



## The Stables Independent School

### Policy for Promoting Positive Behaviour and Relationships

This policy is based on advice from the Department for Education (DfE) on:

- The Children Act 2004
- Behaviour and discipline in schools 2014
- Searching, screening and confiscation at school 2014
- The Equality Act 2010
- Use of reasonable force in schools 2013
- Supporting pupils with medical conditions at school 2014
- Positive environments where children can flourish 2018

It is also based on the special educational needs and disability (SEND) code of practice.

In addition this policy is based on

- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy

**This policy links directly to the listed Stables Policies**

Admissions Policy  
Staff Code of Conduct  
Exclusions Policy  
Anti-Bullying Policy  
Safeguarding Policy  
Health and Safety Policy  
Complaints Policy  
Whistleblowing Policy

**This policy was reviewed and approved by the Proprietors in the Spring Term 2025.**

**It will be reviewed annually and approved by the Proprietors.**



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## **SECTION 1**

### **Acknowledgement**

Clover Childcare Services Ltd is committed to ensuring that its staff will deal professionally with all aspects of the care of children/pupils attending The Stables Independent School (The Stables). We are also committed to outstanding practice and seek to work collaboratively in the interests of the children.

As such, The Stables is committed to providing;

#### **Clearly defined policies, practice guidance and procedures on positive care practices and therapeutic approaches in education.**

The Stables realises that issues concerning control, especially the use of **restraint (also known as “physical measures of control”, “positive handling”, “holding” and “restrictive physical intervention [RPI]”)** are a subject of great concern to its staff as well as to the pupils and their families. This guidance will not be able to cover every individual situation that may occur but clearly describes the underlying principles and legislation and endeavours to minimise the risk of harm to all involved.

Staff will always need to use their professional judgement with regards to specific incidents, but the following framework is provided to inform staff so that they are able to make safe decisions and to ensure that the leadership team support their actions.

The Stables will:

- Provide extensive relevant training in order for the staff to develop the necessary skills to work therapeutically with the children.
- Provide Norfolk Steps training for staff as a holistic approach to preventing and managing harmful behaviours, including prevention strategies, de-escalation techniques and managing aggression. This will include training on safe Restrictive Physical Interventions (RPI) - Norfolk Steps (Step on and Step Up)
- Develop a child-centred ethos which involves adopting an attitude of PACE (playfulness, acceptance, curiosity and empathy) including counselling, talking and negotiating with children in order to create authentic attachments and develop relationships to affect lasting change.
- Provide support for staff through regular team meetings (and group supervision) to give us insight into the underlying causes of the children’s challenging behaviours.
- Provide appropriate and regular supervision for staff
- Ensure that incidents are recorded and monitored
- Provide post incident debriefings to staff and children



## SECTION 2

### POLICY AND PROCEDURES

#### 2.1 Introduction/Ethos

All children being educated at The Stables Independent School will have had damaging or traumatic experiences in their early childhood. Some will have experienced chaotic lifestyles, inconsistent parenting and disrupted education and are likely to have low self-esteem and low levels of self-worth (amongst other difficulties) as a result. They may have displayed, and may continue to display, difficult and challenging behaviours which in turn impact upon their ability to thrive and achieve their full potential, both socially and academically.

At The Stables Independent School, we adopt the following ethos in our everyday working practice with our children. Much of our practice is informed by; attachment theory; neuroscience and brain development; dyadic developmental psychotherapy; working with identified special educational needs; professional consultation with clinical psychologists, child psychiatrists and educational psychologists.

In order to achieve lasting, positive changes in the lives of our children it is necessary to create a specialised environment, one that conveys the 'unconditional positive regard' that a parent has for their child. This includes the use of appropriate consequences as educational tools to address unacceptable behaviour. We promote caring relationships through shared experiences of co-regulating, co-exploring and positive 'role-modelling', upon which the children might later base their own future relationships.

Our aim is to re-work existing, early attachment patterns of our children, by working therapeutically. This is likely to take some time and is dependent upon the consistent and reliable nature of the way the staff work with each child as an individual. This focuses on adopting the PACE attitude, as mentioned above; being playful in our interactions; accepting of the children in their entirety; being curious about the way they think, feel and behave; empathic about their experiences and feelings; thus validating them as worthwhile and valuable individuals within the school community.

Adopting this attitude alongside clearly defined expectations and boundaries will create the optimum environment for the children to learn and develop, in all areas, and will also encourage a more settled, learning environment.



## 2.2 Good Practice

The Stables Independent School promotes practices that contribute to the quality of educational provision.

These include:

- Authentic respect and acceptance for the children being educated
- Positive reinforcement through recognition of positive behaviour contributing to the development and increase of self-esteem and self-worth
- Clear and accessible complaints procedures for children and clear procedures when staff have concerns over the practices of others
- Regular opportunities (both formal and informal) for children to express their wishes and feelings
- Explicit, fair and reasonable boundaries and expectations for conduct and behaviour within the school
- A good quality learning environment including a varied and individualised curriculum to best enhance learning opportunities
- Staff awareness of relevant histories (trauma/nurture timelines) of children being cared for
- An understanding by staff of any problems faced by children with physical, medical, neurological and mental health needs which may impact on their ability to learn
- A flexible approach which takes account of a child's age, competence and ability to recognise and understand potential harm to themselves, others and property
- An understanding that, as within families, the behaviour, attitudes, values and beliefs of the staff affect the running of a school, therefore consistency within these areas promotes stability and predictability for the children
- Levels of supervision of children should be commensurate with age, understanding, and maturity and identified risk factors
- An understanding that due to early childhood experiences, the children may exhibit maladaptive behaviour patterns and therefore are likely to require high levels of supervision to help them feel safe and contained
- Should children require such personal care as stated in their Care Plan, this will be provided **only** by trained staff



- The nature of supervision will vary from moment to moment, according to the circumstances and the group. In some instances, a discreet and distant watch may be sufficient, during structured, well-planned lessons, whilst with some groups, at break or lunch time for example, it will be essential that one or more staff are with the children at all times. Staff **MUST** be aware of those children that present a high risk when in the presence of other children
- Staff should know the whereabouts of children at all times whilst they are in the school grounds to ensure maximum safety and early intervention
- Good communication between staff and children is essential to ensure the smooth running of a school. Staff should be sensitive to the barriers in communications and to the differing needs of children around communication
- Management and staff will promote an open style that gives plenty of room for discussion, negotiation and problem solving. Where appropriate children should be part of the decision-making process
- Staff will adopt a restorative and reparative attitude and where consequences are given these should be relevant and proportionate to the behaviour

Pupils are expected to:

- Behave in an orderly and co-regulated way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move sensibly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept consequences when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. They will:

- Create and maintain a stimulating and therapeutic environment that encourages pupils to maintain sustained engagement
- Display the pupil code of conduct or their own classroom rules
- Develop a positive relationship with pupils, which may include:
- Greeting pupils in the morning/at the start of lessons
- Establishing clear routines



- Communicating expectations of behaviour in ways other than verbally
- Highlighting and promoting good behaviour
- Concluding the day as positively as possible and starting the next day afresh
- Using positive reinforcement

With these principles in mind, we strongly believe that high standards of behaviour lie at the heart of a successful school that enable all pupils to make the best possible progress in all aspects of school life, including the curriculum, whilst enabling the staff to teach and promote good learning without undue interruption or harassment. All members of the school community have the right to feel safe at all times, free from discrimination of any sort and to be able to learn and relate confidently to each other in an atmosphere of mutual respect.

### **2.3 Promoting Good Behaviour**

All staff have a responsibility to promote and facilitate good behaviour. School staff will ensure effective communication between school and home.

Each pupil has an individual behaviour tracker and engagement tracker which is clearly displayed in each classroom (Appendix 1).

Regular opportunities will be provided for pupils to meet with staff, on an individual basis, to discuss and review their trackers. Positive scores will be recognised and rewarded; pupils will also have the opportunity to reflect on their performance and to discuss ways to improve further, setting themselves weekly targets.

The Stables is committed to sustaining, developing and applauding pupils' efforts. We believe that if pupils are to do their best, they must feel that their efforts are recognised and appreciated both at home and in school.

We have a variety of ways of celebrating pupil success. These include:

- A merits system whereby pupils are awarded merits by the staff for any of the following: academic progress or success, individual perseverance, significant improvement in a particular aspect of school life, kindness, sporting achievement, excellent homework, improved attitudes and behaviour. These are recorded on an individual merit card. On completion of a merit card, the pupil will be allowed to choose a prize from the prize box.
- Each lesson is monitored and reviewed by pupils and staff, those achieving successful learning sessions through individual or group work, can earn a good choice ticket as a reward. At the end of the week, in Friday reward assembly, the good choice tickets are put in a box, one from each class is chosen, the winners receive a prize. Pupils are praised and encouraged to reflect on how they can gain more tickets the following week. The number of good choice tickets a pupil receives is recorded on their individual tracker.

Criteria for earning a good choice ticket include:

- Showing care, courtesy or consideration towa



- positive attitude
- helping others
- staying on task when there are possible distractions

Staff will nominate an individual pupil each week for an achievement award which will be celebrated by all. The pupil will receive an award for 'Work of the Week' or 'Star of the Week', which will be published in the school newsletter. As a reward for being 'Star of the Week', pupils may choose a prize from the prize box. At the end of each half-term, all of the 'Stars of the Week' are rewarded with a trip out e.g. Bouldering session, fun swim.

All awards are recorded on a pupil's individual tracker and are summarised on half-termly reports which are shared with the proprietors and the pupils' parents or carers.

At the end of each half term, the student with the best trackers and most improved trackers will be rewarded with a One4all voucher and certificate. There will also be recognition for academic progress.

The student with the highest attendance also receives a certificate at the end of each half term.

## 2.4 Unacceptable Practices

The Stables will not accept practices from school staff which do not constitute positive role modelling. These include:

- Staff using language which is abusive or derogatory
- Staff humiliating or being sarcastic to children
- Any actions or language which could be construed as discriminatory in any way
- Staff swearing at, or in front of, children
- Causing intentional, deliberate harm

It is acknowledged that this list is by no means exhaustive and individual issues brought to the attention of senior leaders will be dealt with according to the relevant policy and procedure.

## 2.5 Use of Consequences

At The Stables, we believe that behaviour management is best exercised through investment in and development of strong inter-personal relationships with children. While every school must have rules to regulate it, we believe that children should have opportunities to contribute to them and thereby gain a sense of ownership of them.



We also believe that children need boundaries in order to feel safe and cared about. However, there will be times when children challenge these boundaries, often in order to gauge staff consistency and authenticity. Following such incidents, staff may use consequences if it is felt appropriate to do so. These should never be used in a punitive manner; should be time-limited; and should be employed as relevant, age-appropriate learning tools.

Where possible we strive to use consequences in the form of reparation and restoration, but at times it may be deemed appropriate to give a more direct consequence. They should also focus on the harms caused by their behaviour rather than the behaviour itself. Often there is the opportunity for early intervention, which may prevent the need for consequences i.e. stating expectations, expressing adult and peer disapproval, informing of potential consequences.

Staff will use PACE, considering pupils' level of verbal and/or emotional literacy.

Should early intervention be ineffective, and behaviour occurs that may warrant a consequence, the following principles should apply.

- Consequences could include the use of reparation, where the aim is for the child to make amends through assistance to those who have been harmed, or restoration where they are given the opportunity to restore something to its former or original condition or the giving back or replacement of something. Where possible staff should endeavour to use collaborative, restorative and reparative consequences to maximise the learning involved for the child
- Consequences that are negotiated and agreed with the child are more likely to succeed, therefore wherever possible children should be asked what consequences they feel are appropriate to the situation. In all cases, a discussion about the harm that led to the consequence should take place
- Consequences must be fair and equitable, discussed and agreed by the class teacher and where applied must then be recorded on CPOMS.
- Consequences should be considered after an incident when all parties have had an opportunity to calm and reflect to ensure an objective approach
- Staff should be sensitive to the fact that a child's response to a consequence is often determined by when and how the consequence is discussed. It is often difficult for a child to be open and honest in front of their peers and staff should be sensitive to this issue. The CALM Room/Dens are allocated spaces in the school building and other classrooms where staff and pupils can talk through an incident on a 1:1 basis
- When discussing a consequence with a child, staff should be calm, reflective and accepting and avoid adopting a 'blaming' stance encouraging the child to explore their feelings around the incident. Children should always be given the opportunity to comment on the record made of the consequence and will



be asked to consider who was affected by their behaviour and how, what they could do differently in a similar situation in future and how they can put right the harm done

## 2.6 Permitted Consequences

**Restitution** – restoring of a thing to its proper owner or its original state e.g. helping repair broken resources. The purpose of restitution is to teach the child the value of property belonging to others rather than to punish. Restitution should be appropriate to the child's age and degree of responsibility. It is also appropriate to take into account the value (including sentimental value) of the item(s) damaged and the emotional state of the child when they caused the damage e.g. was it a deliberate controlled action or was the child distressed and dis-regulated.

**Reparation** – i.e. making amends in whole or in part. It could be as simple as a child making everyone a cup of tea or apologising to the individual/group for his/her behaviour. Both the above consequences focus on the relationship between the adult and the child and aim to bring about some reflective repair reassuring the child in a wider context, that things that are broken can be fixed and that we will help them do it. The child should be given the opportunity to feel part of this process not a victim of it.

Extra jobs around the school may be appropriate for behaviour which has caused significant damage to the school environment. These should always be of benefit to the school and relevant to the behaviour that led to the consequence. Ideally, a member of staff should be with/assisting the child with the task. Staff should not impose consequences that involve them being seen as the beneficiaries (e.g. washing staff cars).

The curtailment of free time such as break time or lunch time can be used as a consequence but must not include any deprivation of school events that are positive and meaningful to the child except in circumstances where it is felt there is a risk to safety (see also Prohibited Measures of Control).

All consequences will be discussed with the child prior to implementation.

Staff will explain whether the consequence is -

**Protective** – that which reduces or removes the potential for the child to come to harm,

**Educational** – that which encourages and supports children to learn, rehearse or be taught new ways to manage and self-regulate their behaviour or ensures catch up on any missed classroom learning

**Naturally occurring** – whereby staff do not necessarily need to put anything in place, (lack of a laptop which was broken by a young person due to a delay in purchasing a replacement).



Additionally, it will be recorded on CPOMs whether the consequence was discussed collaboratively, where appropriate, by the young person and staff. This ensures that the young person's voice is heard.

Should a child disagree with a consequence, they will be given the opportunity to discuss it with the teacher, collaboratively to find a solution. This should be done calmly and sensitively focusing on the harm rather than the behaviour encouraging the child to make links between actions and outcomes.

## 2.7 Physical Measures of Control

The Stables uses Norfolk Steps training who believe *'that all children and pupils have the right to be healthy, happy and safe; to be loved, valued and respected; and to have high aspirations for the future.'* We have three accredited Norfolk Steps trainers who give regular training and advice to The Stables' employees.

This holistic approach focuses predominantly on the following:

- Shared values and beliefs
- Shared communication, diversion (where appropriate) and de-escalation
- Shared risk management
- Shared reparation, reflection and restoration

As a last resort, when talking, listening, negotiation and other forms of verbal de-escalation have been tried and failed, or there is an immediate risk of serious harm, staff may need to use physical measures of control which can be termed as: restraint, RPI or holds. In a school setting, restraint can also be used in order to maintain good order to allow for the learning of others to continue without disruption. It is paramount that all children are given the opportunity to access their learning in a safe and calm environment.

Such measures may include shielding, supporting, guiding and escorting, and restrictive physical intervention (RPI). This must be a planned intervention to a known or perceived risk or a reactive response to immediate and serious risk. Shielding can be used to keep oneself safe using a protective stance. This protective, de-escalation stance could also be used as physical presence in order to prevent a child from exiting a doorway (for example they are attempting to harm a child in another room). Shielding does not involve placing hands on or touching a child or young person.

Supporting, guiding and escorting are techniques used alongside verbal de-escalation and instruction. These are used in situations where there is, or staff believe there is, the potential for escalation which is likely to lead to harmful behaviours and pupils witnessing harm. Norfolk Steps consider harm to be 'injury, damage, loss or deterioration'. Harmful behaviours that we are likely to see can include physical, psychological/emotional (e.g. bullying) and damage to property. For further details on supporting, guiding and escorting techniques please refer to Norfolk Steps Documentation.



Restrictive Physical Intervention is the holding of a child, restricting physical movement and should only be used in order to prevent actual or potential harm. This must always be reasonable, proportionate, necessary and in the best interest of the child. Norfolk Steps have specific principles and techniques in order to effectively contain children in a safe way with minimal risk of harm.

These techniques should never be used as punishment; in common law RPI could be seen as false imprisonment if it deprives a child of his liberty, without just cause. As such seclusion is also not permitted.

Staff should also familiarise themselves with children's individual risk assessments as they may differ and have specific management techniques. i.e., some children may need to be physically held rather than staff withdrawal as this may be perceived as rejection and have the potential to re-trigger early childhood trauma (emotional harm); something which is not in keeping with Norfolk Steps and The Stables' ethos. RPIs should always be carried out in a therapeutic way, promoting the child to feel safe, loved, valued and respected.

There may, however, be times where it is not possible to adopt Norfolk Steps techniques. In these circumstances staff should adopt the legally defensible position of doing what is **reasonable, proportionate and necessary** in order to prevent harm to the child, self and others. For example, in order to prevent a child from running into a busy road it may be necessary to grab hold of their arm. Given differences in size, weight, physical strength of staff members, it is important to note that what is reasonable, proportionate and necessary for one adult may be different for another.

When a child is heightened / aggressive / dysregulated it is sometimes not possible to initiate and maintain Norfolk Steps techniques due to the child's level of arousal and physical movement. In this case staff should apply the PRINCIPLES of Norfolk Steps in a way which is reasonable, proportionate and necessary and then release this hold as soon as it is safe to do so, either withdrawing from the child or attempting to re-initiate an approved technique.

There are four things which are considered wrong within Norfolk Steps Documentation. These are the holding of a child resulting in:

1. A negative impact on the process of breathing
2. Pain as a result of the technique
3. A sense of violation
4. Being used as punishment

When holding a child the following actions must **not** be employed:

- The use of clothing or belts to restrict movement
- Holding a young person down on to the floor
- Pressure on the neck, chest, abdomen or groin
- Hyperflexion of the body or basket type holds
- Extending or flexing of joints
- Forcing a child up or down steps or stairs
- Dragging children from confined spaces



- Lifting and carrying

Holds to the floor must **only** be carried out by trained staff.

Wherever possible a 'credible witness' will be available to staff involved in a restraint to monitor this.

RPIs are planned interventions and should be:

- Agreed in advance by a team in consultation with the child and his or her parents/carers/advocates
- Documented, including broader strategies for addressing the child's behavioural difficulties
- Implemented under the supervision of an identified member of staff
- Subject to recording, reporting, monitoring and, if necessary, investigation

In addition to the above, the Children Act 2004, as reflected in this document, outlines situations when it is permissible for staff to use physical measures of control and the guidance that provides a practice framework which, if followed, will allow staff to act appropriately and with confidence.

Where the child is armed with an offensive weapon, and staff do not feel it is safe to take hold, they should not approach him/her and should leave the room and call colleagues, or if necessary, police to assist. It is more important for staff to safeguard their own safety together with the safety of other children and colleagues when any other course of action is likely to fail.

#### **Principles underpinning the use of holding and physical restraint**

- Wherever practicable and possible, **before** holding or restraining a child, staff should:
- Warn the children of their intentions
- Ensure other staff are present (best practice)
- If necessary, remove other non-involved children from the scene (through verbal measures or if needed through supporting, guiding and escorting)
- Staff should have knowledge of the child's individual risk assessment and individual behaviour management/Positive Handling plan (if in place) so that they are up to date with specific behaviours and possible health implications which may affect the manner in which you hold the child
- Ensure their own safety and that of other children and colleagues



## **2.8 Actions to be taken after the incident**

- RPIs require specific recording. The Stables uses CPOMS for the recording of behaviour incidents. There is a section on CPOMS to record the use



of RPI, under the heading of Significant Incident with RPI. All use of RPI needs to be recorded by the person who carried out the RPI. The RPI needs to be recorded in detail and state the HARMS (caused or prevented) and JUSTIFICATION for the restraint. The Headteacher, Deputy Head and Behaviour Lead should be alerted on the CPOMS system to be made aware of the RPI that has taken place.

- Significant incidents without the use of RPI will also be recorded on CPOMS and the relevant staff will be alerted.
- The Leadership Team should ensure all incidents are recorded fully and appropriately, looking at what led up to the restraint and whether the intervention was appropriate. Once checked, the Behaviour Lead and Leadership Team will ensure that the appropriate parties are informed (e.g. home, carers, social workers) by the approved method.
- Check the child and others involved are physically ok and seek medical attention if necessary
- Make support available for the child following being held
- Staff should report any RPI to the Leadership Team or proprietor
- Staff are to have a restorative and reflective discussion to help the pupils reflect on the restraint and on their emotional state at the time. Where possible and/or applicable the staff member that initiated the hold should be involved in the discussion in order to facilitate relationship repair. This is a good opportunity to discuss the incident using reflective questions:
  - How are you?
  - What happened?
  - What were you thinking at the time?
  - Who has been affected and how?
  - How can we put right the harm?
  - What have we learnt so as to make different choices next time?

If a pupil is unable to reflect, staff will use secondary intersubjectivity.

- Members of staff involved in the RPI will participate in the daily debrief at the end of the school day in order to review each incident to ensure that appropriate learning points are identified, and staff wellbeing is considered. The aim for all involved should be to Repair, Reflect and Restore. For some incidents it may be appropriate to complete a debrief earlier in the day, with a member of Leadership team
- Incidences of RPIs should be carefully monitored to ensure that any emerging patterns of individual or school behaviours are identified, appropriately challenged and alternative management strategies considered. This monitoring takes place in weekly staff meetings and during the preparation of half-termly reports



## 2.9 Prohibited Measures of Control

The following measures must not be used to discipline a child:

- Any form of corporal punishment (such as slapping, punching, kicking, rough handling and throwing of missiles)
- Any punishment involving the deprivation or consumption of food or drink
- The use or withholding of medication, or medical treatment
- Withholding any aids or equipment needed by a disabled child
- Any measure involving any child imposing any measure against another child
- Any measure involving punishing of a group of children for the behaviour of an individual child

The Stables will also not condone:

- Any requirement for children to carry out work which is not reparative in nature
- Any requirement for children to wear distinctive or inappropriate clothing
- Seclusion, where a child is forced to spend time alone against their will (requires a court order except in an emergency)
- Use of restraint to stop children absconding from the school, unless the child is subject to a specified court ruling or order (Specified Remands) or an assessment of the situation has been made indicating that the child is likely to injure him/herself, be at risk of Child Sexual Exploitation or it is or is otherwise specified in their Individual Risk Assessment (e.g. emotional state and vulnerability given age and level of understanding). This final criterion must be kept under constant review and be in place for a time limited period only

Staff are aware that the use of one or more of the above measures may result in disciplinary action being taken against them in line with the organisation's Disciplinary and Grievance Procedures.



## SECTION 3

### **Definitions of behaviour that may lead to the use of consequences**

Certain behaviours may result in consequences being given to children. The following is a non-exhaustive list of such behaviours.

**Misbehaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

**Serious misbehaviour** is defined (*in no particular order*) as:

- Repeated breaches of the school rules
- Any form of bullying (See Anti-Bullying Policy for definitions of bullying)
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Physical aggression towards another pupil or staff member
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - Fireworks
  - Pornographic images
  - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)