



ST JOSEPH'S RC PRIMARY SCHOOL

BEHAVIOUR POLICY 2025-2026 Updated July 2025



Our Mission Statement

'Through love and service, with Jesus in our hearts and heads, we can achieve anything.'

Aims of the School

In St Joseph's we strive to welcome each person and enable them to recognise their unique God given gifts in the **love and service** of both God and others. To achieve this we will promote the following aims;

As a Witnessing Community

Aim 1. To be a community of **welcome, worship, and witness** to our faith, encouraging positive interaction between the family, the school and the parish.

Aim 2. To develop the pupils' understanding in the **diversity and richness** of the **cultures** in our local community

As a Word of God Community

Aim 1. To offer a **challenging curriculum** centered on Religious Education and characterised by **outstanding teaching and learning** to extend the children's progress and engage them in the Big Questions of the purpose and meaning of life.

Aim 2. To create a **stimulating school environment** that **celebrates** our Faith and pupil and staff achievement

As a Worshipping Community

Aim 1. To celebrate the Word of God through **prayer, reflection and liturgy** as active learning experiences.

Aim 2. Inclusive worship helps pupils to develop their **relationship with God**

As a Welfare Community

Aim 1. To foster the children's welfare, providing pastoral support which is **inclusive** and will enable them to **fulfil their potential**.

Aim 2. To create conditions that allows the staff and governors **to gain professional satisfaction** in their role and enable them to support the school's aims.

Aims of this policy:

- To promote a love of learning and a thirst for knowledge which permeates through every lesson and wider school life
- To encourage children to have high expectations of their own behaviour and that of others
- To develop a whole school approach to promote outstanding levels of behaviour supported and followed by the whole school community, parents, teachers, children and governors, based on a sense of community and shared values
- To create a caring family atmosphere, thus ensuring high quality teaching and learning can take place in a safe and happy environment
- To tackle concerns together, when they occur, in a caring and sympathetic manner; with the goal of achieving excellent behaviour for all of our children



Guiding Principles

In order for the above to be achieved it is essential that every member of the school community acknowledges and reflects the values promoted by the school:

- Respect self, fellow pupils, teachers and other adults
- Show tolerance towards others
- Respect their own and other people's property
- Be courteous, well-mannered and well-behaved
- Be honest, trusting and hard-working
- Take responsibility for words and actions
- Be friendly and co-operative

Principles in Action

These principles underpin our school ethos and are seen to be met when pupils:-

- come to school each day and on time
- be prepared, by doing homework and bringing all the books and items required
- complete all tasks to the best of their ability
- work well with others
- listen to adults and act upon their directions
- are respectful at all times
- take care of all school equipment
- help to look after the school buildings and grounds

Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

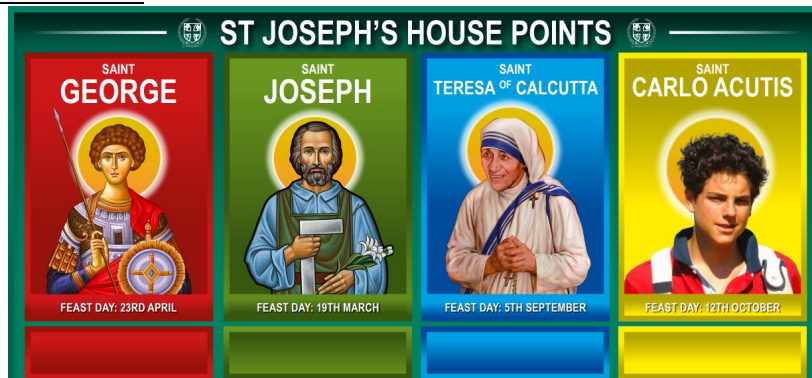
- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)



Praise

Praise is the foundation of our behaviour management at St Joseph's. We aim to always find and seize upon opportunities to praise all children, therefore developing their self-esteem and their sense of pride. We believe that praise, when used effectively, provides children with a clear understanding of what is expected of them and also the desire to meet these expectations.

Incentive Scheme – House Points



Each house will have a Year 6 captain (2 from each class to be elected in September)

SLT members will be house captains also and staff will be divided amongst the houses.

Each class in the first week or two, in September will complete work on the Saints and SLT will deliver an assembly each on the Saints in the first half term.

We will use Dojos to track and each Tuesday lunchtime, the house captains will come around to classes to collect the points and total them.

The totals will be announced and changed on the boards each Wednesday assembly.

Points to be awarded for good behaviour such as:

- exhibiting target behaviour for learning
- improving concentration and focus on a task
- being well prepared and ready to learn
- working well as a team
- finding a creative solution to a problem
- performing a task that benefits the class or the school community
- Attendance (welfare officer to award points to 100% attenders)
- Improved attendance (Can be tracked and rewarded by the welfare officer)

No more than 2 house points to be awarded at one time.

Gospel Champion of the week and Smart pupils will receive 2 points when they win.

At the end of each half term, the winning house will be able to wear non-uniform for the day.

At the end of the year the house with the most points will win a trophy that will be presented in SMART pupil assembly.



We also have whole school rewards such as Gospel Value Champion of the week, our SMART Pupil of the half term award, Gospel Value Champion of the half term and the Gold Card of the day which is awarded to one (or several) child/children in class each day; the final two being introduced by the School Council.

Alongside these we have opportunities for the children to become School Council representatives, Sports Leaders and Chaplains – all of which require children to be excellent behaviour models for their peers.

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum

Classroom Management:

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

Staff will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the behaviour curriculum or their own classroom rules
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally



- Highlighting and promoting good behaviour
- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement

Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate. Please refer to our child protection and safeguarding policy for more information.

'Good to be Green'

Each class devises their own set of rules at the start of a school year and this is displayed in the classroom and is closely linked to the Gospel values. Children participate in their creation so that they develop a clear understanding of the need for rules and the impact that following them has on themselves and others. Each year group is guardian of a Gospel Value and time is spent learning about these values in order for them to be applied to our behaviour in and out of school.

We have a consistent approach across the school for when children follow, or do not follow, these rules. This approach is called 'Good to be Green'.

Green Card

All children will have a green card displayed by their name every morning.

Each classroom has a 'Good to be Green' display wallet individualised for the children in that class. The display is a visual representation of the hierarchical sanctions written below. The children's goal is to always maintain their green card as this is a sign that their behaviour is meeting the expectations of our school.



Stage 1 – Verbal warning

Minor breaches of discipline are generally dealt with by the class teacher in a caring, supportive and fair manner, with some flexibility regarding the age of the child. This takes the form of a verbal warning where children are made aware that they are responsible for their own actions and that breaking rules will lead to a yellow card.

Stage 2 – Yellow Card

A Yellow Card is issued when a verbal reprimand and reminder of expected behaviour has failed to have the desired effect. When a Yellow Card is given then the pupil must replace their Green Card with a Yellow Card and the class teacher must record this on the behaviour tracker; which includes a brief description of why a Yellow Card has been issued. EYFS, Year 1 and 2 the child can then earn their Green Card back by meeting expectations of behaviour throughout the rest of the day.

**Warning
Card**



Consequence Card

Stage 3 – Red Card

A Red Card is issued when a verbal reprimand and Yellow Card have been given and the disruptive behaviour has not ceased, it may also be issued where a pupil is continuously refusing to complete their work. However there are certain behaviours which will result in a straight Red Card and these are listed below.

When a Red Card is given, the class teacher must record this on to the school's secure monitoring system, CPOMs and include the detail of the reasons why. Then the class teacher must complete the associated letter pro-forma and send home to parents. If parents do not collect their child at the end of the day, then the class teacher will make a phone call home to parents to inform them of the red card incident.

Consequences of receiving a Red Card are:

- 1st Red Card - ten minutes time out within a partner classroom if during lesson time and removal from the playground to the headteacher's office if during break time
- 2nd Red Card - fifteen minutes time out within a Senior Leader's classroom
- 3rd Red Card or for ANY straight Red Card – sent to the Head teacher (or the Deputy Head teacher in their absence)

Class teachers may also decide that a loss of break time or play time at lunch is needed to make up for lost learning time. In cases of straight Red Cards the Head teacher or Deputy Head teacher will make this decision.

The headteacher, deputy headteacher and pastoral officer will use CPOMs tracking to regularly monitor behaviour. Where this monitoring raises concerns, parents will be informed and may be required to meet with the class teacher and / or headteacher.

Straight Red Cards will be issued for -

- physical assault
- deliberate damage to property
- stealing
- leaving the school premises without permission
- verbal abuse

This type of behaviour is rare and it is the responsibility of the Headteacher or the Deputy Headteacher to deal with. They will ensure that all incidents are recorded. More than five Red Card incidents will result in parents being invited in to the school to meet with the Head teacher about their child's behaviour. Further incidents, in significant and serious cases, may lead to fixed term or permanent exclusion after consultation with the Governing Body and the L.A. Parents have the right to appeal to the Governing Body against any decision to exclude.

N.B. Very serious incidents may result in the normal procedure being abandoned. Parents will be contacted to collect their child and take him/her home straight away.



Definitions

Misbehaviour is defined as:

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

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour such as interfering with clothes
- Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited/banned items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - E-cigarettes or vapes
 - Fireworks
 - Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)
- Add any other items that are banned in your school, e.g. mobile phones and similar devices

Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time



- Difficult to defend against
- Bullying can include:

<u>TYPE OF BULLYING</u>	<u>DEFINITION</u>
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school



- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

Adapting sanctions for pupils with SEND

- When considering a behavioural sanction for a pupil with SEND, we will consider whether:

- The pupil was unable to understand the rule or instruction
- The pupil was unable to act differently at the time as a result of their SEND
- The pupil was likely to behave aggressively due to their particular SEND

If the answer to any of these is 'yes', it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess whether it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

Teaching Assistants

During lessons, led by class teachers, teaching assistants will bring to the attention of the class teacher any poor behaviour if necessary. The decision at these times to use the Yellow and Red Cards will remain the



class teacher's. It is important that any straight Red Card behaviour is highlighted immediately to class teachers so that they can respond appropriately.

When working with a group, TAs must use the warning stage first themselves if necessary and then if this does not have the desired effect, then they must report the behaviour to the class teacher, who can then decide on the next action.

Teaching Assistant Level 3s, when providing class cover, will use the Good to be Green system, as set out above for the class teachers.

Lunchtime Supervision

At lunchtime, supervision is carried out by a team of teaching assistants and school lunchtime organisers. The team is expected to maintain order during the lunchtime period by reminding children of the standard of behaviour expected. They will follow the principles and values set out above, focusing on praise as their main behaviour management strategy.

CPOMs will be used to log all incidents of when a child's behaviour has fallen below the expectations set. The welfare officer, headteacher and deputy headteacher will be alerted to each of these logs. Any behaviour which warrants a straight Red Card will be reported to the Head teacher, or Deputy in their absence, who will follow the procedures laid out above.

Persistent poor behaviour at lunchtime will be brought to the attention of the Head teacher, or the Deputy Head teacher in their absence. This may result in loss of privileges and playtimes and parents will be informed. Parents will again be informed if there is no improvement in behaviour and in extreme cases the child may be excluded from the premises at lunchtime for a fixed period. This will be followed, if necessary, by permanent exclusion.

Using Reasonable Force

At St Joseph's RC Primary School we exercise our power to physically intervene in situations only in rare circumstances of the utmost severity; such as to prevent pupils committing an offence, injuring themselves or others, deliberately damaging property or attempting to leave school premises without permission. In line with Keeping Children Safe in Education 2025, our school believes that the adoption of a 'no contact' policy at a school can leave staff unable to fully support and protect their pupils and students. Therefore we allow and support our staff to make appropriate physical contact. The decision on whether or not to use reasonable force to control or restrain a child is down to the **professional judgement** of the staff concerned and should always depend on individual circumstances. Staff must be able to demonstrate how their response was reasonable and proportionate given the circumstances. All instances of the use of physical intervention are reported and recorded in line with the school's Physical Intervention Policy. Parents are also informed where the use of physical intervention has been used with their child.

Parents

All parents are expected to support the school's Behaviour Policy. Parents can help by:-

- Recognising that an effective school behaviour policy requires close partnership between parents, teachers and children
- Discussing the school rules with their child, emphasising their support of them and assisting when possible with their enforcement.
- Knowing that learning and teaching cannot take place without school discipline



- Remembering that staff deal with behaviour problems patiently and positively and that staff accounts are to be trusted and their findings and decisions supported by all
- Attending Parents' Evenings, parents' functions and by developing informal contacts with school

Signed: ...A Schilling..... (Head teacher)

Dated: ...26th February 2025.....

Signed ...M Schofield..... (Chair of Governors)

Dated:26th February 2025.....

To be reviewed March 2026