



*Join the faith and learning journey*



**St Antony's Roman Catholic Primary School**

**Our Mission Statement**

St. Antony's School is part of the Roman Catholic community of the Holy Family, where Jesus Christ is our inspiration as we raise standards and aspirations for all of our children.

**INCLUSION STATEMENT**

In this school, we are educating our children to:

- know who they are - a special and unique gift from God
- know why they are here - we all have a purpose and responsibility to look after God's world
- work hard and aim high for their future- find and use their God given talents to be what God intended them to be.

We are a Catholic community where everyone is equal. The most loving and merciful Jesus Christ is our role model, and He welcomed everyone. All children are welcome in our school, and they and their families become part of our St. Antony's family. We will love and nurture them, and do our best to help them, on their faith and learning journeys, to become what God wants them to be.

**POLICY NAME: Behaviour and Discipline Policy**

**Adopted by Governors:.....**

**Date: February 2025**

**Review Date: February 2027**

## Proverbs 29:17

“Discipline your children, and they will give you peace of mind and will make your heart glad.”

By keeping our Mission Statement at the heart of all we do, we encourage our children to live the Gospel values through our ‘Prayers for Life.’ We are a family in Christ; we teach and promote that forgiveness, tolerance and love for one another helps us to foster our Catholic ethos.

We celebrate the uniqueness of our children and understand that no child is badly-behaved; there is always a reason for poor choices. We work hard to identify the reasons that a child may have made a wrong choice and help them to get back onto the right path. Teachers recognise anxiety and fear rather than automatically presuming that a child is choosing to be defiant.

### **How**

- ✓ Staff will take inspiration from Christ as the greatest teacher.
- ✓ Staff will model positive relationships in school.
- ✓ Staff will have a shared vision that is to instil Gospel, moral and British values into the hearts of our children so that they recognise themselves as faithful, kind and hardworking individuals who can have a positive role in society.
- ✓ Everyone in school is aware they are on a faith and learning journey where the goal is to be the best you can be as God wants you to be.
- ✓ This will be done through a Christ-centred curriculum. RE lessons, assemblies, collective worship, SMSC lessons, P4C, circle time and whole school themed activities.
- ✓ Staff are highly-trained in mental health awareness, mindfulness, ACE awareness, nurture and attachment disorder so that behaviour strategies can be personalised.

### **Prayers for life**

At St Antony’s we live by 6 ‘Prayers for Life’. These are integral to school life and will underpin our high expectations of behaviour and conduct. Our expectations will be discussed and agreed with the whole school; pupils, staff, governors and parents through our home/school agreement.

### **Dear Jesus....**

- Help me to forgive
- Help me to be generous
- Help us to never give up

- Help me to care for others
- Help me always to say thank you
- Help me to share what I have

### **Aims of our policy**

As a Catholic community, we have the words of St Teresa of Avila in our hearts when we discuss behaviour choices.

Christ has no body but yours, no hands, no feet on earth but yours.

Yours are the eyes with which he looks compassionately on this world.

Yours are the feet with which he walks to do good.

Yours are the hands, with which he blesses all the world.

Yours are the hands.

Yours are the feet.

Yours are the eyes.

You are his body.

Christ has no body now but yours, no hands, no feet on earth but yours.

Yours are the eyes with which he looks compassionately on this world.

Christ has no body now on earth but yours.

Amen.

We believe it is important that children should understand their role in doing God's work on earth. We want them to develop intrinsic motivation in making good choices and trying their best and then noticing that their own achievements can be the reward itself.

### **Equity, equality and inclusion**

God made everyone unique. For St Antony's as a school, this means responding to the different talents and needs of all our children so that they can achieve their true potential. Reasonable adaptations should be made for children who struggle to make good choices.

All teachers are expected to anticipate likely triggers for misbehaviour and put in place preventative support. This may require work the behaviour lead (Deputy headteacher), SENDco and in some cases, the Headteacher.

It is also important to remember that all behaviour has meaning and that a restorative approach can help unpick the reasons for the behaviour rather than a purely disciplinary approach. Understanding a person's behaviour is the first step to preventing and reducing behaviour incidents.

There can be a number of reasons for children to struggle with positive engagement, for example: understanding, language, culture, previous experiences, disabilities, attitude,

family context, attention span, trust, self-concept to name a few. This can lead to different responses such as: freeze, fight, flight or submit.

There needs to be a tailored approach to supporting children who present with challenging behaviours. This needs to be regularly reviewed with both child and parents.

When children struggle with their behaviour, we are committed to working with both the child and the parents in a variety of ways and this has been very successful to date. Every child is different and unique and we continue to find new ways to support different children in different situations. When children are struggling with challenging behaviours, it is essential for parents to work with the school and if necessary outside agencies to address it. Identifying triggers and barriers and helping children overcome them is the best way forward. In school we provide the following services for our children, staff and families:

- a daily drop in service for wellbeing for pupils, staff and parents
- supervision time for staff
- training and support for staff
- family support and parenting courses
- individual parenting support
- ELSA- emotional literacy support assistance – helping children identify the emotions they feel and learn how to self-regulate
- Nurture- developing social skills in a small group setting

### **Recognising the impact of SEND on behaviour**

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND). When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

. Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned to provide equity. These may include:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Training for staff in understanding conditions such as autism, ADHD etc
- Use of calm spaces where pupils can regulate their emotions during a moment of sensory overload
- Social stories may be used with SEND children to consolidate the class rules and the high expectations.

### **Adapting sanctions for pupils with SEND**

When considering a universal behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour. The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments, **targeted** or **specialist**, need to be made to the sanction.

*Universal- an equal and consistent approach*

*Targeted- support given to ensure an approach is fair, eg A child with ADHD may need more non verbal cues, more positive reminders or a now and next card to keep focus*

*Specialist- brain breaks, time out with an adult or a PECs board may be needed.*

Children in the pupil's class will have received age appropriate teaching to ensure they understand why their peer may need a different approach. All children are actively encouraged to support each other in making good choices and celebrate the progress of others.

### **Considering whether a pupil displaying challenging behaviour may have unidentified SEND**

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

### **Pupils with an Education, Health and Care Plan (EHCP)**

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies. If the school has a concern about the behaviour of a pupil with an EHCP, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHCP.

### **Celebrating Success**

Good behaviour, manners and conduct around school should be expected and given verbal thanks and praise. Children may be given specific praise for making good choices. On a day to day basis we celebrate success of all pupils in a variety of ways as this is vital in encouraging a positive ethos and culture in our school. These can include:

- praise in class
- written praise in books
- sharing and celebrating success during lesson times
- sharing and celebrating success in assemblies
- Class Dojos awarded
- stickers being awarded
- certificates being awarded
- praise from other members of staff
- praise, stickers and certificates from the Headteacher
- messages home or discussions with parents

- special awards or reward treat activities

In addition, it is recognised class teachers have their own special reward systems in class.

### **Whole School Recognition of good behaviour**

#### **Class DOJO**

Throughout the school, we use the Class DOJO system to create a strong partnership between home and school. This enables staff to message parents/carers to share positive achievements as well as concerns. Parents can view photographs of their children, shared by staff, which means that praise is immediate from both home and school. Children earn DOJO points for their work, behaviour or for displaying British/Gospel Values and these can be exchanged for rewards or incentives in school decided by the school council.

#### **Weekly Gold Book nominations**

Gold Book Assembly celebrates the achievements of the children throughout the week. Each class teacher nominates 2 pupils, parents are informed and invited to take part in the celebration. The children will be given 'Gold Book' certificates and stickers to wear.

#### **Headteacher awards**

These are awarded at the discretion of the Headteacher or Deputy Headteacher to pupils who display Gospel values.

#### **Caritas awards**

These are awarded to recognise children, staff or governors putting their faith into action.

#### **Good to be Green Rewards**

In school we promote "Good to be Green". We are very proud of the children who stay green each and every day. As a reward for their green behaviours, at the end of each half term, there is a treat for the children (in-school theatre performance, carousel of activities, bouncy castles etc.).

The children who have not been successful at staying green, do not take part in the half-term reward. These children spend time reflecting on Our Prayers for Life and look at ways in which they can aspire to be part of the next half term reward.

#### **Prefects – Gold Ties**

Children act as leaders and good role models of behaviour. All Year 6 have the opportunity to receive a Gold Tie. This is not given but rather earned by showing exemplary practise, consistently, in the followings areas, referred to as "ABCD":

**Academic Rigour** – Children are set the highest of expectations which they meet daily. They constantly strive for excellence in their learning and produce high quality pieces of work across the curriculum.

**Behaviour for learning** – Children are engaged in their learning and are motivated to succeed, working to the best of their abilities. They display resilience in their learning and see all set-backs as learning opportunities. They promote positive and respectful relationships with their peers and teachers in the classroom.

**Code of Conduct** – Children promote “Our Prayers for Life” to the highest calibre. They continue to promote a positive image of the school by taking pride in their appearance, being smartly and correctly dressed for all school activities; being polite and courteous to our school family, listening and following instructions well; being polite and courteous to visitors, promoting a warm welcome; behaving in a sensible manner travelling to and from school and ensure the best possible attendance and punctuality.

**Duty** – Children recognise their important role in continuing Christ’s mission by promoting the Catholic Social Teachings where together we call for a better, more just world. The children put their faith into action and are involved in charitable acts, aware of environmental issues as stewards of creation and also promote love for their neighbours. They recognise they all have a crucial role in creating a better world where people can live in peace and dignity.

We are very proud of our Gold Tie children and they are given important duties around school. They are also rewarded with visits to local libraries and local high school. The children will receive their ties in Gold Book Celebration Assembly and their parents will be invited to attend. Once received, in certain circumstances, Gold Ties can be retracted for periods of time for individuals who do not uphold our “ABCD” criteria.

### Levels of behaviour

Levels of behaviour have been decided by the children. These were reviewed by the behaviour working party – a group of Year 5 children in Summer 2021.

Low level behaviour	Medium Level behaviour	High Level Behaviour
<ul style="list-style-type: none"> <li>• Talking in class</li> <li>• Not completing work</li> </ul>	<ul style="list-style-type: none"> <li>• Interrupting</li> <li>• Name calling</li> <li>• Inappropriate language</li> <li>• Disrupting others</li> <li>• Eating in class</li> </ul>	<ul style="list-style-type: none"> <li>• Refusing to work</li> <li>• Swearing with intent to insult</li> <li>• Leaving the classroom</li> <li>• Dangerous or violent behaviour</li> <li>• Stealing</li> <li>• Racism</li> <li>• Leaving the classroom or school building</li> <li>• Answering back</li> <li>• Throwing small objects</li> <li>• Damaging school property</li> <li>• Repeated medium level behaviours</li> </ul>

**Homophobic and sexist remarks or behaviour is also regarded as high level.**

## Good to be Green

Each day, every child starts the day on green. Green is the behaviour of all of the children in our school. It is understood that children on Green help everybody keep safe, happy and able to learn. Every half term there is a reward for children who have remained, or mostly remained, on green all term.

There is a flow chart, which is displayed in classrooms explaining the process as a result of yellow and red cards.

## Amber cards

If a child is showing **Low Level Behaviour** the children will receive their first verbal warning. Staff should use the phrase, **“That’s a verbal warning.”**

This gives the children a chance to reflect upon and improve their behaviours in class. This will allow children greater opportunity to remain on green.

Should the child’s behaviour not improve or be resolved by the verbal warning, then staff should use the phrase **“You have had a verbal warning, but you are continuing to ....you are now receiving a yellow card.”**

## Red cards

To get to red, children will have had a verbal warning and have been moved to amber. Staff should say **“You are continuing to .... you are going to receive a red card.”**

Or

A child has shown an incident of **Medium Level Behaviour**.

The children will receive a red card and as a consequence will lose the privilege of a morning play or some play time in the form of a lunchtime ‘Reconciliation’.

Children either stay in their classroom with a member of staff or go to the Deputy Head Teacher at lunchtime for ‘Reconciliation’ meetings. There, the children reflect on what they have done and how they can resolve the issue by seeking forgiveness from those that they have wronged.

If the child continues with medium level behaviour, follow the process:

- Remove to another classroom for 20 minutes with work
- Additional information to be added to behavioural log online (CPOMS)
- Parents will be informed.

The children will receive a red card immediately for **High Level Behaviours**. These are very serious and the following process is carried out:

- A member of the SLT/Pastoral manager need to be informed about high level behaviours.
- Internal exclusion to another class/group room for half a day or a full day.
- Log behaviour on the school online system (CPOMS).

If staff members feel the behaviour of child is requiring specific support, the following may occur:

- Decision to be made whether behaviour is severe enough to refer to Headteacher.
- Parents to be called into school for meeting.
- High level behaviours lead to a Behaviour Report Card.
- Lunchtime, internal and external exclusions to be made on Headteacher's direction and Governors will be informed.

### Playtimes and Lunchtimes

**Playtimes are planned to be fun so that children build their social skills, resolve their own conflict and enjoy themselves.**

**Staff have the same expectations to ensure consistency.**

The following system will be adopted for any incidents of unacceptable behaviour.

- Verbal warning, the welfare staff should use the phrase, **“This is your first verbal warning.”**
- If behaviour is repeated, a time out on the wall for 5 minutes will take place. Welfare staff should use the phrase **“You have had a verbal warning, but you are continuing to ....you are going to have a 5 minute time out on the wall.”**
- If there is a continuation of unacceptable behaviour, the class teacher should be informed and the behaviour system followed.

For more serious, **High Level Behaviour**, the children will be sent to SLT.

- The behaviour will be logged on school's online system (CPOMS)
- SLT will follow through with the high level graduated response and Headteacher, if not already informed, will take action

### Loss of Class Dojos

In consultation with the behaviour working party, the loss of Dojos for receiving a yellow or a red is in place. Parents are also notified via the Class Dojo app. For a yellow card, **3 Dojo points** are deducted and for a red card it is a deduction of **5 Dojo points**.

### Serious misconduct

There may be outside agency involvement. Repeated poor behaviour will result in children not being able to represent the school or take part in school outings.

If the happiness and safety of other children in school is severely compromised, a child may be excluded from school at the discretion of the Head teacher. This may be 'internal exclusion' where a child is excluded from their own classroom and is set appropriate work in another classroom. Internal exclusion may also be exclusion from playtimes. Children will complete 'community service' whereby they complete jobs that benefit the school community. Alternative provision may be sought. (Refer to the suspension and exclusion policy).

### Bullying

We have a zero tolerance approach to any form of bullying, whether it be in-school or online. Teachers listen to pupils and educate them on what bullying is and what to do if they feel they are being targeted. Please see our policy on **Peer on Peer Abuse**.

### **Behaviour Contracts**

In extreme circumstances, where a pupil has exhibited extremely challenging behaviour and is at risk of permanent exclusion, a behaviour contract will be drawn up under the direction of the Head teacher, Governors and with the agreement from relevant professionals along with the pupil and parents. Behaviour contracts will override all other expectations and sanctions in this policy. **All children who are on a behaviour contract will also complete a Behaviour Report Card.**

### **Monitoring and review**

The Head teacher will monitor the effectiveness of this policy with the support of staff, school council and governors. This policy will be reviewed every two years.

**This policy was reviewed by Staff, children and Governors in Spring 2025**

**To be adopted by Governors at the 2025 Spring Term Full Governing Body Meeting**