



BEHAVIOUR AND RELATIONSHIPS POLICY

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Statement of intent

"Good behaviour is a necessary condition for effective teaching to take place." (DES 1987). St Lawrence College's Governing Body accepts this principle and seeks to create an environment in the school which encourages and reinforces good behaviour. Furthermore, it is acknowledged that society expects good behaviour as an important outcome of the educational process.

At St Lawrence College, we aim to foster a school community rooted in mutual respect, personal responsibility, and compassion. Grounded in Christian values, we believe in the intrinsic worth of each student and seek to nurture academic growth and character development. Our behaviour policy promotes positive reinforcement and structured support, in accordance with statutory obligations.

St Lawrence College believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. The school is committed to:

- Promoting desired behaviour.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising, rewarding and celebrating good behaviour.
- Challenging and disciplining misbehaviour.
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents.
- Developing positive relationships with students to enable early intervention.
- A shared approach which involves students in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all students can achieve.

Reasonable and proportionate sanctions will be used where a student's behaviour falls below the standard that is expected, alongside support to prevent recurring misbehaviour. Students are expected to adhere to the spirit and content of the policy. Disciplinary action may be taken against students who are found to have made malicious accusations against staff.

The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

Legal Framework

This policy has been updated to reflect the statutory requirements of Keeping Children Safe in Education (KCSIE) 2025, effective 1 September 2025. It includes new online safety risks such as misinformation, disinformation, conspiracy theories, and generative AI related issues.

Aligned with KCSIE 2025, this policy now recognises misinformation, disinformation and conspiracy theories as safeguarding risks, including from AI sources. The school references new DfE generative AI resources and alternative provision safeguarding guidance.

In line with revised DfE guidance effective 2025/26, every significant incident involving the use of reasonable force will be recorded and communicated to parents, with proactive strategies to minimise future incidents.

This policy aligns with the DfE's Improving Behaviour in Schools framework, including updated statutory guidance on suspensions, exclusions, mobile phones, searching and reasonable force.

Suspension and Exclusion Policy: The headteacher will consider whether a pupil should be suspended, in line with the school's Suspension and Exclusion Policy, and will determine the length of the suspension. The headteacher will also consider whether a permanent exclusion is necessary, alongside managed moves or off-site direction to improve behaviour.

Physical Intervention Policy: Trained members of staff have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, damaging property, or to maintain good order and discipline. Physical restraint will only be used as a last resort, with a witness present wherever possible.

Child-on-child Abuse Policy: The school promotes a zero-tolerance approach to sexual harassment, gender-based bullying, and sexual violence. All incidents will be recorded, investigated, and handled through safeguarding procedures.

Smoke-free and Pupil Drug and Alcohol Policy: The school maintains a zero-tolerance stance on smoking, vaping, illegal drugs, legal highs, and other controlled substances. Incidents will follow safeguarding and behaviour protocols.

Searching, Screening and Confiscation Policy: Staff authorised by the headteacher have statutory powers to search pupils or their possessions without consent if they suspect possession of prohibited items. Reasonable force may be used where permitted by law. All searches will be logged.

Pupils' Personal Electronic Devices Policy: Use of personal devices is restricted. Misuse, including unauthorised use during lessons, may result in confiscation. Confiscation will be proportionate and recorded.

Behaviour Action Plan: A Behaviour Action Plan will be used for students with ongoing behavioural issues, outlining clear interventions, support, and follow-up steps.

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

- DfE (2025) 'Keeping children safe in education' DfE (2025) 'Use of reasonable force: Guidance for schools and colleges' DfE (2025)
- 'Improving behaviour in schools: Updated framework and guidance' 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 (2024) 'Behaviour in schools: Advice for Head of Colleges and school staff' DfE (2022) 'Searching, Screening and
- Confiscation: Advice for schools' DfE (2023) 'Suspension and Permanent Exclusion from maintained schools, academies and student referral
- units in England, including student movement' DfE (2024) 'Mobile phones in schools' DfE (2024) 'Creating a school behaviour culture: audit
- and action planning tools'
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This policy operates in conjunction with the following school policies:

- Equal Opportunities Policy
- Mental Health and Wellbeing Policy
- Complaints Procedures Policy
- Additional Educational Needs (AEN) Policy
- Expulsion, Removal and Review Policy
- Physical Restraint Policy
- Child Protection and Safeguarding Policy

- Smoking Policy
- Drugs and Substance Abuse Policy
- Alcohol Policy
- Conducting a Search Policy
- Anti-bullying Policy
- School Rules
- Theft Policy

It also reflects principles of safeguarding, British Values, and supports the delivery of an inclusive and respectful school culture.

Roles and responsibilities

The **Governing board** will have overall responsibility for:

- Providing guidance for the Head of College on promoting good behaviour where appropriate.
 - Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
 - Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
 - Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Ensuring this policy is published on the school website.

The **Head of College** will be responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
 - Having any regard to guidance provided by the governing board on promoting good behaviour.
 - Establishing high expectations of students' conduct and behaviour, and implementing measures to achieve this.
 - Determining the school rules and any disciplinary sanctions for breaking the rules.
 - The day-to-day implementation of this policy.
 - Publicising this policy in writing to staff, parents and students at least once a year.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The **Senior Mental Health Lead** will be responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing students with SEMH-related behavioural difficulties, and how the school engages students and parents with regards to the behaviour of students with SEMH difficulties.
- Supporting behaviour management in line with the Mental Health and Wellbeing/AEN Policy.

The **SENCO** will be responsible for:

- Collaborating with the governing board, Head of College and the senior mental health lead, as part of the SLT, to determine the strategic development of behaviour and Mental Health and Wellbeing policies and provisions in the school.
Undertaking day-to-day responsibilities for the successful operation of the behaviour and Mental Health and Wellbeing policies to support students with SEND, in line with the school's Special Educational Needs and Disabilities (AEN – Additional Educational Needs) Policy.
- Supporting teachers in the further assessment of a student's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff will be responsible for:

- Planning and reviewing support for students with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the students themselves.
Aiming to teach all students the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every student achieving their full potential, and that every student with behavioural difficulties will be able to study the full national curriculum.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the students in their class.
Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.
Developing effective communications with parents, ensuring that they feel included in their child's educational experiences.

All members of staff, including teaching and support staff, and volunteers will be responsible for:

- Adhering to this policy and applying it consistently and fairly.
- Supporting students in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.

- Being aware of the signs of behavioural difficulties. Setting high expectations for every student. Being aware of the needs, outcomes sought, and support provided to any students with specific behavioural needs. Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include:
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 - SENCO
 - Head of College
 - Senior Deputy Headteacher
 - Deputy Headteacher
 - Assistant Headteacher – Head of Upper School
 - House Master/Mistress
 - Head of Department.
- As authorised by the Head of College, sanctioning students who display poor levels of behaviour.
- Developing supportive, respectful, and trustworthy relationships with each other.

Students will be responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Parents will be responsible for:

- Supporting their child in adhering to the school rules and reinforcing this at home.
- Informing the school of any changes in circumstances which may affect their child's behaviour.

Staff induction, development and support

NEW: AI Awareness and Safeguarding Training All new staff will be inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all students to participate in creating the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of students at the school to enable behaviour to be managed consistently.

The SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a student's behaviour, e.g. SEND and mental health needs.

Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting student wellbeing will be supported to undertake any relevant training or qualifications.

Staff will know where and how to ask for assistance if they're struggling to build and maintain an effective culture of positive behaviour.

Staff voice will be considered when the school develops and refines its behaviour policies and procedures.

The SLT and the Head of College will review staff training needs annually, and in response to any serious or persistent behaviour issues disrupting the running of the school.

Social, emotional and mental health (SEMH) needs

To help reduce the likelihood of behavioural issues related to SEMH needs, the school will create a safe and calm environment in which positive mental health and wellbeing are promoted and students are taught to be resilient. The school will promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of students and staff is promoted through the informal curriculum, including assemblies and collective worship, leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** – the curriculum is used to develop students' knowledge about health and wellbeing, e.g. via Tutor meetings and the college's PSHE programme
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for students' health and wellbeing.

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a student's mental health, behaviour, and education. Where vulnerable students or groups are identified, provision will be made to support and promote their positive mental health. The school's SEMH Policy outlines the specific procedures that will be used to assess these students for any SEMH-related difficulties that could affect their behaviour.

Behaviour Expectations Summary

Area	CoreExpectations Respect, honesty, kindness, and personal responsibility at all times.
General Conduct	Punctuality, preparation, focus, and respectful engagement in lessons.
Classroom Behaviour	Neat presentation, correct uniform, and adherence to grooming rules.
Appearance & Uniform	Used only when permitted. Misuse includes gaming or inappropriate content.
Devices & Technology	100% attendance goal. Sign in/out as required. Never leave school without permission.
Attendance & Punctuality	No dangerous conduct. Follow instructions and safety rules, especially in sport and labs.
Respect & Safety	Remain in permitted areas. Represent the school positively off-site and online.
Bounds & Conduct Off-Site	

Detailed Expectations and Rationale

Ourexpectationsaredesignedtopromoteanenvironment where all students feel safe, supported, and able to thrive. Respectful language and behaviour are expected at all times. Boundaries exist to ensure safety and accountability.

In lessons, students must actively listen, engage in their learning, and avoid disruption. Preparation and punctuality show respect for others. Use of mobile phones or devices is limited to learning contexts, and any misuse may lead to sanctions. Uniform is worn with pride and represents our identity as a community. Behaviour online, off-site, and during trips must align with our values.

Rewards Ladder – Encouraging Positive Behaviour

Recognition reinforces the behaviours we value and encourages students to build intrinsic motivation. Our reward system is structured, transparent, and consistently applied.

Level	Reward	Examples of Positive Behaviour	Action / Recognition
1	Verbal Praise	Meeting daily expectations, acts of kindness, helpfulness	Given by any staff, in class or around school
2	Merit*	Excellent work, effort, attitude, contribution beyond expectation	Logged in iSAMS; contributes to House totals
3	Commendation	Leadership, sustained excellence, notable improvement	Certificate sent home; House points awarded
4	Public Recognition	Representing school, major contribution to community	Assembly or newsletter; HOC Celebration Teas
5	Award/Prize	Speech Day or annual commendation for sustained excellence	Presented by SLT at formal ceremony
6	Leadership Role	Embodiment of school values over time	Prefect, Team Captain, peer mentor

*Notes:

- Every 5 merits may lead to a reward (e.g., coffee shop voucher)
- Top merit earners are recognised publicly (e.g. during school assemblies and celebration events)
- Communication with parents is encouraged at all levels

Sanctions' Ladder – Managing and Addressing Poor Behaviour

Instances of unacceptable behaviour will be taken seriously and dealt with immediately. Staff will respond promptly, predictably and with confidence to maintain a calm, safe learning environment. Staff will consider afterwards how to prevent such behaviour from recurring.

Early warning of concerns should be communicated by a Classroom teacher to the student's tutor, so that strategies can be discussed with and agreed before more formal steps are required. If the concern is more serious the Housemaster or Housemistress will become involved in imposing sanctions and if necessary, communication will escalate to the SLT, where more serious interventions will be considered (re Sanctions' Stages later

in this document). N.B. the Housemaster or Housemistress must be kept fully informed on all issues relating to the students in their House. These will include commendations, failures, successes, illness, absence, sanctions, bullying and so forth.

Sanctions Ladder Cross-Reference Update: The following updates ensure full alignment with national guidance:

- Stage 3+ sanctions now explicitly reference managed moves, off-site direction, and permanent exclusion as per the Suspension and Exclusion Policy.
- Physical intervention incidents leading to removal from class or suspension must be logged in both safeguarding and behaviour systems.
- Serious incidents involving AI misuse (deepfake imagery, harmful AI content) are considered safeguarding breaches and escalate to Stage 4 or higher.
- Searching and confiscation incidents (e.g., for vaping, mobile devices) are to be recorded formally; repeated offences may escalate faster through sanction stages.
- Zero-tolerance policies for drugs, vaping, and sexual harassment are explicitly linked to Stage 5 suspension or permanent exclusion.
- A Behaviour Action Plan should be introduced by Stage 3 for students with recurring issues to outline support and intervention strategies.

A positive partnership between Housemaster/Housemistress and Parents and Guardians is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems.

The Deputy Headteacher who has pastoral oversight will keep a record of all reported incidents to help identify students whose behaviour may indicate potential mental health or safeguarding problems. All staff will be alert to changes in a student's behaviour that could indicate they need help or protection.

Students will be made aware of the pastoral support structures in place to help them manage their behaviour and how to engage with those structures when needed.

Support, such as targeted discussions with students, a phone call with parents, and inquiries into circumstances outside of school by the DSL, will be provided alongside the use of sanctions to prevent the misbehaviour recurring.

Sanctions are applied consistently, fairly and proportionately. Students should have the sense that they are being treated fairly in comparison with their peers and in accordance with policy. Therefore, Sixth Form pupils should so be held to account for issues such as dress / appearance, punctuality and prep, just as would lower year groups. Sanctions should provide opportunities for reflection, repair, and redirection. Support structures accompany disciplinary actions, especially when patterns emerge.

The top 5 non-negotiables: students risk exclusion at the first offence with the following misdemeanours	
1	Any form of bullying towards students or staff (including associations with race, religion, disability, sexuality, learning differences or gender, i.e. the protected characteristics).
2	Possessing, purchasing, using or supplying: illegal drugs or offensive weapons or incendiary devices; any sort of legalized recreational drug (including tobacco-based products; e-cigarettes; vapes; poppers; “legal highs”); alcohol (the exception being sixth-formers of legal age, when served and monitored by members of staff , at specific events).
3	Any form of sexual behaviour between students of any age. Possession, or sharing of, pornographic material including in electronic form on a mobile device, iPad etc. Generating, sending, wilfully possessing , requesting or sharing any nude or semi-nude images.
4	Theft, intentional damage, or unauthorised use of (or access to) or taking without permission property belonging to another person or to the College, including plagiarism or academic dishonesty.
5	Bringing the College, its staff or students into disrepute or danger through poor behaviour at any time or via any media including the internet, or by breaking the appropriate use of school e-infrastructure.

All sanctions and the reasons for them must be recorded. ***Under no circumstances are corporal punishment or other physical sanctions to be used.*** Having established that sanctions are sometimes necessary, the following procedures are used:

Sanctions' Stages

Stage 0 CAUTIONS	All Teaching Staff	iSAMS & Auto Email to House Staff & Parents
Monitored by Tutors & HSMS. These Cautions are logged as Demerits on iSAMS (Reward and Conduct module) and may trigger Support Cards or Department Detentions (if a student accumulates 3 or more in a half-term period)		
<ul style="list-style-type: none"> - Late Arrival to a class or other commitment (less than ten minutes) - Late Prep (with twenty-four-hour extension given simultaneously) - Poorly Equipped for lesson/activity - Minor Uniform Infringements - Minor Misuse of a Device - Poor Language/immature behaviour 		
Stage 1 SUPPORT CARDS	Tutors & HSMS	Email to Teachers & Parents
Issued in response to frequent Cautions (3 or more in one half-term). Usually issued for one week at a time with targets matching arising issues flagged by Cautions. Failure to comply will result in a House Detention.		
Stage 2 DEPT/HOUSE DETENTION	HODs & HSMS	iSAMS & Auto Email to House Staff & Parents
Issued in situations more severe than a Caution (or as a result of 3 or more Cautions). Usually, 20 minutes in length at lunchtime 1.10pm to 1.30pm (enabling entry to last slot for lunch, (or the Department/House staff can stipulate the date/time as part of the iSAMS entry). Failure to attend will result in a School Detention.		
<ul style="list-style-type: none"> - Late Arrival (greater than ten minutes) - Prep Not Done after Extension - Failure to Complete a Support Card - Disruptive/unacceptable Behaviour - Unsatisfactory Volume of Work 		
Stage 3 BOARDING GATINGS	HSMS	Email to House Staff & Parents
Issued in response to matters unique to boarding. Usually issued for three days at a time. Failure to comply will result in an Internal Suspension.		
<ul style="list-style-type: none"> - Skipping Meals - Lateness - Untidiness 		
Stage 3 SCHOOL DETENTION	SLT	iSAMS & Auto Email to House Staff & Parents
Usually, an hour in length after school on Wednesdays. Failure to attend will result in an Internal Suspension.		
<ul style="list-style-type: none"> - Unauthorised Absence from a Lesson, Games, Activities etc - Unauthorised Absence from 3x AM/PM Registrations in a Week - Failure to Attend a Dept/House Detention - Sustained poor behaviour (lack of improvement since Stage 2) or one-off unacceptable behaviour (not one of the 5 non-negotiables) - Defiant refusal to work or disruption in class: if a student needs to be removed from class, they risk automatically jumping to Stage 3 or 4 (SLT intervention or internal exclusion) 		
Stage 4 INTERNAL SUSPENSION	SLT	Email to House Staff & Parents
Usually one day in length at school. Failure to attend will result in an External Suspension.		
<ul style="list-style-type: none"> - Out of Bounds - Misuse of a Device - First Vaping or Smoking Offence - Repetitive Low Level (lack of improvement since Stage 3) or One-Off Account of Disrespectful/Dangerous/Unacceptable Behaviour 		
Stage 5 EXTERNAL SUSPENSION	HOC or designate	Letter & Meeting with Parents
Usually, two days in length at home/guardian		
<ul style="list-style-type: none"> - Further Vaping or Smoking Offences - Possession or Consumption of Alcohol - Theft - Inappropriate Relationships - High Level or Repetitive Accounts of Disrespectful/Dangerous Behaviour (including any discriminatory behaviour associated with Protected Characteristics) 		
Stage PERMANENT EXCLUSION	HOC or designate	Meeting & Letter with Parents
<ul style="list-style-type: none"> - An Accumulation of Internal Suspensions/Temporary Exclusions - Possession or Consumption of Illegal Drugs - Extreme or Further Accounts of Disrespectful/Dangerous Behaviour 		

Incorporating the staged Approach

- The disciplinary process recognises a structure where students can be placed at any stage depending on the seriousness of the breach.
- Stage escalation is used to reflect persistence or escalation in behaviour. For repeated infractions or severe incidents, students ascend the
- Staging ladder. This may lead to exclusion which will be reviewed by a second senior leader to ensure fairness and rigour. Students remain
- on a Stage for 2 weeks and then if behaviour is improved, they descend the ladder – if behaviour has not improved, the Stage will be extended or increased (the Member of Staff who issued the Stage will do the review and document this on iSAMS). Supportive measures, including report cards, behaviour contracts, parental meetings, and tutorial intervention, are employed to promote reflection and change. Student voice is considered, and those under serious sanction are supported in communicating their perspective. Where necessary, external agency involvement (e.g. police, social services) and visa implications (UKVI sponsorship) are communicated and managed in accordance with statutory obligations.
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All behaviour interventions are logged and monitored to identify patterns and provide support, using iSAMS (and/or CPOMS). Sanctions will always consider individual context and may be accompanied by restorative work or pastoral support.

Assessment of Behaviour and Student Development

- Tutors, House staff and Heads of Department regularly review behaviour data during associated staff meetings
- Rewards and sanctions contribute to termly pastoral reports.
- PSHE and RSE lessons include reflection on personal development, relationships, and responsibilities.
- Student Voice and wellbeing surveys provide insight into student perceptions of behaviour and school climate.

Conclusion

This Policy reflects the high standards and inclusive ethos of St Lawrence College. Through positive reinforcement, appropriate sanctions, and a commitment to student development, we aim to nurture a caring, respectful, and aspirational school community.

Appendix Definitions

SLT: Senior Leadership Team HOD: Head of Department HSM: House Master or Mistress iSAMS: the schools IT information system SENCO: Special Educational Needs Coordinator (at St Lawrence College we call this Additional Educational Needs, AEN)

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
- 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 students
- 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 students, including, but not limited to, the following:

- Lateness
- Low-level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Lack of correct equipment
- Refusing to complete homework, incomplete homework, or arriving at school without homework
- Disruption on public transport
- Use of mobile phones without permission
- Graffiti

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

All staff will receive training on safe and ethical use of AI tools in education, including recognising safeguarding risks such as deepfake content, misinformation, and potential child exploitation material. Training will also include:

- Conducting AI-related risk assessments and DPIAs before using AI technology with students.
- Understanding the role of DSLs in reviewing and mitigating risks.
- Guidance on labelling AI-assisted content and avoiding sensitive data input.

This training will be updated annually alongside safeguarding training requirements.

The school recognises that AI tools and platforms introduce new safeguarding risks. To address this:

- AI misuse, including generating harmful or explicit material (deepfakes, CSAM, misinformation), will be treated as a safeguarding incident and recorded in behaviour and safeguarding logs.
- Students are prohibited from uploading personal or sensitive data into AI systems without approval.
- Staff and students will receive training on digital literacy and responsible AI use.
- The school’s DSL will oversee all AI-related safeguarding issues, supported by SLT.