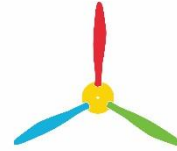




Cabot
Learning
Federation



Haywood
Village Academy
Behaviour Policy

Academy Name: Haywood Village Academy

Implementation Date: June 2022

History of most recent Policy changes

Date	Page	Change	Origin of Change e.g. TU request, Change in legislation
Date	E.g. Whole Document	Detail of change	Reason for change
20.4.22 – 12.6.22	Whole Policy	Various elements of the previous policy were reviewed.	Policy updated extensively to incorporate research, reading and practise linked to Thrive and Team Teach approaches within the school.
13.10.22	Section 11	Change peer on peer to child on child	Aligns with KCSIE 2022 update
22.1.24	Section 12	Further clarification and publication of internal approach to child on child abuse and anti-bullying response.	Response to child on child abuse review and professional conversations with trust safeguarding officer.



High aspirations - Valuing learning – Achievement for all

Behaviour Policy

1. Rationale

- 1.1 Our behaviour policy identifies the range of strategies our Academy will employ that will make our school vision and values a reality.

2. Principles

- 2.1 Haywood Village Academy recognises that understanding emotions is a key aspect of understanding and managing behaviour.
- 2.2 We understand that behaviour is a form of communication.
- 2.3 As a Thrive school, our approach ensures that the development of positive social, emotional and learning behaviour is at the heart of our behaviour policy.
- 2.4 We are committed to the emotional and mental well-being of our staff and pupils. We use our understanding of social and emotional development and learning as part of our approaches to all learning and in our response to behaviour.
- 2.5 Thrive embraces a relationship-based approach to learning. We place an emphasis on relationships as a priority in our signature pedagogy: we build positive, caring and trusting relationships between children and staff, pupils with their peers and between school and parents.
- 2.6 All pupils can learn to develop habits of positive behaviour to support their learning and that of others.

3. Expectations

- 3.1 Everyone understands the principles described above, and as such supports the development of all children in their learning about their behaviour and the behaviour of others.
- 3.2 Everyone exemplifies behaviour that reflects the community principles of high aspirations, valuing learning and achievement for all:

3.2.1 High aspirations:

- Be ambitious and optimistic towards all learning.
- Have respect for themselves, others and their environment.
- Behave with honesty and empathy towards others.
- Show mutual respect and responsibility towards people and property.

3.2.2 Valuing learning:

- Adhere to the expected behaviour showing they are 'Ready to Learn'.
- Learn and have opportunities to develop the characteristics of 'Great Learners'.

3.2.3 Achievement for all:

- Celebrate success in themselves and others.
- Understanding of others and recognising achievement.
- The school will implement a range of rewards, including certificates, to further recognise achievement.
- Showing pride in their school, people and learning of themselves and others.

4. **Ready to Learn**

- 4.1 'Ready to Learn' recognises that staff assist pupils to be ready to learn, and this includes ensuring children's health and well-being are considered and prioritised as they care personally for children.
- 4.2 The 'Ready to Learn' approach is underpinned in the school's values: respectful, honest, trustworthy, empathetic, responsibility and kindness. Demonstrating the school values supports the culture of a readiness to learn for all pupils.
- Show respect in the way they interact with others
 - Be honest when they talk about behaviour
 - Be responsible for behaviour for learning and the learning of others
 - Demonstrate that we can be trusted
 - Understand and empathise with the situations, feelings and actions of others
 - Be kind to others
- 4.3 Every pupil in every class will be expected to adhere to the expected behaviours showing they are 'Ready to Learn'; this means they will value their own learning by:
- Moving around the school and into classrooms calmly and quietly ("Thank you")
 - Being ready to listen in silence when asked (3,2,1, "Ready")
 - Contribute positively and respectfully (example: *hands up*)
 - Listen to others when they are speaking (looking and still)
 - Settling to task quickly (Class Teachers to share time frames)
 - Completing tasks as instructed (example: silent, quiet, talk / independently, paired, group)
- 4.4 The role of parents can support positive behaviour and a readiness to learn.
- 4.4.1 We also expect our parents and carers to:
- Promote positive attitudes towards school and support children with home learning.
 - Ensure children are ready to learn, which includes eating breakfast before school starts, a good night's sleep, being dressed in school uniform and have the correct equipment/resources they need for school.
 - Ensure children arrive to school on time and are collected at the end of the day on time.
 - Communicate any concerns or important information to the school.

5. **Great Learners**

- 5.1 Pupils will demonstrate the characteristics of being a 'Great Learner' and these will be highlighted and celebrated through the distribution of stickers and specific feedback/praise to the whole class.
- 5.2 The Great Learner characteristics are: curiosity, making links, oracy, motivation, resilience, courage and reflectiveness.
- 5.3 We believe that the characteristics of 'Great Learners' can only be developed when all children are 'Ready to Learn'.

6. **Recognition and Rewards**

- 6.1 All school staff use these rewards to encourage children's positive behaviour:
- Gold Book
 - Star of the Week
 - Star points and Team Points
 - Lunch time award
 - Recognition stickers to highlight and support community prompting for discussion about successful learning
 - Verbal recognition, praise and encouragement
- 6.2 Staff to regularly recognise, praise and encourage appropriate behaviour.
- 6.3 Very special work or behaviour is noted in the Principal's Gold Book and the children are celebrated.
- 6.4 Class teachers to nominate children each week to receive *Star of the Week* certificate in assembly: Key Stage 1 – 1 child; Key Stage 2 – up to 2 children.

- 6.5 Children to receive star points for good behaviour and achievement. These points continue every day and when children reach the top of the stars they are rewarded with a team point. Each class displays 5 golden stars.
- 6.6 Certificates will be used for rewards.
- 6.7 The school teams will be:
- Brunel - Blue
 - Price - Green
 - Campbell - Yellow
 - Cabot - Red

7. Consequences

- 7.1 We refer to our 'Ready to Learn' and school values (respectful, honest, trustworthy, empathetic, responsibility and kindness) throughout and then consider using a sanction.

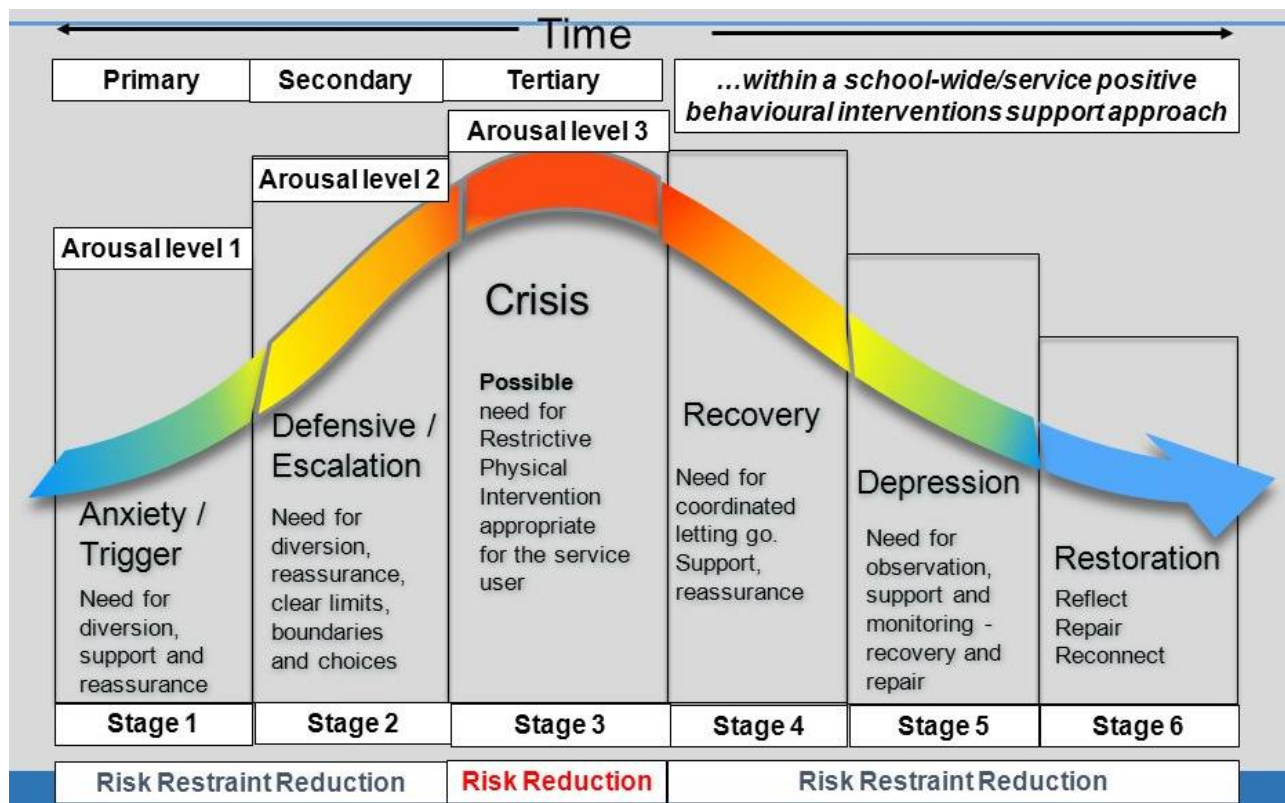
	Response
<p>1) Recognise The child is noted for not being 'Ready to Learn' and expectations for what Ready to Learn looks like is shared, if necessary.</p>	<p>➤ Suggested scripts: <i>"X, you do not seem ready to learn...are you okay? / Do you need help?"</i> <i>"I can see you are feeling..."</i> <i>"Making the choice to ... is not being ready to learn. It is not showing (value). Please focus on your learning."</i> <i>"I wonder how we can help you to ..."</i></p> <p>➤ Consider referring to the Stages and Levels of Crisis (section 8)</p>
<p>2) Reminder The child receives a 'Reminder'</p>	<p>➤ Suggested scripts: <i>"X, this is a reminder for"</i> <i>"I...We...You... I expect to see (behaviour), we are showing (behaviour), you need to be showing (behaviour) to be ready to learn for you and others."</i></p>
<p>3) Refocus The student is told they need to refocus and should calm down / work (supervised) in a different location within the classroom/ learning environment.</p>	<p>➤ Suggested scripts: <i>"X , we gave you a reminder for.... It is now necessary for you to have time to refocus. This means you will need to move to that location of the classroom/learning environment."</i></p>
<p>4) Lose Time & Reflect The child to lose minutes of playtime to 'reflect'. This is up to 10 minutes led by the Class Teacher.</p>	<p>➤ Suggested scripts: <i>"X, After the refocus, you have continued to ... As a result you will stay in for playtime for up to 10 minutes to reflect on your behaviour"</i>.</p>
<p>5) Move and have 'reflection' later The child may be removed from the classroom and spend time in another classroom. A record of this is noted by the Class Teacher. The child will spend time in 'reflection' at lunchtime with the Senior Leadership Team (SLT) of up to 1 hour.</p>	<p>➤ Suggested scripts: <i>"X, You have continued to You will now go toclassroom to continue your learning or speak to the teacher about your behaviour.</i> <i>"As a result, you will have to spend time reflecting on your behaviour at lunchtime with (Principal team or member of SLT)"</i></p>

<p>6) Rebuild Following persistent and or significant incidents, the child's behaviour will be closely monitored and supported for improvement.</p>	<p>➤ Led by members of the SLT, the following consequences will be considered:</p> <ul style="list-style-type: none"> • A parent meeting • Risk Assessment • Pupil Passports • In-class behaviour chart and plan • Daily behaviour report 'Principal report' • Temporary managed moves • Internal / External Suspensions • Permanent exclusions
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- 7.2 The consequences are renewed each day with every day being a new day and a new start, unless the behaviour did not receive a consequence from the previous day's afternoon sessions.
- 7.3 If a pupil refuses to accept the third consequence (3 - 'Refocus'), the teacher can exercise the right to continue educating the class in another learning space, whilst senior leadership assistance is called to support behaviour of pupil(s) through the use of a 'red triangle'.
- 7.4 At the point in which a pupil's behaviour requires support because they are refusing to leave the classroom, they may be entering or already in the stages and levels of crisis as referred to below. In this circumstance, it may be necessary to remove the pupil from the learning environment; senior leadership will be required to authorise this decision and Team Teach strategies will be used. Team Teach positive handling will be used if the child is unsafe to themselves, unsafe to others or they are preventing the learning of others / their behaviour is prejudicial to the learning of others. A 'red triangle' message to members of SLT can be used to support this process.
- 7.5 Continual challenging behaviour is monitored using 'ABC sheets' which allow staff to develop insight into pupil triggers and how to better manage behaviour pre-escalation.
- 7.6 Inappropriate behaviours are listed by categories of severity in Appendix 1. Behaviour detailed in categories 4 and 5 would be automatically considered for suspensions or permanent exclusion.
- 7.7 As part of the Cabot Learning Federation alternatives to exclusion agreement can, when required, place students in to other CLF schools in response to either one-off serious incidents of behaviour or in response to persistent failure to follow the academy's rules.
- 7.8 Our Exclusions Policy details further details on the rationale and procedures supporting suspensions and permanent exclusions.
- 7.9 The Academy will always take into account SEND and the circumstances of other vulnerable students in implementing any aspect of the Behaviour Policy and are committed to working in partnership with parents/carers, the Local Authority and other services where it is recognised that a student's behaviour places them at risk of exclusion and whereby alternative provision may be required. In the case of pupils with a statement of SEND or Education Health-Care Plans (EHCP), the academy will always consider requesting an early annual review or interim/emergency review.

8 Stages and Levels of Crisis

8.1 The model for stages and levels of crisis:



8.2 The table below provides the stages and suggested responses to support de-escalation:

	Examples	Response
Stage 1 Anxiety/Trigger	Low level behaviour <ul style="list-style-type: none"> • Individual shows signs of anxiety • Hands over ears • Hiding face • Rocking or tapping • Withdrawal from group • Refusing to engage • Adapting defensive postures 	Divert, support and reassure <ul style="list-style-type: none"> ➢ Read the behaviour and body language ➢ Intervene early to know and remove sources of frustration (reposition child, briefly taking pupil out of situation – walk, “have a look at this”) ➢ Explain clearly what is happening and what will happen next (now and next reminders) ➢ Communicate – talk and I will listen ➢ Use appropriate humour / being playful ➢ Divert and distract ➢ Suggested scripts: <ul style="list-style-type: none"> • I can see you're feeling... • How about we.... • Have you seen..? • When I feel ..., I like to ... (talking alongside)
Stage 2 Escalation	Medium level behaviour <ul style="list-style-type: none"> • Displays high tension • Making noises and moving around • Belligerent and abusive • Talking louder, higher, quicker 	Divert, support and reassure, clear limits, boundaries and choices <ul style="list-style-type: none"> ➢ As above responses ➢ State desired behaviours clearly ➢ Set clear and forceable limits ➢ Offer alternatives and options ➢ Offer clear choices ➢ Offer a get out with dignity

	<ul style="list-style-type: none"> • Aggressive posture, including handling of potential weapons (pencils) • Low level destruction • Challenges (“I will not, you can not make me”) 	<ul style="list-style-type: none"> ➤ Consider making the environment safer alerting potential need for help (“We need support”) ➤ Removing the audience ➤ Guide the elbows towards safety ➤ Suggested scripts: <ul style="list-style-type: none"> • I ... We... You.... school values • We can see you feel... • We understand you feel... • Shall we explore this ... • Let's resolve this issue by talking. • It is not safe to.... • I am reminding you of what you have been asked to do you need to follow the adult instruction. It is not okay to • We will expect you to complete the missed learning task and this can happen in your playtime, either this morning, lunchtime or tomorrow. • Well done for choosing to return to your learning.
<p>Stage 3 Crisis</p> <p>‘Red Zone’ (Zones of Regulation)</p>	<p>High level behaviour</p> <ul style="list-style-type: none"> • Shouting and screaming • Crying • Damaging property • Headbanging against people or surfaces • Slapping or punching self • Hurting others (headbutting, pinching, biting, kicking) • Moving towards danger • Climbing trees, roofs or out of windows 	<p>Restrictive Physical Intervention</p> <ul style="list-style-type: none"> ➤ Make the environment safer ➤ Move furniture and remove weapons objects ➤ Guide assertively – hold or restrain if absolutely necessary. Ensure face, voice and posture are supportive not aggressive ➤ Use Help protocol: “More help required” ➤ Supportive adults offer “More help available?” Supportive adults may not necessarily take over but support through task (e.g. get additional trained adult, collect water bottle) ➤ Suggested scripts: <ul style="list-style-type: none"> • I can see you are angry... • I would be angry too if... • I can hear that • I can see that • It must be really difficult when • I am wondering if • Thank you for telling me that • I see you are finding it really hard because • I know you are angry/scared/worried but I am listening to you
<p>Stage 4 Recovery</p>	<p>The recovery stage</p> <ul style="list-style-type: none"> • Could be confused with anxiety stage • May sit in hunched position • In an enclosed space • Can revert to crisis without build up 	<p>Co-ordinated letting go, diversion, support and reassurance</p> <ul style="list-style-type: none"> ➤ Support and monitor ➤ This may not be a good time to touch, as touch at this stage can provoke a revision to crisis ➤ Give space and time ➤ Insulation from sources of frustration (e.g. triggers, noise, crowds, people watching) ➤ Look for signs that the person is ready to communicate. ➤ Suggested scripts: <ul style="list-style-type: none"> • We are going to give you space • Let us move to... • We can play this...” (non-related to incident game/puzzle)

<p>Stage 5 Depression</p>	<p>The depression stage</p> <ul style="list-style-type: none"> • After the incident, people can become depressed. They may not want to interact but still need support and reassurance. 	<p>Observation, support and monitoring- recovery and repair</p> <ul style="list-style-type: none"> ➤ Reassure ➤ Personalised response to previous trauma and trauma informed response. ➤ Low threat, low challenge opportunities ➤ Suggested scripts: <ul style="list-style-type: none"> • <i>Shall we go and (preferred activity of interest, visit an adult)</i> • <i>You can join me to do a job I need to do...</i>
<p>Stage 6 Restoration</p>	<p>The restoration stage</p> <ul style="list-style-type: none"> • Post incident support 	<p>Review, Reflect, Repair, Reconnect</p> <ul style="list-style-type: none"> ➤ Support, reassure and monitor ➤ Respond to any signs that the person wants to communicate ➤ Show concern and care but do not attempt to resolve residential disciplinary issues at this stage ➤ Apply TELL <p>Suggested scripts:</p> <ul style="list-style-type: none"> • <u>T</u>ime: listening for time and choosing the right time - <i>"We have time.." We are going to talk about how you feel and what happened..."</i> • <u>E</u>nvironment: Comfortable, neutral with no disturbance. Remove artificial barriers sitting alongside. <i>"Let us sit in this room / space..."</i>, <i>"How do you feel now?"</i> • <u>L</u>isten: "Listening with your eyes"; understanding their point of view; non-judgmental <i>"I understand what you are saying"</i>, <i>"Tell me more.."</i> • <u>L</u>isten: Share other perspectives; how we can work together; <i>"Do you have ideas of how we could avoid a repeat of this incident/behaviour?"</i>; <i>"There are strategies we can use when we feel..."</i>

9 Resolving Conflict

- 9.1 At Haywood Village Academy we teach children to resolve conflicts in a calm and respectful way. We train children to help 'resolve disagreements' and hold restorative conversations with adults and children.
- 9.2 We believe it is important to promote mutual respect and eliminate 'hit-back' reactions which often cause further problems.
- 9.3 We encourage children and parents to have a positive view of school and all members of our school community.
- 9.4 The support of parents in achieving this aim is crucial.

10. Restraint/Positive handling

- 10.1 The safety of all students is paramount at all times.
- 10.2 There are times during the school day when it is entirely appropriate for adults to use physical contact with students, for example, when demonstrating teaching in P.E, supporting learning or administering first aid.
- 10.3 Should the actions of a child be prejudicial to the education of others, endanger the safety of themselves or others, positive handling (Team Teach) strategies will be considered and employed where deemed appropriate, in accordance with the Team Teach training and guidance.

- 10.4 Any Team Teach interventions which are used will be recorded in the Red Number and Bound Book.
- 11 Child on child abuse
- 11.1 "Child-on-Child abuse can be motivated by perceived differences e.g., on grounds of race, religion, gender, sexual orientation, disability, or other differences. It can result in significant, long lasting, and traumatic isolation, intimidation, or violence to the victim. Children who harm others may have additional or complex needs e.g., significant disruption in their own lives, exposure to domestic abuse or witnessing or suffering abuse, educational under-achievement, being involved in crime. It should be recognised that child on child abuse is harmful to both the perpetrator and the victim."
- 11.2 Child on child abuse can be a one off incident. Bullying (see section 12) would be considered as repeated child on child abuse.
- 11.3 When child-on-child abuse is disclosed or witnessed at Haywood Village Academy, the incident is recorded on CPOMS or on a safeguarding referral form at the earliest opportunity. This incident must be categorised on CPOMS as child-on-child abuse, if this is not accurate incident logs will be edited by a member of the Safeguarding Team.
- 11.4 All staff involved in the child-on-child incident will follow the behaviour policy, taking each incident seriously through investigation of the facts. It is essential that pupil voice of both the victim and perpetrator is gathered, and all parents/carers are informed of incidents in a timely manner.
- 11.5 If the incident cannot be managed, in the moment, through the behaviour policy and is assessed as an immediate significant risk, staff must report instantly to a member of the senior leadership team through use of a red triangle or radio for support.
- 11.6 Assessment process of child on child:
- 11.6.1 The DSL (Sarah Saunter) and DDSL's (Craig Jones and Truon Ellis) will assess all child-on-child incidents in weekly and termly strategic safeguarding meetings. Using our knowledge of the child and their family circumstances/ history, we are looking for:
- repeat incidents and signs of bullying,
 - level of harm/ risk to the victim and wider peer groups, including physical and mental health considerations,
 - previous intervention and behaviour management strategies,
 - contextual safeguarding considerations,
- 11.6.2 The assessment process will include action planning and review timescales, with all child-on-child incidents '**assigned to**' a case lead on CPOMS, which could be member of the principal team, and/or Safeguarding Team. The safeguarding team review all child-on-child incidents termly when compiling the end of term safeguarding report, which is reviewed in Academy Council Link meetings with Academy Councillor, Kathryn Volk.
- 11.7 *Response to victims of child on child abuse:*
- 11.7.1 Timely 'post incident' support is provided to the victim, considering pupil voice through our care personally approach.
- 11.7.2 Support may include, but not be limited to:
- internal referrals to the Inclusion Team,
 - increased monitoring by Class Teachers, Learning Partners and SMSA's,
 - Thrive and/or Family Support work,
 - communication with the victim's family
 - planned restorative work with the perpetrator (if pupils agree and the Safeguarding Team assess as appropriate),
 - external referrals where appropriate e.g., to EMHP,

- sharing information with external professionals where appropriate e.g., social care, early help, CAMHS.

11.7.2 *Response for perpetrators of child on child abuse:*

11.7.3 Timely 'post incident' support is provided to the perpetrator, considering pupil voice through or care personally approach. Support may include but not limited to:

- internal referrals to the Inclusion Team,
- increased monitoring by Class Teachers, Learning Partners and SMSA's,
- Thrive and/or Family Support work,
- communication with the perpetrator's family
- planned restorative work with the victim (if pupils agree and the Safeguarding Team assess as appropriate),
- external referrals where appropriate e.g., to EMHP,
- sharing information with external professionals where appropriate e.g., social care, early help, CAMHS.

11.7.4 *Consequences for child on child abuse:*

11.7.5 As well of the child-on-child 'post incident' support options outlined above, Stage 6 of the behaviour policy, 'Rebuild', may be applied by the Senior Leadership Team and/ or Safeguarding Team, following persistent and or significant child-on-child incidents, the perpetrator's behaviour will be closely monitored and supported for improvement.

11.7.6 The following actions may be considered:

- Meetings with parents/ carers
- Risk Assessment and contextual safety planning
- 'ABC' sheets and/or Pupil Passports
- In-class behaviour chart and plan
- Daily behaviour report 'Principal report'
- Temporary managed moves
- Internal / External Suspensions
- Permanent exclusions

12 **Anti-Bullying**

12.1 Bullying is *the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online* (Anti-Bullying Alliance).

12.2 Our school's policy for the prevention of bullying is based upon four views:

- Bullying has no place in our school.
- When bullying happens, it is always right to tell.
- We will not ignore bullying and swift action will be taken by all staff to support the victim and then supporting the perpetrator towards improved behaviour.
- We will use preventive anti-bullying behaviour strategies to avoid bullying happening in the first instance.

12.3 The academy will appoint a designated anti-bullying officer, from the safeguarding team, to coordinate the response to identified anti-bullying.

12.4 *Preventive anti-bullying behaviour strategies:*

12.4.1 Ensure that the supervision of children in our care is effective.

12.4.2 All staff to encourage positive play during break times.

12.4.3 Incorporate a mindful approach (Jigsaw) to PSHE through personal, social, health and economic education with emphasis on emotional literacy, mental health and SMSC, especially spiritual development.

12.4.4 Tackle bullying openly through direct teaching.

12.4.5 Provide and develop, through the delivery of the curriculum, pupils' understanding of diversity. This may include visits, visitors and media.

12.4.6 Celebrate diversity within classroom environment and assemblies.

- 12.4.7 Staff refer to the school values and zones of regulation to support positive and constructive language.
- 12.4.8 Adults to role-model challenge and negotiation in the classroom.
- 12.4.9 Provide a safe environment that allows children to share concerns and worries with children and adults at an early stage.
- 12.4.10 Educate children about the impact bullying has on others.
- 12.4.11 Undertake pupil conferencing to support review of pupil voice in school.
- 12.4.12 Record any incidents which may be viewed as bullying on CPOMS.

12.5 *Bullying Response Strategies:*

- 12.5.1 All staff adhere to this behaviour policy, with particular reference to consequences.
- 12.5.2 Tell everyone involved in our school about our attitudes to bullying and our procedures for dealing with it.
- 12.5.3 Deal with any incident of bullying by talking to everyone involved keeping written records on CPOMS and informing parents.
- 12.5.4 Parents/carers of the aggressor and victim will be kept informed of incidents and outcomes and will be communicated with them and with both the safeguarding team and colleagues who work regularly with the pupils involved.
- 12.5.5 Teaching team to provide support and education (curriculum) to improve healthy relationships as part of response to bullying.

13 **Policy Review:**

- 13.1 This policy will be reviewed by September 2025

Appendix 1: Inappropriate behaviour

The following is a table of some of the inappropriate behaviours that children may display. We have categorised them into behaviours we consider to have similar levels of impact and negativity. Sanctions and consequences for any behaviour are always considered in the context of how the behaviour was exhibited.

Category 1	Category 2	Category 3	Category 4	Category 5
<ul style="list-style-type: none"> • Not focusing on learning • Rocking on chairs • Drawing on whiteboards • Distracting others • Not lining up 'properly' • Patting to get attention • Talking when they shouldn't be • Not trying to listen • Fiddling to distract • Misuse of manipulatives/equipment • Shouting/calling out • Eye rolling/flippancy 	<ul style="list-style-type: none"> • Talking over others to distract • Refusing partner/group work • Refusal to join in • Running inside school building • Chatting/fidgeting/poking in gatherings/assemblies • Disrespectful behaviour e.g. rolling eyes/tutting • Running in corridors • Not looking after equipment e.g. broken stationery • Making distracting noises • Not following agreed noise levels as instructed • Lack of respect through body language/ rolling eyes/shrugging 	<ul style="list-style-type: none"> • Not looking after equipment • Not following instructions • Walking around during input • Disrespectful language • Weeing not in toilet (consider age) • Throwing objects • Swearing • Carrying on playing when bell has gone/not returning to class • Hiding • Not accepting responsibility for bad choices • Disregard for others e.g. laughing at • Play-fighting resulting in hurting or injury to others. • Defacing school property 	<ul style="list-style-type: none"> • Child on child abuse (which could include some of the examples below). • Spitting (not at someone) • Running away • Throwing chairs/objects • Leaving the classroom without permission • Lying (depending on context) • Climbing (to avoid adult/escape) • Verbal aggression/abusive language • Swearing • Answering adults back • Direct defiance of a clear instruction • Not treating all adults with the same level of respect 	<ul style="list-style-type: none"> • Running off site • Weeing on floor on purpose • Spitting at someone • Violence to adults • Racism • Deliberately hurting themselves • Deliberate damage to school property • Violence to other children • Throwing objects at others • Repeated child on child abuse / Bullying • Refusal to make safe choice • Breaching social distancing as outlined by the government