

St Vincent's Catholic Primary School



Behaviour Policy

Approved by:	Governing Body	Date: September 2025
Last reviewed on:	September 2024	
Next review due by:	September 2026	

Rationale

As a Catholic school, we are guided in everything we do by the example and teachings of Jesus, who calls us to love one another. Our approach to behaviour reflects the Gospel values of love, forgiveness and compassion as reinforced in Scripture:

"Never bear grudges against others, or lose your temper, or raise your voice to anybody. Never call each other names, or allow any sort of spitefulness. Be friends with one another; be kind, forgiving each other as readily as God forgives you."
(Ephesians 4:31–32)

Catholic Social Teaching underpins our expectations, particularly the principles of dignity, solidarity and the preferential option for the poor. We believe every child has the right to be treated with respect and to learn in a safe, orderly and positive environment. Our aim is to teach children to hold themselves to the highest standards of exemplary behaviour, ensuring they are always:

- **Respectful**
- **Responsible**
- **Ready to Learn**

This policy ensures that all children experience a consistent and clear response from adults and peers, reinforcing that inappropriate behaviour is not tolerated. Through explicit teaching, we support children in making positive choices, developing self-discipline and fostering a school community where everyone is valued and encouraged to thrive.

Links with Other Policies

To ensure a consistent and integrated approach, this Behaviour Policy should be read alongside and aligned with the following key documents:

- Child Protection & Safeguarding
- Health & Safety
- Preventing Extremism & Radicalisation
- Attendance Policy
- Equal Opportunities & Inclusion
- Anti-Bullying Policy
- Online Safety / Acceptable Use Policy
- Complaints Policy
- Supporting Pupils with Medical Conditions / SEND
- Positive Handling / Use of Reasonable Force Policy

Legislation and Statutory Requirements

This policy is based on current guidance from the Department for Education (DfE), including:

- Behaviour in Schools: Advice for Headteachers and School Staff (DfE, September 2022)
- Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England (DfE, updated 2023)
- Searching, Screening and Confiscation (DfE, July 2022)
- Keeping Children Safe in Education (KCSIE) 2025
- The Equality Act 2010 – particularly in relation to the treatment of pupils with protected characteristics
- The Education and Inspections Act 2006 – outlining powers and responsibilities related to pupil behaviour and discipline
- The Children and Families Act 2014 – particularly relating to SEND and provision
- Use of Reasonable Force in Schools (DfE, 2013)
- Supporting Pupils with Medical Conditions at School (DfE, 2017)
- Special Educational Needs and Disability (SEND) Code of Practice (DfE/DoH, 2015)

It also reflects duties under:

- Schedule 1 of the Education (Independent School Standards) Regulations 2014, including:
 - Paragraph 7 – the school's duty to safeguard and promote the welfare of children
 - Paragraph 9 – the requirement to have a written behaviour policy
 - Paragraph 10 – the requirement to implement an effective anti-bullying strategy

Additionally, this policy complies with our Articles of Association and takes account of the Ofsted Education Inspection Framework, which evaluates behaviour and attitudes as a key judgement area.

1. Aims

The aims of this Behaviour Policy are inspired by our **Mission Statement** and the **Catholic ethos** of St Vincent's Catholic Primary School. We believe every child is made in the image of God and should be supported to flourish in a safe, nurturing and respectful environment.

This policy aims to:

- Encourage responsible, respectful behaviour and raise children's self-esteem

- Provide a clear framework for teaching and modelling expected behaviours
- Ensure children understand the consequences of their behaviour—both positive and negative
- Promote a sense of belonging, where children feel safe, valued and proud of their school
- Create a school culture based on the Fantastic Principles and the values of Catholic Social Teaching
- Equip children with the social, emotional and moral foundations for adulthood and citizenship
- Prevent bullying, racism, and any behaviour that undermines dignity or inclusion
- Support the specific needs of children with SEND through individualised approaches

This Behaviour Policy reflects our belief that behaviour is taught, modelled and reinforced—not just managed. By building a strong community grounded in consistency, kindness and high expectations, we aim to ensure all pupils are:

- Respectful of others and the school environment
- Responsible for their own actions
- Ready to Learn every day

2. Definitions

To ensure consistency and clarity, St Vincent's Catholic Primary School defines different types of behaviour as follows:

Misbehaviour

Misbehaviour refers to actions that disrupt learning, show a lack of respect or disregard school rules. These behaviours are typically managed within the classroom using agreed de-escalation and consequence systems.

Serious Misbehaviour

Serious misbehaviour refers to actions that pose a risk to safety, well-being or seriously disrupt the learning of others.

Serious Misbehaviour and Prohibited Items – Recording and Response

Serious incidents, including physical assault, verbal abuse, discriminatory behaviour, or possession of prohibited items, bypass the classroom behaviour chart and are managed by a member of the Senior Leadership Team.

- These are logged on CPOMS and flagged for safeguarding where appropriate.
- Parents or carers are contacted on the same day (or soon after) to inform them of the incident and discuss next steps.
- An investigation is conducted and any sanctions or support strategies are agreed in line with the Behaviour Policy and safeguarding guidance.
- A written record is maintained, and if appropriate, a Behaviour Support Plan or Risk Assessment is created.

3. Guidelines

At St Vincent's, our Behaviour Policy is designed not only to manage behaviour but to teach, model and reinforce positive choices. We work together to create a consistent, safe and nurturing environment where all children are supported to thrive.

The following guidelines underpin how we apply the policy in daily school life:

1. **Behaviour is learned.** Just like reading or maths, it must be explicitly taught, modelled and practised. Children are taught *The St Vincent's Way* alongside the curriculum.
2. **Consistency is kindness.** All staff follow shared routines and responses, using the behaviour chart and crib sheet so that children experience fairness and predictability. (Appendix 2)
3. **Language matters.** Adults use positive, calm and assertive language. We correct behaviour non-confrontationally and '*live in the now*' to help children reset.
4. **Consequences are to teach, not punish.** Children understand that their choices have outcomes. We use logical, proportionate consequences that support reflection and reparation.
5. **Behaviour systems are visible.** School displays:
 - The Pocket Principles: *Be Respectful, Be Responsible, Be Ready to Learn*
 - Fantastic Walking and Fantastic Listening
 - STEPS to Politeness and SHAPE your Learning
 - The Behaviour Chart (Green, Bronze, Silver, Gold; Yellow, Amber/Orange, Red)
6. **Class Dojos are linked to behaviour.**
 - 1 Dojo for Bronze, 2 for Silver, 3 for Gold on the behaviour chart at the end of each day
 - Certificates awarded at:
 - 25 Dojos (Bronze)
 - 50 Dojos (Silver)

- 100 Dojos (Gold)
- 250 Dojos (Diamond)

7. Negative behaviour is also tracked consistently.

- Yellow: First warning; opportunity to reflect and return to Green
- Amber: Cannot return to Green; logged by teacher on Arbor
- Red: Significant concern; parents contacted, logged on CPOMS

8. Escalation is structured and supportive. Repeated Red behaviours trigger parental meetings, support plans and CPOMS logging, as outlined in the Behaviour Flow Chart.

9. Partner Class use is recorded. Sending a child to a partner class must be logged and patterns are reviewed. Three occurrences = parent contact. Repeated issues = behaviour plan and CPOMS reporting.

10. We adapt for individual needs. Some pupils may need tailored systems (e.g. Zones of Regulation, individual charts), overseen by the SENDCo and SLT.

11. We celebrate effort and improvement. Behaviour plans include small steps, targeted praise and opportunities to rebuild relationships.

4. The Three Behaviour Principles

At St Vincent's, our approach to behaviour is rooted in three simple, universal principles that are taught and reinforced in every part of school life:

✓ Be Respectful

We treat others the way we would like to be treated.

- Speak kindly
- Listen carefully –
- Value others' differences
- Care for our school environment

✓ Be Responsible

We take ownership of our words, actions and learning.

- Follow instructions first time
- Make positive choices
- Take care of equipment and shared spaces
- Support others when they need help

✓ Be Ready to Learn

We approach learning with focus and positivity.

- Arrive on time, prepared and equipped
- Sit smartly, listen actively and try our best
- Stay on task and use our time wisely
- Embrace mistakes as part of the learning process

These principles are reinforced through:

- Classroom and corridor displays
- Daily routines and transitions
- Recognition systems (Dojo points and certificates)
- Positive relationships and shared language

They are central to our behaviour expectations and serve as a simple, consistent reminder for all children about what it means to be a St Vincent's pupil.

5. The Fantastics

To promote calm, respectful and focused conduct throughout the school day, we explicitly teach and reinforce two key routines known as **The Fantastics**:

Fantastic Listening

Children are taught to:

- **Track the speaker** – eyes on the person speaking
- **Hands still** – no fidgeting or distractions
- **Sit up straight** – posture helps attention
- **Never interrupt** – listen with full respect

Fantastic Walking

Children are taught to:

- **Face forward** – know where you're going
- **Stand up straight** – walk calmly with pride
- **Arms by sides** – move safely through school
- **Not talking** – silent walking keeps corridors calm

These routines are:

- Modelled regularly by adults
- Displayed clearly in every classroom
- Used consistently across the school by all staff
- Reinforced through praise, recognition and Dojos

They help children understand and live out **our values of respect, responsibility and readiness**, while creating a calm and purposeful school atmosphere.

6. STEPS to Politeness

At St Vincent's, we explicitly teach children how to treat others with kindness and respect. Our **STEPS to Politeness** help children remember how to behave in a way that honours our Catholic values and builds a caring school community.

S – Speak kindly

Use kind, respectful and friendly words with everyone.

T – Think before you act

Pause and consider how your words or actions will affect others.

E – Engage respectfully

Listen carefully, take turns and show interest in what others say.

P – Practise good manners

Say "please," "thank you," "sorry," and "excuse me" every day.

S – Show empathy

Try to understand how others feel and offer help or comfort when needed.

The STEPS are:

- Displayed in classrooms and communal areas
- Modelled by all staff
- Referred to in social situations and conflict resolution
- Recognised with Dojos and praise

They form part of our wider approach to developing pupils' social and emotional literacy and align with Catholic Social Teaching values such as dignity, solidarity and community.

7. SHAPE Your Learning

At St Vincent's, we teach children that great learning doesn't just happen — it's something they shape through effort, mindset and focus. Our SHAPE Your Learning framework helps children understand and develop the habits of successful learners.

S – Stay focused on your tasks

- Avoid distractions
- Use time wisely
- Show perseverance

H – Have a growth mindset

- Believe effort helps you improve
- Try new strategies

- Learn from mistakes

A – Ask questions to deepen understanding

- Be curious
- Seek help when needed
- Reflect on what you're learning

P – Participate actively in every lesson

- Join in discussions
- Share your ideas
- Encourage others

E – Embrace mistakes as part of learning

- Don't give up
- Learn from feedback
- Celebrate progress

SHAPE posters are displayed in classrooms and used consistently by teachers during lessons and feedback. They help foster independence, resilience and engagement — supporting every child to **Be Ready to Learn**, one of our three core behaviour principles.

8. Proactive Classroom Practice

At St Vincent's, we believe the most effective behaviour management comes from a strong, positive school culture — one where pupils are guided to work hard, model strong character and aspire to be their best selves.

All staff work closely with the Senior Leadership Team and the SENDCo to ensure that pupils with emerging or persistent behaviour needs receive tailored support and intervention.

To prevent escalation and promote a calm learning environment, we aim to address distractions early, using non-invasive, unobtrusive strategies that preserve the flow of teaching and protect children's dignity.

Non-Invasive Behaviour Strategies

Narrate the Positive: Describe the desired behaviour you see: "I can see Ben has put his pen down and is ready to listen." "I can see Bella is ready for Fantastic walking."

Be Seen Looking: Visibly scan the room. This reinforces awareness and accountability without words.

Least Invasive Intervention: Use subtle non-verbal cues (e.g. eye contact, hand gestures) to redirect behaviour. Keep hands free to signal quietly.

Pastore's Perch: Stand in a spot where you can see all pupils easily, maintaining a calm, aware presence.

Means of Participation Clarify expectations. "With a hand up, who has a good answer?" "Working in silence, I want you to begin the task."

Brighten Lines: Give clear, time-bound instructions and a confident start: "Everybody ready to start in 3, 2, 1... Go."

3:30:30: Spend 3 minutes scanning the room at the start of independent work. If needed, spend no more than 30 seconds with individual pupils before returning to scanning.

Live in the Now: Focus on what the pupil should do now, not what they did wrong. Use a calm, instructional tone rather than correctional.

These techniques form part of our shared Walkthru-informed practice and are reinforced through INSET, coaching and regular reflection. Used consistently, they reduce low-level disruption and promote respectful, purposeful classrooms.

9. Recognition

At St Vincent's, we are committed to fostering a culture where positive behaviour is consistently recognised, celebrated and encouraged. We believe that pupils are more likely to flourish when their efforts are noticed and their good choices are reinforced.

All staff are expected to use praise and recognition frequently and meaningfully, using a balance of personal encouragement and public celebration.

Class Dojo and Behaviour Chart

Each class uses a shared behaviour chart and Dojo system to reward positive conduct:

- All pupils begin the day on Green.
- Pupils can move upwards for consistently good choices and by the end of the day their position on one of the following will result in dojo points:
 - Bronze = 1 Dojo
 - Silver = 2 Dojos
 - Gold = 3 Dojos

In addition, teachers and staff award Dojos for behaviour aligned with:

- The Three Behaviour Principles: Respectful, Responsible, Ready to Learn
- Our shared routines: Fantastic Walking, Fantastic Listening, STEPS, and SHAPE
- Acts of kindness, effort and leadership

Dojo Certificate Awards

To celebrate sustained positive behaviour, children receive certificates at key milestones

Certificates are awarded in class or assemblies and celebrated publicly, helping children take pride in their growth and contribution to our school community. (Please see 3.6)

Other Recognition Strategies

Staff may also use a range of positive reinforcement approaches, including:

- Verbal praise – to the child, in front of peers, or to parents
- Written praise – on work, in books, or in communication home
- Peer recognition – applause, classroom shout-outs
- Display of excellent work – in class, shared with SLT or another class
- Headteacher award – sticker or visit for exceptional effort
- Special roles and responsibilities – monitors, helpers, leaders
- Extra playtime or privileges – with Headteacher's agreement

Most children respond positively to these strategies and feel motivated when they know their efforts are valued. This helps build self-esteem, motivation and a sense of belonging within our caring school community.

10. Challenging Behaviour

At St Vincent's, we understand that some children may occasionally struggle to meet behaviour expectations. When this happens, we take a restorative, supportive and graduated approach to help them reflect, improve and succeed.

We define challenging behaviour as actions that:

- Repeatedly disrupt teaching and learning
- Show defiance or disrespect towards adults or peers
- Cause harm (verbal or physical)
- Indicate a child is struggling emotionally or socially

Initial Response by Class Teacher

When a child is not responding to reminders, the following steps are taken:

1. **Yellow** – Verbal warning and reflection time. The child has a chance to reset and return to Green.
2. **Amber** – Continued disruption or behaviour that affects others. Logged by the teacher. Cannot be reversed.
3. **Red** – Serious or persistent poor behaviour. Child is sent to the SLT. Parents are informed. Cannot be reversed. Three Red incidents might trigger escalating to Step 2.

Staff use non-invasive strategies first (see *Proactive Classroom Practice*) and record all Red behaviours following the agreed flow chart.

Escalation Procedure (Please see appendix 1)

- **Step 1:** The teacher sets individual strategies in class to support the child's behaviour for learning
- **Step 2:** Parent meeting with the class teacher
- **Step 3:** If poor behaviour continues, after two weeks, a second meeting is held with the teacher and a member of the SLT.

An individual behaviour plan is agreed, including support strategies, expectations and review points

Examples of support may include:

- Behaviour targets or contracts
- Time-out arrangements or alternative provision
- Modified timetable
- Mentoring or emotional support
- Use of the Zones of Regulation to support emotional awareness and self-control
- Referral to SENCo, Behaviour Lead or external agencies

The Zones of Regulation framework is used where appropriate to help pupils recognise and manage their emotions. Pupils may be supported to identify their zone during check-ins, use calming strategies or create a personalised toolkit to help them stay or return to the Green Zone.

- **Step 4:** Parents meet with the Headteacher and a member of the SLT
- **Step 5:** Discussion of internal exclusion, external support, or risk of fixed-term exclusion
- After every step there will be a formal review of all actions, leading to:
 - Celebration of improvement
 - Further action (next step) if behaviour remains a significant concern

Recording and Monitoring

- All Amber incidents are logged by teachers on Arbor
 - Red incidents are recorded on CPOMS
 - Behaviour concerns are reviewed weekly by SLT
 - Patterns are analysed to ensure early intervention and targeted support

Important Notes

- The SLT will monitor patterns to identify children at risk
- Some children with SEND or SEMH needs may follow a tailored version of this process
- The Headteacher may bypass this process in the case of serious incidents (e.g. violence, safeguarding risk)

This structure ensures that challenging behaviour is addressed fairly, consistently, and compassionately, with clear communication between school and home.

11. Inappropriate Behaviours

At St Vincent's, we teach and model high standards of behaviour, rooted in kindness, dignity and mutual respect. However, we recognise that children may, at times, display behaviour that is unacceptable and affects the safety or wellbeing of others.

Examples of Inappropriate Behaviour

Although not exhaustive, the following behaviours are considered inappropriate:

- Disobedience or defiance
 - Biting, spitting, hitting, or kicking
 - Foul language or swearing
 - Name-calling or making unkind remarks
 - Damaging school or others' property
 - Answering back or rudeness
 - Aggressive verbal or physical behaviour
 - Stealing
 - Racist, sexist, homophobic or discriminatory comments
-
- Bullying (see Section 13)
 - Truancy
 - Bringing prohibited items to school

Prohibited Items

The following are not allowed on school premises:

- Any item a staff member reasonably suspects has been, or is likely to be, used:
 - to commit an offence
 - to cause personal injury
 - to damage property
- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco or cigarette papers
- Fireworks
- Pornographic images
- Lighters or matches
- E-cigarettes, vapes or cigarettes
- Smart Watches or any other electronic device able to make calls or take photographs
- Mobile phones (except as outlined below)

Mobile Phone Protocol:

Children in Years 5 and 6 who walk to and from school independently may bring a mobile phone, but it must be handed in to the school office on arrival and collected at the end of the day. Mobile phones must never be used during the school day.

Responding to Inappropriate Behaviour

All inappropriate behaviours will be dealt with in accordance with the consequence flowchart and may lead to:

- Behaviour reflection
- Loss of privileges
- Communication with parents
- Temporary removal from class (Partner Class system)
- In serious cases, exclusion from class, breaktime, or school
- Logging on CPOMS and reporting to SLT

SEND Consideration

Pupils with SEND will have their needs considered carefully. Any behavioural response will be:

- Appropriate to their developmental level
- Informed by their individual learning plans
- Developed in collaboration with the SENCo and parents

12. Zones of Regulation

At St Vincent's, we use the *Zones of Regulation* as a shared framework to support emotional literacy, self-regulation and positive behaviour.

The Zones provide a simple, colour-coded system to help children identify how they are feeling and choose appropriate strategies to support their emotional state.

The four Zones are:

- **Blue Zone** – low states of alertness (e.g. tired, sad, bored, unwell)
- **Green Zone** – calm, focused and ready to learn
- **Yellow Zone** – heightened state (e.g. anxious, silly, frustrated, nervous)
- **Red Zone** – extremely heightened state (e.g. anger, panic, out of control)

Children are taught that:

- All Zones are normal and part of human experience
- Self-awareness helps them make good choices
- Strategies such as breathing, movement, or talking can help shift them back to the Green Zone

The Zones are:

- Introduced and modelled in EYFS and KS1 through displays, stories and circle time
- Reinforced across the curriculum, particularly in PSHE and wellbeing activities
- Used by all staff to de-escalate behaviour and promote emotional regulation
- Tailored to individual children as part of behaviour or SEND support plans

Where pupils struggle with self-regulation, staff may use Zones-based check-ins, reflection tools and visual prompts. These help children to name their feelings and develop proactive, respectful responses to challenges.

This approach reflects our commitment to inclusion, dignity and pastoral care, rooted in our Catholic ethos of compassion and support for the whole child.

13. Racism

At St Vincent's, we are committed to ensuring that every member of our community is treated with dignity, respect and fairness. Racism in any form is not tolerated and will be addressed with seriousness and urgency.

We follow the national definition of a racist incident as outlined in the Macpherson Report (1999):

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

This means that:

- A pupil, staff member, parent, or bystander can report an incident as racist
- The intent of the offender is not the determining factor; the impact matters most

Examples of Racist Incidents

- Racial name-calling or slurs
- Making assumptions or negative comments based on skin colour, ethnicity, culture, or religion
- Racially motivated exclusion from groups or games
- Graffiti or drawings of a racist nature
- Mimicking accents or cultural behaviours to mock
- Promoting racist views, jokes or stereotypes

Our Response

- Every racist incident will be taken seriously and thoroughly investigated
- The incident will be logged on CPOMS and reported to the SLT
- Parents or carers of both the victim and perpetrator will be informed promptly
- Appropriate consequences will be applied in line with our behaviour policy
- Support will be offered to the child who has experienced racism
- The child responsible will be given the opportunity to reflect and repair harm, supported through restorative approaches

Reporting and Monitoring

- All racist incidents are reported to the Governing Body
- Patterns and repeated behaviours are monitored by SLT
- Staff receive regular training to identify, respond to and prevent racism

Consequences

Repeated or serious incidents of racism may lead to:

- Internal exclusion
- Fixed-term suspension
- In very serious cases, a permanent exclusion
- Referral to external agencies (e.g. police or local authority)

Education and Prevention

Our curriculum promotes understanding, inclusion and respect for all races and cultures. We actively teach children to:

- Value diversity
- Celebrate heritage and identity
- Challenge stereotypes and discrimination
- Show solidarity and stand up for justice

14. Bullying – (Appendix 3)

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

In general children are encouraged to recognise for themselves the importance of:

- Treating others as they would want to be treated.
- Actively including others in the classroom and during outside activities.

- Taking responsibility for avoiding and resolving conflict.
- Sharing their feelings with others.

15. Pupils Abusing Staff

At St Vincent's, all staff have the right to work in a safe and respectful environment, free from verbal or physical abuse. Abuse of staff by pupils is a serious matter and will always be addressed in accordance with our behaviour and safeguarding policies.

Definition

Abuse of staff may include:

- **Verbal abuse:** shouting, swearing, name-calling, or threatening language
- **Physical abuse:** hitting, kicking, spitting, or other physical aggression
- **Emotional abuse:** intimidation, repeated defiance, or harassment
- **Online abuse:** offensive or threatening messages directed at staff

Our Response

- All incidents must be reported immediately to the Headteacher or Deputy Headteacher
- The incident will be recorded on Arbor and CPOMS, and appropriate safeguarding processes followed
- Parents or carers will be informed and a formal meeting arranged as soon as possible
- A decision will be made on next steps, which may include:
 - Internal exclusion or temporary removal from class
 - Behaviour support plan or risk assessment
 - Involvement of external agencies
 - Suspension or, in serious cases, permanent exclusion
- The Chair of Governors will be notified of any significant incident of staff abuse

Prevention and Safeguarding

- Risk assessments must be completed for any pupil with a known risk of violent or aggressive behaviour
- Risk assessments must be **shared with all relevant adults**, including supply teachers and club staff
- SLT will monitor behaviour logs – to ensure early support and intervention
- Staff training on de-escalation and safe intervention is provided and refreshed regularly

16. Restorative Justice

At St Vincent's, we believe that discipline should not only correct behaviour but also help children understand the impact of their actions, take responsibility and repair relationships.

Restorative Justice is a process that brings together those who have been harmed with those responsible for the harm. It gives all involved the opportunity to:

- Talk about what happened
- Express how they feel
- Understand the impact of the incident
- Take responsibility for their actions
- Find a way forward, including repairing the harm

RJ may be used after:

- Incidents of falling out between pupils
- Verbal or physical conflicts
- Bullying or repeated unkindness
- Racist, sexist or discriminatory behaviour
- Situations where a child has harmed the community through poor behaviour

It is never used to replace consequences, but rather to complement them — helping pupils learn from the situation and rebuild trust.

The RJ process is facilitated by an adult (e.g. class teacher, TA or SLT), and may involve:

- A structured conversation or circle
- A restorative meeting between those involved
- Guided reflection sheets or writing an apology
- Setting agreed actions to move forward positively

Restorative Justice reflects our belief that every child can learn to do better, and that forgiveness and reconciliation are central to our mission as a Catholic school.

17. Suspension and Exclusion

At St Vincent's, suspension and exclusion are considered last-resort measures. Our priority is always to work proactively with children and families to prevent escalation through early intervention, pastoral support, and restorative approaches.

However, we recognise that in some serious cases, it may be necessary to suspend or permanently exclude a pupil in order to protect the safety, welfare, or education of others.

Decision-Making

The decision to suspend or exclude a pupil can only be made by the Headteacher and will be:

- Lawful: in line with the school's published behaviour policy
- Reasonable: based on evidence and proportionate to the behaviour
- Procedurally fair: ensuring the pupil has an opportunity to respond to the allegation

We follow the latest Department for Education guidance:

■ *Exclusion from maintained schools, academies and pupil referral units in England*
(Statutory Guidance)

Legal Framework

The decision to exclude must comply with:

- The Education Act 2002, as amended by the Education Act 2011
- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012
- The Education and Inspections Act 2006
- The Equality Act 2010
- The SEND Code of Practice (for pupils with special educational needs or disabilities)
- The Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007

Types of Exclusion

- Suspension (Fixed-Term Exclusion)
The pupil is temporarily removed from school for a set number of days
- Permanent Exclusion
The pupil is removed from the school roll and will not return

When Exclusion May Be Considered

Examples include:

- Persistent, serious breaches of the school's Behaviour Policy
- Physical assault or violence towards pupils or staff
- Possession of a weapon, illegal substances, or prohibited items
- Repeated bullying, harassment or discriminatory behaviour
- Serious damage to property
- Conduct which threatens the safety of others
- Bringing the school into serious disrepute

Process Following Exclusion

The school will:

- Inform parents immediately and provide written notice
- Notify the governing body
- Arrange suitable provision for the pupil from day 6 of suspension
- Hold a reintegration meeting for suspended pupils before returning
- For permanent exclusions, support parents through the appeals process

Risk Assessment and Support

Before considering permanent exclusion, the Headteacher will:

- Ensure a thorough investigation has taken place
- Consider the pupil's age, needs, and background
- Evaluate whether reasonable adjustments were made for any SEND
- Assess the impact of the behaviour on the school community
- Explore all possible alternative interventions, including internal provision

Right to Appeal

Parents have the right to:

- Make representations to the Governing Body
- Request an independent review panel in cases of permanent exclusion
- Be accompanied by a representative or advocate in meetings

St Vincent's seeks to be a place of growth, healing and high expectations. Exclusion is never a decision taken lightly and it always follows clear process, transparency and compassion.

18. Risk Assessments

At St Vincent's, we recognise that some pupils may, due to their individual needs or circumstances, present behaviours that pose a risk to themselves or others. In such cases, we are committed to taking preventative action through clear, tailored risk assessments.

Using risk assessments allows St Vincent's to provide safe, inclusive and tailored provision, ensuring all children are supported while maintaining the wellbeing of the whole school community.

19. Records

At St Vincent's, the accurate and timely recording of behavioural incidents is essential for:

- Safeguarding pupils and staff
- Identifying patterns and trigger points
- Ensuring consistency in behaviour management
- Supporting referrals to external services
- Informing parents, governors and professionals where necessary

Recording Systems Used

We use the following systems to document behaviour:

- CPOMS: for all significant behaviour incidents, safeguarding concerns and repeated behaviours (e.g. bullying, racist incidents, red-level behaviours, physical aggression)
- Classroom behaviour logs – for low-level or amber-level behaviours (to monitor patterns and inform next steps)
- Behaviour tracking sheets or behaviour diaries: for individual pupils where targeted support or intervention is in place
- Certificates and Dojos: tracked by class teachers and celebrated during assemblies

What Must Be Recorded on CPOMS

- Red-level behaviours (see Behaviour Flowchart)
- Repeated incidents that have moved a child to amber three times or more within a half term
- Incidents involving racism, bullying, physical harm, or abuse of staff
- Parent meetings and the outcomes of behaviour-related discussions
- Behaviour support plans, Risk Assessments and any associated updates

Who Records What?

- Class teachers record day-to-day incidents and manage classroom logs
- Teaching Assistants report concerns to teachers for recording
- SLT monitor and provide oversight, follow-up and analysis
- SENDCo tracks behaviour for SEND pupils and ensures that records link with personal Support Plans or EHCP reviews

Monitoring and Analysis

- CPOMS entries are monitored at least once a week by SLT
- Emerging concerns are discussed at staff briefings or pastoral meetings
- Governors receive anonymised behaviour trend reports termly
- Analysis informs school-wide behaviour planning, training and allocation of support resources

20. Parents

At St Vincent's, we believe that a consistent and respectful partnership with parents and carers is vital for promoting positive behaviour and supporting pupil development.

We actively involve parents in our approach to behaviour, ensuring they understand our expectations and feel confident in how we manage concerns.

How Parents Can Support Positive Behaviour

Parents and carers play a vital role in helping us promote positive behaviour and emotional wellbeing. We encourage families to work in close partnership with us to ensure consistency between home and school.

Parents are encouraged to:

- Support the school's values and reinforce behaviour expectations at home
- Talk positively about school and praise children's efforts and improvements
- Discuss the school's *Three Behaviour Principles* with their child:
 - Be Respectful
 - Be Responsible
 - Be Ready to Learn
- Celebrate positive behaviour and learning through Class Dojo and certificate achievements
- Attend parents' evenings and maintain regular contact with the class teacher
- Engage constructively with behaviour-related meetings and agreed support plans
- Let the school know if their child is facing emotional, social, or behavioural challenges
- Inform the school of any changes in home circumstances (e.g. illness, bereavement, separation, financial hardship) that may affect their child's behaviour, wellbeing or readiness to learn, so we can provide timely understanding and support

When the School Will Contact Parents

Parents will be contacted:

- If a pupil reaches the Red stage of the Behaviour Flow Chart (serious behaviour or persistent amber-level concerns)
- If a pupil is involved in any incident of physical harm, bullying, or discriminatory behaviour
- When a pattern of concern is emerging (e.g. 3 amber incidents in a half term)
- To arrange behaviour meetings, discuss support plans, or agree next steps
- Following any suspension or exclusion
- If restorative conversations or reflections are planned and require parental input

Respectful Communication

We ask all parents to:

- Treat all school staff with respect and courtesy
- Raise concerns calmly and through appropriate channels (class teacher, SLT, Headteacher) – Please see our Communication Policy (Appendix 4)
- Refrain from using aggressive, threatening or abusive language or behaviour towards staff, which may result in restrictions under our Parent Code of Conduct

21. Confiscation and the Power to Search Without Consent

At St Vincent's, we are committed to maintaining a safe and orderly environment where learning can thrive. To ensure this, we retain the right to confiscate items or search pupils when necessary, following Department for Education guidance.

Searching, Screening and Confiscation: Advice for schools (July 2022, updated as required)

It is also underpinned by:

- Education Act 1996 and 2011
- Health and Safety at Work Act 1974
- Keeping Children Safe in Education (KCSIE)
- Behaviour in Schools (DfE guidance)

Confiscation

Any prohibited, dangerous or inappropriate item brought into school may be confiscated by a member of staff.

Items may be returned to pupils or parents at the discretion of the school, or disposed of where appropriate.

Searches With Consent

School staff can search pupils or their belongings with their consent for any item.

Searches Without Consent

The Headteacher and authorised staff have the power to search pupils without consent if they have reasonable grounds to suspect the pupil has a prohibited item.

Who Can Carry Out a Search?

Only the following can search pupils without consent:

- Headteacher
- Deputy Headteacher
- SENDCo
- Any staff member authorised by the Headteacher

Searches will be:

- Carried out by two staff members
- Conducted in a private space and with respect for dignity
- Only involve outer clothing and/or bags.
- Parents will be notified if a search has taken place

Electronic Devices

Where a device (e.g. mobile phone or tablet) is confiscated:

- The content may be searched if there is reason to suspect it contains material that breaches school rules or is harmful
- Material found may be deleted or retained and passed to the police if it is illegal

We recognise that any use of these powers must be proportionate, lawful and respectful. Staff are trained to understand when and how to use this guidance effectively.

22. Power of Discipline Beyond the School Gate

At St Vincent's Catholic, we recognise that pupils' behaviour outside of school can impact their safety, wellbeing, and the school's reputation. In line with DfE guidance, the school reserves the right to discipline pupils for incidents that occur outside of the school premises if they affect the school community or bring the school into disrepute.

When This Applies

Teachers have the authority to discipline pupils for misbehaviour:

- While taking part in any school-organised or school-related activity
- When travelling to or from school
- While wearing school uniform
- At any time that pupils are identifiable as a member of the school
- For any misbehaviour that could:

- Have repercussions for the orderly running of the school
- Pose a threat to another pupil or member of the public
- Adversely affect the reputation of the school

Examples of Behaviour Outside School That May Lead to Sanctions

- Aggressive behaviour or bullying on the journey to and from school
- Cyberbullying or social media abuse involving other pupils or staff
- Vandalism or damage to property in the local community
- Any incident that puts other pupils or the public at risk
- Use or possession of prohibited items while offsite on a school trip or journey
- Public behaviour that may reflect negatively on the school

Trips and School Visits

The school's Behaviour Policy continues to apply on:

- Educational visits
- Sporting fixtures
- Residential trips
- Parish or community events

Staff and parent volunteers involved in offsite activities are briefed on behaviour expectations and escalation procedures. Children are reminded before leaving school that they are expected to represent St Vincent's proudly and respectfully.

How the School Will Respond

If an incident of unacceptable behaviour occurs offsite:

- The incident will be investigated as if it had occurred on school grounds
- Appropriate sanctions will be applied, in line with the school's Behaviour Policy
- Parents will be informed
- External agencies may be contacted if necessary (e.g. police, safeguarding teams)

By setting clear expectations and boundaries that extend beyond the school gates, we help pupils understand their responsibility as members of a wider community and promote respect and integrity at all times.

23. Role of the Headteacher

The Headteacher of St Vincent's Catholic Primary School holds overall responsibility for ensuring that this Behaviour Policy is effectively implemented, consistently followed, and regularly reviewed.

The Headteacher will:

- Lead a whole-school approach to promoting positive behaviour, rooted in the Catholic ethos and Gospel values of the school
- Ensure that the Behaviour Policy is shared with staff, pupils, parents and governors and that it is understood and applied consistently
- Model and communicate high expectations for pupil behaviour and staff professionalism
- Monitor the implementation of the policy and the impact of behaviour strategies
- Analyse behaviour data and ensure concerns are addressed promptly
- Make decisions about serious disciplinary matters, including suspensions or exclusions
- Ensure staff receive appropriate training on behaviour management, safeguarding, de-escalation and positive reinforcement
- Oversee risk assessments for pupils with identified behaviour needs and ensure these are acted upon
- Report behaviour trends and safeguarding implications to the Governing Body

Authorised Responsibilities

Only the Headteacher (or a designated SLT member when appropriate) can:

- Authorise the use of physical intervention or reasonable force, where necessary and proportionate
- Carry out or authorise a search without consent for prohibited items
- Make decisions regarding fixed-term or permanent exclusions
- Communicate with external agencies, such as social care, behaviour support, or the police, in relation to behaviour or safeguarding concerns

The Headteacher also plays a key role in fostering a culture of consistency and kindness, ensuring that the behaviour strategy reflects the school's Catholic identity and is embedded in all areas of school life

24. Policy Monitoring and Review

At St Vincent's, we are committed to ensuring that our Behaviour Policy remains a living, evolving document that reflects the needs of our pupils, staff and wider school community.

Monitoring Implementation

The Headteacher and Senior Leadership Team (SLT) will:

- Monitor how the policy is implemented across all year groups and classes
- Review records of behaviour incidents (CPOMS, class logs, exclusions data)
- Carry out learning walks and pupil voice activities to assess the consistency of approach
- Provide feedback to staff and identify any required training or support
- Ensure behaviour is a standing item in SLT meetings and included in governor reports

Policy Review

This policy will be reviewed **annually** by the Headteacher, SLT and Governing Body. The review will:

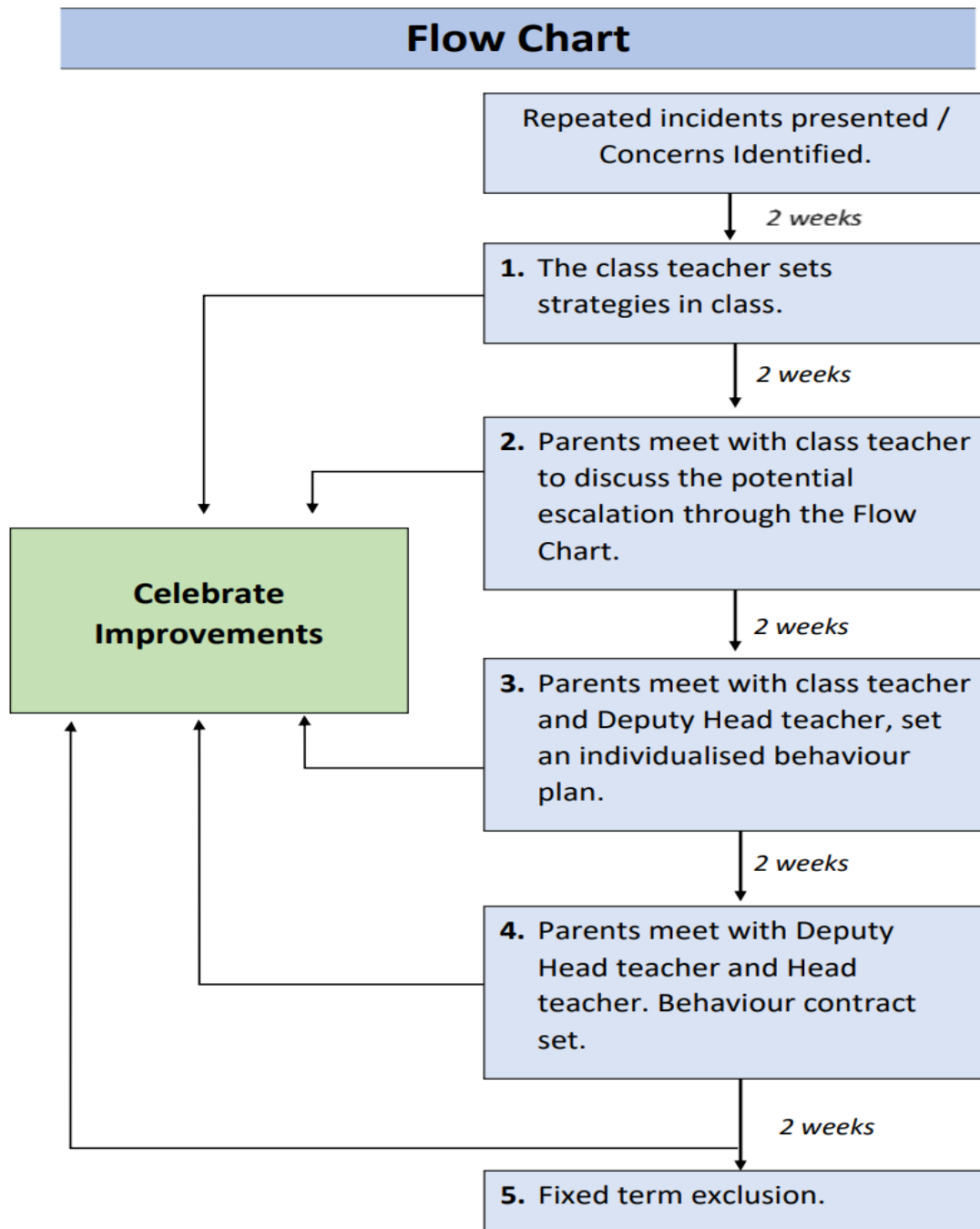
- Reflect changes in statutory guidance (e.g. DfE updates, KCSIE)
- Take into account feedback from pupils, parents, staff and governors
- Respond to any patterns or concerns identified through behaviour analysis
- Reaffirm alignment with the school's Catholic ethos and vision

Any major changes to the policy will be communicated clearly to all stakeholders.

Next Review Date

July 2026, unless an earlier review is required due to legislative changes or emerging school priorities.

Appendix 1



Appendix 2 Behaviour Crib Sheet with Sample Conversations

Positive Reinforcement

“Thank you for being respectful – you’ve gone up to Bronze!”

“I noticed you helped a friend without being asked – that’s a Dojo for responsibility.”

“You’re showing Fantastic Listening – eyes on the speaker, sitting tall – well done!”

Early Intervention (before the chart is used)

“This is your reminder – we are facing forward and listening.”

“You can show me you’re ready to learn by putting your pen down and tracking me.”

“Let’s focus now. I know you can do this – show me your best SHAPE learning.”

Yellow (First warning)

“You’re now on Yellow because... [state the behaviour]. Take a moment to reset. You can move back to Green by making the right choice.”

“This is your chance to turn it around. I’ll check in with you in 5 minutes.”

Amber (Second warning, logged)

“You’re now on Amber. This will be logged. Let’s work together to move forward positively.”

“Even though you’re on Amber, you can still finish the day calmly and show respect.”

Red (Serious behaviour – SLT involved)

“This behaviour has moved you to Red. I’m asking [SLT member] to speak with you, and we’ll need to contact home.”

“I know you can do better. We will talk with your adults and help you get back on track.”

Immediately log Red incidents on CPOMS and inform SLT.

De-escalation and Reflection

“Let’s pause. I want to help you make a better choice. What’s going on for you right now?”

“How can we fix this together?”

“Let’s take a few breaths and try again – everyone deserves a fresh start.”

Restorative Questions (After an incident)

“What happened?”

“How were you feeling at the time?”

“Who was affected by what you did?”

“What can you do to put things right?”

“What will you do differently next time?”

Reinforcing Routines

“Can you remind me – what are our three principles?”

“Show me Fantastic Walking from here to the door.”

“Remember your STEPS – how could you show empathy here?”

“Is that SHAPE learning? What would show focus and participation?”

St Vincent's Catholic Primary School



Anti-Bullying Policy

Approved by:	Governing Body	Date: July 2025
Last reviewed on:	December 2023	
Next review due by:	July 2026	

This policy will be reviewed at least annually, and following any concerns and/or updates to national/local guidance or procedures

1. Policy Objectives

- To outline what St Vincent's Catholic Primary School will do to prevent and tackle all forms of bullying.
- To ensure a whole-school approach involving pupils, staff, parents, carers, governors, and the wider community.
- To establish a culture where bullying of any kind is not tolerated and is dealt with appropriately.

2. Related Policies and Practices

- Behaviour and Discipline Policy
- Complaints Policy
- Child Protection and Safeguarding Policy
- Confidentiality Policy
- Acceptable Use Policy (AUP)
- PSHE/RSE curriculum (Ten Ten: Life to the Full)
- Online Safety Policy
- Searching, Screening and Confiscation Policy
- Staff Code of Conduct
- Data Protection and GDPR Policy

3. Legal Framework and Guidance

- Education and Inspections Act 2006/2011
- Equality Act 2010
- Children Act 1989
- Protection from Harassment Act 1997
- Malicious Communications Act 1988
- Public Order Act 1986
- Keeping Children Safe in Education 2025 (KCSIE)
- Relationships Education, RSE and Health Education (DfE Guidance)
- Public Sector Equality Duty

4. Responsibilities

- **Headteacher:** communicates this policy to the school community, ensures that disciplinary measures are applied fairly, consistently and reasonably and that a member of the senior leadership team has been identified to take overall responsibility.
- **Governors:** Monitor and review bullying data and policy effectiveness.
- **All Staff:** Report, record and respond to bullying concerns.

- **Parents/Carers:** Support their children and work in partnership with the school.
- **Pupils:** Follow the school values and speak up if they witness or experience bullying.

5. Definition of Bullying

- Bullying can be defined as *‘behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally’*. DfE *‘Preventing and Tackling Bullying’*
- Bullying can include physical and emotional abuse such as name calling, taunting, mocking, making offensive comments, kicking, hitting, taking belongings, producing offensive graffiti, gossiping, peer isolation (e.g. excluding people from groups) and spreading hurtful and untruthful rumours.
- The same unacceptable behaviours can be expressed online; this is sometimes called online bullying or cyberbullying. Specifically, this can include sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.
- St Vincent’s Catholic Primary School recognise that bullying can be emotionally abusive and can cause severe and adverse effects on children’s emotional development.
- Bullying is recognised by St Vincent’s as being a form of child on child abuse; children can abuse other children.
 - Abuse is abuse and it should never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”.
 - We recognise that even if there are no reports of bullying, it does not mean it is not happening and it may be the case that it is just not being reported.
 - All victims will be taken seriously and offered appropriate support, regardless of where the abuse takes place.

6. Types of Bullying

Bullying can happen to anyone. This policy covers all types and forms of bullying including but not limited to:

- Bullying related to physical appearance
- Bullying of young carers, children in care or otherwise related to home circumstances
- Bullying related to physical/mental health conditions
- Physical bullying
- Emotional bullying
- Sexualised bullying/harassment
- Bullying via technology, known as online bullying or cyberbullying
- Prejudiced-based and discriminatory bullying (against people/pupils with protected characteristics) which may include:
 - ✦ Bullying related to race, religion, faith and belief and for those without faith
 - ✦ Bullying related to ethnicity, nationality or culture
 - ✦ Bullying related to Special Educational Needs or Disability (SEND)

- ✦ Bullying related to sexual orientation (homophobic/biphobic bullying)
- ✦ Gender based bullying, including transphobic bullying
- ✦ Bullying against teenage parents (pregnancy and maternity under the Equality Act).

7. Our School Ethos

- St Vincent's community recognises that all forms of bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing.
- By effectively preventing and tackling bullying our school can help to create a safe and disciplined environment, where pupils are able to learn and fulfil their potential.

Our Community:

- o Understands the importance of challenging inappropriate behaviours between peers.
- o Monitors and reviews our anti-bullying policy and practice on a regular basis.
- o Supports staff to promote positive relationships to help prevent bullying.
 - o Recognises that some members of our community may be more vulnerable to bullying and its impact than others; this may include children with SEND. Being aware of this will help us to develop effective strategies to prevent bullying from happening and provide appropriate support, if required.
 - o Will intervene by identifying and tackling bullying behaviour appropriately and promptly.
 - o Ensures our pupils are aware that bullying concerns will be dealt with sensitively and effectively; that everyone should feel safe to learn and abide by the anti-bullying policy.
 - o Requires all members of the community to work with the school to uphold the antibullying policy.
 - o Recognises the potential impact of bullying on the wider family of those affected so will work in partnership with parents/carers regarding all reported bullying concerns and will seek to keep them informed at all stages.
 - o Will deal promptly with grievances regarding the school response to bullying in line with our complaints policy.
 - o Seeks to learn from good anti-bullying practice elsewhere.
- o Utilises support from the Local Authority and other relevant organisations when appropriate.

8. Responding to Bullying Concerns

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

- o 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 DSL will be informed of all bullying concerns, especially where there may be safeguarding issues.
- The Headteacher, Designated Safeguarding Lead (DSL) or another appropriate member of leadership staff will interview all parties involved.
- A clear and precise account of bullying incidents will be recorded by the school in accordance with existing procedures. This will include recording appropriate details regarding decisions 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.
- Appropriate sanctions and support, for example as identified within the school behaviour policy and child protection policy, will be implemented in consultation with all parties concerned.
- If necessary, other agencies may be consulted or involved, for example the police if a criminal offence has been committed, or Integrated Children Services (Kent Schools Only) or Early Help 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 and responded to in line with this policy, our Online Safety Policy and the school behaviour policy. If required, the DSL will collaborate with DSLs at other settings.

Cyberbullying

When responding to cyberbullying concerns, the school will:

- Act as soon as an incident has been reported or identified.
- Provide appropriate support for the person who has been cyberbullied, and work with the person who has carried out the bullying to ensure that it does not happen again.
- Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.
- Take all available steps where possible to identify the person responsible. This may include:
 - ✦ looking at use of the school systems
 - ✦ identifying and interviewing possible witnesses
 - ✦ Contacting the service provider and the police, if necessary.
- Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include:
 - ✦ Support reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content.
 - ✦ Confiscating and searching pupils' electronic devices, such as mobile phones, in accordance with the law and the school searching and confiscation policy. *(We will access the DfE 'Searching, screening and confiscation at*

school' and Childnet *cyberbullying guidance to ensure that the school's powers are used proportionately and lawfully*).

- ✦ Requesting the deletion of locally-held content and content posted online if they contravene school behavioural policies.
- Where an individual can be identified, the school will ensure that appropriate sanctions are implemented to change the attitude and behaviour of the bully, as well as ensuring access to any additional help or support they may need.
- Inform the police if a criminal offence has been committed.
- Provide information to staff and pupils regarding steps they can take to protect themselves online. This may include:
 - ✦ advising those targeted not to retaliate or reply.
 - ✦ providing advice on blocking or removing people from contact lists.
 - ✦ helping those involved to consider and manage any private information they may have in the public domain.

9. Supporting Pupils

Victims: - Reassurance, safe spaces, and regular check-ins - Access to pastoral care, Guardian Angels or counselling - Involvement in decision-making about next steps

Perpetrators: - Reflection and discussion of impact - Behaviour interventions and education - Contact with parents/carers - Consequences in line with school policy - Support to make positive changes

10. Supporting Adults

- Our school takes measures to prevent and tackle bullying among pupils; however, it is equally important to recognise that bullying of adults, including staff and parents, whether by pupils, parents or other staff members, is unacceptable.
- *Adults who have been bullied or affected will be supported by:*
 - Offering an immediate opportunity to discuss the concern with the designated safeguarding lead, a senior member of staff and/or the Headteacher.
 - Advising them to keep a record of the bullying as evidence and discuss how to respond to future concerns.
 - Where the bullying takes place off school site or outside of normal school hours (including online), the school will still investigate the concern and ensure that appropriate action is taken in accordance with the schools' behaviour and discipline policy.
 - Reporting offensive or upsetting content and/or accounts to the service provider, where the bullying has occurred online.
 - Reassuring and offering appropriate support.
 - Working with the wider community and local/national organisations to provide further or specialist advice and guidance.
- *Adults who have perpetrated the bullying will be helped by:*

- Discussing what happened with a senior member of staff and/or the Headteacher to establish the concern.
- Establishing whether a legitimate grievance or concern has been raised and signposting to the school's official complaints procedures.
- If online, requesting that content be removed.
- Instigating disciplinary, civil or legal action as appropriate or required.

11. Preventing Bullying

Environment

- The whole school community will:
 - Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all.
 - Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (child on child abuse).
 - Recognise the potential for children with Special Educational Needs and Disabilities (SEND) to be disproportionately impacted by bullying and will implement additional pastoral support as required.
 - Recognise that bullying may be affected and influenced by gender, age, ability and culture of those involved.
 - 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, sexuality or appearance related difference.
 - Challenge practice and language (including 'banter') which does not uphold the school values of tolerance, non-discrimination and respect towards others.
 - Be encouraged to use technology, especially mobile phones and social media, positively and responsibly.
 - Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-based and discriminatory bullying.
 - Actively create "safe spaces" for vulnerable children and young people.
- Celebrate success and achievements to promote and build a positive school ethos.

Policy and Support

The whole school community will:

- Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns.
- Regularly update and evaluate our practice to consider the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
- Take appropriate, proportionate and reasonable action, in line with existing school policies, for any bullying brought to the schools' attention, which involves or affects pupils, even when they are not on school premises; for example, when using school transport or online, etc.

- Implement appropriate disciplinary sanctions; the consequences of bullying will reflect the seriousness of the incident, so that others see that bullying is unacceptable.
- Use a variety of techniques to resolve the issues between those who bully, and those who have been bullied.

Education and Training

The school community will:

- Train all staff, including teaching staff, support staff (e.g. administration staff, lunchtime support staff and site support staff) and pastoral staff, to identify all forms of bullying and take appropriate action, following the school's policy and procedures, including recording and reporting incidents.
- Consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, such as: through displays, assemblies, peer support, the school council, etc.
- Collaborate with other local educational settings as appropriate, and during key times of the year, for example during transition.
- Ensure anti-bullying has a high profile throughout the year, reinforced through key opportunities such as anti-bullying week
- Provide systematic opportunities to develop pupils' social and emotional skills, including building self-esteem.

12. Involving 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 canvas pupils' views on the extent and nature of bullying.
- 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
- Publicise the details of internal support, as well as external helplines and websites.
- Offer support to pupils who have been bullied and to those who are bullying to address the problems they have.

13. Involving Parents and Carers

We will:

- Take steps to involve parents and carers in develop policies and procedures, to ensure they are aware that the school does not tolerate any form of bullying.

- Make sure that key information about prejudice-based and discriminatory 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 independent 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.

14. Monitoring and Review

- The school will ensure that they regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied.
- Any issues identified will be incorporated into the school's action planning.
- The headteacher will be informed of bullying concerns, as appropriate.
- The named Governor for bullying will report on a regular basis to the governing body on incidents of bullying, including outcomes.

15. Useful Resources

The following links may provide additional support to children, staff or families.

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net

Cyberbullying

- Childnet: www.childnet.com
- Internet Watch Foundation: www.iwf.org.uk
- Report Harmful Content: <https://reportharmfulcontent.com/>
- UK Safer Internet Centre: www.saferinternet.org.uk
- The UK Council for Internet Safety (UKCIS): www.gov.uk/government/organisations/ukcouncil-for-internet-safety
- DfE 'Cyberbullying: advice for headteachers and school staff':

www.gov.uk/government/publications/preventing-and-tackling-bullying

- DfE 'Advice for parents and carers on cyberbullying':
www.gov.uk/government/publications/preventing-and-tackling-bullying

SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities: www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/at-risk-groups/sen-disability
- DfE: SEND code of practice: www.gov.uk/government/publications/send-code-of-practice-0to-25

Race, Religion and Nationality

- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Tell Mama: www.tellmamauk.org
- Educate against Hate: www.educateagainsthate.com
- Show Racism the Red Card: www.srrc.org/educational

LGBTQ+

- Barnardo's LGBTQ Hub: www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm
- Metro Charity: www.metrocentreonline.org
- EACH: www.eachaction.org.uk
- Proud Trust: www.theproudtrust.org
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

Sexual Harassment and Sexual Bullying

- NSPCC 'Report Abuse in Education' Helpline: [0800 136 663](tel:0800136663) or help@nspcc.org.uk
- Ending Violence Against Women and Girls (EVAW):
www.endviolenceagainstwomen.org.uk
- Disrespect No Body: www.gov.uk/government/publications/disrespect-nobody-campaignposters
- Anti-bullying Alliance: Preventing and responding to Sexual Bullying:
www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-sexist-bullying
- Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying: <https://anti-bullyingalliance.org.uk/toolsinformation/all-about-bullying/sexual-and-sexist-bullying/investigating-and-respondingsexual>
- Childnet Project DeShame (Online Sexual Harassment and Bullying):
www.childnet.com/our-projects/project-deshame