



Behaviour and Anti Bullying Policy

Reviewed by	Full Governing Body
Review Date	Summer 2026
Date Determined by Governing Body	10.7.26
Next review date	Summer 2027

Vision

We want everyone who is part of St Katharine's to know that they are unique and that they can flourish and make a difference in God's World through living out the values of Grace, Integrity and Aspiration, now and in the future.

Ethos

We are a relational-based, inclusive school and all children will be supported to participate in all aspects of school life. We work to identify underlying additional needs, ensuring appropriate support. We promote tolerance of others, regardless of their background and believe that:

1. All pupils and staff have rights and responsibilities, which ensure the school is a safe and calm environment; we work with each other showing **grace**, gratitude and generosity, an attitude that values the contributions and efforts of all.
2. All pupils and staff should treat each other with **integrity**, making informed choices, and being prepared to demonstrate humility and forgiveness.
3. Good behaviour supports learning and achievement; we have high **aspirations** for our children and believe they should be able to use their talents to play a part in school life.

Our whole school positive approach to behaviour is trauma-informed and based upon relational principles recognising that:

- Nurturing the health and wellbeing of individuals in our school, children and adults is a key aspect of our role as a church school in enabling each person to flourish
- Our behaviour policy links with our vision, values, powerful learning (including resilience and collaboration), SEASIDE curriculum and other policies and procedures in our school
- Prioritising relationships and positive behaviour strategies will benefit **all** children; exploring relationships with self, others, the world and beyond enable all individuals to develop spiritually and this is underpins our ethos as a church school
- Children, parents and families may experience a range of mental health disorders:
- We are an **Adoption-Friendly School**. Adopted children, children in need or on the edge of care; children who have experienced parental separation, bereavement or other traumas; young carers and children with mental health needs will have had difficult early starts and children may have experienced disruption to their neurological, cognitive and psychological development

We understand that behaviour is communication

"If your default response to behaviour that is beyond the normal range is empathetic, kind and keen to understand what is being communicated, you will never go far wrong. Your knowledge of the person is more important than your knowledge of the label." (Paul Dix, 'When the Adults Change, Everything Changes, 2017)

"Every interaction is an intervention." Dr Karen Treisman

Our behaviour approach is based around:

- Consistent, calm, adult behaviour
- Recognition for good behaviour and 'over and above'
- Relentless routines
- Following agreed scripts for intervening with difficult behaviour
- Restorative follow-up

We use a PACE approach to build trusting relationships. PACE stands for Playfulness, Acceptance, Curiosity and Empathy. (Dr Dan Hughes)

Consistent Adult Behaviour

All staff are expected to personally manage behaviour of children through making decisions about:

- How they will behave themselves in order to get the behaviour and learning culture they want
- What routines and rules they have and how these are consistent with other staff

- How they will respond to both good and bad behaviour

Our core values and rules

Our key rules for behaviour (be kind, show respect, be ready to be the best you can be) are led by our values:

- Our value is grace so we are **kind**
- Our value is integrity so we show **respect**
- Our value is aspiration so we are **ready to be the best we can be**

Recognition of Good Behaviour

We notice and praise the right behaviour first. We have the highest expectations. Children know they will be recognised for their good behaviour and consequently we do not have a 'token' culture of extrinsic rewards (e.g. house points). Children will be recognised in the following ways:

- EY/KS1 – moving up the rainbow. Each time they reach the top, they receive a certificate from their teacher. When they reach the top five times they receive a pot of gold certificate from the Headteacher. This is continuous and does not 'shame' any child for not being on the rainbow – all children are on the rainbow at any one time.
- KS2 – recognition board. This is a board in the classroom. It can be changed daily or weekly, or it could be for a lesson – it may focus on looking for a particular behaviour, e.g. 'ready to learn'. A child's name will be added to the board. Children on the board may be picked first to line up for lunch or play or to help with jobs etc.
- KS2 – children who have had their name on the board consistently over a period of time, can be selected for the Headteacher's weekly 'Over and Above' group.
- Whole school – recognition notes or cards from the teacher, sent home
- Whole school – phone calls home or a playground conversation to celebrate over and above
- Class/table rewards/treats
- Verbal positive comments and praise from staff
- Stickers, special jobs, sent to show another adult great work or great news
- Recognition through house activities and competitions

Relentless Routines

We have four simple routines that we expect everyone to follow whilst in transitions between rooms and moving around the school:

- Legendary lining up
- Wonderful walking
- Delightful door-holding
- Marvellous manners

Routines for each classroom/activity must be clear and consistently reinforced (e.g. cloakroom, toilets, tidying up, drink bottles, changing for PE etc.).

Managing Unwanted Behaviour

Most children respond and modify their behaviour when they hear others being praised for doing the right thing or are re-directed.

If unwanted behaviour continues, children need to be reminded of the expectations and the further following steps will be followed ([see appendix](#)):

- Reminder
- Caution
- Script
- Time to think
- Reflect and repair

Script

The following script will be used when children have already been reminded of the rule or expectation and had a caution:

- I've noticed that
- And you know our expectation about ... and you need to
- You are going to speak to me for 2 minutes at (or see below - time to think)
- Remember ... when (example of when achieved) That is what I need to see now.

Restorative follow-up

We use the Trick Box card ABCD to structure a conversation and will hear both/all sides of the story if necessary. We give the child time to accept responsibility for their actions and give them time to repair with others involved.

Lunchtimes and Playtimes

The same high standards are expected at lunchtime. Adults on duty will use preventative strategies, re-directing and reminders to encourage good behaviour. If there is unwanted behaviour, the same steps should be used:

- Reminder
- Caution
- Script
- Time to think
- Reflect and repair

Any behaviour that results in the script, time to think or reflect and repair being used, should be dealt with at the time by the person witnessing the behaviour.

For more serious, unacceptable behaviour and incidents at lunchtime or playtime, steps should be followed (see Appendix) and the classteacher/SLT should be notified. For extreme incidents (see Appendix), immediate support from the classteacher, SLT or inclusion team may be sought. Incidents should be recorded on CPOMS.

More serious, unacceptable behaviour

- Aggression or violence
- Dangerous behaviour – play or real fighting
- Verbal, swearing or other rudeness or refusal to follow instructions
- Stealing
- Remarks or behaviour displaying prejudice or discrimination
- Misuse and damage of property or the environment
- Bullying

(see Appendix)

Classteachers will record incidents of unacceptable or worrying behaviour on CPOMS.

We work with parents/carers to understand serious incidents or persistent misbehaviour. We need to balance the demands of justice, responsibility and fairness with the need to support the child to improve their behaviour.

Other actions that will be considered as part of this process:

- Behaviour management plans including specific support – we call these 'Flourishing cards'
- Use of ABC charts (Antecedent, Behaviour, Consequence) to track, monitor and understand behaviour
- Adapted playtime/lunchtime
- Reporting to an adult at specific times e.g. end of play
- Time away from their peers within school

Sometimes there are deeper issues to be addressed. In discussion with the parents/carers, a support programme can be set up. Support might include:

- **Early identification of underlying special needs issues** ensuring appropriate differentiation and support in the classroom.
- **One to one/group sessions** with the Specialist Teacher/Play and Creative Arts Therapist
- **Referral** to outside support agencies linked to the school e.g. Outreach, Education Psychology Service, Education Welfare Service, Child and Adolescent Mental Health.
- **Behaviour Management Plan (Flourishing Card)** – a supportive plan set up when the child's behaviour is considered to be of concern and having an impact on other children and the safety of themselves and others.
- **Restrictive Intervention and SEND** Where a pupil has identified SEND, social, emotional or mental health needs, the school will prioritise early identification, reasonable adjustments and preventative strategies. Individual support may include a Flourishing Card, adapted routines, environmental modifications, sensory breaks, therapeutic support and personalised de-escalation approaches. The aim is always to reduce distress, promote self-regulation and minimise the likelihood of restrictive intervention being required.

Anti-bullying Policy

Bullying may be seen as deliberate, hurtful behaviour, usually repeated over a period of time, often where it is difficult for those bullied to defend themselves.

Bullying will not be tolerated in our school

Children need to know that all kinds of bullying are wrong because they affect the rights of others (for example, the right to be safe, to be treated fairly and to enjoy school). School staff have a responsibility to support children and parents to deal with bullying promptly and effectively. We encourage pupils to tell an adult as soon as bullying takes place - this could be a teacher, lunchtime supervisor or teaching assistant.

It is important to recognise that bullying may take the form of:

- Physical abuse – hitting, kicking, pinching, hair pulling etc.
- Verbal abuse – teasing, name calling, sarcasm, threats, racist or sexist comments
- Emotional abuse – ridicule, tormenting, ignoring or humiliation
- Online abuse – hurtful messages, sharing photos or information, spreading secrets or rumours, trolling, pretending to be someone else, excluding people from online games/friendship groups. (See our Safeguarding and Online Safety/Acceptable Use policies.)
- Child-on-child abuse - child-on-child abuse is when children abuse other children. This type of abuse can take place inside and outside of school. It can also take place both face-to-face and online, and can occur simultaneously between the two.

Can include: physical abuse, emotional abuse, sexual comments/harassment, upskirting (which typically involves taking a picture under a person's clothing without their permission)

It is also important to remember that children may have fall-outs with friends or experience unpleasant behaviour from another child that would not be classed as bullying, yet is still unacceptable and we would wish to be informed straight away so that it can be dealt with.

Children, parents and staff are encouraged to report any incidents of concern to the classteacher as soon as possible. Everyone is responsible for preventing bullying and helping to resolve incidents quickly and effectively. Parent queries at any point should first be addressed to the class teacher, then to the assistant Headteacher, and if matters continue to be unresolved, to the Headteacher or Deputy Headteacher – this is important because the classteacher knows the children best and will be able to speak to all children concerned and determine the type of incident and whether it is bullying or another type of behaviour incident.

Prevention Strategies

- Anti-bullying charter
- Assemblies and worship
- PSHE (personal, social, health and citizenship), scheme “SCARF”, circle time
- Trick Box and Trick Box mentors
- Specialist Teacher/Play and Creative Arts Therapist sessions
- Anti-bullying week and e-safety week
- STOP – ‘several times on purpose’ and ‘start telling other people’
- Learning about our core values: ‘Grace, Integrity, Aspiration’
- Computing Curriculum with explicit teaching of online-safety
- A variety of ways for children to report concerns.

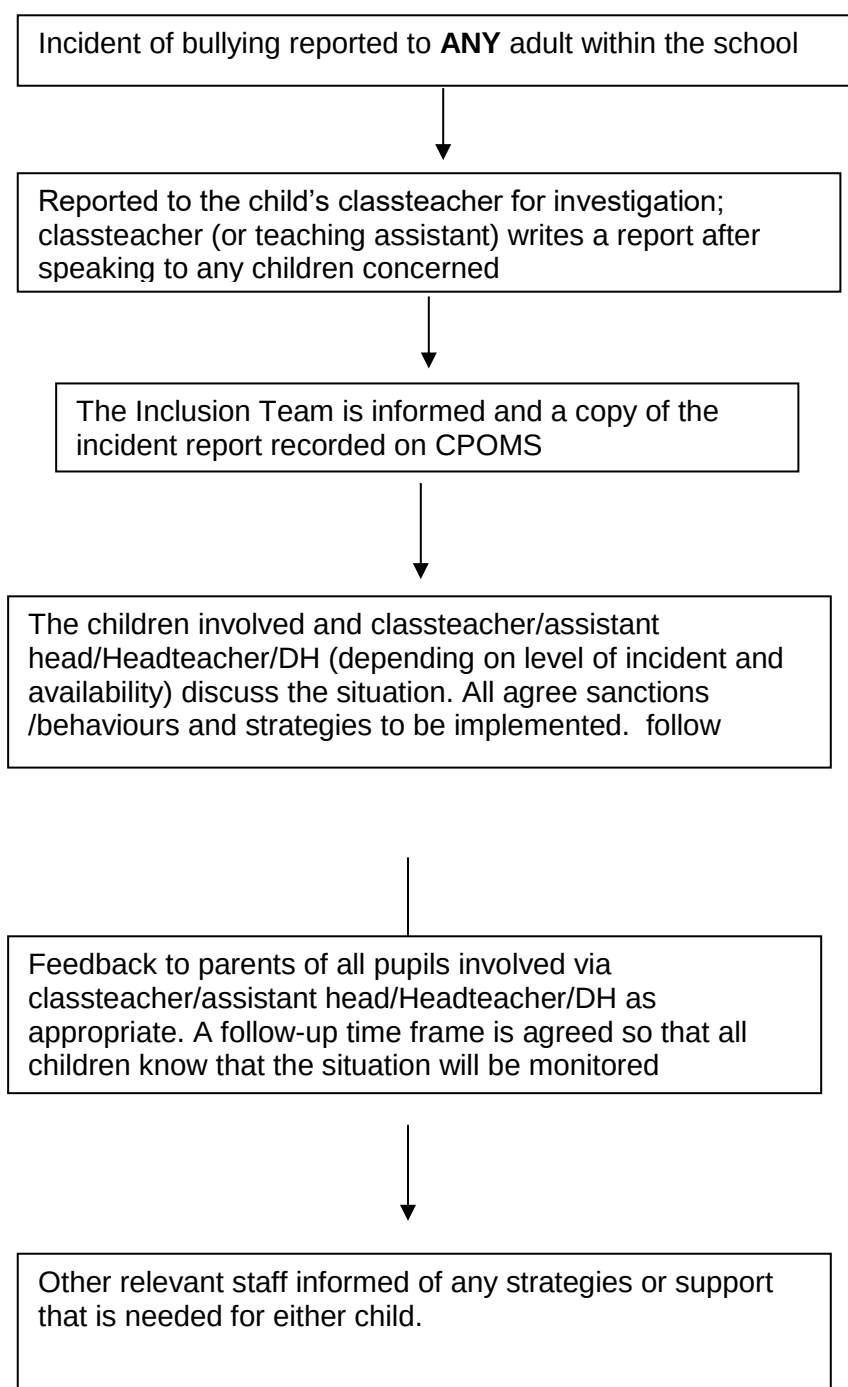
Awareness

- Parents should be on the lookout for signs of distress such as unwillingness to attend school, pattern of vague headaches or stomach aches, moodiness, depression, frequent loss of, or damage to, belongings and/or school equipment.
- Staff should be alert to withdrawn, isolated behaviour, complaining about missing possessions, refusal to talk about the problem, being easily distressed.
- Parents should monitor their child’s use of social media and devices and report any concerns to school.
- Staff should be alert to children disclosing unacceptable behaviour online.

If bullying occurs or is suspected

We must listen to both parties to ensure that we do not make unfair assumptions. Both children need support to understand each other’s feelings in order for behaviour to change and to move the situation forward.

The following flow chart identifies the order that action will be taken when an incident of bullying is reported:



Recording incidents

Racist, homophobic or disability related incidents must be reported to the Headteacher; these are recorded and reported as necessary to the Local Authority and governors for monitoring purposes.

- Serious incidents of unacceptable behaviour are reported to the Headteacher on CPOMS.
- Bullying incidents or allegations are reported to the Headteacher on CPOMS.

Use of Force and Restrictive Intervention

Reasonable force and restrictive intervention may be used to prevent a pupil from doing, or continuing to do, any of the following:

- committing a criminal offence;
- injuring themselves or others;
- causing significant damage to property (including their own property); or
- engaging in behaviour that seriously threatens the safety, wellbeing, good order or discipline of the school community.

Reasonable force may also be used to search pupils, without parental consent, for prohibited items in accordance with current statutory guidance.

Force is never used as a punishment. Physical intervention will only be used as a last resort, after appropriate de-escalation, relational and preventative strategies have been attempted, unless there is an immediate risk of harm. Any intervention will be reasonable, proportionate, necessary and for the shortest time possible. This may include:

- removing a child from a triggering environment;
- supporting a child to access a calm, low-stimulation space;
- use of agreed de-escalation strategies identified within individual support plans.

For some children, particularly those with SEND or additional needs, preventative and supportive approaches may be detailed within a **Flourishing Card**, behaviour support plan, risk assessment or other agreed provision. Reasonable adjustments may include environmental adaptations, changes to routines, sensory regulation opportunities or additional adult support.

Following any incident involving reasonable force, restraint or restrictive intervention:

- the incident will be recorded on CPOMS as soon as possible and on the same day wherever practicable;
- records will include the reason for the intervention, de-escalation strategies used, the nature and duration of the intervention, those involved, outcomes and any injuries or follow-up support required;
- parents/carers will be informed promptly;
- repeated incidents will trigger a review of support plans, risk assessments and preventative strategies in partnership with parents/carers and relevant staff.

All staff receive training appropriate to their role in behaviour support, de-escalation, recording procedures and, where required, safe physical intervention techniques. Staff wellbeing and safety will be considered following any significant incident through supervision, support and review processes.

Working with parents

Parent queries should first be addressed to the class teacher, then to the assistant head, and if matters continue to be unresolved, to the SENCO, Deputy Headteacher, the Headteacher, then Chair **of Governors**.

APPENDIX

BRILLIANT BEHAVIOUR

STEPS	ACTIONS
1. NOTICE	First attention to those doing the right thing.
2. RE-DIRECTION	Non-verbal cues, visual cues, preventative and distraction strategies. Repeat according to needs.
3. REMINDER	Reminder of values, powerful learning attributes or routine (privately if possible). Try to keep at this stage.
4. CAUTION	Clear verbal caution, private where possible. Make aware of behaviour and outline consequence if they continue. Use the phrase, "think carefully about your next step." One minute time out/by side if needed.
5. SCRIPT	1. I've noticed that 2. And you know our expectation about ... and you need to 3. You are going to speak to me for 2 minutes at (or see below - time to think) 4. Remember ... when That is what I need to see now.
6. TIME TO THINK	A few minutes (5 max) to calm down and focus. Adult beside if needed.
7. REFLECT AND REPAIR	Could be a quick chat at an appropriate moment/break/lunch or may be a longer discussion. Use ABCD script. Decide if other immediate action is needed, e.g. tidying classroom, completing work.
8. MORE SERIOUS INCIDENTS	e.g. Disruptive behaviour, aggression, violence, swearing, discriminatory behaviour. Immediate time to think. See over.

MORE SERIOUS INCIDENTS	Incidents of aggression/violence, discriminatory behaviour, swearing, disruptive behaviour affecting others
RE-GROUP AND/OR IMMEDIATE TIME TO THINK	a. Separate child(ren) if necessary but take care not to leave children with attachment difficulties without an adult (ensure in sight/near).
REFLECT	b. Hear both/all sides of the story if necessary. Record comments. Use ABCD script – ‘Accept, Be, Choose’ parts. c. Does the child need a period of time away from their usual peers and staff or other sanction? Refer to SLT.
REPAIR	d. Repair time. Once the child has accepted responsibility and chosen how to make things better, they are given time to repair. ABCD script – ‘Do’ part
RECORD, RESPOND, REVIEW	e. Record on CPOMS as appropriate; report to SLT. f. Consider appropriateness of consequences/support g. Speak to parent/carers as required and follow up
8. EXTREME INCIDENTS	Rare occasions; may be a child who has a behaviour plan and/or SEND provision. Refer to behaviour plan
RE-GROUP	a. As above. Make sure other children are safe. b. If aggression/violence is against an adult, someone different should take over with the child. Adult to take time out if needed and time to talk to an inclusion team member for supervision opportunity. Record incident.
REFLECT	c. Consult senior leader – the child will need additional time to de-escalate, away from usual peers and staff. Agree how long this is for with SLT. May need immediate support from inclusion team. d. Acceptance of own behaviour. ABCD script and additional de-escalation and emotions work as necessary.
REPAIR	e. Repair time. Once the child has accepted responsibility and chosen how to make things better, they are given time to repair. ABCD script – ‘Do’ part. This is after agreed length of reflection time.
RECORD, RESPOND, REVIEW	f. Consider whether additional support/adaptation/consequences are required short term, e.g. supervision/adapted lunch time/therapeutic intervention/suspension (rare occasions) g. Serious incident recorded on CPOMS h. Discussion with parent/carers. i. Review support plans, Flourishing Card, risk assessments, TAC meetings etc.