



St Anne's RC Primary

'We Grow Together in God's Love'



Behaviour Policy 2025-2026 **Approved Sept 2025**

Mission Statement

We grow together as a Catholic Faith Community, following and promoting Gospel values in all we do. We grow together in wisdom, encouraging each child to achieve their full potential—academically, spiritually, and socially—in a spirit of confidence. We grow together in respect, friendship, and responsibility, reaching out to those in our wider community.

We Grow Together in God's Love.

Culture Statement

If we do nothing else today, we will show LOVE, RESPONSIBILITY, and RESPECT.

General Aims

- As a Catholic School with beliefs firmly rooted in Gospel values, we aim to create a positive culture that promotes excellent behaviour, ensuring that all children have the opportunity to learn in a calm, safe, and supportive environment.
- To establish high, clear standards of behaviour from all children in our care, reflecting the mission statement of the school and the core values of Love, Responsibility, and Respect.
- To support caring and cooperative behaviour.
- To clearly outline the expectations and consequences of behaviour.
- To provide a consistent approach to behaviour management that is applied equally to all children.
- To define what we consider to be unacceptable behaviour, including bullying and discrimination.
- This policy is to be used in conjunction with the behaviour curriculum.

Legislation, Statutory Requirements, and Guidance

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

- Behaviour and discipline in schools: advice for headteachers and school staff, 2016
- Behaviour in schools: advice for headteachers and school staff, 2022
- Searching, screening and confiscation at school, 2018
- Searching, screening and confiscation: advice for schools, 2022
- The Equality Act 2010
- Keeping Children Safe in Education (KCSIE) 2025
- Exclusion from maintained schools, academies and pupil referral units in England, 2017
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement, 2022
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the **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.

School Rules

Displayed in classrooms and discussed with children regularly:

1. Show love, responsibility, and respect in all that we do.
2. Follow instructions the first time, every time.
3. Always remember our manners.
4. Treat others as you wish to be treated (Luke 6:31).

Definitions

Low-Level Behaviour is defined as:

- Disruption in lessons, corridors, and during break and lunchtimes.
- Non-completion of classwork or homework.
- Not following school rules.
- Poor attitude.

Serious Behaviour is defined as:

- Repeated breaches of the school rules.
- Any form of bullying, including online.
- Any type of sexual harassment/violence, including online (St Anne's has a zero-tolerance approach to sexual harassment/violence).
- Vandalism.
- Theft.
- Fighting.
- Racist, sexist, homophobic, misogynistic/misandrist, or discriminatory behaviour.
- Possession of any prohibited items, which may include weapons, alcohol, illegal drugs, tobacco or vapes, or pornographic images.

The Principles

Pupils are expected to:

- Demonstrate respect by behaving in an orderly and self-controlled way.
- Demonstrate respect to members of staff and each other by caring about their feelings and property.
- Demonstrate respect in class, making it possible for all children to learn.
- Demonstrate respect by moving quietly using 'listening locks' around the school.
- Demonstrate respect for the school by caring for the appearance of its buildings, resources, materials, and reputation.
- Demonstrate respect for others by using polite words such as "please," "thank you," "sorry," and "excuse me."
- Demonstrate respect for the school by wearing the correct uniform at all times.
- Demonstrate respect by accepting responsibility for actions and sanctions when given.
- Demonstrate respect for each other by working together as a team.

Staff will promote this by:

- Creating and maintaining a stimulating environment that encourages children to be engaged.
- Displaying the school rules and consequences in classrooms.
- Developing positive relationships with children and setting examples, which may include:

- Greeting children in the morning/at the start of lessons.
- Establishing clear routines.
- Modelling manners and behaviour expectations.
- Communicating expectations of behaviour in ways other than verbally.
- Highlighting and promoting good behaviour.
- Concluding the day positively and starting the next day afresh.
- Having a plan for dealing with low-level disruption.
- Using positive reinforcement.

Safeguarding

The school recognises that changes in behaviour may indicate that a child is in need of help or protection. We will consider whether a child'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/safeguarding policy for more information.

Reward Systems

Our school ethos of encouragement is central to the promotion of good behaviour. Rewards play a motivational role in helping children realise that good behaviour is valued. Integral to the systems of rewards is an emphasis on praise, both informal and formal, to individuals and groups.

At St Anne's, rewards include the following:

1. Praise
2. Dojos*
3. Certificates in assembly
4. Responsibilities
5. Stickers from the Headteacher

*Each term, the winner from each class receives a prize. Each term, the class with the most wins receives a treat (KS1/EYFS and KS2).

Behaviour and Sanctions

Staff will endeavour to create a predictable environment by consistently challenging behaviour that falls short of the standards and responding in a fair and proportionate manner in line with the behaviour curriculum, so children know with certainty that misbehaviour will always be addressed. De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases, and re-seating if necessary.

All children 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 child to help them meet behaviour standards in the future.

Sanctions are needed for inappropriate behaviour. Behaviour and sanctions in school will be discussed with staff and supervisors regularly. Across the school, staff use the "Warnings" system for children who choose sanctions with their behaviour.

Consequences:

1. 1st Warning
2. 2nd Warning

3. Miss break time (Reconciliation room with SLT)
4. Sent to Headteacher/Deputy Headteacher (parents informed and privileges revoked)

Other sanctions are available when dealing with inappropriate behaviour:

- Inappropriate behaviour is discussed with the child. Sanctions may be imposed by the class teacher as deemed necessary, e.g., loss of playtime or part of play.
- Persistent inappropriate behaviour: a) Parents informed and discussed with the class teacher. b) Behaviour discussed through line management; Phase leaders, SENCO, Deputy Headteacher, and Headteacher as appropriate. c) Outside agencies may be involved if necessary.

Serious Inappropriate Lunchtime Behaviour

Will be reported immediately to the Headteacher/Deputy. A child may be excluded from the school premises at lunchtime if the Head considers this to be an appropriate sanction. Parents will be informed.

Bullying – See Anti-Bullying Policy

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:

1. Deliberately hurtful
2. Repeated, often over a period of time
3. 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: Racial Faith-based Gendered (sexist) Homophobic/biphobic Transphobic Disability-based	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 or gaming sites

Roles and Responsibilities

- The governing body will establish, in consultation with other stakeholders, the policy for the promotion of good behaviour and keep it under regular review.
- The Headteacher will be responsible for the school's policy as well as behaviour procedures and curriculum and will delegate aspects of the day-to-day implementation and management to members of the Senior Management Team. The Headteacher will also provide 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 children 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.
- All staff, including teachers, support staff, and volunteers, will be responsible for creating a calm and safe environment for children as well as modelling expected behaviour and ensuring that the policy and behaviour curriculum are followed consistently and fairly. Staff also have a duty to record any concerns regarding behaviour on CPOMS if children reach stage 3 on the consequences.
- Parents and carers will be expected to take responsibility for the behaviour of their child both inside and outside of school. They will be encouraged to work with the school in maintaining high standards of behaviour. Parents and carers should also discuss any behavioural concerns with the class teacher and inform the school of changes in circumstances that may affect their child's behaviour.
- Children will be expected to take responsibility for their own behaviour on and off the school site and will be made fully aware of the school's policy, expectations, and procedures. Children also have a responsibility to report incidents of disruption, violence, bullying, and any form of harassment.

Use of Reasonable Force

In accordance with the **Keeping Children Safe in Education (KCSIE) 2025** guidance, the use of reasonable force encompasses a variety of interventions involving physical contact with children. All staff members have a responsibility to use reasonable force in specific situations to prevent a child from:

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

Guidelines for the Use of Reasonable Force

When employing reasonable force, the following principles must be observed:

1. **Last Resort:** Reasonable force should always be considered a last resort, used only when other strategies have failed or are inappropriate.
2. **Minimum Force:** The amount of force applied must be the minimum necessary and for the shortest duration possible.
3. **Safety and Dignity:** Any application of force should be conducted in a manner that preserves the safety and dignity of all individuals involved.
4. **No Punishment:** Reasonable force must never be used as a form of punishment.
5. **Documentation:** All incidents involving the use of reasonable force must be recorded on CPOMS and reported to the child's parents.

Considerations for Vulnerable Children

When deciding to use reasonable force, staff must carefully consider the specific vulnerabilities of the child involved, including:

- Special Educational Needs and Disabilities (SEND)
- Mental health needs
- Medical conditions

It is crucial to recognise the additional vulnerabilities of these groups and to act in accordance with the **Equality Act 2010**, ensuring that reasonable adjustments are made as necessary.

Professional Judgement

The decision to use reasonable force rests with the professional judgement of the staff involved, considering the individual circumstances of each incident. Staff should be supported in their decision-making and encouraged to adopt sensible policies that allow for appropriate physical contact when necessary.

Additional Resources

For further guidance, staff are encouraged to refer to the following resources:

- Use of Reasonable Force in Schools
- HM Government guidance on reducing the need for restraint and restrictive intervention, which provides strategies for supporting children and young people with learning disabilities, autism spectrum conditions, and mental health difficulties.

By implementing these guidelines, we aim to create a safe and supportive environment for all children while ensuring that staff are empowered to act in the best interests of their pupils.

Online Behaviour

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

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

Sanctions will only be given out on school premises or elsewhere when the child is under the lawful control of a staff member.

Suspected Criminal Behaviour

If a child 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 DSLs will make the report. 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.

Malicious Allegations

Where a child 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 child in accordance with this policy.

Where a child makes an allegation of sexual violence or sexual harassment against another child and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the child 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 child who made the allegation is in need of help, or whether 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 children accused of misconduct. Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other children.

Confiscation and Searching

Searching, screening, and confiscation is conducted in line with the DfE's latest guidance on searching, screening, and confiscation.

Confiscation

Prohibited items found in a child's possession as a result of a search will be confiscated. These will not be returned to the child. These items may include, but are not limited to:

- Drugs
- Vapes
- Weapons
- Indecent images

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to children after discussion with senior leaders and parents, if appropriate.

Searching a Child

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 child, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the child can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is a risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the child.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy), or pastoral member of staff who may have more information about the child. During this time, the child will be supervised and kept away from other children.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the child is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the child has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other children. The search will only take place on the school premises or where the member of staff has lawful control or charge of the child, for example, on a school trip.

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 children or staff at risk.
- Consider whether the search would pose a safeguarding risk to the child.
- Explain to the child why they are being searched.
- Explain to the child what a search entails—e.g., asking them to turn out their pockets and remove their scarf.
- Explain how and where the search will be carried out.
- Give the child the opportunity to ask questions.
- Seek the child's cooperation.

An authorised member of staff may search a child's outer clothing, pockets, possessions, or bags.

Searching Children's Possessions

Possessions mean any items that the child has or appears to have control of, including:

- Bags
- Pencil cases

A child's possessions can be searched for any item if the child agrees to the search. If the child does not agree to the search, staff can still carry out a search for prohibited items and items identified in the school rules.

An authorised member of staff can search a child's possessions when the child and another member of staff are present.

Informing the Designated Safeguarding Lead (DSL)

The staff member who carried out the search should inform the DSL without delay.

Parents will always be informed of any search for a prohibited item. A member of staff will tell the parents 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

Support After a Search

Irrespective of whether any items are found as the result of any search, the school will consider whether the child may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search). If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention, or a referral to children's social care is appropriate.

Children 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 practises (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 cooperate 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. We will also endeavour to use reasonable adjustments and may adjust the consequences for some children with SEND if appropriate.

Recording of Incidents

- All low-level incidents when reaching stage 3 will be recorded on CPOMS.
- All serious incidents of behaviour will be recorded on CPOMS.
- Racial incidents, bullying incidents, and sexual incidents will be recorded on CPOMS. These will be reported to Governors at termly meetings and the Local Authority notified if appropriate.
- Exclusion reports will be kept by the Headteacher and reported to Governors at termly meetings.

Exclusions

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 our exclusions policy for more information.

If a child is to be excluded, the following arrangements are to be made:

- **1-5 days:** The parent is responsible for educating the child.
- **5+ days:** After the 5th day of a fixed-term exclusion, the school will attempt to find another school in the locality to teach the child for the remainder of the exclusion.
- **5+ days:** For a permanent exclusion, Oldham LA is responsible for educating the child from the 6th day of the exclusion.

Other Policies

This policy has been written in conjunction with the school's Health & Safety Policy, Single Equality Policy, Child Protection and Safeguarding Policy, Online Safety Policy, Exclusion Policy, and Mobile Phone Policy. This policy has also been written in conjunction with the behaviour curriculum.

Monitoring Arrangements

The Headteacher will report the following three times a year at full governing body meetings:

- Attendance
- Exclusions
- Incidents of searching and confiscation
- Bullying
- Cases of sexualised behaviour

This policy is updated annually and approved by the full governing body.

Review

This policy will be reviewed in conjunction with the School Improvement Plan. The Headteacher and staff will conduct regular reviews of the policy in school and evaluate findings.

Reviewed July 2025. Next Review July 2026.