

St Joseph's Catholic Primary School



In God's love we learn and grow

Behaviour Policy.

(Updated/amended April 2026)

Start Date:	Review Date:	Adopted:
April 2026	April 2027	April 2026

Introduction

We believe that every member of our school community should feel valued, respected and treated as an individual, in accordance with our school mission statement which states:

We hope to “Act justly, Love tenderly, Walk humbly with our God.”

Our expectation is that the pupils and adults of St Joseph’s will display exceptionally high standards of behaviour and treat other people as they would wish to be treated themselves, in accordance with our Catholic Values, school rules and STJ Standard.

Our school behaviour policy is designed to support the way in which **all** members of our school community can live and work together. It aims to promote an inclusive environment which helps **all** pupils develop into confident, well-motivated, resilient and hardworking pupils who enjoy school and have a high self-esteem. Our school values system is designed to support and develop the character of our pupils so they can go on to achieve their full potential after leaving St Joseph’s and to becoming well-rounded members of the community and have a positive impact on the world. We endeavour to achieve this in many ways, but the most importantly we will:

- be genuinely interested and concerned for all the pupils and staff in our school;
- recognise and praise the many positive qualities our pupils can show;
- hold the belief that a child’s self-image, can change in a positive way through seeing and feeling they are successful;
- always being willing to take the time to help the pupils feel better about themselves and to listen seriously to any of their concerns.
- approach all incidents deemed as negative behaviour with a PACEful approach (Playfulness, acceptance, curiosity and empathy)

Outstanding behaviour makes highly effective teaching and learning possible. At St Joseph’s, we have a consistent approach to behaviour throughout the school which is upheld and understood by parental support and other stakeholders (BCCET and governing body/LGC)

Through the implementation of this policy we aim to help pupils grow in a safe and secure environment, and become positive, responsible and increasingly independent members of our school, local, church and global community.

The policy has been written in line with DfE guidance **Behaviour in Schools 2022**

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101597/Behaviour_in_schools_guidance_sept_22.pdf

Rewarding good behaviour

We reward good behaviour as we believe that this will develop an ethos of kindness and cooperation. Our approach is designed to promote good behaviour, rather than merely deter anti-social behaviour. We praise and reward pupils for good behaviour in a variety of ways.

- Positive verbal feedback
- Written feedback following a piece of work
- Displaying work throughout the school
- Pupils receiving reward postcards/certificates or reward stickers or stars

- House Points – Whole school Values System
- Awards during Celebration Assembly
 - Star of the week
 - Headteacher Award
 - Lunchtime ‘Happy Helper’
 - Saint of the Week
 - St Francis Award – linked to Jubilee Year of St Francis of Assisi
- ‘Hot Chocolate & Cookies’ with the Headteacher

School Values

Our school values were created by our School Council in June 2023. There are 11 values, with each month during school time being the ‘Value to focus on’ e.g. in September, we are showing kindness.

Month	Value	Meaning
September	Kindness	Kindness is caring about other people and their feelings, helping people when they need you and doing something nice for someone else without expecting anything in return.
October	Respect	EYFS + KS1 - Respect is treating someone or something the way that you would want to be treated. KS2 - Respect is thinking and acting in a positive way about yourself, other people and the environment.
November	Collaboration	Collaboration is working together or alongside one another; listening to or sharing ideas; and respecting the opinions of others to achieve a common goal
December	Gratitude	Gratitude is being thankful.
January	Effort	Effort is doing the best you can.
February	Responsibility	Being responsible means you do the things you are expected to do and accept the consequences of your actions.
March	Curiosity	Curiosity is the desire to learn. It is an eagerness to explore, discover and figure things out.
April	Creativity	Creativity is using your imagination and exploring your own ideas to express something.
May	Honesty	Honesty is doing the right thing even when no one is watching.
June	Resilience	Resilience is bouncing back from difficulties and keeping on going.
July	Bravery	Bravery doesn’t mean you don’t get afraid, bravery means you don’t let fear stop you.

House Groups

Each pupil is a member of a House Group, which meets on a monthly basis. Each meeting has a focus on the upcoming value i.e. the end of September meeting focuses on the October value. This means the children have a thorough understanding of the meaning of the value and what actions they can take to show it, both inside and outside school.

Pupils receive a coloured token (matching their house colour) as a reward for showing examples of school values. These are only given for clear actions, not just as an indiscriminate reward. 'Double house points' are given if someone shows the 'Value of the month' (gold tokens!) All members of staff (including admin, kitchen staff etc) have tokens that they give out. House Points are exchanged regularly towards donations to the House Group's chosen charity.

Roles, responsibilities and expectations

Pupils

We expect pupils to always try their best. We expect pupils to listen carefully to instructions in lessons. If they do not do so, we may ask them to move to a place nearer the teacher, or to sit on their own or away from certain groups of pupils for a set period of time.

We give pupils opportunities to succeed through responsibility, such as being members of our school council, librarians, buddies, class responsibilities and others. The school has high expectations of all pupils in order to promote a safe, positive and productive learning environment.

Class teacher

It is the responsibility of the class teacher to ensure that the school rules and guidelines are adhered to in their class, and that their class behaves in a responsible manner during lesson time.

The class teacher treats each pupil fairly, PACEfully and enforces the classroom rules consistently*. The teacher treats all pupils in their class with respect and understanding.

If a pupil misbehaves repeatedly, the teacher keeps a record of all such incidents on the schools CPOM system. In the first instance, the class teacher deals with incidents, however, if misbehaviour continues, the class teacher seeks help and advice from the Deputy Head Teacher and will involve the parents/carers of the pupil. If this does not improve, the Headteacher becomes involved.

The class teacher may liaise with the Special Educational Needs Coordinator as well as external agencies when appropriate, as necessary, to support and guide the progress of pupils.

The class teacher reports to parents/carers at termly meetings about the general progress and behaviour of each pupil in their class. The class teacher may also contact a parent/carer if there are more immediate concerns about the behaviour or welfare of a pupil.

All staff fully understand the behaviour management procedures (Appendix 1) that has been agreed in school

*Adaptations may be required to allow for a more inclusive approach towards children with SEND or who require more support in-terms of their behaviour and understanding at times. Please see section about Inclusivity at St Joseph's.

Teaching assistants, admin staff and lunchtime supervisors

Our teaching assistants, admin staff and lunchtime supervisors are valuable members of staff who help to ensure that our behaviour policy is consistently applied. Communication books, boards outside of classrooms and first aid slips are used to support chains of communication and help staff inform parents of incidents during the school day.

Head Teacher

It is the responsibility of the Head Teacher to implement the school behaviour policy consistently throughout the school and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Head Teacher to ensure the health, safety and welfare of all pupils in the school. The Head Teacher supports the staff by implementing the policy, by setting the standards of behaviour and by supporting staff in the implementation of the policy.

The Head Teacher has the responsibility for giving fixed-term suspensions to individual pupils for serious acts of misbehaviour. For repeated or very serious acts of antisocial behaviour, behaviour that threatens the safety of the pupil, others around them, school property and staff, the Head Teacher may permanently exclude a pupil. These actions are only taken after the school governors have been notified.

Parents/Carers

We expect parents/carers to support their child's learning, and to cooperate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school and we inform parents/carers immediately if we have concerns about children's welfare or behaviour.

The school works collaboratively with parents/carers so that pupils receive consistent messages about how to behave at home and at school. We have an open-door policy and actively encourage parents/carers to come into school to clarify any issues. We also send out questionnaires to parents/carers to get their views on a variety of subjects.

We review and share the behaviour policy annually.

If the school must use reasonable sanctions to punish a pupil, parents/carers should support the actions of the school, this also includes any 'positive handling' incidents – which must be added to CPOM's as soon as possible after the incident has occurred. If parents/carers have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Head Teacher. If these discussions cannot resolve the problem a formal grievance or appeal process can be implemented to the School Governors in accordance with our complaints policy.

We believe it is important to involve parents/carers as soon as possible when monitoring a pupil's behaviour. This may involve setting good behaviour charts, or setting behavioural targets to enable good communication between home and school. An emphasis on positive achievements provides a platform from which further success can be made. A record of events and meetings are kept up to date in our behaviour monitoring system (CPOM). Where behaviour continues to prove to be a 'barrier to meeting school expectations', the class teacher may liaise with the Special Educational Needs Coordinator and set targets as part of the child's action plan. Referrals to services can be made with consent from parents if required.

Governors

The governors have the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Head Teacher in carrying out these guidelines.

The Head Teacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Head Teacher about disciplinary

issues. The Head Teacher must take this into account when making decisions about matters of behaviour.

Fixed-term and permanent exclusions

Only the Head Teacher (or Deputy Head when acting as the Head Teacher) has the power to exclude a pupil from school. The Head Teacher may exclude a pupil for one or more fixed periods up to the statutory amount. The Head Teacher may also exclude a pupil permanently. It is also possible for the Head Teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Head Teacher excludes a pupil, we inform the parents/carers immediately, giving reasons for the exclusion. At the same time, the Head Teacher makes it clear to the parents/carers that they can, if they wish, appeal against the decision to the relevant governing committee. The school informs the parents/carers how to make any such appeal.

The Head Teacher informs Bishop Chadwick Catholic Education Trust (BCCET), the Local Authority (LA) and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Head Teacher. The governing body has a discipline committee. This committee considers any exclusion appeals on behalf of the governors.

When an appeal panel meets to consider exclusions, they consider the circumstances in which the pupil was excluded, consider any representation by parents/carers and the LA, and consider whether the pupil should be reinstated. If the governors' appeals panel decides that a pupil should be reinstated, the Head teacher must comply with this ruling.

When a pupil returns to school, following a fixed-term exclusion, they must do so accompanied by a parent/carer and engage in a reintegration meeting with a member of the Senior Leader Team. This must take place in all cases before the pupil is allowed to re-join normal classroom activities.

Further information regarding exclusions is available through the Dfe document **Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Sept 2023**

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1181584/Suspension_and_permanent_exclusion_guidance_september_23.pdf

Break and Lunch times

We aim to make our playground a stimulating area as this provides opportunities for creative play and lessens the likelihood of pupils becoming bored, resulting in negative behaviours at times. We have a clear set of guidelines that the pupils have helped to put together which are consistent with our approach to promoting good behaviour. Dedicated staff, well-being warriors, along with all staff in their lunchtime role, are responsible for developing and playing games with the pupils to promote a playful atmosphere for both KS1 & KS2. All classes have their own games box, which they have responsibility over. KS2 sports leaders, develop games and sports skills with younger children in the Porta Court.

Bullying

Pupils are actively encouraged to talk to an adult, such as their class teacher or our Child Wellbeing Lead, about being treated unfairly by other pupils. The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we

act immediately to stop any further occurrences of such behaviour.

While it is very difficult to fully eradicate bullying, we do everything in our power to ensure that all pupils attend school free from fear. Our anti-bullying policy outlines our approach. The school employs several sanctions to enforce our school rules, and to ensure a safe and positive learning environment. We use each sanction appropriately to each individual situation.

Our Anti Bullying policy is available on our school website.

Power to search pupils

The Headteacher and Governing Body follow the most up to date Government advice on searching pupils: DFE Searching, screening and confiscation Advice for headteachers, school staff and governing bodies July 2022

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching_Screening_and_Confiscation_guidance_July_2022.pdf

Monitoring

The Head Teacher and Deputy Head monitor the effectiveness of this policy on an annual basis. Adaptations closely linked to needs of pupils on roll and those who transition in-year. Relevant training is reflected in the documents to show the desired impact CPD has on day-to-day life at St Joseph's. They also report to the governing body on the effectiveness of the policy and, if necessary, make recommendations for further improvements, explaining need for adaptation to strengthen the relevance of the policy as a working document.

The school keeps a variety of records of incidents of misbehaviour. The class teacher records incidents on CPOM's (action taken is also recorded and SLT are made aware). We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give written details in Communication books (using Appendix 2) of any incident which is transferred to CPOM's by admin.

The Head Teacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded. It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

Mobile Phones (Update September 2026)

In line with current Department for Education guidance, the school operates as a mobile phone-free environment throughout the school day. Mobile phones must not be used, seen, or heard anywhere on school premises or during the school day.

Pupils in Year 6 may, with parental agreement, bring a mobile phone to school where this is necessary for safety reasons, such as walking to and from school independently. These phones must be switched off before entering the school grounds and handed to a member of staff immediately on arrival. Phones will be stored securely and returned to pupils at the

end of the school day. They must remain switched off until pupils have left the school grounds.

No other pupils should bring a mobile phone into school unless this has been authorised by a member of the Senior Leadership Team in exceptional circumstances. Any authorised device must be switched off and handed into the school office for secure storage throughout the day and must not be switched on whilst on school premises.

Any pupil who fails to follow these expectations, including using, displaying or failing to hand in a mobile phone, may have the device confiscated in accordance with the school's Behaviour Policy and may lose the privilege of bringing a mobile phone onto the school site in the future. Parents/carers may be required to collect confiscated devices where appropriate.

The school reserves the right to make reasonable adjustments to this policy where a mobile device is required for medical, safeguarding or other exceptional needs.

Review

The governing body reviews this policy annually. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved. Policy needs to be updated to show relevant training in reflection of staff training and pupil need. Most recently, whole school training for Trauma and PACE have impacted staff way of dealing with behaviour in school.

Inclusivity at St Joseph's

Our behaviour policy at St Joseph's is adapted in a nurturing and inclusive way to meet the needs of children who have experienced trauma, have SEND, or find it difficult at times to meet expected behaviour standards. We recognise that behaviour is a form of communication and that some children need additional understanding, flexibility and support to feel safe and regulated in school. At St Joseph's, staff use consistent, trauma-informed approaches to managing behaviour, prioritising relationships, emotional regulation and teaching coping strategies rather than punishment. Reasonable adjustments are made where appropriate, including personalised behaviour plans, sensory/ movement breaks (children will wear a pass on a lanyard to highlight to other staff members that they are having an agreed movement break), visuals to aid communication at point of dysregulation, personalised/ targeted support verbal or non-verbal, fidgets and fidget passes (see movement pass), emotional resilience support, zones of regulation and emotion cards for those children who cannot clearly communicate their emotions, ensuring expectations are clear but achievable. By balancing high expectations with empathy and support, we aim to help all children develop positive behaviour, resilience and a sense of belonging within the school community.

Appendix 1: Behaviour Management Procedures

Outstanding behaviour results in **outstanding** learning. Every pupil deserves the right to high quality teaching to enable them to achieve their potential. To achieve this, every class will follow the same rewards and sanctions procedure to ensure clarity and consistency for all.

REWARD PROCESS

We have a range of positive behaviour systems which operate simultaneously.

Good to be Green

- There will be a display in each classroom which outlines this system - a three coloured behaviour display. How this is displayed is up to the class teacher
- Every pupil begins each day in the **Green zone** (new day, new start!). Each pupil stays in this zone if they do everything that is expected of them. At the end of the day this is recorded in class by the 'pupil of the week'.

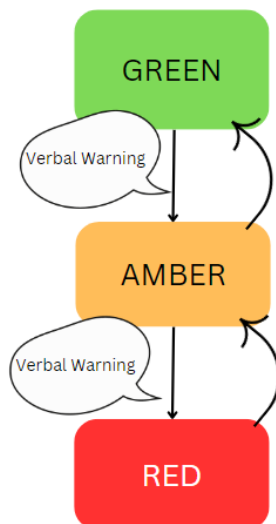


SANCTION PROCESS

There are sometimes pupils who display behaviour that is inappropriate (disrupting lessons, spoiling other pupils' playtime and lack of respect). The following is to act as a deterrent.

STAGE 1 – Good to be Green

- Every pupil begins each day in the **Green zone** (new day, new start!). Each pupil stays in this zone if they do everything that is expected of them.
- Where a pupil displays inappropriate behaviour, they will receive a verbal warning. A further example of misbehaviour means they will be moved to the **Amber zone**. Once a pupil has moved into this zone they can move out, and back to green, if their behaviour improves.



- A further warning can be given, but where behaviour doesn't improve, or for more serious inappropriate behaviour, a pupil will be moved into the **Red zone** where immediate sanctions will be put in place. A record of this will be noted on CPOMS by the person giving the Red warning.

- If a pupil rectifies their behaviour in line with our expectations, they may be moved back to the amber zone, or even into green. The original sanction for Red, however, will still be in place.

- Pupils will miss their next lunchtime at the back of the hall in **'Sorry Club'** with a note completed by the class teacher/ member of staff who distributes the sanction. The note will indicate details of the unwanted behaviours. A member of SLT will always be present in the hall at lunchtime, and will monitor the pupil. The

pupil will spend the whole lunch time supervised and be given the opportunity to reflect upon their actions. During this time, pupils must complete a form which has questions relating to their behaviour and how to change this etc, or for younger pupils, they will write a letter/card apologising for their behaviour. They will go into lunch after the final class and then return to the back of the hall once they have finished lunch.

NB: This will not be used for completing work or missed homework. Finishing work is the responsibility of the class teacher.

STAGE 2 – further sanctions

Where unwanted behaviours are identified on a more regular basis, additional sanctions will be utilised:

- **'Sorry Club'** for a set number of days **above** the initial time for entering the **Red zone**.
- **Behaviour monitoring report**. A pupil will be placed upon report. At this time the parents/carers of the pupil will be informed of this decision and invited into school to meet with the Child Wellbeing Lead, class teacher and/or Headteacher to discuss and help to improve their pupil's behaviour. The Child Wellbeing Lead will formally touch base with the class teacher/pupil on a weekly basis and report to SLT.
- A pupil will only come off report when it is **agreed by ALL PARTIES** that their behaviour has improved enough to warrant it. This is to be reviewed weekly in the SLT meeting and will be shared at a meeting with parents/carers.

A behaviour report will track a pupil's behaviour. If it does not improve then one of the following can be imposed:

- A decision could be made by the SLT that the pupil will miss an activity they are motivated by i.e. if they have been selected for a sports team or school trip. The class teacher can recommend to the SLT that this action might be used.
- Internal exclusion with another class. The pupil would be dropped off and collected from the school entrance.
- Fixed term exclusion – work provided by the school to be completed during exclusion
- Permanent exclusion

In virtually all cases, any of the above can take place if the pupil is on report, however extreme behaviour could result in such sanctions being used without a pupil reaching the report stage.

GREEN TREAT - End of each half term

- Each class will have a record on display of where the pupils end each day for the half term. At the end of the day, the Pupil of the Week must colour each pupil's relevant box with the appropriate colour (if they are absent, they are left blank).
- At the end of each half term, classes or Year groups will have the opportunity to treat all pupils who have been in **GREEN** for the entirety to a fun activity on the Friday afternoon.
- Pupils who have ended the school day on **AMBER** on **more** than three occasions will miss 5 minutes of their green treat, but will remain supervised by the class teacher. Should a pupil be placed into **AMBER** on six occasions or more then the sanction will be in line with those pupils placed in the **RED** zone.
- Pupils who have been placed in **RED** during the half term on **more** than two occasions will miss a proportion of the half termly green treat (unless they can show a significant improvement in their attitude and the SLT agree).
- List of pupils who will miss the green treat will be shared with SLT by the previous Wednesday.



Pupils in Y2-Y6 (and in exceptional circumstances pupils in Y1) who are to miss the treat will be sent to the library to reflect on the reason(s) that they are missing this treat.

Appendix 2: Serious Incident Form – school office

Serious Incident Form

Name of student:		DOB:
Time of incident:	Date of incident:	Place of incident:
Who is the incident in relation to? (Who posed a risk, child, parent, relative, visitors to home, pet etc.)		
Incident		
Detailed Account: (Please do not interpret what is seen or heard; simply record the facts. After completing the form, pass it immediately to MSM.)		
Member of Staff completing form		Job Title:
Signature: (Employee)		Date:
Signature: (Office Manager / Head Teacher)		Date: