

Behaviour Policy

St Joseph's is a joyful community which follows the example of Jesus, helping, accepting and respecting everyone, as we learn and grow together, safe in His love.

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Who reviewed this policy?	Governing Body

Contents

1. Introduction	2
2. Aims	2
3. Legislation, statutory requirements and statutory guidance	2
4. Definitions	3
5. Bullying	4
6. Roles and responsibilities	4
7. Responding to behaviour	6
8. Serious sanctions	10
9. Responding to misbehaviour from pupils with SEND	11
10. Supporting pupils following a serious sanction	12
11. Pupil transition	12
12. Training	12
13. Monitoring arrangements	12
Appendix 1:Governors' Statement of Behaviour Principals	154
Appendix 2: Behaviour Categories	16

“Love the Lord your God with all your heart and with all your soul and with all your strength and with all your mind; and love your neighbour as yourself”.
(Luke 10:27)

1. Introduction

The Governing Body has agreed a set of behaviour principles (Appendix 1) and seeks to create an environment in the school which encourages and reinforces good behaviour. Furthermore, it is acknowledged that society expects good behaviour as an important outcome of the educational process.

Children at St Joseph's come from a variety of backgrounds. Our ambition for everyone's behaviour is based on fundamental gospel values (see appendix 2), and in particular the message, *"Love the Lord your God with all your heart and with all your soul and with all your strength and with all your mind; and love your neighbour as yourself". (Luke 10:27)*

All staff expect the children to be polite, well-behaved and respectful both of adults and other children. Children, equally, have a right to expect the same of the adults who work with them. The philosophy of mutual respect and understanding is the key principle of our behaviour policy.

All staff share a responsibility for promoting good behaviour amongst the children at all times and recognise that this responsibility extends outside the boundaries of classrooms e.g. the playground and on school trips; and at times extends to children from other classes.

School Rules are kept to a minimum and are phrased in a positive way. Children are encouraged to develop their understanding of gospel values and consider how they can be role models for each other. (Appendix 2) Children expect and know that if their behaviour moves beyond accepted limits they will be corrected or reprimanded and that there are high expectations placed upon them as members of this school community to behave in an acceptable way both inside and outside the School.

A consistent response by all staff is paramount in reinforcing these expectations.

2. Aims

This policy aims to:

- › Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- › Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- › Outline the expectations and consequences of behaviour
- › Provide a consistent approach to behaviour management that is applied equally to all pupils
- › Define what we consider to be either acceptable or less than acceptable behaviour, including bullying and discrimination

3. 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 2022](#)
- › [Searching, screening and confiscation: advice for schools 20223](#)
- › [The Equality Act 2010](#)
- › [Keeping Children Safe in Education](#)
- › [Exclusion from maintained schools, academies and pupil referral units in England 2023](#)
- › [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- › [Use of reasonable force in schools](#)
- › [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

- › Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils

- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy

4. Definitions

At St Joseph's, we expect our pupils to:

- Follow gospel values;
- Be role models for each other;
- Follow the classroom rules;
- Follow the playground rules;
- Take responsibility for doing the correct thing;
- Accept that they and others might make mistakes;
- Strive to succeed and try their best each day;

Less than expected behaviour could include:

- Any low-level disruption such as talking, not listening, calling out, disturbing others
- Not following instructions
- Moving around the classroom without permission
- Name calling
- Arguing with peers
- Littering
- Running in the corridor
- Careless conduct on school grounds
- Other minor poor behaviour choices

Inappropriate behaviour could include:

- Persistent behaviour that is less than expected
- Using unkind hands and feet
- Shouting/disrupting teaching time
- Throwing things
- Damaging other people's or school property
- Refusal to work or disobedience
- Swearing or lying
- Deliberately hurting someone's feelings
- Being rude or answering back to any adults in school
- Walking away from an adult without permission

Unacceptable behaviour could include:

- Persistent inappropriate behaviour
- Hurting others on purpose
- Bullying
- Prejudice-based and discriminatory behaviour
- Sexual violence and harassment
- Fighting
- Stealing
- Dangerous conduct on school grounds

These are examples, not definitive lists. Age, level of understanding, SEND or other factors related to individual pupils may affect how an incident is investigated and resolved.

Unacceptable behaviour will be investigated by senior staff and an anonymous summary report will be given to the governing body.

5. Bullying

Bullying is defined as the repetitive, intentional harming of a 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:

TYPE OF BULLYING	DEFINITION
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">• Race/Ethnicity• 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, 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 or gaming sites

6. Roles and responsibilities

6.1 The governing board

The governing body is responsible for:

- Reviewing and approving the written statement of behaviour principles (Appendix 1)
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

6.2 The headteacher

The headteacher is responsible for:

- Reviewing this policy in conjunction with the governing body
- Giving due consideration to the school's statement of behaviour principles (Appendix 1)
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils

- › Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- › Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- › Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- › Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- › Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

6.3 Teachers and staff

The senior leadership team (SLT) and Phase Leaders will support staff in responding to behaviour incidents. Staff are responsible for:

- › Creating a calm and safe environment for pupils
- › Establishing and maintaining clear boundaries of acceptable pupil behaviour
- › Implementing the behaviour policy consistently
- › Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- › Modelling expected behaviour and positive relationships
- › Providing a personalised approach to the specific behavioural needs of particular pupils
- › Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- › Recording behaviour incidents promptly
- › Challenging pupils to meet the school's expectations

6.4 Parents and carers

Parents and carers, where possible, should:

- › Get to know the school's behaviour policy and reinforce it at home where appropriate
- › Support their child in adhering to the school's behaviour policy
- › Inform the school of any changes in circumstances that may affect their child's behaviour
- › Discuss any behavioural concerns with the class teacher promptly
- › Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- › Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- › Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

6.5 Pupils

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 standard, and the consequences they will face if they don't meet the standard
- › The pastoral support that is available to them to help them meet the behavioural standards

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

7. Responding to behaviour

7.1 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil needs 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.

7.2 Responding to good behaviour

Children are taught what is expected of them through the content of the curriculum, through discussions in class time, through assemblies and through examples from adults.

In order to support our children in making correct choices in their behaviour, each class will follow an agreed set of rules, covering their conduct in any part of the school, and extending beyond the school boundary.

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos. The children's good behaviour could be rewarded in a number of ways e.g. verbal/visual praise, giving house points, stickers, certificates etc. There may be occasions that merit rewards for groups or tables of children for their positive behaviour, where they have been an example for others to follow.

Each classroom behaviour system will be in line with the school's expectations, be realistic, consistently applied, and agreed. Senior leaders, including Phase Leaders will meet with phase staff to discuss and agree consistent application.

7.3 Responding to misbehaviour

The Class Teacher is the principal adult expected to deal with day to day behaviour of their class. Other adults within the school will support behaviour management. Issues that arise in the course of class activities should be dealt with immediately by the attending member of staff and most issues can be resolved at the time. As the class teacher has principal pastoral responsibility, it is important that all possibilities are explored before referring to other or senior staff. A referral at too early a stage, or for relatively minor matters, will have the adverse effect of undermining the class teacher's own authority. Too frequent referrals may devalue the desired effect.

It is important that the child receives a fair hearing and that other children who are affected, or who have witnessed an event, may need to be spoken to. Often accounts of events can vary due to different perspectives. In this case, staff dealing with the matter will make a professional judgement about the most likely events related to the situation and respond appropriately.

It is good practice for the class teacher to inform parents of any regular less than expected behaviour especially if it may be at risk of becoming persistent. Staff will inform parents of instances of inappropriate or unacceptable behaviour so that everyone can work together to produce a positive outcome.

Co-operation between home and school in these issues is invaluable and following involvement of parents, regular review is advisable to ensure that both sides continue to monitor the situation. If a parent wishes to discuss a behaviour issue, they must make an appointment to see the class teacher (in the first instance) via the school office. If parents refuse to accept that bad behaviour has occurred, or where co-operation is not forthcoming, the school will write to the parents to clarify their

position on the matter. Pupils' behaviour in school will continue to be managed according to the school policy.

As a Catholic community, we are mindful of gospel values - particularly Justice, Integrity, Peace and Forgiveness - when we handle behaviour related situations. Whilst we would endeavour to ensure that each lesson and each day is a new start, there may be a pattern or regular below expected behaviour that needs to be dealt with in a more serious way.

Incorrect behaviours have been separated into three categories (See Appendix 2)

1. Less than expected behaviour
2. Inappropriate behaviour
3. Unacceptable behaviour.

The staff dealing with these behaviours will use a step by step approach and responses will be considered in light of factors such as age, triggers, SEND, frequency, likelihood of repetition, etc.

For less than expected behaviour, the pupil is warned, told why their behaviour is less than expected and is encouraged to show expected good behaviour. Depending on age/situation, follow-up warnings may be given. A minor sanction might be imposed. If behaviour remains less than expected despite warning and a chance to self-correct, or if a pupil regularly exhibits less than expected behaviour, this will be treated as inappropriate behaviour.

In instances of inappropriate behaviour, the pupil is told their behaviour is inappropriate and encouraged to show expected behaviour. Possible sanctions include: temporarily removal from the situation; completion of a behaviour reflection sheet; removal of some breaktime; sent to another class or adult; loss of a privilege. Parents will be informed by the class teacher. If a pupil exhibits regular inappropriate behaviour, the class teacher and/or a Phase Leader or senior teacher will discuss with parents and if necessary, plan positive strategies to promote expected behaviour. It may be appropriate to refer the child to the SENCo who will carefully consider the best approach eg meeting with parents, involving appropriate external agencies, such as the Behaviour Support Service or the Educational Psychologist. Appropriate strategies to support the child and to improve their behaviour will be discussed and implemented. If behaviour remains inappropriate despite self-reflection and a chance to self-correct, or if a pupil regularly exhibits inappropriate behaviour, this will be treated as unacceptable behaviour.

When incidents of unacceptable behaviour occur, different approaches will be required. The initial response may vary due to age/situation. The pupil will be sent to a Phase Leader or a member of SLT (or senior teacher if unavailable) to investigate. A record will be kept of the incident and the investigation. The pupil could be: removed from the playground for a set time; removed from class for a set time with work provided by the class teacher; suspended from school for a fixed period. Parents are informed by the class teacher/Phase Leader/SLT. It may be necessary to agree to a behaviour plan to promote expected behaviour, and this could be in partnership with external agencies. If unacceptable behaviour persists or is regarded as dangerous and/or extreme, a pupil may be subject to a suspension or a permanent exclusion.

The severity of the punishment will reflect the transgression and the age of the pupil concerned, but teachers will consider mitigating or aggravating factors. Factors such as a racial element, bullying or a wide age gap between children involved would make a matter more serious. The degree of understanding of right and wrong and the level of genuine remorse are also important. All bullying and racist incidents are recorded and the Headteacher or SLT or Phase Leader will be informed immediately.

Sanctions will never involve physical force or be demeaning, and groups of children should not normally be punished collectively for the actions of the individual or minority.

We have a duty of care to ensure the safety and well-being of all children and staff in the school. If a child is putting themselves or others in danger, a member of staff may restrain them to prevent injury to themselves or others. Staff will be trained where more regular supportive holding of a child is required.

As a Christian Community, it is important for us to present the children with the knowledge and understanding that whilst transgressions will be punished, they will also be forgiven if there is genuine remorse and a willingness to put matters right. The notion of reconciliation is a key part of our philosophy and our aim should include an intention to ensure that children seek reconciliation and have an awareness of what they have done wrong and why it is considered wrong.

7.4 Break and lunchtime supervision

At break time and lunchtime, staff on duty assume responsibility for behavioural matters and will exercise professional discretion in their approach. Children are expected to behave in the same way towards all the adults they work with.

Behavioural issues arising at break time and lunchtime are dealt with appropriately in-situ. If behaviour that is less than expected has occurred at these times, the adult who has dealt with it should inform the child's class teacher at an appropriate time. Children who persist in less than expected behaviour at lunchtimes could be excluded from the premises for the duration of the lunch break, for a fixed period.

Children will be advised to report less than expected behaviour on the playground to whoever is on duty in the playground at that time. Investigating incidents at a later time can often be difficult to resolve.

7.5 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

7.6 Confiscation & searches

Searching and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Confiscation

Any prohibited items found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil. We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching a pupil

Searches of an individual will only be carried out by the headteacher or a member of staff who has been authorised to do so by the headteacher. Subject to the exception in DfE guidance, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including:

- Desks
- Bags
- Clothes

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items.

Further guidance can be found in the DfE guidance above.

7.7 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).

7.8 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.

7.9 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police. When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the head teacher (or SLT/senior teacher in the head's absence) will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action. If a report to the police is made, the safeguarding team will make a tandem report to children's social care, if appropriate.

7.10 Malicious allegations

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation needs help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

8. Serious sanctions

In cases of unacceptable behaviour, a serious sanction may be used.

8.1 Removal from classrooms

In response to a case of serious unacceptable or persistent cases of inappropriate behaviour, the school may remove the pupil from the classroom for a limited time. Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious unacceptable misbehaviour. Staff will usually only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom are supervised by a member of staff (which could be in another classroom) and will be removed for a set time, initially no more than one day.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher (or SLT/senior teacher in the head's absence).

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as

- Mentoring with an ELSA assistant
- Use of a desk outside the classroom
- Short term behaviour report cards
- Long term behaviour plans
- Multi-agency assessment

It is likely that any pupil needing this level of support will be referred to an appropriate external agency for support.

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal.

8.3 Suspension and permanent exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

9. Responding to misbehaviour from pupils with SEND

9.1 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 balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil 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 consider the specific circumstances and requirements of the pupil concerned. Such measures might include:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces where pupils can regulate their emotions during a moment of sensory overload

9.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will consider:

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

If the answer to any of these questions is yes, it may be unreasonable for the school to sanction the pupil for the behaviour. The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

9.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently

being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

9.4 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 may contact the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

10. Supporting pupils following a serious sanction

Following a serious sanction, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school. This could include measures like:

- Reintegration meetings
- Daily contact with a staff member to discuss behaviour/needs
- A report card with personalised behaviour goals

11. Pupil transition

11.1 Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by supporting them to familiarise themselves with the behaviour policy and the wider school culture.

11.2 Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have a transition session with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

12. Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The proper use of restraint
- The needs of the pupils at the school
- How SEND and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development.

13. Monitoring arrangements

13.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed regularly.

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

13.2 Monitoring this policy

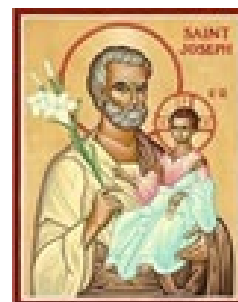
This behaviour policy will be reviewed by the headteacher, at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the governing body.

The written statement of behaviour principles (Appendix 1) will be reviewed and approved by the governing body annually.

Appendix 1: written statement of behaviour principles



GOVERNORS' STATEMENT OF BEHAVIOUR PRINCIPLES



Our Mission statement is the foundation of all that we seek to do and promote as a School Community:

St Joseph's is a joyful community which follows the example of Jesus, helping, accepting and respecting everyone, as we learn and grow together, safe in His love.

- Staff set an excellent example to pupils at all times and should always seek to promote positive behaviour through praise, encouragement, rewards and the development of self-esteem, on the assumption that children are inherently good and desire to be sociable members of our school community.
- Staff should encourage pupils to develop self-discipline as they are guided in making right choices independently and understanding the consequences of their actions, responding to the specific needs of each pupil.
- Respect for the individual is paramount.
- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others and free from any form of discrimination
- Staff have powers to discipline and restrain pupils when necessary and appropriate, but always and only within the principles of our Mission statement.
- Governors have a duty of pastoral care for the Headteacher and Staff.
- Allegations of misconduct or abuse against staff are managed sensitively and always in accordance with determined procedures.
- Associated school policies should be adhered to in respect of Staff Conduct, Safeguarding, Health and Safety and Behaviour.

The governing board agrees that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the governing body annually.



ROLE MODELS

Everyone can be a role model by:

- Following Gospel values;
- Being faithful to our school mission statement;
- Having an excellent attitude at all times;
- Making a very good effort in every lesson & taking pride in your own work;
- Asking thoughtful and enquiring questions;
- Showing initiative & being self-motivated;
- Consistently displaying excellent behaviour, politeness and manners;
- Thinking of others before yourself;
- Encouraging others to do the right thing;
- Participating in partner/group activities and including others too.



St Joseph's is a joyful community which follows the example of Jesus, helping, accepting and respecting everyone, as we learn and grow together, safe in His love.



GOSPEL VALUES

From St Luke's Gospel, we find **values** that help us to live in the way Jesus showed us.

Love

generosity and kindness

Peace

committed to peace making and non-violence, gentleness

Hope

resilience and perseverance

Compassion

Concern for others, serving your neighbour

Forgiveness

reconciling with self and others

Integrity

honesty, truth-telling

Humility

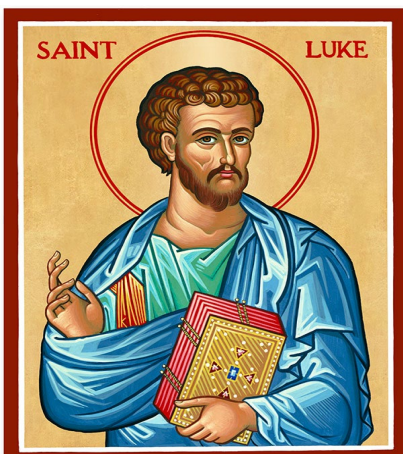
putting others first, seeing life as a gift

Simplicity

Appreciate your surroundings

Justice

working for a fairer world



"Love the Lord your God with all your heart and with all your soul and with all your strength and with all your mind; and, love your neighbour as yourself."

(Luke 10:27)



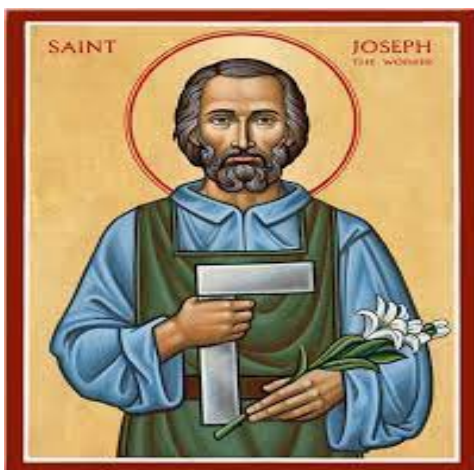
AGREED RULES

Classroom/Inside Rules

- Be ready and make your best effort.
- Take part in lessons and let others learn too.
- Share your ideas and listen to others.
- Be polite, well-mannered and helpful to everyone.
- Be prepared to make mistakes – and learn from these!
- Make sensible choices – sit properly, share nicely, act safely.

Playground/Outside Rules

- Treat people as we would like to be treated ourselves.
- Play well with others – just use hands and feet to play.
- Be kind and helpful in actions and words.
- Be gentle – keep each other safe.
- Follow instructions carefully.
- Use the playground and equipment correctly and fairly.
- Put your own litter in the bin.
- Be honest if something goes wrong.



St Joseph's is a joyful community which follows the example of Jesus, helping, accepting and respecting everyone, as we learn and grow together, safe in His love.



EXPECTED BEHAVIOUR

At St Joseph's, we expect our pupils to:

- Follow Gospel values;
- Be role models for each other;
- Follow the classroom rules;
- Follow the playground rules;
- Take responsibility for doing the correct thing;
- Accept that they and others might make mistakes;
- Strive to succeed and try their best each day;

Rewards for expected behaviour

Rewards for expected behaviour could include:

Spoken/visual praise – “Well done!” or thumbs up

Praise in books

Stickers

House points

Free-time Friday!

Sent for praise to another adult

Positive message to someone at home

‘Star of the Week’ certificate

Other privileges and rewards offered by staff eg. extra breaktime, fun activities.



LESS THAN EXPECTED BEHAVIOUR

Less than expected behaviour could include:

- Any low-level disruption such as talking, not listening, calling out, disturbing others
- Not following instructions
- Moving around the classroom without permission
- Name calling
- Arguing with peers
- Littering
- Running in the corridor
- Careless conduct on school grounds
- Other minor poor behaviour choices

Consequences of less than expected behaviour

The pupil is warned, told why their behaviour is less than expected and is encouraged to show expected behaviour.

Depending on age/situation, follow-up warnings may be given. A minor sanction may be imposed.

If behaviour remains less than expected despite warning and a chance to self-correct, this will be treated as inappropriate behaviour.

If a pupil regularly exhibits less than expected behaviour, the class teacher will discuss with parents and plan positive strategies to promote expected behaviour.



INAPPROPRIATE BEHAVIOUR

Inappropriate behaviour could include:

- Persistent behaviour that is less than expected
- Using unkind hands and feet
- Shouting/disrupting teaching time
- Throwing things
- Damaging other people's or school property
- Refusal to work or disobedience
- Swearing or lying
- Deliberately hurting someone's feelings
- Being rude or answering back to any adults in school

Consequences of inappropriate behaviour

The pupil is told their behaviour is inappropriate and encouraged to show expected behaviour. Possible sanctions include:

- temporarily removal from the situation;
- completion of a behaviour reflection sheet;
- removal of some breaktime;
- sent to another class or adult;
- loss of a privilege.

Parents may be informed by the class teacher.

If behaviour remains inappropriate despite self-reflection and a chance to self-correct, this will be treated as unacceptable behaviour.

If a pupil exhibits regular inappropriate behaviour, the class teacher and/or a senior teacher will discuss with parents and plan positive strategies to promote expected behaviour.



UNACCEPTABLE BEHAVIOUR

Unacceptable behaviour could include:

- Persistent inappropriate behaviour
- Hurting others on purpose
- Bullying Behaviour
- Prejudice-based and discriminatory behaviour
- Fighting
- Stealing
- Dangerous conduct on school grounds
- Walking away from an adult without permission

Consequences of unacceptable behaviour

Initial response may vary due to due to age/situation. The pupil will be sent to a Phase Leader or a member of SLT to investigate. A record will be kept of the incident and the investigation.

The pupil could be

- removed from the playground for a set time
- removed from class for a set time with work provided by the class teacher.
- Suspended from school for a fixed period

Parents are informed by the class teacher/Phase Leader/SLT. It may be necessary to agree to a behaviour plan to promote expected behaviour. If unacceptable behaviour persists, a pupil may be subject to a permanent exclusion.

