

Inspiring Children to Shine



'walk as children of light'

Behaviour Policy

Status and Review cycle:	Annually
Responsible Group:	FGB
Implementation:	September 2023
Next Review Date:	September 2025

Behaviour Policy Linked Policies: Safeguarding Policy, Anti-bullying policy, Exclusions policy, Complaints Policy, Medical Conditions Policy and School Information Report and Local Offer.

School Mission Statement

'Inspiring everyone to Shine' as we *'Walk as children of light.'* Ephesians 5:8

At Hardwicke, we firmly believe that in order for children to 'Shine' they need to have a secure understanding of the school's core Christian Values and how the choices that they make, impact their daily lives.

At Hardwicke, our vision for education is deeply rooted in valuing all God's children and serving the common good. We strive for academic excellence, through developing confident, ambitious, morally grounded children within our community and beyond. We are aspirational for **ALL** so we use our gifts and talents that we have been blessed with to **SHINE**. We are proud to 'Walk as children of light.'

Behaviour policy principles

Hardwicke C of E Parochial Primary School is committed to creating an environment where exemplary behaviour enables all to feel safe and respected within an atmosphere of learning without limits. All members of the Hardwicke family are expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same, adhering to our values of being 'Ready', 'Respectful' and 'Safe'.

Aims

- To create a culture of exceptionally good behaviour for learning, for community and for life.
- To ensure that all learners are treated fairly, shown respect and develop positive relationships.
- To help learners take control of their behaviour and be responsible for the consequences of it.
- To build a school community which values kindness, diversity, compassion and empathy for others which filters into the wider community.
- To provide a calm approach to the management of behaviour ensuring a consistent and composed language is used.
- Clear and consistent expectations of exceptionally good behaviour to everyone in our school community.

Legislation and statutory requirements

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2022) 'Behaviour in schools: Advice for headteachers and school staff'

- DfE (2023) ‘Keeping children safe in education 2023’
- DfE (2022) ‘Searching, Screening and Confiscation: Advice for schools’
- DfE (2023) ‘Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement

Key roles and responsibilities

The **governing board** will have overall responsibility for the implementation of the policy and the procedures at Hardwicke Parochial Primary Academy

The **governing board** has overall responsibility for ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation.

The **governing board** has responsibility for handling complaints regarding this policy, as outlined in the school’s Complaints Procedures Policy.

The **headteacher** will be responsible for the day-to-day implementation and management of this policy and the procedures of the school day.

Staff, including teachers, support staff and volunteers, will create a supportive and high-quality learning environment, teaching positive behaviour for learning and implementing this policy.

Staff, including teachers, support staff and volunteers, will be responsible for following the policy ensuring pupils do so too. They will also be responsible for ensuring the policy is implemented fairly and consistently.

Staff, including teachers, support staff and volunteers will model high levels of behaviour, setting high expectations for every pupil.

Parents/carers will be expected to take responsibility for the behaviour of their child(ren) inside and outside of school.

Parents/carers will be expected to take responsibility for promoting positive behaviour for learning and modelling acceptable behaviour in the home.

Pupils are responsible for their own behaviour both inside school and out in the wider community

Definitions

For the purposes of this policy, the school will define “serious unacceptable behaviour” as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This will include, but is not limited to, the following:

- **Discrimination** - not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- **Harassment** - behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Vexatious behaviour** - deliberately acting in a manner so as to cause annoyance or irritation
- **Bullying** - a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- **Cyberbullying** - the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature

- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy and running away from school
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Spitting and biting
- Persistent disobedience or disruptive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

For the purposes of this policy, the school will define “low-level unacceptable behaviour” as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to:

- Lateness
- Shouting out in class
- Talking when others are speaking
- Swinging on chairs
- Writing on others work
- Making silly noises
- Running around school or classroom
- Rudeness and not using manners
- Inappropriate body language with others, such as not keeping hands to oneself
- Lack of correct equipment
- Not following school or classroom rules
- Refusing to complete homework, incomplete homework, or arriving at school without homework
- Disruption on school busses or busses hired by the school public transport
- Use of mobile phones or other electronic devices without permission
- Graffiti

“Unacceptable behaviour” may be escalated to “serious unacceptable behaviour”, depending on the severity of the behaviour.

Training of staff

Teachers and support staff will receive training on this policy as part of their new starter induction and ongoing training as necessary and proportionate.

Pupil expectations

Pupils and parents/carers will be expected to follow our school’s Ready, Respectful and Safe which require pupils to:

- Conduct themselves around the premises in a safe, sensible and respectful manner.

- Arrive to lessons and school on time and fully prepared.
- Follow all reasonable instructions given by teachers and support staff both in the classroom and on the playground. Behave in a reasonable and polite manner towards all staff and pupils.
- Follow classroom rules and procedures.
- Show respect for the opinions and beliefs of others.
- Complete classwork as requested.
- Hand in homework at the time requested.
- Report unacceptable behaviour.
- Show respect for the school environment.

Smoking and controlled substances

In accordance with the Health Act 2006, the school is a smoke-free environment. This includes all buildings, out-buildings, playgrounds, playing fields and sheltered areas

Parents, visitors, staff and pupils must not smoke on school grounds and should avoid smoking in front of pupils and/or encouraging pupils to smoke

Pupils are not permitted to bring smoking materials or nicotine products to school. This includes, but is not limited to, cigarettes, e-cigarettes, vapes, lighters, matches or items containing nicotine.

In the interest of health and hygiene, vaping and smoking is banned on the entire school site including car parks, pathways, fields and playgrounds

Behaviour for Learning

Be Ready. Be Respectful. Be Safe.

Our school has three simple expectations: **Be Ready. Be Respectful. Be Safe.** This has been generated through discussions with staff, pupils and parents and which are applicable to a wide variety of situations. These rules are explicitly taught and modelled by all members of our school community. We SHINE when we are Ready, Respectful and Safe.

Be Ready.

- I will arrive at school on time and dressed correctly. I will help myself and others to learn by being in the right place, with the right equipment and ready to listen and complete my learning. I will look at the adult to show them that I am ready. I will line up silently at the end of the break to show I am ready to re-enter the building and begin learning again.

Be Respectful.

- I will listen and talk politely to adults and other pupils; and look after equipment and other people's possessions. I will use good manners and be truthful

Be Safe.

- I will keep my hands and feet to myself and look after myself and others, following instructions from adults at all times.

We understand that some children exhibit particular behaviours based on Adverse Childhood Experiences (**ACES**), a Special Educational Need and/or Disability (**SEND**) or another underlying Behavioural Emotional and Social difficulty (**BESD**). As a school, we recognise that their behaviour is their way of communicating their emotions and subsequently may require bespoke positive behaviour plans to accommodate their additional behavioural needs. Some children may require in and out-of-class support during break and lunchtimes, in order for individuals to meet the school behaviour expectations. This will be achieved through structured support and individual behaviour plans which are shared with all staff and parents. To support

pupils with high needs who may have a My Plan+ or EHCP, a one-page profile will be used and shared amongst professionals so their needs can be set.

Creating a Positive Behaviour Culture

Visible Adult Consistencies

- Every day, children are greeted by name at the classroom door by their classroom teacher. This not only signals the formal start to the day but also enables everyone to start the day positively and with a smile. Members of SLT and support staff will meet and greet children and parents at the gates.
- Staff will model being **ready, being respectful and being safe**. For example, adults will move around school quietly and calmly and avoid talking in corridors/outside classrooms where learning could be disturbed.
- Staff will be **deliberately and relentlessly bothered**. They will acknowledge ‘the little things’ which may subsequently have a greater sentimental meaning to a child. They will make time to listen to children and ensure that each child feels valued.
- Staff will be **calm, consistent and fair** in their treatment of children, parents and colleagues. Adults will take time to calm down if necessary to avoid becoming emotionally charged. They will model self-control through their calm approach and **deal with individuals fairly**.
- Staff will pay attention to the best conduct and endeavour to catch children doing the right thing in order to praise and recognise desired behaviours publically, for all to hear and celebrate.
- Staff will be responsible and actively address children who are not ready, respectful or safe.

Language for behaviour management

At Hardwicke, we ensure that a **common and consistent language** is used to manage behaviour to create clear boundaries for learning how to behave. Conversations should follow a script and behaviours should be discussed as the **behaviours they are, and not be personal to the child**. When addressing the behaviour, please do this with a view that the child’s parent is on your shoulder and listening in.

Positive behaviour strategies

- ✚ House Points (recorded by the individual child on class display. Winning house is announced each Friday)
- ✚ Recognition boards (behaviours in focus to be agreed at the end of the week in each class e.g. ‘one voice, speak politely, hands and feet to yourself.’)
- ✚ SHINE Award (for those who have demonstrated the school values. 2 pupils per class weekly)
- ✚ Use of stickers
- ✚ Positive notes (notes of recognition from visitors to the school)
- ✚ ‘Hot Chocolate Friday’ with a member of the **Senior Leadership Team (SLT)** (termly with one representative per class)
- ✚ Tickets are presented, by teachers, at the end of the week for those pupils who have made good choices consistently. These tickets will be put into a prize draw for a prize. (Termly)

Break and Lunch Time

The expectations outlined within this behaviour policy apply at all times including breaks and lunchtimes. Midday Supervisors will share the same expectations for pupil behaviour and attitudes during lunchtime. Positive and negative behaviour will be recognised and addressed during this time. Midday Supervisors who identify pupils demonstrating particularly good behaviour and/or attitudes can be rewarded with a lunchtime sticker or be recommended for a ‘SHINE Award’ certificate. All staff work hard to ensure that children understand that the expectations placed upon them in the classroom also apply to when they are outside of lesson time. During any occurrence of challenging behaviour which is not ready, respectful or safe, lunchtime staff will give a child time in or a fast track time into the reflection room. If a child is fast-tracked to ‘time in’ this will be recorded on CPOMs.

Sanctions

At Hardwicke, we ensure that it is very clear that **the** (challenging) behaviour is unacceptable, and any sanction should address and relate **to the behaviour (which is not ready, respectful or safe)**, and not be made personal to the child. All stakeholders should be encouraged to foster the belief that there are no 'bad' students, just 'bad' choices. It is important that **sanctions are in proportion** to the offence and that behaviours are **reprimanded in private (RIP)** where appropriate. All sanctions **MUST** be delivered and executed on the same day so that every day is a fresh day. Children will receive a formal sanction in the 'reflection room' with the head teacher or deputy head teacher and miss a proportionate quantity of their lunchtime.

Step	Language	Actions	Example behaviours
1. Private Warning	<p>I notice you chose to...</p> <p>This is a reminder that we need to be (select one: be ready, be respectful and be safe)</p> <p>You now have the chance to make a better choice</p> <p>Thank you for listening.</p>	<p>Use the child's name</p> <p>Come down to the child's level</p> <p>Make eye contact</p>	<p>Running inside the school building</p> <p>Speaking unkindly to others</p> <p>Not showing respect to the person talking to you</p> <p>Not being completely honest</p> <p>Not listening to what others say</p> <p>Not following instructions</p> <p>Not looking after school equipment</p> <p>Being unkind to others</p> <p>Not putting effort into your learning</p> <p>Distracting yourself and others from learning</p>
2. Time in, repair & restore	<p>I noticed you chose to...</p> <p>You need to wait</p> <p>-In the reflection area (during learning time)</p> <p>-Allocated playground zone (during break/ lunch time)</p> <p>I will come and speak to you in two minutes.</p> <p>What happened?</p> <p>What were you feeling at the time?</p> <p>What have you felt since?</p> <p>How did this make people feel?</p> <p>Who has been affected?</p> <p>What should we do to put things right?</p> <p>How can we do things differently?</p>	<p>Do not speak about the child's behaviour to another adult in front of the child.</p> <p>One to one</p> <p>Make eye contact with the child.</p> <p>Use the child's name</p> <p>Come down to the child's level if it is safe to do so</p>	<p>As above</p>
3. Extended time in	<p>Revisit previous steps for an extended period of time if the child has not fully regulated and needs additional time to reflect following the repair & restore conversation.</p>	<p>Use the child's name</p> <p>Come down to the child's level</p> <p>Make eye contact</p>	<p>As above</p>
4. Fast track to time in (Reflection room at lunchtime)	<p>I noticed you chose to...</p> <p>I will need to share this with your parent/carer</p> <p>Class teacher to speak to parents at the end of the day/phone call home if they do not collect</p>	<p>Behaviour logged on CPOMs from this point onwards</p>	<ul style="list-style-type: none"> ✓ Refusal to follow instructions when they are not safe ✓ Swearing ✓ Physical harm (hit, punch, kick, spit, strangle) ✓ Deliberate damage to school property

			✓ Discriminatory behaviour/derogatory language
5. Class teacher & SLT to invite parents in to school	Exceeding three 'Time-ins' in the lunchtime reflection room. <i>*Discussion with SENDco for support prior to the meeting</i> <i>*Two-week Behaviour Plan drawn up in collaboration with the child and parent/carer</i>	Formal meeting & two-week behaviour plan	As above

Prevention of all forms of bullying (including cyberbullying, prejudice-based bullying and discriminatory bullying)

Along with our Academy's anti-bullying policy, our school behaviour policy aims to assist in creating an ethos in which attending Hardwicke is a positive experience for all members of the community and to make it clear that all forms of bullying are unacceptable. All members of the Academy community are responsible for helping to reduce bullying incidents; Academy staff will be alert to the signs of bullying and act promptly and firmly against any bullying behaviours. All pupils are encouraged to report incidents of bullying and, in turn, to ensure that incidents of bullying are dealt with effectively. All victims who report bullying will always be listened to and supported. Pupils displaying bullying behaviour will be encouraged to change their attitudes and understand the implications of their actions. The Academy will equip all staff with the necessary skills and information necessary to deal with incidents of bullying and ensure that all incidents of bullying are recorded and, where appropriate, shared with relevant organisations.

Preventative measures:

- Regular visits from PCSO (parents & children)
- Participation in the Schoolbeat Programme (targeted at cyberbullying and cyber use)
- Use the opportunity to discuss aspects of bullying (of any form) as they arise and the appropriate way to behave towards each other in line with our school's vision (for example Circle Time, collective worship and our curriculum.)
- Educating children about positive relationships and recognising forms of bullying and how to act if this happens through our curriculum, particularly PSHE (SCARF resources).
- Worry boxes
- Pupil feedback through conferencing
- Staff training
- Regular review of school policies
- A 'Deliberately bothered' approach to all reported incidents
- Rigorous record keeping of incidents to monitor bullying (CPOMs)
- Close communication between all internal and external stakeholders
- Vigilant supervision of all children (playground, bathroom use)
- Deal quickly, firmly and fairly with complaints, involving parents where necessary.
- Fair and consistent delivery of all policies by all stakeholders

Suspension

Suspension at Hardwicke will ONLY be used as a last resort and the Headteacher is confident that the decision to suspend is **lawful, rational, reasonable, fair and proportionate**. We would only make a decision to permanently exclude if a pupil has committed a serious breach, or persistent breach of the school's behaviour policy, and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Suspension may include:

- lunchtime suspension- the pupil has to be taken off the premises during the lunch hour by his/ her parents/guardian (exclusions will be set over a fixed period of days/weeks)
- fixed term suspension-the Head Teacher will exclude a pupil for a fixed period of days, which is entered into the pupil's permanent record and reported to the LA
- permanent exclusions-following Local Authority procedures and exploration of all other avenues, pupils demonstrating persistent and unchanged poor behaviour or an instance of very serious misbehaviour, will be permanently excluded from school.

Exclusion

The headteacher would only make a decision to permanently exclude if a pupil has committed a serious breach, or persistent breach of the school's behaviour policy, and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. Examples of behaviours that may lead to a suspension or permanent exclusion

- Persistent disruptive behaviour
- Ignoring the reasonable and repeated requests of a member of staff
- Violence towards another pupil or member of staff
- Filming or videoing pupils or staff without consent
- Bringing illegal substances to the school site
- Bringing a weapon onto the school site
- Bullying / Peer-on-Peer Abuse (Please also see our anti-bullying policy)
- Bullying (i.e. a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied)
- Vandalism
- Swearing
- Cyberbullying (i.e. the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature)

In these cases, the school will follow Gloucestershire LA guidance for exclusions, a copy of which can be found online at <https://www.gloucestershire.gov.uk/schoolsnet/your-pupils/exclusions/>. This guidance is in line with The DfE's Suspension and permanent exclusion guidance September 2023 which the school will adhere to.

Racism and Hatred include:

- Discrimination (i.e. not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy, maternity, race, religion or belief, sex, and sexual orientation).
- Harassment including sexual harassment or violence (i.e. behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals)
- Vexatious behaviour (i.e. deliberately acting in a manner so as to cause annoyance or irritation)

We will not tolerate any form of racism or behaviours motivated by hatred or extremism at our school. Any incident will be treated seriously and the action taken will depend upon the child's understanding of what they have said or done, depending on the circumstances this could include exclusion. As with an incident of bullying strategies to support the victim will be provided, and key messages from our comprehensive PSHE and RSHE curriculum will be reiterated with pastoral support offered as necessary.

Partnerships with Parents

We like to work in a very close partnership with parents and we will, wherever possible, encourage positive parental involvement. With their support and understanding, we will seek to encourage consistency and high standards of behaviour at home and at school. We will offer support to parents as far as possible when an

individual child is causing concern and parents can contact the school whenever this may happen – they should not feel that they must wait until the school contacts them.

Parents can help by:

- Encouraging children to realise the importance of the school and taking an interest in their work and behaviour and meeting teachers regularly, so that they know how their child is progressing.
- Assisting with activities where appropriate.
- Positively endorsing our aims, especially our core values and **Be Ready, Be Respectful and Be Safe** and talking about this with their children to help maintain high standards of behaviour at school and at home.
- Discuss any problems promptly with the school (with the class teacher in the first instance).
- Supporting the efforts of their children when they receive rewards. If parents add their praise and rewards to those of the school, the effect will be even stronger.

Items banned from school premises:

Fire lighting equipment:

- Matches, lighters, etc.

Drugs and smoking equipment:

- Cigarettes
- Tobacco
- Cigarette papers
- Electronic cigarettes (e-cigs) including vapes or nicotine-containing products
- Alcohol
- Solvents
- Any form of illegal drugs
- Any other drugs, except medicines covered by the prescribed medicines procedure

Weapons and other dangerous implements or substances:

- Knives
- Razors
- Catapults
- Guns (including replicas and BB guns)
- Laser pens
- Knuckle dusters and studded arm bands
- Fireworks
- Dangerous chemicals

Other items:

- Liquid correction fluid
- Chewing gum
- Caffeinated energy drinks
- High sugar drinks
- Energy drinks and bottles
- Offensive materials (i.e. pornographic, homophobic, racist, etc.)
- Aerosols including deodorant and hair spray
- Mobile phones
- Smart watches which have the ability to send or receive photographs, and texts or can communicate with a third party outside or inside of the school
- Any other toys, which are deemed hazardous.

Searching

Staff members may use common law to search pupils, with their consent, for any item, including their pockets, backpacks, lockers and classroom trays.

Under part 2, section 2 of the Education Act 2011, teachers are authorised by the Headteacher to search for any prohibited item.

Searches will be conducted by a same-sex member of staff, with another same-sex staff member as a witness, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.

Staff members may instruct a pupil to remove outer clothing, including hats, scarves, boots and coats.

A pupil's possessions will only be searched in the presence of the pupil and another member of staff unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.

Any staff member may refuse to conduct a search.

Following a search, the Headteacher will contact the parents/carers to advise them of the procedures that were undertaken.

Confiscation

A staff member carrying out a search can confiscate anything they have reasonable grounds to suspect is a prohibited item.

If the pupil has possession of illegal items, the police will be called for the removal of the item(s).

Parents/carers will be informed of any confiscated item and may be required to collect the item (unless the item relates to alcohol, illegal drugs or tobacco), from the school office.

Staff members may use reasonable force

The use of reasonable force to restrain pupils. Staff at the school should only use physical contact with pupils in emergency situations. Those emergency situations are when a pupil has to be prevented from or stopped from continuing the following:

- Committing a criminal offence (including behaving in a way that would be an offence if the pupil were not
- under the age of criminal responsibility).
- Injuring themselves or others.
- Causing damage to property (including the pupil's own property).
- Engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils, whether that behaviour occurs in a classroom during a teaching session or elsewhere.

Even in these cases, unless there is the possibility of injury, the member of staff should try to calm the situation by talking to the pupil as well as sending for the Headteacher or Deputy. Other pupils should be moved from the area or classroom.

In attempting to calm the situation, the teacher should continue to talk to the pupil, try to get them to stop what they are doing, and tell them what will happen if they do not stop. If a child is being restrained, the teacher should make it clear that this will stop as soon as it ceases to be necessary.

Every adult in the school has a right to defend themselves against attacks or in an emergency situation where injury might occur. Only the teaching staff and classroom support staff are authorised to restrain pupils in other situations. No authorised member of staff should take any action if they believe that this will put their own safety at risk.

Physical intervention by staff should be reasonable and might involve physically interposing between pupils, blocking a pupil's path or shepherding a pupil away by placing one hand in the centre of the back and the other on an arm.

Pupils should not be pushed, pulled, tripped, slapped, kicked or punched. They should not be held around the neck or collar, have limbs twisted or forced against a joint, be held face down on the ground, held or pulled by the hair or ear or touched or held in a way that might be considered indecent.

In extreme situations, a restrictive hold may be necessary.

Recording, reporting and Monitoring

All behavioural concerns and or incidents will be logged using the school's safeguarding system 'CPOMS'. All staff are expected to provide reports which are based upon facts following a detailed gathering of evidence and are expected to consider and follow GDPR guidelines when recording concerns or incidents. Patterns of behaviour, possible causes and the impact of strategies used to transform behaviour will be regularly reviewed by the Inclusion leader and SLT. Patterns of behaviour will be communicated to school governors. All formal meetings with the class teacher, SLT and parents will be logged on CPOMS.

Child on Child Abuse

The Trust's Safeguarding and Child Protection policy lays out the stance that must be followed should there be a case of Child on Child abuse, including the procedures that should be followed in the event of this type of abuse.

Misconduct outside of school

The school may take action against any child who is reported for challenging behaviour or bullying off the school premises if the child is; a) Participating in a school-related activity b) Travelling to or from school c) Wearing school uniform d) The misbehaviour could pose a threat to another pupil or adversely affect the school's reputation. This may also include the inappropriate use of social media sites. Any action taken will be proportionate to the behaviour and could include discussion with parents, school sanctions and possible exclusion. Children whose behaviour within school is such that it could pose a risk to themselves and or others when on school visit will be subject to an individual risk assessment. If the school judges that the child's safety and or those of others cannot be guaranteed as a result of their behaviour the school reserves the right to withdraw that child from going on the visit.