



St Anne's Catholic Primary School

Behaviour Policy 2025/26

1. Introduction and Ethos

At St Anne's RC Primary School, our behaviour policy is fundamentally rooted in our vision, mission, and ethos:

"Let the Light of Christ shine in our school." This guiding principle underpins every aspect of our school community, ensuring that our approach to conduct is Christ-centred and informed by Gospel values.

We believe that a child's ability to learn effectively is intrinsically linked to their emotional security. As outlined in 'The St Anne's Way,' we prioritise creating a profound sense of belonging where every pupil feels valued, respected, and heard. Our policy is an inclusive process designed for the benefit of all children, fostering an environment where academic success and personal growth can flourish side-by-side.

2. Our Aims

The primary aim of this policy is to maintain a calm, purposeful, and safe atmosphere that enables all pupils to:

- **Moral and Spiritual Development:** Develop a robust awareness of Catholic and moral values, applying them to their daily lives and interactions.
- **Empathy and Sensitivity:** Cultivate a genuine sensitivity toward the needs and well-being of others within our diverse community.
- **Respect and Stewardship:** Demonstrate consistent respect and consideration for peers, staff, and property—extending from our school and local community to the wider world.

3. Assertive Discipline Approach

To achieve these aims, St Anne's employs an **Assertive Discipline** management model. This approach is proactive and inclusive, focusing on:

- **Clear Expectations:** Establishing firm, transparent boundaries so that children understand the impact of their choices.
- **Positive Reinforcement:** Actively celebrating good behaviour to build self-esteem and encourage pupils to "shine their light."
- **Self-Regulation:** Empowering children to take ownership of their actions through supportive guidance and restorative practice.

By maintaining high standards and consistent routines, we ensure that St Anne's RC Primary School remains a place where everyone can learn in safety and harmony, reflecting the love and light of Christ in all that we do.

We also recognise that high standards are best promoted when everyone (staff, parents, children and visitors) have a shared understanding of what is acceptable and unacceptable behaviour. By promoting positive behaviours, we can build individual and collective self-esteem and encourage positive personal relationships by:

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|--|
| ▪ Ensuring a safe, caring, and happy environment at school |
| ▪ Promoting good citizenship, good self-esteem, self-discipline and emotional intelligence |



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▪ Promote British Values including tolerance, democracy and mutual respect
▪ Preventing bullying
▪ Ensuring that our behaviour management system is fair, consistent and supportive

The Governing Body has a duty under Section 175 Education Act 2002 that requires them to decide to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children. KCSIE (September 2025) makes these requirements more specific including the importance of ensuring all pupils and particularly those that are vulnerable are safeguarded. This policy does not stand in isolation and links to many areas of our provision. Therefore, also please see:

▪ Anti-bullying policy	▪ Safeguarding policy
▪ Child protection & safeguarding policy	▪ EYFS policy
▪ Health & Safety Intimate Care policy	▪ Equal Opportunities policy
▪ Whistleblowing policy	▪ Physical Intervention policy
▪ Teaching and Learning policy	▪ Supply Staff procedures policy
▪ Acceptable Use policy	

RATIONALE

Our approach is built on the principle of unconditional positive regard. We make a clear distinction between the child and their conduct; while certain behaviours may be unacceptable, the child is always valued. We believe that:

- Correction should always focus on the **behaviour choice**, not the child's character.
- Consequences must be **educational and restorative**, never designed to humiliate, shame, or cause physical distress.

We recognise that many factors can affect behaviour. These include, and are not limited to:



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<ul style="list-style-type: none"> ▪ The general environment, both in and out of school; 	<ul style="list-style-type: none"> ▪ Emotional and psychological disturbances;
<ul style="list-style-type: none"> ▪ The class environment (planning, tidying up, layout of furniture, organisation and attractiveness or otherwise of room, noise levels); 	<ul style="list-style-type: none"> ▪ Inability to mix socially;
<ul style="list-style-type: none"> ▪ The weather; 	<ul style="list-style-type: none"> ▪ Change of teacher;
<ul style="list-style-type: none"> ▪ The child's state of health; 	<ul style="list-style-type: none"> ▪ Change of school routines;
<ul style="list-style-type: none"> ▪ Home circumstances (trauma, death, rejection, family breakdown, overindulgence, difference in value system, cultural, new baby); 	<ul style="list-style-type: none"> ▪ Different styles of teaching and inconsistency of approach;
<ul style="list-style-type: none"> ▪ Parental attitudes to child and school; 	<ul style="list-style-type: none"> ▪ Peer group influence;

Implementation: Principles of Behaviour

To achieve our vision, St Annes operates under a core set of values that underpin our approach to conduct and engagement. Our policy is rooted in the following pillars:

1. Rights and Responsibilities

- The Right to Learn: Every child has the right to an uninterrupted education; conversely, every pupil shares the responsibility to ensure their actions do not disrupt the learning of others.
- Safety and Dignity: Everyone has the right to feel safe, valued, and protected from abuse or disruption. We maintain a zero-tolerance approach to child-on-child abuse, whether verbal or physical.
- Mutual Respect: We actively promote the British Values of tolerance and respect for all, including those of different faiths, backgrounds, and protected characteristics.

2. High Expectations and Modelling

- Adult Advocacy: All staff and volunteers are expected to model the highest standards of professional conduct, acting as consistent role models for pupils.
- Consistent Routines: We uphold a clear, agreed-upon set of rules and expectations that are reinforced relentlessly to provide pupils with a sense of security and boundaries.
- Inclusion: While our approach is consistent, we apply professional judgment to account for individual circumstances and SEND requirements.

3. Positive Reinforcement and Personal Growth

- Recognition First: Our fundamental strategy is to draw attention to and reward positive choices. We celebrate non-academic achievements to build self-esteem and a sense of belonging.
- Personal Responsibility: We empower children to take ownership of their actions, fostering self-regulation and a sense of personal accountability.
- Reflective Language: Inappropriate language is deemed unacceptable; we address this by teaching pupils the impact of their words on the school community.



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4. Therapeutic and Restorative Approaches

- Preserving Dignity: Consequences are designed to be educational, not punitive. No action taken shall ever humiliate or physically harm a child.
- Restorative Justice: We maintain accurate records of behaviour that focus on the choice made, the impact on others, and the restorative strategies used to repair the harm.
- Early Intervention: We identify developing problems early, providing proactive support to prevent escalation.

5. Partnership and Professionalism

- Collaborative Support: Where significant concerns regarding difficult or dangerous behaviour arise, we work in active partnership with parents. This may include formalizing strategies through an Individual Risk Reduction Plan.
- Multi-Agency Working: We engage with external agencies and advisory services to ensure the best outcomes for pupils with complex needs.
- Continuous Professional Development: Staff remain at the forefront of best practices through regular training, including annual STEPS refresher courses, educational research, and advisory visits.

ST ANNE'S RC PRIMARY SCHOOL PRINCIPLES OF BEHAVIOUR

The vision, mission and ethos of St Anne's RC Primary School is '**Let the Light of Christ shine in our school.**' This underpins all aspects of our school community. To achieve our vision, the school has adopted a set of core values around which underpin our behaviour approach and principles. This helped shape the following principles:

▪ Every child has the right to learn and the responsibility to ensure the learning of others is not disrupted	▪ Early support for developing problems;
▪ Everyone has a right to be listened to, to be valued, to feel and be safe. Everyone must be protected from disruption or abuse;	▪ Strategies may be recorded in an Individual Risk Reduction Plan where there is a high level of concern;
▪ The fundamental approach is a clear one, drawing attention to, rewarding positive behaviour and mutual respect;	▪ The use of inappropriate language is unacceptable behaviour;
▪ A whole school approach to give consequences with a clearly defined code of conduct;	▪ We will seek advice and support from appropriate outside agencies where applicable;



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<ul style="list-style-type: none"> ▪ It is expected that all adults (staff and volunteers) will set excellent examples to the children in all their work; 	<ul style="list-style-type: none"> ▪ Staff will keep abreast of current issues and initiatives;
<ul style="list-style-type: none"> ▪ We will seek to give every child a sense of personal responsibility for his/her own actions. 	<ul style="list-style-type: none"> ▪ As the staff of the school we will constantly seek to inform ourselves of good practice and strategies to further improve behaviour and attitudes. This may be through periodicals and books, attendance on courses and advisory visits. It will be a high priority to disseminate such ideas throughout the staff;
<ul style="list-style-type: none"> ▪ We will ensure effective communication systems; 	<ul style="list-style-type: none"> ▪ Staff will also attend STEPS refresher training once per year.
<ul style="list-style-type: none"> ▪ Where there are significant concerns over a pupil's difficult/dangerous behaviour we will share the strategies, we use with parents; working on an active partnership to promote positive behaviour; 	<ul style="list-style-type: none"> ▪ Corporate consistent approach but with due regard for individual circumstances;
<ul style="list-style-type: none"> ▪ Opportunities for responsibility and recognition for non-academic achievement; 	<ul style="list-style-type: none"> ▪ Every child has the right to feel safe and not suffer from any form of child-on-child abuse being verbal or physical.
<ul style="list-style-type: none"> ▪ Promotion of British Values of mutual respect and tolerance (including but not limited to those of different faith groups). 	

At St Anne's RC Primary School, we expect everyone in our community to embody our core values. To do this everyone has the right and the responsibility to be and have:

<ul style="list-style-type: none"> ▪ Inspired and inspire others 	<ul style="list-style-type: none"> ▪ Love
<ul style="list-style-type: none"> ▪ Respected and respect everyone 	<ul style="list-style-type: none"> ▪ Courage
<ul style="list-style-type: none"> ▪ Successful and help others to succeed 	<ul style="list-style-type: none"> ▪ Creativity
<ul style="list-style-type: none"> ▪ Resilient and help others to develop resilience 	<ul style="list-style-type: none"> ▪ Unity
<ul style="list-style-type: none"> ▪ Heard and cared for 	



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THE ROLE OF THE HEADTEACHER

It is the role of the Headteacher, under the School Standards and Framework Act 1998, to implement the school Behaviour Policy consistently throughout the school, and to report to Governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety, and welfare of all the children in the school. The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy. The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of Difficult/Dangerous behaviour. For repeated or serious acts of anti- social behaviour, the Headteacher may permanently exclude a child although this action is only taken after the School Governors have been notified.

THE ROLE OF THE GOVERNING BODY

The governing body has the responsibility of setting down these general guidelines on standards of consequences and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in adhering to these guidelines. The Headteacher has the day-to-day authority to implement the school's policy on behaviour and the use of consequences, but governors may give advice to the Headteacher about behavioural issues and the use of the chosen consequences. The Headteacher must take this into account when making decisions about matters of behaviour.

THE SCHOOL ROLE

All staff should:

- Make sure that the behaviour policy is consistently and applied.
- Deal with situations as they arise using the BEHAVIOUR PYRAMID approach, in all aspects of school life with all children in the school
- Avoid the use of judgmental language e.g. "you are very rude;"
- De-escalation scripts to be used with children and to allow the child time to follow the expectation.
- Ensure distracting choices are not allowed to become a pattern in behaviour.
- Ensure the School's Expectations are clearly displayed in all classes and communal areas of school. They are applicable from REC to Year 6.
- Ensure children are taught the meaning of the expectations in an age-appropriate way. This should always be an ongoing activity for each class through the school.
- Use PSHE lessons as a useful way to teach and discuss aspects of behaviour.
- Deal with each other and all members of the school community in a polite and respectful manner. Our expectations apply to both adults and children.
- Reflect upon the organisation of children to ensure that they are not put into a situation where they are bound to fail.
- Have high, appropriate expectations of behaviour in all parts of the school e.g. in corridors, toilets, school hall, playground etc.
- Observe children to undertake trigger analysis of problems and plan to avoid them becoming difficult/dangerous through their behaviour.
- Make children feel valued by listening to them and giving them time to explain.



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- Take great care to listen to all children who have witnessed or been involved in an incident. The adult will make notes. Restorative approach will allow the child to feel listened to. Staff must be mindful not to scapegoat.
- Get to know the children to be able to bring out the best in them.
- Avoid confrontation.
- Make the reason for rewards and consequences clear
- Make sure that children know what acceptable behaviour looks like, and avoid the use of the general words like "be good;"
- Help children to develop positive relationships, by intervening at an appropriate point to talk things through.
- Teach playground games through role models.
- Ensure children are involved in appropriate games in the playground; • Make effective use of the playground equipment such as skipping ropes, tennis racquets, balls, and stilts and take responsibility for looking after the equipment and ensuring it is stored correctly.
- Make sure work is well matched, has good pace and children are challenged.
Share specific praise and approval with parents when children have made positive choices with their behaviour.
- Ensure parents/carers are made aware from the start if their child receives a consequence for difficult/dangerous behaviour that will be recorded on CPOMS and monitored.
- Embed the practice of routinely setting achievable targets and celebrating with the child their success in achieving them.
- Make it clear that it is the choice of behaviour that is unacceptable – NOT THE CHILD.

Sanctions

When sanctions are issued, we follow the Education and Inspections Act 2006. Section 91 states that the penalty must be reasonable in all the circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have and any religious requirements affecting them. St Anne's RC Primary School acknowledges its legal duty to make reasonable adjustments for disabled children and children with special educational needs (SEND) in accordance with the Equality Act 2010 and the SEN and Disability Code of Practice 0-25 years 2014. Sanctions should be applied fairly, consistently, proportionally and reasonably, taking into consideration SEND, disability and the needs of vulnerable children.



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KS2 Within a session:

- Verbal warning: talking and explaining to the child why their behaviour is unacceptable and reminding them of behaviour expectations.
- Second verbal warning: Pupil loses a point on class Dojo (red Dojo). This means the child will miss 5 minutes of playtime with class teacher.
- Sanction: Pupil loses another Dojo point (red Dojo). At this point, the class teacher will employ de-escalation strategies in class (time-out chair, etc.). Reflection time in Unity Room can be issued by the class teacher if the behaviour warrants it. Parents/carers will be informed by the class teacher if reflection is given to their child.

Throughout the day:

Referring children to Pastoral Lead:

If additional behaviour which disrupts the normal flow of the lesson occurs, the child will be sent to the Pastoral Lead for time out. Pastoral Lead will:

- discuss the behaviour with the child
- record date and reason in the behaviour file
- issue a pitch ban or equivalent

If the behaviour continues after the child has been sent out to the Pastoral Lead, class teacher will refer the pupil to the Inclusion team.

EYFS & KS1

- Verbal warning: explanation of why their behaviour is unacceptable
- 2nd verbal warning: Name moved on behaviour chart.
- 3 Sanction: Red dojo point. Time out chair.
- 4 More serious incidents: Put straight on sad face without verbal warning. Time out chair.
- If the teacher considers the behaviour to be of a serious nature the class dojo system will be superseded by a referral to a member of the Inclusion team Headteacher or member of SLT depending on the severity of the incident.
- If all other efforts have failed, or if an incident is sufficiently serious, fixed term or permanent exclusion may be used. These will only be used as a last resort. For further advice on this see Local Authority or DfE guidance.



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PLAYGROUND

- Children who do not line up silently and sensibly will be spoken to in accordance with the Behaviour Pyramid and possibly referred to Unity Room dependant on severity of poor behaviour choice. Referrals will be recorded on the Unity Room Form.

5. UNITY ROOM REFLECTION TIME

- The Unity Room file is monitored on a weekly basis by the Pastoral Lead and a record is kept of children attending completing lunchtime reflection. If a pupil has attended Reflection Time three times in any term, a letter is sent home to inform the parents/carers of the pupil's behaviour. If the child receives another three Reflection Time Referrals within that term, the parent(s)/carer(s) are contacted invited to a meeting with the Headteacher and the Pastoral Lead. The child is then put on the 'Report Card System' for 3 weeks to closely monitor his/her behaviour (see behaviour pyramid) For health and safety reasons, children must be supervised at all times.

6. REFERRING TO HEADTEACHER/SLT

Any serious or persistent incidents of poor behaviour should be referred to the Inclusion team as should the following:

- Being disrespectful or rude, e.g. swearing, etc.
- Stealing or the damaging of property.
- Uncontrollable, aggressive or inappropriate behaviour that could prove harmful towards the child or others, e.g. fighting or displaying aggressive behaviour.
- Incidents of racist, homophobic or bullying behaviour should be reported to the Inclusion team and will be escalated to the Deputy Head or Headteacher when appropriate.
- Parent(s)/carer(s) of all parties will also be informed.
- Concerns involving safeguarding must be referred straight away to the Designated Safeguarding Lead or, in his/her absent, the Head Teacher

7. THE ROLE OF THE PASTORAL LEAD

The Pastoral Lead will:

- Support children with SEND difficulties e.g. ASD, SEMH & ADHD
- Engage and support children on a Behaviour Plan
- Have an open-door policy for children to come to the Well Being Room. These children may want to discuss a worry/concern or share some good news.
- Implement and monitor the child's Behaviour Reflection Report.
- The initial designated behaviour support for class teachers.
- To resolve any issues if behaviour is ongoing or repeated and escalates beyond the classroom.



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- To liaise with

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ure.

8. THE ROLE OF PARENTS AND CARERS

The school collaborates actively with parents and carers, so that children receive consistent messages about positive choices of behaviour at home and at school. We explain the school expectations on the website and at induction. and we expect parents and carers to read them and support them. We also expect parents and carers to support their child's learning, and to cooperate with the school, as set out in the home-school agreement.

At St Anne's RC Primary School, we aim to build a supportive dialogue between the home and the school and inform parents and carers immediately if we have concerns about their child's welfare or behaviour. If the school must use a protective or educational consequence for the child, we expect parents and carers to support the actions of the school. If parents and carers have any concerns about the way that their child has been treated, they should initially contact the Class Teacher or Pastoral Lead. If the concern remains, a member of the Leadership Team should be contacted so a meeting can be arranged. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented. The school aims to involve parent(s)/carer(s) fully in their children's education. We do our best to listen to parent(s)/carer(s) to build on the experiences, they have at home. We strive to do our best to keep parent(s)/carer(s) fully informed of their individual children's progress and development. This is achieved through the encouragement of parent(s)/carer(s) to participate in every aspect of their children's education. We strongly encourage parent(s)/carer(s) to attend autumn, spring and summer parents' evenings. Key subject workshops (e.g. Maths and English) take place throughout the year, and teachers communicate both formally and informally with parent(s)/carer(s) regularly. In the management of behaviour, parental/carers support is essential, and we aim to involve parents/carers fully. There is a Home-School-Child Agreement signed on entry to the school.

9. IMPLEMENTATION

It is recognised that the quality of learning experiences in the classroom will have an impact on behaviour. High expectations from staff delivering a curriculum matched to children's varying needs will help to motivate pupils by promoting self-esteem and confidence, leading to order and self-regulating. It is also recognised that external influences on children must be considered and related to the expectations of the school. The development of positive relationships with parents will assist in the encouragement of support and understanding.

Finally, it is important to reward those who make positive choices with their behaviour. Most children respond well to praise and there is something worthy of praise in all children. However, it is important that children accept responsibility for their own actions through clearly defined school expectations/mission/values understood by all:

- Honesty
- Respectful
- Justice
- Tolerance
- Heard and Cared For
- Inspire
- Successful
- Kindness and forgiveness
- Equality
- Resilience

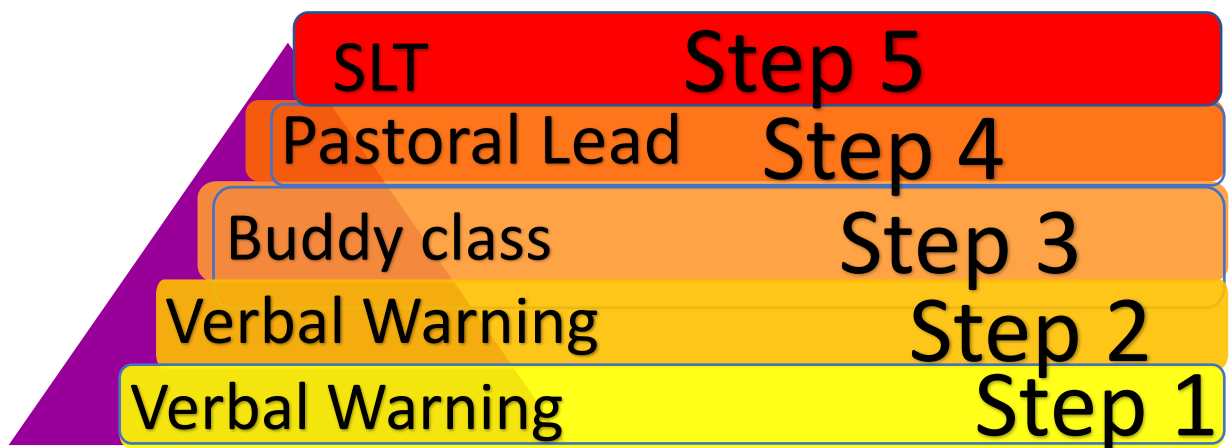


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Celebrating positive behaviour using public praise can be powerful when it is specific to the aspect of behaviour being celebrated. There are also occasions when a quiet word of praise is more appropriate. The school has several methods for celebrating positive behaviour. These include:

- Sharing success with other classes.
- Sharing success with other members of staff.
- A well-done phone call to parent/guardian
- Postcard sent home
- Star of the week which are linked to our school values- nominated by each teacher and presented in Friday's whole school assembly.
- Midday Staff are to celebrate positive choices of behaviour at lunch time by giving Dojo Point to the children

BEHAVIOUR PYRAMID



Step Action 1 Verbal:

Warning given for difficult behaviour, this will include, low level disruption, rocking on their chair, calling out, failure to follow instructions, inappropriate comments/language or talking with their peers at an inappropriate time.

Step Action 2 Script sentencing:

Used when asking student to make a better choice. Speak slowly, consistent and use of limited language. E.g. child's name, thank you for going back to your seat/thank you for starting your task, thank you for not rocking on your chair. Repeat a few times to allow the child to register and follow your request.

Step Action 3

If difficult behaviour persists the child will be given the choice to have some thinking time on a designated place in the class or to move to their 'buddy class.' A ROB will need to be completed at this point

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Step Action 4

If the difficult behaviour escalates to dangerous behaviour which includes, throwing chairs fighting, being physical with their peers, please call for SLT, SENCO, Pastoral Lead who will assist. De-escalation script will be used, and a decision will be made regarding the consequence, depending on the level of dangerous behaviour being displayed

Step Action 5

When the behaviour becomes dangerous e.g. Fighting, throwing objects, hurting another child, defacing property the adult will use the de-escalation script. We will give the child chance to calm down if they have stopped the behaviour. If the behaviour is escalating, then we will make sure all other children and adults are kept safe away from the dangerous behaviour. The child will then be asked to leave the class/playground/dining hall/corridor to have some time to talk to a member of staff.

If a problem has arisen between two children or a group of children, then the restorative approach will be used by the Pastoral Lead. Accounts from the children will be recorded and acted upon if necessary.

Educational or protective consequence

An educational or protective consequence will be put in place for any of the difficult or dangerous behaviour shown by a child. This decision is discussed with the member of staff involved and SLT or Pastoral Lead. Remember:

- Behaviour on school trips and at lunchtimes are included in the steps
- Unity Room Referrals/CPOMS are to record the difficult/dangerous behaviour and resulting consequences – they are not to be used as a threatening consequence themselves! These procedures are used for several reasons. They ensure that:
- Pupil accounts are taken Parents are informed Consequences are used equitably and in accordance with this policy across the school We can monitor difficult/dangerous behaviour of individuals, groups, classes, and cohorts so patterns can be identified and additional support put in place to address them.
- We can identify commonly recurring inappropriate behaviour so that additional support can be put in place to address it e.g. through assembly themes, circle time, additional groups etc. All members of staff are responsible for completing Unity Room Referrals/CPOMS; however, if they are not the class teacher, they must notify that class teacher.

If a child's behaviour is logged on Unity Room Referrals/CPOMS their parent, in most instances will be notified by the class teacher at the end of the day and any comments noted. This is essential so that parents/carers are aware of any issues at the earliest stages. If the child is collected by any person other than their parent/carer (e.g. older sibling or child-minder) then the parents should be contacted by phone to discuss the issue. Messages in relation to behaviour should not be relayed through other adults. Unity Room Referrals are collected by the Pastoral Lead daily and entered onto the school's tracking system. Data from the Unity Room Referrals is analysed. Interventions will be put in place if



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needed, these include
Counselling, ELSA, Mentoring, Behaviour Reflection Report, Rainbows, School Nurse, CAMHS or
Children's Social Services.

11. PERSISTENT DIFFICULT/DANGEROUS BEHAVIOUR

If a child's difficult or dangerous behaviour persists the Pastoral Lead will work with the child on a 1-1 basis to discuss choices of behaviour. A meeting with the Headteacher, Teacher, Pastoral Lead, SENCo and parent to discuss a way forward for the child to become successful within our school.

The Pastoral Lead will meet with the child twice a day to discuss their behaviour reflection report. Both parent and teacher will be aware of the child's SMART targets. These can change on a daily or weekly basis. If needed, an Individual Risk Reduction Plan will be completed and put in place with the help of the anxiety mapping, roots, fruits, and observations. This will always be shared with the parent/carer.

12. EARLY YEARS AND RECEPTION

Early Years Reception classes follow the same systems as those outlined previously; however, in nursery the approach is slightly different. The three school expectations still apply although in a simplified version: Behaviour Pyramid is:

• Step Action 1

Verbal reminder for difficult behaviour, this will include, low level disruption, rocking on their chair, calling out, failure to follow instructions, inappropriate comments/language.

• Step Action 2

Script sentencing used slow, consistent and use of limited language. E.g. child's names thank you for going back to your seat/thank you for starting your task. Repeat a few times to allow the child to register and follow your request. 3 If choice of behaviour persists the child will be given the choice to have 'time out' within the class. Parents will be informed when they collect their child.

13. DANGEROUS BEHAVIOUR

This includes:

- Persistent or repeated incidences of bullying including virtual and/or cyber bullying. NB This can include incidents of bullying outside of the school premises or normal school hours. (See Anti-Bullying Policy).
- Physically harming another (whether child or adult).
- Racism
- Swearing and using abusive language towards others.



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- Refusal to follow reasonable requests with implications for health and safety of the child or others e.g. leaving the school premises without permission;
- Rudeness
- Vandalism
- Theft
- Threatening others/ Threatening with & /or using a weapon
- Bringing a weapon on the premises
- Any action which may jeopardise the health and safety of the individual or others
- Persistent difficult/dangerous behaviour
- Malicious allegations against staff

These behaviours are deemed serious enough to bypass the procedures mentioned previously and will be dealt with by the Head or other member of the Senior Leadership Team. They can lead to exclusion, depending on severity and circumstances

14. SUSPENSION

We will always try to identify the causes of behaviour issues and to set up strategies to support the child to modify their behaviour. At St Anne's RC Primary School, we see suspension as a last resort however there are incidents or circumstances where it will be the only appropriate step. For example, in line with the Local Authority's policy there will be a minimum of a 5-day external exclusion for bringing an offensive weapon to school. Work to be completed is always set for any suspension to minimize any detrimental effects on a child's education. It is expected that this will be completed and returned to the school to be marked. If an external suspension is deemed appropriate it is expected that the child remains supervised at home for the day and completes the work that has been set. The letter which is issued when a child is excluded explains clearly the responsibility that a child should not be in a public place during the period of the suspension.

If an incident is deemed serious enough to involve suspension, the school will endeavour to contact the parents on the day of the incident.

- A letter will be sent home within 24 hours outlining the reasons for the suspension and the measures parents can take in relation to them.
- Work will always be provided for the length of the suspension. It is expected that this is returned to be marked.
- Parents must meet with the Headteacher for a Reintegration Meeting on the day that the child returns to school to ensure such events do not reoccur. The student will not be permitted to return to St Anne's RC Primary School until this meeting is completed.
- Procedures to appeal against a decision are also clearly outlined in the letter.

15. INTERNAL SUSPENSION



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An internal suspension at St Anne's RC Primary School means that a child will complete their set work in another classroom. They will also not be permitted to be in the playground at break or lunchtime.

16. EXCLUSIONS

Children are excluded from school when their behaviour is such that it persistently prevents the effective teaching and learning of others or causes them real harm. If behaviour persists then appropriate action is then taken. Parents/Carers are warned first that if the child's unacceptable behaviour continues, they will be excluded. It may be appropriate to exclude a pupil without warning for a one-off incident if that incident is deemed to be serious enough (e.g. violent conduct). Following a period of exclusion, the Head Teacher meets with the child and the parent to emphasise what constitutes acceptable behaviour. Exclusions, are reported to the Governing Body and to the LEA.

A pupil will be excluded permanently.

- in response to a serious breach or persistent breaches of the school's behaviour policy and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. A permanent suspensions exclusion will be used as a last resort.

17. SAFETY SUPPORT PLANS / INDIVIDUAL RISK REDUCTION PLANS

On rare occasions it may be felt that a child is at risk of permanent suspension due to the Difficult or Dangerous behaviour being displayed. In this circumstance the school will put a Behaviour Support Plan (BSP), Safety Support Plan (SSP) or an IRRP into place to support the pupil and try to prevent this occurring. This is a 12-week plan that involves the pupil, school and parents working together to establish clear targets for improvement and the support measures (both at home and school) needed to achieve these. There are regular reviews to assess progress and make amendments as needed. Where appropriate, other agencies including the Lambeth Behaviour Support Service will also be part of this process to ensure that specific professional expertise is accessed to meet the needs of the pupil.

18. OTHER INFORMATION Physical Intervention

The general principle is that the use of physical intervention should, wherever possible, be avoided. Before using physical intervention, staff should always attempt to use diversion or diffusion to manage the situation. However, the Education Act 1996 allows all teachers to use reasonable force to prevent a pupil from:

- Assaulting or injuring another person
- Injuring themselves



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- Putting himself/herself into danger (e.g. attempting to run away)
- Damaging property (For further details please see our Positive Handling policy).

19. CONFISCATING ITEMS

Unapproved items brought into school by children may be confiscated by a member of staff and returned later to the child or parent/carer. It must be made clear when such items will be returned and to whom. In the case of confiscation of a weapon or other illegal item, the police will be informed and the item released only to them. The Headteacher can authorise a search without consent for items including stolen property. This search would occur with the pupil present. This would only be used as a final resort and parents of pupils affected would be informed. All the above actions and the list of the unapproved items are in line with the DFE Advice "Searching, Screening & Confiscation" (January 2018).

20. INCIDENTS OUTSIDE OF THE SCHOOL

In accordance with the Department for Education "Behaviour & Discipline in Schools" the school has a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Headteachers a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable".

AT St Anne's RC Primary School THIS IS SEEN AS Any difficult/dangerous behaviour when the child is:

- Taking part in any school-organised or school-related activity
- Travelling to or from school or
- Wearing school uniform or in some other way identifiable as a pupil at the school.

In extreme cases (such as cyber bullying) misbehaviour at any time, whether the conditions above apply, that:

- Could have repercussions for the orderly running of the school or
- Poses a threat to another pupil or member of the public or
- Could adversely affect the reputation of the school
- Affects a child's emotional wellbeing
- It is seen as sexual harassment

The Behaviour policy operates in conjunction with the following policies:

- Anti-Bullying Policy
- Special Educational Needs Policy
- Equalities Policy
- Attendance Policy
- Safeguarding Policy
- E-Safety Policy



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- Acceptable Use Policy

We will not accept discriminatory behaviour of any kind from any party. All pupils and adults have a right to be respected and the responsibility to give respect to others including those with Special Educational Needs. This is in accordance with the 2010 Equality Act. See also our SEN, Inclusion, Anti-Bullying & Equalities Duty for further details of this

DSL SAFEGURDING LIST		
Peter Hilton	Headteacher	Designated Safeguarding Lead
Miss Monerawela	Deputy Headteacher	Deputy Designated Safeguarding Lead
Debra Da Silva	SENCo	Deputy Designated Safeguarding Lead
Tracey Green	Pastoral Lead	Deputy Designated Safeguarding Lead

Date agreed by governing body on March 2026	Signature of Chair or Vice Chair
Date agreed for review Spring 2027	Frequency of Review Annually
Responsibility for Review PPC Committee	