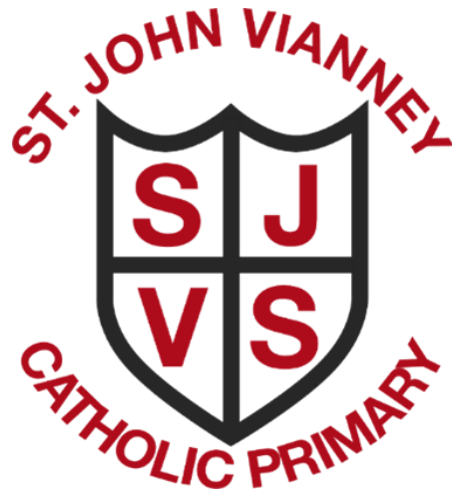




**St John Vianney
Catholic Primary School
Behaviour and
Anti-Bullying Policy**

September 2026

Reviewed and amended: September 2026

To next be reviewed September 2027

Together, nurtured in God's love, we grow, achieve and belong

**Together we grow in our love for Jesus
and one another**

**Together we aspire to achieve the very
best in all that we do**

**Together we belong to the community
and share our gifts with everyone**



Introduction & Purpose

Our behaviour policy is a key document in achieving the aims of the school. We are a caring, inclusive school at the heart of our community. Our aim is to promote excellence in teaching and enjoyment in learning as the foundation for success in life through a rich, broad and balanced curriculum. We believe that we make a difference by creating a safe and stimulating environment where our children and families feel happy and secure. We want every child to be able to engage actively in learning and reach their full potential in all areas of school life knowing that they are cared for and supported.

We believe that an understanding of shared values is at the centre of our life in school so we encourage our children and staff to think and reflect on their values and behaviour, with a focus upon our six core values:

- Respect
- Generosity
- Honesty
- Forgiveness
- Compassion
- Patience

The behaviour of the adults in school is a significant factor in creating success for our children. Thus, being a positive role model and behaving in the way we would like our children to behave is central and shows our expectations in actions and words.

Home-School Agreement

There is a home-school agreement for all children, staff and parents at our school which was devised in collaboration with staff, children and members of the community. All teachers, parents/carers and children sign a new copy at the start of each academic year.

Golden Rules

We are proud to belong to St John Vianney Primary School and as such we all agree to the following 'golden rules'. These are spoken about as part of everyday practice.

1. We are kind.
2. We show respect.
3. We do our best.

Creating a Positive Ethos

We believe that the quality of relationships in our school is our biggest strength and the most powerful tool in behaviour management. Classrooms should always be calm, positive, secure places in which children feel valued and safe. Class routines are essential in creating a sense of security, such as quiet times during registration and after lunch, regular circle time, lining up.

Rewards and Sanctions

The aims for rewards are to raise self-esteem, to highlight and praise good behaviour which meets our school rules and to celebrate excellent work.

Rewards will be:

- Given immediately after earning
- Given consistently
- Linked to behaviour targets whenever possible
- Proportionate to the achievement

At St John Vianney, rewards given include: -

- Dojo points/Behaviour Tree (EYFS)
- Stickers/stamps
- Star of the week for excellent work/behaviour/writing (given out at Friday Celebration Assembly)
- Speaking to parents at the end of the day
- Phone call home
- Headteacher and special awards
- Catholic Values Awards

Sanctions:

Within school we use a Traffic Light behaviour system and children understand the meaning of yellow and red cards. Throughout school, teachers will use a range of strategies to engage children and maintain positive behaviour. After positive strategies have been employed, it may at times be necessary to implement sanctions.

Sanctions will be:

- Given immediately after last warning
- Given consistently
- Linked to behaviour targets whenever appropriate
- Proportionate to the transgression

Positive Behaviour System Stages

ALL	Positive praise will be given throughout the day, including the use of DOJOs to promote positive behaviour within lessons, around school and outside.
Stage 1	Verbal warning given as a reminder about how to behave appropriately
Stage 2	Move to YELLOW – miss 5 minutes playtime (2 yellows in one session means a move to RED)
Stage 3	Move to RED – miss 15 minutes of playtime (children may move immediately to red for behaviours such as hurting others and being disrespectful.
Stage 4	Stay on RED – Sent to a member of Senior Leadership Team for a period of time
Stage 5	Continued 'RED' behaviour – Sent to headteacher and phone call home – child may also be asked to speak to parent/carer themselves

Adverse behaviour outside of school (particularly in school uniform) may be dealt with in school if the headteacher feels it may adversely affect behaviour within school or the reputation of school. This behaviour will be dealt with in accordance with this policy and parents/carers will be informed if this is necessary.

Persistent and/or Serious Misbehaviour

Staff members have a CPOMS login to record any incidents that result in a yellow or red card, allowing teachers and senior leaders to gain an insight into any patterns of negative behaviour and act accordingly. Staff are trained in the use of de-escalation strategies and these will be used effectively to minimise the occurrence of serious incidents. All staff are also trained in positive handling techniques, which will only be used when this is deemed absolutely necessary. A separate bound and numbered book is used to record incidents of positive handling. Logs made in this book will be scanned on to CPOMS. This book is stored in a locked cupboard.

When a child causes serious and persistent concern, the class teacher, support staff, parents and senior staff, together with the SENCO and external agencies (eg. Behaviour Improvement Team) if required, shall meet to agree and implement supporting strategies, for example an Individual Behaviour Plan (IBP). These will be written by the class teacher in partnership with the SENCO and monitored on a half termly basis. Internal exclusion or suspension may be used when the Headteacher feels that a situation is sufficiently serious to warrant such a response. The headteacher will then meet with parents/carers to agree a REINTEGRATION strategy.

Internal exclusion and suspension will be considered in the case of the following behaviours:

- Persistent disruptive behaviour
- Climbing or running around or exiting the school building
- Dangerous or violent behaviour towards children or adults

- Repeated or aggressive verbal abuse towards members of staff or pupils, including racist, homophobic or sexual abuse and harassment
- Repeated or aggressive swearing
- Persistent bullying
- Serious damage to school property or personal property belonging to someone else
- Theft of school or personal property

The length of time that a child is required to be internally excluded or suspended for will be dependent on the reason for the internal exclusion. Internal exclusion will usually be a half day or a full day and suspensions can range from half a day to five days. A reintegration meeting with the headteacher will follow any suspension.

Permanent exclusion will only be considered in extreme circumstances and would be in line with the DfE statutory guidance – ‘Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement’ (August 2024).

Banned Items

There are certain items that are not to be brought into school under any circumstances. If it is believed that a child may have brought any such item into school, a search of the child’s bag/belongings can be legally carried out. Banned items include:

- Weapons
- Alcohol
- Illegal drugs
- Stolen goods
- Tobacco products and/or vapes
- Pornographic images
- Fireworks
- Anything that has been or could be used to cause injury or commit an offence
- Anything banned in the school rules

If any of these items are discovered, they will be confiscated and will be returned to an adult, if it is appropriate to do so. If it is necessary, the police will be informed.

Mentoring

We recognise that children can behave in ways that are challenging and disruptive for many reasons and for this reason we place a high value on the support of our pastoral leader in working with children who have emotional and behavioural issues. Children are referred to our pastoral leader by their class teacher although parents may also request a referral in discussion with the teacher or pastoral leader. Our pastoral leader aims to plan specific interventions with clear achievable targets that children have to reach within a time framework; these may then be reviewed and further targets set or the mentoring process may be complete. Careful notes of all mentoring sessions are kept as a record by the mentor who then reports back on progress to the class teacher.

Early parental involvement is essential if there is a problem of any sort. We encourage parents to know that:

- They will be listened to and their opinions valued;
- Unless a teacher is made aware of the facts, they may not know a situation exists;
- It is important to keep a sense of perspective;
- Under no circumstances must they take action against another child or parent, either physically or verbally.

The behaviour policy will be shared with parents on the school website and via the app. Parents will also be asked to support our behaviour policy on signing the home school agreement.

Bullying

At St John Vianney, bullying in any form will not be tolerated. Everyone is expected to treat others with kindness and respect and to care for each other so that we come to school without fear and feel safe. Everyone will be vigilant and will intervene promptly if there are any signs or reports of bullying. The following sections outline how we at St John Vianney aim to prevent all forms of bullying and discrimination, including those as a result of differences in age, gender, race, religion disability, sexual orientation or background.

What is bullying?

At St John Vianney, we believe the definition of bullying is persistent behaviour by an individual or group who intend to verbally, physically or emotionally harm another person or group. Bullying generally has the following features:

- Repetition – Incidents are not one-offs; they are frequent and happen over an extended period of time
- Intent – It is deliberate, not an accident
- Targeting – it is aimed at a specific individual or group
- Power imbalance – bullying is frequently based on unequal power relations

Objectives:

- To ensure that we all feel safe and free from bullying and intimidation.
- To build an ethos where pupils feel safe, free from threat and intimidation.
- To promote good relationships where all are treated well and where pupils care for each other.
- To educate pupils so that they are informed about bullying.
- To act promptly and effectively at the first sign of bullying.
- To encourage pupils and parents to report any attempted bullying.
- To protect and reassure any victims of bullying.
- To have effective sanctions to deter bullying and to have successful strategies to reform bullies.
- To make this a happy school that is free from bullying.

Strategies used to prevent and deal with bullying

- Pupils and their parents will be made aware of this policy.
- We will use our behaviour policy effectively to promote good behaviour so that there is an ethos where bullying is unacceptable.
- PSHE+C (in particular circle time and PATHS lessons) will be used to discuss bullying and to ensure that all are aware of what bullying is and how to tackle it.
- All will be expected to be vigilant and to intervene immediately and effectively if any bullying is observed or reported.
- Pupils will be encouraged to report bullying and when they do so they will be listened to and taken seriously.
- Any allegations of bullying will be reported to the headteacher.
- Every allegation of bullying will be investigated and followed up. The incident will be recorded on CPOMs as a bullying incident and appropriate sanctions will be given to those pupils involved.
- The parents of all concerned (victim and instigator) will be informed of any reported incident and will be expected to support this school policy.
- Pastoral and restorative work will be undertaken with both the victims and instigators of bullying.
- Any victim of bullying will be well-protected immediately and in the future.
- Incidents, or allegations, of discrimination, harassment, victimisation, hate incidents and hate crimes will be dealt with immediately and appropriate actions will be taken.

Prejudice Related Bullying

Under the Equalities Act 2010 it is against the law to discriminate against anyone because of: age; being or becoming a transsexual person; being married or in a civil partnership; being pregnant or having a child; disability; race including colour, nationality, ethnic or national origin including Gypsy Roma, Travellers; religion, belief or lack of religion/belief; sex /gender; and sexual orientation. These are called 'protected characteristics'.

As part of the requirement on schools to promote fundamental British values, schools must proactively challenge derogatory and discriminatory language and behaviour including that which is racist, homophobic, biphobic, transphobic and disabilist in nature. We will record these types of bullying, even that which represents a one-off incident, and report them to the governing board on a half-termly basis

Other vulnerable groups include: bullying related to appearance or health and bullying of young carers or looked after children or otherwise related to home circumstances. Although these do not currently receive protection under the Equality Act 2010, bullying for these reasons is just as serious. There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately.

Racist, homophobic, biphobic, transphobic and disabilist language includes terms of abuse used towards people because of their race/ethnicity/nationality; because they are lesbian, gay, bisexual, or transsexual, or are perceived to be, or have a parent/carer or sibling who is; because they have a learning or physical disability. Such language is generally used to refer to something or someone as inferior. This may also be used to taunt young people who are different in some way or their friends, family members or their parents/carers. In the case of homophobic, biphobic and transphobic language particularly, dismissing it as banter is not helpful as even if these terms are not referring to a person's sexual orientation or gender identity they are using the terms to mean inferior, bad, broken or wrong. We will challenge the use of prejudice related language at St John Vianney even if it appears to be being used without any intent. Persistent use of prejudice related language and/or bullying will be dealt with as with any other form of bullying.

Child-on-child abuse

Child-on-child abuse is any inappropriate behaviours between children that are abusive in nature, including physical, sexual or emotional abuse, exploitation, sexual harassment and all forms of bullying. Any reports of such abuse will be immediately dealt with by the Headteacher or a member of the senior leadership team and will be logged on the CPOMS system, in addition to being reported to parents/carers. Our curriculum, including PATHS and Journey in Love, teaches children how to respect one another and treat each other with dignity and fairness, even when they have views that are not the same as those of others.

Behaviour and Anti-Bullying Staff Training

Staff will receive regular training on behaviour management and anti-bullying strategies. This will be in the form of training during staff meetings, online training (such as that delivered by the National College), exposure to and digestion of research (such as that conducted by the Education Endowment Foundation), CPOMS training and webinars and our ongoing training as part of the Therapeutic Schools Award.

Expected Outcomes

- This school will have a warm, friendly, welcoming and safe ethos. It will be a place where bullying is not tolerated and where all will treat others as they themselves would expect to be treated.
- Staff, pupils and parents will have a clear understanding of what bullying is (and its different forms) and know what to do if bullying does occur.

Remember: it is not a sign of weakness to seek help and advice with regard to behaviour and discipline issues. To seek advice shows strength. It indicates you have recognised a problem that needs to be resolved.