restricted outdoor play or time to complete any missed work.

For Persistent Behavioural Issues:

- Discussion with Phase Leader or SENDCO: If the pupil is on the SEND register, or behaviour continues to be an issue, a meeting with the SENDCO or Phase Leader will take place to explore possible causes and develop strategies for improvement.
- Monitoring and Targets: Behaviour will be monitored, and clear targets will be set to address specific concerns. Parents will be informed, and a plan for

improvement will be outlined, which may involve outside agencies like Behaviour Support or the Inclusion Team.

- Behaviour Reports and Risk Assessments: A Risk Assessment Reduction Plan (RARP) may be created, alongside a Behaviour Report, to identify areas of concern and set clear targets for improvement.

Internal Suspension (up to 5 days):

- Restricted contact with the child's class or classmates will be implemented.
- Limited access to the playground, extracurricular activities, and enrichment opportunities.
- Parents, along with the Executive Headteacher and Executive Deputy Headteacher, will be notified. A letter will also be sent to the Chair of Governors and Behaviour Support for the Trust.
- Other agencies will be informed if external suspension or permanent exclusion becomes a possibility.

Further Consequences:

Following government guidance and considering the seriousness of the offence, the following steps may be taken:

- Fixed Short-Term Suspension (up to 10 sessions per term): This is decided by the Executive Headteacher.
- Fixed Long-Term Suspension (up to 45 sessions per year): This is also decided by the Executive Headteacher.

Pastoral Support/ Behaviour Planning

For children with persistent behavioural issues, a Pastoral Support Programme may be implemented. This includes:

- Behaviour Plan and/or Risk Assessment to identify strengths and concerns.
- Target-setting with clear, achievable goals for behaviour improvement.
- Involvement of external agencies, including Safeguarding, Social Care, Behaviour Support, and School-to-School support.
- Clear rewards and consequences for success or failure, with feedback provided to both the child and parents.
- Support from our Federation Pastoral team.
- This will be regularly reviewed.

Permanent Exclusion:

In extreme cases, permanent exclusion may be considered. This will follow the DfE Exclusion Guidance (2022), and the Governors Panel will review all reports and representations.

- Parents, the Chair of Governors, and the Trust Officer will be informed.
- The Discipline Committee will either reinstate the child or uphold the exclusion, and parents will be informed of their right to appeal.
- If the exclusion is upheld, the child will be removed from the school roll.
- Post-Exclusion Support: If the child is reinstated, a PSP or Behaviour Plan will be put in place for a maximum of 20 weeks.

Serious Incidents:

- Serious incidents, such as violent behaviour, sexual assault, or theft, will be treated on an individual basis, and circumstances will be fully investigated.
- In such cases, immediate escalation to Step 4 or Step 5 of the process may be required, and permanent exclusion could be considered even for a first-time offence, depending on the severity.

Examples of serious incidents include:

- Violence or threats towards another pupil or staff member.
- Sexual harmful behaviour or assault.
- Carrying or supplying an illegal substance or offensive weapon.
- Theft or deliberate damage to property.

Important Considerations:

1. Restorative Approaches: Every attempt will be made to engage the child in a restorative process to understand the impact of their actions and discuss better choices for the future.
2. SEND & SEMH Needs: For children with SEND or SEMH needs, adjustments will be made to ensure consequences are tailored appropriately. This may involve Risk Assessment Reduction Plans (RARP) and the involvement of the SENDCO and external agencies.
3. Police Involvement: If the situation warrants, police involvement may be necessary, particularly for incidents involving violence, criminal activity, or severe offences.
4. Exclusion as a Last Resort: Exclusion is always viewed as a last resort and will follow the appropriate procedures and guidance set out by the Department for Education.

Recording and Monitoring:

All consequences are logged on Arbor, which helps to track individual incidents and identify patterns of behaviour. Behaviour data is reviewed on a half-termly basis to ensure early intervention and monitor the effectiveness of support measures.

Monitoring may highlight children requiring additional support or training for teachers in behaviour management. If necessary, further interventions may be arranged, including parental meetings or joint-agency discussions.

Children Facing Challenges:

We acknowledge that a small number of children, particularly those with SEND or SEMH needs, may find it difficult to self-regulate and make appropriate choices. For these children, the standard rewards and consequences may not be sufficient.

In these cases, we will explore a managed move or the use of the Early Help Assessment Process (EHAP). Regular communication between home and school is essential, and we may implement daily behaviour reports, reflective logs, or home-school agreements to provide additional support.

Links with Other Policies

- Assessment, Marking, and Target Setting
- Attendance
- Charging and Remissions
- Positive Handling and Use of Reasonable Force
- Safeguarding and Child Protection Policy
- Special Educational Needs (SEN) Policy

Level	Behaviour	Arbor Logging	Consequence
Level 1 Warning before yellow face or move to yellow	<ul style="list-style-type: none"> • • Not listening or calling out • • Noise- making noises purposefully • • Attention seeking behaviour • • Rocking on chairs • • Work avoidance • Inappropriate voice tone, body language- disrespectfulness Off task Not lining up and listening Not walking sensibly down halls 	<ul style="list-style-type: none"> • • • Lack of attention Failure to follow instructions • Low level disruption to learning (e.g. calling out) • Disrespecting resources Level 1 other 	<p>Children will be given a reminder</p> <p>Warning in the first instance Then 5 reflection/detention minutes' time and a choice to follow the rules or continue with their behaviour.</p> <p>If behaviour persists after warning 1 child moves to a level 2 consequence.</p> <p>If more than 3 warnings in a 1-week period they have a level 2 reflection/detention minutes session with HT and a notice goes home.</p>
Level 2 First instance (or moved down to) Yellow Face	<ul style="list-style-type: none"> • • • Name calling or teasing • Interfering or arguing Dishonesty Simple graffiti in book or on work- or scribbling out in their book or another pupil • Minor disruptive behaviour affecting learning of others poking or pulling hair 	<ul style="list-style-type: none"> • Repeated refusal to work / follow instructions • • • Dishonesty Name calling • Minor physical assault (e.g. poking, pulling hair) Level 2 other 	<p>Level 2 is 5-minute reflection time-out after a warning and move down from Level 1 or straight to level 2.</p> <p>If after reflection/detention minutes the behaviour persists, the child will move to a level 3 consequence.</p>
Level 3 Red face	<ul style="list-style-type: none"> • Throwing non-threatening objects (book, rubber, work, bottle or other) • • Aggravating behaviour Harassment, threatening behaviour or bullying potential behaviours • Potential actions threatening unsafety • Persistently disruptive behaviour affecting the learning of others Play fighting, hurting other children through rough play/movements • • (unintentional) • Persistent dishonesty Hiding/ under table work refusal 	<ul style="list-style-type: none"> • Persistent disruption of teaching and learning • Use of mobile phone / smart watch • on school site • Potential bullying behaviours (not online) • Potential online bullying behaviours • Physical assault (e.g. pushing, rough play) • Level 3 other 	<p>Level 3 is a 10-minute time-out reflection/detention minutes' and Key Stage Leadership involvement.</p> <p>Include parental call and/or behaviour email home and if it includes safety aspects or potential bullying will be logged by DSL.</p> <p>If constant and consistent behavior, the pupil may go on behaviour report</p> <p>Could spend more than one period of reflection/detention</p>




<p>Level 4 Red face Straight to SMT Parental contact made</p>	<ul style="list-style-type: none"> • Aggressive behaviour towards pupils or staff • • Complete defiance • • • Significant Level 3 • • Vandalism • • Theft • • Punching, kicking, slapping, hurting or hitting • • Persistently disruptive behaviour • • Physically threatening behaviour Behaviour which causes minor bodily harm to another • • Throwing objects causing safety concerns • • Leaving a class without permission/ running around school • • Harassing/threatening behaviour causing concern to an adult/pupil Behaviour outside of school or online which falls inside of KCSIE/ or could bring the school into disrepute • Refusal to return to class from break-time 	<ul style="list-style-type: none"> • • Persistent defiance • Ongoing disrespect to adults / peers • Inappropriate language or gestures (including swearing) • Threatening behaviour towards peers • Throwing equipment / objects (e.g. chairs, scissors) • Level 4 other 	<p>Immediate SLT involvement. 10-minute detention/ reflection time</p> <p>Moved to partner classroom SLT/ SMT involvement</p> <p>Internal or external suspension- use exclusion policy looking at if offence requires permanent exclusion</p> <p>Pupil placed in safe space until parental support. STEPS process</p> <p>Pupil placed on behaviour report</p>
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Level 5 Red face Straight to SLT Parental contact made	<ul style="list-style-type: none"> • Intentional racist/discriminatory • • comments • Bringing in a weapon • Illicit items into school • Aggressive hurting of another child or placing themselves in extreme danger • Hurting a member of the school staff • • Sexual harassment of another child • Severe vandalism • Bullying or targeting online, over messaging, outside of school or in school • Leaving a class without permission/ running around school • Attempting to leave the school grounds • • Discriminatory remarks of any kind • • Harmful Sexual behaviours • Spitting with intent • Throwing with intent • • Repeated/persistent L3 and/or 4 behaviours • Punching, kicking, slapping, hurting or hitting intentionally • Persistently disruptive behaviour • Physically harassing and threatening behaviour causing concern to an adult/pupil • Behaviour which causes minor bodily harm to another • Severe behaviour outside of school or online which falls inside of KCSIE/ or could bring the school into disrepute (theft, vandalism, online behaviours) 	<ul style="list-style-type: none"> • Discriminatory language / behaviour: ableist (S) • Discriminatory language / behaviour: homophobic (S) • Discriminatory language / behaviour: racist (S) • Discriminatory language / behaviour: religious(S) • Discriminatory language / behaviour: sexist (S) • Discriminatory language / behaviour: social, emotional and mental health (SEMH) (S) • Sustained verbal abuse / bullying (not online) (S) • Sustained online verbal abuse / bullying (S) • Child on child abuse (S) • • Attempting / leaving the school grounds without permission (S) • Severe damage to school property (S) • • Spitting with intent • Possession of a weapon or illicit object / banned item (S) • • Stealing • Use of aggressive / violent behaviour with intent to cause deliberate injury (S) • Physical assault on a pupil (S) • Physical assault on staff / volunteer (S) • Harmful sexual behaviours (including sexual harassment / violence) (S) • Drugs / alcohol / harmful substances (S) • Level 5 other (S) 	<p>Moved to their partner classroom for learning or Key Stage Phase Leader's.</p> <p>HT involvement</p> <p>Internal or external suspension- use exclusion policy looking at if offence requires permanent exclusion</p> <p>Action added to safeguarding site by DSL</p> <p>Outside agencies contacted for support as required</p> <p>Risk Assessment made and shared as appropriate</p> <p>Pupil placed in safe space until parental support.</p> <p>STEPS process</p>
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Appendix A- The school and trust-wide Arbor conduct and reporting consequence codes:

This list is not exhaustive and consequence are a guide to the minimum that may be implemented. Consequences may increase if behaviour is repeated or does not improve as a result of the consequence. All consequence are at the discretion of the school and trust.

Appendix B- Lining up Code

Listening code	Line up code	Transition code
<p>When the teacher shows me five I have:</p> <ul style="list-style-type: none"> •Hands free showing five •Eye on the teacher •Ears listening •Mouth quiet •Body still 	<p>When I am asked to line up I:</p> <ul style="list-style-type: none"> •Walk to the end of the line •Leave a person space •Keep my hands by my side •face forwards •Keep quiet and walk straight 	<p>When the teacher shows 1 I:</p> <ul style="list-style-type: none"> •Stand up <p>When the teacher shows 2 I:</p> <ul style="list-style-type: none"> •Stand behind my chair <p>When the teacher shows 3 I:</p> <ul style="list-style-type: none"> •Sit down or Line up 

Appendix C- Sample Behaviour Letter/Email

Dear

I regret to inform you that on a number of occasions during lessons your child's behaviour has been unacceptable for the following reasons:

The class teacher has discussed this at length with and has been assured that there will be no future recurrence.

The purpose of this letter is to make you aware of the situation.

The matter has been dealt with and there is no need at this time to contact the school.

(This is in accordance with the school behaviour policy a copy of which is always available on our website.)

Yours sincerely,

XXXX

Classteacher

Dear Mrs. O'Sullivan,

I have received the letter expressing concern regarding my child's behaviour during lessons. We have discussed this matter fully and expect an immediate improvement.

Yours sincerely,

.....(Parent's signature) Name of

Child.....

Class.....

Appendix D: Sample Behaviour Report/Target Card

Thomas Bullock CE Primary Academy Behaviour Card/Report/Targets

Name: Class: WB:

	8.50-10:35	Worship / Break	10.50-12.00	Lunch	12:50-2:00	2:00-3:15	SMT sign & comment
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							

My agreed behaviour targets for the next 4 weeks are:

This card must be given to a member of Support Staff or the Teaching Team after each session.

Appendix E: Norfolk LA Exclusion Codes

National standard list of reasons for exclusions

Please note the DfE expects schools from the beginning of academic year 2020/21 to cease the use of "Other" as a reason for an exclusion. September 2020 also sees the introduction of 5 new exclusion reasons. The expansion of exclusion reasons aims to give schools more scope for accurately coding the reasons for exclusion as outlined below.

New Exclusion Codes	New Pupil Exclusion Reason
OW	Use or threat of use of an offensive weapon or prohibited item
LG	Abuse against sexual orientation and gender identity
DS	Abuse relating to disability
MT	Inappropriate use of social media or online technology

New Exclusion Codes	New Pupil Exclusion Reason
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PH	Wilful and repeated transgression of protective measures in place to protect public health
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The table below provides a full set of the descriptors of reasons for exclusions. This is to be used as a guide and is not intended to be used as a tick list for exclusions.

Exclusion Code	Pupil Exclusion Reason	Includes but not exhaustive
OW	Use or threat of use of an offensive weapon or prohibited item	Carrying or bringing onto the school site an offensive weapon / prohibited item such as knives, sharp instruments and BB guns, Carrying any article 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 Using something found in school including sticks, resources, equipment as a weapon to threaten or hurt
LG	Abuse against sexual orientation and gender identity	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	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	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	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 which the school has adopted.

PP	Physical assault against pupil	Fighting Violent or aggressive behaviour Wounding Throwing Obstruction and jostling
PA	Physical assault against adult	Violent or aggressive behavior Throwing Wounding Obstruction and jostling
VP	Verbal abuse / threatening behaviour against pupil	Threatened violence Aggressive behaviour Swearing Verbal intimidation
VA	Verbal abuse / threatening behaviour against adult	Threatened violence Aggressive behaviour Swearing Verbal intimidation
BU	Bullying	Verbal, physical, cyber bullying or threatening behaviour online, racist bullying, sexual bullying, homophobic, biphobic and transphobic bullying, bullying related to disability
RA	Racist abuse	Racist taunting and harassment Derogatory racist statements

Exclusion Code	Pupil Exclusion Reason	Includes but not exhaustive
		Swearing that can be attributed to racist characteristics Racist Comments or bullying Racist graffiti
SM	Sexual misconduct	Sexual abuse Sexual assault Sexual harassment Lewd/ Inappropriate behaviour Sexual bullying Sexual graffiti

DA	Drug and alcohol related	Possession of illegal drugs Inappropriate use of prescribed drugs Drug dealing Smoking Alcohol Substance abuse
DM	Damage to property	Damage includes damage to school or personal property belonging to any member of the school community Vandalism Arson Graffiti
TH	Theft	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 or general disruptive behaviour	Challenging behavior Disobedience Persistent violation of school rules Raising of fire alarms falsely