



St. Anne's R.C. Primary School

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Headteacher: Mr. A. Pierce

Behaviour Policy



Developed by: A. Pierce

Date for review: June 2026

Signed Chair of Governors

Date

Mission Statement

As a Catholic community, we value every single member as a unique creation made in the image of God. We work together to help everyone to realise their God-given talents and their part in God's plan. Our school is a place of peace, tolerance and fairness where we follow Christ's example of loving God and loving others. Our ultimate aim is to give our community the prospects, belief and hope that every tomorrow can be a better day.

St. Anne's - Making tomorrow a better day.

Policy Intent

- To support the school in achieving its mission;
- To keep our children safe;
- To protect the vulnerable;
- To educate our children in good behaviour, self-discipline and respect;
- To create an environment where everyone can flourish.

Rationale And Approach

In the Catholic community of St Anne's, we recognise the worth and potential of individual pupils as children of God. It follows, therefore, that we:

- Recognise their unique nature as human beings , regardless of background, abilities or experiences;
- Recognise that each individual is God's own reflection- fundamentally and intrinsically good;
- Promote the concepts of self-discipline and responsibility for one's own actions for the good of all;
- Promote the belief that peace, hope and reconciliation are central to the Roman Catholic faith.
- Promote an understanding of the seven Catholic social teaching principles.

In order to do this, we utilise a positive, restorative approach to behaviour management. All staff are trained in these techniques, including de-escalation strategies. Our approach is to teach our children how to behave for the good of themselves and their community; model this in all of our interactions around school; support them in managing their behaviours when things go wrong; and use reconciliation to repair relationships. We have well-trained and experienced pastoral and senior leadership teams who utilise individualised approaches to support those who struggle with their behaviour. However, we also recognise our duty to provide a safe, consistent, purposeful environment where all children can flourish and as such, will utilise discipline and consequence where children have made poor choices, in accordance with this policy.

Our curriculum supports our behaviour management policy with many opportunities to teach our children what acceptable behaviour is. First and foremost, this comes from our Religious Education and worship programmes. Our comprehensive PSHE curriculum ensures children explore concepts such as relationships, self-worth, resilience, respect etc as well as important concepts such as conduct online and anti-bullying education whilst the wider curriculum offers opportunities to reflect on diversity, justice and self-discipline.

Statutory Duty and Legal Powers

In maintained schools, the headteacher must set out measures in the behaviour policy which aim to:

- promote good behaviour, self-discipline and respect;
- prevent bullying;
- ensure that pupils complete assigned work;

and which

- regulate the conduct of pupils.¹

Disciplining Pupils

Teachers, all paid staff and those permitted by the headteacher have the legal power to discipline children for misbehaviour which occurs in school, and in some circumstances, outside of school. 'Misbehaviour' in this context means behaviour which breaks school rules or constitutes a failure to follow a reasonable instruction. (Section 90 and 91 of the Education and Inspections Act 2006).

Staff can discipline pupils at any time the pupil is in school or elsewhere under the charge of a member of school staff, including on visits.

Staff can discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of the school. The decision to discipline the pupil must be made on school premises.

Staff may discipline pupils for misbehaviour when the pupil is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school.

or misbehaviour at any time, whether or not 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.

Confiscating Property

Staff can confiscate pupils' property. There are two sets of legal provisions which enable school staff to confiscate items from pupils:

1) The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully.

2) Power to search without consent for "prohibited items" including:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and

¹ Section 89 (1) of the Education and Inspections Act 2006

- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

The legislation sets out what must be done with prohibited items found as a result of a search: Weapons and knives and extreme or child pornography must always be handed over to the police.

Any other confiscated item will be held at the school office and will only be returned to the child's legal guardian(s). Illegal drugs will be handed over to the police. Depending upon the item confiscated, a referral to Children's Social Care may be made.

Searching Pupils

School staff can search a pupil for any item if the pupil agrees.

Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff 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).

Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for. At St. Anne's this includes mobile phones and any other electronic devices.

Schools are not required to have formal written consent from the pupil for this sort of search – it is enough for the teacher to ask the pupil to turn out his or her pockets or if the teacher can look in the pupil's bag or tray and for the pupil to agree.

If a member of staff suspects a pupil has a banned item in his/her possession, they can instruct the pupil to turn out his or her pockets or bag and if the pupil refuses, the staff member can apply an appropriate consequence as set out in the school's behaviour policy. A pupil refusing to co-operate with such a search raises the same kind of issues as where a pupil refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances, schools can apply an appropriate disciplinary consequence.

The staff member must be the same sex as the pupil being searched; and there must be a witness (also a staff member) and, if possible, they should be the same sex as the pupil being searched. There is a limited exception to this rule. Staff can carry out a search of a pupil of the opposite sex and /or without a witness present, but only where you reasonably believe that there is a risk that serious harm will be caused to a person if you do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff. Pupils who do not identify as a particular gender will be invited to choose the sex of the person conducting the search.

Teachers can only undertake a search without consent if they have reasonable grounds for suspecting that a pupil may have in his or her possession a prohibited item. The teacher must decide in each particular case what constitutes reasonable grounds for suspicion. For example, they may have heard other pupils talking about the item or they might notice a pupil behaving in a way that causes them to suspect that the pupil is concealing a prohibited item. The powers allow school staff to search regardless of whether the pupil is found after the search to have that item. This includes circumstances where staff suspect a pupil of having items such as illegal drugs or stolen property which are later found not to be illegal or

stolen. School staff may wish to consider utilising CCTV footage in order to make a decision as to whether to conduct a search for an item. Searches without consent can only be carried out on the school premises or, if elsewhere, where the member of staff has lawful control or charge of the pupil, for example on school trips.

The person conducting the search may not require the pupil to remove any clothing other than outer clothing. 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but 'outer clothing' includes hats; shoes; boots; gloves and scarves.

'Possessions' means any goods over which the pupil has or appears to have control – this includes desks, lockers and bags. A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

The power to search without consent enables a personal search, involving removal of outer clothing and searching of pockets; but not an intimate search going further than that, which only a person with more extensive powers (e.g. a police officer) can do.

Under common law powers, schools are able to search lockers and desks for any item provided the pupil agrees. At St. Anne's we consider pupils' trays to be in this same category. Schools can also make it a condition of having a locker or desk that the pupil consents to have these searched for any item whether or not the pupil is present. If a pupil does not consent to a search then it is possible to conduct a search without consent but only for the "prohibited items" listed above.

Members of staff can use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Such force cannot be used to search for items banned under the school rules.

Use of Reasonable Force

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

What is reasonable force?

The term 'reasonable force' covers the broad range of actions used by most staff working with children at some point in their career that involve a degree of physical contact with pupils. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury. 'Reasonable in the circumstances' means using no more force than is needed. As mentioned above, schools generally use force to control pupils and to restrain them. 'Control' means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom. 'Restraint' means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention. School staff will always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Who can use reasonable force?

All members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

When can reasonable force be used?

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. In a school, force is used for two main purposes – to control pupils or to restrain them. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight
- restrain a pupil at risk of harming themselves through physical outbursts...

Schools cannot:

- use force as a punishment – it is always unlawful to use force as a punishment.

As part of the use of reasonable force, children may be restrained. This will only be carried out by trained staff, using recognised techniques and only for the purposes of protecting people, property and proper school order. All incidences of restraint will be recorded on CPOMS and reported to parents/carers. With some children, it is sometimes necessary to use wrist straps to ensure they are safe on school trips. This is fully documented on risk assessments, agreed by parents/ carers and only implemented if the child would be at risk of harm without the use of the strap. SLT will analyse restraint records for any evolving patterns and to evaluate the effectiveness of the approach.

Seclusion

Time in with an adult is used at St. Anne's as method of helping children to re-set their behaviour. In EYFS, this will be in the child's own class or the neighbouring class room. In KS1 and KS2 children will have time away from their classroom, usually accompanied by a Senior Leader. On the yard, children will be asked to stand with an adult. Time in is time-limited and designed to de-escalate behaviour. Children may also be asked by staff to take a few moments in a quiet space such as a corridor or library or with a member of the senior leadership team. Children will not be left alone when doing this. Some children with specific needs use tools such as tents and quiet spaces. Staff monitor these carefully and ensure that children are able to leave these spaces at any point should they so choose.

Detention

St. Anne's does not operate detentions outside of school hours. However, as part of the consequence structure, children may have to remain in school during part or all of their break or lunchtime. Staff will ensure that the child is supervised, goes to the toilet and has access to food and drink.

Suspension & Permanent Exclusion

Suspension & permanent exclusion do form part of the behaviour management structure (appendix 1) at St. Anne's. We aim to utilise this as a 'last resort' in most circumstances but will use suspension and permanent exclusion as a sanction when warranted as part of creating a calm, safe, and supportive environment in which pupils can learn and thrive. To achieve this, suspension and permanent exclusion are sometimes a necessary part of a functioning system, where it is accepted that not all pupil behaviour can be amended or remedied by pastoral processes, or consequences within the school.

The Headteacher's Powers To Use Suspension or Permanent Exclusion

Only the headteacher of a school can suspend or permanently exclude a pupil on disciplinary grounds. A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently excluded. A pupil's behaviour outside school can be considered grounds for a suspension or permanent exclusion. Any decision of a headteacher, including suspension or permanent exclusion, must be made in line with the principles of administrative law, i.e., that it is: lawful (with respect to the legislation relating directly to suspensions and permanent exclusions and a school's wider legal duties); reasonable; fair; and proportionate. When establishing the facts in relation to a suspension or permanent exclusion decision the headteacher must apply the civil standard of proof, i.e., 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.' This means that the headteacher should accept that something happened if it is more likely that it happened than that it did not happen. The headteacher must take account of their legal duty of care when sending a pupil home following an exclusion. Headteachers should also take the pupil's views into account, considering these in light of their age and understanding, before deciding to exclude, unless it would not be appropriate to do so. They should inform the pupil about how their views have been factored

into any decision made. Where relevant, the pupil should be given support to express their view, including through advocates such as parents or, if the pupil has one, a social worker. Whilst an exclusion may still be an appropriate sanction, the headteacher should also take account of any contributing factors identified after an incident of misbehaviour has occurred.

A suspension, where a pupil is temporarily removed from the school, is an essential behaviour management tool. A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year). A suspension does not have to be for a continuous period. A suspension may be used to provide a clear signal of what is unacceptable behaviour as part of the school's behaviour policy and show a pupil that their current behaviour is putting them at risk of permanent exclusion. Where suspensions are becoming a regular occurrence for a pupil, the headteacher will consider whether suspension alone is an effective sanction for the pupil and whether additional strategies need to be put in place to address behaviour. It is important that during a suspension, pupils still receive their education. The headteacher will take steps to ensure that work is set and marked for pupils during the first five school days of a suspension. This can include utilising any online pathways. The school's legal duties to pupils with disabilities or special educational needs remain in force, for example, to make reasonable adjustments in how they support disabled pupils during this period. Any time a pupil is sent home due to disciplinary reasons and asked to log on or utilise online pathways will always be recorded as a suspension. A suspension can also be for parts of the school day. For example, if a pupil's behaviour at lunchtime is disruptive, they may be suspended from the school premises for the duration of the lunchtime period. The legal requirements relating to the suspension, such as the headteacher's duty to notify parents, apply in all cases. Lunchtime suspensions are counted as half a school day in determining whether a governing board meeting is triggered. The law does not allow for extending a suspension or 'converting' a suspension into a permanent exclusion. In exceptional cases, usually where further evidence has come to light, a further suspension may be issued to begin immediately after the first period ends; or a permanent exclusion may be issued to begin immediately after the end of the suspension.

A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated). The decision to exclude a pupil permanently should only be taken:

- 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 such as staff or pupils in the school. For any permanent exclusion, the headteacher will take reasonable steps to ensure that work is set and marked for pupils during the first five school days where the pupil will not be attending alternative provision. Any appropriate referrals to support services or notifying key workers (such as a pupil's social worker) will also be considered.

The headteacher may cancel any exclusion that has already begun, but this should only be done where it has not yet been reviewed by the governing board. Where an exclusion is cancelled, then:

- Parents, the governing board, and the LA should be notified without delay and, if relevant, the social worker and VSH;
- Parents should be offered the opportunity to meet with the headteacher to discuss the circumstances that led to the exclusion being cancelled;
- Schools should report to the governing board once per term on the number of exclusions which have been cancelled. This should include the circumstances and reasons for the cancellation enabling governing boards to have appropriate oversight and;
- The pupil should be allowed back into school.

The reasons below are examples of the types of circumstances that may warrant a suspension or permanent exclusion. This list is non-exhaustive and is intended to offer examples rather than be complete or definitive.

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult
- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy
- Bullying
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability.

Directing A Child Off Site for Education

Under section 29A Education Act 2002 (introduced by section 154 Education and Skills Act 2008), governing bodies of maintained schools can direct a pupil off-site for education to improve his or her behaviour. The governing body of St. Anne's RCP have delegated this to the Head Teacher. In this situation, the governing body, via the Head Teacher, will:

- ensure that parents are given clear information about the placement – why, when, where and how it will be reviewed;
- advise the Local Authority, where the child has a Statement of SEN or EHCP;
- regularly review the placement (with regular input from parents), to ensure it is achieving its objectives and the pupil is benefitting from it.

Parents can request, in writing, that the placement is reviewed and governing bodies must comply with the request as soon as is reasonably practicable, unless there has been a review in the last 10 weeks.

There will be a clear plan for reintegrating the child into mainstream education at the end of the placement off-site. A report will be produced of the pupil's achievements, attainment and progress as well as attendance.

School Rules

Following the example of Jesus, we will always try to show love to everyone, including ourselves. We have four rules that help us to do this:

1. Always do your best; **(Be Hardworking)**
2. Be kind and polite to everyone; **(Be Respectful)**
3. Look after yourself and others; **(Be Caring)**
4. Take care of property **(Be Responsible)**

Behaviour that meets these expectations will be rewarded, behaviour that falls below this standard will be managed with consequences.

Rewards

The school operates a system of House Points, with each child allocated to one of four Houses. Such points can be given to reward conduct/behaviour in line with the ethos and expectations of St Anne's. They are recorded using the Dojo system. Certificates are awarded weekly by class teachers and Lunchtime Welfare Staff. Recipients of these receive recognition in Friday Assembly. A weekly Witness award is given to one child per class who has actively witnessed our school mission. These children are able to wear a purple jumper the following week, in order to stand out as a shining example of our mission. A Caritas Catholic Social Teaching award is given to a member of our school family who has demonstrated our Catholic Values, setting a good example to others. A celebration of reading award is given to a child from each class that has been recognised for exemplary efforts in reading each week. The winner of the reading award is invited to attend the 'Headteacher Book Club' on a Friday afternoon where they are awarded with a book mark for their efforts. Commendation certificates are awarded each term in Assembly for sustained effort and good behaviour. The certificates are then taken home as a personal and permanent memento. Parents/carers are invited to all awards assemblies. The pupils with the most Dojo points within each House (Matthew, Mark, Luke & John) receive a weekly trophy in Friday assembly. At the end of each term, the house points are collated with an award for the winning house.

Sanctions

In the Classroom

If a child contravenes one of the school rules, the following procedures are applied:

1. Verbal reminder (**REMINDER**) of what is expected, referring to school rules and the desired behaviour
2. Name is recorded (**First LOG – recorded in log book**), reflection time with an adult – **private reminder – dignity of the child**
3. If unwanted behaviours continue or begin again, the child's name is recorded for a second time (**second LOG**), further reflection (**RESTORATIVE CONVERSATION**) time with an adult (usually the class teacher) will take place and a consequence of 15 minutes missed play time will be put into place. **This is logged on CPOMS as a sanction has been given – following prompts from restorative conversation log.**
4. If unwanted behaviours continue or begin again, the child will be accompanied to the relevant Senior Leaders' class for additional reflection time and the class teacher will make a **behaviour entry** on CPOMS (**third LOG**) – **Actioned by the Senior Leader following 2nd restorative conversation log.**

NB- in the spirit of Reconciliation, a log can be removed if the child's behaviour improves. However, once they have received a second log, this cannot be removed.

Children who need a period of reflection at stage 4 or after a serious incident will go to the Key Stage Leader's classroom with a reflective task to complete. They will be escorted by an adult and then collected once the reflective task is completed. They should not be in said classroom for longer than 15 minutes, unless they are not ready to return. EYFS children will be sent to the EYFS Lead. Children in the EYFS Leader's class will go to the KS1 Lead. KS1 children will be sent to the KS1 leader. KS2 children will be sent to the KS2 leader. Children in the KS2 Leader's class will be sent to the KS1 Leader. Staff are to be mindful of siblings when choosing a classroom to take the child to. In cases of severe behaviour, the headteacher will be sent for and the child will be removed from the classroom. The DHT/AHT not in class will do this in the absence of the Head Teacher, followed by a DSL.

At stage 4, or after a serious incident, the class teacher must give verbal feedback to parents/carers about the child's behaviour and the support we expect from them in resolving this. They must also be informed of the next stage of the behaviour management strategy.

After three **stage-4 entries** on CPOMS per half-term, the child will be placed on a target card which will be monitored by the Key Stage Leader for the Key Stage the child is in, or as above for those taught by phase leaders. The targets will be set with input from the child, phrased positively, with agreement on what needs to happen now; considering the impact on everyone. A behaviour plan (appendix 2) will be drawn up by the Senior Leader. The child will report daily to the Key Stage Leader, (accompanied by an adult). The Key Stage Leader will determine how long the child needs to remain on the target card, in liaison with the class teacher. However, after two weeks, if there has not been sufficient improvement in the child's behaviour, the KS lead will refer the child to the DHT. A conversation will take place between parents and the DHT informing them that their child's behaviour is giving cause for concern. The child will then be placed on daily DHT report and the behaviour plan will be amended, in collaboration with staff, the child and the parents/carers. The DHT will determine how long the child needs to remain on the target card. However, after two weeks, if there has not been sufficient improvement in the child's behaviour, the AHT will refer the child to the Head Teacher. The same process will take place. At the end of this period the Head teacher will meet the parents again. If this approach does not result in an improvement, the child may be excluded. If at any time staff consider a child's behaviour to be related to SEND, they will be referred to the SENCo who will suggest additional strategies and may involve outside agencies.

Some incidences will result in children being placed immediately on a Head Teacher's Report Card or being immediately excluded. The attached Behaviour Management Structure details this.

Break Times

The following procedure will be applied:

1. Verbal reminder of what is expected, referring to school rules and the desired behaviour
2. Time in – 5 mins walking with an adult.
3. If unacceptable behaviour continues standard sanctions will be applied.

If a child contravenes one of the school rules, the following procedures are applied:

1. Verbal reminder (**REMINDER**) of what is expected, referring to school rules and the desired behaviour
2. Name is recorded (**First LOG – recorded in log book**), reflection time with an adult – **private reminder – dignity of the child**
3. If unwanted behaviours continue or begin again, the child's name is recorded for a second time (**second LOG**), further reflection (**RESTORATIVE CONVERSATION**) time with an adult (usually the class teacher) will take place and a consequence of 15 minutes missed play time will be put into place. **This is logged on CPOMS as a sanction has been given – following prompts from restorative conversation log.**
4. If unwanted behaviours continue or begin again, the child will be accompanied to the relevant Senior Leaders' class for additional reflection time and the class teacher will make a **behaviour entry** on CPOMS (**third LOG**) – **Actioned by the Senior Leader following 2nd restorative conversation log.**

In order to distinguish between free time and learning time, the following structure is in place for the end of breaks:

1. Staff on duty blows the whistle- children stand still, hold any equipment still and come down from playground structures. They stand silently.
2. Staff on duty blows the whistle a second time- children walk silently to their lines. The whistle is blown again and all children stop if children are running/ too noisy.
3. Children are sent in by the staff members on playground duty - class teachers must greet the children at the classroom door (with a smile/high-five ☺).
4. Support staff/Prefects supervise the cloak rooms until all children are in class.

After School Clubs

The following procedure will be applied:

1. Verbal reminder of what is expected, referring to school rules and the desired behaviour.
2. Time in – 5 mins with the senior leader on duty
3. If unacceptable behaviour continues, the member of staff running the club will send for a senior leader who will follow the standard sanctions.

All racist incidents should be reported to the Head teacher. The CRE definition of a racist incident:

A racist incident is any incident which is perceived to be racist by the victim, or any other person.

Early Years Procedures

During Learning Time:

If a child breaks one of the school's golden rules, the following procedures are applied:

Verbal reminder (**REMINDER**) of what is expected, referring to school rules and the desired behaviour



Name is recorded (**First LOG – recorded in log book**), reflection time with an adult – **private reminder**
dignity of the child



If the behaviour continues the child has five minutes time in with an adult in the opposite classroom and receives a **Second Log. This is logged on CPOMS as a sanction has been given – following prompts from restorative conversation log.**



If the behaviour continues, the child is taken to the KS1 leaders' classroom for ten minutes time in. This is recorded on CPOMS and the class teacher will make a **behaviour entry** on CPOMS (**third LOG**) – **Actioned by the Senior Leader following 2nd restorative conversation log.**



If the behaviour continues, the HT/DHT will be requested to intervene

After each step the adult carrying out the time in will have a conversation with the child explaining exactly what the child is doing is unacceptable and what the staff member wants them to do instead and how this can be done. Visual reminders should be used.

At Lunchtime

The following procedure will be applied:

Verbal reminder



Time in – walking with the person on duty



If unacceptable behaviour continues, the member of staff on duty will send for the Key Stage Leader. The Key Stage Leader will bring the child into school and supervise them. If they cannot get the child to come into school, the HT will be sent for (DHT in HT's absence). The Key Stage Leader will return the child to their class at the end of the break and will inform the class teacher about the child's behaviour. If the teacher considers the incident to be serious, it must be reported to the Head Teacher and recorded on CPOMS. Incidents of fighting or swearing should be reported to the Head Teacher if the teacher on duty thinks the matter has not been resolved.



If the behaviour continues, the SEMH lead will be requested to intervene.



If the behaviour continues, the HT/DHT will be requested to intervene.

Behaviour issues managed at step two onwards will be reported by the class teacher to the parent/carer on collection of the child.

Children for whom the weather chart does work will be given an individualised target card which will include small step targets. If this does not work, further consideration may be made by the SENCo as to any special needs. Parents will be invited to a meeting with the DHT in the first instance and then the HT if behaviours do not improve.

In cases of severe behaviour, staff would seek support from the Head Teacher who will then remove the child. The DHT will do this in the absence of the Head Teacher. The Head Teacher, Deputy Head Teacher and SEMH Lead are all trained in Safer Handling techniques. If physical intervention is used, parents will be informed.

External Events

Our school rules and disciplinary procedures apply on educational visits and other external events such as sporting fixtures. Staff will discipline pupils who misbehave off-site, using the structure of warnings and time in. If a child's behaviour does not improve and it is deemed to either be a risk or to be bringing the school's reputation into disrepute, the trip leader will make contact with the school base and arrangements will be made for the child to be collected by school staff and either returned to school if during school hours or taken home if outside of school hours. For children with additional needs, a risk assessment will be in place to try to avoid unwanted behaviours. However, if the child's behaviour escalates and is deemed a risk to them or others, they will be collected from the trip by school staff.

Children whose behaviour has been unacceptable may not be allowed to represent the school at external events.

Anti-Bullying Strategy

Bullying in any form will not be tolerated at St. Anne's. Please see our Anti-Bullying Policy for further information on how bullying behaviours will be managed.

Peer-on-Peer Abuse

Peer-on-peer sexual abuse is sexual abuse that happens between children of a similar age or stage of development. It can happen between any number of children, and can affect any age group (Department for Education (DfE), 2018). It can be harmful to the children who display it as well as those who experience it. It can take place in spaces which are supervised or unsupervised. Within a school context, for example, peer-on-peer sexual abuse might take place in spaces such as toilets, the playground, corridors or when children are walking home (Contextual Safeguarding Network, 2020). As children develop healthily, it is normal for them to display certain types of sexualised behaviour. It is important that adults who work or volunteer with children can identify if any sexualised behaviour has become harmful or abusive, and respond proportionally to keep all the children involved safe.

Examples of sexually abusive behaviour may include:

- inappropriate or unwanted sexualised touching
- pressurising, forcing or coercing others to perform or take part in sexual acts
- pressuring, forcing or coercing someone to share nude images (sexting)
- sharing sexual images of a person without their consent
- taking a picture under a person's clothing, without their consent ('upskirting')
- sexual harassment
- sexual or sexist name calling

(Contextual Safeguarding Network, 2020).

Indicators that a child has experienced peer-on-peer sexual abuse may be physical or behavioural. A child or young person may appear withdrawn, frightened or begin to act differently from usual. They may also display physical signs such as noticeable discomfort in their genital.

Children may not always understand that they have experienced or carried out peer-on-peer sexual abuse. This might be because:

- they don't understand what constitutes appropriate, inappropriate, problematic or abusive sexualised behaviour
- they have experienced sexual abuse themselves and don't realise that what happened to them was wrong
- they don't know whether consent was given
- the abuse happened between friends or partners
- the abuse took place online
- they blame themselves for the abuse they received
- younger children lack knowledge of sex and sexuality as they are less likely to have received any relationships and sex education

(NSPCC, 2018).

If we identify that a child had experienced peer-on-peer sexual abuse or there are concerns a child might be displaying harmful sexual behaviour (HSB), we will take child protection action, in line with our Child Protection And Safeguarding Policy.

Supporting the child who has experienced abuse

Every child who has experienced abuse should receive tailored support to meet their needs. We will:

- Listen carefully to the child and reassure them that we are taking them seriously.
- Record the incident, noting all the relevant facts as fully as possible. Write down the language used by the child. This will help us to record precisely what happened and understand how the child has been affected.
- Consider what support the child may need in the short-term, for example making sure they will not come into contact with the child who has displayed abusive behaviour.
- Consider what long-term support the child may need to help them recover from the trauma of what they have experienced. This may include therapeutic support.
- Understand the child's support network and consider what help they need to protect and care for the child.
- Include the child in any decisions that affect them.

Supporting the child who has displayed abusive or harmful sexual behaviour

It is important to protect and support children who have displayed abusive or harmful sexual behaviour. We will:

- Consider any risks to the child's safety and what multi-agency responses are needed to support the child and their family.
- Talk calmly to the child. Remember that they may not realise they have behaved abusively and avoid using language that may make them feel judged or criminalised.
- Consider appropriate sanctions in light of this behaviour policy and the level of intent or understanding involved. Peer-on-Peer abuse is not listed on the Behaviour Management Structure as each case will need to be considered individually before any sanctions are put in place.
- Work with the child and their support network to put measures in place that will help the child change their behaviour.
- Consider what targeted therapeutic support the child may need.

Multi-agency responses

Our Designated Safeguarding Lead (DSL) will work with relevant agencies to protect and support all the children involved in an incident of peer-on-peer sexual abuse. This includes children's social care and the police if necessary.

Prejudiced Behaviour

We actively teach children about protected characteristics and are pro-active in managing prejudiced behaviour. The approach to a first incident of prejudiced behaviour will be to re-educate, through the development of a targeted behaviour plan designed to teach the children why the behaviour was wrong, its impact on others and what is expected from the child going forwards. Any further incidences of the same behaviour would be taken very seriously and may result in suspension or permanent exclusion.

Malicious And/ Or Unfounded Allegations Against Staff

Any allegations made about staff, by children, will be fully investigated according to our Safeguarding And Child Protection Policy and/or the Complaints and/or Disciplinary policies. However, where a child is found to have made a malicious and/or unfounded allegation against a member of staff, this will be taken very seriously and may result in suspension or permanent exclusion.

The Role Of Parents And Carers

The support of parents/carers is essential to the efficient working of this system. Parents/carers will be informed about the school code of behaviour through the school prospectus and will be asked to sign an agreement in support of the school in its efforts to uphold the code. We expect parents/carers to be supportive of our behaviour policy and work with us to improve any misbehaviour. We will also offer support to parents from our pastoral team, should they need help in managing their child's behaviour.

Parents/carers will be made aware that the school has at its disposal the sanctions of Fixed Term Suspension and Permanent Exclusion for wholly unacceptable behaviour. As a Catholic school we would not want to readily exclude a child from our school community, however, we must also have regard for the greater good of that community.

Staff Professional Development

All staff will be given the necessary support, training and continuing professional development necessary to carry out their roles and responsibilities within this policy.

Restorative Conversations (Appendix 3)

The focus is upon building relationships, maintaining relationships and repairing relationships. Stories are told, who has been affected is explored, and what people need to repair harm and to move on. A restorative approach provides a way to bring together the people affected, to address harm, and to give them the opportunity to take responsibility and make things better.

What are the principles of restorative practice?

- **Values** - The values underpinning restorative practice are respect, responsibility, and relationships. These values are integral to delivering effective social work practice. It's not what you do, it's how you do it.
- **Relationships** – It's all about relationships. Building relationships, maintaining relationships, and repairing relationships when something has gone wrong.
- **High Support, High Challenge** – Doing with people rather than to or for them. The '**with**' mind-set is reflective, patient, solution-focused, challenging, and supportive.
- **Circles** – Bringing people together in a way where everybody is respected, has a chance to talk without interruption, and an opportunity to be heard. This is about sharing power, trust, and inclusivity.
- **Relational Language** – Using language that is inclusive, emotionally intelligent, and focused on the issue rather than the person. Questions are engaging and solution-focused. ***What happened? Who has been affected by this? What needs to happen now?***
- **Affective Statements** – Making statements that separate the behaviour from the person. This is about expressing your feelings and the impact, and stating what you feel needs to happen to move on, rather than what you want to happen. Clear requests are made, not demands.

Pupils With Additional Needs

We recognise that behaviour can sometimes be the manifestation of an underlying need. Such needs might be related to Safeguarding concerns, SEND, mental health needs or linked to early adverse experiences. Staff are trained to recognise these needs and we have procedures in place to give extra support to children who may be finding it difficult to meet the behaviour expectations of the school. This might include individualised plans, nurture sessions, referrals to outside agencies, multi-agency approaches etc. We also recognise that, due to a particular need or disability, it may be discriminatory to expect a child to meet the expectations of a whole-school policy and as such, reasonable adjustments may be made.

Monitoring and Review

The success of this policy will be monitored in respect of all working within the school environment and community, by discussion between staff and all involved in the Policy's implementation, including the children themselves and their parents. It will be reviewed bi-annually.



St. Anne's R.C. Primary School, Blackburn Behaviour Management Structure



LEVEL	ACHIEVEMENT	REWARD	COMMENTS
1=	100% Attendance and Punctuality Highest Weekly Attendance	Yearly award from Head Teacher Cup awarded in assembly and announced through PowerPoint presentation.	School Business Manager to identify
1=	Significant Achievement/ Behaviour	Termly Certificate of Commendation for four children in each class	Letter sent home
2	Excellent Behaviour/Achievement - Improved or Good Pieces of Work	Consideration For The Weekly Witness Award	Given in Friday Assembly
3	The Receipt of the Highest Total of House Points House Points recorded using Dojo system.	Recognition of Winning House on weekly basis/. A prize of an extra playtime is allocated to the House that gains the most house points in the term.	On a weekly basis in Friday Assembly On a termly basis in Commendations Assembly
4	Well behaved in the dining hall /on the playground, or a child who makes the effort to bring in a healthy packed lunch throughout the week.	Consideration for the Weekly Certificates awarded by Welfare Assistants.	On a weekly basis in Friday Assembly
5	Improved Piece of Work Work of High Quality Act of Kindness	Sticker or similar presented by adult working with child/ house point awarded. Child can be send to HT/AHT for recognition.	As and when appropriate
6 <i>Expected Behaviour</i>	Working Well in Class Being Helpful, Polite and Kind	A smile or verbal praise given by an adult working in the class. Dojos awarded.	As and when appropriate
BEHAVIOUR		CONSEQUENCES	COMMENTS
7a	Disturbing Teaching Session	Verbal reminder of what is expected, referring to school rules and the desired behaviour.	Calling to attention for children who persistently reach this level but go no further, then the class teacher is advised to speak to parents about their concerns.
7b	Continuation Of Above (deliberately causing disturbance)	Name on tick sheet on teachers' desk, have 5 minutes reflection time with an adult	Awareness relating to potential problem for children who persistently reach this level but go no further, then the class teacher is advised to speak to parents about their concerns
7c	Continuance Of Above	A second tick is placed next to the child's name, further reflection time with an adult will take place and a consequence of 15 minutes missed play time will be put into place.	Final reminder of unacceptable behaviour for children who persistently reach this level but go no further, then the class teacher is advised to speak to parents about their concerns.
8=	Continued Disruptive Behaviour An Inability To Show Courtesy To Staff/Other Pupils	If unwanted behaviours continue or begin again, the child will be accompanied to the relevant Senior Leaders' class for additional reflection time and the class teacher will make a behaviour log on CPOMS. <i>Removal from school representative teams also to be considered if selection will send out the wrong message to those children following school rules but not selected</i>	KS1 children taught by the KS1 Key Stage Leader will be sent to the EYFS leader and vice versa. KS2 children will be sent to the KS2 leader. Children in the KS2 Leaders class will be sent to another KS2 class.
8=	Unacceptable Behaviour at Playtimes and Lunchtimes (including the witnessed hitting of others on purpose and swearing)	1. Verbal reminder of what is expected, referring to school rules and the desired behaviour 2. Time in – 5 mins walking with an adult. 3. If unacceptable behaviour continues, the member of staff on duty will send the playground help request triangle to the Key Stage Leader, via a sensible child. The Key Stage Leader will bring the child into school and supervise them. If they cannot get the child to come into school, the HT will be sent for (AHT in HT's absence). The Key Stage Leader will return the child to their class at the end of the break and will inform the class teacher about the child's behaviour. The teacher will then put the child's name on the board and the classroom procedure is followed. If the teacher considers the incident to be serious, it must be reported to the Head Teacher. Entry onto CPOMS.	Incidents of fighting or swearing should be reported to the Head Teacher if the teacher on duty thinks the matter has not been resolved. All racist incidents should be reported to the Head teacher.* The CRE definition of a racist incident: A racist incident is any incident which is perceived to be racist by the victim, or any other person.
8=	Prejudiced Remark Inappropriate Online Conduct Use Of Mobile Phone In School Bringing Mobile Phone Without Permission and Not Submitting To Office Bringing An Unsafe Substance/Item To School	Sent straight to Head Teacher who will consider the appropriate sanction as per the comments column. <i>Removal from school representative teams also to be considered if selection will send out the wrong message to those children following school rules but not selected</i>	The approach to a first incident of prejudiced behaviour will be to re-educate, through the development of a targeted behaviour plan designed to teach the children why the behaviour was wrong, its impact on others and what is expected from the child going forwards. Any further incidences of the same behaviour would be taken very seriously and may result in suspension or permanent exclusion. Child Incident report sent to local authority as appropriate.
9a	Persistence In Disruptive Behaviour Using/Sharing An Unsafe Substance To School/Item Repeat Of Behaviours At Level 8	After three entries on CPOMS per half-term, the child will be placed on a target card which will be monitored by the Key Stage Leader for the Key Stage the child is in, or as above for those taught by phase leaders. The class teacher will set the targets- these will be phrased positively, stating the behaviour we want the child to show. The senior leader will develop a behaviour plan. The child will report daily to the Key Stage Leader, (accompanied by an adult). The Key Stage Leader will determine how long the child needs to remain on the target card, in liaison with the class teacher. However, after two weeks, if there has not been sufficient improvement in the child's behaviour, the KS lead will refer the child to the AHT.	If at any time staff consider a child's behaviour to be related to SEND, they will be referred to the SENCo who will suggest additional strategies and may involve outside agencies. <i>Removal from school representative teams and other rewards such as school discos.</i>
9b	Persistence In Disruptive Behaviour After Being Placed On Key Stage Leader Target Card	A standard letter will go out to parents from the AHT informing them that their child's behaviour is giving cause for concern and requesting an appointment is made to discuss the child's behaviour. The child will then be placed on daily AHT report. Their behaviour plan will be amended. The AHT will determine how long the child needs to remain on the target card. However, after two weeks, if there has not been sufficient improvement in the child's behaviour, the AHT will refer the child to the Head Teacher.	If at any time staff consider a child's behaviour to be related to SEND, they will be referred to the SENCo who will suggest additional strategies and may involve outside agencies. <i>Removal from school representative teams and other rewards such as school discos.</i>
9c	Persistence In Disruptive Behaviour Following Parental Meeting With Assistant Head Teacher And Placement On AHT Report Card	A further standard letter will go out to parents from the HT informing them that their child's behaviour is still a cause for concern and requesting an appointment is made to discuss the child's behaviour- the behaviour plan will be amended at this stage. The HT will determine how long the child needs to remain on the target card. At the end of this period the Head teacher will meet the parents again. If this does not result in an improvement, the child may be excluded.	If at any time staff consider a child's behaviour to be related to SEND, they will be referred to the SENCo who will suggest additional strategies and may involve outside agencies. <i>Removal from school representative teams also to be considered if selection will send out the wrong message to those children following school rules but not selected.</i>
10	Causing an Intentional Minor Injury to Another Child, Verbally Abusing Staff, Bullying, Leaving School Premises Without Permission	Sent to Head Teacher. Standard letter to parents informing that their child's behaviour is a cause for concern. Appointment made by the parents to see the Head Teacher and the child is placed on a daily report. A behaviour plan is created by the pastoral team. Subsequent review meeting will consider next steps.	Serious discussion of consequences of unacceptable behaviour. Removal from school representative teams and other rewards such as school discos.
11	Health and safety concerns arising from dangerous behaviour which puts other pupils and/or staff at serious risk (including causing major physical harm to staff/ children) A serious challenge to authority, a continued disruption to the orderliness of the school or threatening behaviour.	Suspension for up to 45 days or a permanent exclusion.	Formal procedures followed Removal from school representative teams and other rewards such as school discos.

The Head Teacher reserves the right to apply any of these sanctions to behaviours not referenced by this structure, based on the severity of the incident.

Individual Behaviour Support Plan



Positive Behaviour

Pupil: Year Group: Date Created: Date Reviewed:						
Current Behaviour Concern(s)						
•						
Desired Behaviour Outcome(s)						
•						
Pupil/Parent/Carer Voice						
Pupil			Parent/Carer			
Plan (What does this child need to achieve?)	Do (What strategies/support/time will be needed? Who will implement this? Interventions?)		Review (What has the impact been? What does the child need to work on now?)			
•			exceeded	fully met	partly met	not met
•			exceeded	fully met	partly met	not met
•			exceeded	fully met	partly met	not met
Pupil Views On Their Progress:						
Parent/Carer Views On Their Progress:						

Created By:

Reviewed By:

Senior Leader Signature: