



Positive Behaviour and Anti-Bullying Policy

St Vincent de Paul Catholic Primary School

Updated: September 2026

Approved by: The Governing Body Date: September 2026

Last reviewed: March 2025

Next review due by: September 2027

Our School Mission Statement

Jesus said, “*Love one another as I have loved you*”

The vision of our school is to create a warm, loving, safe, learning environment, to live the Gospel and to enable each individual to realize their full potential.

To live out our School Mission Statement we strive to:

- **appreciate and celebrate the uniqueness of every individual and enable them to develop and share their talents.**
- **show respect for everyone and for our environment.**
- **involve parents at every stage, as we recognise their role in their child’s development.**
- **live the Gospel, in our daily lives, through collective worship, liturgy, prayer, reflection and exploration of faith.**

The school celebrates the Catholic faith throughout the Church’s year. The school community gathers to celebrate Feast days and the Eucharist

We are proud of our school community and its many achievements. We seek each day to live out our Mission Statement and to bring out the best in every individual. We believe that the quality of our interactions and our work is best reflected in our Catholic values.

At St Vincent de Paul, we aim to create a welcoming, secure and positive environment. We are a caring community whose values are built on the gospel and reflect mutual trust and respect for all. The school behaviour policy is designed to support the way in which all members of the school can live and work together in a supportive way.

This policy is produced in line with the **Department for Education** guidance *Behaviour in Schools* (2022).

It is everyone's responsibility to promote good behaviour and this policy contains guidance to support this ethos.

Good behaviour in school is central to a good education. We must manage behaviour well so we can provide calm, safe and supportive environments which children and young people want to attend and where they can learn and thrive. Being taught how to behave well and appropriately within the context of our school is vital for all pupils to succeed personally.

Our school has an important role, in partnership with the family and wider community, in nurturing mutual respect, a sense of responsibility and a positive work and behaviour ethic. Our Positive Behaviour Policy sets out to ensure that everyone; pupils, their families, staff and visitors to our school understands and adheres to school rules and expectations, and positively contributes towards making the school a pleasant, safe and productive place to learn.

We recognise the effect a calm, organised and productive atmosphere has on a child's learning, self-esteem and health.

It is crucial for parents to work positively with our school to support our behaviour policy and ensure good behaviour of their child when they are at school. Parents reinforcing agreed school-based rewards and sanctions makes it easier for staff to apply the policy and for children to accept the consequences of their behaviour.

We are an inclusive school where we focus on the well-being and progress of every child and where all members of our community are of equal worth.

We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. This policy takes full account of the Public Sector Equality Duty.

The Public Sector Equality Duty or "general duty" requires all public organisations, including schools to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between different groups
- Foster good relations between different groups

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

Aims

In accordance with our Mission Statement, we further aim:

- To foster strong Christian values
- To develop a caring and cooperative environment
- For children to have resilience, high self-esteem and high self-discipline
- For children to understand the consequences of their actions
- For children to respect each other as well as adults
- To promote an environment of wellbeing where everyone feels happy, safe and secure

Our Behaviour Curriculum

A behaviour curriculum defines the expected behaviours in our school. It is centred on what successful behaviour looks like and defines it clearly for all parties. At St Vincent de Paul we teach routines and reinforce the expected behaviours. We make adjustments for pupils with additional needs, where appropriate and reasonable.

Some examples of the behaviours and routines we teach and reinforce are:

- Walking at all times when inside the school building
- Keeping the learning environment tidy
- Taking responsibility for our own actions
- Lining up in an agreed and set order
- Allowing adults to pass through doors first
- Being silent when the bell rings at the end of playtime
- Saying please and thank you
- Being supportive to each other
- Adults modelling expected behaviours
- Respecting self, others and school property
- Celebrating success
- Having similar expectations of behaviour outside of school

Our '5-Star Rules'

Our pupils collaborated to establish a set of rules that ensure our school remains a safe, respectful, and friendly place for everyone. These whole-school rules align closely with our values and are displayed in every classroom as a daily reference.

We expect that everyone respects and abides by them. The rules are displayed in every class and can be referred to during the school day. At our school we value and respect others. These rules, linked closely to our school values, are essential if we are to have a safe and productive learning environment.

1. **We treat each other as we would like to be treated** (*'Love one another as I have loved you'*)
2. **We are respectful**
3. **We keep ourselves safe**
4. **We try our best in all that we do**
5. **We are ourselves**

Implementation

To promote positive behaviour, we:

- Show respect for each individual.
- Use praise, rewards, and encouragement.
- Assign special responsibilities.
- Celebrate positive work and achievements.
- Set clear boundaries in the classroom and school.
- Maintain a calm, consistent, and fair approach.
- Foster open communication and strong home-school partnerships.
- Model appropriate behaviour.
- Focus on addressing behaviours, not individuals.
- Teach self-awareness, self-regulation, and the value of learning from mistakes.
- Encourage a fresh start after incidents are addressed.

Rewards for Positive Behaviour

- **House points recorded on Class Dojo**, awarded by any staff member.
- **Certificates:**
 - *Star Awards* for good behaviour and work.
 - *Gold Awards* for outstanding work and behaviour (presented in assembly and published in the newsletter).
- **Gold stickers** from the Head Teacher.
- **Silver stickers** from the Deputy Head Teacher.
- **Termly rewards** for the winning house group.

By reinforcing positive behaviour, we create a supportive and encouraging school environment where all children can thrive.

SEND Behaviour Expectations

The school consistently and fairly promotes high standards of behaviour for all pupils and provides additional support where needed to ensure pupils can achieve and learn as well as possible. A good behaviour culture creates a calm environment, which will benefit pupils with SEND, enabling them to learn.

We must manage pupil behaviour effectively in order to keep children safe and provide a calm and purposeful learning environment, whether or not the pupil has underlying needs. When a pupil is identified as having SEND, an EHC or SEN support plan sets out the support being

provided and any reasonable adjustments that need to be made to ensure all pupils can meet behavioural expectations.

Strategies to manage pupils with SEND will usually be part of their EHC or support plan and will always be agreed with the SENCO. This may include asking to go to or being directed to go to a calm space in order to self-regulate.

Consequences for Inappropriate Behaviour

To maintain a respectful and productive learning environment, we follow a structured approach to addressing inappropriate behaviour. Consequences are applied consistently, fairly, and with opportunities for reflection and improvement.

Step-by-Step Approach:

1. **Verbal reminder** – A clear, calm reminder of behaviour expectations.
2. **Thinking time** – Reflection within or in another classroom.
3. **Referral to a Senior Leadership Team (SLT) member** – Discussion on behaviour and expectations for behaviour which is severe.
4. **Referral to the Head Teacher** – Further intervention as needed.

Additional Consequences (if required):

- **Extended reflection time** – Opportunity to reconsider behaviour choices.
- **Written reflection** – A structured task to reflect on actions and their impact. (Appendix 2)
- **Loss of privileges** – Temporary removal of certain activities or responsibilities.
- **School-based community service** – Positive contributions such as tidying shared spaces.
- **Parent meeting** – A discussion with the pupil, parents, and SLT to support behaviour improvement.

Each step ensures that pupils understand the impact of their actions and are guided towards making positive choices.

Monitoring and Reporting

- The class teacher/member of support staff should first deal with the situation.
- Significant incidents of unwanted behaviour occurring in the classroom should be recorded on CPOMS. Behaviour incidents occurring in the playground should also be recorded on CPOMS <https://stvincentdepaul.cpoms.net> using the 'Behaviour' category.
- Significant incidents will include e.g. disobedience, non-cooperation, repeated warnings ignored, damage of personal or school property, etc.

- Major incidents (e.g. uses of violence, acting in a way that compromises own or others' safety) should be referred immediately to the Head/Deputy or a member of the SLT. The child will be given a Pupil Behaviour Incident form to complete to allow a cooling off period and for them to reflect upon what has happened.

Unacceptable Online Behaviour

Nationally, there has been a significant rise in abusive and bullying behaviour among primary-age children, including sexual harassment and the sharing of inappropriate content on social media—particularly WhatsApp. These issues cause distress for children, concern for parents, and take up valuable teaching time in managing incidents.

At **St Vincent de Paul**, pupils are **not permitted to use mobile phones in school**. Online behaviour incidents therefore occur **outside school hours and premises**, making parents responsible for their child's online activity.

Parental Responsibility

Parents must carefully consider the risks before allowing their child access to social media, messaging services, or internet-enabled devices. **Primary-aged children do not have an inherent right to own a mobile phone or access social media, nor do they have a right to online privacy from their parents.**

To safeguard children, the school strongly advises parents to:

- **Avoid purchasing a mobile phone** for their child.
- **Supervise all mobile phone use**, ensuring children only access a parent's or sibling's phone in their presence.
- **Prohibit access to social media and messaging apps** such as WhatsApp.
- If mobile contact is necessary for safety reasons, **consider a non-smartphone** with call-only functionality.

School Response to Online Incidents

Although parents are responsible for online behaviour outside school, **incidents can impact pupils' wellbeing and safety within school**. The school may take action if online behaviour:

- Poses a threat or causes harm to another pupil.
- Disrupts the orderly running of the school.

In serious cases, the school may **refer incidents to external safeguarding authorities**, such as:

- **Local Authority Multi-Agency Safeguarding Hub (MASH)**
- **Child Exploitation and Online Protection Command (CEOP)**
- **The Police**, if behaviour raises safeguarding or criminal concerns.

Ensuring children's online safety is a **shared responsibility** between school and parents, and we urge families to take proactive steps in protecting their child from online risks.

Mobile Phones

Pupils are prohibited from using mobile phones, cameras or any other recording equipment at school.

- Taking photographs, filming or recording on school premises is a breach of privacy, data protection and child protection legislation.
- Using photographic images or voice recordings of pupils or staff without their permission is prohibited. It is a breach of privacy, data protection legislation and child protection legislation.

Some pupils in Year 6 walk to and from school unaccompanied. These pupils have permission to bring a mobile phone into school should their parents wish them to. The mobile phone must be handed to the class teacher on arrival at school. It will be stored in a safe place for the duration of the school day. The class teacher will give the mobile phones back to children at the end of the school day.

Use of Reasonable Force (Positive Handling) to Control or Restrain Pupils

Our school uses the Department for Education Use of Reasonable Force guidance, detailed below:

Who can use reasonable force?

- All members of school staff have a legal power to use reasonable force.
- This power applies to any member of staff at the school. It can also apply to people whom the head of school has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

When can reasonable force be used?

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or causing disorder
- In a school force is used for two main purposes-to control pupils or to restrain them
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Schools can use reasonable force to:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- Prevent a pupil from behaving in a way that disrupts a school event or a school trip or visit;
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- Prevent a pupil from attacking a member of staff or another pupil, or stop a fight in the playground; and

- Restrain a pupil at risk of harming themselves through physical outbursts

Incidents of the use of reasonable force are recorded and reported to governors termly.

Suspension and Permanent Exclusion

Our school uses the Department for Education Suspension and Permanent Exclusion guidance. Suspension or permanent exclusion must be considered if the child's behaviour:

- Presents a physical danger to themselves or others
- Presents a psychological danger to themselves or others (this includes all forms of bullying including cyberbullying)
- Prevents other children from learning and teachers from teaching.

A suspension is for a fixed term. School work will be set for the suspended child by the class teacher. The child's parent or carer may collect this work from the school office. Following a suspension, the parent or carer and suspended child must meet with the Head Teacher to take part in a reintegration meeting. In some cases, the suspended child may attend only part of the meeting. This is at the discretion of the Head Teacher.

At the reintegration meeting the Head Teacher sets out a plan for the child's reintegration in to school. A reintegration plan may include the following:

- A stepped approach towards reintegrating the child back in to their class e.g. spending time in another class and being slowly introduced back in to their year group alongside careful monitoring and support.
- A stepped approach towards reintegrating the child back in to the playground e.g. spending playtimes and lunchtimes inside or in a different playground to their class and being slowly introduced back in to the playground alongside careful monitoring and support.
- Regular meetings between the class teacher, a member of SLT and parent/carers.
- Referral of the child to the Local Authority Behaviour Support Service
- Referral of the child to the Local Authority Attendance Service
- Referral to the Child and Adolescent Mental Health Support Team (CAMHS)
- The use of a Parenting Contract to clarify roles and responsibilities of both the school and the child's parents.
- An application to the Local Authority for a grant to support children who are in danger of further exclusion. This money would usually provide short term 1-1 behaviour support for the child during their period of reintegration in to the school. A permanent exclusion is when a pupil is no longer allowed to attend the school.

The decision to exclude a pupil permanently can be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

Anti-Bullying

As a Catholic school family we work together and celebrate our differences. We believe this makes our school and community a better place. We aim to challenge bullying effectively in order to improve the safety and happiness of pupils, upholding the school's Christian ethos and making it clear to all, that bullying behaviour is unacceptable.

This message is regularly shared with all members of our community and is highlighted at special events such as Anti-Bullying Week which is held every November. Bullying is unacceptable and will not be tolerated in our school. Staff are vigilant to this and any incidences of reported bullying are investigated fully and dealt with by a senior member of staff.

This is a definition of bullying that is easy for children to understand (from the Anti-Bullying Alliance):

“Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online.”

Bullying behaviour can be:

- Physical – pushing, poking, kicking, hitting, biting, pinching etc.
- Verbal - name calling, sarcasm, spreading rumours, threats, teasing, belittling.
- Emotional – isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion.
- Sexual – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.
- Online /cyber – posting on social media, sharing photos, sending nasty text messages, social exclusion
- Indirect - Can include the exploitation of individuals.

What may not be bullying?

The vast majority of unpleasant, unkind or ‘physical’ behaviours that young children (up to 8) display are described by child psychologists as:

“falling within the boundaries of the ordinary developmental challenges and conflicts that exist within this particular age group of children as they learn to socialise with others.”

At this age, children will resort to occasional name calling, physical behaviours such as pushing, pulling, hitting, grabbing, kicking because they don't yet know how to express their anger or frustration in words and their emotional self-regulation is less developed at this age. This type of behaviour is unpleasant but if it is not repeated regularly (more than once or twice) it is ordinary and is not bullying. The school's behaviour policy has sanctions in place to address these ordinary but unpleasant behaviours.

Strategies in use at our school in order to address bullying:

Preventative strategies

- The school behaviour policy stresses making expectations clear to children about their behaviour with others and promoting positive behaviours.
- Bullying is discussed regularly in class sessions and at assemblies. There is a strong focus on encouraging children to tell an adult if they are sad about anything.
- Adults facilitate friends to play with and include children who may be feeling lonely.
- Circle Time which allows children to talk about feelings in a safe context and to bring out bullying issues.
- Constantly improving the school's grounds, creating more cooperative play space and variety in the environment, reducing the domination of the playground by rough games and football. Providing constructive and collaborative play opportunities.

Once a bullying incident has occurred:

- The children are constantly encouraged to tell someone.
- Once it has been reported, a senior leader will speak to the children involved
- We involve parents of all parties.
- All staff are informed & asked to particularly look out for the victim & bully.
- Victims of bullying are given the space to say how they would like incidents to be dealt with (children vary– some like to talk to the bully face to face with a teacher, some like to have a member of staff deal directly with the bully, some just want the school to watch out for incidents at first, some want the chance for a supervised talk with friends to sort out relationship problems)- it depends on the nature and severity of the bullying.
- Once a situation has been resolved we ask victims of bullying and bullies on a regular basis if they are OK.

Advice to children about bullying

- If you are a victim of bullying, you can tell a member of staff (anyone you feel safe to talk to). It is not weak to do this.
- If you do not want to tell anyone at school, you can tell your parents who will tell us.
- Friends of victims should let staff know of bullying incidents.
- Nobody deserves to be bullied– remember, you have a right for this not to happen to you.

How can parents help to prevent bullying?

- Everybody gets angry. Help your child to express it without hurting others.
- Encourage your child to tell a member of staff straight away if they get hurt at school.
- Praise your child when they sort out problems by talking rather than hurting others.
- Involve yourself in school activities.
- Make immediate contact with the school at any time over bullying incidents.
- Do not intervene with other children or children's parents, but let the school know.
- Allow the school to seek further professional advice and support over difficult bullying.

Opportunities for spiritual and moral development

As a Catholic School, we are aware that all knowledge and understanding comes from God. Through positive behaviour management, we will provide opportunities for pupils' spiritual and moral development in the following ways:

- Modelling and promoting respect for each other, the school environment and its resources.
- Treating others as we would expect to be treated ourselves.
- Taking responsibility for the choices we make.

Equal opportunities

We should ensure that the aims of this policy are implemented for all children regardless of race, religion, gender, ability and disability. We will do this by:

- Ensuring all members of staff consistently follow this policy and the strategies mentioned.
- Ensuring all children will be treated equally and fairly when addressing inappropriate behaviour or acknowledging positive behaviour.

Health & Safety

Behaviour which presents high risks to the health and safety of others will be treated seriously. Children whose behaviour is a danger to themselves and to others will be removed from the situation immediately.

Staff are to respond calmly and without force to unwanted behaviour, however if necessary, staff may need to physically restrain pupils who pose a threat to their own safety and that of others.

Appendix 1: St Vincent de Paul House System

To promote outstanding behaviour, personal development, and welfare, the school operates a **House System** with a **Class Dojo** to record and track house points.

House System Structure

- The whole school is divided into **four houses**, with siblings placed in the same house.
- Each academic year, **four House Captains and four Deputies** are selected from Year 5/6.
- **House Groups:**
 - **St Bernadette (BLUE)**
 - **St Francis of Assisi (GREEN)**
 - **St Joseph (RED)**
 - **St Therese of Lisieux (YELLOW)**
- Houses compete in events such as **Sports Day** and other school challenges.

House Points & Rewards

- **Class Dojo is used to award and track house points** for positive behaviour and achievements.
- Points are awarded by any staff member and automatically contribute to house totals.
- **Weekly totals** are collated by House Captains and Deputies and published in the **Friday Bulletin**.
- **Rewards:**
 - The house with the most points **each term** is awarded the **House Cup**.
 - **Top individual earners** each week receive special recognition by the class teacher.

Earning House Points

House Points (recorded on Class Dojo) are awarded for:

- ✓ **Positive behaviour**
- ✓ **Excellent punctuality & attendance (98% or above)**
- ✓ **Outstanding work & achievement**
- ✓ **Effort and perseverance in class**

House Points, once earned, cannot be removed.

This system encourages a **culture of respect, effort, and excellence**, fostering a strong sense of teamwork and belonging.

Appendix 2:

Written Reflection Task (This reflection aims to help you learn from your choices and find positive ways to move forward.)

Name: _____ Date: _____

1. What happened?

Describe the situation in your own words. Be honest and specific.

2. What rule or expectation did you not follow?

Which of the school's behaviour expectations did your actions go against?

3. How did your actions affect others?

Think about how your behaviour may have impacted your classmates, teachers, or school environment.

4. How were you feeling at the time?

What emotions were you experiencing that may have influenced your behaviour?

5. What could you have done differently?

Explain how you could have handled the situation in a better way.

6. What steps will you take to make things right?

What actions can you take to improve the situation and prevent it from happening again?

Pupil Signature: _____

Teacher/Senior Leader Comments:
