

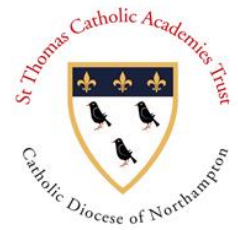


Learning, Growing  
And Living with Jesus

## St. ANTHONY'S CATHOLIC PRIMARY SCHOOL & NURSERY

In the Diocese of Northampton

Head Teacher: Mrs S Oppé, LLB, MA, NPQH  
Farnham Rd, Farnham Royal, Slough, Berkshire SL2 3AA  
Tel: 01753 645828 | Email: [post@stanthonys.slough.sch.uk](mailto:post@stanthonys.slough.sch.uk)



"The glory of God is  
a human being fully alive"

# St. Anthony's Catholic Primary School and Nursery

*'Learning, Growing and Living with Jesus'*

# Behaviour & Anti-Bullying Policy

# 2022

Reviewed: September 2022

Reviewer: SLT and Local Academy Committee

Next date to be reviewed: September 2023



# Behaviour Statement



Learning, Growing  
And Living with Jesus

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We are an Inspirational School



Learning, Growing  
And Living with Jesus

Our Vision; we are inspired, we aim to inspire and we seek to be inspirational.

We believe in teaching the children the Jesuit Values, We aim to inspire by welcoming and celebrating diversity, culture and inclusion. Our learners are:

- Grateful and Generous** with their knowledge and skills
- Attentive and Discerning** using knowledge and skills to do good
- Compassionate and Loving** towards others
- Faith-filled and Hopeful** for the future
- Eloquent and Truthful** using their gifts for a fairer society
- Learned and Wise** to help others have belief in God and themselves
- Curious and Active** making a difference in the world
- Intentional and Prophetic** in action with good in their hearts

This is our mission. As a family we seek to learn, grow and live with Jesus in all aspects of our lives.

<p>Big Picture <b>Intentional and Prophetic</b></p>	<ul style="list-style-type: none"> <li>To nurture responsible and confident young people, helping to instil strong Catholic values, awareness of the needs of others, accountability for their own actions, and to develop a resilient, positive outlook.</li> <li>Offer every child a safe and secure learning environment in which they can achieve their potential and take growing responsibility for their own actions.</li> <li>We believe that children respond best to positive praise and reinforcement but accept that there will be times when sanctions are necessary to ensure that children learn from their mistakes.</li> <li>We are reliant on the whole school community to support this policy, including parents and families. Our actions must build on restoring relationships and supporting children to learn positive behaviour.</li> </ul>
<p>Responsive Implementation <b>Attentive and Discerning, Curious and Active, Grateful and Generous.</b></p>	<ul style="list-style-type: none"> <li>Always nurture a loving community.</li> <li>Always encourage a calm, purposeful and happy ethos within the school.</li> <li>Always foster positive, caring attitudes towards everyone where achievement at all levels is acknowledged and valued.</li> <li>Always enable each child to accept responsibility for his/her own behaviour by encouraging independence and self-discipline.</li> <li>Always raise awareness of appropriate behaviour, supporting pupils to take responsibility for their own actions.</li> <li>Always have a consistent approach to behaviour management throughout the school with parental co-operation and involvement.</li> <li>Always make boundaries of acceptable behaviour clear and ensure safety.</li> <li>Always help pupils, staff and parents have a sense of direction and a feeling of common purpose with regards to expectations of standards of behaviour. Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life.</li> </ul>
<p>Subject Knowledge <b>Learned and Wise</b></p>	<ul style="list-style-type: none"> <li>Staff will foster Positive Discipline strategies by:                             <ul style="list-style-type: none"> <li>Noticing the pupil who is behaving appropriately and giving praise.</li> <li>It is important that every day is a new day and children have the opportunity to have a fresh start.</li> <li>Ensuring class charters are 'owned' by the class and are discussed and understood by all – ensuring they reflect Rights and Responsibilities</li> <li>Displaying the class charters and administering them fairly</li> <li>Allowing pupils the opportunity to discuss, question and consider behaviour through class council, reflection diaries, reflection time and circle times</li> </ul> </li> <li>Ensuring their pupils keep to the school rules e.g. walking in corridors</li> <li>Ensuring the break and lunchtime Behaviour Logs are maintained accurately, recording particularly incidents of bullying on the sheet provided. Behaviour is logged on CPOMs under the behaviour tabs, depending on the type of incident that has occurred.</li> <li>Supporting each other in the maintenance of orderly behaviour and respect for one another.</li> <li>Using the reward system, by establishing rotas and systems, such that all children have equal access to gain house points for positive behaviour, good effort, good work and for service to the community.</li> <li>Dojo Points will be awarded to children on an individual basis.</li> </ul>
<p>Differentiation and challenge <b>Compassionate and Loving</b></p>	<ul style="list-style-type: none"> <li>Any child who is at risk of exclusion will be offered a PSP (Pastoral Support Plan) and a risk assessment. The PSP will inform a Consistent Behaviour Management Plan and the process typically involves any relevant stakeholders i.e. child, school, parents, behaviour support, SENCO etc. The template used for the PSP and the Behaviour Support Plan is from the templates shared by Little Down Specialist Provision.</li> </ul>
<p>Behaviour for Learning <b>Faith-filled and Hopeful, Curious and Active</b></p>	<ul style="list-style-type: none"> <li>Pupils will be issued with rewards using the Class Dojo system. Dojo points will be awarded based around the themes of Resilience, Resourcefulness, Being Reflective, Reciprocal and Responsible.</li> <li>Children will also be rewarded with stamps for being positive ambassadors and role models of the school, which will work up to being a reward of their choosing. These will be based around the Jesuit Values.</li> <li>Certificates for Star of the Week will be awarded weekly.</li> <li>Writer of the Month will be awarded to children in the form of a Tea Party with the Head Teacher.</li> <li>Children will also receive a Spelling Supremo certificate each week, per class. Head Teacher's awards will also be given on an ad-hoc basis.</li> </ul>
<p>Oracy and Learning <b>Eloquent and Truthful</b></p>	<ul style="list-style-type: none"> <li>Our Children's responsibilities:</li> <li>Follow the mission and our core Catholic values and beliefs</li> <li>Work hard to achieve the best they can and allow others to do the same</li> <li>Follow the instructions of school staff</li> </ul>

At St. Anthony's Catholic Primary School and Nursery we believe that we are all equal in the sight of God and that everyone is respected and valued.

Jesus Christ taught us that we should love God above all things and our neighbour as ourselves. Our community is based on our faith and on relationships, nurtured by the love of God and neighbour.

This belief is at the heart of all we do and has formed the basis for our Behaviour Policy.

We aim to achieve outstanding behaviour in our school, through our mission of:

***'Learning, Growing and Living with Jesus'***

Through showing and developing mutual respect, kindness and love between all members of the school community.

The Jesuit Values are a prominent foundation of our policy and principles underpinning behaviour expectations at St. Anthony's.

We are UNICEF Rights Respecting School, committed to supporting our children to take responsibility for their own behaviour, to respect themselves and all of God's creatures.

This policy meets the UN Convention of the Rights of the Child (articles 12, 13, 19, 23, 28 and 31).

## SECTION 1: BEHAVIOUR

### Principles

St. Anthony's Catholic Primary School and Nursery endeavours to offer every child a safe and secure learning environment in which they can achieve their potential and take growing responsibility for their own actions. We believe that children respond best to positive praise and reinforcement but accept that there will be times when sanctions are necessary to ensure that children learn from their mistakes. We are reliant on the whole school community to support this policy, including parents and families. Our actions must build on restoring relationships and supporting children to learn positive behaviour.

### Intent

To nurture responsible and confident young people, helping to instil strong Catholic values, awareness of the needs of others, accountability for their own actions, and to develop a resilient, positive outlook.

### Key Objectives:

- To nurture a loving community.
- To encourage a calm, purposeful and happy ethos within the school.
- To foster positive, caring attitudes towards everyone where achievement at all levels is acknowledged and valued.
- To enable each child to accept responsibility for his/her own behaviour by encouraging independence and self-discipline.
- To raise awareness of appropriate behaviour, supporting pupils to take responsibility for their own actions.
- To have a consistent approach to behaviour management throughout the school with parental co-operation and involvement.
- To make boundaries of acceptable behaviour clear and ensure safety.
- To help pupils, staff and parents have a sense of direction and a feeling of common purpose with regards to expectations of standards of behaviour. Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life.

**Our School Behaviour Policy upholds and promotes the Pupil Profile, as developed through the St. Thomas' Catholic Academy Trust, where all pupils strive to be:**

1. Faith-filled and Hopeful
2. Loving and Compassionate
3. Generous and Grateful
4. Attentive and Discerning
5. Intentional and Prophetic
6. Truthful and Eloquent
7. Curious and Active

## Roles and Responsibilities

### The Local Academy Committee

The Local Academy Committee (LAC) is responsible for reviewing and approving the written statement of behaviour principles

The LAC will also review this Behaviour Policy, in conjunction with the Headteacher, and will monitor the Policy's effectiveness, holding the Headteacher to account for its implementation.

### The Headteacher

The Headteacher is responsible for reviewing this Behaviour Policy in conjunction with the LAC, giving due consideration to the school's mission statement and statement of behaviour aims and principles. The Headteacher will also approve this Policy.

The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

### Staff Responsibilities – staff will:

- Be a positive role model, including classroom management and organisation
  - Treat all children fairly, equally and with respect
  - Raise children's self-esteem, to help them to develop to their full potential
  - Be aware of individual children's learning styles and needs that may impact on their behaviour, including provision specific to transition.
  - Provide a challenging, interesting and relevant curriculum, encouraging children to have a voice and be active learners.
  - Apply the rules, rewards and sanctions consistently i.e. teaching of good behaviour.
  - Create a safe and pleasant environment, physically and emotionally.
  - Work positively in partnership with parents/carers, through positive communication.
  - Ensure that they undertake any training and development required by the school.
- Record incidents in CPOMs and raise a serious incident with SLT as soon as possible.

### Children's Responsibilities – children will:

- Follow the mission and our core Catholic values and beliefs
- Work hard to achieve the best they can and allow others to do the same
- Follow the instructions of school staff

### Parental Responsibilities – parents/carers will:

- make children aware of appropriate behaviour in all situations
- encourage independence, resilience and self-discipline
- be aware of the school's rules and expectations
- support the school in the implementation of this policy

**All serious misbehaviour/incidents and persistent misbehaviour/incidents are recorded on CPOMs**

## Implementation

All staff are responsible for fostering a positive behaviour system within our school.

The class teacher together with other staff in the class will be directly responsible for the behaviour of pupils within their class.

## Definitions

**Misbehaviour/incidents** are defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

**Serious misbehaviour/ incidents** are defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, Child on Child Abuse - unwanted conduct of a sexual nature, such as:
  - Sexual comments
  - Sexual jokes or taunting
  - Physical behaviour like interfering with clothes
  - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - Fireworks
  - Pornographic images
  - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Staff will foster Positive Discipline strategies by:

- Noticing the pupil who is behaving appropriately and giving praise.
- **It is important that every day is a new day and children have the opportunity to have a fresh start.**
- Ensuring class charters are 'owned' by the class and are discussed and understood by all – ensuring they reflect Rights and Responsibilities
- Displaying the class charters and administering them fairly
- Allowing pupils the opportunity to discuss, question and consider behaviour through class council, reflection diaries, reflection time and circle times
- Ensuring their pupils keep to the school rules e.g. walking in corridors
- Ensuring the break and lunchtime Behaviour Logs are maintained accurately, recording particularly incidents of bullying on the sheet provided. Behaviour is logged on CPOMs under the behaviour tabs, depending on the type of incident that has occurred.
- Supporting each other in the maintenance of orderly behaviour and respect for one another.
- Using the reward system, by establishing rotas and systems, such that all children have equal access to gain house points for positive behaviour, good effort, good work and for service to the community.
- House Points will be awarded to children on an individual basis. Pupils will have a chart within their classrooms monitoring their individual rewards, but these points will also go toward their House. The House Points will be reviewed regularly. Rewards can be gained for a variety of positive behaviour and cannot be taken away.

#### **Promoting Positive Behaviour:**

Through our mission, vision and high expectations we ensure that children are aware of, and understand the reason for, school rules and expectations. This information is clearly displayed in all classrooms and reinforced through assemblies, circle time, school council meetings and class discussions.

#### **Hierarchy of Behaviour Management steps:**

The steps for managing poor behaviour choices are designed to support and encourage a rapid return to appropriate behaviour. The steps are:

1. Non-verbal reminders
2. Verbal reiteration of behavioural expectations (*ensure time to comply is given*)
3. 5 minutes 'Thinking Time' – in class
4. Reflection and restorative discussion (10 minutes at break or lunch time)
5. Work in the Phase Group Leader's class (*parents notified by class teacher if regular*)
6. Restorative conversation with SLT – thinking time and discussion with SLT (*parents notified by SLT*)
7. Referral to Deputy Headteacher (*parents notified by Phase Lead/AHT/DHT or nominated person*)
8. Referral to Headteacher (*parents notified by HT or nominated person*)

#### **Pastoral Support Plans (PSP)**

Any child who is at risk of permanent exclusion will be offered a PSP (Pastoral Support Plan). The PSP will inform a Consistent Behaviour Management Plan and the process typically involves any relevant stakeholders i.e. child, school, parents, behaviour support, SENCo etc. The template used for the PSP and the Behaviour Support Plan is from the templates shared by Little Down Specialist Provision.

#### **Malicious Accusations against School Staff**

Where pupils are found (after an appropriate investigation) to have made deliberate, malicious accusations against school staff, the school will take action appropriate to both the seriousness of the malicious accusation, and to the impact upon the member(s) of staff concerned. All levels of sanction will be considered, including suspension or permanent exclusion.

### **Confiscation of Inappropriate Items**

The law allows for a teacher to confiscate, retain and dispose of a pupil's property, if reasonable to do so in the circumstances. Legislation does not describe what must be done with the confiscated item(s). At St. Anthony's Catholic Primary School and Nursery, any confiscated item will be returned to a pupil as soon as practicable, although there may be times when this will be returned to the parent/carer rather than the pupil themselves. Legally prohibited items i.e. knives or other offensive weapons, must always be handed over to the police. We have a zero tolerance to weapons.

### **Power to Use Reasonable Force**

Members of staff have the power to use reasonable force to prevent pupils injuring themselves or others, or damaging property, and to maintain good order and discipline. This would only be used in extreme circumstances, as a last resort, and the appropriate paperwork would need to be completed on CPOMs. Staff members are trained to use specific holds in extreme circumstances, using the Team Teach techniques.

### **Lunch time and Break time**

Staff on duty take responsibility for behaviour and would liaise with class teachers if there were incidents that required their attention. All lunch time, staff must write up incidents on CPOMs and refer them to the senior supervisor, who would take appropriate action and inform teachers. If there is a behaviour that requires 'thinking time' by a child, this should happen standing with the adult, rather than 'on the wall'.

Going forward, a 'Thinking Bench' will be installed for adults to use for such incidents. For more serious incidents, such as fighting, physical violence or abusive language, the child/ren should be brought to the attention of SLT and brought to 'Time Out'.

### **Rewards**

Pupils will be issued with rewards using the Class Dojo system. All classes will have this set up and children will achieve Dojo points for making the right learning choices in class. The Dojo points will be awarded based around the themes of Resilience, Resourcefulness, Being Reflective, Reciprocal and Responsible.

Children will also be rewarded with stamps for being positive ambassadors and role models of the school, which will work up to being a reward of their choosing. These will be based around the Jesuit Values.

Certificates for Star of the Week will be awarded weekly, Writer of the Month will be awarded to children in the form of a Tea Party with the Head Teacher, and children will also receive a Spelling Supremo certificate each week, per class. Head Teacher's awards will also be given on an ad-hoc basis.



## SECTION 2: SUSPENSION AND PERMANENT EXCLUSION

### Suspension, Removal and Permanent Exclusion

Every effort is made to keep children in school. With the exception of a serious incident, suspension is only considered after the hierarchy of behaviour management steps has proven unsuccessful in addressing the behaviour(s), or if the behaviour of the child is dangerous and will put the child, other children, or staff members in danger.

Suspension may be in response to:

- 1) Extreme forms of misbehaviour, such as violence, aggression, vandalism, bullying
- 2) Persistent refusal to comply with school rules and adult instructions,
- 3) Behaviour, which results in the teacher being unable to teach, which has a detrimental effect on the learning of others.
- 4) Behaviour, which puts at risk the health and safety of the child, other children, staff or visitors.
- 5) Malicious accusations against members of school staff.

### Parent Expectations

Every effort will be made to work with parents to support positive behaviour. In the event that a suspension is necessary, parents will be notified and parents will need to collect their child immediately. Parents will receive a letter and work for the child to complete during the suspension period. It will be expected that the child will remain at home during the suspension and will complete the work set.

### Suspensions/Permanent Exclusion and Removal at St. Anthony's Catholic Primary School and Nursery

#### Removal from the Classroom\*

A child is retained in school but will work away from their classroom, supervised and supported by an appropriate adult at all times. Breaks and lunch for an internally excluded pupil will be taken separately from other children. Appropriate work is expected to be completed by the child during a period of removal, supported by the supervising adult as necessary. Periods of removal from the classroom can only be authorised by the Deputy Headteacher and Headteacher. This is an opportunity for both the school and the child to reflect on the behaviours and put a plan in place to try to ensure that the behaviour that warranted the sanction is not repeated. Restorative discussions must take place during this time. **This type of removal is not recorded on a child's permanent school record, but will be recorded and monitored by the school.**

*\*The school has fully considered the 'Behaviour in Schools (Advice for Headteachers and school staff)' July 2022 guidance.*

#### Suspension (including lunchtime suspension)

A child is suspended from the school for a fixed period of time. Work will be provided by the school. This work must be completed by the child and returned to school, where it will be marked in the usual manner. Upon return to school, an official reintegration meeting must take place to maximise the likelihood of a successful reintegration for the child. Suspension can only be authorised by the Headteacher.

A child will only be given a suspension for the following reasons:

**A suspension is recorded on a child's permanent school record.**

### Permanent Exclusion

Permanent exclusion can only be authorised by the Headteacher.

Whenever a head teacher permanently excludes a pupil they must, without delay, notify parents of the period of the permanent exclusion and the reasons for it. Parents must receive the following information in writing:

- The reasons for the permanent exclusion;
- The period of a suspension or, for a permanent exclusion, the fact that it is permanent.

- Parents' right to make representations about the exclusion to the governing body and how the pupil may be involved in this.
- How any representations should be made
- Where there is a legal requirement for the governing body to consider the exclusion, that parents have a right to attend a meeting, be represented at this meeting (at their own expense) and to bring a friend.

The head teacher must, without delay, notify the governing body and the local authority of:

- A permanent exclusion (including where a fixed period exclusion is made permanent)
- Suspensions which would result in the pupil being excluded for more than five school days (or more than ten lunchtimes) in a term.
- Suspensions/Permanent Exclusions which would result in the pupil missing a public examination or national curriculum test.

The governing body has a duty to consider parents' representations about a permanent exclusion. The requirements on a governing body to consider a permanent exclusion depend upon a number of factors. The governing body must consider the reinstatement of an excluded pupil within 15 school days of receiving notice of the suspension/permanent exclusion if:

- The exclusion is permanent.
- It is a suspension which would bring the pupil's total number of school days of suspension to more than 15 in a term; or it would result in a pupil missing a public examination or national curriculum test.

**Permanent exclusion is recorded on a child's permanent school record.**

## SECTION 2: ANTI-BULLYING AND ANTI-RACISM

*This policy is implemented alongside the DfE document "Preventing and Tackling Bullying – Advice for Headteachers, Staff and Governing Bodies"*

### Principles

At St. Anthony's Catholic Primary School and Nursery we will not tolerate bullying or racism. We acknowledge the right of every pupil in our school to be educated in a safe and secure environment, without the risk of humiliation, disruption, discrimination or abuse. We believe that it is the responsibility of everyone in our community to ensure that this is the case. We are all made in the image of God and the underpinning of loving our neighbour is paramount.

To this end:

- All members of St. Anthony's Catholic Primary School and Nursery, our parish and our community have the right to be respected
- Unacceptable behaviour can be changed
- St. Anthony's Catholic Primary School and Nursery will never condone any form of bullying

**Aim:** The anti-bullying and anti-racism policy clarifies for all stakeholders that bullying and racism is always unacceptable.

### Objectives:

- To deliver the basic entitlement for all children in our school that they receive their education free from humiliation, discrimination, disruption and abuse.
- To ensure that the school community does not tolerate unkind actions and remarks and seeks to provide a safe and secure environment for all individuals.
- To actively promote the implementation of the policy through classwork, circle time, school council, staff development and communication with all stakeholders.
- To investigate, monitor and record all incidents of bullying raised by any stakeholder and to implement an appropriate course of action.
- To treat incidents of bullying as a serious disciplinary matter.

### St. Anthony's Catholic Primary School and Nursery's Definition of Bullying

Bullying is any behaviour which is perceived by the targeted individual, or any other person, as deliberately intending to hurt, offend, intimidate, frighten, harm or exclude. It is usually persistent, leaving the targeted individual feeling defenceless. Occasionally, individual incidents can also be classed as bullying, dependent upon their circumstances. Behaviours such as these that are related to race specifically would be classed as racism.

**Types of Bullying** *Bullying can take a variety of forms, however, the main types are:*

- **Physical** (EXAMPLES: hitting, kicking, spitting, taking another person's belongings etc.)
- **Verbal** (EXAMPLES: name calling, insulting language, targeted offensive remarks etc.)
- **Indirect** (EXAMPLES: spreading malicious rumours, exclusion from social groups etc.)
- **Cyber** (EXAMPLES: misuse of social websites, email, text, targeting via online games etc.) Some forms of bullying are attacks not only on the individual, but also on the group to which he or she may belong:
  - Racial harassment and racist bullying.
  - Sexual bullying.
  - The use of homophobic language.
  - Bullying of pupils who have special educational needs or disabilities.

### Pupil Anti-Bullying and Anti-Racism Code

- We have the right to feel safe so we can enjoy our learning and play.
- We know that all complaints of bullying and racism are taken seriously and investigated.

- We understand that unkind actions or words are not acceptable.
- We respect and help each other at school.
- We always report bullying and racism to adults.
- We want to keep our school a safe and happy place, where everyone feels valued and loved.

### **Actions**

In the event that bullying is alleged, this is reportable and therefore the Headteacher must be made aware. Parents will need to be contacted and the matter will be investigated.

*Throughout the development process of this written policy, St. Anthony's Catholic Primary School and Nursery has fully considered the DfE '**Behaviour and Discipline in schools (Advice for headteachers and school staff) January 2016'** guidance e.g. reflection upon ten key aspects of school practice that, when effective, contribute to improving the quality of pupil behaviour.*

*St. Anthony's Catholic Primary School and Nursery acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN).*

*Removal/Suspension/Permanent Exclusion is implemented in line with all current policies and DfE guidance.*

### **RACISM**

Racism is not tolerated under any circumstances and parents would be informed by a senior member of staff or the Headteacher if a situation arose. All incidents would be reported in the Behaviour log and on the Local Authority form. An investigation would take place and a monitoring period would begin. All such incidents would be dealt with seriously and robustly.