



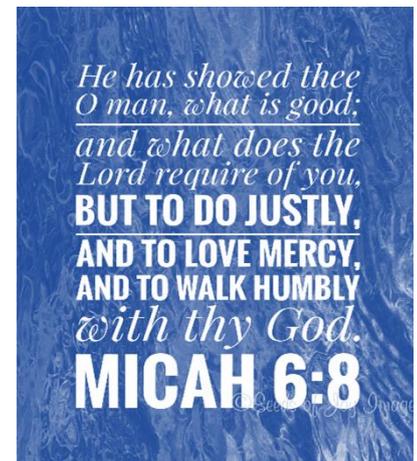
Behaviour and Discipline at St. Michael's School

At St. Michael's we believe that an effective teaching and learning environment is one where we have high expectations of the children and their behaviour. Children and adults are expected to **respect** each other, to act with **integrity** and to take responsibility for their own actions.

We place a strong emphasis on positive behaviour strategies and ensure that good behaviour is encouraged and rewarded.

All staff here at St Michael's lead by example by openly demonstrating good manners, consideration and respect towards all stakeholders from children to parents to outside agencies.

Our Christian vision and values encourage our children to flourish as individuals and to strive for excellence.



Behaviour and Discipline Policy

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1. Aims of this policy

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**



2. Legislation and statutory requirements

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

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property

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

In addition, this policy is based on [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online.

3. Definitions (These are for guidance and are not exhaustive)

Negative or Poor Behaviour / Low Level Disruption are defined as:

- Disruption in lessons, in corridors between lessons, assemblies and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitudes to learning
- Disrespect to other children and/or adults
- Consistently incorrect uniform
- Deliberately being in the wrong places at break times i.e. indoors, in the wrong playground

Moderate behaviour issues are defined as:

- Repeated breaches of the school rules, after being spoken to previously about the same issue
- Swearing
- Spitting
- Fighting
- Any form of bullying
- Intentional damage of school property (e.g. breaking a ruler)

Serious behaviour issues are defined as:

- Physical actions that result in another child being hurt
- Sexual violence or assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation (including child-on-child incidents, which may also be referred to the Safeguarding Team)
- Vandalism causing damage to the school building or property (e.g. breaking an iPad)



- Theft
- Racist, sexist, homophobic or any other discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Stolen items
 - Fireworks
 - Pornographic images
 - Illegal drugs and/or alcohol
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

It may be deemed necessary to:

1. Put in place a Behaviour Chart if the behaviour is not improving and the child is not meeting the school's expectations of behaviour.
2. Put in place a risk assessment to keep the child and others safe if any of the above behaviours are repeated and consequences are not having the desired effect. These will be agreed and signed by parents. We may refer to outside agencies to support us with strategies and targets if necessary.

4. Bullying

4.1 Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, belittling, tormenting, humiliating, 'roasting'.
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Discriminatory	Taunts relating to any protected characteristic, graffiti, gestures, manipulating/targeting vulnerable children
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.



4.1 Child-on-child abuse

At St. Michael's School, we are clear that sexual violence and sexual harassment are never acceptable.

We will not tolerate this behaviour online or offline under any circumstances, and pupils whose behaviour fall below the school's expectations will be sanctioned.

School staff will never condone or normalise sexually abusive language or behaviour by treating it as 'banter', an inevitable fact of life or an expected part of growing up. It is our policy that staff will challenge all inappropriate language and behaviour between pupils or towards other members of the school community.

If we have concerns regarding sexual violence and sexual harassment, we will follow the general safeguarding principles set out in Keeping Children Safe in Education (KCSIE).

We will take all reports of sexual violence and sexual harassment or child-on-child abuse seriously. Those affected will be reassured that they will be supported, kept safe and are being taken seriously, regardless of when the incident(s) took place. Abuse that occurred online or outside of the school premises will be taken equally seriously.

In instances where child-on child abuse is found to have taken place, the school will take disciplinary action in line with this behaviour policy.

The school's designated safeguarding lead (or deputy) will lead the school's initial response. Each incident will be considered on a case-by-case basis. Referrals will be made and support services engaged as appropriate.

5. Roles and Responsibilities

5.1 All adults:

In order to create a positive working environment as a staff we will:

- Ensure the behaviour policy is implemented consistently
- Model positive behaviour
- Have concern for the Christian nurture of our children and for their growing maturity and self-esteem.
- Show respect to, and expect to receive respect from, all our pupils and staff.
- Insist on good standards of school uniform and appearance.

5.2 Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering how their own behaviour reflects the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly (on ScholarPack/Conduct/Behaviour)
- Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.



5.3 SLT

The senior leadership team will support staff in responding to behaviour incidents, beginning with Phase Leaders, then Assistant Headteachers, Deputy Headteacher and Headteacher if necessary or appropriate.

5.4 School Counsellor

The School Counsellor will support children to manage their own behaviour and support victims to deal with emotions and build resilience.

5.5 The Headteacher

- Reviewing this policy in conjunction with the Governing Body
- Giving due consideration to the school's statement of behaviour principles
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

5.6 The Governing Body

The Governing Body is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The Governing Body will also review this behaviour policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

5.7 Parents and carers, where possible, should:

- Make themselves aware of the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)



- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture, including parent consultations

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

6. Behaviour Expectations: Positive Attitudes towards Each Other and Learning

6.1 We expect children and adults to:

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

6.2 **Respect:**

All adults are expected to model respectful attitudes to children by:

- Treating children and colleagues with respect
- Acting justly and fairly
- Expecting the children to respect children and adults within the school and the local community and dealing with issues immediately
- Parents using appropriate language within the school's environs. Staff will challenge incidents of offensive language.

6.3 **Resolving Conflict:**

Growing the Ability to Resolve Conflict - We acknowledge that not everyone will agree all the time; instead we seek to develop and encourage reconciliation and to find ways for people to 'disagree well'. This means 'finding ways for people who disagree well to go forward together without reducing their beliefs to a lowest common denominator or pretending that their difference does not exist'. (Archbishop Justin Welby, quoted in Valuing All God's Children)

As part of a child's all round learning experience, we encourage them to become increasingly independent in resolving conflicts through discussion and reasoning, together.

Conflict resolution strategies are taught as part of RE and Personal Development lessons. As children mature they are taught how to take increasing responsibility for their own relationships. For example,



- Discuss problems, explain how they feel and listen to others explain how they feel.
- Discuss issues with an adult mediating
- Discuss problems with an adult observing
- Discuss problems together and feed back to an adult
- Discuss problems independently and come to mutual agreement

Empowering Children to Resolve Conflict - A school-wide strategy is 'The Four Steps' approach
The Four Steps are as follows:

1. Ignore the poor behaviour if you can
2. If the behaviour continues or you cannot ignore it any more:
Say, 'Stop, I do not like it when you ... *say those things / use my pencils / push me over / follow me around. I need you to stop*'
Say, 'I do not consent'.
Children are encouraged to be very specific and name the behaviour that they want to stop.
3. If the behaviour continues, say 'If you do not stop I will tell a grown up.'
4. Tell an adult

6.4 Christian Teachings:

The Christian principles of love, respect, integrity, justice, mercy and humility underpin the ways in which we encourage positive attitudes and deal with negative ones.

- Children will be taught about gospel values in assemblies, RE, Personal Development and other lessons.
- Inappropriate behaviour will be discussed in terms of its effects on the work, feelings or state of mind of others
- When sanctions have been used, children will be forgiven and a fresh start given.
- Children who have been wronged are encouraged to recognise the hurt and forgive where possible. When being apologised to, children are taught to respond with 'I forgive you', 'I accept your apology' or just, 'Thank you for your apology'. However, they are not encouraged to respond with 'That's OK'

Children demonstrating desired behaviours and attitudes will be rewarded according to the school's reward system.

6.5 Expected Behaviours for Learning:

Learning is the primary purpose of the school. The classroom environment should be calm and orderly. Every child's behaviour should be conducive to all children being able to concentrate and learn. Children demonstrating desired behaviours and attitudes will be rewarded according to the school's reward system.



7. Rewards and Sanctions

Headteacher Awards:

These are allocated when a child shows one of the school values: Love, Respect and Integrity or our motto: Seek, Joy in Service. If children receive one of these from a lunchtime play supervisor, they will be rewarded with a Friday privilege.

When children receive: 10 = green star badge
 20 = red star badge
 30 = gold star badge

House points:

There are four houses: Mulala Yousafzai House (Red)
 Emmanuel Jal House (Blue)
 Greta Thunberg House (Green)
 Rosa Parks House (Yellow)

Each child and their siblings are in the same House.

Housepoints are collected weekly and the winning house is celebrated in a Celebration Assembly. At the end of a half term, the house with the most housepoints has a House Party.

Housepoints are awarded for:

- Improved effort and/ or outcomes in their work.
- Following instructions first time every time
- Showing a positive attitude to learning

10 housepoints - Treat box, sticker (KS1)

25 housepoints - Headteacher's Award

50 housepoints - Lunch with the Headteacher

Good to be Green:

This system allows children to have a visual reminder of behaviour expectations and is used to celebrate positive behaviour as well as a reminder of expected behaviour. All children start every day with a Green Card.

Gold Card: A child who has received a Gold Card has shown continued effort, good progress and exemplary classroom behaviour.

Silver Card: If a child has shown very good behaviour and positive attitudes towards their learning, a silver card can go over their Green Card.

Stop and Think: This is a first warning, after 3 reminders and will be displayed over the child's green card. If a child's behaviour improves following this consequence they can go back to green.

Warning Card: If the undesired behaviour continues then a Warning Card replaces the Stop and Think. Again, if the child's behaviour improves they can go back to a Green Card.



Consequence Card: If disruptive behaviour continues and the child is not taking heed of the previous two warnings, they will move to a red card. If a child has shown moderate or severe behaviour they may move directly to a Red Consequence Card without the warning. This means a consequence will take place in the form of: a phone call home, a missed playtime and an opportunity to reflect on their behaviour. These reflections are a restorative approach to children taking ownership of their behaviour and learning.

Strikes:

All acts of severe aggression (fighting etc.) are subject to a 2 strike rule.

2 incidents will result in a fixed term - internal or external exclusion (dependent on the nature of the behaviour). After this firm approach to such behaviour has been carried out, there will be a supported return whereby we can hopefully address the root of any aggression and work with the child and parents to have a successful return to school.

All needs will be taken into consideration when making decisions to exclude. If necessary, a risk assessment will be put in place.

8. Physical Intervention:

All staff will aim to de-escalate and diffuse problems, however, in extreme situations where a pupil is at risk of:

- Injuring self or others
- Committing a criminal offence (including behaving in a way that would be a criminal offence if the pupils were not under the age of criminal responsibility)
- Engaging in behaviour prejudicial to maintaining good order,

Any member of staff may use 'reasonable force' to resolve the situation

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

In extreme cases, where attempts at de-escalation have failed or there is an immediate danger, more restrictive holds may be used.

A number of staff are specially trained in 'Creating Optimally Safe and Inclusive Environments (COSIE) Restraint Training'. The initial part of this training is in de-escalation techniques and the initial aim of any intervention is always to diffuse anger, aggression or sensory overload. The second part of the training teaches staff particular restraint holds. These holds are designed to prevent



children hurting themselves or others but are safe for the recipient and retains their dignity. The Office have details of which staff have received the training and this is also on display in the staff-room for staff to refer to if needed.

These measures will only be used in exceptional circumstances. The aim of these measures is to take over control for a child until he/she is safe and able to control themselves again. Control is given back to the child as soon as is possible. Reasonable adjustments are made for children with Special Educational Needs.

Events will be logged and parents will be informed any time physical restraint has had to be used.

If any child is in need of mental health first aid (e.g. they have a panic attack) then one of the Mental Health First Aiders should be called. The Office also have details of which staff have received this training and a copy is also on display in the staffroom.

If the Headteacher deems it necessary, children may be searched. Before doing so, the Headteacher will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails - e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

9. Responding to misbehaviour from pupils with SEND:

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.



Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned. Examples of measures staff will take are as follows:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload

Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue.

10. Parental Involvement

We believe that discipline should be a joint responsibility and prefer to work in partnership with parents. In the first instances, however, we respect children's rights to make mistakes and have agency over their own decisions without always informing parents of every mistake. When negative behaviour begins to form a pattern, we contact parents to find ways of working together to solve any problems.



11. Monitoring Arrangements

All incidences are recorded on our school's information management system: ScholarPack and are categorised under incident type. This allows staff to make links, see patterns and identify triggers.

Reviewed: Spring 2023

By: Safeguarding Team

Next Review Due: Spring 2024

Monitored by: Headteacher and Chair of Governors



Appendix i

Governors' Statement of Principles for a Behaviour Policy

Love

Respect

Integrity

Justice

Mercy

Humility

- All staff, children and other members of the school community are expected to behave towards each other with **mutual respect**, consideration and tolerance.
- We have equally high expectations for all children in our school, whatever their gender, race, class, religion or cultural background or ability or disability. This policy runs alongside our existing equalities policies and we will deal with racist or sexist incidents and any other instances of discrimination, harassment or victimisation to do with equalities issues in line with this policy.
- Emphasis will always be placed on promoting positive behaviour rather than punishing negative behaviour
- We acknowledge that not everyone will agree all the time; instead we seek to develop and encourage reconciliation and to find ways for people to 'disagree well'. This means 'finding ways for people who disagree well to go forward together without reducing their beliefs to a lowest common denominator or pretending that their difference does not exist'. (Archbishop Justin Welby, quoted in Valuing All God's Children)
- We seek to promote and facilitate mercy and forgiveness in how we deal with all behaviour incidents in school.
- Communication with parents is essential to help to establish consistency of expectations at home and in school. The principles of this policy are set out in the home-school agreement each year.
- Training:
 - Staff will receive regular training in encouraging positive behaviour e.g. annual September INSET training about this policy and specific training and information for staff on countering the use of homophobic language in line with LA and Church of England guidance (VAGC 2017).
 - Parent workshops, e.g. on e-safety are also held regularly.
 - Volunteer refresher days
- The policy will be revisited annually with all staff and reviewed to ensure it reflects current best practice; all new staff will be made aware of this policy.



Appendix ii

Children's Mission Statement

Seek Joy in Service

How do we want our school to be?

- A Christian School where the children and the adults treat people like Jesus would want them to.
- A Christian School where children are cared for and taught to become responsible adults.
- A welcoming school where new children and visitors can feel they belong.
- A place where we can all be friends.
- A place where people are helpful and kind.
- A place where everyone works towards high standards.
- A place where all the staff help each child to achieve their very best.
- A clean, tidy and organised environment that will help us to learn.

What do we need to do to make sure our school is the place we want it to be?

- We need to remember the stories Jesus told and learn from them
- We need to remember that children and grown-ups make mistakes but can still learn from them. Even when we make mistakes, we can be forgiven and, if we can, we should take responsibility to put things right.
- Everybody can take responsibility for welcoming new people.
- We will try to treat others as we would like to be treated. We will be respectful to everyone, even those we find it hard to get on with.
- We will look for opportunities to be kind and helpful.
- We will work hard in everything we do and will behave in a way that allows others to work hard as well.
- We will treat our school environment with respect by keeping it tidy, looking after books and equipment and respecting the plants and animals.

This Mission Statement was written by the children of St. Michael's

Appendix iii

Parent and Visitor Code of Conduct



Expectations of Behaviour

The Enfield Town Schools' Partnership is an exciting alliance of richly diverse, local schools who collaborate together to develop excellent teaching and learning opportunities for their pupils.

As a part of the Enfield Town Schools' Partnership, we share the expectation that everyone who enters our learning communities including parents, staff, visitors and pupils will abide by our values and demonstrate expected standards of behaviour.

Each of the schools follows the Enfield Local Authority Statement of Expected Behaviour and adheres to the Visitors Behaviour Policy. We agree that the following behaviours are unacceptable in all our schools and will be challenged:

- Swearing, spitting, shouting or speaking in an aggressive manner, threatening words or gestures
- Physical intimidation (eg. invading someone's personal space or threatening violence) and the use of force such as pushing, pulling, poking, prodding, etc.
- Racist, sexist, homophobic or ageist comments
- Being under the influence of drugs or alcohol whilst on our premises
- Smoking whilst on the premises.

Our staff will be polite and courteous towards you at all times. If you feel a member of staff has behaved in an unacceptable way please end your discussion and report the matter in writing to the Headteacher or senior manager. They will then contact you to investigate and attempt to resolve your complaint.

In return it is our expectation that you will be polite and courteous to staff. If staff are subjected to unacceptable behaviour they have been instructed to end the discussion with you and inform you of the reasons. You will be asked to leave the premises. A letter to confirm the reasons why you were asked to leave and the action that we intend to take as a result will be sent to you. You will be given the opportunity to discuss the matter with us in a calm and civil manner. If the incident is particularly serious or is repeated you may be barred from the premises.