St. Mary & St. Andrew's Catholic Primary School

RELATIONSHIP, REGULATION & ANTI-BULLYING POLICY

MISSION STATEMENT

We are guided by God who is at the centre of everything we do.
We support each other to be the best we can be to secure bright futures for everyone.
With our parishes, families and the community, we work together to create a school that is safe, happy, respectful and inspirational.

Statement of Governors' Principles

This statement has been drawn up by the Governing Body in accordance with the Education and Inspections Act 2006, the Equality Act 2010, and DfE statutory guidance (Behaviour in Schools, Keeping Children Safe in Education, and Suspension and Permanent Exclusion). It provides guidance to the Headteacher to ensure the policy reflects our shared Catholic values and legal duties:

- **Values & Expectations:** We maintain consistently high expectations of pupil conduct. All members of the school community share responsibility for upholding our values of peace, responsibility, respect, thoughtfulness, resilience, friendship, empathy, hope, determination, fairness, perseverance and love.
- **Pupil Rights:** Every pupil has the right to learn in a safe, calm and supportive environment—free from discrimination, disruption, harassment or harm.
- **Inclusion & Equality:** The school complies with legal duties under the Equality Act 2010, ensuring appropriate safeguarding and reasonable adjustments for pupils with Special Educational Needs and Disabilities (SEND) and vulnerable children.
- **Safety & Conduct:** Threatening behaviour, violence and abuse are strictly unacceptable. Exclusions are used only as a last resort.

1. Vision & Ethos

Guided by God at the centre of everything we do, we work with our parishes, families and community to foster a safe, happy, respectful and inspirational environment. Inspired by Jesus' example of unconditional love and respect, we treat every child with positive regard and high expectations. We embrace trauma-informed practice and the research of Paul Dix (When the Adults Change, Everything Changes). Recognising that all behaviour is a form of communication, we focus on underlying emotional needs rather than solely on the behaviour itself.

The 4 S's of Attachment

To foster secure relationships and positive mental health, we ensure every child feels:

1. **Safe:** Protected physically and emotionally.
2. **Seen:** Valued as an individual; positive behaviour and effort are consistently recognised.

3. **Soothed:** Supported through explicit Emotion Coaching and co-regulation to help name and process feelings.
4. **Secure:** Supported through equity (giving each child what they need) and predictable, structured routines.

We uphold these 4 S's through a consistent and persistent approach to the development of all our relationships which includes:

- **Equity over Equality:** Being fair is not about everyone getting the same (equality) but about everyone getting what they need (equity).
- **Behaviour as Communication:** We maintain a non-judgemental, curious, and empathic attitude towards behaviour. Adults focus on the feelings driving a behaviour. A child experiencing difficulty is regarded as vulnerable rather than troublesome and all staff have a duty to explore this vulnerability and provide appropriate support.
- **Relational Connection:** We put relationships first by promoting strong connection, inclusion, respect and mutual value across staff, pupils, parents/carers and the wider community.
- **Predictable Boundaries & Nurture:** High nurture is matched with clear structure, predictable routines and high expectations. Natural consequences, rewards and proportionate sanctions are used to maintain a safe learning environment.
- **Partnership with Parents:** Engaging parents/carers is crucial when planning support for a child's social, emotional or mental health (SEMH) needs.

2. Emotional Regulation & Relational Practice

Our approach prioritises proactive co-regulation and restorative practice over pure sanctions. Grounded in Maslow's Hierarchy of Needs, we ensure pupils' basic safety and emotional security are established so they can thrive academically and socially.

Co-Regulation Strategies

- **Emotion Coaching:** Adults assist children in labelling and regulating emotions using structured scripts (e.g., "I notice you seem overwhelmed... I am here to help you feel calm.").
- **Regulation Stations:** Designated safe, calm spaces in all classrooms where children can sit in to de-escalate stress.
- **Restorative Conversations:** Focused on repairing relational damage and solving problems collaboratively.

Rewards & Recognition

- **Daily Acknowledgment:** Personal and public praise, greeting routines and positive contact with families.
- **Recognition Boards:** Classrooms feature a Recognition Board for children demonstrating exceptional effort or behaviour. Pupils earning a golden star take part in Friday **Recognition Time** with the senior leadership team.
- **Celebration Assembly:** Weekly Friday assemblies to present certificates, including our High-Flyer, Faith in Action and Headteacher awards.
- Note: Class reward systems remain at teacher discretion to foster intrinsic motivation.

3. Pupil and School Support Systems

St Mary and St Andrew's Catholic Primary School prides itself on being a place of love, nurture, warmth and kindness; it is within these values that we establish pastoral support for children and staff.

- Weekly staff meetings begin with a pastoral section and discussion of the pupils' well-being, with the opportunity to share good practice and seek solutions. All staff receive access to regular CPD which includes relationships training.
- Daily meet and greets are in place for children who need support to be settled into school; this may include time with a familiar support staff or our SENDCo.
- CANW (Child Action North West) and Reach Consultation have been used to support a range of social and emotional barriers for children, we continue to liaise closely with these organisations
- Where additional support is required, the school is now a fully signed up member of the DG6 network for inclusion and works alongside local schools which are fully supported by Golden Hill short stay school.
- TAF (Team Around the Family) meetings will take place when needed and be hosted by Mrs Gunson (SENDCo), Mrs Garnett (deputy) or the Headteacher.

4. Anti-Bullying Procedures

Definition of Bullying

Bullying is persistent, repeated, intentional harm (physical or emotional) by an individual or group where an imbalance of power leaves the target feeling defenceless.

- **Forms of Bullying:**
  - Emotional (taunting, rumours, exclusion)
  - Physical (hitting, kicking, damage to property)
  - Cyber/online (harassment via messaging, social media or games)
  - Discriminatory bullying (related to race, religion, SEND, appearance, home background, gender or sexual orientation).
- **What is NOT Bullying:** Single arguments, one-off disagreements, accidental bumps or isolated acts of meanness (these will all be addressed in school following our Graduated Behaviour Response: Appendix 1)

Safeguarding Stance (KCSIE Alignment)

In accordance with KCSIE:

1. **Zero Tolerance to Normalisation:** The school never dismisses child-on-child abuse, sexual harassment or bullying as "banter", "just teasing", or "boys being boys".
2. **Immediate Intervention:** All reports of child-on-child abuse or severe harassment trigger an immediate safeguarding risk assessment led by the Designated Safeguarding Lead (DSL).
3. **Dual-Support Model:** Pastoral care and safety plans are put in place for the victim, alongside supportive, accountable interventions for the child displaying harmful behaviour.

Prevention & Culture

We actively prevent bullying through regular PSHE sessions, Anti-Bullying Week, NSPCC Speak Out; Stay Safe assemblies, staff attachment training and an open-door "OK to Tell" policy.

Staff will take every step to prevent all forms of bullying among pupils by:

- Reminding children of our mission statement and duty to treat everyone as we would like to be treated.
- Promoting self-discipline and proper regard for authority among pupils.
- Encouraging good behaviour and respect for themselves and others.
- Ensuring that pupils' standard of behaviour is acceptable.
- Supervising pupils' conduct.

Reporting & Incident Response

- **Reporting Channels:** Pupils can report concerns to any trusted staff member, peer or senior leader. Parents should contact the class teacher or Headteacher.

- **Investigation:** The Headteacher (or Deputy) investigates incidents promptly and discreetly. Targets and perpetrators are spoken to separately, witnesses interviewed and full chronologies logged. Any professional advice will be sought if required. All parents will be informed of the results of the investigation and the actions below. Incidents will be recorded on CPOMS.

- **Support & Restoration:** Targeted pupils receive immediate reassurance and ongoing pastoral check-ins. Where appropriate, restorative practices will be employed so that the victim and perpetrator are allowed to restore their relationship in a context of openness, honesty, support and fairness. Perpetrators will receive clear consequences and intervention (e.g., behaviour reflection, mentoring or external support).

The school recognises that any bullying causes anxiety and worry. The pupil involved, and their parents, will be offered the opportunity to talk through their concerns in a safe place and will be given additional support or reassurance from members of school staff. If appropriate, other support measures will be used (e.g. circle time or 1:1 support/PSHE sessions)

The perpetrator will also be supported in ways of changing their behaviour.

5. Safeguarding, Online Conduct & Off-Site Behaviour

Child-on-Child Abuse & Sexual Harassment

The school maintains zero tolerance for child-on-child abuse, sexual harassment or sexual violence. All reports are acted upon immediately in line with *Keeping Children Safe in Education (KCSIE)*. The Designated Safeguarding Lead (DSL) manages referrals and ensures non-judgmental support for all involved.

Online & Off-Site Conduct

- **Online Conduct:** The same high standards apply online as offline. Incidents involving inappropriate language, cyberbullying or sharing unauthorised images are managed under safeguarding procedures.
- **Off-Site Powers:** Staff have statutory authority to address misbehaviour outside school premises when pupils are taking part in school activities, wearing school uniform, identifiable as school pupils or where conduct impacts school order or safety.

6. Staff Powers & Sanctions

General Principles

Sanctions target the unacceptable behaviour, not the child. Staff investigate underlying causes before applying sanctions and utilise restorative conversations to repair damage. In the event of consistently inappropriate behaviour, staff will use the graduated response attached as Appendix A. All incidents are recorded on CPOMS. Parents will always be informed of unacceptable behaviour in school. The school promotes positive relationships and will always strive to work in

partnership with parents to resolve behaviour concerns and to provide full support to overcome their difficulties.

Confiscation & Searches

- **Confiscation:** Staff may confiscate non-permitted or disruptive items. Safe items are returned at the end of the day; banned items may be disposed of or retained.
- **Searching:** Authorised staff may search pupils without consent for prohibited items (knives/weapons, alcohol, illegal drugs, stolen property, tobacco, pornography or items used to commit offences/injury). Dangerous items are surrendered to the Police.

Use of Reasonable Force

Reasonable force (control or restraint) is exercised only as a last resort to prevent pupils from hurting themselves or others, damaging property, or causing severe disruption. Force is never used as a punishment. **See Reasonable Force Policy**

Exclusions

Only the Headteacher (or Acting Headteacher) has the authority to exclude a pupil. Exclusions may be fixed-term (including lunchtime exclusions) or permanent and follow statutory DfE procedures. Parents and the Local Authority are notified immediately.

APPENDIX 1

Graduated response to managing behaviour at SMSA

Guide us O God to be the best we can be; in every thought, in every word and in every deed.

Positive Reinforcement:	
• Positively praise and reward good behaviour that happens in the classroom and playground throughout each and every day • Recognition time each Friday afternoon for those who earn • Awards Assembly certificates • Visits to other teachers/subject leaders to share work • Visit to Head/Deputy for commendation	
Behaviour types	**Actions and support**
Low level behaviours ▪ Chatting in lessons ▪ Distracting self or others ▪ Calling out/interrupting lessons ▪ Walking around the classroom without permission ▪ Not listening to the teachers ▪ Making silly noises ▪ Mildly aggravating other children ▪ Answering back ▪ Lack of respect for self and others ▪ Poor manners, politeness, courtesy, forms of address ▪ Leaving the class unnecessarily e.g.toilet trips, etc... ▪ Poor response to instructions ▪ Toys and other inappropriate equipment in class ▪ Poor lining up (break and lunch) ▪ In school without permission i.e. in class ▪ Tasks not completed to a reasonable standard	**Phase one** ▪ Use of eye contact to attract the child's attention (without pausing teaching or talking) ▪ Prompt the child with their name to bring them back into the learning ▪ Gentle touch of the shoulder ▪ Quiet verbal prompt from any adult in the room with encouraging words

Graduated response to managing behaviour at SMSA

<table>
<tr>
<td rowspan="2">Mid-level behaviours
▪ All of the above with increased frequency plus:
▪ Deliberately causing disruption
▪ Rudeness to others
▪ Minor challenge to authority
▪ Swearing
▪ Intentionally touching, poking, prodding, tripping up other children
▪ Provoking other children
▪ Disobedience that endangers self and others
▪ Behaviour outside of school that impacts on school life e.g. inappropriate use of social media
▪ Damaging small goods and resources
▪ Hurting (physically, verbally or via written method) another child or adult – either in person or virtually
▪ Shutting door towards someone arriving</td>
<td>Phase two
▪ Verbal request to behave well
▪ Reminder of the classroom rules
▪ Remove the child from the setting, give them time, space and love to self-regulate. Then move to next steps if needed:
▪ A warning that five minutes playtime will be missed (for safeguarding purposes, the child will go to their partner classroom or stand outside with the staff on duty – not standing by the wall)
▪ Miss five minutes playtime
▪ Written response/reflection in the PSHE book
▪ Removal from class and time with nurture adult
▪ Parents to be contacted that day</td>
</tr>
<tr>
<td>Phase three (no response to phase 2 support)
▪ A warning that all of morning break will be missed
▪ Miss all morning breaktime
▪ Ask to leave the class/removed by another adult without physical contact time with Deputy/Head
▪ 15 minutes in the partner class or nest area
▪ Complete work in another classroom for one session or remaining part of session if the child has calmed
o Eagles' pupil go to Owls
o Jays' pupil go to Eagles
o Owls' pupil go to Jays'
o Robins' pupil go to Owls'
o Wrens' pupil to go into the nest area
▪ Parents contacted
▪ Behaviour chart to be used for one week</td>
</tr>
<tr>
<td rowspan="2">Serious behaviours
▪ Damaging goods and the environment
▪ Running away from an adult
▪ Repeated refusal
▪ Fighting
▪ Using items as weapons
▪ Serious challenge to authority
▪ Verbal abuse (swearing aggressively)
▪ Stealing
▪ Racism/sexism/homophobia</td>
<td>Phase four
▪ Immediate removal from classroom and taken to the quiet room
▪ Refusal to move – Deputy/Head called to remove child
▪ One full day internal exclusion (next school day).
▪ Behaviour chart for two weeks and weekly meeting with parents</td>
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<tr>
<td>Phase five
▪ Immediate removal from classroom or remove all other children for safety
▪ Two and a half day internal exclusion
▪ Behaviour chart for two weeks and daily meeting/contact with parents

If not improved:
External exclusion will be used which will increase if persistent
In this situation, outside agencies will be contacted to support school and families with behaviour in order to prevent permanent exclusion</td>
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<tr>
<td>Bullying</td>
<td>See Anti-Bullying Policy</td>
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