

# Behaviour Policy

Dec 2020

Version 7

## 1. Scope

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This policy applies to all staff at Expanse Learning Wigan School (Hereafter referred to as the School).

## 2. Aim

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To provide guidance for staff, parents, governors and other stakeholders on how we keep children and young people safe. To provide a framework for our collective beliefs around human behaviour as it relates to children and young people. To provide an inclusive model for our understanding of behavioural needs. To underpin our beliefs with evidence-based practice and current research.

## 3. Key Beliefs

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### ***At the School we believe that:***

- Children and young people want to behave well
- Behaviour is a means of communication – we must ensure that all students are supported to communicate their needs safely and appropriately
- With the right support and intervention, children and young people can learn to improve their behaviour and manage well
- Mistakes are part of the learning process and we recognize that all of our children and young people are at different stages of the developmental process
- Some of our children have learning difficulties which impact on how they learn to behave
- All adults can learn strategies to support young people to improve their behaviour

### ***Adults can support the children and young people in our school by:***

- The quality of our relationships with each other and them
- The quality of our provision
- A well-informed understanding of their needs
- The support we put in place is:
  - *Observation, evidence gathering and analysis – so that our interventions are well informed and planned*
  - *Working in close partnership with parents and carers*
  - *Investing time to allow children to practise and make mistakes*

### ***The support consists of:***

- Accessible modes of communication
- Clear and realistic expectations
- Rules
- Routines
- The language of choice
- Rewards and consequences
- Reparation wherever possible and appropriate
- Descriptive praise
- Fair and predictable responses to both negative and positive behaviour

### ***Key Beliefs Explained***

We believe that our children and young people want to behave well. We believe that our children and young people are happy when they behave well and when that behaviour is recognised and acknowledged by adults and their peers. Children are able to behave well when their needs are well met in school, at home and in the community.

## 4. The Reward System

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A reward system must be of value to the students, parents and staff. It is a system which provides a vehicle to measure and monitor progress and success via a broad range of opportunities. It has a hierarchical structure to allow for progression and challenge.

The rewards system is designed to reflect all aspects of school life.

The school will use all available means to publish and promote achievement by all members of the school.

The purpose of the reward system is:

- To be inclusive for all.
- To recognise and celebrate a student's work, commitment and high levels of achievement.
- To promote the positive recognition of success amongst all members of the school community through public celebration and contact with parents and carers.
- To celebrate progress made by the student.
- To encourage progress in all aspects of school life.
- To reward students frequently for a variety of achievements.

All staff should be actively engaged in carrying out this policy.

Rewards will involve all or some of the following:

- Teacher response to all positive work and contributions in the classroom from students, often praise and encouragement.
- The display of student work from the class and homework, making full use of classroom boards and corridor displays. Whenever displayed, work may include a comment/grade.
- When appropriate, and if time allows, positive statements should be recorded on data bridge.
- Marked work should include praise and advice on how to improve work (WWW & EBI).
- Golden Tickets will be used to recognise and reward achievements.
- Golden Tickets should be recorded in the class files by the teaching assistants.
- When a student is awarded praise, a postcard can be sent home. This will comply with school policy on what triggers a postcard.
- Pastoral recognition will be awarded by the manager and her team for additional achievements and contributions to school and community.
- Golden Tickets will be counted each half term and the totals used to recognise and reward achievement. Staff will signpost students to what tickets are awarded for and how they are used to access reward trips.
- The maintenance of high achievement and excellent effort will also be acknowledged at the termly Celebration of Achievement.
- SLT commendations will be awarded for exceptional behaviours and achievements

## **5. Behaviour and Communication**

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How children behave gives us important information about how they are feeling.

Supporting children to effectively communicate is a very important part of supporting children and young people to behave appropriately. Children with profound and complex needs will need a personalised approach to behaviour management and consideration must be given to sensory needs, pain thresholds and levels of stimulation and engagement.

Children and young people can learn to improve their behaviour. Children and young people at the School can find learning difficult: learning new behaviour is a task, just like learning to read or write. As adults, we must consider the learning styles and needs of children and young people; we must also have realistic expectations about the rate of progress a child will make when learning to adapt or develop new behaviours.

Most of our children and young people learn in small, incremental steps over a very long period of time.

Mistakes are part of the learning process. We don't make a judgement about it – instead we support our children and young people to get it right.

All adults can learn strategies to support children and young people to improve their behaviour. Most adults have evolved ways of responding to children's behaviour based on a combination of personal and professional experiences and training and experiential learning.

At the School we encourage all staff to reflect on what may be the underlying issues that drive or trigger behaviour in children, and to think about ways of responding to challenging behaviour in a non-judgemental and supportive way. This can be very difficult especially if a child is aggressive or targeting others in a very focused way. As a school we will support staff to develop their own emotional resilience through professional support. This may be peer to peer, group or individual support and can draw on a range of expertise within school and beyond (Lead professionals, Teacher Mentors, Educational Psychologists, CAHMS, etc).

All adults must be committed to developing their practice and sharing their skills and experiences. This is a commitment to ongoing professional development - our commitment to Coaching and Mentoring, reflective practice and peer support improves performance and professional competence.

**Adults can support children and young people by:**

The quality of our relationships with our children and young people. These relationships are crucial. Each adult is a significant adult for our children and young people. To develop successful, enabling relationships we need to:

- Actively build trust and rapport – they have to be earned: they're not given
- We should have high expectations for all children and young people and when we demonstrate our belief in them, it supports them to succeed.
- We treat children and young people with dignity and respect at all times e.g. by saying 'thank you'; by communicating carefully and clearly in a way that is accessible to them and their current level of need
- Adults should listen respectfully to the child or young person, and make a judgement about how/when to respond
- Consider what might be behind the behaviour; why the child or young person is behaving in this way.
- There will always be a reason: the behaviour is a symptom of something that we need to identify
- See things through e.g. consequences in place as a response to particular behaviours, both desirable and undesirable
- Keep our word – and if, for some reason, we are unable to honour a commitment to a child or young person, to communicate clearly and honestly about why this has happened
- Identify the strengths in the child or young person – identify these with the child and build on it. If a child is not able to do this, advocate for the child within the team or professional group
- Apologise if you make a mistake – you are modelling this for the child or young person, and this will support you to build trust and respect
- Name and manage your own emotional reactions to children and young people's behaviour i.e. demonstrate emotionally intelligent behaviour at all times. Seek help if you are finding it difficult to manage your feelings about a child or young person
- It is important to resolve difficult feelings about children's behaviour – it is unhelpful history. Focus instead on getting it right in the future
- Quietly but firmly hold appropriate boundaries for the children and young people
- Seek support from wider professional networks to problem-solve challenging behaviour
- We are always respectful to children; we do not talk about them over their heads or in front of other children
- We are non-judgemental about children's life experiences, but we use evidence to inform our planning for them
- The quality of our provision:
  - If we are able to meet each child at his/her point of need, it is more likely that challenging or unhelpful behaviour will decrease or stop. To do this we need to:
    - *Accurately assess the child or young person's needs*
    - *Plan to meet the child or young person's range of needs specific to the plans drawn up by their professional group e.g. equipment, staffing, sensory needs*
    - *Support the child to develop high levels of resilience and have high expectations for every child*
    - *Support children and young people to develop high self- esteem, so that they believe that they can succeed*
    - *Frequent positive reinforcement when things are going well and minimal feedback for low level undesirable behaviours. Focus on what you want the child to do.*
    - *Know what motivates each child or young person*
    - *Personalized learning to ensure that we meet each child or young person at his/her point of development*
    - *Where appropriate, include the children and young people in the target- setting and evaluation process for outcomes measurement, using appropriate language and methods (self-assessment)*
    - *Give the child or young person feedback on progress in a supportive way that makes sense to them, focusing particularly on their achievements and what they need to do to make further progress*
    - *Praise the children and young people for their specific achievements, i.e. descriptive praise and do this often*
  - *Actively teach the children and young people behaviour for learning*

**The support we put in place –**

By this we mean all the things we do to support our children and young people to manage their own behaviour successfully. Rules support positive behaviour. They should be:

- Few in number
- Where developmentally appropriate, agreed with children and young people
- Communicated in a way that the children and young people can understand, including visual cues, objects of reference, social stories etc.
- Stated in the positive – things we are going do
- Regularly referred to by all staff with children and young people
- Appropriate to the activity and developmental range
- Routines support our children and young people by fixing desired behaviours in their minds. They must be explicitly taught – don't assume they know them. You will need to teach routines for all activities. The more consistency there is over routines, the easier it is for our children and young people. Routines also support behaviour for learning.
- The language of choice
- This is part of helping our children and young people to take responsibility for their behaviour. We actively encourage them to choose the right thing to do and, where appropriate, explain the consequences of their choices, both good and bad.
- We use specific descriptive praise when we see them making a good choice – we can never do too much of this.
- We link consequences to the choices they make, to help them make the best choice.

***This communication:***

- Increases children and young people's sense of responsibility
- Regards mistakes as part of learning
- Removes the struggle for power
- Is positive
- Where appropriate, overtly links responsibility, choice and consequence
- Helps them to take responsibility
- Helps them to manage their own behaviour
- Increases their independence
- Rewards and Consequences
- Descriptive praise
- Symbolic rewards
- Communication with parents and carers to inform them of the behaviour or achievement
- Special responsibilities/privileges
- Preferred activities above and beyond the scheduled daily activities (e.g. sensory room, bike, IPAD, choosing time)
- They are linked to positive choices and achievements. They focus on the specific behaviours we wish to improve.

**6. Consequences**

a) We do not believe in sanctions or punishment. Example:

Behaviour	.Consequence
Child or young person disrupts activity or behaves in a way that makes other children feel unsafe	Child or young person has a break Child or young person is supported by an adult to consider their behaviour Child or young person apologises to the group, for his/her specific actions and carries on with the activity.

- b) It is important for our children and young people to clearly link a specific behaviour with its consequence.
- c) The consequence needs to be a natural consequence, which makes sense to a child or young person.
- d) It is also important for adults to review what has happened. Was there anything that could have been done differently to support this child or young person to manage?

**7. Reparation means repairing relationships, or 'making good' in some way**

We believe that children and young people should always be given the opportunity to repair, and that they want to do this. We do not believe in the concept of punishment, because it focuses the child or young person's mind on the punishment, rather than what they did. This frequently leads to children and young people feeling angry about the punishment, rather than thinking about the effect of their behaviour on others.

Where developmentally appropriate, we support children and young people to take responsibility for what they have done and to repair it with the other person(s) involved/affected. Even children with complex difficulties can be supported to repair: we can't make assumptions about what children feel. Unresolved difficulties can make children and young people very anxious and this can cause behaviour to escalate or become habitual.

## **8. Descriptive Praise**

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If we tell people what it is exactly that we like about what they are doing, we are reinforcing the behaviours we want to promote. We are also giving them positive feedback and personal recognition. This raises their self-esteem and leads to improved behaviour. The use of descriptive praise is a feature of the school's language. Descriptive praise supports behaviour for learning.

## **9. Children and young people with exceptional behavioural needs**

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The majority of children and young people at the school will respond positively when staff work within these guidelines but some of our children and young people need additional support to learn to manage their behaviour.

### ***We do this by:***

- Working in line with this Policy
- Putting in additional support, tailored to the specific needs of each child or young person.
- Multi-agency review
- Observations in a range of contexts, including home visits
- Medical investigations to ensure that the student is not in pain or unwell
- Making the routines/strategies more detailed
- Drawing up a Risk Assessment and action Plan detailing action to be taken when identified behaviour occurs. This is shared with the child or young person, parent and other staff
- Drawing on additional resources from beyond the school, e.g. CAHMS, LA support, Care Team and medical specialists

Parental and family support to implement changes in strategies. Some children need very specific and detailed planning, which could include a shortened day, off-site education or home-based learning. When significant adaptations are made to a student's learning day, we always plan jointly with the parents and carers and the Multi Agency Support Team, the Local Authority and external agencies.

## **10. Bullying (including Cyber-bullying)**

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- We do not tolerate bullying
- Bullying should never be ignored
- All instances of bullying must be recorded
- Parents and carers should be informed by staff via telephone or in face to face contact
- Every instance needs to be addressed, in line with this policy, with each child or young person involved taking responsibility for his/her actions,
- Further guidance is available in the school's Anti-Bullying Policy which is available on request from the school.

## **11. Student's working from home.**

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If interacting with other students or staff online, students should always be kind and respectful to each other and respectful and obedient to staff, remembering at all times that that staff are not 'friends' with, or peers to, students. Students should never attempt to contact staff via social media or make comments about staff on social media platforms. Any inappropriate comments to staff online, via Facebook/Microsoft Teams, or any other platform will be taken very seriously. This is also the case of for any online bullying towards other students or peer-on-peer abuse that is disclosed to the school during this time.

## **12. Discriminatory language/incidents**

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- Although quite rare, incidents which include elements of racism, homophobia, sexism or those which are related to disability, gender presentation or religion are not acceptable within our school's community
- They should be dealt with in line with this Policy with further advice and a coordinated response from Senior Leadership Team
- They MUST be recorded appropriately, including all follow-up action

- Some children use discriminatory language without understanding its impact and this must be viewed as an opportunity to teach children how to be respectful to each other

### 13. Training

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Training for staff will be made available and will be the responsibility of the Headteacher. No member of staff will be expected to undertake the use of reasonable force without appropriate training. The school offers training in IOCM accredited Team Teach techniques. Team Teach states that 95% of the strategies employ verbal or non-verbal de-escalation and only 5% is in the use of physical techniques.

### 14. Positive Handling

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Positive handling is a holistic approach to a range of risk reduction strategies which include non-verbal, verbal and where 'reasonable and absolutely necessary', physical interventions. Positive handling understands the importance of using de-escalation strategies where possible and being aware of levels of behaviour and the need for an **appropriate staff response** in order to maximise the opportunity to calm the incident through non-verbal and verbal strategies where possible.

Positive handling will be supported by documentation, which supports the students aims to provide security, safety acceptance for recovery, repair and reflection for all concerned. Every effort will be made to resolve conflicts positively and without harm to students or staff, property, buildings or the environment. Where unacceptable behaviour provokes intervention, some or all of the following approaches should be taken according to the circumstances of the incident.

### 15. Restraint / Reasonable Force / Physical Intervention

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Restraint is the positive application of sufficient force to ensure, by physical means alone, that a child or young person does no injury either to him/herself, a member of staff, another child or young person, or property. Restraint:

- Should rarely be used, and only after all other interventions have been exhausted, and only by staff who have had the recognised training, and this is up-to-date
- Should only be used if the child or young person is putting himself or others in danger and where failure to intervene would constitute neglect
- If used, it must be recorded in the school's incident recording system
- An Individual Risk Assessment and Action Plan will need to be carried out – this might apply when an individual child or young person/child needs physical interventions, using strategies as a part of an on-going behaviour management plan.
- Staff need to be able to establish the possible consequences of using a particular method or methods of physical intervention when difficult behaviour occurs.
- Update the child or young person's Behaviour Plan including any physical interventions which have been successful and share with relevant colleagues
- If restraint is used, parents/carers need to be contacted before the child arrives home

Types of escorting and physical restraint techniques include:

- Caring C hold
- Caring C steer and guide
- Friendly Hold
- Single Elbow
- Figure of Four
- Double Elbow
- Single Elbow to chair
- Single Elbow to knees
- Seated swap
- Half Shield

### 16. Restricting Liberties

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At the school, children and young people may never be:

- Locked in a room alone, without support and supervision (Seclusion)
- Deprived of food/drink
- Denied access to a toilet

In exceptional circumstances a student may be secluded in a safe space to reduce overall risk to him/ herself or others. There must always be at least two adults present and a senior member of staff must be notified immediately. If a student is secluded the incident must be fully recorded, and it must be shared with parents/carers, notified to the Local Authority and Safeguarding and Social Care, or a consultation call with the MASH team (Multi-Agency Safeguarding Hub).

A multi-agency planning, and strategy meeting must be arranged at the earliest opportunity following an incident of seclusion. The child’s risk assessment must be updated to reflect the exceptional use of seclusion. Any incidents of seclusion must also be shared with appropriate members of the governing body. Corporal punishment is illegal and is never used at the school.

Contingent touch may be used appropriately e.g. pat on shoulder in a public place, in the appropriate context. Holding may be used appropriately; by this we mean providing physical direction similar to contingent touch but more directive in nature e.g. the child or young person is led away by hand/arm/around shoulder.

### 17. Children with complex sensory

Needs may also request squeezing or deep pressure. This will be documented in sensory profiles.

### 18. Fixed-term Exclusions

We do not believe that exclusions are the most effective way to support students with SEND, and we will always try to adapt and personalise provision for all of our students in order to ensure that they are able to access education. In exceptional circumstances it may be necessary to exclude a student for a fixed time period and this would always be considered very carefully.

Exceptional circumstances include, but are not limited to:

- Incidents where the safety of the student, other students or staff is seriously compromised
- Incidents of knife crime or the deliberate use of weapons in school
- Incidents of sexual violence
- Incidents of significant deliberate damage to property

Decisions to exclude students are made on an individual basis and should always be a reasonable and measured response, which will have impact and provide a learning opportunity for the child or young person. Exclusions can also be managed internally, and a child or young person may be removed from class for a fixed period of time.

### 19. Permanent exclusions

It is extremely rare for us to permanently exclude a student at the School. In the event that the School is not able to meet the needs of an individual student, we will always aim to work with the child and young person’s family and the Local Authority to identify a suitable alternative placement for a managed move.

All exclusions will always be reported to the Governing Body, Local Authority and, where appropriate, the allocated social worker or Head of the Virtual School for Looked After Students.

### 20. Monitoring arrangements

This policy will be reviewed every 12 months but can be revised as needed. It will be approved by the governing board

#### Impact of non-compliance

<b>Staff:</b>	Disciplinary action, prosecution
<b>Student:</b>	Suspension, Temporary Exclusion, Permanent Exclusion, Action Plan, Support Plan
<b>Legislation/organisational:</b>	Reputational damage, litigation, statutory and non-regulated compliance. prosecution
<b>Compliance lead:</b>	Headteacher/Director of Schools
<b>Policy Reference:</b>	ELWS-OPR-005
<b>Version:</b>	7
<b>Agreed policy location:</b>	DatabridgeMIS and Company Webpage
<b>Does the policy require Governor approval?</b>	Yes

#### Approval

<b>Prepared by</b> Richard King Dec-20	<b>Approved by</b> Scott Roberts (Assoc. CIPD) Dec-20	<b>Counter Signatory</b> Tony Brown Dec-20	<b>Governor Approval</b> Martin Budden Dec-20
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Director of Schools, Pre 16 Education

Head of Corporate Services

CEO

Governor (Chair)

**Version Control**

<b>Version</b>	<b>Date</b>	<b>Revision</b>	<b>Review Date</b>
1	Jan-19	First Issue	Jan-20
2	Feb-19	Transferred to new Template	Feb-20
3	Mar-19	Annual review. Updated sections 11,12 and 13 to include recent Team Teach training and implementation.	Mar-20
4	Sept-19	Policy review and transfer to new template	Aug-20
5	Sept-19	Policy Review – Updated Appendix 3	Aug-21
6	Nov-20	Added section4: The Reward system – New incentive introduced at the school	Aug-21
7	Dec-20	Added section 11 – Students working from home	Dec-21

## Appendix 1 – Examples of Primary Action

Physical Restraint	Alternative school-based programme
Apology	School detention (after school)
Loss of privileges	Student/Parent contract
Restorative approach	Community Service (Volunteer work as a form of restitution)
Teacher meeting with student	Behaviour contract agreed
Mentoring	Referral to Behaviour Support Services
In-class time-out	School Leaders detention (Friday after school or over weekend)
Seat change	Behaviour referral to School Leader
Reinforcement of appropriate behaviours	Referral to Alternative Placement Panel
Teacher detention (Break)	Restricted activity
Contact parent	Modified school day
Individual Behaviour Plan set	Transfer to another class
Written reflection about incident	Managed move to another school
Daily report (teacher)	Internal Suspension 1/2 day (1 sessions)
Teacher detention (lunch time)	Internal Suspension 1 day (2 sessions)
Behaviour referral to SMT	Internal Suspension 2 days (4 sessions)
Daily report to SMT	Internal Suspension 3 days (6 session)
Teacher meeting with student and/or parent	Parent or guardian accompany student to school or
Referral to school counsellor	classes
Peer mediation	

## Appendix 2 – Behaviours

As a general rule, all MINOR behaviours should be dealt with by the class teacher. It is also an expectation that class teachers have a role to play in dealing with MAJOR incidents. When responding to a MAJOR incident a class teacher can either intervene with the student(s) involved and inform a member of SMT about their actions or refer the incident on to a member of SMT for further action. The threshold between MINOR Incidents and MAJOR Incidents are difficult to quantify and rely on the judgement of those adults involved. However, the seriousness is generally due to intensity of the incident or whether the same MINOR behaviour is being repeated over a period of time. The following is designed to assist in this process. If in doubt, speak to a member of SMT.

Behaviour	MINOR	Thresholds for Minors becoming MAJOR (Can be 1st time offence)
Cheating	Looking at other individual's answers. Asking others for help or answers during a test	Providing, receiving, or viewing answers to test items and/or having books, notes out during a test without permission.
Defiance	Refusing to follow a reasonable request to a specific direction/instruction of an adult through disobedience, unruliness, or noncompliance.	Refusal to report to the office, allow search, or attend detention/internal suspension.
Disrespect toward others/others equipment	Inappropriate comments. Walking away when being spoken to. Using/misusing others equipment. Using others equipment without permission.	Cursing or making physical gestures to others. Verbal abuse. Causing damage to the property and/or equipment of others.
Disruptive behaviour	Behaviour that interferes with instruction, learning, and a safe and orderly environment such as refusing to remain in seat and/or making rude noises.	Minor behaviours that are continuous for more than 10 minutes and cause significant disruption to school/classroom.
Inappropriate contact	Play fighting, rough play, pushing, scratching, and pinching.	Fighting, striking, punching, pulling hair, biting. Note: Can also be classed as physical aggression (major) if actions are carried out with the intent of hurting another student.
Leaving class without permission	Leaving class without permission for up to 5 minutes before returning	Leaving class without permission for over 5 minutes. Leaving class without returning would be a higher-level offence
Lying	Lying over minor issues	Lying over issues that may have major consequences
Misuse of school equipment	Knocking over equipment, using equipment without permission. Using computer without permission. Accessing music /games sites without permission. Breaking pencils, etc.	Throwing equipment (can also mover to deliberate damage and/or disruptive behaviour MAJOR). Accessing pornographic sites or using own software without permission.
Possession of electronic equipment/prohibited items	Possession or using mobile electronic equipment or any other prohibited item outlined in the School Code of Conduct.	3 times or more
Refusal to attempt/complete work	When instructed	Throughout the lesson
Teasing/hurtful comments	Making comments without thinking or understanding the meaning	Premeditated comments leading to bullying
Dress-code Infraction	Wearing clothes, hair, jewellery in contravention of the school dress code	Repeated violations of the school dress code over a period of time.
Unsafe behaviour	Climbing, running in corridors, swinging on chairs. Being in an area that is out of bounds.	Throwing objects, waving/swinging objects, pushing over furniture, jumping on tables – Putting themselves and/or others at risk by being in an area that is out of bounds.

**Appendix 3** – The following are *examples of* Major behavioural types and definitions *each behavioural incident will be taken on an individual basis and be categorised as deemed appropriate by the Pastoral team*

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**Alcohol, tobacco and other drugs incident**

Alcoholic substances; tobacco or tobacco products, such as electronic cigarettes; inhalants or other intoxicants substances; controlled and/or dangerous substances, including prescription drugs and substances represented as controlled drugs, and drug paraphernalia such as pipes.

**Possession** The student has on his/her person, or within the student's personal property, or has under the student's actual or constructive control, any of the substances listed in this offense.

**Consumption/Use** The student has consumed, ingested, assimilated, inhaled, or injected any of the substances listed in this offense.

**Distribution/Sale** A student has disseminated or transferred any of the substances listed in this offense with or without compensation.

**Possession with Intent to Distribute** The student has in his/her possession, as previously defined, any of the substances listed in this offense in a quantity or packaging to indicate intent to distribute or transfer to others.

**Arson/fire**

Attempting to, aiding in, or setting any fire on school property. This includes unauthorized possession of a flammable liquid or materials with the intent to set fire, including matches/lighters

**Bullying**

An intentional act which may be written, verbal, electronic or physical, that is aimed at demeaning another individual, is intended to cause physical and/or emotional harm and is repeated over time. Such acts can be carried out by individuals or groups and targeted at individuals or groups.

**Deliberate cruelty to animals**

Is witnessed causing harm or distress to animals.

**Deliberate damage to property**

Damage, destruction, or defacement of property belonging to the school or others.

**Inappropriate sexual contact (themselves or others)**

Attempts at, and/or the actual touching, groping, grabbing of others in their private areas or making physical contact of a perceived sexual nature. Also includes any instance of a student putting their hands inside of their pants or rubbing their private parts on any other object or person with the intent of sexual stimulation.

**Inciting/participating in school disturbance**

Causing a disruption to the atmosphere of order and discipline in the school or otherwise preventing orderly conduct.

**Indecent/offensive behaviour,**

Exposure, urinating/defecating in public, obscene gestures and actions.

**Leaving school without permission**

Leaving the school compound without permission.

**Physical aggression toward adults and/or students**

Exhibiting one of the following (or similar) behaviours, with the intent to cause harm to another person.

**Hitting** – using a hand or arm with a closed or open fist to hit (make forceful physical contact) with another person.

**Kicking** – using the foot or leg to kick or hit another person

**Head-butting** – using the head or face to hit (make forceful physical contact) with another person

**Scratching** – using the nails of the feet or hands to break the skin of another person.

**Pinching** – using the fingers to squeeze another person's skin hard enough to cause pain

**Biting** – using the teeth or gums to make contact with another person's body or clothing

**Pushing** – using any part of the body to forcefully contact another person's body with the intent to cause injury

**Throwing objects** – throwing an object that with the intent to hurt or frighten another person.

**Hair Pulling** – using any part of the body to grip and pull on another person's hair.

**Spitting** – any instance of saliva leaving the mouth of a student (excluding while the student is talking or yelling) with the intent of directing it at another student or adult.

**Possession of dangerous implements/weapons**

Any implement, or substance used as a weapon to inflict bodily harm, including any object or implement capable of causing harm or used in such a way as to cause harm to another. This includes, but is not limited to, guns, replica guns, knives, batons, laser pointers, and any propellants such as tear gas acid or pepper spray product.

**Possession/use of stolen property**

Being in possession or using the property of another person or institution without permission or knowledge of the owner.

**Prejudicial behaviour**

Behaviour of a verbal, written, or symbolic nature, committed against a person or property, which is motivated by the offender's prejudice, a negative opinion or attitude toward a group of persons based on their race, religion, disability, size, sexual orientation, or ethnicity/national origin.

**Threatening behaviour/threats (against adults and/or students)**

Any language (verbal or nonverbal) directed at someone in a threatening or harmful manner. This would include a threat with raised fist/weapon and/or a threat with close proximity 'in your face'. If it is meant to be intimidating/bullying, score under Bullying

**Selling goods**

Selling of goods on the school premises, unless given explicit permission by the principal to do so

**Stealing**

Taking or obtaining the property of another person or school without permission