



**Crispin  
School**

Aspiration - Compassion - Excellence

# Behaviour and Anti-Bullying Policy



<b>Date Agreed</b>	02 April 2026
<b>Review Date</b>	April 2027

## Contents

Policy Aims and Legal Framework.....	P2
Principles.....	P2
Roles and Responsibilities .....	P2
Behaviour Expectations .....	P2
Behaviour System .....	P2
Rewards and Recognition .....	P3
Conduct and Culture .....	P3
Behaviour Beyond the Classroom .....	P3
Mobile Phones .....	P3
Suspensions and Exclusions .....	P4
Anti-Bullying.....	P4
Safeguarding and Inclusion.....	P5
Searching, Screening and Use of Reasonable Force.....	P5
Monitoring and Review.....	P6
Appendices.....	P7 - 9
• Appendix 1: The voice of Crispin	
• Appendix 2: Graduated Response	

## 1. Policy Aims and Legal Framework

This policy ensures a safe, calm and purposeful environment where all students can learn and staff can teach effectively.

This policy is written in line with: **DfE Behaviour in Schools (2022); Suspension and Permanent Exclusion Guidance (2023); Keeping Children Safe in Education; Equality Act 2010; SEND Code of Practice.**

## 2. Principles

Every student has the right to learn without disruption. Every teacher has the right to teach without interruption.

Behaviour is taught, modelled and reinforced through Respect, Kindness and Effort.

## 3. Roles and Responsibilities

All staff are responsible for maintaining high expectations and applying the behaviour system consistently.

Leaders monitor behaviour, support staff and ensure consistency across the school.

Mrs Sam Harvey, Assistant Headteacher: Named Behaviour Lead and Anti-Bullying Lead.

## 4. Behaviour Expectations

Students must follow instructions, be punctual, respectful and ready to learn.

Expectations are explicitly taught through lessons, assemblies and tutor programme (THRIVE).

## 5. Behaviour System

Stage 1: REMIND – verbal reminder.

Stage 2: CHANGE – final warning/change of seat

Stage 3: EXIT – removal from lesson.

Stage 4: SLT – serious behaviour response.

Stage 5: Suspension – for serious or repeated breaches.

Sanctions are applied consistently, proportionately and fairly.

Stages	Student action	Staff response
1	Late to lesson Chewing gum Refusal to follow instruction Missed extended learning Use of a curse word	Verbal warning Behaviour log First level of class room stages of behaviour - REMIND
2	Rude to staff Phone out	Second level of classroom stages of behaviour – CHANGE

	Incomplete class work Distracting learning	Behaviour log Teacher detention
3	Absconding from a lesson Damage to school property Continuous disruption to learning	Third level of classroom stages of behaviour – EXIT Middle leader detention Behaviour log
4	Verbal abuse Threatening behaviour Racism and discrimination Dangerous behaviour	Internal supervision/SLT detention SLT meeting Behaviour log
5	Placing self beyond the control of the school	Suspension Behaviour log Individual Education Plan

## 6. Rewards and Recognition

Students are recognised through house points, praise, communication home and celebration events. The House system promotes belonging, participation and positive competition.

## 7. Conduct and Culture

Students are expected to demonstrate good manners, follow routines and respect others and the environment.

When moving around the school site students should:

1. Be considerate of others around them
2. Use appropriate language
3. Do not shout
4. No physicality towards others
5. Do not throw litter

Staff model and reinforce these expectations consistently.

## 8. Behaviour Beyond the Classroom

The school will sanction behaviour on site, during travel, on trips and online where it impacts the school community.

## 9. Mobile Phones

Crispin is a mobile phone-free school. Phones must be switched off and in bags. Phones will be confiscated if seen and returned at end of day.

If a student is seen using a mobile phone, the mobile phone will be removed and handed to reception staff. Students are allowed to collect their phones at the end of the school day.

If a student is seen using their phone as a repeat offence, the student's Parents/Carers will be contacted and a further sanction may be applied.

If a student needs to use a telephone during the school day to contact a parent/carer, a telephone will always be available in the Main Reception or their Head of Year Office. Urgent messages from Parents/Carers for their child can also be left at Reception and will be passed on swiftly.

In extreme circumstances, students can be given permission from a member of staff to use their mobile phone.

## **10. Suspensions and Exclusions**

Suspensions are used as a last resort in line with statutory guidance. Parents will be informed, work provided and reintegration meetings held.

Permanent exclusion is used only in the most serious cases.

## **11. Anti-Bullying**

Crispin is a telling school. Bullying is not tolerated. Bullying is repeated, intentional harm involving a power imbalance. All incidents are investigated, sanctions applied and support provided.

When approached by a student who has been bullied staff will respond positively and effectively by: -

- Listening to what is reported without delay, and interviewing all those concerned to establish what has happened.
- Reassure the victim that the matter is being dealt with.
- Keep a record of what has been said and inform the student's tutor in the first instance.
- In some cases the aggressor may be warned or placed in a detention or in isolation whilst an incident is investigated.
- If the bullying persists the Tutor should advise the appropriate teachers.
- More serious or persistent cases should be referred directly to the Head of Year.
- In serious or persistent cases, the Senior Leadership Team (SLT) should be informed and may become involved.
- In more serious or persistent cases, the bully should be placed in Internal Exclusion or may be excluded from school.
- In serious or persistent cases parents will be informed and will be invited to a meeting to discuss the problem.
- If necessary, the Police will be informed, and the school can liaise with the Police Community Support Officers (PCSO) team.

The school may ask the PCSOs to support with a Restorative Justice Program.

- After the incident has been investigated and dealt with, monitoring should take place to ensure that repeat bullying does not occur.

## 12. Safeguarding and Inclusion

The school will make reasonable adjustments, consider individual needs and work with external agencies.

## 13. Searching, Screening and Use of Reasonable Force

The school may search students, confiscate prohibited items and use reasonable force in line with statutory guidance.

The school will act in accordance with statutory guidance set out in *Searching, Screening and Confiscation (DfE, 2022)*.

### Searching

School staff have the power to search a student for any item where there are reasonable grounds to suspect that the student is in possession of a prohibited item or an item that has been, or is likely to be, used to commit an offence, cause personal injury, or damage property.

Prohibited items include (but are not limited to): knives or weapons, alcohol, illegal drugs, stolen items, tobacco and vaping products, fireworks, pornographic images, and any item likely to be used to cause harm or disruption.

Searches will be carried out by an authorised member of staff and, where possible, in the presence of another member of staff as a witness. Searches will be conducted with due regard to safeguarding, dignity and respect. A same-sex member of staff will carry out the search, with a witness present, unless there is a risk of serious harm if the search is delayed.

The school may also search without consent where there are reasonable grounds for suspicion in line with statutory powers.

### Screening

The school may use screening (e.g. metal detectors) where appropriate. This is conducted in a way that is proportionate and respectful, and students may be screened without suspicion.

### Confiscation

Any prohibited items found during a search will be confiscated. The school will dispose of or return items in line with statutory guidance. Illegal items will be passed to the police where appropriate.

### Use of Reasonable Force

Reasonable force may be used to prevent a student from:

- committing an offence
- causing personal injury to themselves or others
- damaging property
- prejudicing the maintenance of good order and discipline

“Reasonable force” refers to the minimum force necessary to achieve the desired outcome. Staff will use professional judgement, taking into account the circumstances, the student’s age and understanding, and the risk presented.

Reasonable force may also be used to conduct a search for prohibited items where a student refuses to cooperate.

All use of reasonable force will be proportionate, necessary, and recorded in line with school procedures.

#### **14. Monitor and Review**

Behaviour is monitored through data systems, leadership review and pastoral systems.

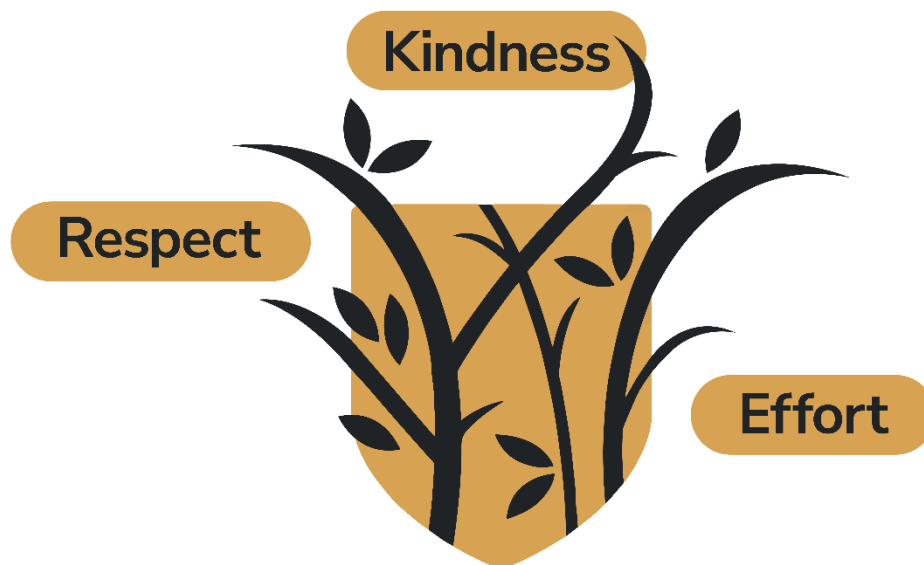
The policy is reviewed annually.

## Appendices

### Appendix 1: Voice of Crispin

Respect | Kindness | Effort

# Voice of Crispin



Always ask for help, learning should be a challenge  
and we all need help along the way.

Do not stand for someone interrupting your  
learning - this is, and will never be, right.



# Voice of Crispin

---

To protect our right to learn, the students of Crispin created a Student Charter that established the following three key principles that they believed all students must follow to ensure success:

---

## Respect

- Understand that everyone in school deserves to be treated equally.
  - Once you enter a classroom, respect the learning environment.
  - As you move around school think about others, don't drop litter, keep to the right staircases and be kind to others.
  - We are one community; to succeed we need to support each other.
- 

## Kindness

- Do not be afraid to express your opinions - but always be kind and safe
  - Always remain calm
  - Show empathy to members of your community
  - Remember everyone has the right to feel safe, so think about your actions for others.
- 

## Effort

- Turn up to your lesson ready to get to work
- No one ever asked for more than your best - so just try.
- Hardwork is the cornerstone of success.

Always ask for help, learning should be a challenge and we all need help along the way.

Do not stand for someone interrupting your learning - this is, and will never be, right.

## Appendix 2: Graduated Response

Stages move from classroom intervention to SLT and Trust-level intervention.

Stage and points based	Level of involvement	Actions	Communication
Stage 0	Tutor level Faculty level	Contact home by tutor or faculty	
Stage 1: (50-70) behaviour points	Tutor level HoY level	Letter home from HoY	
Stage 2: (100-120) behaviour points	HoY level	IEP (HoY meeting) look at inclusion stage for menu of support	Letter home from HoY
Stage 3 (150-170) behaviour points or suspensions	HoY level	Provisions review (HoY meeting). Look at Crispin intervention.	Letter home from HoY
Stage 4 (200-220) Behaviour points and one-off serious incident	HoY level AHT level 1 local partnership board behaviour review meeting	Provisions review Look at further Crispin intervention	Letter home from local partnership board
Stage 5 (250+) behaviour points and one-off serious incident or persistent breaches of the school behaviour policy	HoY level AHT level WLT behaviour tribunal meeting (1 WLT representative)	Provisions review Look at further Crispin intervention	Letter home from WLT
Permanent Exclusion (one-off serious incident or persistent breaches of the school behaviour policy)	3 local partners and Headteacher to attend		Letter home from Headteacher