



St Joseph's Catholic Primary School

Behaviour Policy

Mission Statement

Our Mission is to live in the way Jesus wanted. He told us to "Love One Another as I have loved you"

We aim to fulfil our Mission by:

Living as a good news community, valuing all members equally.

With Jesus as a role model, developing in everyone a sense of self respect, belonging and respect for others.

Striving to enable all children to reach their full potential through a broad, balanced and inclusive curriculum.

Working together to achieve excellence in everything we do.

Developing strong home/school and parish links.

Ensuring the success of everyone involved in the school community, nurturing their individual talents and supporting their individual needs.

Having high expectations of everyone.

Nurturing the faith journey of everyone through meaningful prayer and liturgy.

Ensuring a calm and positive atmosphere in all areas of the school.

Introduction

Our Behaviour Policy is rooted in our Mission Statement to live in the way Jesus wanted and to love one another as I have loved you. Our values of **love, respect, honesty, justice, forgiveness and hope** underpin everything we do in school. We believe that it is important to always emphasise, recognise and positively reinforce behaviour. We believe that children only flourish when they feel that they are respected and listened to by adults.

St. Joseph's Catholic Primary School aims to be an inclusive school which values the individuality of all pupils; we are committed to giving pupils an equal opportunity to achieve the highest standard of education and have access to the full curriculum. We intend to provide education that meets the specific needs of all individuals and groups of pupils, with the aim to eliminate discrimination.

St. Joseph's Catholic Primary School has a zero-tolerance approach towards prejudicial attitudes and discriminative behaviour, and the school will do everything it possibly can to ensure members of the school community are not discriminated against. We will not allow discrimination, harassment or victimisation against any pupil, prospective pupils, or other members of the school community because of the following: gender; race; disability; religion or belief; sexual orientation, family background or history; socio-economic status.

Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2024) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2025) 'Keeping children safe in education 2025'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2023) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'
- DfE (2024) 'Mobile phones in schools'
- DfE (2024) 'Creating a school behaviour culture: audit and action planning tools'

This policy operates in conjunction with the following school policies:

- Pupil Code of Conduct
- Mental Health and Wellbeing Policy
- Complaints Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Safeguarding and Child Protection Policy
- Anti-bullying Policy

Aim of the policy:

We aim to:

- To create an inclusive culture of exceptionally good behaviour: for learning, for community, for life.
- To ensure that all learners are treated fairly, shown respect and to promote positive relationships.
- To acknowledge that behaviour is communication.
- To promote an ethos of positive outdoes negative.
- To recognise that a learner is seeking connection and support them in learning to make a positive choice.
- To help learners understand their behaviour to then work on making positive behaviour choices and understand the consequence if negative choices are made.
- To build a community which values kindness, care, good humour, good temper, obedience and empathy for others.
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is a minimum expectation for all.
- To develop a loving and nurturing environment where children are encouraged to reflect on their actions, listen to each other, respect each other's differences and forgive each other.
- To know and understand each individual child.

- To help our children become independent learners and thinkers.
- To be responsible for the outcome of their actions by supporting them through relational practice.

Implementation:

We want our learners to be **ready** to learn, to be **respectful** of each other and to feel **safe**.

Our Behaviour Policy echoes our core values of **Respect, Love, Honestly, Justice, Forgiveness and Hope** with a heavy emphasis on building an understanding of how to connect with learners using positive methods.

All staff, children, governors and parents recognise that we have the right to learn in an orderly community in which effective learning can take place. As part of our commitment to this right, we have reviewed our behaviour policy and simplified our school rules to enable all our children to embrace them, whether they are four years or eleven years of age.

Our three key rules are:



We have discussed with our children what these words mean, how they can use these words to help them in school and what their behaviour may look like when they are ready, respectful and safe. This is what they think:

- We are **READY** to learn – we arrive at school on time, we have our equipment ready and we show that we are listening
- We are **RESPECTFUL** – we listen when others speak and we respect each other, the property of our friends and the school.
- We are **SAFE** – we move around school in a safe manner, we follow instructions to keep ourselves safe at all times, we use equipment safely and we stay safe online.

Everything we do during our time at St Joseph's revolves around these three rules.

Roles and Responsibilities

The responsibility of all staff:

- **Meet and greet** at the door.
- Refer to '**Ready, Respectful, Safe**'
- **Model** positive behaviours and build relationships.
- **Plan** lessons that engage, challenge and meet the needs of all learners.
- Use Class Dojo as a **visible recognition** mechanism throughout every lesson
- Be **calm** and give 'take up time' when going through the steps. Prevention before consequences.
- **Follow** up every time, retain ownership and engage in reflective dialogue with learners.

- **Never ignore** or walk past learners who are not behaving appropriately.
- To promote and support the school's zero-tolerance approach towards prejudicial attitudes and discriminative behaviour.

The responsibility of the Senior Leadership Team:

- Meet and greet learners at the beginning of the day
- Be a visible presence around the site and especially at changeover time
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations
- Regularly share good practice
- Ensure staff training needs are identified and targeted
- Under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy.
- Actively seek to increase the level and quality of inclusion within school, and protect and improve specialist provision for those who need it.
- To ensure the health, safety and welfare of all children in the school.
- To support the staff by implementing the policy, by setting the standards of high expectations of behaviour, and by supporting staff in their implementation of the policy.
- To keep records of all reported serious incidents of negative behaviour.
- To take responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of misbehaviour, the Headteacher may permanently exclude a child. At each stage of exclusion, the Headteacher will inform the school governors and parents.

The responsibility of parents:

- To be aware of the school rules and expectations and support the school in implementing these.
- To ensure that each child attends school daily, ready for learning (i.e. well rested and fed) and arrives punctually at school between 8.40 to 8:50am and collected at 3.20pm.
- To encourage each child to make the most of the opportunities presented at school and take pride in his/her achievements.
- To encourage independence and self-discipline.
- To encourage children to do their homework and offer support with this.
- To speak to the class teacher about any concerns and to share information with the school which may have an impact on their child's learning or behaviour.
- To act as good role-models for their children.

Positive behaviour expectation is the shared responsibility of all adults.

We know that if we expect the children to behave well, the adults must model good behaviour themselves.

We strive to avoid:

- humiliation – it breeds resentment;
- shouting – it diminishes us;
- over reacting – the problem will grow;
- blanket punishment – this is unjust towards the innocent;
- harsh sarcasm;
- threatening children with someone else's discipline;
- using an area of the curriculum as a punishment (e.g. extra maths or no P.E.);

Recognition for positive behaviour:

We expect our pupils and staff to be considerate of each other and our surroundings and always behave in a positive way. The rewards for such behaviour are intrinsic and we recognise that feeling good about something you have done is a very significant reward. We also aim to reinforce positive behaviour with descriptive praise and recognition through Class Dojo.

Children are recognised positively with “Dojo” points for demonstrating our school values of **Respect, Love, Honestly, Justice, Forgiveness and Hope**. They may also be rewarded for an exceptional attitude towards their learning or for completing homework and reading at home.

Dojo point milestones acknowledge consistent effort throughout the year and are rewarded as such:

- 150 Dojo Points – Bronze star
- 300 Dojo Points – Silver star
- 500 Dojo Points – Gold star



Additional acknowledgements include:

- Weekly celebration assembly where two children from each class will receive certificates based on the school values Love, Respect, Honesty, Justice, Forgiveness or Hope.
- A display in the hall is updated each week with the child from each class who has received the most dojos during that period of time to reward children for the most improved behaviour, learning and attitudes.

Managing and modifying poor behaviour:

Learners are responsible for their behaviour. Staff will use the steps in behaviour for dealing with poor conduct and will do so without delegating.

Redirection	Ready, Respectful, Safe e.g. Proximity: Move closer to the learner. Proximity praise: Comment on the good behaviour of others who are close to the learner. Assess the level of understanding of the learner and use quick recap intervention on the learning task. Non-verbal: Make eye contact with the learner, refer to the zones of regulation (whole class or group) *See Appendix 1
Reminder	A clear verbal reminder of the expectations (Ready, Respectful, Safe) delivered privately (if possible) to the learner – state behaviour, redirect and give take up time – the learner has a choice to do the right thing: 'Jamie, you're talking, you need to get on with your work. Thank you.'

Warning	<p>A clear verbal warning is delivered privately (if possible) to the learner.</p> <p>Outline the consequences if they continue – the learner has a choice to do the right thing:*</p> <p>‘Jamie, you’re still talking, that’s a warning. If you continue, you will need a consequence because of your choices. You need to get on with your work. Thank you.’</p>
Reflection Time	<p>The learner is asked to speak to the teacher away from the other children.</p> <p>Boundaries are reset, the learner is asked to reflect on their next step, and they are reminded of their previous (positive) conduct/attitude/learning.</p> <p>Staff will use their relational practice to provide support to the learner.</p> <p>The learner is given a final opportunity to reengage with learning/follow instructions.</p>

All learners must be given ‘take up time’ between steps. It is not possible to leap steps or accelerate steps for repeated low-level disruption. Secondary behaviours (tutting, rolling eyes, muttering under their breath etc.) are ignored and noted down to be followed up later. Staff aim to pick up on primary behaviours as methods of communication of connection seeking behaviour.

If the steps above are unsuccessful, or a learner refuses to take up Reflective Time, then the learner will be asked to leave the room. If appropriate, a member of SLT will escort the learner to a workspace outside the classroom. All cases of a learner being asked to leave the classroom must be recorded on CPOMS by the class teacher/adult.

Restore	<p>Following behaviour incidents, restorative conversations should take place to repair damage to trust between staff and children (SLT will support when requested). This will be supported through the use of therapeutic methods.</p> <ul style="list-style-type: none"> • What happened?
	<ul style="list-style-type: none"> • What has the learner thought since? • What behaviour will be shown next time? • Reminder of previous good conduct/attitude/learning

Learners may have their behaviour monitored by teachers to show progress towards agreed targets. We make sure that this is done discretely – we do not advertise poor behaviour or give public acknowledgement to those who choose not to meet our high standards.

If learners continue to display poor conduct over time, a formal meeting may be arranged with the teacher, the learner, a member of SLT and parents.

Consequences

When appropriate, the following consequences can be given as a result of poor conduct:

- Loss of playtime – learners should be encouraged to complete missed work or be reflective (write a letter, discuss with an adult/peer)
- Loss of lunchtime – learners should be encouraged to complete missed work or be reflective (write a letter, discuss with an adult/peer)
- Removal from class - removal from class can also be used as a sanction. If it is deemed appropriate, removal will be used as a short-term provision in order that learning and teaching for the majority of pupils can continue uninterrupted. Any period of removal should be for the shortest time possible and will be supervised by a member of SLT. The decision to employ this provision will be made by a member of the SLT and shared with parents.

Consequences are not limited to these listed above and staff understand that natural consequences may have a higher impact.

Some incidents may warrant serious sanctions straight away and will therefore not follow this progression.

Fixed-Term Suspension

A fixed-term suspension is given if the pupil displays any serious unacceptable behaviour. If a fixed-term suspension is given, then a letter will be given to parents/carers to inform them of this by the Headteacher.

Fixed-term suspensions are recorded on CPOMs to log and track individual pupil behaviour.

Permanent Exclusion

A serious or persistent breach of the school's behaviour policy may result in permanent exclusion. We do not wish to exclude any child from school, but sometimes this may be necessary. The DfE have published [Exclusions Guidance](#) (September 2023) and the school will refer to this guidance in any decision to exclude a child from school.

The decision to exclude a pupil will be made when there has been a serious or persistent breach of the behaviour policy and if the pupil was to remain in school it would harm the education and welfare of themselves and others in school.

Only the headteacher has the power to exclude a child from school. The headteacher may exclude a child for one or more fixed periods. In extreme and exceptional circumstances, the headteacher may exclude a child permanently. If further information has come to light, it is also possible for a further fixed-term suspension to be issued after the first period ends or a permanent exclusion may be issued, if the circumstances warrant this.

If the headteacher excludes a child, she informs the parents immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal. The headteacher informs the Local Authority and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term. The governing body will arrange for a panel of governors to consider any exclusion appeals on behalf of the governors. When an appeals panel meets to consider exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents and the Local Authority, and consider whether the child should be reinstated. If the governors' appeals panel decides that a child should be reinstated, the headteacher must comply with

this ruling. Exclusion from the school on a temporary or permanent basis will be a last resort and will follow the Rotherham Local Authority Policy on exclusion.

Physical Restraint

All trained members of staff have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property.

Physical restraint may be used where it is reasonable, proportionate and necessary in the following situations:

- A pupil physically hurts a member of staff or another pupil
- A pupil tries to, or does, conduct deliberate damage or vandalism to property
- A pupil is causing, or is at risk of causing, injury or damage by accident or by misuse of dangerous materials or objects
- A pupil is running on a corridor or stairway in a way that may cause an accident or injury to themselves or others
- A pupil leaves the classroom, or tries to leave the classroom or school premises, at an unauthorised time – only where doing so may lead to a risk of injury, property damage or serious disruption
- A pupil is behaving in a way that is seriously disrupting a lesson, event or educational visit

Physical restraint will only be used when reasonable, proportionate and necessary and for the least amount of time possible. Staff members will use their professional judgement and dynamic risk assessment of the incident to decide whether physical intervention is necessary and which restraint hold to use.

All staff will attempt to use de-escalation strategies before the use of physical intervention; however, the school understands that intervention may be the only resolution in some severe incidents where there is significant risk to self, others or significant damage to property.

Physical Restraint is recorded on a form which is then scanned onto CPOMs and shared with parents/carers. If there is an injury to pupil or staff, the incident is recorded in the pupil first aid book and/or staff accident book with body maps completed. If the injury is a result of an act of violence an additional form is filled out and returned to Rotherham Metropolitan Borough Council.

The headteacher and other authorised members of staff are permitted to use reasonable force when conducting a search without consent for certain prohibited dangerous items which impose danger.

Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used. All documents will be signed by the adults who witnessed the incident. After an instance of physical intervention, the pupil, when possible, will be debriefed to calm and reflect and parents/carers will be informed on the same day of the incident.

When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, the school will recognise and consider the vulnerability of these groups and make reasonable adjustments.

For those pupils requiring physical support on a regular basis, a positive handling plan will be in place and reviewed on a regular basis which will be stated on the plan.

Dealing with malicious allegations

Where a pupil makes a malicious claim against a member of school staff and that allegation is shown to have been deliberately invented/malicious, the school will contemplate whether to discipline the pupil in accordance with this policy.

Where a pupil makes a malicious claim of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will contemplate whether to discipline the pupil in accordance with this policy.

In all cases where a malicious allegation is determined to be unsubstantiated, unfounded, false or malicious, the school, in collaboration with the local authority designated officer (LADO), will consider whether the pupil who made the malicious claim is in need of support themselves. If so, a further referral for support may be required.

The school will also consider the pastoral needs of staff and pupils accused of misconduct. Refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

Searching

The DfE has published 'Screening, Searching and Confiscation' guidance (July 2022) which the school will refer to if a pupil or group of pupils are suspected of being in possession of dangerous/banned items or stolen goods. In a rapidly changing environment, it is not possible to have an exhaustive list of dangerous/banned items but we will communicate regularly with parents on this issue. However, we can be clear that alcohol, drugs, cigarettes, knives and other weapons are prohibited. The school is not required to inform parents before a search takes place and does not need to seek consent.

The power to discipline beyond the school gate

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives headteachers a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable". When considering whether the school will implement a sanction for reported misbehaviour out of school, the Headteacher will take into account the context of the situation and the action that would have been taken if the offence had taken place on school premises. All criminal, bad behaviour and bullying which occurs on or off the school premises may be reported to Social Services and/or the Police.

Bullying

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. (Please refer to the school's Anti-Bullying Policy)

Staff training

The school recognises that early intervention can prevent negative behaviour. As such, teachers will receive training in identifying behaviours before they escalate; this can be connection seeking behaviours in the classroom or during breaks and lunchtime.

New staff will receive training on this policy as part of their new starter induction. All staff members are provided with sufficient training in de-escalation strategies and dealing with behaviours that challenge through Team Teach training and support from external agencies.

Training may also be refreshed in light of recent incidents and challenging behaviour, or where it is apparent that existing methods are not as effective as they could be.

This policy will be reviewed annually and regularly monitored.

Signed: *CM Ratcliffe* Chair of Governors

Signed: *C. Williams* Headteacher

Approved date: September 2025

Review date: September 2026

APPENDIX 1

Zones of regulation

In order to support pupils with their emotional regulation, the school has implemented the 'zones of regulation' as a whole school approach. This provides a support system for pupils to use in order to understand and express how they are feeling to a member of staff so they can identify the cause of any concerns or issues which result in a change in behaviour or poor behaviour. The staff have prompt cards they can use with pupils who struggle to communicate how they feel and provide support through specific questioning such as 'I think you may be in the ... zone because I can see you are ...' or 'Do you feel you are in the ... zone right now?' Each classroom also has a zones of regulation display and these are referred to regularly to ensure pupils fully understand and engage with them so they can relate their own feelings and behaviour to each zone.

Zones of Regulation

