



# Serenity School

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## Behaviour for Learning Policy

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## Behaviour Policy

Serenity School is for pupils with a range of Special Educational Needs; it is therefore, a school environment and its most important role is to offer the best education possible to the pupils who attend. Good order, structure, routine and discipline are essential elements in effective teaching and guiding learning.

**It is clearly of the utmost importance that every lesson taught has been well planned, properly resourced and differentiated so that every pupil is able to achieve the learning objective. Such lessons are much more likely to engage pupils and minimise the risk of inappropriate behaviour.**

It is also important to maintain a positive behaviour plan in the classroom and all department staff will contribute to an active plan that is discussed on a weekly basis as best practice. It is clearly preferred to reinforce desired behaviour rather than to punish and sanction pupils whose behaviour is less than acceptable.

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

A clear school behaviour policy, consistently and fairly applied, underpins effective education. School staff, pupils and parents should all be clear of the high standards of behaviour expected of all pupils at all times.

As a school we encourage positive behaviour through the promotion of high expectations, clear understanding of policy and an ethos which fosters discipline and mutual respect between pupils, and between staff and pupils. It is intended that we offer all pupils the very best standards of teaching so that the foundation for pupil engagement is strong and supports good relationships and high self-esteem.

Rules that are enforced by staff that pupil's value are much more likely to be followed. It is important, therefore, to develop good quality relationships with pupils. This is achieved through effective teaching, therapeutic and counselling support, taking opportunities to talk with pupils outside of lessons and in wider extra-curricular activities. School rules are the scaffolding that supports learning, and they must be reinforced and maintained by every member of staff.

Our School has in place a range of rewards based on choice to reinforce positive behaviour, and clear consequences for those who choose not to comply with the school's behaviour for learning policy. These are proportionate and fair responses.

The following also support positive behaviour management: (See rewards ladder Appendix 1)

- 1) A consistent approach to behaviour management;
- 2) Classroom management delivered by teacher and progress partner working together;
- 3) Behaviour strategies and the teaching of positive behaviour and role modelling expectations;
- 4) Staff development and support;
- 5) Pupil support systems;
- 6) Liaison with parents and other agencies;
- 7) Managing pupil transition, and

8) Organisation and facilities.

### **Use of safe spaces/ calm rooms & areas**

Within the school there are a number of smaller spaces to help children to manage their own behaviour when distressed or challenged. At our School we call them a safe space/time out or calm rooms (dependent upon where they are in the building). There is also the 'I Can Room' led by the Head of Pastoral and Behaviour.

These spaces have a multipurpose role – dependent upon the need at the time of the incident

### **The Purpose of the Safe Space/Time Out/Chill Out rooms**

To enable children who are distressed, angry, and violent or in an agitated state to spend an appropriate period of time, in privacy, in a safe place, in order to regain composure.

For some pupils, their individual behaviour plans include, as part of a managed strategy access to these areas, to support them. They are used for the minimum amount of time required.

Alternatively, this space can sometimes be used for pupils who require a more staff directed time "Time Out" – in some cases to avoid or limit the use of restrictive physical intervention (**PRICE – PROTECTING RIGHTS IN A CARING ENVIRONMENT**).

### **Time Out/Isolation**

In the recent DfE "Behaviour and discipline in schools – advice for Headteachers and school staff" document states in paragraph 42 that a school "can use a separate room when it is in the best interests of the child and other pupils. Any use of isolation that prevents a child from leaving a room of their own free will should only be considered in exceptional circumstances and if it reduces the risk presented by the child to themselves and others."

We define exceptional circumstances as being when it would be more physically distressing for the child to be restrained; that a restraint may potentially last for a significant period of time, which in our opinion is not healthy for children or adults; that the child is using force directed at other pupils and staff, and needs to be prevented from harming themselves, other people or the property.

It would be at this point that support staff would be activated/called upon to ensure that the pupil could be prevented from leaving the room.

### **Description of spaces**

All rooms/areas have a glass wall or glass door to ensure children can be seen at all times/ in all areas.

During the daytime the school magnetic access system is available to activate all the doors for safeguarding all persons within the school.

Some doors such as the medical room have key lock, which can only be secured by the master key. Master keys are not issued to all staff. They are held by the key personnel, Headteacher and site facilities manager.

The calm room known as the 'Can Do Room,' is a large room and staff are required to be physically present in the room with the child.

## **General Practice of usage**

Children, who need peace and quiet or space on their own, for whatever reason, can take themselves to the room, with permission or guidance from staff.

Children are encouraged, as part of their social skill development to ask or to signal they need to go to the safe space.

Some children, as part of their positive handling plan have this area as an identified safe place.

Children may be escorted, using PRICE techniques (single/double elbow) to the safe space Time out room or placed in this safe space. A level 3R incident form will always be completed in this case.

The child will never be left unattended and should be observed from within the room.

If the door is open – staff can sit by the child or just outside the door.

Once in or at the room the child will be given every opportunity to settle and regain emotional stability. The adult will only begin a dialogue with the child and attempt to resolve the situation, at an appropriate time. Staff are instructed NEVER to take their eyes off the child/young person. Signs on the doors serve as a reminder to this.

The child will be encouraged, if appropriate, to talk through the antecedent behaviour that led to the situation. In most cases it would be hoped that the child would be able to return to class once any reparation has been made.

Ask the child/young person, would they like the door to be open or closed; ask if they would like you to be sitting with them in the calm area; ask if they would like to sit outside the room for a short while, whilst calming. Whatever you do – give them options.

Children will only remain in this safe space, for the **shortest possible time**, and may move to another area for further discussion and independent work – if appropriate.

If a child is extremely distressed and displays violent/challenging, a senior member of staff, or the pupil support manager should always be alerted in order to support the lead member of staff.

A record will and is always kept of time spent in the room. The calm room/safe space e-book is located on the Microsoft iCloud to ensure analysis and a permanent record. The frequency of its use will be monitored by the lead teacher responsible for B4L and by the Headteacher.

Parents are informed via their home school book, telephone call or by letter that their child has been distressed and the action taken by the school.

Opportunities for staff to debrief, particularly if the situation has been physically challenging, will be made.

### **The identified areas are used to:**

- Ensure the health and safety of pupils at all times being aware of any requirements in relation to safeguarding and pupil welfare
- Ensure that a pupil is kept in a safe space/time out room for the minimum amount of time necessary to calm them down or settle them so that they can return to lessons.

- All use of safe spaces and time out rooms are recorded immediately with the information transferred as soon as possible onto Bromcom MIS.

When poor behaviour is identified, sanctions or consequences should be implemented consistently and fairly in line with the behaviour for learning policy. **See Response Chart Appendix 1**

- a verbal reprimand;
- extra work or repeating unsatisfactory work until it meets the required standard;
- loss of privileges;
- loss of Golden Time and placed in Catch up.
- additional after school detention for repeated behaviour or failure to complete satisfactory Catch Up on any given day
- 1 or 2 hours detention for further escalated behaviours including failure to meet standards in classroom, Catch Up or failure to attend a one hour detention
- school based community service or imposition of a relevant task e.g. helping to clear up the dining hall after meal times; or removing graffiti;
- in more extreme cases the school may use inclusion, fixed term exclusion or instruct a change of school placement through the Local Authority.

### **Confiscation of inappropriate items**

What the law allows:

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

- 1) The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items, provided they have acted lawfully.
- 2) Power to search without consent for "prohibited items" including:
  - knives and weapons
  - alcohol
  - illegal drugs
  - Substances described as "legal highs".
  - stolen items
  - tobacco and cigarette papers
  - fireworks
  - pornographic images

Pupils are not permitted the use of mobile phones during the school day. They are required to hand these in on arrival at school. Pupils who refuse to hand in their phone will not be permitted entry to the school on safeguarding grounds.

### **Positive Action Scheme – Rewards and Consequences Ladder**

This **Positive Action Scheme** is a part of Serenity School's overall behaviour policy. The Scheme spells out the actions that staff should take when dealing with incidents of unacceptable and challenging behaviour as well as meriting and encouraging the use of acceptable and appropriate behaviours. The plan is produced in

the context of a school that is a) teaching high quality and engaging lessons b) understands the nature of each pupil's academic and emotional needs. It is intended that pupils gain more rewards than consequences, and therefore learn consistent positive behaviours to support behavioural change. The system we use is a Reward System, that offers an interface in classrooms with instant motivation for pupils to remain positive and focused.

The reward and consequences system is explained below.

### **Behaviour Code**

The School's 5 Principles of Positive Behaviour are displayed throughout the school and in classrooms. These are:

**We Take Care of Ourselves**

**We Take Care of Each Other**

**We Take Care of Our Learning**

**We Take Care of Our School, Our Community and Our World**

**We Take Care for Our Future**

The 5 principles are sufficiently broad to encompass all other pragmatic "bi-laws" of a successfully functioning school.

Rules can be reinforced and pupils reminded using one of the 5 Principles e.g. "No running in the corridors" can fit under "We Take Care of Others" or "We Take Care of Our School".

Pupils are rewarded for good behaviour through praise that reinforces acceptable behaviours. In particular desirable learning behaviours are especially reinforced thus pupils are rewarded for effort and perseverance in addition to successful outcomes.

### **Whole School Rewards System**

**It is essential that all staff use rewards as often and as extensively as possible. Rewards must be far more frequent than Consequences.**

- Rewards help to build a confident, positive 'can-do' ethos and will bring clear benefits to your interactions and success with pupils inside and outside the classroom.
- They help to celebrate and validate achievement, service and effort.
- All pupils will start with 1000 points at the start of the new academic year in September. Points are added when rewards are given and taken away when consequences are given. If a pupil keeps their points above 1000 points they remain eligible for school trips.
- They are an important motivator and are a way of recognising the majority of pupil's successes.
- When staff issue a reward, they are responsible for logging this on the system or by using the App on the department iPad to instantly record this, which is best practice.
- Rewards can be given to any pupil behaving appropriately around the school not just to those you teach who merit praise. (See Appendix 1 for summary of Rewards and Consequences Ladder from Reward System)
- The Head of Pastoral and Behaviour will regularly contact all parents of pupils who receive R3 and

above to congratulate them and send a letter of commendation home as well.

- This will run in parallel to the Behaviour for Learning Consequence Ladder Scheme as the Head of Pastoral and Behaviour will also communicate C3-5 offences via telephone and letter. C1 and 2 are everyone's responsibility to follow up on and communicate to parent or carer.
- We believe in rewarding pupils extensively for their effort, hard work and contribution to school life.
- To help them celebrate their success and effort, we have many activities/ rewards organised throughout the school year to keep the motivation of all pupils as high as possible.
- Regular celebration of attendance, punctuality, effort in lessons and beyond the classroom form part of our weekly Rewards Assembly. In each Rewards Assembly held on Friday the individual and form group with the best performance for the week based on effort will be celebrated.

### **Celebration Assemblies**

At the end of each half term we celebrate the success of many pupils who have outstanding attendance and those who win pupils of the week/month for hard work and dedication and/or contribution to school life.

### **Rewards Trips for:**

- Agreed level of achievement each half term
- 90% or better attendance
- Pupils on or above 1000 points on the league table

\*Those pupils with C4's or C5's will NOT be eligible.

- **Annual Awards Evening**

We will hold an annual awards evening at the beginning of the year to celebrate the previous year's achievement of many individuals who won prizes for hard work and effort in all subject areas, outstanding attendance and contribution to school life, as well as making important personal gains in social and emotional aspects of their own development.

- **Transition Prizes**

We offer a variety of motivation prizes to help motivate learners to seek Vocational Excellence, ranging from a pre-approved Apprenticeship Pathways through to industry specific items such as construction tools, technical items and equipment etc.

## **Behaviour Management and Support Strategies**

For many of our pupils, challenging behaviour is usually communication borne out of responses to situations and demands. This may be the only way our pupils have of gaining attention, expressing feelings, expressing needs or refusing to engage. Be mindful of this when considering an appropriate mode of action or response to behaviour.

### **Analysing Behaviour**

The Intervention stage of managing behaviour requires staff to use their own professional judgement to analyse behaviour or an incident that has occurred. Due to the broad range of disabilities and general social understanding

that our students have, an individualised approach to managing behaviour must be implemented. Therefore, in order to respond to a behaviour or incident appropriately, it is vital that staff analyse each situation accordingly to determine the most appropriate form of intervention. Analysis of these behaviours and incidents can be done by using a STAR (Settings, Triggers, Actions, Results) approach and taking into consideration each student's individual needs and difficulties as described within their Individual Behaviour Management Plan (IBMP)

**The STAR Approach:** *Analyse these aspects of the behaviour or incident*

The STAR approach offers an eclectic mix of principles and strategies derived from a variety of approaches. The STAR approach adopts the view that challenging behaviour is highly complex behaviour which can have many causes. They recognise that much behaviour is learned but argue that a person's learning history is only one of the factors involved. The STAR approach requires analysis and intervention at the following levels:

### **S - Settings T - Triggers A - Actions R - Results**

**Settings** are defined as the general contexts in which behaviour occurs. They determine the individual's motivation to achieve, and work for, results which might be available to him at any time. Every attempt is made to find out why the behaviour arose initially. Settings can be internal or external to the individual.

The external influences might be:

- life events (e.g. loss, change, trauma, abuse);
- Current social climate (e.g. deprivation of relationships, conflict and hostility, lack of control, unnecessarily strict control);
- Current activities (e.g. level and type of stimulation, access to desired activities);
- Current physical climate (e.g. noise level, temperature, levels of lighting).

Internal and personal influences may include, a lack of self-esteem; anxiety states; sadness and depression; boredom; communication problems; pain; tiredness and poor physical health; disordered thinking; a lack of social understanding; an inability to occupy self; and so on.

**Triggers** are defined as the particular signals which set off specific actions. They occur just before the behaviour and either increase a personal want, suggest a likely threat, or signal the availability of a desired reward. Examples include a change in activity, a new instruction, a high noise level, a memory of an event, the presence of a person who always responds in the desired way. The emphasis on triggers in the STAR approach reflects the increasing emphasis upon stimulus control in behaviour modification.

**Actions** are the challenging behaviours themselves. The STAR approach emphasises that the challenging behaviour must be defined in term of observable behaviours.

**Results** are the consequences which immediately follow the challenging behaviour. Results may be positive, negative or neutral.

The first crucial step is to clearly define in terms of observable behaviour the behaviour which causes concern. Some behaviours may occur as a cluster, e.g. a temper tantrum may include spitting, screaming, self-injury. Therefore, a decision has to be made whether to describe the behaviours as separate behaviours or as a group. Several behaviours may form a progressive sequence escalating in intensity and, therefore, a description of the sequence will be necessary.

**Life Coaching Programme** –This profile enables an analysis of behaviour and a programme to be developed with and for the individual child (sed for pupils demonstrating significant behavioural issues). In close partnership with staff, parents and carers, a programme is devised by the Pupil Support Manager and therapist to help address challenging behaviours.

### **Recording and Reporting Incidents**

The school records all behaviour incidents on Bromcom MIS using a series of forms that are easily accessible via PC, Laptop, tablet or phone

Forms for all serious incidents are signed by the staff and hard copies of incidents filed accordingly.

Types of Forms used:

- Child Protection and Safeguarding Form
- Positive Handling Form
- Cause for Concern
- Accident Form

It is school policy that all incidents must be recorded electronically before staff leave the site. In the event that this cannot be completed, this needs to be authorised by an SLT manager before the member of staff leaves the site, to ensure a member of the senior leadership team is aware of the incident.

SLT are responsible for following through the incidents, recording any discussions with parents and informing the Headteacher of any serious incident.

Forms of documentation are kept in paper copy and filed accordingly as well as electronic copies placed in the individual pupils folder on the Bromcom MIS.

The Head of Pastoral and Behaviour records all incidents on the pupil database, Reward System, which is analysed at least weekly as a standing item at SLT Meetings and on more regular basis if more serious incidents then immediately.

Where a pupil is causing concern, in relation to their behaviour, the analysis of the incidents impacts on the next actions, which may include:

Meeting with staff and/or parents to discuss concerns and develop an action plan, with timed review

Review of IBMPs and current practice Identify any training needs

Multi agency meetings

Involvement of EP or other specialist team

Referral to Doctor or other specialist service i.e CAMHS

## **Bullying**

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

All pupils in the school have an individual behaviour management plan, which is developed with class teacher, Progress Partners and parents or carers. The behaviour management plan is reviewed after any serious incident and on an annual basis as a minimum expectation. The IBMPs can be found in the SEND folder – Pupil Plans on Bromcom.

### **Definition of bullying**

Bullying is **“Behaviour by an individual or a group, usually repeated over time, that intentionally hurts another individual either physically or emotionally”**. Bullying results in pain and distress to the victim. Bullying can be:

- Emotional being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures) name calling, taunting, mocking, making offensive comments, taking belongings, producing offensive graffiti; gossiping, spreading hurtful and untruthful rumours.
- Physical - pushing, kicking, hitting, punching or any use of violence
- Racist - racial taunts, graffiti, gestures
- Sexual - This means unwanted conduct of a sexual nature – such as sexual comments, sexual jokes or taunting, physical behaviour like interfering with clothes, or online harassment such as sexting.
- Peer on peer sexual abuse - Abuse in intimate personal relationships between peers
- Sexual violence This means rape, assault by penetration, or sexual assault (intentional sexual touching).
- Sexist - negative comments regarding a person’s sex.
- Homophobic because of, or focussing on the issue of sexuality (See Anti- HBT Policy in Appendix)
- Verbal - name-calling, sarcasm, spreading rumours, teasing
- Religious related to religious beliefs and practices
- Cultural - related to cultural beliefs and practices
- Cyber - All areas of internet, such as email & internet chat room misuse Mobile threats by text messaging & calls
- Misuse of associated technology, i.e. camera & video facilities sending offensive or degrading images by phone or via the internet; *(See appendix 1 for more details)*
- Due to Special Educational Needs or Disability (SEND)
- Related to appearance of health conditions
- Related to home circumstances

### **Involvement of students**

We will:

- Regularly canvas children and young people’s views on the extent and nature of bullying.
- Ensure students know how to express worries and anxieties about bullying. Students who find communication difficult can be supported with appropriate AAC access.

- Ensure all students are aware of the range of sanctions which may be applied against those engaging in bullying.
- Involve students in anti-bullying campaigns in schools.
- Publicise the details of help lines and websites.
- Offer support to students who have been bullied.
- Work with students who have been bullying in order to address the problems they have.
- Actively encourage bystanders to tell an adult and/ or get help if they observe bullying and to give sympathy to the person being bullied.

### **Strategies for preventing, identifying and responding to bullying**

We will:

- Work with staff and outside agencies to identify all forms of prejudice-driven bullying.
- Actively provide systematic opportunities to develop students' social and emotional skills, including their resilience. Our PSHEC; SEAL, form tutor time and assembly themes will provide most of these opportunities. Other opportunities will be developed through the pastoral support system.
- Monitor and look out for any signs of bullying by observing possible changes in behaviour, such as becoming nervous, feigning illness or clinging to adults.
- Monitor work patterns, absence, truancy and lack of concentration as further possible signs of bullying.
- Consider all opportunities for addressing bullying including through the curriculum, through displays, through peer support, National Healthy schools programme and through the School Council.
- Train all staff including lunchtime staff to identify bullying and follow school policy and procedures on bullying.
- Actively create "safe areas" for vulnerable children and young people.
- Regularly remind all students that if they see bullying or are being bullied that they need to seek help from a safe and responsible adult

Provide a secure warm environment for discussion.

### **Reporting, Recording and Monitoring**

We will:

- Provide confidential and varied routes to staff and students to report bullying. This will include utilizing The Bullying Ladder and STEPs Model and may also include "Worry" boxes which would be emptied regularly and acted upon, drop-in sessions provided by health services, and an open door policy to meet a member of the Senior Leadership Team (SLT).
- Provide fair and effective investigation.
- Obtain empathetic support from the participants including the bully
- Make sure that staff don't apportion blame to the bully in discussion
- Make sure that nobody thinks that being a bully works by giving the attention they seek for their negative actions
- Make sure that staff use every opportunity to praise everyone involved when positive circumstances occur
- Information will be shared with staff at debriefing meetings and actions agreed to be followed up
- Parents will be informed – by telephone; meeting in person or a home visit
- Punitive measures will be used as appropriate and in consultation with all parties concerned
- Ensure that all staff agree the approach which will be reflected in the student's anti bullying plan
- Encourage parents to talk to class staff or head of department about any bullying concerns they have
- Offer lunchtime activities to reduce numbers on the playground and to engage students in positive behaviour

- Follow up systems to ensure that agreements are sustained.
- Record a clear account of the incident which is logged using 4 WWWs.
- All concerned in the incident will be interviewed by a member of the SLT.
- Parents will be kept informed
- Information about these incidents will be stored electronically on Bully Watch, giving us the ability to analyse the data over time and react to trends/patterns using the Bully Ladder when appropriate.
- Records of disciplinary steps will be kept and these will include:
  1. Stage 1. Official formal warnings and letter issued to parents/carer, and the student where appropriate being placed on the school report system.
  2. Stage 2. Formal meeting with HOS and contract issued, monitored by SLT
  3. Stage 3. Formal meeting with HOS, Schools Police Team and other associated professionals working with the student. An ABC is issued for 6 months with Police team
  4. Stage 4. Review of Placement and transfer of EHCP

Other examples of consequences used to eliminate bullying include;

5. Catch Up Time & Detention
  6. Exclusion from certain areas of the school
  7. Minor fixed term internal or external exclusion
  8. Major internal or external exclusion
- Students will not be excluded from the school for being bullied, even if the school believes that they are doing so for the student's benefit.
  - The sanctions that are given will take into consideration the frequency, severity and nature of the bullying and the individual's SEN needs and disability as to what is seen appropriate as a sanction. All good and appropriate behaviour will be celebrated formally in assemblies and in class.
  - Any incidents that involve racial issues will be reported to the LA, Police and all parents of those involved will be notified
  - All bullying incidents will be recorded by pastoral staff and will be monitored to identify patterns of bullying behaviour by lead staff responsible for B4L.

Students who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with class staff, pastoral staff or member of staff of their choice
- Reassuring the student
- Offering continuous support
- Restoring self-esteem and confidence
- Some students (with parent consent) may be offered the opportunity for school-based intervention sessions on a 1:1 or small group basis.

Students who have bullied will be supported by:

- discussing what happened
- discovering why the student became involved
- establishing the wrong doing and need to change
- informing parents or guardians to help change the attitude of the student

It is the responsibility of:

- Directors to take a lead role in monitoring and reviewing this policy.
- Directors, the Headteacher, Senior Managers, Teaching and Non-Teaching staff to be aware of this policy and implement it accordingly.

- The Head of School to communicate the policy to the school community.
- Students to abide by the policy.

## **Prevention**

Measures that will be taken to prevent bullying within the school include:

- writing a set of class rules
- signing a behaviour contract (if appropriate)
- participating in activities during anti-bullying week
- involving pupils in drawing up the anti-bullying charter for THSG
- writing stories or poems or drawing pictures about bullying
- reading stories about bullying
- making up role-plays
- having discussions about bullying and why it matters in PSHE sessions
- involving staff in anti-bullying training activities

## **Harassment**

### **Understanding the definitions of sexual violence and sexual harassment.**

Following Ofsted's review of sexual abuse in schools and the Everyone's Invited movement, sexual abuse in all its forms is something you'll need to examine and address in your school.

Child on child sexual violence and sexual harassment.

**The following 2 sections apply to all forms of peer-on-peer sexual abuse, while the resources and response process that follow specifically apply to incidents of sexual harassment and sexual violence between peers.**

While these are just 2 forms of this abuse, they're covered in-depth in KCSIE and can overlap with the others, making them an important issue for all staff to know how to respond to.

### **Peer-on-peer sexual abuse**

This can take many forms, such as:

- Abuse in intimate personal relationships between peers
- Sexual violence and sexual harassment
- Upskirting, which involves taking a picture under a person's clothing without their permission to obtain sexual gratification or cause the victim humiliation, distress or alarm
- Sexting, which covers both consensual and non-consensual sharing of nude and semi-nude images and/or videos
- Causing someone to engage in sexual activity without consent, such as forcing them to strip, touch themselves sexually or engage in sexual activity with a third party

### **Sexual violence**

This means rape, assault by penetration, or sexual assault (intentional sexual touching).

### **Sexual harassment**

This means unwanted conduct of a sexual nature – such as sexual comments, sexual jokes or taunting, physical behaviour like interfering with clothes, or online harassment such as sexting. **Information on peer-on-peer sexual abuse within the in safeguarding policy include;**

- Procedures to minimise the risk of peer-on-peer abuse

- How allegations will be recorded, investigated and dealt with
- How victims, perpetrators and any other child affected by peer-on-peer abuse will be supported
- A clear statement that abuse is abuse and should never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up"
- Recognition of the gendered nature of peer-on-peer abuse, but that all peer-on-peer abuse is unacceptable and will be taken seriously
- The different forms peer-on-peer sexual abuse can take (as explained above)
- Your whole-school approach to peer-on-peer abuse
- Reporting systems in place for pupils for reporting peer-on-peer abuse (which should be well promoted, easily understood and easily accessible)
- Recognition that peer-on-peer abuse may be taking place, even if not reported
- A statement outlining a zero-tolerance approach to abuse
- Online safety, including the use of the internet on mobile phones due to its role in peer-on-peer abuse

### **What staff need to know**

All staff need to maintain an attitude of 'it could happen here'. They should address inappropriate behaviour as soon as it happens, as this can help prevent abusive/violent behaviour further down the line.

Staff should be clear on:

- School's safeguarding policy and procedures
- Their role in preventing peer-on-peer abuse and responding to it if they believe a child may be at risk
- The indicators of peer-on-peer abuse, how to identify it and respond to reports
- The importance of challenging inappropriate behaviour between peers - if they don't, it can create an unsafe environment and lead to a culture that normalises abuse

In addition:

- Safeguarding issues can manifest in peer-on-peer abuse
- Technology is a significant component in many safeguarding and wellbeing issues
- Children are at risk of both online abuse and face to face abuse, both of which can take place inside and outside of school
- Children can abuse their peers online through:
  1. Abusive, harassing, and misogynistic messages
  2. Non-consensual sharing of indecent nude and semi-nude images and/or videos, especially around chat groups
  3. Sharing of abusive images and pornography, to those who don't want to receive such content
- Peer-on-peer abuse may be taking place, even if not reported

### **Pupils should feel confident reporting abuse**

You should have systems in place for pupils to confidently report abuse, sexual violence and sexual harassment. They should know that you'll treat their concerns seriously and that they can safely express their views and give feedback.

These systems will be:

- Well promoted
- Easily understood
- Easily accessible

Give pupils an open forum to talk things through, as such discussions can lead to increased

safeguarding reports. Make them aware of the process and how any report will be handled, including when they have a concern about a friend or peer.

### **Respond immediately to concerns and disclosures**

#### **Staff shouldn't wait for a disclosure**

If they have concerns about a child's welfare, they should act on these immediately. Indicators could include:

- A conversation suggesting a child may have been harmed (this may be a conversation the staff member overhears rather than is part of)
- A child's behaviour

#### **Responding to a report: process and risk assessment**

Your response should be:

- Decided on a case-by-case basis
- Underpinned by the principle of a zero tolerance approach to sexual violence and sexual harassment, meaning it's never acceptable and it won't be tolerated

The DSL (or a deputy) will take the lead, supported by other agencies as required.

#### **1. Do a risk and needs assessment**

Where there's been a report of **sexual violence**, the DSL (or a deputy) should make an immediate risk and needs assessment, considering:

- The victim, especially their protection and support
- Whether there may have been other victims
- The alleged perpetrator(s)
- All other children at the school (and adult students and staff, if appropriate), especially any actions that are appropriate to protect them

Where there's been a report of sexual **harassment**, the need for a risk assessment should be considered on a case-by-case basis.

Record these risk assessments and keep them under review.

The DSL (or a deputy) should engage with children's social care and specialist services as required:

- Where there's been a report of sexual violence, your risk assessment will likely need input from social workers or sexual violence specialists within your local multi-agency safeguarding team (MAST)
- Use any MAST assessments to inform your school's approach and update risk assessment accordingly

#### **2. Determine how to manage and/or escalate the report**

You should be aware of, and respond appropriately, to all reports and concerns about sexual violence and/or harassment both online and offline, including those that have happened outside of school.

The DSL (or a deputy) will decide how to manage the report, including when to inform the alleged perpetrator(s). This depends on a number of important considerations, including:

- The wishes of the victim and how they want to proceed - you should balance these against your responsibility to protect other children
- The nature of the alleged incident(s), including whether a crime may have been committed and consideration of harmful sexual behaviour
- The ages and developmental stages of the children involved
- Any power imbalance between the children. For example, is the alleged perpetrator(s) significantly older, more mature or more confident? Does the victim have a disability or learning difficulty?
- Whether the alleged incident is a one-off or part of a sustained pattern of abuse

- That sexual violence and sexual harassment can take place within intimate personal relationships between peers
- Whether there are ongoing risks to the victim (or anyone else)
- Any related issues and wider context, including links to child sexual exploitation and child criminal exploitation

### 3. Decide which of these 4 scenarios apply

There are 4 likely scenarios for the next steps:

1. **Manage internally**, where this is considered appropriate in the circumstances, and early help or statutory interventions aren't required
2. **Early help**, as outlined in [chapter 1 of Working Together to Safeguard Children](#), where statutory interventions aren't required.
3. **Referrals to children's social care\***, where a child has been harmed, is at risk of harm, or is in immediate danger
4. **Report to the police\*\*** (usually in parallel with a referral to children's social care), where a report of rape, assault by penetration or sexual assault is made. Police will consider what action to take to manage the assessed risk of harm, which could include the use of police or court bail

\*Where scenarios involve working with children's social care, school shouldn't wait for the outcome of an investigation before protecting the victim and other children –The DSL (or a deputy) should work closely with children's social care to make sure the school's actions don't jeopardise a statutory investigation. There should be **immediate** consideration for safeguarding the victim, alleged perpetrator(s) and all other children.

Where a report is going to be made to children's social care and/or the police, the school should speak to the relevant agency to discuss next steps and how the alleged perpetrator(s) will be informed.

\*\*Staff may confiscate devices for evidence to hand to the police, if the report includes an online element.

### 5. Record and review your report responses regularly

Record all concerns, discussions and decisions made, along with the reasons behind them, in writing. Reflect on the decisions and actions you've taken and update relevant policies with lessons learnt. Look out for potential patterns of concerning, problematic or inappropriate behaviour. Decide how to handle any such patterns, considering whether there are wider issues at play relating to our school's culture.

### How to support the pupils involved

#### The victim

Victims of this abuse will likely find the experience distressing, which can affect their progress in school. This can be made worse if the alleged perpetrator(s) attends the same school.

Reassure them that you'll take them seriously and that they'll be supported and kept safe. Keep them a reasonable distance apart from the alleged perpetrator(s) on school premises, including at before and after-school activities

How your school supports the victim will depend on:

- The age and developmental stage of the victim, the nature of the allegations and the potential risk of further abuse
- The needs and wishes of the victim

You should also be aware that:

- Victims may not disclose the whole picture immediately, so dialogue should be kept open and

encouraged

- Girls are more likely to be victims and boys are more likely to be perpetrators
- There may be more than one perpetrator, which is why KCSIE refers to 'perpetrator(s)' rather than 'perpetrator'

### **The alleged perpetrator(s)**

It can be difficult to balance the need to safeguard the victim (and other children) with providing the alleged perpetrator(s) with an education and safeguarding support and implementing disciplinary sanctions.

The school will consider support (and sanctions) on a case-by-case basis. This includes:

- The age and developmental stage of the alleged perpetrator(s)
- The nature and frequency of the allegations and risk of harm to other children
- Any unmet needs that the alleged perpetrator(s) may have

### **Unsubstantiated, unfounded, false or malicious reports**

The DSL will consider whether the pupil and/or the person who made the allegation is in need of help or may have been abused by someone else and this is a cry for help. If this is the case, it may be appropriate to make a referral to children's social care.

If you find that the report is **deliberately invented or malicious**, you should follow up in line with your behaviour policy.

## **De-escalation Positive Handling**

### **Use of force**

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfE Circular 10/98, relating to section 550A of the Education Act 1996: *The Use of Force to Control or Restrain Pupils*. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children. The school has adopted the PRICE approach to the physical management of pupils. There is a clear protocol and expectations relating to the recording of any form of physical management.

### **PRICE Principles and Techniques**

PRICE training leads the way in ensuring organisations and individuals have the skills needed to keep themselves and those in their care safe. PRICE is accredited by the British Institute of Learning Disabilities and we believe it offers the best knowledge, understanding and skills for staff to be confident in recognising when behaviour is likely to escalate so that the risk of harm or injury can be minimised through de-escalation strategies and preventative tools.

This positive behaviour support training is designed to help staff manage physically challenging behaviour in the least restrictive way, focusing heavily on de-escalation and diversion techniques and approach ensures staff fully acknowledge the rights of the students and consider physical restraint only as a last resort.

(See website if this is no good: <http://www.pricetraining.co.uk/about-us/> )

It is important to remember that in line with our expectations most pupils behave well most of the time. However, in some extreme cases, physical intervention may be needed and this must be done in controlled and expert ways using PRICE principles.

Behaviours that may be observed at Serenity School have been divided into 3 categories with level 1 being minor behaviours and level 3 more severe challenges and level 3 R if a restraint (restrictive physical intervention) is involved.

The table below provides some examples of the different levels of behaviours that may be observed. Please remember that this is not a complete list and that there will obviously be 'grey' areas where a behaviour cannot be clearly defined at a particular level.

Level 1	Level 2	Level 3
Not on task	Refusal to work / accept help from staff	Continuous Violent behaviour towards staff or students.
Disrupting others	Destruction of their own or other pupils' work	Repeated incidents of bullying and intimidation.
Not listening / asking questions constantly	Spitting	Racial, sexual orientation or disability abuse or harassment.
Unsafe movement around the classroom or school	Minor vandalism	Damage to property or building.
Minor bad language	Continuous targeting an individual for bullying	Stealing
Name calling / verbal bullying	Refusal to follow instructions	Demanding money.
Asking for a preferred activity constantly/ work avoidance	Abusive and threatening behaviour	Sexual intimidation of others
Laying on the floor (Defiance)	Self-injury	Upskirting
oppositional	Persistent level 1 behaviour	Sexting
Leaving the classroom and wandering the school		

**Level 1:** Low level misbehaviour that can be effectively managed by teachers and support staff

**Level 2:** More serious behaviour that may not be so easily managed and may need the implementation of support plan and/or advice from the Pupils Support Manager or specific advice for pupils with ADHD/ASC from the Deputy Headteacher or the other specialist staff.

**Level 3:** Very serious misbehaviour that is not easily managed will be referred to the Senior Leadership Team/ LA external agencies – Therapeutic Team Lead.

Where pupils require a physical management programme, due to their special needs, the school will agree with parents or carers the appropriate form of recording and monitoring behaviours. This is called a behaviour management plan, which complements and supports the individual education plan. The plan is reviewed as appropriate and discussed with parents.

In the interests of health and safety it may be necessary for a small number of pupils to wear wrist straps or handling belts to enable them to take part in activities both on and off site. We respect parental wishes regarding this, as it is considered a form of restraint. Should a parent decline or oppose the use of a wrist strap or similar, the school will undertake a further health and safety risk assessment to decide whether a child can take part in offsite activities.

## **Understanding the behaviour of Pupils with an Autistic Spectrum Condition**

A significant number of our pupils have an ASD and therefore, due to the very specific needs of young people with Autism the following guidance needs to be adhered to.

### **Guidance for pupils with Autism Spectrum Conditions**

For students with ASC and associated pervasive developmental disorders it is important to allow sufficient time for thinking and responding; failure to do so can result in a sense of failure and extreme frustration. It is also necessary to structure and 'break up' a lesson (e.g. insert a relaxation/choice activity) of an hour's duration in order to provide the extrinsic motivation that students with ASC require. Students with ASC have low intrinsic motivation and rely heavily on extrinsic motivation and rewards to help them complete their work. Some students may respond well to receiving point systems, however for many, immediate or 'tangible' rewards are appropriate. It is important to ensure that students know exactly how much work is expected of them: this may be in terms of quantity (in trays or itemised) or a stimulated duration of time, measured by a timer or denoted on the clock. It is also important to clearly explain the context of the teaching or instructions, asking students to repeat back what they understand before proceeding.

A significant number of our pupils have an ADHD and therefore, due to the very specific needs of young people with Autism the following guidance needs to be adhered to

### **Guidance for pupils with ADHD**

Schools require students to; sit still, listen quietly, pay attention, follow instructions, and concentrate. Children with ADHD or ADD struggle to do this because of the way their minds work. ADHD symptoms include; inattention, hyperactivity, and impulsivity. Students often demand attention in ways that disrupts the learning process. Successful teaching programs accommodate 3 key areas: Accommodations: what you can do to make learning easier for students with ADHD. Instruction: the methods you use in teaching. Intervention: How you head off behaviours that disrupt concentration or distract other students.

In situations where members of staff need to intervene to manage the behaviour of a pupil with ASD and ADHD, the principles outlined in the PRICE approach should be adhered to. In addition, the staff should bear in mind the following:

#### **Communication**

It is most likely that the behaviour is not confrontational but occurs as a result of not understanding the situation. Be aware that we may be inadvertently threatening the pupil's structure / security.

- Use a calm voice and use minimal language when dealing with the situation; allow time for the language to be processed and understood before repeating instructions.
- Use the same key words in each repetition and always redirect to an appropriate activity area.
- Ask yourself the following:

Was my communication clear (to the student)

Was my communication at a level and using means that a student could understand?

Did I have the student's attention?

Did I allow enough time to process the communication? Is the student able to communicate to me what they want/need?

### **Flexibility of Thought and imagination**

In order to feel sufficiently calm to learn, students with an ASC/ADHD need a sense of safety and predictability, order and routine.

Ask yourself the following:

- Has the environment changed without sufficient warning or preparation?
- Have too many new factors been introduced at once?
- Has an established ritual been interrupted unintentionally?
- Has a school routine been changed or dropped too early?

### **Social Understanding and role of teaching team**

Recognising their own feelings and motives of others as well as having an innate ability to empathise with others will be a challenge for our ADHD/ASD students.

Ask yourself the following:

- Did I expect the student to infer what was required of them?
- Did I expect the student to show empathy at a level beyond their ability?
- Did I expect the student to act on social rules that had not yet been taught?
- Did I expect the student to read facial expressions/body language without additional support?

### **The role of the Headteacher**

- It is the responsibility of the Headteacher, to implement the school behaviour policy consistently throughout the school, and to report to the Governors, when requested, on the effectiveness of the policy.
- The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour
- The Headteacher keeps records of all reported serious incidents related to behaviour.
- The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of challenging behaviour. For repeated or very serious acts of anti-social behaviour, or serious high levels of behaviour which have significant health and safety risks, which cannot be reduced, the Headteacher may permanently exclude a child. The Headteacher will follow the procedures relating to exclusion as set out in the most recent DfE guidance on exclusion.

### **The role of parents and carers**

- The School works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.
- We explain the school rules in the school prospectus, and we ask and expect parents to read these and support them. We explain school rules to children in child friendly language so they can be understood.
- We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

- If the school has to use reasonable sanctions to discipline a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the school to discuss the matter with the Assistant Headteacher. They will then investigate and report back to the parent. If the concern remains, they should contact the Headteacher to discuss the matter. If these discussions cannot resolve the problem, the parents have a right to invoke a formal complaint. This procedure is laid down in a separate complaints document.

### **The role of Governors**

- The Board of Governors have the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The Governors support the Headteacher in carrying out these guidelines.
- The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but Governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.
- The Governors receive anonymized monitoring reports from either the Headteacher or Head of Primary/Deputy Headteacher who is responsible for behaviour for learning, as part of their monitoring role.

### **Fixed-term and permanent exclusions**

- Only the Headteacher has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this, as laid down in the DfE guidance. The school follows the most recent guidance from the DfE and will provide information within the expected timescales.
- If the Headteacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.
- The Headteacher informs the LA and the Board of Governors about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.
- The Board of Governors itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.
- The Board of Governors has a disciplinary committee which is made up of three members. This committee considers any exclusion appeals on behalf of the Governors.
- When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated.
- If the Governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

### **Allegations against members of staff**

- All allegations against a member of staff will be fully and thoroughly investigated in accordance with 'The Dealing with Allegations of Abuse' guidance.
- The school encourages staff to access specialist external support via unions and/or counselling via their GPs who may be adversely affected as a result of a significant behaviour incident or allegation

- Incidents of malicious accusations by pupils against members of staff shall be heard by the Headteacher in the first instance and maybe referred to the Governors behaviour and disciplinary committee who shall investigate the incident further and decide on appropriate disciplinary actions to be taken having regard to the circumstances and the needs of the pupil.

### **Monitoring**

- The Headteacher monitors the effectiveness of this policy on a regular basis. He also reports to the Governors on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- The school keeps a variety of records of behaviour incidents. All staff record minor classroom incidents. We also keep a record of any incidents that occur at break or lunchtimes and use Bromcom as our preferred method of recording.
- The Headteacher keeps a record of any pupil who is excluded for a fixed-term period, or who is permanently excluded.
- It is the responsibility of the governing body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.

### **10. Review of Policy and Guidance**

- The governing body reviews this policy annually in line with DfE guidance.
- They Governors may, however, may review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

### **Legislative Links:**

Education Act 1996

School Standards and Framework Act 1998 Education Act 2002

Education and Inspections Act 2006

School Information (England) Regulations 2008 Equality Act 2010

The Education (Independent School Standards) (England) Regulations 2010 Education Act 2011

Schools (Specification and Disposal of Articles) Regulations 2012

The Education (Independent School Standards) (England) Regulations 2012

The School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012

DfE "Behaviour and discipline in schools – advice for Headteachers and school staff" – February 2014

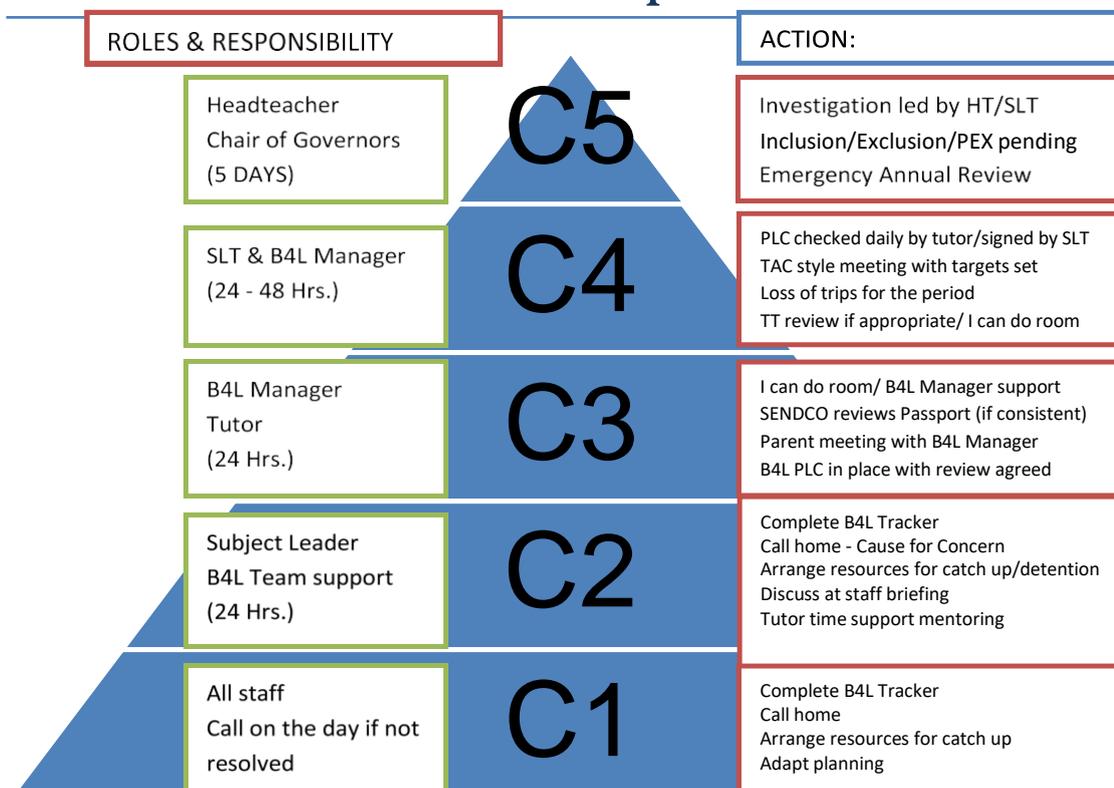
## Appendix 1

### Whole school Rewards and Consequence ladder

Consequence and – Pts value	Code	Behaviour	Rewards and + Pts value	Code	Behaviour
<b>C1</b> 5 points	<b>A</b>	Disruption	<b>R1</b> 5 points	<b>A</b>	On Task
	<b>B</b>	Talking/ arguing		<b>B</b>	Positive contribution (verbal or written)
	<b>C</b>	Uniform		<b>C</b>	Uniform
	<b>D</b>	Equipment/ environment		<b>D</b>	Fully equipped
	<b>E</b>	Poor attitude		<b>E</b>	Politeness
<b>C2</b> 10 points	<b>F</b>	Inappropriate language in class	<b>R2</b> 10 points	<b>F</b>	Positive Attitude
	<b>G</b>	Lateness		<b>G</b>	Resilience
	<b>H</b>	Eating in class/ building		<b>H</b>	Honesty
<b>C3</b> 15 points	<b>I</b>	Chewing gum	<b>R3 (pupil of the lesson)</b> 15 points	<b>I</b>	Readiness to work
	<b>J</b>	Spraying deodorant		<b>J</b>	Positive attitude in class towards others
	<b>K</b>	Refusal to follow instruction		<b>K</b>	Punctual throughout the week
	<b>L</b>	Use of mobile phone/ device		<b>L</b>	Full completion of work – lesson, homework, test
	<b>M</b>	Aggressive behaviour in corridor		<b>M</b>	
<b>C4</b> 20 points	<b>N</b>	Truancy from lesson	<b>R4 (SLT/ ML)</b> 50 points	<b>N</b>	Demonstrating high levels of effort throughout the lesson
	<b>O</b>	Defiance/ walking away from staff		<b>O</b>	Pupil demonstrating a supportive attitude to others throughout the lesson
<b>C5 (SLT Only)</b> 25 points	<b>P</b>	Defacing text and exercise books	<b>R5 (SLT)</b> 100 points	<b>P</b>	Attendance – 95%+
	<b>Q</b>	Persistent refusal to follow school rules		<b>Q</b>	Sustained hard work and effort
	<b>R</b>	Swearing at staff		<b>R</b>	Sustained outstanding behaviour
	<b>S</b>	Fighting		<b>S</b>	Outstanding contribution to school life
<b>C6</b> 50 points	<b>T</b>	Bullying/ homophobic behaviour		<b>T</b>	Outstanding contribution to sport
	<b>U</b>	Serious inappropriate use of computer equipment		<b>U</b>	Outstanding contribution in the community
	<b>V</b>	Defacing other pupil's work		<b>V</b>	Exceptional performance in a subject over a term Exceptional performance in an activity in school
<b>C7</b>	<b>W</b>	Failure to stay in internal exclusion		<b>W</b>	Exceptional performance in an activity out of school
	<b>X</b>	Intimidation towards a member of staff		<b>X</b>	Significant dedication, after hours, over and above the norm
	<b>Y</b>	Smoking on site or smoking paraphernalia		<b>Y</b>	An act of bravery/ courage in school
	<b>Z</b>	Assault on pupil		<b>Z</b>	An act of bravery/ courage in the community
		Tampering with fire equipment theft, offensive weapon, vandalism, possession of illegal drugs, violence towards staff			

Appendix 2: Serenity School Whole School Response Chart

# SS Threshold Response Chart



B4L Code:	Types of Behaviour:
<b>C1</b>	<ul style="list-style-type: none"> <li>• Disruption / Off-track</li> <li>• Talking / Back Chat</li> <li>• Uniform not in good order</li> <li>• Misuse of equipment</li> </ul>
<b>C2</b>	<ul style="list-style-type: none"> <li>• Inappropriate language</li> <li>• Lateness</li> </ul>
<b>C3</b>	<ul style="list-style-type: none"> <li>• Refusal to follow instructions</li> <li>• Inappropriate behaviour outside of classroom</li> </ul>
<b>C4</b>	<ul style="list-style-type: none"> <li>• Truancy from lesson</li> <li>• Defiance / Walking away / Ignoring Staff</li> <li>• Defacing or damaging equipment</li> <li>• Defacing other student's work</li> <li>• Swearing aimed directly at staff</li> </ul>
<b>C5</b>	<ul style="list-style-type: none"> <li>• Bullying / Discriminatory behaviour</li> <li>• Fighting / Assault</li> <li>• Failure to stay in internal exclusion</li> <li>• Smoking on school premises</li> <li>• Serious tampering with school equipment or theft</li> <li>• Possession of illegal drugs or weapons</li> </ul>