

Rowlands Gill Primary School

Behaviour, Discipline & Exclusions Policy (and Written Statement of Principles)

Date Written: September 2019

Readopted by Governors: September 2025

Next Review: September 2026



Policy review dates:

Review Date	Changes made	By whom	Date Shared
March 2023	Alterations made in line with Behaviour in Schools Advice July 2022	LC	20.3.2023
Sept 2023	Updates Miss Hayden to Mrs Sharpe. No further changes needed.	LC	13.9.2023
October 2024	Updates to Housepoints system Pg 5. Removed postcards. What constitutes 'significant behaviour incidence' tag on CPOMS. Info about staff trained in Physical restraint. Included damaging equipment as Level 3 behaviour.	LC	25.11.2024
Sept 2025	Inclusion of new DHT – Mr Prince	LC	23.9.25

Behaviour, Discipline and Exclusions Policy

Governors' Statement on Behaviour and Discipline

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure. This is a pre-requisite for learning. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

At Rowlands Gill Primary School, we believe that:

- **Pupils want to behave well.** *We believe that our pupils are happy when they behave well and when that behaviour is recognised by adults and their peers.*
- **Behaviour is a form of communication.** *We believe that behaviour is an act of communication at a level that is meaningful to the child. At all times we will ensure that we observe and consider the potential underlying causes of the behaviour a pupil is exhibiting so that we can best understand it before intervening.*
- **All adults can learn strategies to support pupils to improve their behaviour.** *Developing an understanding of why children behave as they do, a positive attitude to the child and his/her behaviour and effective strategies for managing that behaviour is a core requirement of the job. It requires a real commitment to ongoing professional development.*

Rationale

The primary aim of Rowlands Gill Primary School is to provide a safe, secure and caring environment where expectations and achievements are high, and children realise their full potential in all areas of their development: academic, physical, emotional, spiritual, moral and social. In order to create a place in which children feel safe and secure and in which there is an ethos of achievement through endeavour it is essential that there is a positive, calm environment.

We believe that each individual has the right to feel and be safe, to learn, and to be treated with respect. We have adopted a whole school approach to implementing PSHE in order to develop a consistent approach to positive discipline and the development of high self-esteem through a nurturing ethos. We will work in partnership with parents and carers to help our pupils to become well-adjusted, responsible citizens able to form and maintain healthy relationships.

We help our children to understand when a choice that they have made was a poor choice, the effect of this choice on others and how to learn from this so that they don't repeat it. We also support the children to be accountable for their actions and to identify how to repair any harm caused.

This policy is a statement of the aims and strategies for the management of behaviour. It is intended to act as a reference point to inform pupils, staff, parents, governors, LA officers and inspectors. The policy is based on the principle of respect: for each other, adults, property, equipment and ourselves. Reference should be made to the Safeguarding Policy and Anti- Bullying Policy.

This policy has been written in line with the guidance provided in the DFE Advice to Head Teachers "Behaviour in Schools" July 2022, Searching, Screening and Confiscation Advice July 2022 and with regard to Section 89 of the Education and Inspections Act 2006.

Equal Opportunities

Rowlands Gill Primary School supports the principles of Equal Opportunity as embodied in current legislation. We aim to provide an environment in which individual potential can be maximised irrespective of race, gender, age, ability or social circumstances.

This policy extends to pupils and staff. We believe that every pupil is of equal value and has the right to equal educational opportunities. To that end positive action will be taken to ensure that all available human resources, talents and skills are utilised to the full and that every possible step will be taken to ensure that all individuals are treated equally and fairly.

This behaviour policy acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs and disabilities (SEND) and the Children and Families Act 2014 to use our best endeavours to meet the needs of those with SEND.

In the case of ongoing or serious behaviour issues, staff should consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff should follow the schools' Safeguarding Policy. They should also consider whether continuing disruptive behaviour might be the result of unmet educational, SEND or other needs. At this point, the school should consider whether support from outside SEND support services or a multi-agency assessment is necessary.

Aims

- To build a school that encourages positive nurturing attitudes.
- To increase self-esteem and motivation through praise and encouragement to enable each individual to achieve their potential.
- To develop positive attitudes to learning and behaviour through a consistent and fair approach.
- To provide teaching that is inclusive to enable pupils to achieve well.
- To promote positive relationships at all levels in all aspects of school life.
- To influence the spiritual, moral, social and emotional development of our pupils.
- To encourage pupils to develop self-discipline, make positive choices, take responsibility for their actions and recognise consequences.
- To promote proper regard for authority and to prevent all forms of bullying.
- To regulate the conduct of pupils.
- To promote self-respect and respect for others.
- To promote fundamental British values.

Principles

We recognise that children learn in different ways and this can affect their behaviour. We believe that children mirror the attitudes of the adults caring for them: children who feel valued will learn to value themselves and to value others too.

We also recognise that behaviour will often need to be considered in relation to a pupil's SEND, although it does not follow that every incident of behaviour will be connected with their SEND.

We will apply our Safeguarding Policy procedures where we suspect a child may be at risk.

Role of Governors

Governors determine, support, monitor and review school policies. They are actively involved in the annual review of the policy and guidelines. They formulate their statement of General Principles with regard to behaviour. If required, governors attend a termly discipline committee meeting to review exclusions within the school and to determine guidelines for school procedures. Governors are committed to being proactive and supportive of discipline within the school. Governors ensure that parents have access to a copy of the school's Behaviour Policy and that school rules are made explicit.

Pupils who are found to have made malicious accusations against school staff are likely to have breached the school Behaviour Policy. The school would therefore consider whether to apply an appropriate sanction, which could include temporary or permanent exclusion (as well as referral to the Police if there are grounds for believing a criminal offence may have been committed).

To implement the policy effectively

Pupils need to:

- Feel safe and secure
- Be valued and appreciated
- Be involved and feel ownership of the school
- Have stability through consistent clearly defined expectations
- Know what their boundaries are and the consequences of not staying within these boundaries
- Be presented with good role models
- Develop an understanding of right and wrong / acceptable and unacceptable
- Understand what is meant by using words offensively (including, but not exclusively, in the context of homophobic, racist, xenophobic or gender-based abuse) and that school has a 'zero tolerance' approach to this behaviour
- Understand how to interact physically with others (peers and adults) and know what the concepts of 'personal space' and 'appropriate' contact mean.

Staff need to:

- Be able to teach without disruption
- Be supported by clear and consistent implementation of the behaviour policy
- Work in partnership with parents
- Be supported by school staff, governors and other agencies
- Be valued, consulted, listened to and informed.
- Have the time and support to enable them to teach and, when needed, investigate sensitive topics and issues (including homophobic, racist, xenophobic or gender-based abuse) in a sensitive way.
- Have the time and support to enable them to teach what we mean by appropriate physical interaction with others (peers and adults) and the concepts of 'personal space' and 'appropriate' contact.
- Challenge all inappropriate language and behaviour between pupils.

Parents/ Carers need to:

- Know that their child is safe and is going to be treated fairly and consistently
- Know that their child is receiving high quality teaching
- Be welcomed into school as partners in their child's education
- Be well informed and involved with their child's life at school
- Know that they will be expected to share the responsibility for the behaviour of their child both inside and outside of school.
- Know they will be expected to support the school's 'zero tolerance' approach to homophobic, racist, xenophobic or gender-motivated behaviour, including the use of words, terms or phrases offensively in those (or any other) contexts.
- Know they will be expected to support the school's approach to sharing an understanding of appropriate physical interaction with others (peers and adults) and the concepts of 'personal space' and 'appropriate' contact.

Our Golden Rules

It is essential the children understand what is meant by good behaviour and that the rules we expect them to follow are clear and understandable. As such we believe all members of Rowlands Primary School should follow these rules:

- ✓ We always show respect, listen to adults and follow instructions on the first time of asking.

- ✓ We keep our hands, feet, objects and personal comments to ourselves.
- ✓ We are polite: we show good manners.
- ✓ We take care of everyone and everything.
- ✓ We always work hard and never waste time.
- ✓ We walk quietly when moving around the school.
- ✓ We respect other people's choices ('No' means 'No').

Positive Rewards

As a school we make every effort to promote positive behaviour and to diminish behaviour that is unacceptable. We use a consistent whole school approach to reinforce high standards of behaviour. Good behaviour is rewarded, celebrated and reinforced. The following systems are in place across the school in order to support this:

- Positive behaviour is recognised and rewarded through praise, stickers, certificates, and direct contact with parents.
- Merit stickers can be used to reward good behaviour, manners as well as academic success. They can also be awarded to children who reach the top of the Sliding Scale.
- Once children have 10 Merits, children put their completed Merit card in one of the two Golden Boxes (one upstairs, one downstairs). These boxes are then opened in assembly, when the children will be given a House Point stamp which will then be added to the whole school House Point Chart in the hall. The children will also be given their completed chart to take home to celebrate gaining 10 Merits.
- At the end of each term, the House with the most points gets a reward.

Additional Strategies

- Children who go above and beyond school's expectations may have a dip in the class prize box.
- Children may visit the Headteacher to celebrate their behaviour, they may select a prize from the treasure chest or may end up with their work on the 'Wall of Fame' display.

Sanctions

Sanctions will be applied according to the level of behaviour which is being dealt with. We will refer to the three level descriptors which have been agreed by staff (see Appendix 2). The imposition of a sanction should not be based on the tolerance level of a teacher being exceeded but rather because the child has broken an agreed rule. Impositions of sanctions should be done in a firm, no nonsense way but should still be consistent with the school expectation that all people will be treated with respect. It should be made clear from the teacher's actions that it is the behaviour that is unacceptable and not the child.

Low-level (level 1) behavioural issues would be resolved using the Sliding Scale (verbal warning, drop down 1 face, drop down to the bottom face = consequence).

If a child is at the bottom of the Sliding Scale then there will be a consequence. This will be missing part of a break/lunchtime and a brief, informal chat with an adult to reflect on the behaviour and repair relationships if they've been affected.

Where the behavioural issue is more serious (level 2 or 3) or a child is repeatedly on the bottom face of the sliding scale, the child would be sent to either the DHT or HT. For level 3 issues, parents would be spoken to more formally, either in person, by telephone or in a meeting in school. Incidents of this nature should be recorded on CPOMs. Children sent to the HT/DHT will complete a written Behaviour Reflection Log and will be supported to repair any harm caused. This log will be added to CPOMs as part of the incident recording process.

If a class teacher has ongoing concerns about a particular child's behaviour they should seek the advice of the SENDCo or the Head teacher. There may be a need for a meeting to be set up with the child's parent and a personal plan put in place tailored to the child's needs.

Alternative arrangements for sanctions can be considered on a case-by-case basis for any pupil where the school believes an alternative arrangement would be more effective for that particular pupil, based on their knowledge of that pupil's personal circumstances.

Lunchtimes

- Lunchtime supervisors are supported by a member of the senior leadership team when needed.

Rewards

- Lunchtime staff give out special 'Lunchtime Supervisor Awards' which when seen by the class teacher can be converted into a merit.
- Verbal rewards are used as much as possible.

Behaviour which is NEVER acceptable (see Challenging Behaviour)

- Bullying
- Violence of any kind (e.g. kicking, biting, pushing, spitting, hitting)
- Verbal abuse (e.g. swearing, name calling, teasing, being cheeky, threatening, racism)
- Leaving the premises or classroom without permission
- Stealing
- Refusing to learn, persistent disruptions or ignoring instructions
- Physical relationships between pupils e.g. kissing on the school premises
- Sexual violence or sexual harassment

Emergencies

If a difficult or dangerous situation arises, send immediately for the Head teacher or Deputy Head teacher. If possible, a teaching colleague may also give assistance. (see Appendix 1)

In some circumstances, children may be removed from the class on a longer-term basis to work with a member of staff in isolation.

Challenging Behaviour

Challenging behaviour is defined in our school as behaviour that is not able to be managed using the normal school rewards and sanctions.

Most of the time the majority of pupils at Rowlands Gill Primary School behave well. However, from time to time some children may experience difficulties that lead them to present with challenging behaviour in school – there could be a number of reasons for this. We will always consider any contributing factors, the potential underlying causes of the behaviour a pupil is exhibiting, e.g. attachment, trauma, significant family event, SEND and will work with parents to develop our understanding when there are reasons such as these.

From time to time challenging behaviour is experienced. There is a plan to manage such behaviour (see Appendix 1).

These pupils who are giving cause for concern may need a more specifically focused, individually based programme of behaviour and learning management. For these children it is likely that external agencies will become involved as part of this provision.

Sometimes Behaviour handling plans / risk assessments may be drawn up for a child.

Sanctions for Challenging behaviour may include;

- Withdrawal of break or lunchtime privileges
- Withholding participation in events which are not essential to the curriculum
- Removal from the class to continue education in a supervised setting e.g. another classroom
- Placed onto an alternative curriculum
- Fixed term or permanent exclusion

Banned Items and the Right to Search Pupils

Headteachers, and Senior Leaders have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed below:

- Knives and weapons
- Alcohol
- Illegal drugs
- Tobacco and cigarette papers; e-cigarettes or vapes
- Stolen items
- Pornographic images
- Fireworks
- Any article that the member of staff reasonably suspects has been, or is likely to be used to commit an offence or cause personal injury or damage to property

When exercising these powers, we will consider the age and needs of pupils being searched. This includes the individual needs or learning difficulties of pupils with Special Educational Needs and making reasonable adjustments that may be required where a pupil has a disability.

The authorised member of staff will explain fully to the pupil why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions. If a pupil refuses to co-operate, the member of staff may sanction the pupil in line with this behaviour policy. If the pupil still refuses the member of staff should assess whether it is appropriate to use reasonable force to conduct the search and seek support from another authorised member of staff.

Searches will be recorded, parents will be informed and items found as a result of the search will be confiscated. The Designating Safeguarding Lead (or Deputy) should be informed of any searching incidents. 'Searching, Screening and Confiscation Advice for Schools July 2022' will be followed.

Staff Development and Support

Members of staff may be involved as appropriate to support or reinforce the actions of colleagues. Some children will use positive behaviour management systems advised by outside agencies, such as Educational Psychology or Behaviour Support services. Advice and support on how to put this advice into practise will be sought from the relevant agency.

Parental Involvement

We expect parents to support our behaviour strategy:

- We contact parents, personally, by telephone and/or by letter.
- We contact parents when we feel a single incident, or pattern of incidents, require their attention/ support.
- We may invite parents to a variety of meetings with professionals.
- Our open-door policy ensures parents have opportunities for contact with staff, to share their concerns, discuss ways forward.
- We may decide to share a number of Behaviour Improvement strategies e.g. behaviour record sheet, behaviour targets.

Exclusions

In cases of prolonged persistent disruption or for one-off misdemeanours of a very serious nature the school will consider the option of fixed term exclusion, depending on the individual circumstances. The Head Teacher will follow the LA guidelines.

Such one-off misdemeanours include:

- Rudeness and defiance to staff
 - Swearing at a member of staff
 - Criminal damage
 - Incidents based on prejudice about someone's race, religion, sexual orientation, transgender identity or disability (hate crime)
 - Theft
 - Violent conduct
 - Deliberate/ very unruly behaviour
 - Persistent disruption of the learning environment
-
- Exclusions are available as a sanction at Rowlands Gill Primary, however we only use them where all other strategies are inappropriate
 - Exclusion guidance is based upon current Gateshead Council and DFE guidance and current legislation which sets out the responsibility of the Head teacher, governing body and LA.
 - Only the Head teacher (or Deputy Head teacher in the absence of the Head teacher) has the authority to exclude and will notify parents/carers within one school day by telephone and letter.
 - Detailed records of incidents are kept and exclusions reviewed by the governing body.
 - Exclusions will only be used for serious breaches of school policy.
 - Parents will be required to attend a re-integration meeting upon the child's return to school.

Permanent Exclusions

Permanent exclusion is an extremely serious step, and an acknowledgement that the school can no longer manage the pupil appropriately. The Head Teacher will follow LA guidelines.

This can arise from an accumulation of fixed-term exclusions or as a result of a very serious one-off offence.

The school may proceed to a permanent exclusion for:

- Unprovoked or serious physical assault against a student
- Physical assault against a member of staff
- A persistent record of disruptive behaviour
- A one-off misdemeanour which endangers other students or staff or brings the school into disrepute

The Use of reasonable force in school

What is reasonable force?

The term "reasonable force" covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.

Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight.

All members of staff have the power to use reasonable force to:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so
- Remove children who are presenting challenging and/or harmful behaviour for the safety of themselves and others
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- Prevent a pupil harming a member of staff, another pupil or damaging property
- Restrain a pupil at risk of harming themselves through physical outbursts.

The decision on whether to physically or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstance.

At least two staff are trained in appropriate physical restraint and should be called for to support as soon as is reasonably possible. Currently, Mrs Clarke, Mrs Sharpe and Miss Darrah are trained. The SENDCo and all SLT members will usually be trained too.

Discipline Outside the School Gates

School can discipline pupils outside of school when:

- Pupils are taking part in any school-organised or school related activity
- Travelling to or from school
- Wearing school uniform
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

Negative interactions online can damage the school's culture. We are clear with the children that the same standards of behaviour are expected online as apply offline and that everyone should be treated with kindness, respect and dignity. Many online behaviour incidents among young people occur outside of the school day and off the school premises. Parents are responsible for this behaviour. However, often incidents that occur online will often make their way into school and where this incident poses a threat or causes harm to another pupil, and/or could have repercussions for the orderly running of the school, we will work with parents and carers to ensure appropriate sanctions are applied to ensure that the children involved develop a suitable understanding of why the incident was unacceptable.

Behaviour Monitoring

Behaviour is monitored every half term through CPOMs analysis. All staff, parents and pupils are reminded of our expectations at least once per year.

Appendix 1
Challenging Behaviour

1. Keep calm.
2. Alert member of staff: get Mrs Clarke, in her absence Mr Prince, Mrs Sharpe or Miss Darrah.
3. Make sure other children are safe. It may be necessary to remove the children from the classroom to somewhere safe.
4. Make sure an adult can see the child. Do not run after the child. Try to keep within sight.
5. Let the child have time to calm down.
6. Mrs Clarke, Mr Prince, Mrs Sharpe or Miss Darrah to approach and talk to the child.
7. If this does not work, then phone parents to come to school.
8. If the parent is unable to come or be contacted, it may be necessary, if the child is in danger, to contact the police.

Appendix 2
Behaviour Rating Tool

<p>Level 1 “anything the frequently undermines the flow of your lesson without actually blowing it out of the water”</p>	<p>Level 2 “anything that frequently disrupts the flow of the lesson or school day to where regular intervention is needed and the lesson or activity cannot continue”</p>	<p>Level 3 “anything that constitutes an act of aggression or intimidation and/ or poses a serious risk of harm to themselves or to others” (Tagged on CPOMS as Significant Behaviour Incident)</p>
<p>Talking and chatting</p> <p>Disturbing other children</p> <p>Calling out</p> <p>Taps, flicks or hits objects repeatedly</p> <p>Purposely making noises to gain attention</p> <p>Boisterous/ rough play</p> <p>Struggling to sit still/ swinging on chair</p> <p>Repeatedly distracted/ not paying attention</p>	<p>Hiding under furniture</p> <p>Destroying own or others work</p> <p>Work refusal</p> <p>Answering back/ takes no notice of what is said to them</p> <p>Absconding from the classroom</p> <p>Swearing</p> <p>Spitting at others</p> <p>Throwing or moving furniture or objects with frustration, without an intent to harm others</p> <p>Occasional physical fights/ verbal altercations</p> <p>Comments based on race, ethnicity, sex, religion, social grouping (or any protected characteristic)</p>	<p>Frequently absconding from the school premises</p> <p>Frequent verbal abuse of an adult/ pupil</p> <p>Frequently involved in physical fights or verbal altercations with other pupils</p> <p>Swearing at an adult</p> <p>Frequent or repeated comments based on race, ethnicity, sex, religion, social grouping (or any protected characteristic)</p> <p>Throwing furniture or objects with an intent to harm others</p> <p>Repeated non- compliance displayed as defiance and complete refusals of adult direction, resulting in major disruption / or which may constitute a danger to themselves or others</p> <p>Repeated bullying behaviour</p> <p>Carrying a weapon</p> <p>Sexual violence or harassment</p> <p>Damaging equipment</p>

Appendix 3 **Guidance for Staff**

Achieving co-operation from pupils

Staff behaviour, verbal and non-verbal determines success.

High Status Behaviour – How you approach Behaviour Management

- Through high status behaviour there is a clear message that co-operation is expected.
- It is the behaviour, distinct, from dominance, which involves firm but fair insistence, that co-operation is required.
- It recognises the rights and feelings of pupils and does not seek to degrade.
- High status behaviour is typified by a calm, relaxed manner, careful eye contact, use of pupil territory and clear verbal signals.
- When moving towards a pupil behaving unacceptably, eye contact on the work is less threatening than eye to eye contact.
- Eye contact at the pupil's level is more likely to be productive than standing over them. Eye contact from a distance, sometimes accompanied by a non-verbal signal, can be enough to stop unacceptable behaviour.
- A pat on the shoulder can convey a powerful message of support or approval.
- Physically prompting a child, following a request can be supportive (but should be used with caution as it can be ambiguous).
- Physically forcing a pupil to move is potentially dangerous and should be avoided.
- Physically restraining a pupil should be avoided, if possible call for HT/DHT.
- Physical restraint should only be used when the child is in danger of hurting themselves or others. (The HT, DHT or SLT should deal with the child and parents should be contacted if this action is required).
- To chase a child is low status behaviour and unlikely to achieve control.
- Gain attention and silence before speaking.
- Give a brief, clear message. Tone and pitch of voice can support your message.
- Whispering can be more effective than raising your voice.
- A raised voice will initially get response but continued shouting is quickly recognised as low status behaviour and children will soon provide a lot more to shout about!
- Continued monotonous nagging, either at individuals or groups should be avoided.
- Children should be made aware it is their behaviour we resent, not them.

Avoiding Confrontation

It is in confrontational situations that adult authority may be challenged. Avoiding confrontation does not imply weakness. Other strategies are usually more effective to control a situation.

- Minor incidents should not be allowed to escalate. Challenge behaviour early.
- Avoid temptation to make threats you cannot or will not carry out.
- Convey self-control by avoiding gut-reaction and take time before making your move.
- "Would you like to tell me what happened here? Is there a problem here? Why do you think we have a rule about? When you calm down we'll sort this out."
- When rules are infringed, ask the child to state what has gone wrong and, where appropriate, the expected result. This makes the routine the authority, not you.
- Where confrontation is between children, try to negotiate a settlement - allow a cooling off period before any discussion if children have lost control, insist upon taking turns, without interruption, whilst an account of the incident is being sought, insist on speaking with controlled volume to avoid further flare ups, where possible invite comment on what should

happen next, once calmer, some children may be offered time to talk through the problem together.

Supervision of children

Behaviour management is the joint responsibility of all staff. We are all “on duty” at all times and must support one another by checking and reporting, where necessary, incidents and concerns, including concerns around potential behavioural issues linked with identified or as yet unmet SEND, educational issues or social issues.

Responsibility and Trust

- Children cannot be closely supervised at all times so they need to be trained by constant reminders about how to behave around the building.
- Older children, who are given responsibility e.g. at breaks and lunchtimes are monitored, usually by the HT. They are selected as being capable of carrying out their duties, in consultation with staff and sometimes children themselves.
- Children who display little self-control in class must be supported and not allowed to get into mischief outside the classroom. They should be closely monitored and not allowed to spend too long in toilets, cloakrooms or corridors - the times when their behaviour is likely to deteriorate.