

**St. Mary's Church of England Primary School, High Crompton**



**Behaviour Policy**

Updated and Reviewed : 6<sup>th</sup> September 2017  
Review Date: Sept 2018  
Approved by Governors on: 3/10/17

# **BEHAVIOUR POLICY**

## **MISSION STATEMENT**

### **Believe and Achieve**

#### **PHILOSOPHY:**

**To provide a fun, stimulating and excellent education which enables each child to achieve their full potential, academically, spiritually, emotionally and socially in a safe, Christian environment.**

#### **AIMS**

- 1. To nurture and stimulate each child's spiritual journey, developing an appreciation of the Christian values through worship and prayer within the ethos of a Church of England school.*
- 2. To strive to achieve a culture of excellence, by inspiring and engaging all pupils in a creative curriculum, promoting self belief, challenging them to do their best and instilling high aspirations.*
- 3. To equip learners with transferable skills developing creative and enthusiastic thinkers. Pupils will use their initiative, build confidence and independence, promoting a 'can do' attitude and a desire to learn.*
- 4. To provide a welcoming school which ensures all pupils are safe and secure.*
- 5. To promote an ethos of mutual respect, high standards of behaviour and empathy for others, treating everyone fairly with an understanding of their individuality regardless of race, religion, gender, disability or social background.*
- 6. To develop children's sense of responsibility, enabling them to become valued citizens and contributing members of society, who appreciate and respect cultural identity.*

#### **1.Introduction**

Everybody who is associated with St Mary's Primary School wants it to be a place where each child can learn and grow in a calm and safe Christian atmosphere, a place where people care for each other and where we all feel good about ourselves. To make sure this happens we need to ensure that we create a happy, positive, inclusive school culture in which to promote our pupils moral development. We promote tolerance, mutual respect and forgiveness within the British and Christian values, encouraging children to make reflective choices.

#### **1.1Philosophy**

At St. Mary's CE Primary School we want all children to reach their full potential. We believe that good behaviour encourages children to develop a sense of self-respect and discipline as well as an awareness and respect for others. Good behaviour is a prerequisite for quality teaching and learning. Without it, children will not be able to maximise their potential.

*There is no such thing as a bad child, only a child who has made a bad choice. We need to help and support children to make a good choice.*

## **1.2 School Rules**

Each of our rules is written with the purpose of ensuring the safety and good order of people and property in the school. Our rules are designed to support our children in becoming independent, reliable and well-regarded citizens.

Everyone in our school should feel **safe and free from physical and emotional harm**. There is a strict ‘**no hurting**’ rule and children are expected to be gentle towards each other at all times.

### **Golden Rules**

<b>Be gentle</b>	<i>Do not hurt anyone</i>
<b>Be kind and helpful</b>	<i>Do not hurt people’s feelings</i>
<b>Work hard</b>	<i>Do not waste your or other people’s time</i>
<b>Look after property</b>	<i>Do not waste or damage things</i>
<b>Listen to people</b>	<i>Do not interrupt</i>
<b>Be honest</b>	<i>Do not cover up the truth</i>

### **Lunchtime Dining Room Rules**

- We line up quietly**
- We walk in the dining room and the rest of the school building**
- We finish what we are eating before we speak**
- We put our rubbish away or in the recycle bins**
- We remember to say ‘please’ and ‘thank you’**
- We talk quietly to the people next to us**
- We put our hands up if we need something**
- We will use our table manners**

### **Generic Rules Around School**

#### ***Moving around the School Building***

All staff are responsible for children entering and leaving classes. Any teacher, teaching assistant or midday supervisor who is on the spot should challenge unacceptable behaviour in classrooms, library, shared area, corridors, hall or cloakrooms. Such behaviour includes running, pushing and shouting. Children should not loiter unsupervised in the school building during break and lunchtimes.

#### ***In the Classroom***

The atmosphere in classrooms should be calm and harmonious. Children should be **on task**. An orderly, tidy and well-organised classroom where equipment is well maintained and labelled contributes positively to children’s behaviour and attitude.

#### ***School Uniform***

Children are expected to wear the school uniform at all times other than on designated ‘non-uniform’ days. This includes **wearing fastened ties and having shirts tucked into trousers or skirts**. On very hot days, permission may be given to temporarily remove ties. All long hair needs to be tied back due to health and safety reasons. Hair should be smart and appropriate for school and should be of a natural colour. **Hairstyles, which are deemed to be extreme by the school, are not permitted**. There must be no patterns/tramlines or extreme height. As guidance hair should be no shorter than 3 on top and 2 on the sides. No make-up or nail varnish is permitted. **No jewellery other than a watch is permitted in school**.

### **1.3 Teaching Rights and Responsibilities**

We believe that all children in the school have a right to learn and that teachers have the right to teach in a caring and secure environment where good behaviour is the norm. However, we recognise that all behaviour is learnt and appropriate behaviour cannot always be taken as given and therefore has to be taught in school. Holding children to account and applying logical consequences helps children to learn and take responsibility for their behaviour. At St. Mary's CE Primary School responsibility is taught through the following process:

1. The School has clear expectations of appropriate behaviour which are regularly communicated to the children.
2. With the knowledge of these expectations, children have the opportunity to make good or bad choices.
3. All choices should be noticed using the rewards system to ensure that good choices become habits.
4. Support strategies are used to hold children accountable for poor behaviour. They should start with the least intrusive.
5. Negative consequences are always administered fairly, unemotionally and explained as coming as a result of the child's choice.
6. Consistency, day to day and person to person is critical to the success of this process.

### **1.4 Choice and Routine**

The language of choice is used throughout school. This removes any possible power struggle and regards mistakes as part of learning. We recognise that you can't make children do things; they choose their own behaviour. However, with an appropriate rewards and sanctions system, good behaviour will become habit forming. In order to ensure that this system is effective, all children are made aware of the consequences in advance so that they have a genuinely free choice. We encourage responsibility by using the word 'if'

*"If you (choose to) continue to shout out and disturb others at the table then I'll ask you to work over here."*

The language of choice is always used before a formalised sanction e.g. time in reflection. Good choices must also be formally recognised. Children who have made good choices should be continually praised, affirmed and reminded of their success. This serves as a reminder and role model for others and prevents those that make good choices from feeling taken for granted. Teachers and other adults in the school have a repertoire of strategies to reward good behaviour and sanction poor choices. These are detailed below (see section 2). *Effective sanctions limit behaviour, only rewards change it.*

Routines across the school are standardised e.g. lining up quietly, thus less time is needed to teach them. This provides security for the children by offering consistency, fairness and clear expectations

Close liaison with all concerned individuals and agencies, e.g. parents, teachers, Schools Psychological Service, Social Services, etc. is essential for effective modification of the pupil's behaviour.

### **1.5 Behaviour Management and Safeguarding**

The class teacher (or member of staff on duty including the Lunchtime Supervisor) has the prime responsibility for behaviour management and safeguarding. This includes:

- Giving rewards and sanctions.
- Watching out for pupils who are behaving out of character.

- Looking for signs of distress and upset.

Lunch times are the immediate responsibility of the midday supervisors and the member of the leadership team with a responsibility for lunchtime (normally the Headteacher, but in her absence the Deputy Headteacher or Senior Member of Staff).

## Section 2

### St. Mary's CE Primary School - Behaviour Plan

*To maximise its effectiveness, this Behaviour Plan must be operated consistently by all adults across the school*

On display in each classroom are the School Golden Rules. Any rewards or sanctions should link to these School Golden Rules.

#### 2.1 Rewards

Rewards, are a very powerful tool for adults in the school to use. We adopt a policy of rewarding those children who are being good and who are making the right choices. These include:

##### Praise

A verbal acknowledgement of the many positives a child brings to school goes a long way. The mere fact of a teacher or member of staff noticing something that children have done well or in which they have shown improvement can be very affirming of self-esteem. In addition we can also make positive *written remarks about good work, send a pupil to the KS Leader/Deputy/Head for praise*

All staff should make a conscious effort to say something positive to **each child every** day.

##### Stickers

Staff have a variety of stickers for a variety of occasions (e.g. lunchtimes) which are awarded to children for good behaviour.

##### Team Points

Awarded for good behaviour, attitude and good work. All children in the school are divided equally into four colour teams, Blue, Green, Red and Yellow. The Year 6 monitors are responsible for collating all points and presenting to the Headteacher during Monday Worship. The team with the most house points will be awarded 4 points, then 3, 2, 1. These points will be displayed in the school hall using coloured table tennis balls and coloured tubes. Each half term the team with the most 'points' will be awarded additional playtime.

##### Stars of the Week:

At the Friday assembly, 'Stars of the Week' are identified for each class and names will be displayed on the electronic message board. Their names and photographs also appear on a chart in the Hall. A sticker is awarded to each child who is star of the week.

### **Golden Tickets**

Golden Tickets are awarded for exemplary, kind or helpful behaviour. During each Friday assembly, a Key Stage 1/Foundation and a Key Stage 2 ticket will be drawn from the Golden Ticket boxes. The winning pupils then select a gift from the Golden Ticket Prize box. Golden ticket winners also have their name displayed on the electronic message board. **Always Good** – Each child is automatically issued with an always being good golden ticket at the start of a week. This is retained unless a sanction is imposed (see below). Membership of the always club entitles each child to an automatic place in the golden ticket box and receive VIP treatment within class as appropriate.

### **Class of the Week**

During the Monday assembly 'Class of the Week' is announced. Classes are informed a week before of an agreed focus which they need to collectively work hard to achieve. This focus may include aspects of behaviour, outstanding achievements, work or contribution. The winning class receives a trophy to keep for the week and 5 minutes extra playtime.

### **Captain's Table**

During the Friday assembly, winners of 'Captain's table are announced. The Midday Supervisors will reward good behaviour during by inviting one child from each class to sit with a friend at the Captain's Table during Wednesday lunchtimes. To earn a place at Captain's Table, children will have demonstrated that they are a helpful person showing a positive attitude during lunchtimes. Children's names will be displayed on the electronic board.

### **Headteacher Awards**

On teachers' recommendation, the Headteacher will present a certificate, badge and book voucher congratulating children on outstanding achievements, sustained effort or improvement in their work, behaviour or attitude. The pupils who receive the award will be acknowledged and celebrated in a subsequent assembly. Parents will receive a letter inviting them to attend the award assembly.

As pupils develop and mature, they are taught and encouraged to move away from a need \*/desire for 'extrinsic rewards', and towards the 'intrinsic ones of pleasure and self-satisfaction' in a job well done.

## **2.2 Sanctions**

Although rewards are central to encouragement of good behaviour, the children must understand that if they choose not to follow the rules there will be consequences; sanctions are used to register the disapproval of unacceptable behaviour and should be characterised by the following features:-

- It must be made clear why the sanction is being given (reference to the school rules)
- It must be made clear what changes in behaviour are required to avoid further sanctions
- It should focus on the behaviour not the individual

Under normal circumstances a clear distinction is made between minor and more serious offences, e.g. problems with children's classwork should initially be dealt with by the class teacher. All adults in the school use sanctions which are appropriate to the particular offences in a flexible manner, i.e. by considering individual circumstances. Staff do not punish a whole class unless this is unavoidable or appropriate. Only in severe cases or where

no signs of improvement are evidenced, should a member of the SLT be involved. Over reference to members of the SLT for low level, minor offences can weaken the effectiveness and/or seriousness of a member of SLT becoming involved.

It is important that a teacher tries to balance the rewards and sanctions for any given child and that the reason for any sanction is immediately and clearly explained to the child concerned.

### **2.21 Low Level Disorder**

Initially a suitable punishment/strategy will be employed - less drastic sanctions will be tried first but if they do not produce the desired result then more drastic or permanent measures will be employed. The following escalation system is in operation in each classroom, using the language of choice:

1. Verbal warning initial placed on the whiteboard.
2. Tick placed on the whiteboard (part sunshine and cloud in Reception/Key Stage 1) and move child away from friends for the rest of session in their own classroom.
3. Second tick on the whiteboard – (the cloud in Reception/Key Stage 1) Child may work away from friends for the rest of a session in another classroom and be placed in Reflection in KS2 and miss 5 minutes play in KS1 by remaining in their classroom. Reflection is where pupils will be asked to complete a **'Pupil Reflection'** form (see attached) which should be kept by class teachers as a record of behavioural concern. The purpose of these sessions are for pupils to reflect on their behaviour and then move on.
4. Three reflections during a half term will result in discussion between the Classteacher and the parent. ( It is the role of the member of staff doing reflection duty to alert the class teacher on the 3<sup>rd</sup> occasion in a half term)
5. Persistent low level disorder issues will result in a child being placed *'on a behaviour chart in discussion with Headteacher'*. This involves a daily behaviour report being sent home to parents / carers, who are required to come into school at the end of each week of the monitoring period to discuss progress with the Classteacher and/or the Headteacher. The length of time a child is on a behaviour chart is flexible (subject to a minimum period of 2 weeks) and is determined by the progress made by the child and the level of commitment displayed to improving / modifying behaviour. The Headteacher /Classteacher determines when it is appropriate for a child to come off the behaviour chart.
6. If behaviour fails to improve a meeting will be arranged involving parents, SENCO, Classteacher and Headteacher during which a behaviour contract will be written. At this stage external agencies may be contacted.
7. Refusal to comply with contract conditions will involve a further meeting with parents with a view to a fixed term exclusion.
8. Serious examples of misbehaviour will be logged in the 'Behaviour Concern File' by the Headteacher. A formal letter will be sent home inviting parents to come into school to discuss the issue.

We have a strict NO HURTING RULE. Any child who has **chosen** to deliberately hurt another pupil will automatically be placed into reflection and the incident logged in either the Class Book or the Headteacher's Log dependent upon the severity of the incident. If a KS1 child is repeatedly hurting another child with intent eg biting, they will be placed into reflection and the member of staff on duty scribe reflection form.

### 2.23 Serious Offences

In many cases of serious unacceptable behaviour there are **offenders** and **victims**, e.g. Bullying, homophobic, sexist or racist behaviour. In such a case we talk to the suspected victim, the suspected offender and any witnesses (if appropriate). If any unacceptable behaviour is confirmed, the following action will be taken:

Help, support and counselling will be given as is appropriate to both the victims and the Offenders.

(See also the schools Anti Bullying Policy, and Single Equality Plan)

We support the **victims** in the following ways:

- By offering them an immediate opportunity to talk about the experience with their class teacher, or another teacher if they choose.
- Informing the victims' parents/guardians.
- By offering continuing support when they feel they need it.
- Arrange for them to be escorted to and from the School premises.

We also discipline, yet try to help the **offenders** in the following ways:

- By talking about what happened to discover why they offended. Sometimes this can be best conducted in private or public (within the class) or possibly with the victim present - great care, experience and knowledge of the individuals is necessary for an appropriate choice to be made to avoid damage to relationships and pupils' self-esteem. The most powerful sanction is the disapproval of individuals who an offender respects, e.g. his/her peers, a parent or particular teacher. Teachers should also have opportunities to learn from what has happened.
- By continuing to work with the offenders in order to get rid of unsocial attitudes as far as possible (this may involve the assistance of outside agencies);
- By taking one or more of the disciplinary steps described below to prevent more unacceptable behaviour.

#### Disciplinary Steps for Serious Offences

The **offenders** may:

1. Be warned officially to stop offending.
2. It will be logged by the Headteacher/Deputy Headteacher (Racist incidents must also be reported to the LA, homophobic incidents will be logged by the school)
3. Have their parents/carers informed.
4. Be placed on report and/or have privileges withdrawn,
5. Be placed in an internal exclusion (parents will be informed).
6. Have a contract agreed which includes the staged accrual of privileges - see below for further details.
8. Be excluded for a minor fixed term period (one or two days).
9. Be excluded (if they still carry on offending or if the severity of the offence warrants it) for a major fixed term period (more than 2 days).
10. If they will not end such behaviour, be recommended for permanent exclusion.

Whatever sanctions are imposed, they must be applied without infringement of the School's ethos and aims - indeed their application must reinforce the School's ethos and Aims.

*All sanctions imposed will take into account vulnerable groups and reasonable adjustments should be made to this policy when dealing with incidents involving such pupils. (See Single Equality Plan )*



### **2.24 Contracts**

The making of a 'contract' by negotiation is sometimes appropriate when trust and mutual respect have broken down between the teacher/pupil/parents. The contract should be written in such a way that it focuses on specific behavioural problems and offers accrued benefits for achieving the stated goals. The pupil must fully participate in the negotiation - this offers him/her responsibility and can lead to a heightened sense of self confidence and awareness for the pupil. The utilisation of 'good communication skills' is necessary during the negotiation if all parties are to have ownership of the contract.

### **2.25 Lunchtime Behaviour**

Repeated and or serious misbehaviour at Lunchtime will result in the Supervisor informing the class teacher and logging in the class incident book.

Pupils will be given:

1. A verbal warning.
2. "Come By Me" (not the wall) for 5 minutes playtime. This will diffuse the situation and ensure the member of staff knows what the child is doing
3. Child will be placed in reflection.
4. If a child repeatedly spends time in Reflection due to their behaviour at lunchtimes they will be placed on 'lunchtime behaviour chart' which is overseen by the HT / DHT. Involvement of parents / carers will be initiated at this stage.
5. Where there is no significant improvement, parents, SENCO and external agencies will be involved with a possible view to a lunchtime exclusion.

### **2.26 Pupil Reflection:**

Pupil reflection is supervised by a member of teaching staff on a rota drafted by the the Key Stage Leader. The reflection will last for 20 minutes, after which pupils will wash their hands and go down into the school hall for lunch. Pupils should be sat on different tables around the school hall, have their lunch on second sitting and then should go outside after their lunch. During reflection pupils are required to complete a Reflection sheet (see appendix 1). **Staff on duty are responsible for monitoring the quality and standard of this work and frequency and should sign the form on completion.**

Where it is deemed appropriate that the sanction is carried out on the same day as the incident, Reflection may be carried out during a break time. This is solely at the discretion of the Classteacher and/or SLT.

### **2.27 In School Reading Time:**

This will take place alongside reflection for the purpose of supervision. Pupils will be asked to complete their reading for 15 minutes and then join their peers for lunch. Should the same pupil be required to read in school on a regular basis then a full reflection may be given and/or letters sent home to parents. This should be recorded separately from the reflection and monitored by the class teacher. Persistent non reading will result in the class teacher sending a letter home to parents. Where there is no significant improvement this may then be referred to the Headteacher. Persistent home learning not completed will also be dealt with in the same way,

### **2.28 Violent Behaviour**

If a child endangers themselves or others (including staff) or verbally threatens a member of staff, this will, in most cases, warrant an immediate fixed term exclusion. Violence,

physical aggression and verbal abuse aimed to staff will not be tolerated.

***For dealing with Violence or Aggression please see Appendix 4***

### **2.29 Swearing and Derogatory Language**

Swearing and use of Derogatory Language is not tolerated in school. Any child heard swearing or using derogatory language will be sent to the Headteacher. If this is a repeat offence parents / carers will be informed. Pupils will be placed in reflection and logged in the Heateacher's Log. Persistent offenders will follow the serious offences procedures.

### **3.0 Monitoring**

This policy will be monitored for its effectiveness by staff and Governors annually.

Exclusions will be monitored, particularly in reference to vulnerable groups, termly and reported to Governors.



# St. Mary's C. E. Primary School

## Pupil Reflection Form

This form is to be filled in to the BEST of my ability.

NAME :	DATE:	CLASS:
REPORTING ADULT:		
Why am I missing my playtime?		
How did my actions affect others?		
Which Christian Value/Golden Rule should I have remembered?		
What will I choose to do next time?		

TEACHERS: Please keep this as a record.  
Three such forms will result in parents being informed.

**St. Mary's Church of England Primary School, High Crompton**

**PLAYGROUND RULES**

**1. Netball Court.**

This area may be used for suitable team games - usually football. Anyone may use this area but 'non-footballers' do so at their own risk. Games may only be played according to our **Fair Play Charter**. Games may be stopped by any member of staff for reasons of safety or discipline.

**2. Lower Playground.**

This is the area bordered by the school hall, infant classes and the shrubbery. Any games other than football may be played in this area. This includes small ball games or supervised netball practice. For example, games of chase, skipping, hopscotch, hoops, imaginative play or simply conversing with friends are all acceptable if played safely.

**3. Quiet playground with benches.**

This is a **quiet play area** where people can sit, stand and talk with friends. **No running games** are allowed in this area because they would be dangerous.

**4. Tyres, Trim Trail, Field Path, Willow, Log Circle**

Use all areas safely and for the purpose it was intended. **No pushing or dangerous behaviour.**

**5. Field**

The field may be used when the weather is sufficiently dry. A green notice will be placed in the hall window if the field may be used, while a red notice will show when the field is too wet. Children will be allowed on the banking adjacent to the northern perimeter fence provided they behave sensibly. Handstands are allowed on the grass. Inappropriate or dangerous behaviour will result in a child being banned from the field for a fixed period. **Trees** should not be touched, although children may sit under them for shade. **Children must ensure that they can be seen by adults on duty and should not place themselves out of sight of teachers/supervisors (e.g. on the paths leading to classrooms or down the bank by the perimeter hedge adjacent to neighbouring homes).**

On the **first whistle** children should move to an area close enough to make their way quickly to classrooms. They may also have a last drink. No drinks should be taken after the **second whistle**.

**KEEP OFF THE SHRUBBERY UNLESS YOU HAVE PERMISSION.**

**N.B.** Only appointed children (wearing monitor bibs) may retrieve balls from the field when it is wet.

**6. Path & Steps.**

Paths and steps are for access only. People need to walk on them to get from place to place they are **not** part of the playground.

**7. Buddy Bench**

There is a Buddy Bench available for any child who wishes to talk to someone or who may feel isolated and in need of a friend. A **Buddy Patrol** of older pupils is on hand to support children who may want to speak to them.

**8. Procedures for coming into school**

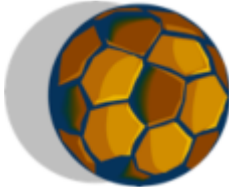
Children need to follow the procedures for coming in as set out in the attached document.

**9. Playground equipment**

Football Days are Mondays, Wednesdays, Fridays and Basketball days are Tuesdays and Thursdays. Playtime buddies monitor the use of equipment.

**No child should pick up or carry other children in any part of the playground.**

**Fair Play Charter**  
**September 2017**



We the undersigned wish to play break-time or lunchtime ball games in St. Mary's C of E Primary School. We agree that ball games may only be played on the playground or the field under the following conditions:

1. We understand and follow the agreed rules of the game being played.
2. We shall obey the instructions of the referee, teacher or midday supervisor without question.
3. We shall avoid any deliberately dangerous or possibly hurtful behaviour.
4. Ball games may not be played when both infants and juniors are using the playground together.
5. There are no 'goal kicks' on the playground. The goalkeeper should throw rather than kick the ball back into play after it has gone out over the goal-line.
6. Only a member of staff may exclude a child from a game of football. All who wish to play are allowed to do so if they abide by the above conditions.

The above applies to all ball games including FOOTBALL, NETBALL, CRICKET, ROUNDEERS & FOURSQUARE.

## **Violence and Aggression**

St Mary's Primary School has developed the following procedure in the event of an assault by a pupil, parent or visitor to the school:

- Remove children if possible
- Seek immediate help (ask a child to go to call Headteacher or Deputy Headteacher)
- The Head or Deputy should be accompanied by an additional adult.
- Remain calm
- Upon arrival, supporting member of staff should remove any children
- In extreme cases involving pupils, the aggressor should be restrained (this must not be done alone) \* see notes below on restraint

*Dealing with Aggressive and Abusive Adults:*

- Remain calm
- Seek assistance immediately (from a senior member of staff)
- Ask the aggressor if they would like to sit down to discuss the problem
- If the situation is at risk of escalation, police should be called
- If the aggressor leaves the premises, all doors must be locked
- The headteacher will inform the aggressor (in writing) of the expected code of behaviour in school
- The headteacher may forbid the aggressor from further contact with the teacher or school
- No comment will be given to the media and the press officer will be informed

In The instances of abusive behaviour from pupils or adults

- The headteacher should be informed (if not at the scene and the Deputy Headteacher in her absence)

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### **NB Reasonable force**

The Education Act 1996 enables staff to use reasonable force to restrain pupils. Examples of when the use of reasonable force would be permitted include instances where:

- A pupil attacks a member of staff or another pupil
- A pupil is causing, or at risk of causing, injury or damage by misuse of dangerous materials or objects

### **Further clarity on this point:**

There is a wide variety of situations in which reasonable force might be appropriate, or necessary, to control or restrain a pupil. They will fall into three broad categories:

- Where action is necessary in self-defence or because there is an imminent risk of injury
- Where there is a developing risk of injury or significant damage to property
- Where a pupil is behaving in a way that is compromising good order and discipline

Examples of situations that fall within one of the first two categories are:

- A pupil attacks a member of staff, or another pupil
- Pupils are fighting
- A pupil is engaged in, or is on the verge of committing, deliberate damage or vandalism to property
- A pupil is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials or objects

Examples of situations that fall into the third category are:

- A pupil persistently refuses to obey an order to leave a classroom
- A pupil is behaving in a way that is seriously disrupting a lesson