



St Anthony's Catholic Primary School

Behaviour Policy

Adopted September 2026

St Anthony's Catholic Primary School

Behaviour Policy

Our Mission

"Learning with Joy, Serving with Love, In Christ Jesus."

St Anthony's Catholic Primary School is a community dedicated to excellence for all, inspired and strengthened by the love of Jesus Christ. We strive to create an environment where academic, spiritual, and personal growth are fostered through love, faith, and respect.

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 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:** Dedicated time for collective worship is held regularly as a school community and 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 based 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.

Our School Values

We uphold the following core values:

- **Love**
- **Faith**
- **Resilience**

These values guide our actions, relationships, and expectations for behaviour.

Our School Rule

All members of our school community follow three simple, universal rules:

1. **Be Kind**
2. **Be Wise**
3. **Be Responsible**

These rules are embedded in daily routines, teaching, and interactions across the school.

Teaching and Learning Values

Every stakeholder—pupils, staff, governors, visitors and families—commits to the following learning values:

- **Purpose**
- **Aspiration**
- **Determination**
- **Unity**
- **Achievement**

These values shape our approach to learning, behaviour, and community

Behavioural Expectations and Self-Discipline

We promote:

- Positive relationships built on trust, communication, and care.
- A strong sense of self-worth and dignity for every child.
- A community rooted in mutual respect and partnership with parents.
- High expectations for behaviour, reinforced consistently and fairly.
- Clear routines that support safety, order, and learning.
- Opportunities for responsibility and leadership.

Behaviour for Learning

We strive to create a learning environment where:

- Pupils feel safe to take risks and learn from mistakes.
- Staff understand individual needs and remove barriers to learning.
- Classrooms are well-organised, attractive, and accessible.
- Lessons are inspiring, ambitious, and inclusive.
- Work is adapted to the learning needs of the class and assessed supportively.

Rewards and Positive Reinforcement

We recognise and celebrate positive behaviour through a wide range of rewards, including:

Whole-Class and Group Rewards

- **Class Contract**
- **Marbles in a Jar** (EYFS, KS1 and KS2- “Precious Pearls”): promoting teamwork, positive behaviour, and Catholic Social Teaching
- **House Points**: A reward for the House with the most points implemented at the end of each term

Individual Rewards

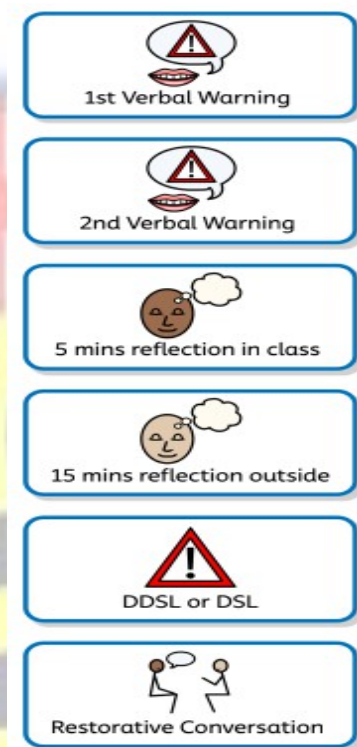
- **Behaviour Charts** for pupils needing additional support.
- **Praise Pads** to strengthen communication between school and home.
- **Golden Award**: awarded by staff for exceptional behaviour or contribution.
- **Headteacher's Award**: for outstanding work, behaviour, or service.
- **Star of the Week**: selected by class teachers and celebrated in **Celebration Assembly**.

These rewards foster intrinsic motivation, pride, and a sense of belonging.

Addressing Behaviour:

All staff, volunteers, trainee teachers etc. will be expected to follow the below escalation process:

Escalation process followed by all staff and visitors:



Stage	Who	Examples of Behavior
1 st Verbal Warning	All staff	Calling out, talking during lessons, not focused on task, disrupting learning or teaching, refusing to complete learning etc.
2 nd Verbal Warning	All staff	Repeated behaviour from first verbal warning or any minor escalation
5 mins reflection in class	With the member of staff implementing this stage	As above including where pupils have not completed work. Pupils may be given appropriate adjustments in timing at this stage to ensure that any learning that should have been completed during lesson time is completed.

15 mins reflection outside	Member of staff implementing this stage to alert those on duty to ensure adequate supervision Parent/ carer to be informed by class teacher	As above.
DDSL or DSL	Mr Brian/ Mrs Burden/ Ms Gayle Parent/ carer to be informed by member of the safeguarding team	Where there is a repetition of concerning behaviour. Any major behaviour concerns including bullying, child-on-child abuse and where protected characteristics are involved a member of the safeguarding team will be involved.
Restorative Conversation	With the member of staff who has implemented any consequences to ensure pupils understand their actions and have the tools to make better choices	

The image shows a step-by-step behaviour escalation process using clear visuals and short labels. The sequence progresses from low-level intervention to more serious consequences and then a restorative step at the end:

1. **1st Verbal Warning**
2. **2nd Verbal Warning**
3. **5 mins reflection in class**
4. **15 mins reflection outside**
5. **DDSL or DSL**
6. **Restorative Conversation**

1. First Verbal Warning

Purpose:

A gentle reminder of expectations. This stage aims to correct behaviour early without disrupting learning.

What it looks like:

- Clear, calm instruction
- Reference to the expected behaviour

Example:

A pupil is talking while the teacher is explaining a task.

Teacher says:

"Remember our rule about listening while someone is speaking. Thank you."

2. Second Verbal Warning

Purpose:

To reinforce the expectation and make it clear that consequences will follow if behaviour continues.

What it looks like:

- More direct and explicit
- May include naming the next step

Example:

The same pupil continues chatting.

Teacher says:

"This is your second warning. If the talking continues, you will need to spend time reflecting."

3. 5-Minute Reflection in Class

Purpose:

Allows the pupil to pause, think, and reset without leaving the classroom environment.

What it looks like:

- Moving seat or quiet area
- Short reflection task or thinking time

Example:

The pupil continues disrupting learning.

Teacher directs:

"Please move to the reflection table for 5 minutes to think about your choices."

The pupil may be asked:

- What behaviour needs to change?
- How can the pupil get back on track?

4. 15-Minute Reflection Outside the Classroom

Purpose:

A more serious consequence when behaviour persists.

What it looks like:

- Time spent outside classroom during break time or lunchtime (A member of staff must be alerted to the child having reflection time so that the child is supervised, they can still go to the toilet or have a snack if needed).

Example:

The pupil refuses to stop disrupting others.

Teacher says:

"You now need to complete a 15-minute reflection outside. We will talk about how to improve after reflection."

5. DDSL or DSL Involvement

Purpose:

Used when behaviour is serious (e.g. any inappropriate behaviour against any protected characteristic), repeated, or raises safeguarding concerns.

What it looks like:

- Referral to a senior member of staff
- Possible investigation or further action
- Parents and cares may be contacted

Example:

- Persistent defiance across lessons
- Physical behaviour or concerning comments

Action:

The pupil is referred to DSL/DDSL for support and possible intervention.

6. Restorative Conversation

Purpose:

To repair relationships, reflect on behaviour, and prevent recurrence.

What it looks like:

- Structured discussion
- Focus on impact and responsibility
- Opportunity to make things right

Example questions:

- What happened?
- Who was affected?
- How can this be repaired?
- What will you do differently next time?

Example scenario:

After disrupting the lesson and affecting peers' learning:

Pupil meets with teacher and says what went wrong and agrees on improved behaviour.

Consequences for Wrong Choices

When behaviour does not meet expectations, consequences are applied fairly, consistently, and proportionately:

1. **Verbal Warnings**
2. **Reflection** (thinking time, written reflection, apology letter and restorative conversation)
3. **Contact with Parents-** if there is persistent behaviour concerns an agreed line of communication may be put in place between parent/ carer and teacher e.g Class Dojo/ Communication Book
4. **Community Service**
 - Tidying classrooms
 - Litter picking
 - Gardening
 - Acts of service to the school community

5. **Escalation to Safeguarding Team or SLT** for serious incidents e.g. physical incidents
6. **Internal Exclusions** (In consultation with parents/ carers/ Trust/ Local Authority)
7. **External Exclusions** (In consultation with parents/ carers/ Trust/ Governors/ Local Authority)

At St Anthony's we promote a fair and consistent expectation so that pupils learn that actions have consequences and that restitution is an important part of preparing for life beyond school.

We recognise that every situation is unique, and a more flexible or personalised approach may be required for pupils with SEND, significant behaviour needs, or particular social circumstances.

Where behaviour concerns escalate, a member of the safeguarding team, SLT, or the Headteacher may need to become involved to ensure an appropriate, safe and proportionate response.

Serious misbehaviour includes:

- Child-on-child abuse
- Bullying
- Sexual harassment or unwanted sexual behaviour
- Vandalism
- Theft
- Racist, sexist, homophobic, or discriminatory behaviour
- Repeated breaches of school rules

If an allegation is made that a pupil has stolen an item or may be in possession of a weapon, illegal substance, or any object that could cause harm, a member of the safeguarding team, SLT, or the Headteacher has the authority to conduct a search to retrieve any potentially harmful items. To safeguard both pupils and staff, any search will be carried out by at least two members of staff, and parents or carers will be notified

Zones of Regulation

As part of our approach to supporting pupils' self-regulation, St Anthony's uses the Zones of Regulation as a structured tool to help children recognise, understand and manage their emotions. Each classroom includes a dedicated Zones of Regulation area where pupils can identify their feelings, access strategies and receive guidance to help them return to a calm and ready-to-learn state.

This behaviour tool aims to:

- Separate the child from their behaviour;
- Secure the emotional safety of the child;
- Understand that behaviour as communication and expression of an unmet need;
- Focus on repairing harm done to relationships above the need for assigning blame and punishments;
- Implement a solution focused approach.

Each class uses the Zones of Regulation, a system which provides a method for children to think and talk about emotions which are sorted into four colours.

Staff support children in using strategies throughout the day to self-regulate their behaviour so that they can return to a calmer emotional state.

Expectations

A whole school consistent approach is implemented to ensure routines support our children to understand

expectations, manage anxieties, and mentally and physically prepare themselves for their day. This allows them to engage more fully with learning, manage their feelings and communicate in a positive manner. Behaviour for learning routines are explicitly taught – we do not assume our pupils know them.

We teach routines for all activities. The more consistency there is over routines, the easier it is for our children. Routines support children with their emotional development and behaviour for learning.

Children should be aware of the school rules and behaviour expectations. It is important that behaviour leads to a productive learning environment where everyone is valued. Everyone is expected to maintain the highest standards of personal conduct to accept responsibility for their behaviour and encourage others to do the same.

In classrooms, all children are expected to show respectful listening to adults and peers:

- Sitting sensibly (Terms such as “Super sitting and hedge-hog hands are encouraged)
- Focused on the speaker (Terms such as “Tracking or whole-body listening are encouraged)
- Actively thinking (Think, Pair, Share)
- Responding appropriately

In addition, we have shared expectations for children’s behaviour in other areas of the school. Whenever children line up, they do so in an order agreed by a member of staff.

Corridor Behaviours:

- Walking sensibly and quietly (Where appropriate to do so, hands behind back and looking forwards is encouraged)
- Holding doors open
- Remembering our manners
- Being mindful of other children learning
- Treating our environment with respect

Assembly Behaviours:

- Silently and sensibly entering the hall and waiting for assembly to start
- Listening respectfully
- Joining in with prayers and singing
- Leaving the assembly sensibly and silently

Playground behaviours:

- Demonstrating our school values
- Treating our equipment with respect

- Making sure everyone is included and happy
- Following rules set by adults for games
- Being safe at all times
- Lining up quickly and sensibly when signaled

Lunch hall behaviours:

- Walking slowly and calmly
- Lining up quietly and patiently
- Remembering our manners
- Using indoor voices
- Clearing away after ourselves

It is important that staff establish expectations for these behaviours and continue to reinforce these through positive praise

Prevention of Bullying

Bullying is defined as:

“The repetitive, intentional harming of one person or group where the relationship involves an imbalance of power.”

Types include emotional, physical, racial, sexual, verbal, and cyber-bullying. The school follows its 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

Staff avoid physical contact that could be misinterpreted, recognising that even well-intentioned contact may be misconstrued.

Recognition and Responsibility

Pupils demonstrating exemplary conduct may be given leadership roles such as:

- Head Boy / Head Girl and Deputies
- School Council
- Classroom and school leadership responsibilities

These roles promote service, responsibility, and Catholic Social Teaching.

Supporting Pupils with SEND

As a school, we recognise that misbehaviour in pupils with SEND may be influenced by their needs, and each incident is considered individually to determine any link. In responding, the school follows its legal duties to avoid disadvantage, meet needs, and implement EHC plans, while anticipating triggers and putting tailored preventative measures in place, such as movement breaks, adapted seating, staff training, and emotional regulation support. When applying sanctions, the school considers whether the pupil understood expectations or could control their behaviour; if not, sanctions may be inappropriate or require adjustments. The school also investigates whether challenging behaviour may indicate unidentified SEND, involving the SENCO, external specialists, and parents to plan and review support. For pupils with EHC plans, the school ensures all provisions are delivered and works with the local authority, requesting reviews where necessary.

Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of 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, and expect parents and carers to work cooperatively with the school.

Searching and Confiscation

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Confiscation

Any prohibited items or any item that could be used to cause harm found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil. We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents/carers, if appropriate.

Staff Roles and Responsibilities

Staff are expected to:

- Model exemplary behaviour.
- Implement the policy consistently.
- Communicate expectations clearly.
- Work collaboratively with colleagues, leadership and other stake-holders

Guidance and Support

Staff provide:

- Structured opportunities for reflection.
- Consistent, constructive feedback.
- Support to develop self-discipline and intrinsic motivation.

Pupil Support System

- ELSA
- Check ins/ check outs
- Emotional Regulation Tools
- Safe Space e.g. Time to Talk
- Mentoring

Restorative Justice

Restorative approaches help repair relationships. Pupils may be asked:

- What happened?
- What were you thinking at the time?
- Who was affected and how?
- What needs to happen to put things right?

Parent Support and Engagement

Parents are encouraged to:

- Reinforce school values at home.
- Maintain open communication with staff.
- Provide feedback to support continuous improvement.

Review and Support

This policy is reviewed regularly with input from staff, governors, pupils, and parents to ensure it remains effective and aligned with our Catholic ethos.

By following this policy, we create a community where kindness, wisdom, and responsibility flourish. Together, guided by our Catholic values and learning principles, we ensure St Anthony's remains a safe, inspiring, and nurturing place for every child to grow.

Date: September 2026

Signed: Danielle Gayle

Signed: (Chair of Governors)