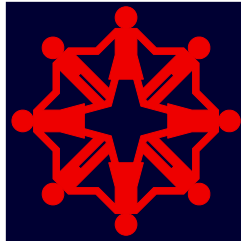


All Saints' C of E Primary School



Behaviour & Anti-Bullying Policy

Reviewed: July 2026

To be next reviewed: July 2027

SIAMS VISION STATEMENT

All Believing All Achieving

All Saints' school is an open, caring community committed to Christian values. Our school is based on the love of learning, social justice, inclusion and responsibility. It is committed to bringing positive change and peace in our local community, and the world since we are all made in God's image.

As a Christian school, we desire to see healthy relationships flourish in a climate of forgiveness. All members of the school community must be able to forgive and know that they will be forgiven. It is on this premise that we base our behaviour policy. Our ethos, **Do Justice, Love Kindness and Walk Humbly**, is the basis for all actions explained in this policy.

"What does the Lord require from you, but to do justice, and love kindness and to walk humbly with your God" Micah 6:8.

Legal and guidance framework

This policy has been updated with reference to the following national and local guidance:

- DfE Behaviour in Schools: advice for headteachers and school staff, February 2024
- DfE Preventing and Tackling Bullying: advice for headteachers, staff and governing bodies, July 2017
- DfE Suspension and Permanent Exclusion guidance, current statutory guidance published August 2024;
- Keeping Children Safe in Education 2025, including child-on-child abuse, sexual violence, sexual harassment, online safety, filtering and monitoring
- DfE Relationships Education, RSE and Health Education statutory guidance, revised guidance for implementation from 1 September 2026
- Equality Act 2010, Children and Families Act 2014, Education and Inspections Act 2006 and Education Act 2011
- Croydon Safeguarding Children Partnership guidance and Threshold Guidance; Level 4 child protection concerns must be referred to Children's Social Care
- Croydon local safeguarding procedures, including the school's Child Protection and Safeguarding Policy, Attendance Policy, SEND Policy, Online Safety Policy, RSHE/PSHE Policy, Educational Visits Policy and Complaints Policy.

1. 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.

2. Definitions

Misbehaviour is defined as:

- Frequent & persistent disruption in lessons, moving around the school, and at break and lunchtimes
- Learning activities not completed in class time
- Poor attitude to learning and to adults
- Answering back
- General rude body language e.g. tutting, kissing teeth, side eye
- Using bad language

Serious misbehaviour is defined as:

- Repeated breaches of the school rules/class values
- Any form of bullying
- Sexual violence
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items as deemed so by the school governing body. (See appendix).

Bullying is the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore: deliberately hurtful, repeated, often over a period of time, difficult to defend against.

Discrimination is the unjust or prejudicial treatment of different categories of people, especially on the grounds of ethnicity, age, sex, or disability.

3. Our Expectations

We want all members of the school community to embody and promote positive relationships by:

- Demonstrating our Christian Values for building healthy, respectful, caring relationships
- Nurturing self-awareness, resilience and self-regulation
- Creating a calm and positive learning environment that promotes engagement in learning
- Teaching problem solving skills and facilitating opportunities for reconciliation

To ensure positive behaviour staff will:

- Support pupils and colleagues to build healthy, respectful, caring relationships
- Model all aspects of positive behaviour through self-awareness and self-regulation
- Create a learning environment with high expectations

- Use opportunities to teach positive learning behaviour
- Work collaboratively with parents and other external professionals
- Consider the individual needs of each pupil
- Encourage parents and pupils to understand that some pupils have additional needs
- Use a calm, authoritative tone when addressing pupils – we are not a ‘shouting’ school

3.1 All Saints School Rules

To achieve our expectations, we will ensure all pupils are clear what is expected of them in and out of class. There will be a visual reminder of the rules in each classroom, taught and rehearsed frequently to ensure All Saints is a calm, safe, positive and engaging place to learn.

The All Saints Steps to Success

- Listen and Learn
- Kind and caring
- Hardworking and Honest
- Safe then Successful

Alongside the **Steps to Success** are the core values: **Respect, Peace, Love, Faith, Perseverance, Hope**. At the beginning of every half term, the value will be the focus for the whole school. It will be embedded throughout the half term and reiterated in the Steps to Success school rules.

The value will be displayed in all classrooms, and areas across the school to remind pupils of the focus for the half term.

A visual reminder is useful to show when pupils are rising through the steps, their outcomes will lead to success.

3.2 Classroom Management

We achieve positive behaviour through a systematic whole school approach:

The Steps to Success and values are referred to in assemblies, are the basis of our school rules and form an integral part of our daily classroom practice. Our aim is that all children understand, memorize and embed each step and value as the foundation for building positive, healthy relationships and social interaction throughout their lives. This starts with developing positive relationships with pupils, which may include:

- Greeting pupils in the morning & at the start of lessons
- Establishing clear routines e.g.
 - Pupils enter the classroom calmly
 - Pupils sit down and complete the ‘Do Now’ morning activity
 - Pupils will be class equipment monitors
 - Pupils will remain in their seats unless asked to complete a task
 - All pupils will engage in eye contact, sit up and face forward
 - During transitions, teachers will use the silent signal: 1 – stand up; 2 – stand behind chairs; 3 – line up as ‘Line Heroes’



- Communicating expectations of behaviour, in ways other than verbally e.g. smiling, holding the door open, giving a compliment to others, sharing, etc
- Highlighting and promoting good behaviour
- Concluding the day positively and starting the next day afresh
- Using positive reinforcement – see rewards and sanctions section

Classroom Expectations	At the beginning of the school year, every class will be taught the Steps to Success as the basis of their school rules and values. Each year group can design their own incentive system for promoting positive behaviour through the steps.
Line Heroes	We expect pupils to line up swiftly and quietly. We use a system called Line Heroes to reinforce expectations. Pupils are taught the acronym H.E.R.O: H: Hands by your side E: Eyes forward, voices off R: Respect for space O: One behind each other
Silent cues	We use the STOP signal as a silent cue, systematically across the school, to let pupils know when they need to swiftly attend to an adult, inside the building and at break/lunchtimes. The teacher will put their hand in the air: 1 – stand up 2 – stand behind chairs 3 – proceed to line as ‘Line Heroes’

3.3 Rewards & Sanctions

“Do justice, and to love kindness, and to walk humbly with your God.” Micah 6:8. When we do what is right in our learning, are kind to others, we believe this should be celebrated.

We believe that positive behaviour is reinforced and embedded when every child is encouraged and acknowledged for their unique individual abilities, effort and accomplishments. Positive actions will be celebrated by peers and adults on a daily basis in the classroom, as well as, whole school assemblies. Recognition will be provided in a variety of ways including: Dojo messages, personal postcard highlighting a specific action that reflects Christian Value, Praise assembly stickers, stickers in pupils’ books and end of term certificates. We actively seek opportunities to celebrate examples of positive behaviour with parents in our weekly newsletter and through informal conversations.

All behaviour communicates and we aim to provide a space for pupils to be supported in stepping to success. We see opportunities for nurturing self-awareness, self-regulation and teaching learning behaviours to avoid misbehaviour/low-level disruption that could interrupt the steps to success.

We will nurture self-awareness and self-regulation by using a range of approaches, as appropriate:

reframe the language used to understand difficulties pupils may be experiencing	Identifying the underlying causes of pupils’ behaviour (triggers) and choices
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Fully engaging pupils in restorative approaches that aim to problem solve and seek positive resolutions	Promoting a trusting culture where pupils feel safe and confident that their reported concerns will be swiftly addressed.
Explicitly teaching and defining. Modelling and celebrating self-regulation actions and attitudes	Teaching problem solving skills to turn conflicts into cooperative learning opportunities through the PSHE curriculum and P4C programme (see below)

4. Dealing with Misbehaviour and more serious behaviour

The focus should always be promoting positive behaviour. However, there may be instances where pupils need further and additional support to meet the steps to success.

In addition to the strategies and approaches detailed above, the Five Steps to a Positive Attitude and learning behaviour (Staff led - see below) alongside the Our Steps to Success (pupil led- see above) is a visual aid to guide staff and pupils to understand where more support might be needed.

FIVE STEPS TO POSITIVE ATTITUDES AND LEARNING BEHAVIOUR
1. Adults pro-actively praise positive behaviour and <i>'Catch children being good'</i>. First interaction with parents should be a positive aspect of their child
2. First communication or conversation with the child to revisit the Steps to Success Communicate with parents on an informal basis
3. The teacher has a conversation with the child at playtime.
4. Children who have three or more discussions/ consequences in one week (recorded in the class behaviour log) and attend Friday reflection. Begin to involve a member of SLT
5. Implement an individual behaviour plan Liaise with parents on a regular basis with the aim to improve behaviour

Once **step 2** has been activated, every effort should be made to return the pupil to the green and the steps to success. Where this does not occur, staff should engage parents/carers to facilitate a swift return to the steps to success. Rather than waiting until misbehaviour escalates, we seek to minimise and resolve potential issues as quickly as possible. Through Class teachers, relationships are established and maintained, in the first instance they should be resolved as soon as possible. Senior leaders will be on hand to provide advice and support especially if the misbehaviour is consistent and all avenues have been exhausted.

At **step 3**. Pupils spend reflection time with their class teacher at a convenient time which may be playtime or lunchtime mainly. The aim is to resolve issues quickly and restore them to steps to success.

Restorative approaches are used to help students reflect, collaborate and repair relationships. The class teacher should facilitate these discussions and if the case arises, a senior leader can support this process. Restoration and full inclusion promoting a sense of belonging in the school community is the goal.

Formal record of incidents

At **step 4**, three or more discussions/consequences will result in a Friday reflection with a senior leader. At this point a formal record of the incidents are kept to recognise patterns, actions, triggers to support the pupil in resolving their issues. A meeting with parents is also held at this stage.

All serious incidents such as bullying, including cyber-bullying, discrimination and sexual harassment are recorded for monitoring purposes. A copy is with the senior leadership, and is also sent to the local authority at the end of each term.

The class teacher, alongside the senior leader team, will facilitate these discussions. In order to maintain safety for everyone, sometimes in extreme cases, restrictions will need to be placed on individual pupils, e.g. access to certain groups, class trips, and whole school events.

At **step 5**, where all other avenues have been exhausted. It may be that an SDQ (Strength/Difficulties Questionnaire) is completed to establish if a behaviour plan will be implemented. The purpose of the plan is to support the pupil to make positive choices using positive support between the home and school. The pupil will be given achievable targets with the aim to restore them to the steps to success and integrate them back into class. A more formal meeting will be held with the parents at this stage.

All Saints recognises that some pupils' behaviour is impacted by a special educational need or disability. We will ensure the above process is considered alongside the pupil's individual need. The SENDCo will be involved in such discussions throughout.

Monitoring and Recording of serious behaviours

More serious behaviours must be monitored and recorded to determine how to best support the pupil so they will be successful learners. This will be done by building healthy, positive relationships, and a collaborative plan with pupils. Class teachers will maintain a classroom file, and school leaders will keep a log of serious incidents. The data will support ongoing evaluation of successes and needs for adjustment. A behaviour report for governors is submitted termly.

We provide staff with regularly updated and appropriate safeguarding training that enables them to identify child on child abuse and understand their role in preventing it. All behaviour incidents are verbally reported to the designated safeguarding leads and recorded in class behaviour logs. As per the policy, all safeguarding concerns are kept on a secure system – CPOMMs. Please see CP policy for further details.

The school adopts a zero-tolerance approach to sexual harassment and sexual violence. All incidents of sexual harassment are recorded, challenged and promptly investigated. Outcomes of investigations are recorded and cascaded to parents, carers and relevant members of staff as well as to the LA termly.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be, and never ignored. We organise termly pupil voice surveys to monitor pupil's attitudes about how well the school keeps them safe.

Pupils are explicitly taught about online safety at the beginning of each computing block and during an annual Internet Safety Week. Regular advice and posters about online safety/new online games are sent to parents throughout the year.

The school recognises that changes in behaviour may be an indicator that a pupil needs help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

Anti-bullying

Bullying is repetitive, intentional harm by one person or group towards another person or group, where there is an imbalance of power. It can happen face to face or online. A single serious incident may not meet the definition of bullying, but it will still be taken seriously and managed under this policy and safeguarding procedures where needed.

Types of bullying

Type	Examples
Physical	Hitting, kicking, pushing, damaging or taking belongings, intimidation.
Verbal / indirect	Name-calling, threats, sarcasm, spreading rumours, excluding, humiliating, coercion.
Prejudice-related	Racist, faith-based, sexist, homophobic, biphobic, transphobic, disability-related or appearance-related abuse.
Sexual	Sexual comments, jokes, gestures, unwanted touching, sexualised rumours, pressure, image-based abuse.
Online / cyberbullying	Messaging, social media, group chats, gaming, image sharing, impersonation, exclusion, threats, sharing content designed to shame or harm.

How we prevent bullying

- teach respect, kindness, protected characteristics, online safety and healthy relationships through PSHE/RSHE, computing, worship and class discussion
- use pupil voice, worry boxes/check-ins and trusted adults so pupils know how to report concerns
- supervise known hotspots, transitions, playgrounds, toilets and online concerns closely
- analyse behaviour and bullying logs by type, location, time, year group and pupil characteristics
- work with parents/carers early while maintaining confidentiality and safeguarding boundaries.

How we respond to reported bullying

1. Listen: reassure the pupil, take the concern seriously and establish immediate safety.
2. Record: log the concern on Cpoms, including alleged type of bullying, pupils involved, location, witnesses, online evidence and protected characteristic where relevant.
3. Investigate: speak to pupils separately, gather evidence, preserve online material where appropriate and involve DSL/SENCo as needed.
4. Act: put protective measures in place, apply proportionate consequences, teach and require repair, and involve parents/carers.
5. Support and review: check in with the pupil who has been harmed, monitor the pupil who caused harm, review after an agreed period and escalate if bullying continues.

Bullying that occurs off-site or online will be investigated where it affects pupils' safety, wellbeing, attendance, learning or the good order of the school.

Online behaviour and mobile phones

Online behaviour is part of behaviour. The same expectations apply online as in school. Pupils are taught that messages, images and online actions can cause real harm and may be recorded, shared or reported.

- Pupils must not bring personal mobile phones to use during the school day.
- To safeguard pupils and protect their privacy, pupils must not use mobile phones or other personal devices during the school day. Any phone brought into school must be switched off and handed in to the office and stored in the class box in the school safe all day in accordance with the school's agreed procedures.
- Pupils must not use personal devices to photograph, film or record other pupils or staff, or to create, access or share social media content while on school premises. This includes the use of messaging platforms such as WhatsApp/Snap Chat.
- Any unauthorised use will be addressed in line with the school's Behaviour and Safeguarding Policies. Phones may be confiscated and later returned only to a parent or responsible adult. Incidents involving filming, photographs, social media, inappropriate content or the sharing of images will be considered from both a **behaviour and safeguarding perspective**, recorded appropriately and may be referred to the Designated Safeguarding Lead (DSL). Serious or repeated breaches may result in further sanctions in accordance with the school's Behaviour Policy.
- Staff will respond to cyberbullying, online harassment, harmful sexual behaviour, nude/semi-nude image sharing and group chat issues in line with safeguarding and online safety policies.
- Parents/carers will be asked to work with school where out-of-school online behaviour affects school life.
- The school will educate pupils about safe reporting, trusted adults, blocking/reporting tools and not forwarding harmful content.

SEND, disability, equality and reasonable adjustments

The school recognises that some behaviour may be linked to SEND, disability, communication need, trauma, medical need, mental health need, EAL, bereavement or wider family circumstances. This does not mean unsafe behaviour is ignored. It means adults must understand the need, make reasonable adjustments and teach the child how to succeed safely.

- Reasonable adjustments may include visual supports, now/next boards, sensory breaks, adapted language, reduced demand, seating plans, social stories, calm spaces, key adult support, modified transitions, nurture support, individual risk assessment or behaviour support plan.
- Where behaviour may indicate unmet SEND, the class teacher and SENCo will use the graduated approach: assess, plan, do, review.
- Leaders will monitor behaviour, bullying, suspension and exclusion data for disproportionality by SEND, disability, sex, ethnicity, disadvantage, EAL and looked-after/previously looked-after status.
- Protected characteristics must be understood and respected. Discriminatory language or behaviour will be challenged, recorded and followed up through education, repair and proportionate consequence.

Suspensions, exclusions and reintegration

Suspension and permanent exclusion are serious sanctions used only by the Headteacher and only where lawful, reasonable and proportionate. The school will follow current DfE statutory guidance, Croydon local procedures and the school's safeguarding duties.

- Suspension may be used where behaviour seriously breaches this policy and allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others.
- Permanent exclusion will only be used as a last resort in response to a serious breach or persistent breaches of this policy, where allowing the pupil to remain would seriously harm education or welfare.
- Before suspension/exclusion, leaders will consider safeguarding, SEND, disability, reasonable adjustments, the pupil's voice, known triggers, previous support and whether further support or alternative action is appropriate.
- Following suspension, a reintegration meeting will be held with parent/carers and pupil. The meeting will focus on safety, belonging, learning, repair, any adjustments and how adults will help the pupil succeed.
- Governors will receive anonymised data and challenge patterns, repeated suspensions, disproportionality and effectiveness of support.

Searching, screening, confiscation and reasonable force

The school will follow DfE guidance on searching, screening and confiscation. Staff authorised by the Headteacher may search pupils where there are reasonable grounds in line with statutory guidance. Searches must be respectful, proportionate, recorded and safeguarding-led and pupil and parents notified.

Prohibited items include:

- knives, blades or any item that could be used as a weapon
- alcohol, illegal drugs or drug-related items
- stolen items
- tobacco, cigarettes, e-cigarettes, vapes or vaping fluid
- fireworks, lighters or matches
- pornographic images or harmful sexual content
- any article the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, cause personal injury or damage property
- medicines not handed in according to school medical procedures.

Reasonable force will only be used to prevent injury, damage, serious disorder or a pupil leaving where this would risk safety. Any use of reasonable force will be recorded and reported to parents/carers unless doing so would create a safeguarding risk.

Recording, reporting and monitoring

Accurate recording helps the school identify patterns, safeguard pupils and improve provision. Staff must record factually, avoiding judgemental language.

Incident type	Where recorded	Who monitors
Low-level repeated behaviour	Class behaviour record; CPOMS if pattern creates concern	Class teacher, phase/Senior Leader

Bullying, discrimination, sexual harassment, serious violence, online harm	CPOMS and serious incident/bullying log	DSL/Headteacher/SENCo
Safeguarding concern	CPOMS immediately; referral to Croydon Children's Social Care if threshold met	DSL Team
Racist, homophobic, biphobic, transphobic, sexist, faith-based or disability-related incident	CPOMS and prejudice-related incident log; report to LA where required by local process	Headteacher/DSL/Governing Body
Suspension/exclusion	Statutory records and LA notification as required	Headteacher/Governing Body/LA

A termly behaviour and personal development report will be shared with governors. It will include trends, bullying, discriminatory incidents, sexual harassment/violence, suspensions, exclusions, pupil voice, SEND/disadvantage disproportionality, actions taken and impact.

Working with parents/carers

Partnership with families is essential. Staff will aim to contact parents/carers early and positively, not only when something has gone wrong. Where behaviour is causing concern, the school will agree a clear plan with parents/carers and review it regularly.

- Parents/carers are expected to communicate respectfully with staff. Threatening, abusive or discriminatory behaviour towards staff will not be tolerated and may result in contact restrictions or police involvement.
- Parents/carers should raise concerns first with the class teacher or relevant senior leader, in line with the school complaints policy.
- The school will balance parental communication with confidentiality and safeguarding duties.
- All racist, homophobic and bullying incidents are recorded separately on a log which schools must statutorily report to the Local Authority.
- Parents are kept informed of their child's personal development and behaviour at parent meetings and in end of year reports and at other meetings needed throughout the year.

Staff training and quality assurance

- All staff receive induction on this policy, safeguarding, child-on-child abuse, online safety, SEND and behaviour routines.
- The DSL team ensures staff understand KCSIE 2026 and Croydon safeguarding thresholds.
- Leaders routinely check consistency through learning walks, playground checks, CPOMS/behaviour log audits, pupil voice, parent feedback and governor monitoring.
- Training is refreshed when patterns show a need, after serious incidents, when statutory guidance changes, and as part of annual safeguarding and behaviour updates.

Appendix A: Restorative questions

- What happened?
- What were you thinking and feeling at the time?
- Who has been affected and how?
- What do you need now?
- What needs to happen to repair the harm and help everyone feel safe?

- What will you do differently next time, and what help do you need from adults?

Appendices

Prohibited Items: (the list is not exhaustive)

- Any blade, knife, or other object deemed usable as a weapon
- Drugs (both illegal, and medicines not declared for pupil wellbeing)
- Alcohol
- Cigarettes or E-Cigarettes
- Vaping fluid
- Any and all smoking paraphernalia

Bullying

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: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	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 performance, 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 or gaming sites

Discrimination is the unjust or prejudicial treatment of different categories of people, especially on the grounds of ethnicity, age, sex, or disability.

Sexual Violence

Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)

Sexual harassment, meaning unwanted conduct of a sexual nature, such as:

- Sexual comments
- Sexual jokes or taunting
- Physical behaviour like interfering with clothes
- Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content.

Individual behaviour support plan template

Pupil / Year group	
Main strengths and interests	
Behaviour concern / safety risk	
Possible triggers / unmet needs	
Reasonable adjustments and proactive support	
Adult response when dysregulated	
Targets and success criteria	
Review date and people involved	

Examples of restorative approaches

- Apologising for the harm caused
- Reflecting on why it happened and how to avoid it happening again
- Learning how to resolve conflicts peacefully
- Teaching pupils how to communicate effectively

Friday Reflection

Teachers will log the names of pupils to indicate to SLT that a Friday reflection session is needed. Pupils will spend time reflecting and engaging in restorative approaches, as explained above.

Philosophy 4 Children

A way of bringing teachers and children together to discuss things that matter. It has many benefits for both groups.

Self-regulation

Self-regulation is the ability to understand and manage your behaviour and reactions to feelings and things happening around you. It includes being able to: regulate reactions to strong emotions like frustration, excitement, anger and embarrassment.

Behaviour Logs

Each teacher and SLT, use Cpoms to log behaviour concerns and these are analysed each term as a school to seek trends and patterns. Some children may need individual behaviour plans for monitoring after discussion with parent, class teacher and SENDCo.