St. Joseph's Catholic Academy

Behaviour for Learning Policy

2022-23

Start Date:	Review Date:
October 2022	October 2023

Headteacher: Mr P. Mitchell

Foreword

The Governors of St. Joseph's Catholic Academy wish to maintain the highest standards of civilised behaviour in the school. To that end Governors ask that parents and carers support the Headteacher and staff.

The Governors wish all parents and carers to know that they expect the Headteacher and staff will maintain the atmosphere in the school where the students can feel happy and secure. This will enable the students to work to the best of their ability being supported by the loving Christian ethos. The Governors believe that the school is blessed with caring parents and carers and well-behaved, well-mannered students. Our school motto is 'Caritas Christi Urget Nos' and we believe that it is the Love of Christ which Spurs Us on. We have a responsibility to enshrine in our treatment of people, those values that lie at the heart of the Gospel message. In order to discern these values, we look to the example and teaching of Christ. By treating others as Christ would treat them we ensure that our policies and practices always serve the overarching ambition to enable **all** students, regardless of background and ability, to excel in their learning in accordance with their own ability and potential.

Intention

1. To have the highest expectations of student behaviour in order to ensure all learners, including the most disadvantaged students and students with SEND, are provided with the knowledge, skills and cultural capital they require for future learning and employment
2. To ensure all students develop excellent learning habits that they need to be successful in school and life
3. Realise and celebrate the potential of all students through promoting independence, high self-esteem and enabling students to reach their full potential
4. Have a no tolerance approach to bullying, online bullying/abuse and sexual abuse or harassment. We work hard to create a positive and safe learning environment
5. To create a culture focused on attaining excellence in which students are enabled to become mature, self-disciplined, industrious people who are able to accept responsibility for their own actions
6. To form an active partnership with families to encourage excellent behaviour and to establish improved patterns of behaviour where there are difficulties
7. Form an active partnership with parents and carers to support their children's learning

These aims are supported by regular and appropriate in-service training, close parental and community links, student organisation which takes account of ethnic and cultural background, the boosting of students' self-esteem through positive reinforcement and enrichment activities and Academy social events aimed at pulling together the different life experiences of groups within the community.

This policy should be read in conjunction with the following policies (2022-23):
- Safeguarding and Child Protection Policy
- Anti-Bullying Policy
- Equality Policy
- BCCET Staff Code of Conduct

This policy is underpinned by the following legislation and guidance:
- Behaviour and Discipline in Schools (Jan 2016)
- Education Act 1996 (Revised 2011)
- Equality Act 2010 (revised 2018)
- Section 175 of the Education Act (2002)

- Section 90 and 91 of the Education and Inspections Act (2006)
- Schedule 1 Education Regulations (2010)
- Searching, Screening and Confiscation at Schools (Jan 2018)
- Schools (Specification and Disposal of Articles) Regulations (2012)
- Use of Reasonable Force in Schools 2013 (reviewed 2015)

Behaviour Management: Behaviour for Learning

- Deputy Headteacher for Teaching and Learning leads on Behaviour for Learning supported by Assistant Headteacher and Associate Assistant Headteacher
- Curriculum Leaders take responsibility for behaviour and supporting staff within their departments: subject specific behaviour rules; department rewards; department detentions; room removal timetable
- Teachers are prepared with well-planned lessons with a focus on adaptive teaching to meet the needs of individuals. Behaviour for learning starts immediately with a clear focus on expectations and routines.
- Teachers are encouraged to take ownership of their classrooms to create calm, orderly and engaging learning environments
- Teachers support behaviour by being highly visible e.g. at lesson changeover and in internal stairwells following the one-way system

School Motto and Ethos

- St. Joseph's Catholic Academy has the motto 'The Love of Christ spurs us on'
- Additionally, the current leadership team worked with staff in 2019-20 to introduce the ethos of 'Faith, Learning and Respect' which continues to be developed and embedded
- In 2021-22 introduction of Culture of Respect: half-termly specific positive behaviours to be modelled by staff and expected in students via half-termly assemblies with the Headteacher; tutor time; student bulletin; support of parents; overt reference in and out of lessons a 'shared language'
- In 2022-23 introduction of FLAME: Faith, Learning, Attitude, Mutual Respect, Enrichment to underpin all activities within St Joseph's Catholic Academy

Communication and Relationships with students

- All students start the day with morning registration which includes a morning registration routine to promote high expectations and consistency: students are greeted by their tutor, morning prayer, uniform and equipment check
- Student Bulletin: a daily electronic bulletin provides all students and staff with latest news, events, activities, reminders and information

Positive Praise and Rewards

- Staff are role models for positive and respectful behaviour
- There is a whole school culture of 'wiping the slate clean' and beginning every day as a fresh start.
- Teachers and tutors can award credit points to recognise positive behaviours
- In 2019 there was a review and remodelling of recognition and celebration across the school. This area of school life is being further developed 2021-22 with a focus on celebrating student leadership; explicit linking of positive behaviour to our core values of faith, learning and respect; development of student rewards linked to our credits system
- In 2022-23 we are introducing FLAME – Faith, Learning, Attitude, Mutual Respect and Enrichment to further promote positive behaviour and rewards across all areas of the school

- Tutors have a 'Star of the Week' and students are chosen for holistic reasons – the student will receive a lunch pass, small prizes, have their name on the tutor board and a sticker in their student planner to inform parents
- There is also a range of whole school half-termly and termly rewards including termly House Reward assemblies; treats with the Headteacher; Attendance certificates; praise letters, texts and postcards home
- In class, teachers use verbal and written praise in feedback with What Went Well; warm encouragement and a focus on positive relationships
- Departments also utilise a range of rewards such as praise postcards to parents

Credits and Debits (SIMS)

Credits (achievements points) are recorded on Sims for the following areas: academic achievement; catholic ethos; excellent effort; homework; tutor credit; extra-curricular; literacy; numeracy.

Debits (behaviour points) are recorded on Sims for the following areas: classwork; homework; disruption; equipment; conduct out of lessons; defiance; failure to attend detention; chewing gum; mobile phone; uniform; punctuality.

Students record their credits and debits in their Student Planner on a weekly basis to inform parent/carer and the pastoral team regularly update parents on their child's behaviour progress.

In 2022-23 we are introducing Class Charts to continue supporting the class teacher and pastoral team with awarding Credits and Debits. Eventually this will allow for parents to have a more up to date picture of their child(ren)'s behaviour and progress.

Exceptional achievement will be shared on the Academy website and via social media platforms.

Academy House System

The aim of our House System is to create a sense of community and evoke healthy competition amongst students. On arrival at St Joseph's, students are organised into four houses. The four houses are Aidan, Bede, Cuthbert and Dunstan. Students are given the opportunity to represent their house in a wide range of activities including: inter-house sports competitions, talent contests, creative writing competitions and Maths Challenges. The blend of events reflects our intention to make our house system holistic and engaging; we aim to give everyone the chance to shine. Points are awarded for participation and success; these will be added to the house total over the year.

Students are also given the opportunity to develop their leadership skills within the house system by applying for the role of House Captains which places them at the fore-front of all events and advancements. We are very proud of our House System at St Joseph's and aim to make every member of our community feel a sense of belonging and pride every time they enter through our school gates.

Managing Disruptive Behaviour and Sanctions

Staff employ:
- High expectations
- Positive relationships
- Consistent application of the Behaviour Policy and Staged Behaviour Process
- High expectations regards uniform and equipment
- Effective classroom management

In 2019-20 a focus on developing a restorative practice culture was introduced and this continues to be embedded in 2022-23

- Targeted interventions
- Praise and rewards
- Sanctions

Low level teacher strategies include:

- Staged Behaviour Process
- Verbal and non-verbal cues
- Movement of seats
- 'Time out'
- Loss of break or lunchtime
- Department after-school detentions
- Internal department suspensions e.g. to Curriculum Leader
- Removal Timetable

Whole school strategies include:

- Intervention meetings with student
- Use of restorative practice with individual student/ peers
- Student-Parent meetings
- Lunchtime ('groundings') and after-school detentions
- Praise and rewards
- Behaviour support including anger management
- SENCO assessment and support
- Staged Traffic Light report card system
- Individual Pupil Support Plans
- SLT On Call system
- Internal Suspension: time in the behaviour support room
- Fixed Term Suspension
- Working with external agencies

St Joseph's Catholic Academy Code of Conduct and Staged Behaviour Process

All students are expected to actively adhere to the Code of Conduct and our staff are expected to promote and model the high expectations we hold for behaviour and attitudes. Our Code of Conduct outlines high expectations for students in key areas of school life, a copy of which can be found on our school website in the 'Policies' section. All students have a copy of the Code of Conduct in their Student Planner.

Our school also follows a Staged Behaviour Process which takes students through a graduated system of sanctions in relation to behaviour allowing students to complete a sanction and address their behaviour at each stage. Stage One begins with students completing a Code of Conduct as a written sanction: students are asked to copy out the Code of Conduct and hand it in to their teacher, this allows an opportunity for them to reflect on and remind themselves of our high expectations for behaviour. The Staged Behaviour Process also allows for support to escalate from class teacher to Middle Leader to Senior Leader.

Staged Behaviour System

Where students do not confirm to our learning habits of excellence the following staged referral system will be used:

Stage	Who is responsible?	Action?
1	Classroom Teacher	Any student who fails to meet our expectations will receive a debit. The debit must be placed in SIMS by Classroom teacher and in the student's planner. The student must copy a code of conduct (1/2 for SEND identified by SENCO) the next day/lesson and hand it to the teacher who gave the debit.
2	Classroom Teacher	If the student fails to complete the code, then the student is given 2 codes to complete by the next day and hand it to the teacher who gave the debit.
3	Classroom Teacher supported by Curriculum Leader	If the student fails to complete two codes of conduct then they will have a detention with the department/teacher where the code was given. After-school detentions are no longer than 30 minutes and parents have 24 hr notice via Student Planner.
4	Senior Leadership Team	If the student fails to complete the department detention: The student now has a 45 minute detention with a member of the SLT on a Friday evening in the refectory. Parents have 24 hr notice via text message. Outstanding homework and codes must be completed.
5	Senior Leadership Team	If the student fails to complete the SLT detention: The student will face an escalated sanction which may be an internal or external fixed term Suspension and will complete detention at the end of Suspension.

Mobile Phones

Mobile phones are not to be switched on or seen in the Academy. We would strongly recommend pupils do not bring a mobile phone into the Academy. If parents want their child to bring a phone to school for safety reasons, it must be switched off, (we cannot accept any responsibility for lost or stolen possessions). If a member of staff sees a mobile phone it will be confiscated and will be kept in the school safe until a parent / carer collects it. Mobile devices can be searched by senior leaders if content is thought to be inappropriate.

Please see the Student Code of Conduct and Staged Behaviour Process on our school website in the 'Our School-Policies' section for further detail. Information can also be found in the Student Planner.

Uniform

The school has used the DfE non-statutory guidance on school uniform and agrees with guidance given in the DfE booklet which states; 'The school uniform plays a valuable role in contributing to the ethos of a school and setting an appropriate tone. The Department strongly encourages schools to have a uniform as it can instil pride; support positive behaviour and discipline; encourage identity with, and support for, school ethos; ensure pupils of all races and backgrounds feel welcome; protect children from social pressures to dress in a particular way; and nurture cohesion and promote good relations between different groups of pupils. The Department also encourages schools to have a very clear position about appearance such as hair colour, style and length and the wearing of jewellery and makeup.' The school therefore accepts high standards of personal appearance and that all students should wear school uniform to and from school, during the school day or when participating in school-organised events.

It is important that our pupils take pride in themselves and in our school. It is important that pupils contribute to our Academy's common routines and that everyone in our Academy is treated fairly. If pupils breach any

part of our uniform code then they will either be given some temporary uniform to wear, sent home to change, or will work in Behaviour Support until their uniform is correct. We will do this to ensure that all our pupils take pride in their appearance.

Please see the Uniform Policy on our school website in the 'Our School-Policies' section for further detail.
<u>**Anti-Bullying**</u>

We at St. Joseph's Catholic Academy aim to create an environment where all members of the school community are encouraged to follow Christ's call to 'Love Thy Neighbour'. There is no place in our school community for behaviours or actions which are aggressive, dangerous or have the effect of intimidating, humiliating or offending others.

The following statement was chosen by the students of St. Joseph's Catholic Academy in 2018-19 as their definition of bullying: 'Bullying may be defined as any deliberately hurtful behaviour, usually repeated over a period of time and intentionally hurts another student or group physically or emotionally, where it is difficult for those being bullied to defend themselves, and is often motivated by prejudice.'

St. Joseph's Catholic Academy view that examples of unacceptable behaviour include:
- physical (including sexual) assault.
- verbal abuse, by name calling, teasing or making offensive remarks.
- cyber-bullying, which is defined as the use of ICT by an individual or group in a way that is intended to upset others. Examples include using social websites, mobile phones, text messaging, photographs, video and email.
- indirect emotional tormenting by excluding from social groups or spreading malicious rumours.

Bullying may involve complicity that falls short of direct participation by, for instance, manipulating a third party to tease or torment someone. It may be overt and intimidatory but is often hidden and subtle. It includes actions or comments that are racist, religious or cultural, homophobic, transphobic, sexist, sexual or which focus on disabilities or other physical attributes or any reference to Special Educational Needs and/or disability.

The seriousness of bullying cannot be emphasised enough. Bullying is among the top concerns that parents have about their children's safety and well-being at and on the way to and from school. Bullying is also a top concern of children and young people themselves. Bullying makes the lives of its victims a misery: it undermines their confidence and self- esteem and destroys their sense of security and can be psychologically damaging. Bullying impacts on its victims' attendance and attainment at school, marginalises those groups who may be particular targets for bullies and can have a life- long negative impact on some young people's lives. At worst, bullying has been a factor in student suicide.

Please see our Anti-Bullying Policy on the school website in the 'Our School-Policies section' for further information including what happens when bullying is reported to school; sanctions; support for victim and perpetrator.

<u>**Sexual Abuse or Harassment**</u>

St. Joseph's Catholic Academy adopts a clear stance regarding any form of peer-on-peer sexual abuse or harassment: we have a zero tolerance approach to sexual violence or harassment; it is never acceptable and will not be tolerated in our school.

Staff actively uphold this zero-tolerance stance by following the SCAR approach:

STOP: stop when you notice.
CHALLENGE: challenge the comment or behaviour.
ADDRESS: let the child or young person know that it is not appropriate or acceptable.
REPORT: all incidents should be reported to the Designated Safeguarding Lead particularly low level or first offences; it helps to build a picture. Any incidents or actions taken will be done so in line with the school's safeguarding policy.

Please see our Safeguarding and Child Protection Policy on the school website in the 'Our School-Policies section' for further information.

Escalated Sanctions

When a more serious behaviour incident takes place the member of staff will inform the student about their and log the incident on CPOMS. Staff responding to the incident will follow the Staged Behaviour Process but may additionally ask a student to follow department room removal guidance (where a student is asked to work in another room in the department area) or call for Senior Leader support, our school operates a Senior Leader Tour where support is available in every lesson of the day. For more serious behaviours students will be instructed to work in the Behaviour Support Room and Senior Staff or the Pastoral team will liaise with parents regarding this sanction and what support will be offered for students to reintegrate into lessons. Staff at St Joseph's Catholic Academy will not hold grudges and students will be welcomed positively back into the learning environment following time in the Behaviour Support Room or Fixed Term Suspension.

If a Fixed Term Suspension is warranted, then students will not be allowed back into school until a meeting with parents has occurred. A reintegration meeting will take place with the Head of House / SLT to discuss the reasons for the Suspension and to outline the Academy' expectations on their return and what support is available.

Serious incident protocol

When a serious incident has occurred at the Academy, a full investigation will be undertaken. This will involve taking statements from students and staff where needed. Parents will always be informed when we are dealing with a serious incident. At times, we may need to house a student in Behaviour Support during an investigation. When we have completed our investigation parents will be asked to attend the Academy to discuss the incident and possible ways of resolving the situation.

Members of staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

Serious misbehaviours may include but are not restricted to:

For example, if any student
- Makes false accusations against a member of staff, which could precipitate action by the Police or Safeguarding Children's Board
- Steals school property or property belonging to a member of the school community
- Uses ICT in a way which could be construed as harassment and/or bullying of other members of the school community, or an invasion of their privacy
- Uses audio or visual recordings of members of the school community in a way which could be construed as harassment, bullying or an invasion of their privacy
- Is involved with illegal drugs or alcohol
- Brings an offensive weapon into school, including if a student is found with, or if we have evidence that a student has, or was in possession of an offensive weapon

- Damages school property
- Swears at, or is personally insolent to a member of staff
- Defiant to staff
- Physically assaults another student
- Assaults a member of staff
- Is involved with bullying of another student including cyber-bullying; prejudice-based bullying and discriminatory bullying
- Sexually abuses or harasses another student
- Sexually abuses or harasses staff
- Any behaviour which is discriminatory in nature (e.g. racist; homophobic; transphobic)
- Persistent misbehaviour
- Misbehaves in any way while on the Headteacher's Report or while on a Behaviour Contract
- Is involved in activities which are prejudicial to the health and safety of member(s) of the school community
- Uses an inordinate amount of staff time

Suspensions

Internal Suspension
- Are both punitive and restorative
- Time completed reflects severity of behaviour
- Only Heads of House and SLT can direct a student to internal suspension
- Designated room: behaviour support unit which is located away from the main area of the school to provide a calming environment; dedicated manager; students are expected to complete work from lessons bespoke to them provided by their teachers
- Loss of social time with peers (break and lunch are at different times to whole school)
- Parents are informed which may lead to a parent-student meeting
- Student will also complete a Behaviour Reflection booklet related to the specific behaviour that led to the suspension which they then go through with a member of the pastoral team to prevent future behaviour
- Students may additionally complete a restorative meeting with peers/staff prior to any return to lessons
- Students may also then be placed on the staged Traffic Light report card system to monitor behaviour
- Pastoral team will then utilise a range of strategies designed to prevent recidivism including: school counselling or 'Let's Talk service'; SENCO assessment (inc. LASS screening for unidentified or emerging SEN need); staff mentor; concentrated home/school communication; agreed rewards for positive behaviour and progress; academic support; external agency support e.g. Key Project; Early Help; The Matrix etc.

External Suspension
- 'Red line' crossed – examples of serious misbehaviour listed in the Behaviour Policy
- Punitive and restorative with reintegration support
- Awarded by the Headteacher who also decides length of FTE (which may be reasonably adjusted e.g. if student has SEN)
- Parents informed verbally and in writing
- Prior to return to school a reintegration meeting is held with parents and student led by the Deputy Headteacher (and will include SENCO as per needs of student); more severe behaviours will result in the Headteacher also attending the meeting

- Reintegration meeting opportunity to reflect on behaviour; outline school's behaviour expectations and policy; discuss support and intervention strategies for student and a timescale for these; discuss any concerns raised by parent or student
- Support offer from school including: school counselling or 'Let's Talk service'; SENCO assessment (inc. LASS screening for unidentified or emerging SEN need); staff mentor; concentrated home/school communication; agreed rewards for positive behaviour and progress; academic support; external agency support e.g. Key Project; Early Help; The Matrix etc
- Student complete relevant Behaviour Reflection booklet and their responses are talked through with pastoral support e.g. HOH
- Will result in the student being placed on Red report and reporting directly to the Deputy Headteacher for a fixed period of time and this includes loss of social time (which may be reasonably adjusted e.g. if student has SEN)
- Student will then work through staged report process with a focus on progression and praise whereby all class teachers provide a comment per lesson and daily report is signed by HOH and shared with parent

Managed Moves
- Where a student continues to demonstrate disruptive behaviour and does not engage/respond to school support measures a managed move may be explored with parents and student
- Our school also supports students on Managed Moves from neighbouring schools
- Adhere to LA guidance regards Managed Moves

Permanent Exclusion
- Is only ever a last resort measure
- in response to a serious breach or persistent breaches 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.

SEN: students with SEN needs

Where a student is identified as having SEND needs or where there is the possibility of unidentified or emerging SEND needs our school makes reasonable adjustments to ensure that the individual needs of the student are met.

SEN strategies to support behaviour include:
- Behaviour Policy specifically considers the needs of SEND students and that those needs will be taken into account and reasonable adjustments made
- Pupil Passport: individual overview of each student and their needs and the strategies teachers must use to support access to learning and positive behaviour
- Wellbeing Room: dedicated supported safe space in school for students with SEN (such as students with sensory needs who may use it if they are experiencing sensory overload) or Mental Health Wellbeing needs. The Wellbeing Room has a dedicated manager and students access this space in an agreed format to minimise disruption to learning. Specialist SEN and mental health wellbeing support is available alongside a focus on completing work provided by the student's teachers
- Whole school staff training has been delivered on de-escalation strategies (2019-20) and attachment trauma (2020-21) to support staff in understanding the context of students demonstrating more serious behaviours and how they can effectively respond particularly where those behaviours may be exacerbated by the impact of C-19 or as a result of the pandemic. In addition, specific SEN CPD has been delivered regarding the specific needs of students and strategies for supporting them.

- Purple Report: where appropriate SEN students may have a Purple Report rather than following the traffic light staged report system designed by the SENCO and reporting to them to support behaviour.
- The SEND google drive and pupil information sheets are regularly updated with advice from external agencies and pupil/parent voice to include strategies to manage behaviour for learning in the classroom, the SEND drive is also updated with ways to manage specific students needs at social times for SLT and staff on duty, alongside the pupil passports.
- The SENCO includes numbers of suspensions, credits and debits in pupils support plans, students may have a target in their SEN support plan to support their behaviour in lessons with identified provision that school provides to support with the target.

Parents and External Agencies

Parents
- Open door policy for telephone calls or meetings with staff
- All queries or concerns are responded to within 48hrs or earlier
- Home-school communication via student's Head of House who has a holistic understanding of the student, their family and context including phone calls, letters, texts, face-to-face meetings
- Website, letters, texts and app
- Social media: Facebook, Twitter, Instagram
- St. Joseph's Journal-school newsletter
- Parents' Evenings- academic progress
- Parents' sessions e.g. Revision support for Y11 students; Y9 Options Evening etc; Y7 Transition Evening etc
- Celebration e.g. Awards Evening
- Bespoke parent support sessions e.g. Attendance; Behaviour

External Agencies
- We work closely with a range of external agencies and organisations to best support our students with their behaviour (and their families). Examples include: Social Services, Early Help, The Key Project, The Matrix, the Police, Beacon Centre outreach, CAMHS, CYPS.
- We work closely with our Local Authority on accessing services for behaviour management support and attend monthly Behaviour and Attendance Panel (BAP) meetings along with the other secondary schools in our LA where the latest strategies and information are shared.

Mental Health Wellbeing

As a school we recognise that students with disruptive behaviours may be exhibiting these behaviours as a result of SEMH. We provide our students with a range of support including: in-house 'Let's Talk sessions; a dedicated safe space in school The Wellbeing Room; we buy in professional school counselling for our students from The Road Centre; we actively promote KOOTH an online counselling service available for students in South Tyneside and work closely with their outreach workers.

Safeguarding

St Joseph's Catholic Academy adopts a no tolerance approach to bullying, online bullying/abuse and sexual harassment and all concerns should be referred immediately to the Designated Safeguarding Lead, Mr A McConway

For further detail please refer to the Safeguarding Policy on our website.

How Gospel Values underpin our policy:

At St. Joseph's Catholic Academy, we recognise not only the importance of helping students to flourish academically in their 'search for excellence', but also spiritually, morally, socially and culturally, so that they are fully prepared for life and are able to make the strongest possible contribution to the Common Good of all.

Whilst other 'values' may be found within the four Gospels and New Testament writings, it is the Beatitudes which: "…depict the countenance of Jesus Christ and portray their charity". Gospel values cannot therefore be values chosen subjectively from the vast corpus of the Old and New Testaments but are objective values revealed to us through Christ's proclamation.

Discipline beyond the School Gates:

The Headteacher will determine an appropriate legal response to the following:

Any bad behaviour when the student is:
- Taking part in any school-organised or school-related activity
- Travelling to or from school
- Wearing school uniform
- In some other way identifiable as a student at the school.

or, misbehaviour at any time, whether or not the conditions above apply, that:
- Could have repercussions for the orderly running of the school
- Poses a threat to another student or member of the public
- Could adversely affect the reputation of the school.

The Headteacher and Leadership team will consider each reported incident and deem a suitable or appropriate sanction where necessary. At that point a decision will also be made as to whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority. If the behaviour is criminal or poses a serious threat to a member of the public, the police will always be informed. In addition, school staff will consider whether the misbehaviour may be linked to the student suffering, or being likely to suffer, significant harm. In that case the school staff will follow the Safeguarding Policy Guidance.