



# Behaviour Policy

'...these three remain: faith, hope & love; and the greatest of these is love.' 1 Cor 13:13

Rooted in faith, family & friendship.  
Growing in hope & aspiration.  
Flourishing in love.

friendship ★ hope ★ compassion ★ forgiveness ★ trust ★ thankfulness



# BEHAVIOUR POLICY

## Policy Statement

At St Anne's Church of England Primary School, we are proud of our reputation for exceptional behaviour both in and out of the school setting, and are committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

As we are a Christian family community, our vision and values underpin our day-to-day lives. Built on compassion, forgiveness, mutual trust and respect for all, we believe that pupils and staff have the right to learn and teach in an environment which is safe, friendly, peaceful and fair. 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.

The school community has defined a clear set of non-negotiable standards of personal behaviour which are based on respect for all as we strive to see each individual flourish and develop in safety and happiness. The best results in terms of promoting positive behaviour arise from emphasising potential, rewarding success and giving praise for effort and achievement. We also know that it is important to strike a balance between recognising positive behaviour and having appropriate consequences, which are seen by all to be fair, just and consistently applied, when standards are not maintained. Through the example of adults within our school family who care for them and through well-developed, planned and stimulating learning opportunities, we believe that all children can embrace learning challenges and develop self-discipline.

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## 1. Aims

This policy exists to provide a framework for supporting the aims of St Anne's CE Primary School and ensuring the happiness and learning of every individual in our community. Our aims are to:

- encourage a calm, purposeful and happy atmosphere within school
- help our children develop into caring and thoughtful individuals who respect and value the feelings, opinions, beliefs, property and differences of others
- encourage increased independence and self-discipline so that each child learns to accept responsibility for their own behaviour and is aware of what unacceptable behaviour is
- encourage our pupils to co-operate with one another and with the adults in school
- help to create a positive, stimulating learning environment where positive attitudes and behaviour are encouraged and rewarded
- provide a consistent approach to behaviour throughout the school that is applied equally to all pupils with parental partnership and involvement
- reward and encouraging positive behaviour
- define what we consider to be unacceptable behaviour, including bullying and discrimination
- outline St Anne's expectations and consequences of behaviour
- use sanctions and consequences where appropriate in accordance with this policy
- ensure that everyone is clear about their role when managing a pupil's behaviour
- develop the skills necessary to resolve conflict and differences of opinion with sensitivity.

## 2. Legislation, Statutory Requirements and Statutory Guidance

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

- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education 2023](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online.

## 3. Definitions

**Misbehaviour** is defined as:

- disruption in lessons, between lessons, and at break and lunchtimes
- non-completion of classwork or homework
- poor attitude
- incorrect uniform.

**Serious misbehaviour** is defined as:

- repeated breaches of the school rules
- any form of bullying
- sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- sexual harassment, meaning unwanted conduct of a sexual nature, such as: Sexual comments, Sexual jokes or taunting, Physical behaviour such as interfering with clothes, Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- vandalism
- theft
- fighting
- smoking
- racist, sexist, homophobic or discriminatory behaviour
- possession of any prohibited/banned items. These are
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - E-cigarettes or vapes
  - Fireworks
  - Pornographic images
- possession of 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).

## 4. Bullying

**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, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/biphobic</li> <li>• Transphobic</li> <li>• Disability-based</li> </ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, 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, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

St Anne's CE Primary School recognises that all forms of bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing. By effectively preventing and tackling bullying our school can help to create a safe and disciplined environment, where pupils are able to flourish and fulfil their potential.

The whole school community will:

- create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all
- recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (child on child abuse)
- recognise the potential for children with Special Educational Needs and Disabilities (SEND) to be disproportionately impacted by bullying and will implement additional pastoral support as required
- recognise that bullying may be affected and influenced by gender, age, ability and culture of those involved
- openly discuss differences between people that could motivate bullying, such as children with different family situations, looked after children or those with caring responsibilities, religion, ethnicity, disability, gender, sexuality or appearance related difference
- challenge practice and language (including "banter") which does not uphold the school values of tolerance, non-discrimination and respect towards others
- be encouraged to use technology, especially mobile phones and social media, positively and responsibly
- work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-based and discriminatory bullying
- actively create "safe spaces" for vulnerable children and young people
- celebrate success and achievements to promote and build a positive school ethos.

Further information detailing our procedures for tackling and preventing bullying can be found in our Anti Bullying Policy.

## 5. Roles and Responsibilities

### 5.1 The Governing Body

St Anne's governing body is responsible for:

- reviewing and approving the written statement of behaviour principles
- reviewing this behaviour policy in conjunction with the headteacher
- approving this policy
- monitoring the policy's effectiveness
- holding the headteacher to account for its implementation.

### 5.2 The Headteacher

The headteacher is responsible for:

- reviewing this policy in conjunction with the governing body
- giving due consideration to the school's statement of behaviour principles
- 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 CPOMs behaviour logs are reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy.

### 5.3 Staff

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 the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- recording behaviour incidents promptly using CPOMs

- challenging pupils to meet the school's expectations

The Senior Leadership Team (SLT) will support staff in responding to behaviour incidents.

## 5.4 Parents and Carers

Parents and carers, where possible, should:

- get to know 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, while continuing to work in partnership with the school
- take part in the life of the school and its culture

The school will endeavour to build positive relationships 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.

## 5.5 Pupils

Pupils will be made aware of the following during their induction into the behaviour culture at our school:

- The expected standard of behaviour they should be displaying at school.
- That they have a duty to follow the behaviour policy.
- The school's key rules, codes and routines.
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards (see The St Anne's Rewards & Consequences System).
- The pastoral support that is available to them to help them meet the behaviour standards.
- Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.
- Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.
- Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.
- Extra support and induction will be provided for pupils who are mid-phase arrivals.

## 6. School Behaviour Curriculum

Within school, we have certain expectations for behaviour which need to be upheld. Our Code of Conduct outlines these, and refers to our behaviour agreements for both in school and during playtimes which we encourage children to follow. Pupils agree to:

- consistently represent St Anne's well by modelling our Christian values of friendship, hope, compassion, forgiveness, trust and thankfulness both inside and outside of our school
- show consideration to and respect for everyone we meet, being consistently honest, well-mannered and polite

- be fabulous friends and excellent examples to others, showing kindness with our words, actions and attitudes
- through our actions and attitudes, make it as easy as possible for everyone to learn and for teachers to teach, earning lots of airmiles for our squadrons
- prepare well for the day, arrive at school on time with everything needed, and aim to have the best attendance possible
- smartly wear our correct school uniform and PE kit with pride
- walk around the inside and outside of school quietly, calmly and being aware of our surroundings
- respect and follow the rules of our Playground Agreement, lining up quickly and silently when asked
- take pride in and look after our school buildings, grounds, equipment, resources and belongings
- ensure that we follow all health and hygiene guidelines so that we look after ourselves and our community
- be considerate of our local residents and take good care of the wider environment in which we live.

## 6.1 Mobile Phones

Children in Y5 or Y6, may bring mobile devices into school but they should be stored in their locker or teacher's desk. They are not permitted to use them during lessons, break/lunch times, clubs before or after school, or any other activities organised by the school. We have an E-Safety Policy that complies with the DfE's [mobile phone](#) and [behaviour](#) guidance. Please refer to our E-Safety Policy for further detail on use of mobile phones in school.

- Children must gain permission from their class teacher or accompanying adult if it is felt necessary, e.g. for medical or personal reasons, to clarify home arrangements before they leave school.
- If a child is found to be mis-using their mobile phone in school, or using it when not permitted, they will have their phones confiscated until the end of the school day when they will be returned to their parent/carer. If they are walking home alone a message will be sent to parents/carers detailing what has happened. In addition to this, the child will need to move their name to the first grey cloud and miss their following break time.
- The mis-use of mobile phones includes distraction or disruption of the class, cyber-bullying and abuse.
- If a child uses their mobile phone either inside or outside of school to bully or abuse other children from our school, then the Headteacher, DSL or member of the Senior Leadership Team will take every possible step to contain the situation and assess whether or not actions need to be taken beyond school.
- Any incidence of mobile phone bullying would be thoroughly investigated and would result in the child missing their Golden Time and completing a behaviour reflection sheet with a member of the SLT. The Headteacher would be consulted to discuss any further course of action or consequence, such as temporary removal from class.



## 7. Responding to Behaviour

### St Anne's Rewards & Consequences System

At St Anne's, in order to maintain a high standard of behaviour and to encourage the children to try their best in their work, the children are rewarded regularly by gaining 'airmiles'. Each child begins the day with their name on the 'sunshine', regardless of where they finished the previous day. Every time a child does something a member of staff feels needs to be rewarded, that child will move their name up onto the 'hot sun', and subsequently that child will receive an additional airmile for their squadron. Should the child continue to shine and be recognised by a member of staff again, the child will have their name moved up a second time to the 'rainbow' and a third to the 'pot of gold'. Should a member of staff feel the child has done something for which the child needs to be rewarded again, they will receive an additional Airmile.

At St Anne's school we enjoy rewarding children for their hard-work, the products of their labour and the effort that they put into contributing to the life of our school. However, we are aware that, in addition to rewards, sanctions have to be put into place. In this instance, the children will follow the following stages:

- an initial warning is given to the child
- after a second warning, the child's name gets moved from the 'sunshine' to the 'cloud hiding the sunshine' (and an airmile is lost in KS2). This part of the chart is kept discretely and is not visible to the other children.
- after a 3rd warning, the child's name is moved on one stage further on the chart to the 'cloud' and 5 minutes of playtime is lost (and a 2nd airmile in KS2)
- after a 4th warning, the child's name is moved one stage further down the chart to the 'grey cloud' and all the next play time is lost (and a 3rd Airmile in KS2) and the child misses 'Golden Time'. The child may be sent to the Headteacher or Deputy Headteacher and the teachers must keep a record on CPOMS of any pupils who miss Golden Time along with any reason for this. During Golden Time children in FS/KS1 will complete a restorative behaviour widgit board and in KS2 the children will independently complete a 'reflections sheet'
- any major incident e.g. over aggressive behaviour or use of inappropriate language, will result in sanction 5 being used straight away and additional sanctions may also be used.

### 7.1 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our Child Protection and Safeguarding Policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate. Please refer to our Child Protection and Safeguarding Policy for more information.

### 7.2 Responding to Good Behaviour

It is important to not only promote and teach positive behaviour and attitudes with our children, we also reward them. The emphasis of this policy is on positive behaviour and wherever possible and appropriate the children's best efforts will be celebrated, displayed, performed and rewarded.

General rewards used include:

- verbal praise to the children
- verbal or written praise to parents
- thank yous
- stickers, stampers and badges
- certificates
- written comments in books
- sending a child to another class or staff member to share their work/behaviour
- special responsibilities – e.g. cloakroom monitor, register taker
- class Airmile reward charts.

More formal rewards are also regularly used.

- Star of the Day – one pupil per class is recognised for their good learning behaviour each day and begins the following day on the 'hot sun' as well as being the class VIP.
- Attendance Awards – a weekly trophy is awarded during our Friday Celebration Assembly to the class with the highest attendance. The class displays the trophy in their classroom for the following week and receives an extra 5 minutes of playtime that week. This reward is doubled should the class' attendance be 100%. The class with the highest attendance over a whole term is rewarded with a treat, such as a local visit. Individual children are awarded certificates for 100% attendance every half term, with end of year prizes given to all children who achieve 100% attendance across the whole academic year.
- Squadron Airmiles – all children are designated to fast jet aircraft squadrons (Harriers, Hawks, Jaguars or Tornados). Each day the children earn airmiles for good work, attitudes and behaviour. The totals for each squadron are recorded daily in each class and then totaled up for the whole school at the end of each week. The trophy is then awarded to the winning squadron. The squadron with the most airmiles for the term is rewarded with a treat e.g. park visit. All other children have a small reward such as an extra playtime.
- Golden Time – Each Key Stage offer a selection of activities for a short amount of time each week such as; art, sports, games and computer based activities as a reward for positive behavior and learning.
- Headteacher Award – Weekly awards given by the Headteacher for excellent learning attitude and behaviour throughout the week, are shared with the whole school in our Celebration Assembly each Friday afternoon. Children receive a certificate, a pencil and are recognised and celebrated for their efforts by the whole school community.
- Headteacher Afternoon Tea – During Golden Time, weekly award winners have the opportunity to attend an Afternoon Tea with the Headteacher to celebrate their positive week.
- Teacher Special Award – A weekly award chosen by class teachers on a termly theme rewarded to one child in each class. Children receive a certificate, a pencil and are recognised and celebrated for their efforts by the whole school community in our Celebration Assembly.
- Superstar Award - A weekly award chosen by class teachers for stand out achievements throughout the week rewarded to one child in each class. Children receive a certificate, a pencil and are recognised and celebrated for their efforts in our Celebration Assembly by the whole school community.

## 7.3 Responding to Misbehaviour

Although the emphasis of this policy is on encouraging and rewarding positive behaviours and attitudes, we also recognise that it may be necessary to employ a number of sanctions and consequences. Consistency, fairness and proportion are very important in the application of sanctions which should always be appropriate and fair. When dealing with all forms of inappropriate behaviour staff are calm, clear, logical and always looking to give the children the opportunity to amend their behaviour and move their way back to the sunshine.

De-escalation techniques, including the use of pre-arranged scripts and phrases, can be used to help prevent further behaviour issues arising.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

The school may use one or more of the following sanctions, following the St Anne's Rewards & Consequences System as detailed previously in response to unacceptable behaviour.

- Setting of written tasks such as an account of their behaviour.
- Expecting work to be completed at home, or at break or lunchtime.
- Missing part or whole break or lunchtime break.
- Loss of privileges – for instance, the loss of a prized responsibility.
- School-based community service, such as tidying a classroom.
- Referring the pupil to a senior member of staff.
- Letter or phone call home to parents/carers.
- Agreeing a behaviour contract.
- Using a Behaviour Diary for a set period of time which includes individual rewards/consequences.
- Removal of the pupil from the classroom into another class or shared area with adult supervision.
- In school isolation with a member of the SLT.
- Suspension.
- Permanent Exclusion (as a last resort).

Suspensions are not given lightly and permanent exclusion is used as an absolute last resort, in the most serious of circumstances. The personal circumstances of the pupil will be taken into account when choosing sanctions. Decisions will be made on a case-by-case basis, but always with regard to the impact on perceived fairness.

## 7.4 Reasonable Force

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

- 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 on CPOMs and reported to parents/carers by letter, face to face or phone call

In circumstances of disruption where other children are present, any children or other adults placed in danger should be removed from the surrounding area in an attempt to avoid the need to use reasonable force and allow for de-escalation of the distressed or non-compliant child.

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.

## 7.5 Searching, Screening and Confiscation

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

### Confiscation

Any prohibited items found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil. We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents/carers, if appropriate.

### Searching a Pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

Before carrying out a search the authorised member of staff 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"
- explain how and where the search will be carried out
- give the pupil the opportunity to ask questions
- seek the pupil's co-operation.

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction. If they still refuse to co-operate, the member of staff will contact the headteacher alongside any member of the School Leadership Team (SLT). The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules. An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desk or locker. 'Outer clothing' includes any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt), hats, scarves, gloves, shoes or boots.

## Searching Pupils' Possessions

Possessions means any items that the pupil has or appears to have control of, including item in lockers, trays, coats and bags. A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules. An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present. If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

The staff member who carried out the search should inform the Designated Safeguarding Lead (DSL) verbally and record on CPOMs without delay any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section, if they believe that a search has revealed a safeguarding risk and all searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

Parents/carers will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents/carers as soon as is reasonably practicable:

- what happened
- what was found, if anything
- what has been confiscated, if anything
- what action the school has taken, including any sanctions that have been applied to their child.

## 7.6 Online Misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- it poses a threat or causes harm to another pupil
- it could have repercussions for the orderly running of the school
- it adversely affects the reputation of the school
- the pupil is identifiable as a member of the school.

## 7.7 Suspected Criminal Behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police. When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police. If a decision is made to report the matter to the police, the headteacher or DSL will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action. If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

### **7.8 Zero-tolerance Approach to Sexual Harassment and Sexual Violence**

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be. The school's response will be:

- proportionate
- considered
- supportive
- decided on a case-by-case basis.

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for responding to a report or carrying out risk assessments, where appropriate, to help determine whether to:

- manage the incident internally
- refer to early help
- refer to children's social care
- report to the police.

Please refer to our Child Protection and Safeguarding Policy for more information.

### **7.9 Malicious Allegations**

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy. Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate. The school will also consider the pastoral needs of staff and pupils accused of misconduct.

## **8. Serious Sanctions**

### **8.1 Removal from Classrooms**

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time. Pupils who have been removed will continue to receive education under the supervision of a member of staff. This education will be meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- restore order if the pupil is being unreasonably disruptive
- maintain the safety of all pupils
- allow the disruptive pupil to continue their learning in a managed environment
- allow the disruptive pupil to regain calm in a safe space.

Pupils who have been removed from the classroom are supervised by the headteacher or a member of the Senior Leadership Team. Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher. Pupils should be reintegrated into the classroom as soon as it is appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour. Parents/carers will be informed by telephone or face to face on the same day that their child is removed from the classroom. The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class. This may include:

- meetings with our school pastoral Lead
- use of 1:1 Teaching Assistants
- a short-term individual behaviour chart/diary
- an Individual Support Plan: Behaviour
- a multi-agency assessment.

Staff will record all incidents of removal from the classroom on CPOMS, along with details of the incident that led to the removal, and any protected characteristics of the pupil.

## 8.2 Suspension and Permanent Exclusion

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort. Please refer to [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)

## 9. Responding to Misbehaviour from Pupils with SEND

### 9.1 Recognising the Impact of SEND on Behaviour

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 take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices ([Equality Act 2010](#)) and 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. These include:

- twice daily (am & pm) sensory circuit sessions following an 'alerting, organising and calming' programme of activities in preparation for learning sessions
- Pupil on a Page (PoP) documents for each SEND child which identifies situations where the child may need adaptations to learning approach
- Individual Support Plans (ISPs) which will include behaviour targets and support for self regulation techniques where necessary
- regular and short planned movement breaks for a pupil with SEND who finds it difficult to sit still for long periods of time
- adjusting seating plans to allow a pupil, for example 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, e.g. the Sensory Shed and the Zen Den, where pupils can regulate their emotions during a moment of sensory overload
- pastoral lead support including blocks of 6-session ELSA work.

## 9.2 Adapting Sanctions for Pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will consider whether:

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

If the answer to any of these is 'yes', it may be unlawful for the school to sanction the pupil for the behaviour. The school will then assess whether it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

At St Anne's, our Squadron Airmiles Rewards & Consequences System allows for extra opportunities to modify behaviour for those children who find regulating their own behaviour more challenging. Some children may have amendements or personal sanctions detailed on their Pupil on a Page, EHCP or ISP.

## 9.3 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 a specialist teacher, an educational psychologist, medical practitioners and/or other professionals, 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/carers to create the plan and review it on a regular basis.



## 9.4 Pupils with an Education, Health and Care (EHC) Plan

The provisions set out in an 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 matter. If appropriate, the school may request an emergency review of the EHC plan.

## 10. Supporting Pupils Following a Sanction

Following a sanction, the school will consider strategies to help the pupil to understand how to improve their behaviour and meet the expectations of the school. These may include;

- daily contact with the class teacher, teaching assistant or pastoral lead
- an ELSA programme
- an agreement of personalised behaviour goals moving forward
- adaptation of the child's Pupil on a Page documents
- access to the Lunchtime Lounge - a calm and relaxed indoor space for children to access at lunchtime should they need some time away from the playground crowds or to speak to our Lunchtime Lead TA.

## 11. Pupil Transition

### 11.1 Inducting Incoming Pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

### 11.2 Preparing Outgoing Pupils for Transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings. To ensure behaviour is continually monitored and the right support is in place, information relating to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

## 12. Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on/from:

- positive handling
- autism awareness
- Lincolnshire BOSS (Behaviour Outreach Support Service)
- the needs of specific pupils at our school
- how SEND and mental health needs can impact behaviour
- behaviour management.

## 12. Monitoring Arrangements

### 12.1 Monitoring and Evaluating Behaviour

The school will collect data on the following:

- behavioural incidents recorded on CPOMs, including removal from the classroom
- attendance, permanent exclusions and suspensions
- Incidents of searching, screening and confiscation
- perceptions and experiences of the school behaviour culture for staff, pupils, governors, and other stakeholders (via anonymous surveys).

The data will be analysed regularly from a variety of perspectives including:

- at school level
- by age group
- at the level of individual members of staff
- by time of day/week/term
- by protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle them.

### 12.2 Monitoring this Policy

This Behaviour Policy will be reviewed by the headteacher and the full governing body at least annually, to address findings from the regular monitoring of the behaviour data. At each review, the policy will be approved by the the governing body.

## 13. Links with other Policies

This behaviour policy is linked closely to the following policies:

- Anti-Bullying Policy
- Child Protection and Safeguarding Policy
- E-Safety Policy
- SEND Policy

**Any questions or concerns regarding this policy should be made to**

**Name:** Mrs Natalie Slight  
**Role:** Acting Headteacher  
**Date:** February 2024