



Behaviour & Expectations Policy

Mission Statement

Following in the footsteps of Jesus; we live, love and learn.

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 become everything that God intends them to be

We are a Catholic community, in a modern society, where everyone is equal. As a Catholic School, we strive to reflect the teachings of Christ and live out the Gospel Values in everything that we do. The most loving and merciful Jesus Christ is our role model, and He welcomed everyone. All children are welcome in our school; they and their families become part of our St. Joseph's family. We will love and nurture them, and do our best to help them to become everything that God intends them to be.

At St Joseph's Catholic Primary School our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

Adopted by Governors	<i>(signed on hard copy)</i>
Date	01.09.2026
Review Date	01.09.2028

Our children are taught to; forgive, be tolerant of others, be truthful, live peaceful lives and to love one another. We do, therefore, promote a positive approach to behaviour management and encourage everyone to make the right choices for themselves. We encourage our children to live the Gospel values through our 'Prayers for Life' and our Catholic ethos permeates everything we do.

We aim to provide an environment in which all children can grow in the love of God, feel safe, be happy and reach their full potential. We celebrate the uniqueness of our children and understand that there is always a reason that a child makes poor choices. We place great emphasis on identifying the reasons why and helping children to get back on the right path, in an environment of praise and encouragement. Our staff are trained to recognise anxiety, fear and trauma through our Christ-centred approach. This incorporates nurture, emotional-literacy, support and mindfulness sessions in our personalised approach to behaviour for learning.

Context

This policy should be read in conjunction with the policies and documents listed below:

- Health and Safety Policy
- Restrictive Interventions Policy
- Safeguarding Policy
- Attendance Policy
- Single Equalities Policy
- Teaching and Learning Policy and Curriculum
- The 'St Joseph's Way' Behaviour Curriculum
- Anti-Bullying Policy
- Home-School Agreement
- Special Educational Needs Policy

Rationale

We all have a right to a safe, orderly, positive environment in which learning and teaching can be carried out effectively. Our aim is to teach children to hold themselves to the highest standards of exemplary behaviour. For us, this means that pupils are always respectful, responsible and ready to learn. They are treated with the same courtesy by all adults and their peers in school.

The purpose of this policy is to ensure that children experience a consistent and clear response from all the adults and other children in school so that everyone understands that inappropriate behavior is not tolerated and explicit teaching can take place to support them to learn from their mistakes.

Aims

- Encourage responsible behaviour and raise children's self-esteem.
- Provide a framework, which allows us to teach the behaviours we expect from children and what they can expect in return.
- Provide a framework for all staff working within school to ensure consistency in behaviour management and appropriate adult behaviour in supporting children to learn and thrive.
- Encourage the children to have a sense of pride and ownership in their school.
- Promote an understanding of community and personal accountability which will equip each child for the responsibilities of adult citizenship.
- Prevent bullying, racism and anti-social behaviour.

Prayers for life

Our 'Prayers for Life' underpin our high expectations of behaviour and conduct in school. These are displayed in school and referred to daily. Our expectations are discussed and agreed upon with the whole school, including pupils via our pupil council and pupil charter, staff and governors through policy and practice as well as parents through our home-school agreement.

Dear Jesus, help me to forgive

Dear Jesus, help me to be generous

Dear Jesus, help me never to give up

Dear Jesus, help me to care for others

Dear Jesus, help me to always say thank you

Dear Jesus, help me to share what I have

Expectations

Our behaviour policy is a means of promoting good relationships, with the common purpose of allowing everyone to work and learn together in an effective and considerate way. Above all, we want all our children and staff to be safe and healthy in mind and body. We take inspiration from Christ, the greatest teacher. We model positive relationships in school. We believe that Gospel values and British values go hand-in-hand and instil these in our children so that they recognise themselves as faithful, kind and hardworking individuals, who can have a positive impact in society.

Guidelines

1. Our Behaviour policy is designed to recognise, promote and celebrate the fact that our children behave appropriately and make good choices.
2. We work closely with parents to support our Behaviour Policy and we will share it as fully as possible with them.
3. Behaviour is learned, just as Mathematics and English are. The St Joseph's Way is taught as part of the Curriculum so that children know and understand what good behaviour looks like and what is expected within our school and throughout life.
4. Staff are involved in formulating policy and are properly trained to implement it.
5. Our Behaviour Policy does not refer to "punishment" or "sanction". Instead, children understand that there is always a consequence to their actions, words and behaviour.
6. When physical intervention is required to ensure a safe environment, staff use the appropriate techniques to secure a calm and safe outcome.
7. Each class will have a copy of; the pocket principles (Be Respectful, Be Responsible, Be Ready to Learn), Fantastic Listening, Fantastic Walking, the Discussion Guidelines and SHAPE displayed in class.
8. Staff will work closely with the Senior Leadership Team and the SENDCo to ensure that pupils at risk receive specialist support when necessary.
9. We use a firm, consistent approach. This means that we are warm in our interactions with pupils whilst always holding them to very high standards of behaviour.

The Pocket Principles

Be Respectful

Be Responsible

Be Ready to Learn

These broad principles are further broken down into concrete actions that pupils must take to adhere to the three principles. The St Joseph's Way curriculum sets out precisely how these principles are broken down in fine detail. Some of the main examples of this are:

Fantastic Walking:

Children (and adults) thrive with consistency and routine. At St Joseph's, **Fantastic Walking** is our way of moving around the building – walking in a straight line, facing forwards with our hands clasped behind our backs. This helps to maintain good posture, respect other people's personal space and keeps us looking smart.

You'll see use **Fantastic Walking** as we transition between lessons and move from the classroom to lunch or the playground. These clear, predictable expectations for movement ensure that the learning of other children is not disrupted and help to keep us all safe as we move sensibly through our school.

Fantastic Walking consists of:

- Facing forwards, tracking the front of the line,
- Walking at a steady pace,
- With hands behind your back,
- Without talking,
- In a straight line

Fantastic Listening:

At St Joseph's, we teach children to listen carefully and respectfully in class and around school by using what we call **Fantastic Listening**.

Fantastic Listening consists of:

- Facing forward,
- Keeping your hands together,
- Always sitting up straight,
- Not interrupting,
- Tracking the speaker

SHAPE your Speech:

At St Joseph's, we place a high priority on oracy and the ability to articulate ourselves clearly and confidently. Children are taught to **SHAPE** their speech.

SHAPE consists of:

S – Full Sentences

H – Hand away from mouth

A – Articulate

P – Project

E – Eye contact

At St Joseph's our intention is to manage behaviour by building school culture. Making our school a place where pupils; work hard, model strong character, are polite, attentive and strive to do their best

We strive to ensure that we have 100% of students following the St Joseph's Way 100% of the time.

Classroom Management

Each class teacher develops a set of positive expectations in the form of a class charter, linked to our pocket principles and Prayers for Life, at the start of each new school year and refers to them when needed.

All adults in school are consistent and kind in their conduct and our behaviour expectations are built on strong personalised relationships, which recognise the needs of each individual.

The importance of an inspirational and aspirational curriculum is crucial and we place great emphasis on this. We adapt teaching and learning according to the needs of each child, realising the frustration that can be caused when work is too hard or too easy.

We are firmly committed to our rich and engaging curriculum; where we strive to make learning fun, make things real for the children so they understand the purpose and joy that can be gained from learning, all of their lives.

Class Dojo

We use Class Dojo in all classes to create a strong partnership between school and home. 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 praise is immediate from both home and school. Children can earn DOJO points for their work, behaviour or displaying British/Gospel Values and these can be used to customise their avatar and work towards incentives.

Zones of Regulation

We use the Zones of Regulation framework across our school, from Preschool through to Year 6. This provides a non-judgemental, common language for primary school children to identify their emotional states and levels of alertness through four colour-coded zones:

Blue (low energy) **Green** (calm/focused) **Yellow** (heightened) **Red** (extreme emotions)

This integrates into our behaviour policy, shifting the focus away from purely punitive sanctions to a proactive, supportive approach that prioritises emotional literacy and self-regulation.

By embedding the Zones into our daily routines - such as morning "check-ins" and "toolboxes" of coping strategies – our trained staff can address the underlying dysregulation behind unwanted behaviours before they escalate. Allowing for reflective dialogue and the emotional support to repair relationships once a child has returned to a calm state.

This inclusive strategy helps children understand how their actions affect others and empowers them with lifelong problem-solving skills.

Our Zones of Regulation Behaviour Curriculum

At St Joseph's, the Zones of Regulation curriculum is used to help our pupils develop emotional literacy and self-regulation skills. Rooted in Gospel Values, compassion and forgiveness, the framework teaches children that all emotions are natural, but how we manage them is key to a safe and happy school family.

The Four Zones

Blue Zone (Low Alertness):

Meaning: The body and mind are moving slowly. A child may feel **sad, tired, bored, or sick**.

Strategies: Talk to a grown-up, have a drink of water and some fruit, ask for a sensory break, or request comfort/a hug.

Green Zone (Ideal Alertness)

Meaning: The optimal state for learning. A child feels **happy, calm, focused, and content**.

Strategies: Use this time to help others, smile, and fully engage with the lesson.

Yellow Zone (Heightened Alertness)

Meaning: Energy is elevated, but the child still has some control. They may feel **frustrated, anxious, wiggly, or excited**.

Strategies: Use a fidget toy, take deep breaths, ask for help, or take a short sensory break.

Red Zone (Extremely Heightened)

Meaning: Feelings are intense and the child may feel out of control. This includes **anger, panic, or rage**.

Strategies: Walk away to a safe space, find a grown-up immediately, count to ten, or count red objects in the room to refocus

Curriculum Goals

Common Language: Providing a shared vocabulary for staff and pupils to talk about feelings.

Self-Awareness: Helping children recognise triggers and understand how their 'zone' impacts those around them.

Restorative Practice: Following the teachings of Christ by helping our children to understand the value of each human person and their unique gifts.

Celebrating Success

Good Manners, behaviour and conduct around school should be expected and always given verbal thanks and praise. Children may be given specific praise for making good choices. We also celebrate the success of all our pupils in a variety of ways as this is vital in encouraging the positive ethos and culture in our school.

These can include:

- Stickers
- Written/verbal praise
- Sharing/celebrating success in class
- Certificates
- Messages home
- Rewards/special treats

We believe it is important that children develop intrinsic motivation in making good choices and trying their best; noticing that their achievement can be the reward in itself.

The staff at St Joseph's make the following commitments to all our pupils:

- We will aim to manage behaviour using positive reinforcement rather than negative comments.
- We will adopt a fair and consistent approach to behaviour management.
- We will try to recognise children doing the right thing and show our approval promptly.
- We understand that different children prefer to receive praise in different ways and we adapt the ways in which we give praise to meet these needs.

Weekly Gold Book Assembly

Gold Book celebrates the unique characteristics of chosen children throughout the week. Each class teacher nominates a pupil; parents are informed and invited to take part in the celebration where they can write in our Golden Book about how very proud they are. Our Gold Book celebrates the unique characteristics of each child rather than just a general academic achievement. That way pupils understand their value and what they bring to enhance our school community.

Serious Misconduct

We do not believe that violent or aggressive behaviour should ever be tolerated. We do not raise our voices to one another and we agree, as part of our pupil and staff codes of conduct, that hurting one another is

unacceptable. If violent or aggressive behaviour does occur, we will work with pupils and families to understand how and why before considering next steps. This may be daily support to work on Zones of Regulation strategies and in some instances, may lead to a suspension from school. We work closely with external agencies and may seek their support.

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. Alternative provision may be sought.

Child on Child Abuse

All staff are aware that safeguarding issues can manifest themselves via child-on-child abuse. This is most likely to include, but may not be limited to:

- Bullying (including cyberbullying);
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- Sexual violence and sexual harassment;
- Sexting (also known as youth-produced sexual imagery); and initiation/hazing type violence and rituals.

Any incidents of abuse by children or young people should be taken as seriously as abuse perpetrated by an adult, and reported to the designated safeguarding lead or other nominated designated safeguarding staff immediately.

Challenging Behaviour

Occasionally, children will show more challenging behaviour and do not follow the St Joseph's Way. This could be:

- Disrupting the learning of others on a number of occasions;
- Showing disrespect to adults and other children;
- Hurting other children verbally or physically;
- Disengaging from learning for a prolonged period.

Teachers should inform the Senior Leadership Team as soon as they become concerned that the child is continually not responding to their high expectations. At this stage, parents will be invited into school for a meeting with the class teacher and the headteacher.

At this meeting, it will be made clear that the behaviour is unacceptable and that if it continues the child may be at risk of a Fixed Term exclusion. An individual behaviour plan will be discussed and the school's expectations will be clarified, including support from parents.

Actions implemented at this stage may be:

- Behaviour contract
- Team around the child meeting including SENCo and Behaviour lead
- Referral for external support (GHIST or IEST Teams)
- Structured timetable for lunchtimes
- Daily contact with parents
- Implementation of daily diary sheets and analysis of inappropriate behaviours

Inappropriate Behaviours

Inappropriate behaviours are those which are deemed to be unacceptable to others. Although not an exhaustive list, these behaviours may include:

- Disobedience
- Biting
- Spitting
- Hitting
- Kicking
- Foul language and swearing
- Making unkind remarks
- Damaging property
- Answering back
- Rudeness or aggression to others
- Stealing
- Truancy
- Racist comments
- Forming gangs
- Bullying
- Bringing onto school premises prohibited items as outlined in the January 2018 document 'Searching, screening and confiscation'.

Prohibited items are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco or cigarette papers
- Fireworks
- Pornographic images
- Any item that a member of staff reasonable suspects to be used to commit an offence or to cause personal injury to, or damage to the property of any person (including the pupil).

The school also prohibits the following items:

- Lighters
- E-cigarettes
- Mobile phones

Personal Mobiles - Pupils

Mobile phones are prohibited in classes. We do recognise that phones can be used as a safety measure for children, in Year 5 and 6, who walk to and from school. Therefore, Year 5 and 6 children who walk to and from school can bring a mobile phone into class for safekeeping during the school day then collection at 3.10pm. We can accept no responsibility for loss or damage of phones that are brought to school.

We recognise that mobile phones are part of everyday life for many children and that they can play an important role in helping pupils to feel safe and secure. However, we also recognise that they can prove a distraction in school and can provide a means of bullying or intimidating others.

Therefore:

- Pupils are not permitted to have mobile phones at school or on trip.

If a parent wishes for their child to bring a mobile phone to school to contact them at the end of the day, the parent must discuss the issue first with their child's teacher.

The phone must be switched off, then handed to the teacher first thing in the morning and collected from them by the child at home time (the phone is left at the owner's risk).

Mobile phones brought to school without permission will be confiscated and returned at the end of the day.

Personal belongings - Pupils

We recognise that sometimes children like to bring personal belongings into school. These can be objects such as toys, jewellery and money. However, we also recognise that they can prove a distraction in school and can provide a means of bullying or intimidating others.

Therefore:

- Pupils are not permitted to have personal belongings, other than a water bottle in school.
- Personal belongings brought to school without permission will be confiscated and returned at the end of the day.
- There will be occasions where a child may need to bring objects to school to support additional needs. In the event of this, the parent must discuss the need with the child's teacher or the school SENCo, and an arrangement may be put in place as part of an Individual Education Plan and regularly reviewed.

Suspension/Exclusion

Suspension and/or exclusion is a last resort at St Joseph's. The decision to suspend or exclude a child from St Joseph's can only be made by the headteacher. Should unacceptable behaviour warrant the need to consider either suspension or exclusion then the headteacher will follow the most recent DFE guidance 'Exclusion from maintained schools, Academies and pupil referral units in England.' This guide relates to the following legislation:

- The Education Act 2002, as amended by the Education Act 2011;
- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012;
- The Education and Inspections Act 2006; and
- The Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007

When establishing the facts in relation to a suspension or an exclusion, the headteacher will apply the civil standard of proof, i.e. 'on the balance of probabilities' it is more likely than not that the fact is true, rather than the criminal standard of 'beyond reasonable doubt.'

A decision to exclude a pupil permanently will only be taken:

- In response to a serious breach, or persistent breaches, of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Searching, Screening and Confiscation

Should the school identify the need to screen or search a pupil, the January 2018 DFE advice as outlined in the document 'Searching, screening and confiscation – Advice for headteachers, school staff and governing bodies' and 'weapons protocols for schools' will be followed.

School Leaders and school staff can search a pupil for any item if the pupil agrees.

The headteacher and staff authorised by the headteacher can search a pupil at St Joseph's without consent where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

Staff authorised by the headteacher to search or screen a pupil without consent at St Joseph's are the deputy headteacher and the family support worker

Monitoring and Review

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

Date of current policy: September 2026

Date of Next Review: September 2028

Appendix 1 – Reward Systems and Consequences

Dojo Points

At St Joseph's, we have an individual points system via our Class Dojo app to reward effort and behaviour. Children receive points for making positive choices about their behaviour which are linked to our three pocket principles of [Respectfulness](#), [Responsibility](#) and [Readiness to Learn](#) in addition to resilience and being a positive role model.

At the end of each half term, classes are rewarded with treats such as a picnic out in the local area or a bouncy castle on the field.

Reflection Time

St Joseph's is a Catholic School and reconciliation forms an integral part of our school's distinctive nature as we follow the teachings of Christ. Children can choose or may be asked to spend time in reflection over lunchtime with the headteacher or deputy headteacher to consider the choices they have made and reconcile themselves with what they have done and how they can make it right. Children complete a Reconciliation and Reflection sheet during this time and consider who their actions may have affected and how they can seek forgiveness.

Consequences

- Consequences do not work in isolation - they must be balanced with positive support.
- Consequences must be something that children will learn from, but they must never be physically or psychologically harmful.
- Where appropriate, children can discuss their own consequences with an adult guiding the discussion.
- Consequences do not have to be severe to be effective.
- Consequences should aim to resolve and 'put right' the consequences of the initial negative behaviour.
- For more serious incidents, parents will be informed and expected to come into school to discuss the incident.

Examples of relevant consequences:

- Children who have deliberately made a mess in an area of the school should tidy up in their own time.
- A child who has wasted learning time in class should catch up with their learning in their own free time.
- A child who has been rude to another pupil should apologise and make amends.
- A child who has been disruptive at playtime should miss their next playtime.

There may be times when a child is not following the St Joseph's Way and time out of class is needed as emotions for the child or adult are becoming raised. In this situation, the child should be taken to work in their partner class by another adult:

Partner classes are:

Reception ⇒ Year 1
Year 1 ⇒ Year 2
Year 2 ⇒ Year 3
Year 3 ⇒ Year 4
Year 4 ⇒ Year 5
Year 5 ⇒ Year 6
Year 6 ⇒ Year 5

Sending a child to the partner class should only be used as a last resort if a reset is needed for either the adult or child and must be logged on CPOMs. Appropriate accessible work must be provided by the class teacher and the aim should be for the child to return to their own class for the start of the next lesson.

If a child is being kept in at break time, this is the responsibility of the class teacher and should be able to be managed within the year group staff team.

Appendix 2 – Dealing with behaviour incidents

Low-level disruptive behaviour in lesson:

1. Use as appropriate – a look, moving to stand beside the pupil, praising someone who is following the instruction, a short instruction to stop what they are doing.
2. Repeat the instruction to the pupil – no more than twice.
3. Move the pupil to another area in the classroom and ensure they understand the consequence of not following the instruction.
4. Pupils who choose to waste learning time are required to make up lost learning time in their own free time. Parents will be contacted if a child's poor choices persist.

If low-level behaviour persists then:

5. The child will be taken to another classroom to calm down and reflect on their behaviour for a specified period of time (e.g. 10 minutes). The child is then expected to return to class and make positive choices.
6. Parents will be contacted if class teachers are concerned with behaviour of a particular pupil. Parents may be asked to meet with the class teacher regularly to monitor behaviour (e.g. parents may come in on a Friday afternoon to review the week).
7. For pupils causing concern as a result of persistent poor choices, then a 'behaviour contract' will be implemented which sets out what is expected of that child and the consequences of continued poor choices. Reward charts may be put in place to help manage behaviour.

More Severe Behaviour Incidents

- Serious physical aggression to staff or pupils.
- Persistent verbal abuse.
- Refusal to accept an instruction leading to an unsafe situation i.e. directly challenging staff with risk to children or adult safety.
- Serious wilful damage to property.

Use the appropriate intervention to de-escalate and then remove the pupil to a safe place. In such severe cases if pupils fail to learn from their choices then they will be excluded for a minimum of one day. We always aim to exclude pupils internally where possible. An internal exclusion may include spending time in another class for a limited time and losing privileges such as playtime with their friends. Teachers will set appropriate work for pupils to complete during the internal exclusion.

Recording serious incidents

Serious incidents are to be recorded on CPOMs using the behaviour tag. Teachers will log incidents that are deemed significant for that child as well as persistent low-level disruptions.

Incidents such as:

- Name calling or bullying-type behaviours
- Swearing at people
- Refusal to take part in learning.
- Deliberately disobeying a member of staff.

In cases where children are able to quickly identify they have made poor choices in their behaviour and make reparations there is no requirement to log incidents.

e.g. a child flicks a rubber across the classroom and apologises.

Safe Handling

Positive Handling is an approach to resolving challenging behaviour by employing de-escalation strategies to ensure calm and safe outcomes. It involves the intervention of trained staff to prevent violence and injury. It may require the use of physical intervention as part of a reasonable response to threats of violence. Children may as a consequence be held in a variety of prescribed ways to ensure a calm and safe outcome to these challenging situations.

Physical intervention can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

Staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

We may use reasonable force to:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and restrain a pupil at risk of harming themselves through physical outbursts.

Appendix 3 – Logging behaviour incidents in CPOMs

1. Log in to CPOMs using your school email address and password.
2. Search for the pupil name
3. Tag any other pupils with significant involvement in the incident
4. Select the appropriate information from the dropdown boxes including nature of incident, person reporting the incident and time of day
5. Write a description of the events relating to the incident. The written information should describe the antecedents leading up to the behaviour, the behaviour itself and the consequences that followed.
6. Always click to alert DSL to ensure that the relevant staff are informed. Class teachers should also be selected.
7. Finally, click 'Submit' at the bottom of the form.

If an incident is reported as bullying, this is classed as child on child abuse, and should be logged on CPOMs as 'child on child abuse'. Appropriate investigations will then take place, and the outcome recorded on CPOMs.

Incidents of sexualised behaviour should also be recorded on CPOMs under the category of 'harmful sexual behaviour'.