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: **December 2024**
Approved by: **Local Governing Committee**
Date of next review: **December 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; *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.*

Adult Strategies to Develop Excellent Behaviour

IDENITIFY 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.

Use of Mobile Phones

The Department for Education (DfE) has introduced updated statutory guidance on mobile phones in schools. The guidance **became statutory on 29 June 2026** and schools are expected to follow it from **1 September 2026**. The guidance expects schools in England to be mobile-phone-free by default, while allowing appropriate arrangements for children who need a phone for safety when travelling to or from school.

Our simple rule

Mobile phones are not normally permitted in school.

We recognise that some children may need to bring a mobile phone because they **walk home independently at the end of the school day**.

For these children:

- The phone must be **switched off when the child enters the school gates**.
- The child must **hand the switched-off phone to their class teacher when they enter the classroom**.
- Phones will be kept safely by the school during the school day.
- The phone will be returned to the child **at the end of the school day when they leave school**.
- Phones must not be used during the school day, including at break and lunchtime.

Children who do not walk home independently should **not bring a mobile phone to school**.

Parents/carers are responsible for deciding whether their child is ready to walk home independently.

Our approach supports our mission to ensure that every child can be fully present, develop positive relationships and grow in confidence and learning.

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 on the pupil's 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 rule 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 place in the pink zone and given a certificate/sticker to take home. This will be given 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 include 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.

	Stage One	Stage Two
examples	Low level disruption Talking excessively and disrupting the learning of others Mis- use of equipment Refusal Defiance	Physical Violence Racism Homophobic langage 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.

Derogatory, Homophobic and Discriminatory Language

At St Albans's, we take the use of derogatory, homophobic and other discriminatory language very seriously. Such language is unacceptable and will not be tolerated, as it can cause significant distress and harm to others and is contrary to our values of respect, inclusion and compassion.

All incidents must be reported to the Headteacher or SLT and recorded accurately on CPOMS. Staff should respond calmly and consistently, ensuring that the child understands the impact of their words and is supported to reflect on their behaviour, develop empathy and learn from the incident.

We recognise that children may use such language for a variety of reasons, including a lack of understanding, and it is important that we respond in a way that maintains the safety and dignity of everyone involved while providing appropriate education, guidance and support. Any response will take account of the nature and seriousness of the incident, the child's individual circumstances and any relevant patterns of behaviour. Where necessary, further action, including suspension, may be considered in accordance with the school's behaviour policy and statutory guidance, once the circumstances have been carefully considered and appropriate support and interventions explored.

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.

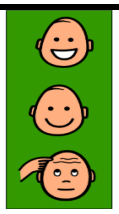
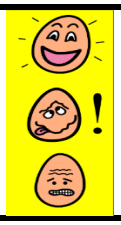
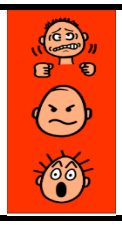
Application

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.

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 Wriggly 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…

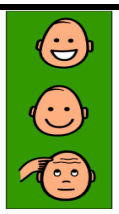
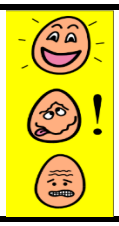
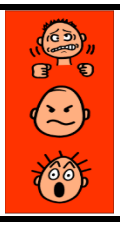
Next time I feel like this I can try…



It would help me if….

KS1 Time In

Name:_____ **Date:** _____

Check In				
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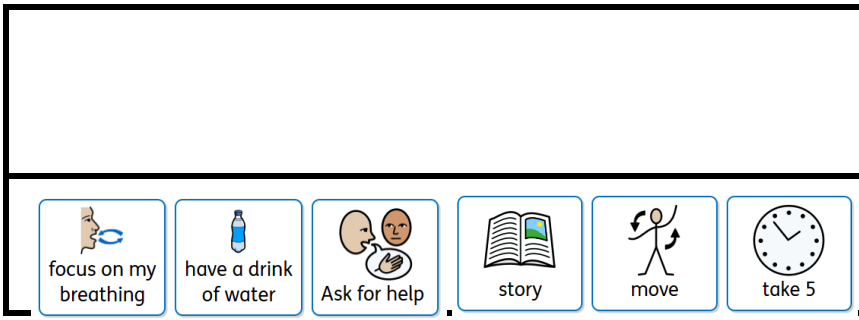
Next time I feel like this I can try…



It would help if ….

EYFS Behaviour Policy Addition

Recognising and Celebrating Each Child

At St Alban's Catholic Primary School, we recognise and celebrate each child for all that they are. In EYFS, our behaviour systems are designed not only to encourage positive choices but also to recognise the effort, kindness, perseverance and individuality that each child brings to our school community.

Celebrating Positive Behaviour

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

Pink – Awarded when a child goes above and beyond our expectations. This special recognition earns **2 House Points**.

House Point Awards

Children are celebrated as they achieve:

- **50 House Points – Bronze Award**
- **100 House Points – Silver Award**
- **150 House Points – Gold Award**
- **200 House Points – Platinum Award**

These awards provide regular opportunities to celebrate children's achievements and encourage them to recognise the positive contributions they make to our school community.

Purple Dot Grid System

Each child's positive choices and efforts are further recognised through our **Purple Dot Grid**.

- Purple dots are awarded throughout the day to reinforce and encourage positive behaviour.
- Dots are given when children demonstrate behaviours such as kindness, effort, perseverance, helpfulness and respect.
- When a child collects **10 purple dots**, they receive a **Postcard Home** to share their success with their family.
- Once 10 dots have been achieved, the grid is reset, giving every child a fresh opportunity to continue to shine.

This system ensures that children are consistently encouraged, recognised and celebrated throughout the day. It reflects our mission to **celebrate each child for all they are**, recognising not only what they achieve but also the qualities and values they demonstrate.

A Restorative Approach

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

Our approach is:

Gentle reminder – The child's behaviour is positively redirected and expectations are reinforced.

First verbal warning – Expectations are explained clearly and kindly, giving the child an opportunity to make a positive choice.

Second verbal warning – The child is given another opportunity to reflect and make the right choice.

Move to Turquoise – The child spends five minutes with a familiar adult, usually within the classroom, to allow them time to regulate and reflect.

Restorative conversation – Afterwards, the adult and child have a calm conversation about what happened. The child is supported to reflect on their behaviour, understand its impact and consider how they can make a positive choice next time.

The aim is always to restore relationships, encourage reconciliation and support the child to return positively to their learning.

Our Aim in EYFS

We aim to:

- Create a loving, supportive and inclusive environment rooted in our Catholic values.
- Celebrate each child for **all they are**, not simply for what they achieve.
- Recognise and reward kindness, effort, perseverance and resilience throughout the day.
- Help children understand that everyone makes mistakes and that mistakes provide opportunities to learn and grow.
- Guide children with compassion, teaching forgiveness, responsibility, respect and reconciliation.
- Develop children's confidence, independence and sense of belonging.

Our Catholic Mission

Our approach reflects the mission of St Alban's Catholic Primary School: to recognise and celebrate the uniqueness of every individual as someone made in the **image and likeness of God**.

We want every child to know that they are valued, loved and respected. Through our positive and restorative approach, we support children to develop not only as successful learners but also as kind, compassionate and responsible members of our school community.

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 principles while recognising the unique developmental needs of our youngest learners and our mission to **celebrate each child for all they are.**

Anti-Bullying Policy Statement

Our Commitment

This policy applies to everyone 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.

At St Alban's Catholic Primary School, we believe that every child is unique, special and made in the image of God. Our mission is to celebrate each individual for all that they are and to ensure that every child feels valued, respected, included and loved.

We believe that:

- All children have the right to learn and play in a safe, supportive and respectful environment.
- Bullying of any kind is unacceptable and will not be tolerated.
- Every member of our school community has a responsibility to promote kindness, dignity, respect and compassion.
- We have a responsibility to promote the welfare of all children and to keep them safe from harm.

What is Bullying?

Bullying is behaviour that is:

- Repeated or persistent.
- Intended to hurt, frighten, upset or humiliate another person.
- An abuse of power or influence, where someone feels unable to defend themselves.

Bullying can take many forms, including:

- **Physical:** hitting, kicking, pushing or taking belongings.
- **Verbal:** name-calling, teasing, threats or hurtful comments.
- **Emotional/Social:** deliberately excluding someone, spreading rumours or encouraging others not to be friends with them.
- **Online/Cyberbullying:** sending hurtful messages, posting harmful comments or sharing images or information without consent.
- **Discriminatory bullying:** targeting someone because of their race, religion, disability, sex, identity or other characteristic.

Our Catholic Approach

Our Catholic faith is at the heart of our approach to preventing bullying. We follow the example of Jesus by promoting love, forgiveness, compassion, respect and care for others.

Our mission statement reminds us that we **celebrate every individual for all that they are in the image of God**. We recognise and value the uniqueness of every child and seek to create a culture where everyone belongs and is able to flourish.

We encourage our children to:

- Treat others as they would wish to be treated.
- Celebrate differences and recognise the gifts and talents of others.
- Show kindness, compassion and forgiveness.
- Stand up for others and seek help when something is wrong.

- Make positive choices and take responsibility for their actions.

Preventing Bullying

We actively promote an anti-bullying culture throughout school. This is supported through:

- Our annual Anti-Bullying Week.
- Whole-school and class assemblies.
- Our extensive PSHE curriculum.
- Our Catholic Life and Gospel values.
- Opportunities to discuss friendship, relationships, respect, inclusion and differences.
- Regular conversations with children about their well-being and relationships.
- Clear expectations for behaviour in school and online.
- Working in partnership with parents and carers.

We teach children the skills they need to listen to others, resolve disagreements, show empathy and include everyone. We encourage children to speak to a trusted adult if they are worried about bullying or see someone else being treated unkindly.

Responding to Bullying

When a concern about bullying is raised, we will:

- Listen carefully to all children involved.
- Take concerns seriously and respond promptly.
- Support the child who has experienced bullying.
- Work with the child who has displayed bullying behaviour to help them understand the impact of their actions and make positive changes.
- Involve parents and carers where appropriate.
- Consider whether the behaviour may also be a safeguarding concern.
- Monitor the situation to ensure that the bullying has stopped and that the child continues to feel safe.
- Review our response to ensure that support is appropriate and effective.

We recognise that bullying can have a significant impact on a child's well-being, confidence, relationships and ability to learn. We therefore aim to respond with care, consistency and fairness.

Our School Community

Preventing bullying is everyone's responsibility. At St Alban’s, we work together to create a school where every child knows that they are valued, listened to and cared for.