



ST. ANTHONY'S SCHOOL  
FOR GIRLS



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# Behaviour, Discipline and Exclusion Policy

**Primary person responsible for updates to this policy:** Donal Brennan

**Job title:** Head teacher

**Last review date:** March 2022

**Next review date:** September 2022

**Circulation:** This policy has been adopted by the governors and is available to parents on request. It is addressed to all members of staff and volunteers and applies wherever they are working with children.

'Parents' refers to parents, guardians and carers.

*"St. Anthony's School for Girls aims to provide high quality education in a caring, supportive and Catholic environment, infused by Christ's Gospel, in order that each of our pupils is able to develop fully as an individual, well-adjusted to the wider community."*



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This policy follows DFE guidance outlined in 'Behaviour and Discipline in Schools' (2016) and the Equality Act (2010). The school acknowledges its legal duties in respect of safeguarding and in respect of pupils with special educational needs and/or disabilities. When assessing behaviour and deciding on a relevant course of action, staff must bear in mind any special educational needs and/or disabilities a pupil may have and the SEN Coordinator (the Deputy Headteacher) should be consulted.

At St. Anthony's School for Girl's we want to ensure that our girls are safe and happy. Therefore, in addition to teaching them how to read and write, how to count and solve problems, we are also responsible for teaching them how to play together and how to behave towards one another. Girls must be aware of moral issues such as right and wrong, fairness, tolerance and consideration of others. It is also important to remember that school is a close-knit community where every child has the right to be safe and happy and, at the same time, has the responsibility to see that others in the school community are safe and happy too.

The philosophy of good behaviour is embedded at the heart of our school. Children learn best when there are clear structures in place and where positive modes of good behaviour, manners and consideration towards others are continually and consistently modelled and encouraged.

This policy applies to all children in the school.

At SASG, we believe that because staff, girls and parents value good behaviour:

#### **Girls will**

- Learn what good behaviour is
- Learn to care for one another
- Learn to value friendship
- Develop self-confidence

#### **Teachers**

- Teach effectively with few behaviour problems
- Are caring, consistent and fair

#### **Parents**

- Feel confident that their daughters are developing not only academically but also personally and socially
- Know their daughters will receive support when they need it
- Are able to discuss issues openly in a positive atmosphere.



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## What we mean by good behaviour

Good behaviour means that everyone in school is:

- Careful and kind
- Polite and friendly
- Helpful and thoughtful to one another

We encourage girls:

- To care for themselves, to be responsible for their own personal safety, to develop self-esteem and to take pride in their own achievements
- To value others, their similarities and differences, to empathise with and respect their feelings, to care for and co-operate with others and to enjoy and respect their achievements
- To develop a feeling of joint responsibility by learning to care for their school environment and develop an understanding of and concern for the wider environment and the world

This behaviour is encouraged in every aspect of school life and girls are helped to recognise examples of good behaviour at all times.

## How we encourage good behaviour

At SASG, all staff take responsibility for encouraging positive behaviour, not only with children under their direct care but for all children in the school. We encourage girls to be *kind, curious, inspiring and respectful* which underpin the ethos of our behaviour expectations across the school. These words are displayed in classrooms and staff refer to them when reminding children about positive behaviour.

- Recognise, highlight and praise good behaviour as it occurs
- Ensure that we are firm but fair
- Explain and demonstrate the behaviour that we wish to see
- Encourage girls to be responsible for their own behaviour
- Acknowledge individuals and groups of children for behaving well
- Use relevant teaching materials to support our aims

Good behaviour is recognised through rewards and privileges. These may include:

- Verbal praise and recognition
- Awarding class points
- Awarding stickers or stars, etc.
- Giving additional time for children to pursue activities of their own choice
- Sending positive letters home
- Learning about examples of good behaviour in assembly



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- Receiving awards/certificates and accompanying lapel badges in the termly whole school assembly

### **Managing transition**

As girls move up through the school, we recognise that it is essential to effect a smooth transition through each part of the school to enable them to adjust to the different expectations and challenges each year group presents. Our PSHEE programme is fundamental in supporting these changes and class teachers carry out a comprehensive 'handover' session at the end of every academic year which addresses both the academic and pastoral needs of every pupil.

### **Stopping inappropriate behaviour**

Occasionally, girls may forget our code for good behaviour and be inconsiderate towards others. In the majority of cases a firm reminder will be sufficient to prevent it from happening again. Staff should always discuss the behaviour with the girl concerned and help her understand why that behaviour was a wrong choice. Children will be given a meaningful consequence to help them amend their actions. Sometimes, however, this may not be enough and, depending on the situation, it will be necessary to deal with persistent bad behaviour by applying appropriate sanctions as follows:

- Loss of points
- Separating girls within the class
- Loss of break time for a limited period
- Loss of privileges enjoyed by others in the class
- Girl may be placed on a report card for a limited period of time to monitor behaviour during the school day
- Referring the behaviour to the Deputy Head or Head teacher as appropriate

Parents/guardians are always kept informed of lapses in behaviour, however minor. We believe that it is essential to work closely with the family/guardians to identify possible reasons for poor behaviour and to put in place positive strategies for improvement both at school and at home.

### **More Serious Misbehaviour and Exclusion**

If a girl persistently misbehaves then we would devise an individual behaviour programme which would help her to learn appropriate social behaviour. This would be done in conjunction with the parents and the Head teacher.

Exclusion (either temporary or permanent), is at the Head teacher's discretion and is the final sanction for serious offences such as aggressive or violent behaviour against other girls or members of staff, persistent bullying or theft. If a girl is temporarily excluded, then arrangements will be put in place for the setting and marking of work and also for the reintegration of the girl when she returns to school. Where parents disagree with the decision of the Head teacher to exclude a girl, then they should



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follow the school's [Complaints Policy](#). Further guidance on sanctions for bullying is contained in the [Anti-Bullying Policy](#).

### **Physical Restraint/Reasonable Force**

Physical restraint (the positive use of force) may be used in order to protect a girl from hurting herself or others, or from seriously damaging property. In all cases, members of staff are guided by DFE guidelines 'Use of Reasonable Force in Schools' July 2013. The decision on whether or not physically to intervene is down to the professional judgment of the staff member concerned and should always depend on the individual circumstances.

#### **Reasonable force can be used to:**

- Remove a disruptive girl from the classroom when she has refused repeatedly to follow an instruction to do so
- Prevent a girl behaving in a way that disrupts a school event or a school trip or visit
- Prevent a girl leaving the classroom where allowing her to do so would risk her safety or lead to behaviour that disrupts others
- Prevent a girl from attacking a member of staff or another pupil, or to stop a fight in the playground
- Restrain a girl at risk of harming herself through physical outbursts

Any occasion where physical intervention is used to manage a girl's behaviour is recorded and parents are informed about it immediately. The Deputy Head keeps a record of any sanctions imposed on girls for serious misbehaviour (Pastoral Log)

#### **Use of Restraint in EYFS**

Physical restraint in EYFS will only be used in extreme circumstances when a boy or girl is in danger of hurting him/herself or others or is causing significant damage to property. Parents are informed about the incident immediately and it is recorded including details of the child, staff involved and the length and time the event occurred on our physical restraint record form. Where any concerns are raised about the incident and the restraint used, they should be dealt with through the school's complaint procedure.

**Corporal punishment is never threatened or used at St. Anthony's School for Girls.**

#### **Malicious Accusations**

Disciplinary action will be taken in the event of a girl making an accusation against a member of staff or another pupil which proves to be unfounded. The investigative procedures will follow that



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outlined in the [Safeguarding Policy](#). Parents will be informed and the child may be suspended or excluded.

## Appendix 1

### Good Manners and Good Behaviour

At St. Anthony's School for Girls, we are very keen to encourage good behaviour because we want to ensure that all our girls are safe and happy. Good behaviour means that everyone in school is careful, kind, polite, friendly, helpful and thoughtful towards one another.

It is important that we all, as adults, model and reinforce good manners and behaviour in our school and are consistent when dealing with any breaches.

#### Girls should:

- Walk around the building at all times
- Walk up and downstairs
- Move quietly between lessons
- If there is a fire alert or fire drill, girls must line up and lead out of the building **in absolute silence**.
- Walk in and out of Assembly quietly
- Stand aside to allow a member of staff to pass when moving around the building and hold doors open if necessary
- Walk in pairs when moving around the school buildings or going to church
- Eat with a knife and fork at lunch
- Remember their manners and say 'please' and 'thank you'
- Speak to staff on duty courteously and with respect

#### Staff should:

- Be proactive during a duty. Mingle and socialise with the girls and encourage positive, creative and inclusive play
- Never sit or chat to other staff during a playground or park duty. Staff should continually monitor the behaviour and safety of the girls
- Walk up and down the aisle between the tables during a dining room duty encouraging good manners and quiet talking. Staff are not expected to serve the girls. It is important to monitor



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the volume of chatter and to remind girls when they become too loud. Attract their attention by clapping, not shouting

- Not allow more than one girl at a time to leave the dining room for the toilet
- Ensure that girls leave the dining room quietly to return to class or go out to play
- Ensure that girls walk when leaving the dining room
- Monitor behaviour throughout the school day. We are all collectively responsible for sensible and considerate behaviour in our pupils and we should check and remind girls who fall short of this wherever and whenever it occurs
- Never allow running or jumping on the stairway or running through corridors in either building



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## Appendix 2

Details of student or students on whom force was used by a member of staff	
<b>Name</b>	
<b>Form</b>	
<b>Date, time and location of incident</b>	
<b>Names of staff involved (directly or as witnesses)</b>	
<b>Details of other students involved (directly or as witnesses), including whether any of the students involved were vulnerable for SEN, disability, medical or social reasons.</b>	
<b>Description of incident by the staff involved, including any attempts to deescalate and warnings given that force might be used.</b>	
<b>Reason for using force and description of force used</b>	
<b>Any injury suffered by staff or students and any first aid and/or medical attention Required.</b>	
<b>Reasons for making a record of the incident.</b>	
<b>Follow up, including post-incident support and any disciplinary action against students.</b>	
<b>Any information about the incident shared with staff not involved in it and external agencies</b>	



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<b>When and how those with parental responsibility were informed about the incident and any views they have expressed.</b>		
<b>Has any complaint been lodged (details should not be recorded here)?</b>		
<b>Report compiled by:</b> Name and role		<b>Signed</b> <b>Date</b>
<b>Report countersigned by:</b> Name and role		<b>Signed</b> <b>Date</b>