



OUR LADY'S CATHOLIC PRIMARY SCHOOL

"A Place of learning - A Community of Christ"

Behaviour and Anti Bullying Policy

October 2025

Our Lady's Catholic Primary School

Behaviour Policy Including Anti-Bullying

At Our Lady's, we provide a caring learning environment where high standards of behaviour are expected and encouraged. As adults we will provide a model of positive, friendly and respectful behaviour towards each other and towards children, reflecting the Gospel values at the heart of our school.

"Never have any grudges against others or lose your temper, or raise your voice to anyone, or call each other names or allow any sort of spitefulness. Be friends with one another and kind and forgiving as readily as God forgave you in Christ." Ephesians 4: 31-32

Aims of this policy

- To define acceptable standards of behaviour
- To encourage a consistent response to both positive and negative behaviour, and to ensure that expectations and strategies are widely known and understood
- To suggest ways in which we promote self-esteem, self-discipline and positive relationships
- To encourage involvement of both home and school in encouraging high standards of behaviour
- To define what is meant by bullying
- To suggest ways in which bullying can be prevented
- To define a consistent response to bullying behaviour

What is good behaviour?

We have clear rules, expectations and boundaries, to which we expect all children to adhere. We call them Golden Rules. These rules and boundaries support the rights of children to be able to learn in an environment where individuals can expect to be treated with respect and dignity.

The whole school lives under the same umbrella of agreed and commonly held values. Anybody, child or adult, in the school can invoke the rules. Everybody, child or adult, knows they must abide by these rules. There are only six rules, the same six for everyone. They are clear and unequivocal. At Our Lady's, the Golden Rules help us to work together for excellence.

Do be gentle

Do be kind and helpful

Do listen and show respect

Do work hard

Do look after property

Do be honest

Do not be rough or hurt others

Do not hurt other people's feelings

Do not interrupt or be rude

Do not waste yours or others' time

Do not waste or damage things

Do not cover up the truth

How do we encourage good behaviour?

A high standard of behaviour, through adhering to the Golden Rules, is the expected norm at Our Lady's. However, there are systems in place to help children or groups of children appreciate that good behaviour is valued and encouraged. Award ward certificates are presented to two children from each class at the end of each week to recognise their particularly positive contribution to school life. Certificates are presented in an assembly and are closely linked to the Golden Rules.

Across the school, staff use a variety of methods to acknowledge and praise good behaviour. Examples include:

- Verbal praise
- A smile or thumbs up
- A child sent to another member of class to be praised and/or to share work
- Note or phone call home to acknowledge good or improving behaviour
- Class systems of reward
- Individual systems of reward as required
- House Points

Behaviour Chart - All classes also use a behaviour chart where children can be moved up through bronze, silver and gold as well as down. When a child gets to gold the teacher will give an appropriate award.

We recognise that achievement, good behaviour and a positive attitude to school are closely related. We will value children's work by carefully assessing it and where appropriate by displaying work around the school.

Circle time is an important time for promoting, modelling and celebrating positive behaviour. Circle Time is a listening time. It is an adult led and focussed session when children can speak freely. Regular Circle Time promotes reflection. It can help children to develop empathy with others and can be effective in supporting a class to recognise difficulties and to solve problems collectively. Circle time is often used on an ad-hoc basis when problems have arisen in class.

How do we respond to negative behaviour?

If there are emerging areas of concern, we believe that early intervention is important in order to prevent a problem becoming larger. This can then allow us to work with parents/carers in supporting their daughter or son's particular needs at that time. Our commitment to a partnership with parents/carers requires staff and parents to work together in an atmosphere of honesty and openness.

Whilst we believe that the promotion of positive behaviour underpins our school's caring and supportive environment, it is also necessary to set out how we will deal with minor and major indiscipline. Staff, children and parents/carers need to know that there is a clearly understood framework which establishes a procedure for managing discipline in school.

If a child breaks a Golden Rule, their behaviour has fallen short of the expectations at Our Lady's. We believe that sanctions are likely to be effective when children are aware of their consistency and certainty.

1) If a child breaks a Golden Rule, they are warned and given the opportunity to change the way they are behaving. Where behaviour improves, staff make a conscious effort to reinforce desired behaviour when seen. If the behaviour continues, then children are given an appropriate sanction as appropriate to the rule being broken. Examples include:

- Being moved down on the behaviour chart
- Quiet word with the teacher to help child acknowledge where they went wrong and how things could be improved next time
- Loss of a break or lunchtime to complete work, under the supervision of the class teacher
- Moving away from friends to complete work or to listen in the classroom
- Temporary confiscation of an item
- Loss of a privilege (e.g. to go out to break first)

2) If a child is breaking the Golden Rules persistently, including low level disruption which impacts on learning, then the sanctions are likely to be more serious:

- Child will be moved down on the behaviour chart and is likely to be on red at which point they will be sent to a member of the senior leadership team with a 'time out' sheet to complete.
- Child may also lose a break or lunchtime or some other privilege (attending clubs, representing school teams or events).
- Where required, parents or carers will be informed of their child's behaviour and may be asked to come into school to discuss strategies with the class teacher or member of the senior management team.

3) If the behaviour is harmful to the child themselves or to other children, then the following sanctions are used at Our Lady's.

- Child is removed from their class by a member of the senior leadership team for the morning, afternoon or whole day. During breaks and lunch they will be removed until they go back into class.
- Incident is recorded on **CPOMS**

4) If a child regularly hurts (physically or mentally) themselves or other children, then the following sanctions. This is likely to be bullying.

- The Child's parents will be asked to meet with the Headteacher.
- A 'Behaviour Contract' will be set up between yourself, your parent, your class teacher and the Headteacher.
- **You may be at risk of being excluded**

Although these sanctions are very clear, the school expects parents, children and staff to understand that children's behaviour is very complex. Every child is unique and has a unique set of circumstances. All our behaviour management is underpinned by bible values including those of understanding and forgiveness. If anybody is concerned about the behaviour of any child they should bring it to the headteacher's attention who will ensure that they work with the child and family to make sure that every child's behaviour is improving all the time. Where families are happy to co-operate and work with the school in improving this behaviour, we will always work to ensure we can try and meet their child's needs.

Other ways in which we promote self-esteem, self-discipline and positive relationships

At Our Lady's we expect teachers and all staff to work towards achieving these high level behaviour management skills:

- demonstrate excellence in teaching, minimising behaviour difficulties through the use of lively, interactive teaching styles, appropriate differentiation and teaching strategies which make sure that children see themselves as successful learners.
- build positive relationships with children, always listening to children's perspectives and treating them with warmth and respect;
- understand and empathise with the often complex reasons for children's behaviour; have realistic expectations founded on an understanding of child development and the different stages that children may be in their learning;
- use appropriately assertive language, making clear what behaviours are needed to ensure that everyone can learn and making sure that the language used to point out inappropriate or unhelpful behaviour separates the behaviour from the child and builds the child's confidence in their own ability to make appropriate choices in future;
- use frequent and specific positive feedback related to both work and behaviour.
- make sure that children have an understanding of our Golden Rules and regularly reinforce and reiterate the Rules.
- relate behaviour problems as they arise, back to the Golden Rules, using them as an opportunity for children to reflect on what has gone wrong and what can be learned from it;
- ensure that children are clear about the consequences if they choose not to conform to Golden Rules;
- Teach positive behaviour through setting explicit behaviour objectives for a lesson, modeling, role play or providing opportunities for the class to reflect on behavioural learning as well as on 'curriculum' learning;
- actively develop in children the social and emotional competences that underpin positive behaviour;
- establish clear routines for such things as entering and leaving the classroom, gaining the teacher's attention or help, noise levels for different types of activities, clearing up, transition between activities and so on; spend time on teaching and reinforcing these routines and reviewing with children the effectiveness of their use;
- employ a range of pre-emptive strategies to manage behaviour, noticing early on any situations that might present problems and taking quiet steps to redirect, help children be aware of the choices available to them and make a more appropriate choice;
- employ skills in de-fusion, de-escalation, mediation and conflict resolution and seek progressively to develop those skills in children themselves;
- promote equality of opportunity and address issues of social exclusion.

What do we mean by bullying?

Our Lady's recognises and affirms the right of every child to learn in a safe and secure environment and is committed to the continual development of policy and strategies for preventing and responding to bullying. It is acknowledged that bullying can seriously impact on an individual's self-esteem and educational progress and achievement.

Bullying is defined as deliberately hurtful behaviour, repeated over time, where it is difficult for those being bullied to defend themselves.

It can take many forms, but the main types include:

- **Physical** – such as hitting, kicking or pushing
- **Verbal** – including name-calling, threats, or racist remarks
- **Indirect** – such as spreading rumours or deliberately excluding someone from a social group
- **Cyberbullying** – using digital technologies (such as mobile phones, social media, or messaging platforms) to send harmful, threatening, or upsetting messages, images, or content

How is bullying prevented?

Our Lady's School has a responsibility to maintain an environment in which all members of the school community are expected to follow the Golden Rules.

In order to prevent incidents of bullying occurring, our pupils are involved in the development of this policy and learn about what constitutes bullying. Children are given opportunities, through circle time, the PSHE curriculum and class discussion, to develop skills to resist and deal with bullying. Children are also taught that they have a responsibility to inform an adult if they are aware of bullying going on and that all bullying behaviour is unacceptable.

Parents, carers and families have an important role to play in helping to prevent incidents of bullying and in supporting the school in dealing with such behaviour. Parents should:

- Discourage their children from bullying behaviour at school at home or elsewhere
- Take an active interest in their children's school life, discuss friendships and how playtimes are spent
- Watch out for signs that their children are being bullied[∞]
- Contact school at the first signs if they are worried that their child is being bullied or is bullying others.

[∞] see appendix iii for potential signs of bullying

How do we respond to bullying?

Bullying will not be tolerated within Our Lady's School. Any suspected instances of bullying will be taken seriously and will be investigated in the following manner:

1. immediate help and support will be given to the victim
 2. the adult will listen carefully to his/her story and will make a written record of the incident[‡]
 3. the adult will find out from bystanders and the alleged 'bully' what happened, adding to the written record
 4. a meeting will be arranged between all children involved to help find a resolution to the problem
 5. sanctions consistent with this behaviour policy will be enforced and behaviour monitored as appropriate
 6. parents/carers of both the victim and the bully will be informed of the action taken and how the school is dealing with the issue
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[‡] see appendix iv

Appendix iii

Potential Signs of bullying

It is everybody's responsibility to look out for signs of bullying. The following behaviour may indicate that a pupil is being bullied:

- school refusal
- frequent illness
- not wishing to go out for break-times
- easily upset
- seems frightened or anxious on journey to school
- begins to do poorly in school work
- comes home frequently with possessions or clothing damaged or lost
- becomes withdrawn or develops a stammer
- attempts self-harm
- cries when going to sleep
- has frequent nightmares
- has unexplained physical injuries
- refuses to say what is wrong
- gives improbable excuses to explain issues