



St Anthony's Catholic Primary School

An Academy within The Catholic Academy Trust in South Hampshire



'Children in our heart, Christ at the centre'
'We love, we learn and we live'

Name of Policy	Behaviour Policy
Reference Number	
Date of e-signoff	September 2025
Headteacher	Katrina Straker
Chair of S&A sub-committee	Anne Taylor
Date for review	September 2026

Behaviour Policy



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**'Children in our heart, Christ at the centre'
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The St Anthony's mission statement is 'Children in our heart, Christ at the centre. We love, we learn and we live.' To live out this mission, we are guided and led by our Catholic ethos that places the Catholic Social Teaching principles of Human Dignity and the Common Good at the heart of our school. We recognise that each of us is unique and loved by God and we are called to lead by example, as Christ did, to show respect and love to every person because each of us is made in the image of God.

RATIONALE

Together with parents, we recognise that social and interpersonal behaviour can and must be taught in order to maintain an orderly, safe and welcoming learning environment. We celebrate difference and, inspired by the Gospel, we encourage all members of the community to value themselves, respect the needs of others and recognise the duties and responsibilities of all. In speaking to children about behaviour, we regularly reference our Catholic Social Teaching principles, reminding children that we take action and show kindness whenever possible. We also reference our 'Awesome Learning' skills to help children to understand the expectations we have inside and outside the classroom.

Children need to develop a sense of personal responsibility to mature and to become responsible citizens. Every child is of equal value; we reject the negative behaviour not the child.

For some pupils, on-going poor behaviour can be rooted in particular social and emotional issues at home, or at school, or could be a sign of an unmet need, for example trauma. Staff will always remain alert to the needs of more vulnerable pupils. Staff will ensure that they continuously affirm the child and help them to develop a positive self-image. Pupils whose social and emotional issues are having a negative impact on behaviour will be included in the Emotional Literacy Support Assistance, programme, (ELSA) which will be managed by the SENDCo and the Headteacher.

Sometimes it may become necessary to involve outside agencies in behaviour management, for example an educational psychologist or the behavioural support team.

AIMS

We aim to promote high standards of behaviour by:

- Ensuring all behaviour is referred to in the context of our Catholic Social Teaching principles and 'Awesome Learning' values, which are displayed in classrooms and around the school;
- Setting a good example and encouraging the children to behave in a positive, caring manner, led by the spirit of our shared gospel values;
- Recognising that governors, parents, staff and parish community are partners in the task of promoting high standards of behaviour;
- Teaching children to understand the school's expectation of behaviour;
- Ensuring the whole school community know the school rules and sanctions;
- Praising and rewarding good behaviour;
- Applying the rules and sanctions consistently;
- Having a balanced combination of rewards and sanctions;
- Offering opportunities for pupils to decide to behave in a positive manner;
- Recognising inappropriate behaviour is an issue for the whole school community;

- Ensuring that the work pupils do in lessons is interesting engaging and challenging.

INCENTIVES

All individuals need to receive regular praise and encouragement. If children hear regular good news about their qualities and strengths, they are more able to work constructively on improving their behaviour.

It is important to have a tangible reward system which recognises all forms of social and academic achievement and regularly communicates this 'good news' to children and their parents. Every child must experience some degree of success. All members of staff, including lunchtime supervisors, will use the incentives so that a consistent approach is adopted.

INCENTIVES TO BE USED

Stickers

Each member of staff will have available a range of stickers which may be given to commend a variety of positive efforts such as kindness, co-operation and trying hard. From time to time children may wish to nominate another child for a sticker.

Table Points/ Group Rewards/ Individual Prizes

Teachers are encouraged to set up positive reward systems as appropriate to their class. These may take the form of individual rewards, prizes for table groups or other groups that have worked particularly well together for a common goal.

Certificates

These are presented to children during the Friday Celebration Assembly and are given in recognition of a wide range of achievements. The class teacher will issue two per class per week. Statements on the certificates will be written in child-friendly language. Parents of children being presented with these certificates will be invited to attend these celebrations. One award will be the 'Awesome Learning Award', given to a pupil who has demonstrated a characteristic of our awesome learning values. The other 'Superstar' award will be presented to a child living out the school mission statement or exemplifying our Catholic Social Teaching principles.

Praise Postcards

All class teachers, the Pupil Premium teacher and the Headteacher will send out Praise Postcards half termly to pupils they feel deserve recognition of their behaviour/ attitude/ hard work for that half term.

Lunchtime Rewards

Lunchtime staff will reward children with individual house points or stickers whenever they see positive behaviour. For particularly good behaviour, they will award children green 'lunchtime award' stickers, which equate to five house points.

Privilege Time

Each class will be able to earn Privilege time as a reward for whole class positive behaviour. Each class teacher is able to decide how they will organise this system, though it is recommended that in Key Stage One children receive their reward as close as possible to the time the reward is gained (e.g. by the end of the week or following week). In Key Stage Two it is anticipated that children would be able to wait a little longer, for instance the end of the half term.

Good Work

Good work will be displayed on the Outstanding Work Board in the library and each half term the work will be changed.

WOW Work/Headteacher's Award

Children whose work is judged to be outstanding will be sent to the Headteacher who will present the child with a Headteacher's Certificate during our Celebration Assembly. An invitation to assembly will be sent to parents via Tapestry, the school's preferred home-school communication portal.

Exemplary Pupil

This award is presented to a pupil in Year 6 who the class teacher believes has been an example of excellent behaviour. The award will be presented during Celebration Assembly; their name will appear in the Friday Newsletter.

House Points (Not in Early Years)

These will be awarded for academic successes, good manners; good behaviour etc in individual classes. The house with the most points each week will be mentioned in assembly and a certificate will be displayed in the front entrance.

Trophies

At the end of Year Six, all children will receive a trophy in recognition of their achievement or effort in one of the subjects taught at the school. Four children will also receive the 'Service to the School' trophy, voted for by all staff members and in recognition of their contribution to the positive ethos of the school whilst they have been a pupil.

SANCTIONS

Sanctions are to be applied when behaviour is judged to be unacceptable.

All sanctions can be applied as deemed appropriate by a member of the Senior Leadership Team (SLT). In extenuating circumstances, the Headteacher, Deputy Headteacher or Key Stage Two Leader may use their professional judgement to deal with the situation to ensure the best care for all children involved.

Unacceptable Behaviour General	Sanctions
Minor disturbances in class e.g. the teacher has to stop to reprimand a pupil	Pupil is offered an opportunity to reflect on their behaviour and to consider the consequences of their choices. Children then are given the opportunity to decide to behave in a positive manner. Years R to Year 4 use visual behaviour charts and a pupil's name will be moved down to signify the warning given in relation to minor disruption.
Repeated disruption	Child's name is put on the record sheet and the pupil will spend 5 minutes (KS1) or up to 10 minutes (KS2) of break or lunch reflecting on their behaviour. All reflections will be supervised by an adult (where possible the class teacher). Should similar disruption continue over more than one day, a member of SLT will contact parents to discuss their child's behaviour. If a child misses time at either break or lunch twice or more in a school week, this will be logged on CPOMS. At this stage, a call to parents may be required from the key stage leader or class teacher to inform them that their child has had to miss some of their breaks due to behaviour in class.

	If the child continues to make poor choices with regards to their behaviour, a behaviour book will be put in place. The length of time and the details contained in the behaviour book will be decided at a meeting between the class teacher, a member of SLT and the child's parents.
Serious or Persistent Disruption	Teachers may decide to send children to their buddy class to ensure the rest of the class can continue to work. These incidents will be recorded on CPOMS. The class teacher will decide on the length of time spent in the buddy class, and whether work should be sent or whether the child should use the period of time to reflect on their actions. If a child has disrupted the class to the extent that they need to be sent to a different class, a phone call to parents should be made, informing them of their child's behaviour. This can either be carried out by the class teacher or an appropriate member of SLT.
Severe disruption.	If deemed necessary, the pupil is sent to the Head or member of SLT. A phone call to the child's parents will be made by the appropriate member of SLT. All incidents of severe disruption will be logged on CPOMS.
Verbal	Sanctions
Calling Out / Classroom disruption	Reprimanded, warning given. If it persists, behaviour is recorded on the class behaviour sheet or pupil's name is moved down on the visual behaviour chart.
Minor name calling.	Reprimanded and recorded on the class behaviour sheet or pupil's name is moved down on the visual behaviour chart. Pupil will be asked to apologise to the person concerned.
Repeated name calling	Reprimanded and recorded on the class behaviour sheet and on CPOMS. Child-on-child abuse is taken seriously. If SLT deem it appropriate, the child will be asked to complete a behaviour reflection form or write a written apology to the victim. SLT will judge whether to inform parents or not.
Unacceptable language	Reprimanded and warning given. The incident will be recorded on CPOMS. If SLT deem it appropriate, the child will be asked to complete a behaviour reflection form. If unacceptable language is repeated, SLT will phone parents to report what has happened.
Severe bad language	SLT to phone/call in parents and inform them that the pupil has used severe bad language. Reflection form will be completed during the child's break/lunchtime. Incident recorded CPOMS.
Physical	Sanctions
Minor physical incidents. e.g. hitting or pushing on purpose/tongue poking.	Reprimanded and warning given. Offered the opportunity to stop, think and apologise. Behaviour sheet/visual behaviour chart sanctions may be used.
Unacceptable e.g. kicking or thumping or biting (age 3-4yrs)	Sent to member of SLT to be reprimanded. Incident to be recorded on CPOMS by the teacher/member of SLT. If SLT deem it appropriate, the child will be asked to complete a behaviour reflection form or write a written apology to the victim. SLT to consider whether to inform parents, depending if it is a one-off incident or part of a

	developing pattern of behaviour, or depending on the severity of the incident.
Severe incidents e.g. biting (age 5-11yrs)	Sent to member of SLT to be reprimanded. The pupil will be asked to spend break or lunch reflecting on their behaviour. Parents will be informed. The incident to be recorded on CPOMS. If SLT deem it appropriate, the child will be asked to complete a behaviour reflection form or write a written apology to the victim. For severe incidents that involve hurting several children or adults, an exclusion may be considered. Please see the Suspension and Final Exclusion Policy for further detail.*

* The Headteacher and/or Deputy Headteacher has the authority to decide to exclude following the Local Authority guidelines if deemed appropriate.

POSSIBLE SANCTIONS

- Lunchtime spent with a member of SLT completing lunchtime reflection.
- Limit outdoor play activities. The number of days will be at the discretion of SLT.
- Walk around the playground next to the lunchtime assistant/duty teacher during playtime.
- Any other sanction deemed acceptable by a member of SLT.

POSSIBLE ACTIONS FOR REPARATION

- Clearing up litter in the playground;
- Writing a letter of apology to person or persons involved;
- Rectifying the results of the behaviour e.g. clearing up toys etc.

GENERAL PRINCIPLES

- Members of staff will involve SLT for incidents that are more than low level disruptive behaviours and SLT will act accordingly to investigate.
- SLT can accelerate the levels of sanctions if they deem it appropriate.
- We will always look to the parents to support the school in the task of managing behaviour.
- We recognise we can only make a difference when we all work together, children, teachers, parents and governors. The school will do all it can to maintain positive, constructive dialogue with parents when dealing with incidents of poor behaviour.
- Parents and pupils to abide by the code of conduct established in the Home School Agreement.

LUNCHTIME PLAY

The lunchtime team will report back to staff any incidents of poor behaviour. Unacceptable behaviour will be recorded on CPOMS by either the lunchtime assistant or teacher (after the handover of the incident). Midday supervisors may also use the class behaviour sheet to sanction pupils for minor issues. MDSAs will report serious incidents to the member of SLT on duty at lunch, who will decide on the behaviour management action that needs to be taken in reference to the above sanctions.

BREAKFAST AND AFTERSCHOOL CLUB

Breakfast and Afterschool club will also manage behaviour in line with the normal school day. They also operate their own reward system. The Afterschool Club (ASC) lead will deal with poor behaviour choices in the first instance; repeated occurrences of poor behaviour will be logged on CPOMS, the child's class teacher will be made aware and the SLT member on duty will be notified. Minor misdemeanours may be reprimanded by asking children to rectify their behaviour eg clearing up toys, apologising to the affected child, a short period of time out from an activity, or a sanction supported by a member of the SLT. More serious incidents will be flagged to the member of SLT on duty, who will decide the next course of action. This may involve a phone call to the parents to

request early collection or reflection time spent with the member of SLT. We reserve the right to refuse acceptance into Breakfast Club or Afterschool Club any children who persistently behave badly or cause undue stress to other children attending the club.

EXCEPTIONAL CIRCUMSTANCES

The school recognises that for some pupils with special educational needs, reasonable adjustments may need to be made to the policy. Additional support will be provided to enable these learners to develop appropriate social skills e.g. Behaviour Support Plans.

In exceptional cases when the safety of other pupils is threatened or a pupil's behaviour presents a serious risk of causing significant harm to themselves, to property or they are a major threat to good order, staff may need to take physical control until such time as the pupil is able to take control of themselves.

BEHAVIOUR RECORDS

Behaviour sheets will be managed by SLT and retained in line with GDPR guidelines. Behaviour records will be maintained on CPOMs.

EQUAL OPPORTUNITIES

The school will be sensitive to any cultural or linguistic differences in dealing with behaviour as well as any person with protected characteristics. Patterns of rewards and sanctions will be reviewed and adapted to meet the needs of all.

CHILD ON CHILD ABUSE

Procedure for Dealing with Allegations of Child on Child Abuse (see Safeguarding Policy):

When an allegation is made by a pupil against another student, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern the Designated Safeguarding Lead (DSL) or a Deputy DSL should be informed and referral made where needed.

- A factual record should be made of the allegation and logged on CPOMS;
- Parents, of both the student/s being complained about and the alleged victim/s, should be informed and kept updated on the progress of the referral;
- The Designated Safeguarding Lead will make a record of the concern, the discussion and any outcome on CPOMS;
- If the allegation highlights a potential risk to the school and the pupil, the school will follow the school's behaviour policy and procedures and take appropriate action;
- In situations where the school considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision protocol and this should be monitored;
- If the allegation indicates that a potential criminal offence has taken place, police will become involved.

INCIDENTS OF INAPPROPRIATE SEXUALISED BEHAVIOUR BY CHILDREN

Any incidents deemed to be of a sexualised nature e.g. inappropriate touching or exposure, taking or sending inappropriate sexual images, verbal or cyber sexual messages, will be recorded on CPOMS. A judgement will then be made by the Headteacher/ Designated Person as to the seriousness of the incident and the actions to be taken. Parents will be informed in all circumstances (linked to Safeguarding Policy).

This policy should be read in conjunction with our Anti-bullying (including Cyber-bullying) policy, which is available on the school website.