Behaviour Policy

Lytham St Annes High School is committed to safeguarding and promoting the welfare of young people and expects all staff and volunteers to share this commitment.

Deputy Headteacher Behaviour and Safety	Nick Bracken
Headteacher	Ben Corbett
Senior Mental Health Lead	Lyndsey Zammit
Special Educational Needs Co-ordinator - SENCO	Hannah Mills
Chair of Governors	Beverley Harrison
Date of Policy	March 2026
Date of Review	March 2027
Agreed by	Chair of Governors

Contents:

1. Aims and Statement of Intent

Lytham St Annes (LSA) High School believes in a culture where high-quality teaching and learning are facilitated by exemplary behaviour across all aspects of school life. The school is committed to creating a safe, calm, and supportive environment where students can learn and succeed without disruption, violence, or discrimination.

The school's core aims include:

• Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.

• Ensuring equality of opportunity and fair treatment for all students.

• Utilising a consistent culture of praise and rewards to encourage good behaviour.

• Challenging and disciplining misbehaviour through reasonable and proportionate sanctions.

• Providing a safe environment free from disruption, violence, discrimination, bullying, and any form of harassment.

• Developing positive relationships with students and parents to enable early intervention.

• Providing a graduated response to behaviour that may stem from Special Educational Needs and Disabilities (SEND), social, emotional, and mental health (SEMH) issues, or other vulnerabilities.

2. Legislation, Statutory Requirements, and Statutory Guidance

This policy operates in conjunction with and has due regard to all legislation and statutory guidance including, but not limited to the following:

Legislation:

- Education Act 1996
- Education Act 2002 (including Section 175 duty to safeguard)
- Education and Inspections Act 2006 (Sections 88 to 94)
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Education (Independent School Standards) Regulations 2014 (Schedule 1)
- Voyeurism (Offences) Act 2019

Statutory Guidance:

- Behaviour in schools: advice for headteachers and school staff
- Searching, screening and confiscation: advice for schools
- Keeping children safe in education (KCSIE) 2025
- Suspension and permanent exclusion from maintained schools, academies and student referral units in England
- Use of reasonable force in schools
- Supporting students with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice
- Mental health and behaviour in schools
- Mobile phones in schools' guidance

School Policies:

- Safeguarding and Child Protection Policy
- Student Drug and Alcohol Policy
- Respect & Anti-bullying Policy.
- Policy for Students use of Mobile Phones
- Medical Policy

3. Definitions

The school defines "serious unacceptable behaviour" as conduct that causes harm to oneself or others, damages the school's reputation, or involves illegal acts. This may include:

- Discrimination and Harassment: Unwanted behaviour violating dignity or creating a hostile environment based on protected characteristics.

- Vexatious Behaviour: Deliberately acting to cause annoyance or irritation.

- Possession of Prohibited Items: Including but not limited to, drugs, alcohol, tobacco, nicotine products, or weapons.

- Verbal Abuse: Including swearing, racist remarks, and threatening language.

- Extreme Behaviour: Including fighting, physical aggression, violence, and serious vandalism.

- Theft and Dishonesty: Including truancy and stealing.

- Defiance: Refusing to comply with sanctions or persistent disobedience.

- Bullying

  Bullying is defined as offensive, intimidating, malicious, or insulting behaviour designed to make a person feel vulnerable, upset, or threatened. The school acknowledges the distinct nature of cyberbullying (electronic intimidation) and prejudice-based or discriminatory bullying (Further information can be found in the schools Respect & Anti-bullying Policy).

4. Roles and Responsibilities

Governing Board

The Governing Board mandates the overall policy framework and is responsible for:

- Monitoring the policy's effectiveness and holding the Headteacher to account for implementation.

- Ensuring the policy does not discriminate on any grounds.

- Handling complaints regarding this policy as per the Complaints Procedures.

- Ensuring the policy is published on the school website.

Headteacher

The Headteacher is the statutory lead for:

- Reviewing and approving the policy and establishing high expectations of conduct.

- Monitoring implementation to ensure rewards and sanctions are applied consistently to all groups of students, in accordance with the Equality Act 2010.

- Reporting to the Board on effectiveness, including Social, Emotional, Mental Health (SEMH) related drivers of behaviour.

- Ensuring data from the behaviour log is reviewed regularly to identify disproportionate impacts on any group.

Senior Mental Health Lead

The SMHL oversees the whole-school mental health approach, supporting staff in managing students with SEMH difficulties and engaging parents in the behaviour process.

SENCO

The SENCO is responsible for the strategic development of SEMH and SEND provisions, supporting teachers in assessment and implementing adjustments in line with the SEND information and policies.

Staff (Teaching and Support)

All staff are responsible for creating a calm environment, modelling expected behaviour, and applying the policy consistently and fairly. Teachers must plan inclusive lessons that address potential barriers to achievement.

Parents and Students

Parents and Students must take responsibility for their behaviour and report unacceptable conduct. Parents are expected to support the school rules, inform the school of changing circumstances, and participate in pastoral work following misbehaviour (see Home-School agreement).

5. Behaviour Curriculum

The behaviour curriculum explicitly teaches positive behaviour, focusing on clear expectations, habits, and routines required for a respectful environment. Staff use positive reinforcement to acknowledge compliance.

6. Mobile Phones and Personal Electronic Devices

Students are permitted to bring mobile phones to school; however, they must remain switched off and in bags for the entire school day. Unauthorised use will result in confiscation, with the Headteacher determining the duration of the confiscation.

7. Responding to Appropriate/Good Behaviour

Rewards for good behaviour will include:

• Verbal praise and positive behaviour points.

• Showcase opportunities for excellent work.

• "Student of the Week" communications to parents.

• Certificates, prize ceremonies, and special assemblies.

8. Responding to Inappropriate Behaviour

Staff will use their professional judgement to ensure responses are proportionate, taking into account the student's age, any diagnosed SEND needs, SEMH, and home life.

Graduated Sanctions:

1. Classroom Level: Targeted discussions, consequence system and parental contact.

2. Serious/Persistent Disruption: Duty manager (SLT) intervention and investigation.

3. High-Level: Suspension, managed moves, or off-site direction to improve behaviour.

4. Last Resort: Permanent exclusion.

9. Safeguarding

The school recognises that behavioural changes may indicate a student needs help or protection. Where misbehaviour is linked to significant harm, staff follow the Safeguarding and Child Protection Policy.

10. Reasonable Force

Authorised staff have a legal right to use reasonable force as a last resort to prevent students from committing an offence, injuring themselves or others, or damaging property. Force must be the minimum required and used to maintain safety and dignity (see DfE Guidance Use of Reasonable Force in Schools).

11. Searching, Screening, and Confiscation

Authorised staff have a legal right to search, screen and confiscate any item deemed prohibited by the school (see DfE Guidance Searching, Screening and Confiscation).

12. Off-site and Online Misbehaviour

The school has the authority to sanction students for misbehaviour outside premises (including online) if the student is wearing school uniform, travelling to/from school, identifiable as a student, or if the conduct poses a threat to the school community.

13. Sexually Harmful Behaviour

The school enforces a zero-tolerance approach to all forms of sexual abuse and harassment. Reports are handled supportively and in line with the schools Safeguarding and Child Protection Policy.

14. Malicious Allegations

Disciplinary action will be taken if a student is found to have made a malicious allegation against a member of staff or another student.

15. Serious Sanctions

1. Detentions: May be issued during or outside school hours. Staff must consider student safety, medical appointments, and travel arrangements.

2. Removal from Classrooms (Reflection): This is a serious sanction for persistent or extreme disruption. Students will receive meaningful education under supervision. Parents will be informed on the same day as the removal.

3. Suspension and Permanent Exclusion: Decisions rest with the Headteacher or a Deputy acting on his behalf.

16. Responding to Misbehaviour of Students with SEND

The school applies a graduated approach. Staff must consider if SEND contributed to the behaviour and whether the student understood the rule.

17. Staff Induction, Development, and Support

New staff receive a clear induction into the school's behaviour culture. Training needs regarding SEND, Safeguarding and Behaviour will be reviewed annually by the Senior Leadership Team.

18. Monitoring and Review

The school evaluates the impact of this policy through data analysis of incidents, attendance, suspensions, and searches. This analysis includes "perceptions and experiences" data gathered via anonymous surveys of staff and students. This will be reviewed annually by the school governors.