



St Anthony's Catholic Primary School

Behaviour Policy

Adopted March 2025

Our Mission

Working, learning and caring together in God's love.

We are dedicated to developing each pupil's unique abilities and providing an environment where academic, spiritual, and personal growth is fostered.

Our School Values

We are committed to upholding the following values:

- Love
- Faith
- Resilience

Introduction

This policy sets out our expectations for behaviour at St Anthony's Primary School. It is designed to create a safe and supportive environment where every member of our community is valued and empowered to succeed.

Aims and Objectives

The aims and objectives of this policy are to:

- Establish a safe, respectful, and nurturing learning environment where all pupils can flourish.
- Encourage the development of *self-discipline and intrinsic motivation* through *positive reinforcement* and *reflective practices*.
- Foster a community grounded in our Catholic ethos, where Christian values and **Catholic social teaching guide our actions and interactions**.
- Recognise and celebrate excellence in behaviour, academic performance, and the practical application of social teaching through merit assemblies.
- Support each pupil in realising their full potential, preparing them for future academic and personal challenges.

Catholic Ethos and Social Teaching

At the heart of our school community is our Catholic faith. We encourage all pupils to:

- **Live by Christian Values:** Embrace kindness, forgiveness, and honesty as demonstrated by Christ.
- **Cultivate a Spirit of Service:** Care for one another and contribute positively to both the school and the wider community.
- **Foster a Prayerful Attitude:** Engage in regular prayer and reflection, nurturing a personal relationship with God that informs daily behaviour and decision-making.
- **Collective Worship:** A dedicated time for collective worship is held weekly within the classroom. This provides an opportunity for pupils from Nursery to Year 6 to lead prayer, reflection, and celebration of our faith, fostering unity and a deep sense of purpose throughout our school community.

- **Uphold Justice, Solidarity, and Respect:** Inspired by Catholic social teaching, we acknowledge the inherent dignity of every person and promote fairness, compassion, and a commitment to the common good—especially in caring for the vulnerable and marginalised.

Behavioural Expectations and Self-Discipline

In promoting good behaviour, we aim to:

- **Promote the common good through positive relationships** within the school through clear and effective communication, good role models and providing a trusting and caring environment. This will fulfil our community and nurturing ethos.
- **Develop Human Dignity with a strong sense of value and self-worth** by valuing children as individuals, involving them in decision making processes and giving them responsibility within the school, thus ensuring a sense of purpose.
- **Develop a sense of belonging and community** by promoting mutual respect, solidarity and working alongside parents/carers. Children will come to a good understanding of their school community and how it links with the wider community.
- **Have high expectations of behaviour** by positively reinforcing good behaviour, dealing with unacceptable behaviour fairly and consistently and establishing clear routines and procedures. Pupils will develop character and become skilled for life, becoming mature and responsible citizens who are able to maintain healthy relationships.
- **Clarify the expectations, roles, rights and responsibilities** for staff and pupils.
- **Encourage** self-discipline and self-responsibility.
- **Create and maintain a well ordered and safe environment** through well managed and cared for classrooms and grounds and through clear routines and procedures.

Behaviour for Learning:

- At St Anthony's, we strive to create a safe, positive working atmosphere that promotes human dignity by the taking of risks and not being scared to make a mistake. All staff endeavour to develop an understanding of each pupil's behaviour to identify any barriers to learning and make appropriate provision for them. Children are given opportunities to hold positions of responsibility to help them develop as an individual and a leader.
- Classrooms are well ordered and are accessible; attractive learning environments are created both inside and outside the class. We provide a broad, balanced and ambitious curriculum delivered through inspiring, stimulating and motivating lessons. Work is suitably differentiated and assessed in a way that is supportive and not threatening. It is important to achieve the best possible match between the needs and interests of individual pupils and the curriculum.

Procedures for Behaviour Management and Positive Reinforcement

- **Positive Reinforcement:**
 - We recognise and celebrate positive behaviour through praise, rewards, and acknowledgement.
 - This approach fosters *intrinsic* motivation by encouraging pupils to internalise good behaviour and take pride in their achievements.

- Rewarding self-discipline and responsible actions empowers pupils to commit genuinely to their personal and academic growth.
- In *Early Years and Key Stage One*, groups are awarded marbles to recognise and encourage teamwork, positive behaviour, the practical application of Catholic Social Teaching, and exemplary work
- Intrinsic motivation is embedded through fostering a sense of personal responsibility, celebrating individual achievements, and encouraging pupils to take pride in their work and contributions, all aligned with our Catholic values and social teaching.
- Intrinsic motivation is woven into the learning process, empowering pupils to take ownership of their education and celebrate their personal achievements.
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Sanctions

Even in a well-ordered and positive environment, it may be necessary from time to time to impose sanctions for inappropriate behaviour. There will be a clear distinction between minor and more serious misconduct with appropriate sanctions imposed. They will not infringe school aims or the law. All situations will be different and knowledge of the child important. The following are guidelines:

- Removal from the group or class. Pupils are asked to work with another teacher.
- Pupils could be sent to Key Stage Leader.
- Withdrawal of break or lunchtime privileges
- Withholding participation in any school trip or sports event that is not an essential part of the curriculum.
- Withdrawal from a particular activity if the health and safety of others is at risk.
- Parents notified by the class teacher/ headteachers. Contact book set up.
- Exclusion, fixed term or permanent.

Serious Misbehaviour

We define serious misbehaviour as:

Repeated breaches of the school rules:

- Child on child abuse
- Any form of bullying
- Sexual assault or unwanted sexual behaviour
- Vandalism
- Theft
- Racist, sexist, homophobic or discriminatory behaviour

Prevention of bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Please refer to the school's **Anti-bullying** policy.

Types of Bullying:

Emotional

Being unfriendly, excluding, tormenting

Physical

Hitting, kicking, pushing, taking another's belongings, any use of violence

Racial

Racial taunts, graffiti, gestures

Sexual

Explicit sexual remarks, display of sexual material, sexual gestures, sexual harassment, child on child abuse, 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 or gaming sites. Pupils are made aware of the age children should be to access social media sites. Please refer to the school's **Online Safety policy**.

Exclusion

Only the headteacher has the power to exclude a pupil from school. The headteacher may exclude a pupil for one or more fixed periods for up to 45 days in any one school year.

Parents will be notified immediately of the reason for the exclusion. At the same time, the headteacher will make it clear to the parents that they can, if they wish, appeal against the decision to the Governing Body. The school informs the parents how they can do this.

The headteacher informs the Governing Body about any permanent exclusion and about any fixed term exclusions beyond five days in any one term.

After any term of exclusion and before the child is re-admitted to school, a meeting between the parents and the school will be arranged. The purpose of the meeting will be to discuss strategies and a way forward to ensure that the risk of a repetition of the offending behaviour patterns is not repeated.

Positive Handling

On rare occasions staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment

Physical contact with pupils

Staff should always avoid touching or holding a pupil in a way that might be considered inappropriate. Staff should bear in mind that even innocent and well-intentioned physical contact can sometimes be misconstrued

Recognition

- **Delegation of Responsibility:** Key leadership roles—including head boy / head girl; assembly monitors, librarians, are assigned to pupils who consistently demonstrate excellence in conduct and embody our school values. By undertaking these responsibilities, pupils actively engage in upholding the principles of *Catholic Social Teaching*, promoting responsibility, service, and social justice within our school community.
- **House Points:** will be used to celebrate collective achievements.

Staff Roles and Responsibilities

- **Role Modelling:** All staff members, including teachers and support staff, are expected to be exemplary role models in both behaviour and attitude. By consistently adhering to the principles outlined in this policy, staff set the standard that pupils are encouraged to emulate.
- **Implementation of the Policy:** Staff are responsible for integrating this behaviour policy into every aspect of school life. They reinforce positive behaviour, provide guidance when necessary, and ensure that every interaction reflects our Catholic ethos and social teaching.
- **Consistent Communication:** It is essential that staff clearly communicate the expectations, procedures, and consequences of this policy to both pupils and parents.
- **Collaboration and Support:** Staff work collaboratively with one another, the Learning Mentor, and school leadership to maintain a coherent and supportive framework that promotes both academic and personal development.

Guidance and Support:

- A structured process is in place to help pupils reflect on their actions, learn from mistakes, and adopt more positive behaviours.
- Staff provide consistent, constructive feedback that supports the development of self-discipline and intrinsic motivation.

Role of the Family Support Worker

Our dedicated Learning Mentor, plays a crucial role in reinforcing our behavioural expectations and nurturing a positive, self-disciplined approach to learning. Their responsibilities include:

- **Individual Support:** Providing tailored guidance to help pupils meet behaviour expectations and overcome challenges.
- **Mentoring:** Assisting pupils in developing self-discipline, building confidence, and enhancing study skills while embracing our Catholic values.
- **Collaboration:** Working closely with teachers, parents, and support staff to design and implement strategies that promote both academic and personal development.
- **Restorative Justice:** Incorporating restorative justice practices to help pupils reflect on their actions, address conflicts constructively, and rebuild relationships within the school community.
- **Monitoring and Feedback:** Regularly assessing pupil progress and offering constructive feedback to nurture intrinsic motivation and continuous improvement.

Restorative Justice

When investigating incidents between pupils it is vital that situations are dealt with fairly and justly. The aim is to reaffirm, repair and rebuild relationships. Where tensions are high the following questions may help to calm things down and be addressed to each person involved:

- What happened?
- What were you thinking at the time
- Who was affected? How?
- What have you been thinking/feeling at the time and since?
- What needs to happen to put things right and what support do you need?

Mini-conferences and meetings may need to be held in order to restore relationships between pupils. These should be managed carefully enabling each child to have a voice.

Parent Support and Engagement

We recognise that parents are essential partners in the success of our behaviour policy. To foster a cohesive learning environment, we encourage parent support through:

- **Home Reinforcement:** Ensuring that the values and expectations set out in this policy, along with the principles of Catholic Social Teaching, are echoed at home. All related information is available on our school website and is shared during school open days. Parents are encouraged to actively model these values in their daily lives.
- **Open Communication:** Maintaining regular communication between parents and school staff regarding behaviour expectations, progress, and any concerns.
- **Active Involvement:** Inviting parents to participate in school events, that celebrate and reinforce our values and social teaching.
- **Feedback and Collaboration:** Encouraging parents to share feedback and work collaboratively with staff to continually enhance our behavioural framework, ensuring it meets the needs of all pupils.

Review and Support

This policy is reviewed regularly to ensure its continued relevance and effectiveness. Feedback from staff,

pupils, and parents is actively sought to enhance our supportive environment—particularly in how our Catholic ethos, social teaching, self-discipline, and collaborative efforts contribute to a positive school culture.

Conclusion

By adhering to this behaviour policy, every member of our community helps to create a caring and respectful environment where academic excellence and personal growth flourish. Our commitment to nurturing our God-given talents, upholding our school values, and reinforcing self-discipline through positive reinforcement, merit assemblies, and the guidance of Catholic social teaching ensures that St Anthony's Primary School remains a safe, inspiring, and supportive place to learn and grow.

