



# Behaviour & Anti-Bullying Policy and Statement of Principles

## 1.0 Aims

This policy aims to:

- 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.
- Outline the expectations and consequences of behaviour.
- Provide a consistent approach to behaviour management that is applied equally to all pupils.
- Define what we consider to be unacceptable behaviour, including bullying and discrimination.

It is a primary aim of St Mary's School that every member of the school community feels valued and respected, and that each person is treated consistently, fairly and well. We are a caring Christian community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.

The school has a number of rules, but our behaviour policy is more concerned with promoting good relationships, so that people can work together with a common purpose of helping everyone to learn. The school promotes good behaviour, as it believes that this will develop an ethos of kindness, cooperation and learning.



The school expects every member of the community to behave in a tolerant, considerate and respectful way towards others. We endeavour to treat all children fairly and apply this behaviour policy in a consistent way.

## 2.0 Legislation, statutory requirements and statutory guidance

This is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education 2024](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

## 3.0 Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude to learning
- Rudeness

Serious misbehaviour is defined as:

- Repeated breaches of the school rules



- Any form of bullying
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments
  - Sexual jokes or taunting
  - Physical behaviour such as interfering with clothes
  - Online sexual harassment, such as unwanted sexual comments and messages (including on social media),
- Theft
- Vandalism
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited/banned items. These are:
  - Knives or weapons
  - Alcohol
  - Stolen items
  - Pornographic images
  - Mobile Phones

## 4.0 Bullying

Bullying is defined as the **repetitive, intentional** harming of 1 person or group by another person or group, where the relationship involves an imbalance of power. Parents often confuse isolated incidents with bullying. Incidents occur in school daily.

Bullying is, therefore:

- Deliberately hurtful



- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"><li>• Racial</li><li>• Gendered (sexist)</li><li>• Homophobic</li><li>• Disability-based</li></ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation. or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

The school prevents bullying by creating a positive ethos where good behaviour is promoted at all times. Incidents are recorded on Scholarpack (MIS) so that patterns of behaviour can be scrutinised and



monitored. Allegations of bullying are investigated initially by Lead Teachers who always inform the Principal (DSL).

Online bullying is not a major issue in the school as computer use is closely supervised with staff present at all times. Mobile phones are also not allowed in school. The PSHE curriculum also emphasises the issues of online bullying.

## 5.0 Roles and responsibilities

### 5.1 The governing board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the Principal to account for its implementation.

### 5.2 The Principal

The Principal is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary



- Ensuring that the data from the behaviour log (Scholarpack) is reviewed regularly

### 5.3 Staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations (positive role model)
- Recording behaviour incidents promptly on Scholarpack
- Challenging pupils to meet the school's expectations

### 5.4 Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy promoting good behaviour
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy and working in collaboration with them to tackle behavioural issues.



## 5.5 Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The pastoral support by classroom teachers and Lead Teachers that is available to them to help them meet the behaviour standards

Extra support and induction will be provided for pupils who are mid-phase arrivals.

## 6.0 Class Rules

Lead-teachers/class teachers discuss these at the beginning of the academic year. They are intended to be guidelines for the sort of behaviour the children and adults would like to see in their classroom. These focus on the positive rather than the negative.

## 7.0 Promoting Positive Behaviour

We praise and reward children for good behaviour in a variety of ways:

- Teachers congratulate children.
- Teachers give children house points for good work and helpfulness.
  - 10 house points per term pupils receive a Bronze badge
  - 20 house points per term pupils receive a Silver badge
  - 30 house points per term pupils receive a Gold badge
- The pupil in each class that receives the most house points per term receives a certificate. At the end of the year the child with the most house points is presented with the Countess of Darnley Cup.
- The principal actively encourages staff members to send children to him for good work, positive attitudes to learning, and outstanding achievement.



- In assemblies, positive behaviour and achievement is celebrated. Stories almost always have a Christian moral theme.

## 8.0 Mobile and Online Behaviour

### 8.1 Mobile phones

Mobile phones are banned in school and not allowed. Staff place their phones in the school office. Exception to the rules is only permitted for medical and safeguarding purposes. Mobile phones again are required to be placed in the school office.

### 8.2 Online misbehaviour out of school

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

## 9.0 Positive Behaviour and Responding to Negative Behaviour

### 9.1 Positive behaviour

Positive Behaviour is achieved by:

- Creating and maintain a stimulating environment that encourages pupils to be engaged
- Communicating the behaviour curriculum and their own classroom rules
- Develop a positive relationship/rapport with pupils, which includes:
  - Greeting pupils in the morning/at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour.



- Highlighting and promoting good behaviour
- Concluding the day positively, usually with a prayer and starting the next day afresh.
- Having a plan for dealing with low-level disruption
- Using positive reinforcement

## 9.2 Responding to misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account. When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

The school may use 1 or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand and reminder of the expectations of behaviour
- Removal of the pupil from the classroom environment
- Setting of written tasks such as an account of their behaviour
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime
- School-based community service, such as tidying a classroom



- Sending the pupil out of the class to Lead Teachers or the principal
- Letter or phone call home to parents/carers
- Putting a pupil 'on report'
- Suspension
- Permanent exclusion, in the most serious of circumstances

#### Zero-tolerance approach to sexual harassment and sexual violence

- The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored

#### Malicious allegations

- Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

## 10.0 Serious sanctions

We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own. Sanctions will, of course, be age related. We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task or complete it during playtime.

### 10.1 Detention

Pupils can be issued with detentions during break or lunchbreak. The school will decide whether it is necessary to inform the pupil's parents/carers.

Detentions will be recorded on Scholarpack



## 10.2 Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time. Pupils who have been removed will continue to receive education under the supervision of a member of staff. This education will be meaningful.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Staff will record all incidents of removal from the classroom in the behaviour log, along with details of the incident that led to the removal, and any protected characteristics of the pupil.

## 10.3 Suspension and permanent exclusion

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

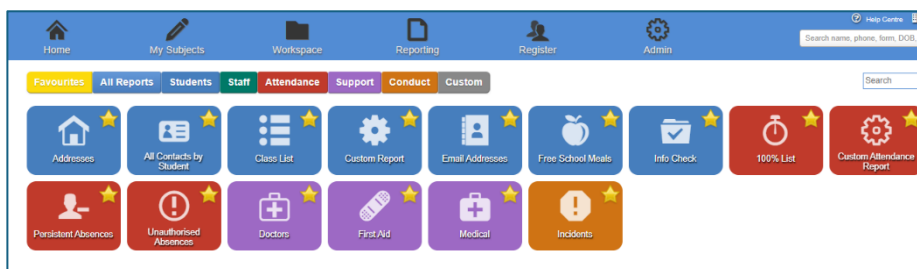
The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please refer to our [exclusions policy](#).

## 11.0 Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom



- Attendance, permanent exclusions and suspensions



The data will be analysed every Tuesday by staff weekly meetings.



## 12.0 Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child protection and safeguarding policy

Date Implemented: February 2025

Approved by: Laura Scrivens (Chair of Governors)

Person Responsible: Peter Kyles (Principal)

Review Date: February 2027