



BEHAVIOUR & ANTI BULLYING POLICY

2025-2026



Our Mission Statement

Our Lady of Grace RC Primary School recognises that each member of our community is unique and made in the image and likeness of God. Our School will encourage each member:

Through **WORK**, to develop his or her potential

Through **WORSHIP**, to learn to know and love God and His world

Through **WITNESS**, to proclaim to all the peace, joy and glory of God

As Catholics we live our faith through all aspects of our lives. Our Mission Statement underpins our thinking when implementing this procedure

Commitment to Equality:

We are committed to providing a positive working environment which is free from prejudice and unlawful discrimination and any form of harassment, bullying or victimisation. We have developed a number of key policies to ensure that the principles of Catholic Social Teaching in relation to human dignity and dignity in work become embedded into every aspect of school life and these policies are reviewed regularly in this regard.



BEHAVIOUR & ANTI BULLYING POLICY

INCLUDING WRITTEN STATEMENT OF BEHAVIOUR PRINCIPLES

Use this policy in conjunction with the school Health & Safety and Safeguarding Policies

INTRODUCTION

Our Lady of Grace Mission Statement says that we aim to create a caring community where all are valued as individuals. Our school sees discipline as an essential element, including caring for oneself.

AIMS

Our Lady of Grace School aims to develop in each child a sense of responsibility, self-confidence, self-respect, the habits of self-discipline and acceptable behaviour, including respect and sensitivity for other people's way of life. We believe that the behaviour of pupils in any school contributes to, or restricts effective learning, in the school and so see our Behaviour Policy as important for ensuring the functioning of the school as an orderly community.

We also wish to develop in ourselves and in others a love of the traditions and values of our faith, which includes respect for others and their property. We aim to provide a secure, caring, supportive and well-balanced atmosphere that will encourage a happy and stimulating environment.

PRINCIPLES

We seek to encourage children to have respect for themselves and others. To do this the school community deals with issues of discipline and behaviour in a just and fair manner. The efforts and attainments relative to individuals are seen as valued and important, so that our school community can reflect the "love of one another" and the "love of Jesus Christ".

Within each classroom, behaviour expectations are developed in partnership with the pupils.

We wish to emphasise a positive approach, in which good behaviour is praised and valued. Our actions should always protect the self-esteem of the child and nurture their well-being.

In our school good behaviour means that everyone is:

- Polite, friendly & helpful
- Kind, quiet & hardworking
- Cooperative & caring of the environment
- Safe

RESTORATIVE CONVERSATION PROMPTS

Staff are trained to use prompt cards with children involved in behaviour incidents to aid discussion, build positive relationships, foster accountability, and repair harm, rather than relying on punishment:

1. Can you tell me what happened?
2. What were you thinking at the time? Since it happened?
3. Who has been affected? How could you put it right?
4. How can we prevent this from happening again?
5. What can teachers do to help you?



SANCTIONS & REWARDS

Sanctions and rewards should take place on the same day where possible.

REWARDS

Staff to manage their own phase/classroom rewards as appropriate.

RECORDS

Behaviour incidents recorded (in line with procedure) on CPOMS (Child Protection Monitoring System)

SANCTIONS TO MANAGE ESCALATING MISBEHAVIOUR FOR TEACHERS, TEACHING ASSISTANTS AND SCHOOL SUPPORT ASSISTANTS

1. Miss playtime or alternative, suitable sanction.
2. Sent to partner class (agreed within phases) with work for brief period.
3. Child taken to Phase Leader.
4. Parents informed.
5. Placed on report (see Annex A), parents informed. Phase Leader informs SLT & copies placed in school file held in office.
6. Individual Behaviour Plan (IBP) and SENCO informs Deputy Headteacher & Headteacher. Parents may be invited to meet with a senior member of staff to discuss any problems at any given time.
7. Exclusion

SANCTIONS TO MANAGE ESCALATING MISBEHAVIOUR DURING BREAK/LUNCHTIMES

1. Verbal warning
2. Time out
3. Name recorded in 'Behaviour Book' – reported to class teacher after lunch unless behaviour requires earlier intervention from another member of staff
4. Teacher to decide on appropriate further sanction as detailed above.

(Occasionally a more sensitive interpretation based on a child's needs may be required)

RESTRAINING PUPILS

The school recognises that there may be occasions when reasonable force might be appropriate or necessary to control or restrain a pupil.

The government has issued clear and extensive guidelines in this area on the link below.

<http://www.education.gov.uk/aboutdfe/advice/f0077153/use-of-reasonable-force/use-of-reasonable-force-advice-for-school-leaders-staff-and-governing-bodies>

If it is deemed necessary for staff to receive training in this area this will be arranged.

NOTE

We do not use the Behaviour Policy in isolation. All our policies are to the same end: Our Mission. WORK, WORSHIP and WITNESS.



ANTI BULLYING POLICY

INTRODUCTION

Our school principles clearly state that we are a caring school, which values each individual. Every student has the right to enjoy both curriculum and leisure time free from intimidation. Therefore, our school community will not tolerate any unkind actions or remarks. Definition Bullying can take numerous forms, the victim may feel threatened: physically, psychologically, socially or verbally. For a student's actions to be defined as bullying: The intention of the behaviour is to hurt or harm another and is often to exercise power over that person, who is powerless to effectively defend himself/herself in the actual situation. There is a repetitive and systematic aspect to the bullying. Some individuals may be bullied in ways which are impossible to observe, e.g. gesture, threatening looks, isolation. These actions can only be defined by the victim and can easily be dismissed by adults. For the victims concerned, this type of intimidation can be very damaging and will be taken seriously at Our Lady of Grace School.

PRINCIPLES

The following principles underpin our approach to bullying and are consistent with the Code of Conduct and our Mission Statement. Bullying will be taken seriously We accept that, as adults in Our Lady of Grace, we serve as role models for our pupils, therefore, through our speech and actions, we have a responsibility to promote non-bullying behaviour. Everybody has the right to a safe, caring and protective environment in school Responses to bullying should aim at control and prevention in response to bullying it is not the bully (person) of whom we disapprove, but his/her actions. In attempting to deal with bullying behaviour that is repetitive and persistent, it is important that the perpetrator is brought to an understanding of the consequences of his/her actions Open and frank discussions are to be encouraged if pupils are to feel confident in reporting all instances of bullying We aim to provide an environment where children can trust all adults to be discreet when bullying is reported. All members of our community have the responsibility to prevent bullying occurring "Our Lady of Grace School exists to provide a community that values Catholic traditions and beliefs. Our priorities: Work, Worship, Witness.

PROCEDURES

Parents need to understand that the school will: Take all reports of bullying seriously Act as quickly as possible Establish all the facts Record the incident, assess the seriousness Reassure victim, give support and advice Invite parents into school to discuss the situation Ensure 'bully' is aware of disapproval of actions If sanction is used, inform 'bully' of the reason for it being given. Sanction should be in relation to the seriousness of the incident Inform all concerned of the action taken. This will reassure students that bullying will not be condoned Depending on the nature of the bullying, take appropriate action to modify the behaviour of the 'bully' and log actions taken. Use regular follow up checks **THE ROLE OF THE PUPILS** Be alert to any incidents of bullying and immediately report them to an adult. Ignoring incidents is a form of condoning the actions – that makes you just as bad as the bully! Support those who are being bullied If you are being bullied, arrange to speak to a member of Staff in school, this includes dinnertime staff at lunchtime, and tell your parents immediately. If you are being bullied by a gang of pupils, you must be brave enough to inform staff immediately.



THE ROLE OF PARENTS

To show respect towards members of staff who will deal and monitor the situation: Be alert to any changes in your son/daughter's general attitude, mood or pattern of behaviour as this may be a sign that they are being bullied Listen to your child and take all reports of bullying seriously Inform your son/daughter's class teacher immediately –action will be taken – either through a meeting or in writing. Help us to educate all our young people that bullying is wrong and it will not be tolerated Work with school to solve the difficulties – even if your child is the bully, by contacting school and making an appointment.

THE ROLE OF THE CLASS TEACHER

Be alert to any changes in a student's general attitude, mood or pattern of behaviour as this can be a sign that the student is being bullied Arrange to talk with the student at the earliest possible time. Such meetings need to be sensitively handled in private Support and advise the student whilst the situation is being dealt with

THE ROLE OF THE SENIOR STAFF

Co-ordinate the school's response in dealing with the problem and give support to the victim Involve parents Liaise with other members of staff and listen to the views of other children. Carefully monitor the situation, in order to determine the effectiveness of actions taken to prevent further bullying

THE ROLE OF THE LEADERSHIP GROUP

To oversee, review and develop the procedures outlined. In serious cases of bullying a member of the Leadership Group will be directly involved in the case.

WHOLE SCHOOL STRATEGIES

Raising Awareness - School expectations clearly communicated.

Classroom Based Activities, e.g. discussions, role play, written work Specific work on bullying covered in PSHE, Circle Time, RE and English

Assemblies and Displays - Bullying as a topic as an agenda item for the Student Council. The school will seek to act upon recommendations or concerns raised by students.

Prevention - Staff will deal with bullying in their professional role –thought should be given to styles of teaching which involve co-operation, group work, and ways which help build relationships. Can include strategies such as: review of seating arrangements and lesson procedures where bullying is perceived to be a problem. Staff on duty maintaining a high profile, especially in and around problem areas. New staff briefed about procedures. Attention to external seating, lunchtime activities & the creation of 'safe' areas. In certain circumstances 'buddying' arrangements with an older student/group of students may be set up.

Monitoring - Staff informed (& records made) of specific bullying problems as appropriate. Appendix A & B.

Evaluation - Through discussions at dedicated meetings on effectiveness of strategies adopted. Assessment of feedback received from CPOMS, staff, students and parents of victims.



Annex A – Report Card Example

Name: _____ **Class:** _____ **Date:** _____

	8.55-10:35	Break	11:00-12.30	Lunch	1.30-2.30	2.30-3.30	Teacher & Parent/Guardian Sign & Comment
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							



Annex B – Bullying Definitions

Stage	Description	Sanction
Stage 1 – Unpleasant Behaviour	One instance of unpleasant behaviour toward another individual or group.	Staff member on duty to inform Classteacher. Child spoken to.
Stage 2 – Persistent Unpleasant Behaviour	Two instances of unpleasant behaviour towards two or more different individuals or groups.	Phase Leader to be informed. Child spoken to.
Stage 3 – Bullying Behaviours	Two instances of unpleasant behaviour towards the same individual or group.	Phase Leader & Classteacher inform Parent. Update CPOMS.
Stage 4 - Bullying	More than two instances of unpleasant behaviour towards the same individual or group.	Phase Leader & Classteacher to hold Parent Meeting. Age appropriate Report Card issued. CPOMS updated