



St Alban's Catholic Primary School



At St. Alban's, we are proud to celebrate each individual for all that they are. We are a caring community, enjoying and excelling in the presence of God.

Policy Title: Behaviour Policy
Date of approval: September 2025
Approved by: Local Governing Committee
Date of next review: September 2026

Behaviour Policy Principles

St Alban's is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

Aim of the behaviour policy

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment.
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school.
- Provide a consistent and calm approach and to celebrate the best behaviours.
- To use restorative approaches whilst having clear boundaries on what we consider to be unacceptable behaviour, including bullying and discrimination.

Purpose of the behaviour policy

To provide simple, practical procedures for staff and pupils that:

- Recognises behaviour norms and positively reinforces this behaviour.
- Encourages children that they can and should make good choices.
- Ensures consistency of expectations across the school.
- Promote self-esteem and self-discipline.
- Builds a community which values kindness, care, good temper and empathy for others.

All staff must:

We expect every member of staff to

- Meet and greet at the door.
- Never walk past or ignore pupils who are failing to meet expectations.
- To use the scripts.
- Follow up all behaviour including restorative conversations and communication with parents.
- Teach behaviour as part of the weekly curriculum.
- Plan lessons that engage, challenge and meet the needs of all pupils.
- Deal with all poor behaviour in private.

Behaviour is managed well where adults know their classes and develop positive relationships with all pupils

Expectation of Key Stage leaders

Key stage leaders are not expected to deal with behaviour referrals in isolation. If called upon they are there to stand alongside colleagues to support, guide, model and show a unified consistency to the pupils.

- A visible presence around.
- Encourage the use of positive phone calls/ positive postcards amongst their team.
- Support behaviour development through phase meetings to ensure consistency of the policy.
- Know which children are consistently meeting expectations.
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines.

Expectation of SENDCo

- To use behaviour data to target and assess interventions at universal and SEND support.
- To provide support and advice to adults.
- To support teachers in managing pupils with more complex or challenging behaviour so that needs are being met.

The Head teacher and The Senior Leadership Team must:

- Ensure staff training needs are identified and targeted.
- Use behaviour data to target and assess interventions.
- Support teachers in managing pupils with more complex or challenging behaviours.
- Meet and greet learners at the beginning of the day.
- Will be a visible presence around the school.
- Regularly celebrate staff and pupils whose efforts go above and beyond expectations.
- Ensure staff training needs are identified and met.
- To support the SENDCo and phase leaders in managing learners with more complex or negative behaviours
- Encourage use of positive praise, phone calls/postcards and certificates/stickers/House points.
- Use behaviour data to target and assess the effectiveness of the behaviour policy and practice.

The Local Governing Committee is responsible for:

- Reviewing and approving the Behaviour Policy.
- Monitoring the policy's effectiveness.
- Holding the headteacher to account for its implementation

Members of staff who manage behaviour well:

- Deliberately and persistently catch pupils doing the right thing and praise them in front of others.
- Know their classes well and develop positive relationships with all pupils.
- Relentlessly work to build mutual respect.
- Remain calm.
- Demonstrate unconditional care and compassion.

Pupils want teachers to:

- Give them a 'fresh start' every lesson.
- Help them learn and feel confident.
- Be just and fair.
- Have a sense of humour.

Our school rules

The 3 rules have been developed in collaboration with the pupils, staff and wider community and are rooted in our distinctive Catholic ethos and school mission. We will:

Be Safe

Think before you act
Keep your hands and feet to yourself
Only go where you have permission to go

Keep me safe, O God, for in you I take refuge.

Psalm 16:1

Do our Best

Come prepared
Work hard, don't give up
Always give your best effort

Whatever you do, work at it with all your heart

Colossians 3:23

Be Kind

Use manners and always be polite
Have a positive attitude
Show respect

Do to others as you would have them do to you.

Luke 6: 31

These rules are displayed in every classroom and around school.	
Our Rules	Be Safe Do our Best Be Kind
Routines	Daily meet and greet Lovely Lines Wonderful Walking
Recognition and rewards for effort	House Points. Certificates. Stickers. Phone Calls Home. HT/ SLT praise and certificates. Class Reward;
Steps for modifying and managing poor behaviour	Verbal Reminder. Verbal Warning. Last chance. <i>Very often a reminder and a verbal warning can be enough for a child to make a right choice. If this is the case, then a last chance conversation would not be needed.</i>

Adult Strategies to Develop Excellent Behaviour

IDENTIFY the behaviour we expect
Explicitly TEACH behaviour

MODEL the behaviour we are expecting
PRACTISE behaviour
NOTICE excellent behaviour
CREATE conditions for excellent behaviour

Language around Behaviour

At St Albans's, we understand that a common and consistent use of language around behaviour is essential in creating clear boundaries to learn how to behave. Phrases such as 'kicked off' or 'screaming fit' are unhelpful in these instances and we should always remain professional and calm.

Conversations about behaviours should be discussed as the behaviours they are and not be personal to the child. Conversations around behaviour should be conducted, in the first instance, by the class teacher. Incidents are logged on CPOMS as an accurate and timely record.

Recognising the impact of SEND on behaviour

At St Albans's we recognise that pupil's behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehavior arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehavior will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehavior will be made on a case- by -case basis.

When dealing with misbehavior from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and families act 2014).
- If a pupil has an Education Health and Care Plan (EHCP), the provisions set out in the plan must be secured and the school must cooperate with the local authority and other bodies.

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehavior, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned and will be outlined in the pupils' individual SEN Support Plan. These preventative approaches may include the following:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long.
- Adjusting seating plans to allow full participation and engagement.
- Use of nurture rooms/calm corners where pupils can regulate their emotions during a moment of sensory overload.

Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Was the pupil unable to understand the rules or instruction?
- Was the pupil unable to act differently at the time as a result of their SEND?
- Is the pupil likely to behave aggressively due to their particular SEND?

We will assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may 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/carers to create the plan and review it on a regular basis.

Encouraging and Recognising Positive Behaviour and Relationships

Pupils will be expected to show good learning behaviours which are also encouraged through our House System (see below). A learning behaviour can be thought of as a behaviour that is necessary in order for a person to learn effectively in the group setting of the classroom (Ellis and Todd, 2018).

Being able to name emotions and express them with increasingly accurate vocabulary

- Is able to manage the impulses of personal behaviour
- Shows pride in successes
- Focuses on learning in class and can articulate this
- Attentive to directions, listening to the teacher
- Organises time and space for own learning
- Talks purposefully with peers, valuing other opinions
- Persevere when things are difficult
- Concentrating and working hard
- Being empathetic and supportive of others
- Understanding that making mistakes helps them to learn
- Being able to reflect on successes and how to improve
- Thinking 'outside the box' to solve problems
- Able to take a risk in their learning and try new things

Teaching staff can facilitate this through:

- High expectations
- Using the 'five-a-day' approach to quality teaching (EEF)
- Effective classroom organisation and management
- Appropriate curriculum to ensure pupils are engaged, motivated and challenged.
- Establishment of effective relationships
- Pupils taking ownership of routines
- Acknowledging good behaviour
- Emotional intelligence, teaching the language of feelings
- Embedding school policies and agreed strategies

More specifically pupils must be taught:

- To walk quietly when moving around the building
- To be polite to adults and other children
- To support other children
- To empathise with each other
- To develop strategies to deal with upsetting or aggressive behaviour
- To report incidents of bullying behaviour involving themselves or others

Pupils who use appropriate behaviours must be encouraged and rewarded.

Rewards to promote positive behaviour

Virtually all children behave well; therefore, they will be rewarded each day. The minority of children who do not behave well will have sanctions.

Reward Process

We have a range of positive behaviour systems which operate simultaneously.

Everyday should be Purple.

There will be a display in each classroom which outlines this system - a five coloured behaviour display, an 'Everyday should be Purple' chart and a 'House Point' chart.

Every child begins each day in the purple zone (new day, new start!). Each child stays in this zone if they do everything that is expected of them. At the end of the day, they are awarded one point on the 'House Point' chart.

Children who have achieved a POINT every day by remaining in the purple zone at the end of the half term will have a class reward (see below). This reward will be high profile and agreed with the teacher and the pupils at the start of each half term.

House Point Chart

If a child has done something really good, they will be rewarded by being placed in the pink zone and given a certificate/sticker to take home. This will be given to the class teacher at the end of the day. They will get one point on the 'House Point' chart, in addition to the point awarded on the 'Everyday should be Purple'.

If they have done something exceptional, they will be moved to the orange zone presented with an orange certificate. Two points will be awarded on the 'House Point' chart, this includes the point for moving to pink and the additional point for moving to orange.

Children can also be sent to the Head Teacher or senior leaders with any exceptional work.

At the end of each week the class teacher will nominate a Head Teacher Award Winner. Each winner will be awarded two points on the 'House Point' chart. This recognises something exceptional.

The 'House Point' chart will last the entire academic year. When the children are awarded:

50-point points they will receive a **bronze award** given to them by their teacher

100 points they will be awarded a **silver award** given to them in assembly

150 points they will receive a **gold award**

200 points they will be awarded a Platinum Award

House Points and Teamwork

Every child is a member of a House Team. House Points are awarded to recognise:

- Positive behaviour
- Effort in learning
- Kindness and helpfulness
- Demonstrating school values
- Achievements in the pink and orange systems

House Points are recorded individually and collectively.

Weekly and Termly Recognition:

- Weekly totals are celebrated in assembly.
- The House Team with the highest termly score receives a reward.
- This encourages teamwork, pride, and a sense of belonging.

Sanction process

There are a minority of children who display behaviour that is inappropriate (disrupting lessons, wasting time, spoiling other children's playtime and lack of respect). The following is to act as a deterrent.

Every child begins each day in the purple zone (new day, new start!). Each child stays in this zone if they do everything that is expected of them. Where a child displays inappropriate behaviour, they will be moved to the turquoise/marron zone. Those children still placed in this zone at the end of the day will not gain a house point.

Once a child has moved into this zone they can move out, and back to purple zone, if their behaviour improves. This decision is at the discretion of the class teacher.

Where behaviour doesn't improve, or for more serious inappropriate behaviour, a child will be moved into the brown zone where immediate sanctions will be put in place.

Sanctions should:

- Make it clear that unacceptable behaviour affects others and is a serious offence against the school community.
- Not apply to a whole group for the activities of individuals.
- Be consistently applied by all staff to help to ensure that children and staff feel supported and secure
- Sanctions need to be in proportion to the offence. It should also be made very clear that it is the behaviour that is unacceptable, and any sanction should address this, not be made personal to the child.

There will be no break time 'time in' for children in KS1 or KS2. Instead, children will be sent to lunchtime 'time in' with the class teacher/ member of staff who distributes the sanction adding their name to the 'time in log', providing details of the unwanted behaviours. This will be supervised by a member of SLT. The child will spend the whole lunch time supervised and be given the opportunity to reflect upon their actions. KS1 pupils will have 10 minutes outside at the end of lunchtime. If children are attending time in, their behaviours must be recorded on CPOMS.

NB: This is not to be used for finishing work or missed homework. Finishing work is the responsibility of the class teacher.

Responding to Inappropriate Behaviour

We support all children to succeed by ensuring behaviour systems are clear, consistent, and fair. When behaviour does not meet expectations, we respond calmly and proportionately.

Turquoise Zone – Reflection and Improvement:

- Used when behaviour does not improve after a verbal warning.
- Signals the need for change and reflection.
- Children in the Turquoise/Maroon Zone at the end of the day do not receive a House Point.
- If behaviour improves, the child may return to the Purple Zone (at the class teacher's discretion).

Brown Zone – Persistent or Serious Behaviour:

- Used for repeated disruptive behaviour or more serious incidents.
- Leads to immediate supportive intervention and communication with SLT as needed.
- Logged by the class teacher on CPOMS and 'time in log' and followed up appropriately.

Lunchtime 'Time In'

Children who are placed in the Brown Zone, or who have been in Turquoise multiple times, may attend Lunchtime 'Time In'.

- This is a supervised session led by a member of SLT.
- Children reflect on their actions and are supported in making positive choices moving forward.
- Children will be sent to 'time in' with a behaviour slip completed by the class teacher/ member of staff who distributes the sanction. The behaviour slip will indicate if the child is in 'time in' for either a stage one or stage two behaviour. The behaviour slip will indicate details of the unwanted behaviours.
- 'Time In' is not used for finishing work or missed homework
- A record of the name and reason will be kept for monitoring purposes on CPOMS.

examples	Stage One	Stage Two
	Low level disruption Talking excessively and disrupting the learning of others Mis- use of equipment Refusal Defiance	Physical Violence Racism Persistent refusal Persistent disruption Putting others at risk of harm
	EYFS: 15mins KS1: 30mins KS2: 45mins	60mins

Behaviour Agreements

Where behaviour continues to be a concern and shows limited improvement, an Individual Behaviour Plan will be put in place. This will always involve a meeting with parents and outline clear goals and support strategies to help the child succeed.

Extreme Behaviours

Some children exhibit particular behaviours based on early childhood experiences and family circumstances. As a school, we recognise that their behaviour is their way of communicating their emotions. We also understand that for many children they need to feel a level of safety before they exhibit extreme behaviours.

These children will have bespoke 'Positive Handling Plans'.

When dealing with an episode of extreme behaviour, a child may need to be restrained if they or another person is unsafe. This will only be used as last resort and by trained staff only. (*See Positive Handling Policy*)

Staff will record all behaviour incidents on CPOMS. Suspension will occur following extreme incidents at the discretion of the Head Teacher.

A fixed-term suspension will be enforced under these conditions:

- The child needs time to reflect on their behaviour
- To give the school time to create a plan which will support the child better
- Staff need respite after an extreme incident
- The child being at home will have a positive impact on future behaviour. If these conditions are not met, other options may include internal exclusions with a member staff allocated by the Headteacher.

We understand that throughout this process, it is imperative that we explain what is happening and why it is happening to parents and arrange meetings to discuss. A reintegration meeting must be held with the child, parents/carers and Head Teacher or member of SLT before a child is allowed to re-join normal classroom activities.

Physical Attacks on Adults

At St Albans's, we take incidents of violence toward staff very seriously. We also understand that staff are the adults in the situation and can use a 'common sense' approach to keep themselves and the child safe to manage the situation effectively. Staff can use 'reasonable measures' to protect themselves in accordance with our Physical Intervention and Use of Reasonable Force Policy and should call for support if needed.

All staff should report incidents directly to the Headteacher or SLT and they should be recorded accurately on CPOMS. We appreciate these incidents can cause distress for the adults involved, therefore all staff are entitled to take some time to recover their composure and maintain wellbeing.

Whilst incidences of violence towards staff are wholly unacceptable, we must remember that we are a nurturing school that values each child under our care. It is important for us as adults to reflect on the situation and learn

from our actions. Children who attack adults may do this for several reasons but as adults we need to still show compassion and care for the child. Suspension will only happen once we have explored all options and have created a plan around a child.

Permanent Exclusion or Managed Move

These are extreme steps and will only be taken in cases where:

- Long term misbehaviour is not responding to the strategies and the safety and learning of others is being seriously hindered. The pupil will be considered to have Special Educational Needs and the procedures for meeting those needs are set out in our SEN policy.
- The risk to staff and other children is too high
- The impact on staff, children and learning is too high

Permanent exclusion will be a last resort, and the school will endeavour to work with the family to complete a managed transfer to a more suitable setting. In all instances, what is best for the child will be at the heart of all our decisions.

Only the Head Teacher has the authority to exclude a pupil from school. The Head Teacher may exclude a pupil for one or more fixed periods up to the statutory amount. The Head Teacher may also exclude a pupil permanently. It is also possible for the Head Teacher to convert a fixed term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Head Teacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Head Teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The Head Teacher informs the LEA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Head Teacher. The governing body has a discipline committee, which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeal panel meets to consider exclusions, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LEA, and consider whether the pupil should be reinstated.

If the governors' appeals panel decides that a pupil should be reinstated, the Head teacher must comply with this ruling.

When a pupil returns to school, following a fixed-term exclusion, they must do so accompanied by a parent/carer and engage in a reintegration meeting with a member of the Senior Leader Team. This must take place in all cases before the pupil is allowed to re-join normal classroom activities.

Application

This Behaviour Policy applies to our whole school community. If it is to be effective, everyone must use it with confidence and consistency. There may be occasions when adaptations may need to be applied e.g. swimming pool lessons, but the same principles of promoting good behaviour through the policy will always apply.

While the whole-school Behaviour Policy applies to all pupils, we make small adaptations in the Early Years Foundation Stage (EYFS) to ensure expectations are age-appropriate, nurturing, and rooted in our mission.

Recognising and Celebrating Each Child

In EYFS, behaviour systems are designed not only to encourage positive choices but also to celebrate each child for the effort, kindness, and individuality they bring.

Purple – Remaining on Purple shows that a child has tried their best and followed the rules. This earns 1 House Point at the end of the day.

Pink – Awarded when a child goes above and beyond; this special recognition earns 2 House Points.

House Point Awards

50 points – Bronze Award

100 points – Silver Award

150 points – Gold Award

200 points – Platinum Award

Purple Dot Grid System

Each child's efforts are further celebrated through the Purple Dot Grid:

Purple dots are awarded throughout the day to reinforce and encourage positive choices.

Dots are added whenever a child demonstrates purple behaviour (e.g., kindness, effort, perseverance).

When a child collects 10 purple dots, they receive a Postcard Home to share their success with their family.

The grid is then reset, giving every child a fresh start to continue shining in their own way.

This system ensures children are consistently motivated and celebrated throughout the day; reinforcing our mission to value and celebrate each child for all they are.

Restorative Approach

When children find it difficult to follow the rules, EYFS staff respond in a calm, caring, and restorative way. This reflects our mission to respect and nurture each individual, even when mistakes are made.

Gentle reminder – behaviour is redirected positively.

First verbal warning – expectations are explained with kindness and clarity.

Second verbal warning – another chance is given to make the right choice.

Move to Turquoise – the child has a 5-minute time out with a familiar adult, usually within the classroom.

Afterwards, the adult and child share a restorative conversation, encouraging reflection and reconciliation, helping the child return positively to learning and relationships.

Our Aim in EYFS

To create a loving, supportive, and inclusive environment rooted in Catholic values.

To celebrate each child for all they are, not just for what they do.

To recognise and reward kindness, effort, and resilience throughout the day.


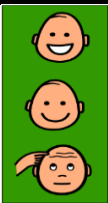
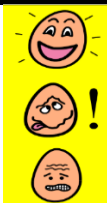
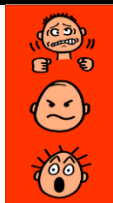
To guide children gently when they make mistakes, teaching them forgiveness, responsibility, and respect.

This EYFS Behaviour Policy Addition should be read alongside the full St Alban's Catholic Primary School Behaviour Policy. It reflects the same whole-school principals while recognising the unique needs of our youngest learners and our mission to celebrate each child for all they are.

Reflection Activity to be completed during 'time in'

KS2 Time In

Name: _____ Date: _____

Check In				
Tick				

Looks like	Rubbing eyes Head down on the desk Sad Daydreaming	Getting on with things Relaxed Smiling Engaged	Distracted Wiggly Fidgety Energetic	Hiding Running away Refusing to work Throwing or breaking things Running around
Sounds like	Yawning Crying Withdrawn/quiet Sighing	Kind words Listening to others Working together A reasonable speaking volume	Making lots of sounds Asking lots of questions Arguing Talking lots or not at all	Crying Shouting Stomping Arguing
Feels like	Feeling hot and bothered Not motivated No energy	Relaxed Ready to learn	Shaky Busy mind Not in control	Shaky Busy mind Sweaty Not in control

When I was feeling like this my behaviour looked like...


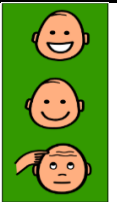
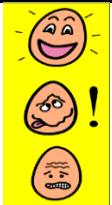
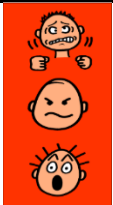
Next time I feel like this I can try...

 story
 move
 take 5
 focus on my breathing
 have a drink of water
 Ask for help

It would help me if....


KS1 Time In


Name: _____ Date: _____


Check In				
Tick				
Looks like	Rubbing eyes Head down on the desk Sad Daydreaming	Getting on with things Relaxed Smiling Engaged	Distracted Wiggly Fidgety Energetic	Hiding Running away Refusing to work Throwing or breaking things Running around


Sounds like	Yawning Crying Withdrawn/quiet Sighing	Kind words Listening to others Working together A reasonable speaking volume	Making lots of sounds Asking lots of questions Arguing Talking lots or not at all	Crying Shouting Stomping Arguing
Feels like	Feeling hot and bothered Not motivated No energy	Relaxed Ready to learn	Shaky Busy mind Not in control	Shaky Busy mind Sweaty Not in control


Next time I feel like this I can try...



 focus on my breathing


 have a drink of water


 Ask for help


 story


 move


 take 5

It would help if

Anti-Bullying Policy Statement

This policy applies to **anyone working on behalf of St Alban's Catholic Primary School**, including the Headteacher, senior leadership team, teaching and support staff, volunteers, governors, agency staff and students on placement.

Our Commitment

At St Alban's Catholic Primary School, we believe that:

- All children have the right to learn in a safe, supportive and respectful environment.
- Bullying of any kind is unacceptable and will not be tolerated.
- We have a responsibility to promote the welfare of all children, keep them safe, and operate in a way that protects them from harm.

What is Bullying?

Bullying is behaviour that is:

- **Repeated**
- **Intended to hurt someone** either physically or emotionally

Bullying can take many forms, including:

- **Physical** (hitting, kicking, taking belongings)
- **Verbal** (name-calling, threats, offensive remarks)

- **Emotional** (excluding someone, spreading rumours)
- **Online/Cyberbullying** (sending hurtful messages, sharing images without consent)

Legal Framework

This policy is based on current legislation and statutory guidance in the UK, including:

- **The Children Act 1989 and 2004**
- **The Education Act 2002**
- **Keeping Children Safe in Education (DfE)**

We also refer to guidance from the **NSPCC** and other child protection organisations.

We recognise That:

- Bullying causes real distress and can seriously affect a child's well-being, mental health, and development.
- Some bullying behaviour may constitute significant harm and may need to be treated as a safeguarding issue.
- All children, regardless of age, disability, gender identity, race, religion, sex, or sexual orientation, have the right to equal protection from all types of harm.
- Everyone in our school community plays a role in preventing and responding to bullying.

Our Approach to Preventing Bullying

We will:

- Promote a **strong Catholic ethos** of love, respect, and kindness towards one another.
- Develop and maintain a **code of behaviour** for all pupils and staff, in school and online.
- Talk regularly with pupils, staff, and parents about bullying and how to prevent it.
- Provide **training and support** to all staff and volunteers on how to deal with all forms of bullying, including racist, sexist, homophobic, transphobic and sexual bullying.
- Ensure **clear and robust anti-bullying procedures** are in place and understood by all.

In Practice, We Will:

- Encourage pupils to take responsibility for their behaviour and support one another.
- Teach skills such as **listening, conflict resolution, empathy and inclusion**.
- Promote respect for differences and diversity.
- Ensure no child feels left out or isolated.
- Regularly evaluate how well our anti-bullying measures are working.

Responding to Bullying

When bullying occurs, we will respond in a way that considers:

- The needs and well-being of the child who has been bullied.
- The needs and motivations of the child who has displayed bullying behaviour.
- The wider impact on bystanders and the school community.

We will monitor and review each situation to ensure that the bullying has stopped and the solution is long-lasting.

Diversity and Inclusion

We recognise that bullying is linked to a lack of respect for diversity. At St Albans, we are committed to:

- **Celebrating our differences** and teaching children to value each other.
- **Increasing diversity** within our school environment.
- **Welcoming and supporting** children and families from all backgrounds, including:
 - Black, Asian and other minoritised ethnic communities
 - d/Deaf and disabled children
 - LGBTQ+ children and families
 - Children with special educational needs and disabilities (SEND)

Related Policies

This Anti-Bullying Statement should be read alongside our other key policies:

- Safeguarding and Child Protection Policy
- Behaviour Policy
- Online Safety Policy
- Equality, Diversity and Inclusion Policy
- Staff and Volunteer Code of Conduct

Contact Information

If you have any concerns about bullying, please speak to:

- Your child's **class teacher**
- The **Key Stage Leader**
- The **Designated Safeguarding Lead (DSL)**
- The **Headteacher**

Together, we will work to ensure **every child feels safe, valued, and able to thrive** at St Alban's Catholic Primary School.