

Earls Colne Primary School & Nursery

Behaviour Policy



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At Earls Colne Primary School and Nursery, we use a therapeutic approach to manage behaviour.

A therapeutic approach is defined as ***an approach to behaviour that prioritises the pro-social experiences and feelings of everyone within the dynamic.***

We classify behaviour into 3 types: Pro-social, Anti-social dangerous, Anti-social difficult

Pro-social behaviour is defined as:

Behaviour that is positive, helpful, and intended to promote social acceptance. It is characterised by a concern for the rights, feelings and welfare of other people.

Anti-social dangerous behaviour is defined as:

Behaviour which will imminently result in injury to self or others, damage to property or behaviour that would be considered criminal if the person was the age of criminal responsibility, such as racist abuse.

Behaviour that causes harm or injury to an individual, the community or to the environment

Anti-social difficult behaviour is defined as: Behaviour that violates the rights of another person Behaviour that is anti-social, but not dangerous.

Aims:

- To ensure that all children can work without disruption
- To ensure that all members of the school community are safe and secure and feel that way.
- For every member of the school community to feel happy, respected, and valued.
- To enable every learner to reach their full potential.
- To enable all members of the school to become good citizens.
- To promote the vision, value and aims of the school.

Objectives:

- To establish and promote a happy, learning environment which is safe and stimulating.
- To expect all members of the community to treat each other fairly and with respect.
- To take care of the school building, its resources, and the possessions of others; keeping the environment tidy and safe for all.
- To raise the self-esteem of all members of the school community.
- To have high expectations of all members of the school community.
- To understand the nature of socially acceptable behaviour.
- To care for one another.
- To learn the value of friendship.
- To be pleased with their own achievements and the successes of others.
- To understand the importance of living to a moral code which reflects the ethos of the school.

Key Principles:

This policy for encouraging positive (pro-social) behaviour is based on the key principle of respect identified in the school's behaviour code and one of the core values we teach at Earls Colne Primary School and Nursery.

Rights and Responsibilities

We recognise that everyone has rights at our school.

1. The right to **respect** all things and be respected
2. The right to **learn** new things without disruption
3. The right to **aim for excellence** and to **do our personal best**
4. The right to a **safe** environment where belongings will be safe
5. The right to work in an **attractive and exciting environment**

Related to these rights, is the one **responsibility** that each person in school shares, which is to **uphold the rights for everybody.**

Behaviour Code ~ Rewards and Consequences

The school code (see below) can be found throughout the school, in every single teaching room around the school and in most communal areas and corridors...

School STAR code

Speak with integrity

Take time to listen

Aspire to succeed

Respect our community

Rewards

Reward and celebration is a huge part of the behaviour code. Celebrating the children's achievements is at the heart of ECPS. House points are given as a reward for good work and behaviour and are collected each week and counted. The House cup is then presented each week to two children chosen by the Headteacher in our Friday Heroes Assembly.

House Captaincy is an important role in school and is applied for by the Year 6 pupils every September. The children who apply are required to take part in a public speaking exercise

explaining their reasons for wanting to be their school captains. Final decisions on children chosen for the roles are made by the Headteacher and the Year 6 staff.

At the end of every half term the Headteacher will ask for the names of two children from each class whose work/progress/behaviour/enthusiasm/contribution to school life are outstanding. They will be sent an ECPS postcard, with a handwritten message from the Headteacher with a message of congratulations explaining why it has been sent.

Other Rewards

Heroes:	The success of individuals or groups is celebrated in our celebration assembly. The pupils' photographs are then displayed on the Wall in the school hall.
House points:	These points can be given out as an instant reward for good behaviour or work.
ECPS Postcards:	These letters are designed to acknowledge children who contribute positively to school life and deserve recognition for their efforts. Nominations are passed on to the Headteacher every half term.
Headteachers Awards:	These awards are handed out by the Headteacher after being nominated by their class teacher or LSA for exceptional work and progress. These children can be sent to the Head's office at any time for these and result in the child being awarded a certificate and sticker. They also then get a mention on the school community newsletter that week.
Gold tokens:	These tokens are awarded to children that go above and beyond in their school work. They are to be spent in the school vending machines for branded merchandise and can be collected to gain greater gifts.
Lunchtime stars:	Great lunchtime behaviour is recognised by nominations from the MDAs. The MDAs and kitchen staff choose one child from each year group weekly to join Mrs Sibley on the 'Golden Table' for lunch on a Friday. They get a certificate and a token to spend on school tuck too!
Golden Time:	Designated time in phases for 25mins, once a week where children are socially rewarded for their pro- social behaviour choices

Alongside the Code are the Consequences, we teach all our children that every action, decision and choice we take has a consequence.

The Consequences are followed very carefully by our staff to ensure that children understand the impact of their behaviour and choices

Consequences

- Stage 1:** Lose your down time
- Stage 2:** Classroom fire break
- Stage 3:** Phase Leader or inclusion referral
- Stage 4:** Senior Leader- 'De-tension' time



Parents > Internal referral > Inclusion > Reports > Review

*Exclusion:

If the measures designed to modify pupil behaviour fail, and the severity of the behaviour is such that the safety and welfare of pupils and staff is compromised, then exclusion, either fixed term, temporary, or permanent, will be considered. Although the school's ethos is one of inclusion, if circumstances demand it then the school will not hesitate in using exclusion to protect the welfare of the school community. If an exclusion is deemed necessary, the Essex guidance will be followed and the Governing Board will be involved and consulted. Exclusion is ALWAYS a last resort and where a child is showing escalating behaviour the 'at risk of exclusion document' is shared with parents in the first instance and worked through. Thorough and well documented evidence and logs are kept of all behaviour incidences via electronic format and CPOMS

Within the Behaviour Code there is the contingency for the 'fast tracking' of specific behaviour or incidents – this is simply because there are certain issues that must be tackled, due to the serious nature of the behaviour, by the Headteacher or a Senior Leader.

Fast Track behaviours

**Swearing
Refusal
Violence**

**Racism
Bullying**

**FAST TRACK
STAGE 4 – HEADTEACHER/ SLT**

Consequences Scale

Each classroom has consequences scale, indicating scales of time. This is time that can be deducted from Friday 'Golden Time' for individual pupils who cause largely **low level disruption** (chatting, time wasting, inappropriate comments etc.) Pupils' have minutes removed on a consequences scale by their teacher as and when appropriate. Positioning on this scale at the end of the week dictates how much Golden time they receive overall and in what order they chose their Golden time activity.

Our behaviour code has been formulated with our children in mind. It works by EVERYONE working to the same code and procedures. It is vitally important that new and visiting members of staff adhere to our collective code in order to sustain the high standards of behaviour our staff have worked so hard to achieve.

Strategies:

At ECPS positive behaviour is actively promoted through praise and rewards in all areas of school life and explicitly taught and reinforced through our PSHE curriculum, our school ethos, and through whole school assemblies all linked to our core values. We follow the guidelines in 'The Essex Approach – Understanding and Responding to Challenging Behaviour in the Classroom'.

We have a clear whole school behaviour management system based on rewarding positive behaviour and applying constructive consequences to 'put right' incidences of inappropriate behaviour. The children are expected to follow our 'Behaviour Code'

The following are examples of the types of *pro social* behaviours that we see in school and how adults respond:

Behaviour	<i>Typical Response</i>
Walking in the corridor	<i>"Thank you for walking in the corridor"</i>
Holding a door open for someone	<i>"Thank you, allow me to return the favour!"</i>
Using please and thankyou	<i>"You're welcome"</i>
Walking a child to first aid	<i>"Thank you for helping your friend, it's good to know that we're being looked after when we're poorly"</i>

Helping a child who is lost	<i>"Well done for helping your friend, it's helps to know where you're going"</i>
Helping a peer to understand work	<i>"Thank you for helping your friend – it helps everyone when we help each other"</i>
Inviting another child to play in a game	<i>"Well done for helping your friend, I'm sure they'll enjoy being involved"</i>
Using good morning and good afternoon	<i>"Good morning" or 'good afternoon' back</i>
Helping an adult carry equipment through the school	<i>"Thank you for helping – you've made my job much easier!"</i>
Supporting a peer when they are upset	<i>"Well done for helping your friend, I'm sure they will feel better for it"</i>

Where anti-social behaviours occur staff will promote the behaviour they need to see and then seek to discover an explanation and solution for the behaviour (See flowchart at the end of the policy).

Where inappropriate behaviour continues to occur staff will work through the list of consequence stages. At each stage pupils will be offered the opportunity to correct their mistakes and encouraged to improve their future behaviour and be pro-social. Anti-social behaviour results in the loss of down time.

Behaviours	Adult Response
Running in the corridor	<i>"Walking in the corridor, thank you!"</i>
Climbing on top of cupboards	<i>Use of de-escalation script</i>
Screaming and shouting	<i>Use of de-escalation script</i>
Swearing at children	<i>"NAME kind words, thank you" Educational consequence around swearing.</i>
Swearing at adults	<i>Use of de-escalation script. Logical consequences. Fast track</i>
Punching children	<i>Use of de-escalation script, use of steering, guiding, escorting away. Logical consequences (see below) Fast track</i>
Kicking children	<i>As above- fast track</i>
Punching adults	<i>As above- fast track</i>
Kicking adults	<i>As above- fast track</i>
Rough play	<i>"NAME safe play, thank you" logical consequences (see below)</i>
Refusing to work	<i>Remind child that any unfinished work will need to be completed and look to support the child in any way to ensure unmet needs are catered for.</i>

Refusing to listen to adults	<i>Use of de-escalation script. Lack of eye contact may not be evidence of refusing to listen. Follow up when regulated. Fast track for refusal.</i>
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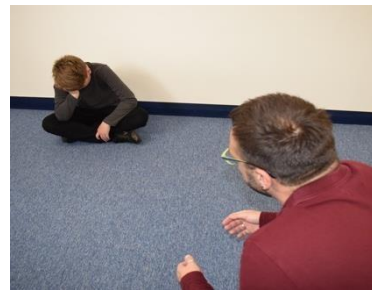
De-Escalation Script

- Child's name
- I can see something has happened
- I am here to help
- Talk and I will listen
- Come with me and.....



De-escalation body language

- Outside of an outstretched arm
- Good distance
- Standing to the side
- Relaxed hands
- Managing height



Following the above, if there is a need for further action then this would take the form of consequences.

Consequences

- A conclusion derived through logic
- Something that logically or naturally follows from an action

Consequences are different to punishments as they seek to help the child understand rather than forcing them to comply. They have far greater long-term benefits to the child and everybody in the dynamic.

We separate consequences into two types:

Protective consequences:

- Removal of a freedom to manage harm
e.g. Increased staff ratio, limited access to outside space, escorted in social situations, no availability of minibus/car, differentiated teaching space, exclusion

Educational consequences:

- The learning, rehearsing or teaching so the freedom can be returned

e.g. Completing tasks, rehearsing, assisting with repairs, educational opportunities, research, conversation and exploration.

For a consequence to be valid, there should be a clear reason for our response. Perhaps we should be able to say, 'Obviously, this needs to happen.....'

The Essex Steps Therapeutic approach is used across 8 counties and the flowchart _see appendices) brings together every process used to analyse and respond to difficult or dangerous behaviours. The school will follow the following flowchart, kindly reproduced from original work carried out by our Hertfordshire colleagues.

All of the documents referred to within the flowchart are accessible from the school if they refer to your child or if you should need any further explanation.

Incidents of Racial Abuse:

Any form of racial harassment and abuse will not be tolerated at ECPS. All incidents will be treated seriously, investigated, dealt with and logged by the Headteacher in CPOMS. 'Oneoff' incidents of racist behaviour will be dealt with in a way which is sensitive to the victim, acknowledging the harm and injustice done, but which also ensures that the offender understands the seriousness of the offence he or she has caused. The offender will be given every opportunity to try to repair the relationship with the victim wherever possible. Parents or carers of both the victim and the offender will be informed. Parents / carers of the offender will be involved in actions taken to modify the child's future behaviour and attitudes.

Attitudes of respect and tolerance for others will be constantly reinforced throughout all areas of the curriculum but will be addressed most specifically through our PSHE programme of work.

Anti-Bullying:

Bullying is a problem from which all schools can have to some extent, whilst ECPS prides itself on the behaviour of its pupils, it recognises that bullying behaviour can begin anywhere. Bullying is a specific aspect of behaviour, and as such needs its own place in the behaviour policy. All people, young and old, have the right to learn without fear of bullying by peers or adults.

What is bullying?

Pupil bullying occurs when a child is abused physically, emotionally, verbally, or through use of modern technologies (cyber-bullying) or feels threatened or fearful on a regular or

repetitive basis. The use of aggression to intimidate, or deliberate use of unequal power, are the most obvious forms of bullying.

There are some occasions when children complain of being bullied, when in fact this has not been the case. What is the 'rough and tumble' of playtime to one child, can be seen as something more serious to another. Also, friendships naturally experience difficult phases, and the term 'bullying' can be used inappropriately in such incidences. Children are encouraged to differentiate between genuine cases of bullying and other upsetting occurrences.

Bullying has no place at this school. Children are encouraged to tell an adult when they think they have experienced bullying, or have seen it take place. Adults will intervene in such cases. Parents are encouraged to contact the school if they suspect that bullying has occurred.

Dealing with Bullying

A child that bullies will be left in no doubt that their behaviour has had an unacceptable impact upon the victim. However, such behaviour is often a symptom of other underlying issues. We will aim to alter behaviour in such cases through involving the 'bully' and others in putting together an improvement plan, and through highlighting the effect of their actions. Counselling and compassion will be shown to all involved. Records of bullying will be kept within CPOMS on a behaviour incident log.

Responsibilities:

All members of the school community have the right to work and play feeling happy, safe, and secure. With these rights, however, come responsibilities. These responsibilities ensure that we all work together to maintain the ethos of the school.

Children

- To care for each other.
- To live by a moral code.
- To show respect for others and the school environment.
- To strive for excellence in all areas of school life.
- To value friendship.
- To negotiate and sign a classroom contract.
- To take responsibility for their own learning and behaviour.
- To use the School Council as a vehicle for school improvement.
- To treat all visitors with respect, and when on a visit to maintain a high standard of behaviour.
- To maintain and value the ethos of the school.

Teachers

- To manage pupil behaviour well.

To be sensitive to the needs of different children.
To make positive contacts with parents
To report instances of excellent behaviour to parents and carers To
be reflective practitioners.
To listen to children's concerns and worries.
To be vigilant and intervene in suspected cases of bullying.
To develop positive relationships with pupils and colleagues.
To maintain and value the ethos of the school.
To be consistent and positive.

Support staff

To build positive relationships with pupils and colleagues.
To meet the needs of children.
To inform teachers of any concerns.
To act as a positive role model.
To expect respect.
To be consistent and positive.
To listen to problems, and hear both sides of an argument. To
maintain and value the ethos of the school.

Parents and Carers

To encourage children to talk about their school and social life.
To look for any signs of anxiety or distress.
To listen to your child and take seriously any reports of bullying.
To work in partnership with the school; reinforcing the policy and sharing it's high
expectations of behaviour.
To act as a positive role model when visiting the school To
maintain and value the ethos of the school.

Governors

To ratify an effective Policy for Positive Behaviour and monitor and evaluate its
implementation and impact
To fulfil their legal obligations in cases of exclusion.
To act as positive role models.
To maintain and value the ethos of the school

Monitoring and Evaluation:

This implementation and impact of this policy will be monitored and evaluated regularly in a
variety of ways:

- Teachers will monitor behaviour issues within the key stages and report regularly via CPOMS which in turn alerts the SLT.
- All members of the SLT will evaluate behaviour management routinely as part of the school's self-evaluation programme. They will also monitor all records of behaviour incidents logged on CPOMS.
- The Headteacher's reports to the Governing Body will include an assessment of the effectiveness of this policy annually and termly summaries of the behaviour log will be provided, outlining the types of behaviour logged and the way they have been resolved.
- The appointed governors responsible for child protection will undertake monitoring activities and report back to the full Governing body.
- This policy will be reviewed in line with the school's cycle of policy reviews

Appendices

1. Flowchart of behaviour intervention

2. Risk Calculator

3. Conscious behaviour checklist

4. Subconscious behaviour checklist

5. Anxiety Mapping

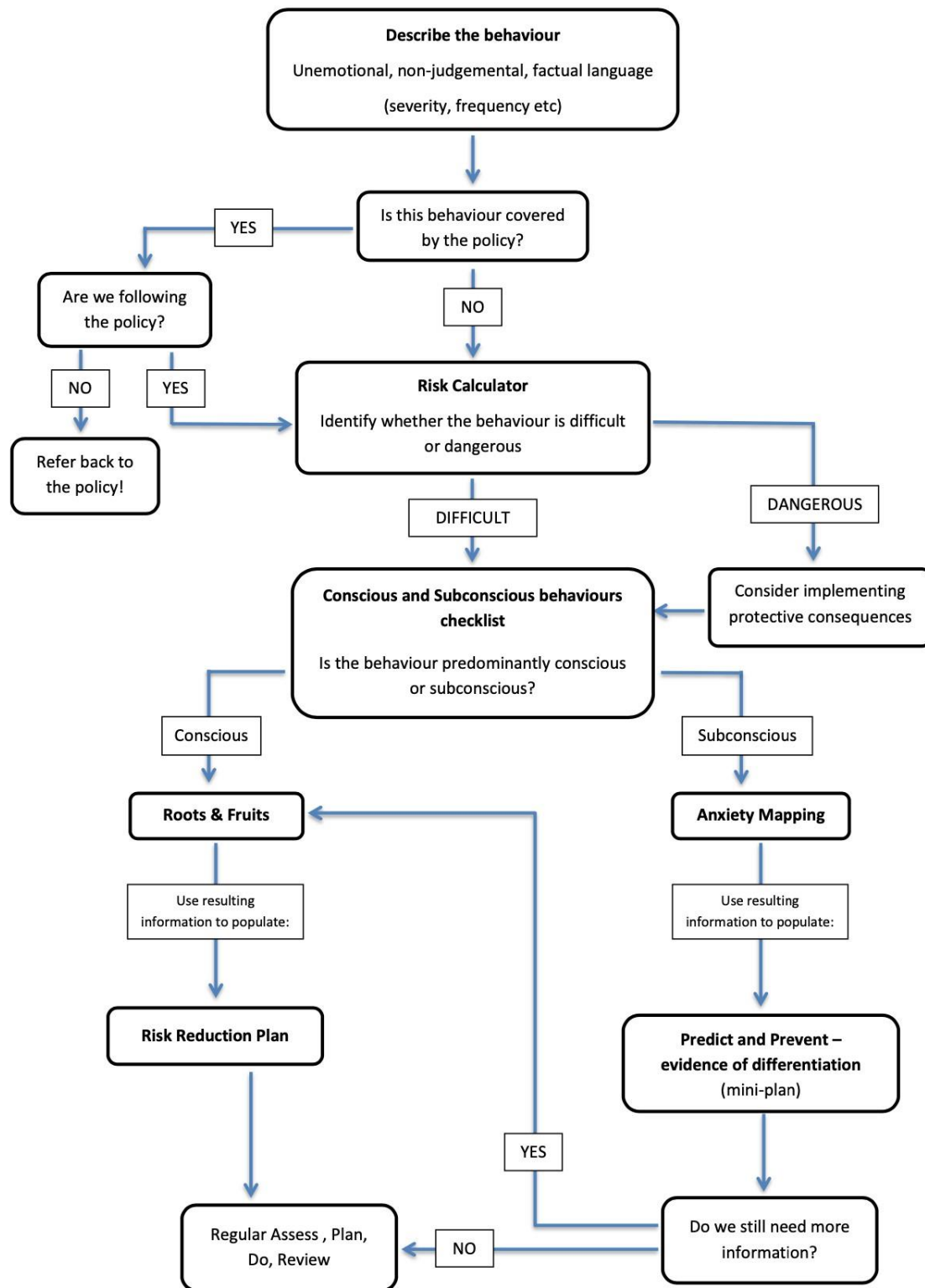
6. Predict and Prevent mini plan

7. Roots and Fruits Analysis

8. Risk Reduction Plan

9.Touch Policy

10. Supporting, Guiding and Escorting examples



Hertfordshire Steps 2019

Conscious Behaviour Checklist

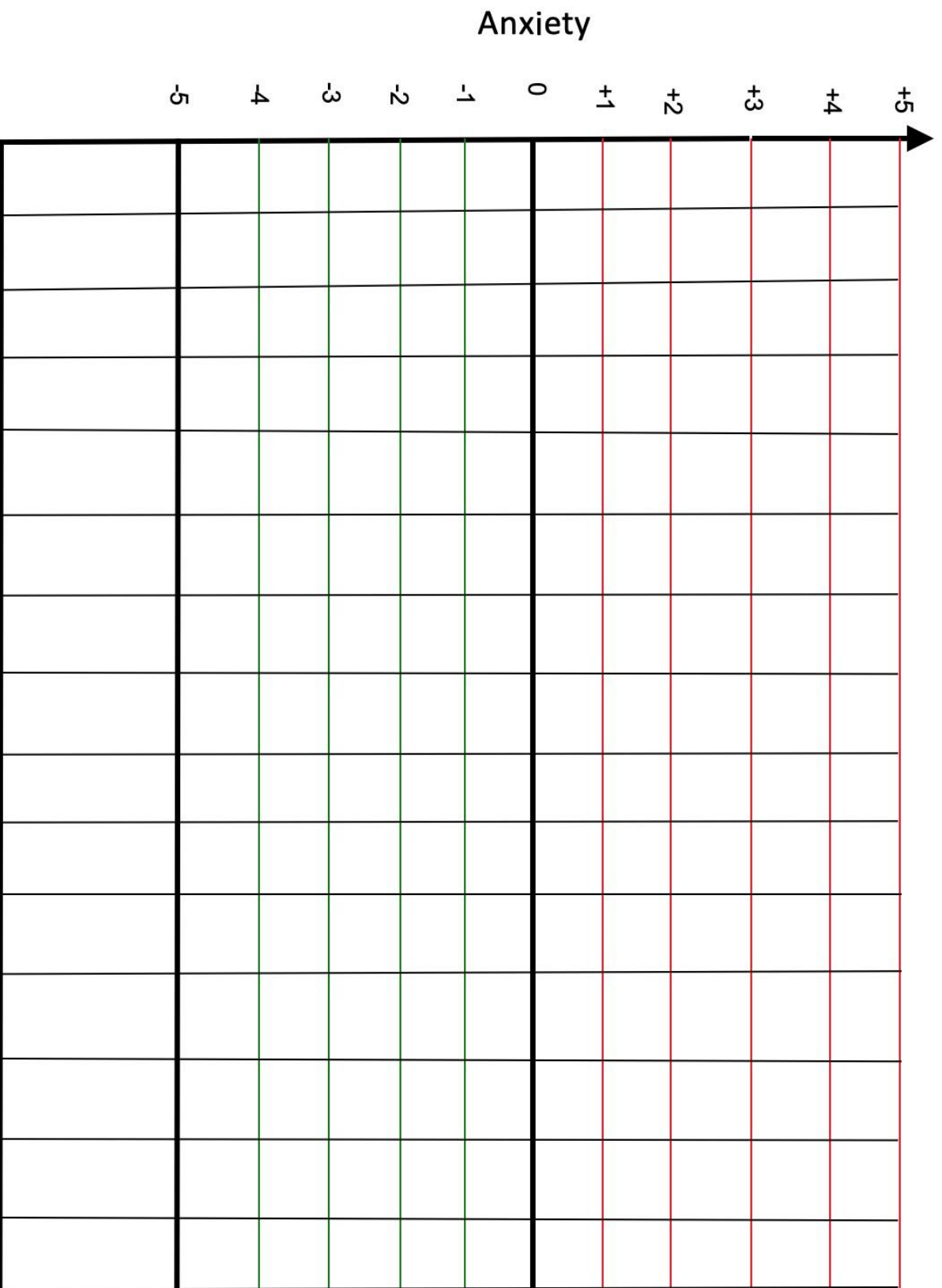
Question	Response
What is their desired outcome from their behaviour?	
What is the motivation to behave antisocially?	
What is the motivation to behave pro-socially?	
What are the expected consequences? (Limits to freedom)	
How can I impact on the child's beliefs or values?	

Subconscious Behaviour Checklist

Question	Response
Is the behaviour medical?	
Is the behaviour habitual?	
What is causing the fear? (topic, adult, time, activity, peers, transition, noise etc)	
What is causing the anger? (topic, adult, time, activity, peers, transition, noise etc)	
What is causing the confusion? (topic, adult, time, activity, peers, transition, noise etc)	
What is causing the embarrassment? (topic, adult, time, activity, peers, transition, noise etc)	
What is causing the anxiety? (topic, adult, time, activity, peers, transition, noise etc)	

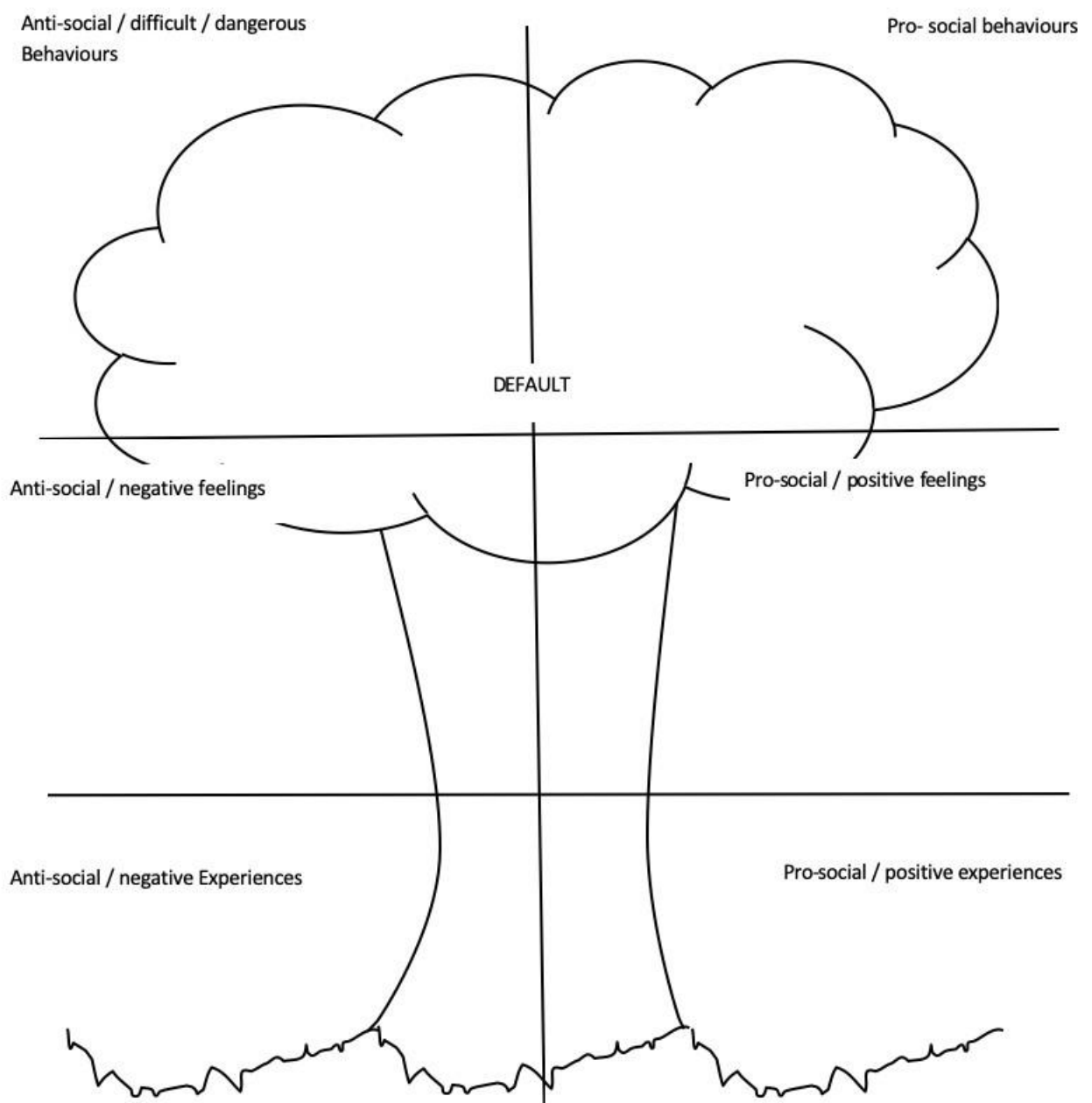
What is over stimulating or overwhelming them?	
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Anxiety Mapping



Roots and Fruits

Name	
Supporting Staff	
Date	
Review Date	



Risk Assessment Calculator

Name	
DOB	
Date of Assessment	

Harm/Behaviour	Opinion Evidenced	Conscious Sub-conscious	Seriousness Of Harm A	Probability Of Harm B	Severity Risk Score
	O/E	C/S	1/2/3/4	1/2/3/4	A x B
Harm to self					
Harm to peers					
Harm to staff					
Damage to property					
Harm from disruption					
Criminal offence					
Harm from absconding					
Other harm					

Seriousness	
1	Foreseeable outcome is upset or disruption
2	Foreseeable outcome is harm requiring first aid, distress or minor damage
3	Foreseeable outcome is hospitalisation, significant distress, extensive damage
4	Foreseeable outcome is loss of life or permanent disability, emotional trauma requiring counselling or critical property damage
Probability	

1	There is evidence of historical risk, but the behaviour has been dormant for over 12 months and no identified triggers remain
2	The risk of harm has occurred within the last 12 months, the context has changed to make a reoccurrence unlikely
3	The risk of harm is more likely than not to occur again
4	The risk of harm is persistent and constant

Risks which score 6 or more (probability x seriousness) should have strategies listed on next page

Risk Reduction Plan

Name	DOB	Date	Review Date
Photo	Risk reduction measures and differentiated measures (to respond to triggers)		
Pro social / positive behaviour		Strategies to respond	
Anxiety / DIFFICULT behaviours		Strategies to respond	
Crisis / DANGEROUS behaviours		Strategies to respond	

Post incident recovery and debrief measures

Signature of Plan Co-ordinator..... Date

Signature of Parent / Carer..... Date

Signature of Young Person.....Date.....

Statement on the use of Physical Interventions

- There are occasions when staff will have cause to have physical contact with pupils for a variety of reasons, for example:

- to comfort a pupil in distress (so long as this is appropriate to
- to gently direct a pupil;
- for curricular reasons (for example in PE, Drama etc);
- in an emergency to avert danger to the pupil or pupils;

- In all situations where physical contact between staff and pupils takes place, staff must consider the following:

- the pupil's age and level of understanding; → the pupil's individual characteristics and history;
- the location where the contact takes place (it should not take place in private without others present).



their age);

Within Earls Colne Primary School this means that as a member of staff may physically guide, touch or prompt children in appropriate ways at appropriate times. It is extremely important that you have read and understood all relevant policy to appreciate the reasons why we may choose to use physical intervention or restrictive physical intervention with children and the appropriate ways in which we do so.

Why Do We Use Touch?

We may choose to use a physical intervention with children for a variety of reasons, but in general terms we would normally do so for either comfort reward or guidance.

How Do We Use Touch?

Hugging

At Earls Colne Primary School & Nursery, we encourage staff that are using touch for comfort or reward to use a 'school hug'. This is a sideways on hug, with the adult putting their hands on the child's shoulders. This discourages 'front on' cuddling and the adult's hands on the shoulders limits the ability of the child to turn themselves into you.

Hugging can be used either standing or seated

Hand-Holding

We recognise that children sometimes enjoy being able to hold hands with adults around them. This is perfectly acceptable when the hand holding is compliant. However, if the handholding is being used by an adult as a method of control to move children, this can become a restraint. Therefore, we encourage the use of the 'offering an arm'. This is done by the adult holding their arm out, and the child is encouraged to wrap their hand around the adult's lower arm. The adult's other hand can then be placed over the child's for a little extra security if it is required.

In summary, it is generally deemed appropriate to touch others on the upper arm and shoulders.

Lap-Sitting

At our school we actively discourage lap-sitting. Children should be taught to seek comfort/attention through other means, explored within Steps training. If a child attempts to sit on your lap, explain and ask them to sit next to you if it is appropriate.

At times, children may in such crisis or distress that they hold you in a way which is not described as above (e.g. 'front on' hug/lap sitting). If this should happen please ensure that you have informed a senior member of staff. You will be asked to make a note of this, this will be in order to record and monitor the amount of times the student is seeking this support from staff and to analyse the child's unmet need.

Please note that although we have a touch policy and believe that contingent touch can be a positive experience for the children that we care for, this does not mean that you have to use physical interventions with children.

It should also be realised that some children will not want to be touched. Please respect this.

Staff have a 'Duty of Care' towards the students in their care. Therefore if a student is likely to be at risk from harm if you do not physically intervene in an emergency situation, you must take action. The action you take will be dependent on the dynamic risk assessment that you make at that moment in time.

We also have within our behaviour policy, a section on restrictive intervention in line with Essex Steps training.

Parents/carers will be made aware of this statement when their child is admitted to this school.

If you have any questions or would like a further discussion regarding this policy, please speak to your line manager at the earliest available opportunity.

Guiding, Escorting and Supporting

Closed mitten



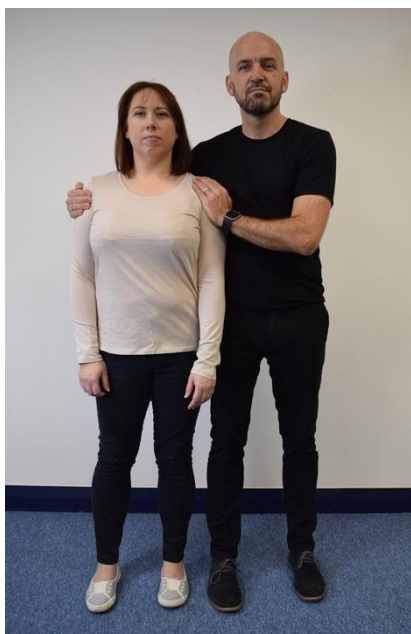
Closed mitten (used to draw a student close)
Fingers and thumb together. The hand should remain in a mitten to avoid the possibility of gripping. Gripping hands can result in bruising consistent with poor practice

Offering an arm (to support, guide or escort)



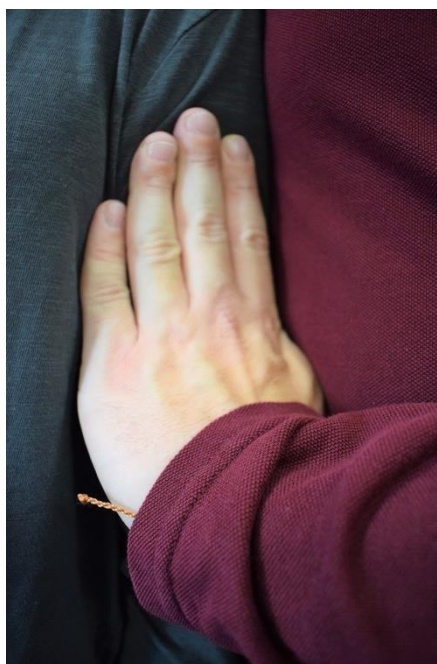
- Hip in
- Head away
- Sideways stance
- Arm is offered
- Student accepts the invite
- Draw elbow in for extra security

Supportive hug (to support, guide or escort)



To communicate comfort or reward:
 Hip in
 Head away
 Sideways stance
 Closed mittens contain each shoulder
 Communicate intention
 Use 'de-escalation script' if needed

Supportive arm (to support, guide and escort)



Supportive Arm (cont) and paired supportive arm



- Hip in
- Head away
- Sideways stance
- Positioned behind the elbow
- Closed mittens used above the elbows to maintain safe shape (penguin shape)
- Communicate intention

Open mitten

Fingers



together

- Thumb away from fingers
- Palms parallel to floor
- The hand should remain in a mitten to avoid the possibility of gripping. Gripping hands can result in bruising consistent with poor practice

Open mitten guide (to protect or turn)



Open mitten guide (to communicate)



Open mitten guide – paired





- Open mitten hand, placed on the arm above the elbow
- Safe shape (penguin shape)
- Palm parallel to the floor
- Staff positioned behind with extended arm
- Communicate intention
- Use 'de-escalation script' if needed

Open mitten escort (to support, guide and escort)





- Hip in
- Head away
- Open mitten hands above the elbows
- Safe shape (penguin shape)
- Arm resting across the shoulders
- Communicate intention
- Move assertively (prevent kicking / dropping)

The hand should remain in a mitten to avoid the possibility of gripping. Gripping hands can result in bruising consistent with poor practice.

Key Impact Behaviours

We recognise that some behaviours need a **zero-tolerance** policy. In order to deal with extreme anti-social behaviours and safeguard our pupils and staff, we have this key impact behaviours document with clear and concise rules.

Stage One: Repeated (3 occasions during one session) will result in a FastTrack to the HT/DHT *Repeated Fast Tracks in 1 week result in escalation to stage 2

Stage Two: Any of the named behaviours in this section results in the immediate involvement of HT/DHT/AHT and results in a fixed term exclusion of up to 2 days, depending on the severity of the incident.

Stage Three: Any of the named behaviours in this section results in the immediate involvement of HT/DHT/AHT and will result in a fixed term exclusion of up to one week.

****If more than one Stage Three behaviour is exhibited during one day, this may result in permanent exclusion for the safety of our staff and pupils.**

STAGE ONE	STAGE TWO	STAGE THREE
Refusal to follow reasonable, single step instructions given by an adult	Repeated breaches of stage 1 and/or....	
Deliberate misuse/ damage of school property	Deliberate dangerous use of school property or equipment	Deliberate damage, destruction and dangerous use of school property or equipment
The use of inappropriate language	Threatening language to dominate or refuse	Physical behaviour with an intent to cause damage to people or property including- throwing, hitting, pushing and using force.
	Verbal abuse directed at others	Acts of violence towards children and/or members of staff
Threatening body language in order to intimidate	Threats of violence towards others	Endangering school neighbours and passing traffic by being unsafe outside
	Attempting to access restricted areas in school	Attempting to access restricted areas in school with intent to cause damage or harm