

# St. Mary's R.C. Primary School

## Behaviour and Anti-Bullying Policy



Filled with the  
wisdom of Mary,  
we nurture a **love**  
of **learning**;  
**serve** others with  
compassionate  
hearts and live life  
to the full as  
children of God.

*Learning, Loving & Serving like Mary*

Written by:

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Next review by:

May 2027

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## 1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

## 2. Legislation and statutory requirements

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

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [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:

- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

### 3. Definitions

**Misbehaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - Fireworks
  - Any article a staff member 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)

### 4. Bullying

**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:

- Deliberately hurtful
- Repeated, often over a period of time
- 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
Racial	Racial taunts, graffiti, gestures
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

### Responding to Bullying

The following steps may be taken when dealing with all incidents of bullying reported to the school:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern.
- The school will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decision making, as appropriate.
- The Headteacher / Deputy Headteacher / DSL or another member of leadership staff will interview all parties involved.
- The DSL will be informed of all bullying issues where there are safeguarding concerns. CPoms to be updated with the concerns. As much detail must be added to this (time, date, what the child has said/done), this will include recording appropriate details regarding decision and action taken.
- The school will speak with and inform other staff members, where appropriate.
- The school will ensure parents/carers are kept informed about the concern and action taken, as appropriate and in line with child protection and confidentiality policies.
- Sanctions, as identified within the school behaviour policy, and support will be implemented in consultation with all parties concerned.
- If necessary, other agencies may be consulted or involved, such as the police, if a criminal offence has been committed, or other local services including early help or children's social care, if a child is felt to be at risk of significant harm.
- Where the bullying of or by pupils takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated. If required, the DSL will collaborate with other schools.

### Supporting pupils

Pupils who have been bullied will be supported by:

- Reassuring the pupil and providing continuous pastoral support.
- Offering an immediate opportunity to discuss the experience with their teacher, the designated safeguarding lead, or a member of staff of their choice.
- Being advised to keep a record of the bullying as evidence and discuss how respond to concerns and build resilience as appropriate.
- Working towards restoring self-esteem and confidence.

- Providing ongoing support; this may include: working and speaking with staff, offering formal counselling, engaging with parents and carers.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this could include support through Early Help or Specialist Children's Services, or support through the Children and Adolescent Mental Health Service (CAMHS).

Pupils who have committed bullying will be helped by:

- Discussing what happened, establishing the concern and the need to change.
- Informing parents/carers to help change the attitude and behaviour of the child.
- Providing appropriate education and support regarding their behaviour or actions.
- If online, requesting that content be removed and reporting accounts/content to service provider.
- Sanctioning, in line with school behaviour/discipline policy; this may include official warnings, detentions, removal of privileges (including online access when encountering cyberbullying concerns), and fixed-term or permanent exclusions.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the Police or referrals to Early Help, Specialist Children's Services, or support through the Children and Adolescent Mental Health Service (CAMHS).

## **Bullying Prevention**

Preventing and raising awareness of bullying is essential in keeping incidents in our school to a minimum. Through assemblies and workshops, as well as PSHE lessons, pupils are given regular opportunities to discuss what bullying is, as well as incidents we would not describe as bullying, such as two friends falling out, or a one-off argument. An annual 'Anti-bullying Week' is held to further raise awareness. E-safety is an important part of the Computing and PSHE Curriculum and information for parents is included in newsletters and on the School's website. Pupils are taught to tell a trusted adult in school if they are concerned that someone is being bullied.

### **Environment**

The whole school will:

- Create an inclusive environment which promotes a culture of mutual respect, consideration and care for others.
- Openly discuss differences between people that could motivate bullying, such as: children with different family situations, such as looked after children or those with caring responsibilities, religion, ethnicity, disability, gender or appearance related difference. This will be through PSHE lessons and through assemblies.
- Be encouraged to use technology, especially mobile phones and social media in a responsible and positive way.
- Create 'safe spaces' (our Pods, Book Nooks and The Hive) for vulnerable children and young people
- Celebrate success and achievements of all pupils to promote and build a positive school ethos.

### **Involvement of Pupils**

We will:

- Involve pupils in policy writing and decision making, to ensure that they understand the school's approach and are clear about the part they play in preventing bullying.
- Regularly seek children and young people's views about school life
- Ensure that all pupils know how to express worries and anxieties about bullying.
- Ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying.
- Involve pupils in anti-bullying campaigns in schools and embedded messages in the wider school curriculum.
- Utilise pupil voice in providing pupil led education and support
- Offer support to pupils who have been bullied and to those who are bullying to address the problems they have.

## **Involvement and liaison with parents and carers**

We will:

- Take steps to involve parents and carers to ensure they are aware that the school does not tolerate any form of bullying.
- Make sure that key information about bullying (including policies and named points of contact) is available to parents/carers in a variety of formats, including via the school website.
- Ensure all parents/carers know who to contact if they are worried about bullying and where to access advice.
- Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.
- Ensure that parents work with the school to role model positive behaviour for pupils, both on and offline.
- Ensure all parents/carers know about our complaints procedure and how to use it effectively, to raise concerns in an appropriate manner.

## **5. Roles and responsibilities**

### **5.1 The governing board**

The **Local Governing board** is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The **Local Governing board** will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

### **5.2 The headteacher**

The headteacher is responsible for reviewing this behaviour policy in conjunction with the **Local Governing board**, giving due consideration to the school's statement of behaviour principles (appendix 1). The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

### **5.3 Staff**

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents onto CPOMS

The senior leadership team will support staff in responding to behaviour incidents.

### **5.4 Parents**

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

## 6. Pupil code of conduct

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Adhere to the school rules of: Ready, Respectful, Safe
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

## 7. Rewards and sanctions

### 7.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise
- House Points
- Postcards or phone calls home to parents
- Special responsibilities/privileges
- Hot Chocolate with the Head – for over and above behaviour.
- Board of Positivity

### Our Consequence Pathway:

1. **Reminder (1)** – Private reminder of expected behaviour – reinforcing **Ready, Respectful, Safe**
2. **Further Reminder (2)** – Private reminder of expected behaviour – reinforcing **Ready, Respectful, Safe**. *Check in – “Is everything ok?” “How can I help?”*
3. **Final Reminder (3)** - The incident is logged on CPOMS and child may be offered *some mindfulness time or calm down time in the Hive*
4. **Phone call home (4)** - The child will ring home with staff to explain to parent/carer their actions where applicable.
5. **St. Mary’s Way (5)** – The child will be designing a restorative plan with their class teacher and SLT / restorative meeting where appropriate.
6. **Passport (6)** – This can be introduced before or after report card and the aim is to keep the child on track in class which then results in a reward of playtime with friends.
7. **Report Card 3 days (7)** – (Persistent/ unchanged behaviour) Parents Informed The child will spend 3 playtimes indoors and 3 lunchtimes in reflection – focussing on reflection and restorative actions
8. **Report Card (8)** – Parent Meeting Held/ Phone call - The child will spend 5 playtimes indoors and 5 lunchtimes with a member of SLT – focussing on reflection, restorative actions
9. **Keeping on track (9)** – This can be used after report or passport and is at the class teachers’ discretion. The child may be placed on a temporary report (e.g. one day report) to help refocus their behaviour.

· Parent/carer meetings will be arranged if outside agencies are needed to support a child’s behaviour.

· Any extreme behaviour may result in internal and external suspensions at any time at the discretion of the headteacher.

We may use the breakout rooms in response to serious or persistent breaches of this policy. Pupils may be sent to the breakout rooms during lessons if they are disruptive, and they will be expected to complete the same work as they would in class.

## 7.2 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

## 7.3 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

Please refer to our [safeguarding policy/statement of procedures for dealing with allegations of abuse against staff](#) for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

# 8. Behaviour management

## 8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the school rules
- Develop a positive relationship with pupils, which will include:
  - Greeting pupils in the morning/at the start of lessons
  - Establishing clear routines
  - 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
  - Use of reconciliation meetings

## 8.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned

- Never be used as a form of punishment
- Be recorded on CPOMS and reported to parents during a meeting.

### 8.3 Confiscation

**Any prohibited items (listed in section 3) found in pupils' possession will be confiscated.** These items will not be returned to pupils.

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

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

### 8.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

## 9. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

## 10. Training

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process.

Behaviour management will also form part of continuing professional development.

An individual staff training log can be found on CPD Tracker.

## 11. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and **Local Governing board** every **year**. At each review, the policy will be approved by the headteacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the **Local Governing board** every **Year**.

## 12. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy

### Appendix 1: Readiness to learn



## The 'St. Mary's Way': Readiness to Learn Overview

**Ready, Respectful, Safe:** Our code of conduct is essential for a calm, purposeful and safe environment for children and staff at school.

### The overview consists of:

- A consistent code of conduct that applies in all areas of the school: **Ready, Respectful, Safe**
- The promotion and recognition of good behaviour with praise and consistent rewards
- Examples of restorative practice to resolve conflicts and encourage children to reflect on their choices
- Consequences for children who need further support in following and living out **the 'SJSB Way'**

### Key principles that underpin our approach:

- Consistency is the glue that holds love together.
- Never ignore negative choices – *Stop - Notice - Remind - Move On*
- Positive framing and language e.g. "Thank you for walking"
- Relentless routines – silent signals, SJSB WAY, consistency is key and needs 'all hands-on deck'
- Praise in Public (PIP). Reprimand in Private (RIP).
- Practice 'deliberate botheredness' – ramp up recognition, notice, compassion, positive phrasing.

### The St. Mary's Way

READY	RESPECTFUL	SAFE	RESPECTFUL WALKING
<p><b>R</b>eady to listen and follow silent signals</p> <p><b>E</b>quipment out, ready for learning</p> <p><b>A</b>lert and tracking the speaker</p> <p><b>D</b>emonstrating 100% effort!</p> <p><b>Y</b>ou are sat up straight and still</p>	<p><b>R</b>espect the environment</p> <p><b>E</b>nsure we stop for adults and visitors</p> <p><b>S</b>ay sorry</p> <p><b>P</b>lease and pardon me</p> <p><b>E</b>xcuse me</p> <p><b>C</b>lean and tidy spaces</p> <p><b>T</b>hank you!</p>	<p><b>S</b>tay alert</p> <p><b>A</b>lways listen carefully</p> <p><b>F</b>ace forwards</p> <p><b>E</b>nter spaces calmly and quietly</p>	<p><b>W</b>ithout talking</p> <p><b>A</b> straight line</p> <p><b>L</b>ook forwards/ line order</p> <p><b>K</b>eep left</p>

### Consistent Whole School Rewards:

- House points in our Saint Teams displayed in each class and celebrated weekly in assembly
- Board of positivity (Bop Board) is used by all class teachers to assist a child in celebrating their good behaviour choices and effort
- Positive postcards/positive phone calls home.
- Student and staff shout-outs using PADLET and Seesaw
- Hot Chocolate Friday – weekly with Head or Deputy Head
- 'Good news' assembly each week – celebrating effort and attitude (not attainment)
- Children are sent to Head or Deputy Head teachers or middle leaders to celebrate fantastic learning

### Our Consequence Pathway:

1. **Reminder (1)** – Private reminder of expected behaviour – reinforcing **Ready, Respectful, Safe**
  2. **Further Reminder (2)** – Private reminder of expected behaviour – reinforcing **Ready, Respectful, Safe**. *Check in – "Is everything ok?" "How can I help?"*
  3. **Final Reminder (3)** - The incident is logged on CPOMS and child may be offered *some mindfulness time or calm down time*
  4. **Phone call home (4)** - The child will ring home with staff to explain to parent/carer their actions.
  5. **St. Mary's Way (5)** – The child will be designing a restorative plan with their class teacher and SLT / restorative meeting
  6. **Report Card (6)** – (Persistent/ unchanged behaviour) Parents Informed
  7. The child will spend 3 lunchtimes in reflection – focussing on reflection and restorative actions
  8. **Report Card (7)** – Parent Meeting Held - The child will spend 5 lunchtimes with a member of SLT – focussing on reflection, restorative actions
- 
- Any extreme behaviour may result in internal and external exclusions at any time at the discretion of the headteacher.
  - Please refer to the SEMH restorative approach ladder to ensure that we are meeting the needs of the child. If persistent behaviours occur, it is our duty of care to support the child and meet their needs. This ladder will give staff interventions to try, approached to trial and staff to consult and liaise with the child at the centre.

## Appendix 2: Restorative Meetings



A restorative meeting is daunting to the child. The behaviour of the adult is at the heart of it all. Restorative meetings need to be held with the class teacher/TA and if support needed SLT. You need to have ownership of the behaviour in your classroom.

### Golden Rules:

- Sit alongside or walk and talk.
- Allocate at least 15-min uninterrupted time for the meeting.
- Provide water and therapeutic toys/ fiddle toys or mindfulness colouring
- Stick to the matter; don't open up other business.
- Ask questions; don't give judgmental statements.
- Resist the urge to take copious notes. Be in the moment.

### **Restorative 5**

Five questions are enough. Choose your questions from the suggestions below. Write them down or use a prompt to help you structure the meeting.

1. What happened?

Listen carefully without interrupting or judging – Give your account from your perspective.

2. What were you thinking at the time?

3. What have you thought since?

This opens doors and may allow a change of attitude.

4. How did this make people feel?

5. Who has been affected?

This may initially be all about 'them'. They may need encouragement to think of others.

6. How have they been affected?

7. What should you do to put this right?

This is a good opportunity to discuss what consequence they think should happen. There may be other ways than apologising to put things right.

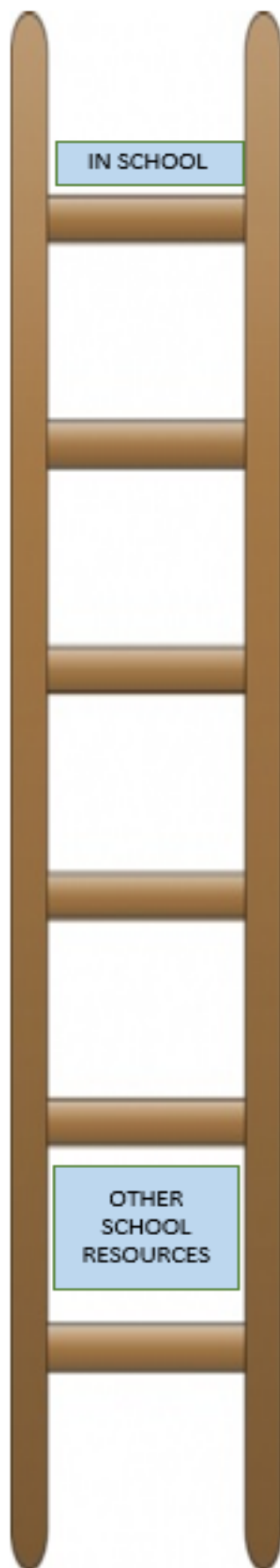
8. How can we do things differently in the future?

### Appendix 3: Scripts

#### **Scripts for deescalating behaviours or supporting challenging behaviour at St. Mary's**

- *I notice that (you are having trouble getting started).*
- *Is everything ok?*
- *What should you be doing? Great – I know you can do it so let's get started...*
- *It was the rule of (e.g. being READY) that you have chosen to ignore. How can you change this?*
- *You have chosen to (run down the corridor) What should you have done? What will you try and do next time?*
- *Do you remember (last week when you got that positive note)? That is who I need to see today...*
- *Thank you for listening*
- *Thank you for walking*
- *Thank you for getting down to task – that is the right choice*

## Appendix 4: Graduated Behaviour Approach



### SEMH Graduated Approach – St. Mary’s

- Initial stage - Have you:**  
**First attention for best conduct**
- Modelled positive language and behaviour?
  - Recognition mechanisms used in every lesson?
  - Positive notes?
  - Load praise, quiet criticism?
  - Board of positivity in place and used?
  - Legendary lines, wonderful walking, spectacular silence calm corridors?
  - House points used?
  - Whole school consistency - relentless routines, meet and greet, rules, transitions using silent signals?
  - Inclusive resources and classroom?
  - Audited the classroom environment?
  - Adapted the Classroom environment as a result of the audit?
  - Used passports/St. Mary’s way?
  - Asked the pastoral/SLT to observe classroom?
  - Child phoned home?
  - Teacher discussed concerns with parents?
  - Analysed incidents on CPOMS for any trigger points?
  - Completed appropriate audits?
  - Completed observations of the child’s progression and used the results to shape provision?
  - Motional assessment?
  - Scripted difficult interventions?
  - Restorative conversations?
  - Restorative consequences?

- SLT
- SENCO
- Speech Therapist
- Alternative Provision –in house
- Alternative provision – outside agencies
- Nurture group
- Any other forms of support
- Pastoral team – Interventions and resources
- CPD for staff
- Peer to peer mentoring

## SEMH Graduated Approach – St. Mary's

**Have you considered and completed all of the above – If yes, what do you need to do next?**

- Developed a behaviour plan?
- Resources created and adapted to suit the child's needs?
- Engaged with the parents/ carers and agreed their contribution?
- Shared the plan with all staff, including midday staff
- Time allowed for interventions to take effect?
- Provision map completed and updated regularly?
- Report card where necessary?
- Report card 5 days?
- Internal exclusion?
- **Suspension ONLY if a danger to self or others!**

**Are outside services required?**

- Have any Early Help services provided advice?
- Team around the school?
- Have you made any referrals to outside agencies?
- Have you contacted other schools to gain advice and expertise?
- Is the challenging behaviour as a result of an unmet SEN? If so, have you sought the advice of the SENCO or SEN services or explored the possibility of additional SEN funding in school?
- Is a CAMHS/School Nurse/SLT referral required?
- Is an Education Health Care Plan (EHC) required?

OUTSIDE  
AGENCIES

SEMH  
PARTNERSHIP

**Have you considered and completed all of the above – If yes, what do you need to do next?**

- Email the partnership referral form which has been signed by parents, and include evidence of a graduated approach
- Carry out structured conversations with the school and the specialist teachers or staff and/or observe the child
- A Package of support will be considered by the partnership forum.