



St. Antony's Catholic Primary School

Positive Behaviour Policy April 2026

School Mission Statement

'God is at the heart of our school.

With the help of our community, we will strive to learn, love and achieve.'

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Policy Date: April 2026 Review Date: September 2027

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Intent

At St. Antony's Catholic Primary School our faith and our ethos are central. We have a restorative and relationship focused approach to behaviour management. Through our love and care, we aim for each child to leave St Antony's being the best that they can be.

Our Be-Attitudes, based on Gospel values and Stephen Covey's 7 Habits of Highly Effective People, are the behaviours that we value and encourage. These are:

- Be Responsible
- Be Organised
- Be Disciplined
- Be Considerate
- Be Understanding
- Be Humble
- Be Healthy
- Be the change you want to see

Aims of the policy:

- To create a culture of exceptionally good behaviour: for learning, for community, for life.
- To ensure that all learners are treated fairly and shown respect.
- To provide a clear, fair and consistent approach to behaviour based on our Beatitudes.
- To foster, nurture and value strong and healthy relationships and recognition of the importance of this as a lifelong skill.
- To provide a safe, respectful and happy school ethos where pupils can learn without limits.
- To give staff the tools to enable them to support and equip children with strategies to self-regulate their behaviour and build positive relationships with others.
- To outline our system of rewards and sanctions across the school.
- To summarise the roles and responsibilities of different people in the school community with regards to behaviour management.

KEY ADDITIONAL DOCUMENTS

All external links

Keeping Children Safe In Education 2024

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1181955/Keeping children safe in education 2023.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1181955/Keeping_children_safe_in_education_2023.pdf)

Behaviour In Schools Guidance

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101597/Behaviour in schools guidance sept 22.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101597/Behaviour_in_schools_guidance_sept_22.pdf)

Suspension And Permanent Exclusion Guidance

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101498/Suspension and Permanent Exclusion from maintained schools academies and pupil referral units in England including pupil movement.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101498/Suspension_and_Permanent_Exclusion_from_maintained_schools_academies_and_pupil_referral_units_in_England_including_pupil_movement.pdf)

Behaviour for learning

Expectations	Visible Consistencies	Over and Above Recognition
Follow school and class rules. Follow our Be attitudes	Daily Meet and Greet Spotting children doing the right thing Praising in Public Reminding in Private Class Chart displayed and signed in all classrooms	House points Proud Post Be-attitudes Certificate Above and beyond recognition board HT/DHT Recognition

Our Reward System

House Points

The children will be divided into one of 4 houses:

- St Martin (Yellow)
- St Cecelia (Red)
- St Thomas More (Blue)
- St Francis (Green)

House points will be awarded to children for following our Be-Attitudes and the principles of Catholic Social Teaching. All adults throughout the school will be able to award house points.

House points will be recorded in each class and counted at the end of each week. The results will be announced in whole school assembly and on the newsletter.

The winning house at the end of each half-term will receive a reward. This could be extra play time, a movie afternoon or some other similar award.

Our Behaviour Pathway

1. Reminder 2. Warning 3. Space to cool off 4. Follow up and next steps

Level of disruption	Examples	Refer to...
Level 1 Mild disruption to their own learning and others	Disruptive behaviour • Calling out • Talking whilst teacher is teaching • Disagreements • Dishonesty	Dealt with by the class teacher • Reminding in private
Level 2 Serious disruption to their own learning, others and wellbeing	Throwing objects Defiance Swearing to show disrespect	Dealt with by Phase Leader and class teacher
Level 3 Danger to themselves or others	Deliberately hurting a child or staff member Damaging Property Bullying/ racism (Phase Leader to investigate and report to HT/DHT)	Dealt with by member of SLT

Sanctions

Sanctions Should:

1. Make it clear that unacceptable behaviour affects others and is a serious offence against the school community.

2. The sanction does not apply to a whole group because of the choices of an individual made.
3. Be consistently applied by all staff to help to ensure that children and staff feel supported and secure.

Consequences for poor choices of behaviour will continue to follow the school behaviour policy using the following steps:

1. Redirection/reminder
2. Caution - a clear verbal warning delivered privately where possible
3. Last Chance – a formal warning
4. Consequence

Consequences will depend on the behaviour. Consequences could be:

- 5 to 10 minutes of missed play time with restorative conversation.
 - 5 to 10 minutes sitting out of play time if behaviour occurs during play time
 - 5 or 10 minutes in another class aimed at allowing the child time to calm and redirect themselves
 - A Behaviour Reflection to take place when the child is calm and ready to talk.
5. All staff will consider children with SEN and EAL when providing appropriate reflection.
 6. The class teacher must record the behaviour on our behaviour log.

EXPECTATIONS OF STAFF

- Staff model high standards of behaviour and are positive role models for our children.
- All staff are expected to follow the hierarchy of rewards and sanctions.
- Display the class charter in classroom.
- Make children aware of appropriate behaviour in all situations. Focus on good behaviour and positive reinforcement at all times- catch the positives.
- Be aware of all children's behaviour in class and around school, dealing with every incident appropriately and giving mutual support to colleagues.
- Deal with problems calmly; using the SCRIPT TEMPLATE WHEN REQUIRED (Appendix A). Create a calm working atmosphere in the classroom with well-established routines and work appropriate to match the abilities of the children.
- Be punctual in collecting classes at the end of playtimes. Escort the children round the school, ensuring all children are monitored-stop the children at regular intervals walking to the middle and back of the line.
- Never leave children unattended.
- Be as consistent and fair as possible in the use of rewards and sanctions.
- Work in partnership with parents and inform them as soon as possible about what has occurred and how it was dealt with.
- To record incidents on our behaviour log and track the behaviour.
- Work closely with other staff and outside agencies, implementing advice and strategies for dealing with a child with challenging behaviour.

EQUAL OPPORTUNITIES

St Antony's Catholic Primary School is committed to equal opportunities to provide equality for all staff and pupils regardless of colour, race, ethnic origin, gender, ability and special need. We aim to encourage everyone to appreciate that discrimination hurts and that action will be taken to avoid its reoccurrence.

FIXED-TERM SUSPENSIONS AND PERMANENT EXCLUSIONS

- We do not wish to suspend or exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for suspension and exclusion, and the statutory guidance: Suspension and Permanent Exclusion Guidance (DFE September 2022).
- Only the Head teacher (or the acting Head teacher) has the power to suspend or exclude a child from school. The Head teacher may suspend a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances the Head teacher may exclude a child permanently. It is also possible for the Head teacher to convert a fixed-term suspension into a permanent exclusion, if the circumstances warrant this.
- If the Head Teacher suspends or excludes a child, s/he informs the parents immediately, giving reasons for the suspension or exclusion. At the same time, the Head Teacher makes 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 to make any such appeal.
- The Head Teacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term suspensions beyond five days in any one term.
- The governing body itself cannot either suspend or exclude a child or extend the suspension period made by the Head Teacher.
- The governing body has a pupil discipline committee, which is made up of between three and five members. This committee considers any suspension or exclusion appeals on behalf of the governors.
- When an appeals panel meets to consider suspension or exclusion, they consider the circumstances in which the child was suspended or excluded, consider any representation by parents and the LA, and consider whether the child should be reinstated.
- If the governors' appeals panel decides that a child should be reinstated, the Head Teacher must comply with this ruling.
- Where a pupil is at risk of permanent exclusion or repeated suspension, the pupil may be referred for therapeutic support, to a behaviour centre such as The CUBE, located at the Cranbrook Primary School in Ilford. In extreme cases, where this support is not successful, the child will be referred to a specialist school for children with SEMH difficulties

POSITIVE HANDLING PLANS

- Reasonable force may be used to prevent a child from hurting themselves or others, from damaging property or from causing disorder. Force is usually used either to control or restrain. This can range from guiding a child to safety by the arm, or restraining a child to prevent violence or injury.
- The decision on whether or not to physically intervene is down to the professional judgement of the member of staff concerned and should always depend on the individual circumstances.
- Relevant staff should have regular Positive Handling training and should be familiar with de-escalation strategies and knowledge of how to hold a child in a way which minimises the risk of harm to the child and themselves.

The school can use reasonable force to:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so.
- Prevent a child behaving in a way that disrupts a school event or a trip or a visit.
- Prevent a child leaving the classroom where allowing the child to leave would risk their safety or leads to behaviour that disrupts the behaviour of others.
- Prevent a child from attacking a member of staff or another child, or to stop a fight in the playground.

SEARCHING CHILDREN SUSPECTED OF HAVING PROHIBITED ITEMS

- If it is suspected that a child has brought a more serious prohibited item into the school the child will be asked to hand over to a senior member of staff, in the presence of an additional member of staff as a witness. The child will be asked for permission to search their coat, bags etc, if they are not willing to hand over the items. Should they refuse the Head reserves the right to search their bag without consent, an additional adult should always be present.
- If it is suspected that the child is carrying prohibited items about their person and refuses to hand them over, the school reserves the right to use reasonable force whilst a search takes place. If they are suspected of carrying a weapon or illegal items then the police should be called.

Appendix A

CALM SCRIPTS

C- Connect with the child

I care about you/ Let's get on the same team

A - Acknowledge the feeling

I can see/ I know/ I wonder if

L- Limit the behaviour

We can't/ I won't allow / We don't

M - Move forward

Why don't we./How about../ Here are two options../ I have a plan...

WIN SCRIPTS

W - Witness the behaviour

I noticed../ I saw../ I could see how..

I - Invite the feeling

Tell me more/ What made you do that? / How does it feel?

N - Name the character trait

That's what I call../ That is a great example of../ Way to be...

BOUNDARY SCRIPTS

I won't allow...

You can't, but you can...

We don't, but we do...

We (say agreed expectations ie We listen to each other). *pause*

SAFETY SCRIPTS

You're not in trouble

I'm here

You're safe

You're not alone

I've got you

Appendix B



St. Antony's Catholic Primary School

Mornington Road, Woodford Green, Essex IG8 0TX

RACIST/BULLYING ALLEGATION

If a parent or child alleges racist behaviour or bullying, please complete the following details and discuss with your Phase Leader

- **EYFS:** Andrea Demerdjian ☐
- **Yrs 1, 2, 3:** Madi Hale-Brown ☐
- **Yrs 4, 5, 6:** Emma Smith ☐

ALLEGATION TYPE

Bullying

☐

Racist
Remarks/Actions

☐

Name of alleged perpetrator:

Class: __

Name of alleged victim: ____

Class: __

Who is reporting the allegation (parent/pupil/staff):

Date:

Please

Provide a detailed explanation of the allegation(s)

Name:
Date:

Signature:

Phase Leader's investigation and outcome

Signature:

Date:

Date:

Once Phase Leader has completed an investigation, inform headteacher and relevant parties of the allegation findings

▪ Is allegation true: Yes ☐ No ☐

▪ If allegation is true, record in the appropriate folder

- Action taken after the investigation**

Signature: _____ **Date:** _____

Date:

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