

St Joseph's Catholic Primary School
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BEHAVIOUR POLICY
STATUTORY

Adopted by the Governing Body
at its meeting on:

8th July 2025

Signed:

e. m. Lynch

Name:

Christine Lynch

Position:

Chair of Governors

Date:

8th July 2025

Review Date:

Summer 2027

Responsibility:

Curriculum and Standards Committee

'Growing together with Jesus in our hearts, heads and hands.'

BEHAVIOUR POLICY

MISSION STATEMENT

Growing together with Jesus in our hearts, heads and hands.

Our guiding principles are:

- ✓ **Forgiveness and Reconciliation** – as a Catholic community we believe that we should love one another as God has loved us, and we promote forgiveness and reconciliation in our school community.
- ✓ **The right to feel safe at all times** – all young people and staff have the right to always feel safe whilst in school.
- ✓ **High standards of behaviour** – we expect high standards of behaviour.
- ✓ **Inclusivity and Equality** – we believe all members of the school community should be free from discrimination, harassment and bullying; these will not be tolerated in any form.

POLICY STATEMENT

The St. Joseph's Catholic Primary School behaviour strategy is aimed at creating a culture with high expectations of behaviour and establishing a calm, safe and supportive environment conducive to learning.

This policy outlines the high behavioural standards we expect from all our pupils, the support and interventions used to address poor behaviour and sets out the sanctions that will follow if this policy is not adhered to.

We aim to provide an accepting, affirming and just environment for our children. This Behaviour Policy will help ensure that the dignity and worth of each member of our community is respected.

This policy is to be read in conjunction with our needs to Behaviour Principles, Anti-Bullying, Physical Intervention/ Positive Handling, Exclusion and Safeguarding Policies.

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1. POLICY AIMS

St. Joseph's Catholic Primary School Behaviour Policy aims to develop a whole school approach to pupil behaviour. The Policy aims to encourage positive management of student behaviour and should be adhered to by the vast majority of our pupils.

This policy may require adaptation for pupils with SEND needs or those following an individual behaviour plan.

By setting high standards of expected behaviour, St. Joseph's Catholic Primary School aims to:

- Provide a Catholic ethos and an environment built on Gospel values.
- Promote positive relationships that safeguard and promote the welfare of pupils, creating an effective learning environment.
- Ensure every member of the community values one another and develops mutual respect.
- Encourage a calm, purposeful and happy atmosphere within the school that supports learning.
- Foster positive, caring attitudes towards everyone where achievements at all levels are acknowledged and valued.
- Enable pupils to understand the implications of their behaviour, to control their own behaviour and most importantly to take responsibility for their behaviour.
- Maximise the quality of the learning experience for all pupils, enabling everyone to learn effectively.
- Encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour.
- Have a consistent approach to behaviour throughout the school with parental co-operation and involvement.
- Make boundaries of acceptable behaviour clear and ensure safety.
- Raise awareness about appropriate behaviour.
- Build a community where all feel valued, safe and secure.
- Support pupils whose behaviour within the school environment is challenging or who may find friendship and co-operation difficult.

2. KEY RESPONSIBILITIES

Children have a responsibility to:

- Follow St. Joseph's Catholic Primary School Mission, Behaviours and Values.
- Follow the school behaviour system.
- Respect and look after the school premises and environment.
- Play their part in helping to create a co-operative, contented school.
- Work to the best of their ability and allow others to do the same.

Staff have a responsibility to:

- Apply this policy fairly, consistently, proportionately and without discrimination, taking into account SEND needs and additional challenges some vulnerable pupils might face.
- Treat all children fairly and with respect.
- Raise children's self-esteem and develop their full potential.
- Provide a challenging, interesting and relevant curriculum.
- Regularly review and agree to the Behaviour Policy, to ensure it is in line with the school's core values and that it promotes high standards of expected behaviour.
- Record behaviour incidents on CPOMs and notice patterns of behaviour, escalating when necessary.
- Communicate the contents of the Behaviour Policy to all pupils and parents to ensure that the school's expectations are transparent to all parties.
- Routinely remind pupils of expectations via assemblies, the PHSE curriculum and as part of a pupil's school induction.
- Create a safe and pleasant environment, physically and emotionally.
- Use rules and sanctions clearly and consistently.
- Help children understand that it is the behaviour that is unacceptable not the child.
- Model positive language and behaviour.
- Recognise that each child is an individual and to be aware of their (special) needs.
- Form a good relationship with parents so that all children can see that the key adults in their lives share a common aim.
- Plan for collaborative work to allow decision-making skills to develop.
- Continually raise expectations in work, behaviour and dress.
- Plan and teach for PSHE and RSE lessons.
- Reward and praise good behaviour.
- Report behaviour to parents at termly meetings.
- Welcome children, parents and guardians with a warm greeting each day, setting the right tone for the rest of the day's events.
- Arrange additional meetings with parents when behaviour does not meet the school's expectations.

Parents have a responsibility to:

- Make their child/ children aware of appropriate behaviours in all situations.
- Encourage independence and self-discipline.
- Show an interest in all that their child does in school.
- Foster good relationships with the school.

- Support the school in the implementation of this policy.
- Be aware of the school rules and expectations.
- Work in co-operation with St. Joseph's Catholic Primary School to improve behaviour.
- Inform the school if there are factors at home that might influence their child's behaviour.
- Inform staff if any bullying incidents arise.
- Inform the class teacher of any general behaviour concerns.

The Headteacher has a responsibility to:

- Implement the school behaviour policy consistently throughout the school (under the School Standards and Framework Act 1998), and to report to governors, when requested, about the effectiveness of the policy.
- Ensure the health, safety and welfare of all children in the school.
- Support the staff by implementing this policy, by setting the standards of high expectations of behaviour, and by supporting staff in their implementation of the policy.
- Ensure the staff keep records of all reported serious incidents of misbehaviour and regularly report to governors.
- Decide on fixed-term exclusions for individual children for serious acts of misbehaviour. For repeated or very serious acts of antisocial behaviour, the Headteacher will permanently exclude a child. At each stage of exclusion, the Headteacher will inform the school governors and regularly meet parents.

The governors have a responsibility to:

- Set down general guidelines regarding standards of discipline and behaviour, and to review their effectiveness.
- Support the Headteacher in adhering to these guidelines.

The Headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but Governors may give advice to the Headteacher about particular disciplinary issues.

3. STRENGTHENING POSITIVE BEHAVIOUR

Recognising the *"importance of teachers nurturing their students' social and emotional growth by promoting positive relationships with their students and their families by scaffolding a safe classroom learning environment"* (Carolyn Webster-Stratton, 2012), we expect our teachers to:

- Give frequent teacher attention, coaching, praise and encouragement to pupils who are engaged and following instructions.
- Know their pupils as individuals. This means knowing their names, personalities, interests, friends and their limits.
- Use eavesdropping to offer indirect praise for pupils.
- Develop and display clear classroom rules, stated positively. Limit the number of class rules (4-7) and have fewer rules for younger pupils.
- Have predictable schedules and routines for handling transitions; this may be supported with the use of a visual timetable.
- Be aware of inattentive or easily distracted pupils and seat appropriately i.e., near to the teacher.
- Use concise language when speaking to a child about behaviour.
- Use descriptive commentary when dealing with negative behaviours.
- Redirect distracted pupils by using their name, standing next to them and inviting them to participate.
- Use non-verbal signals i.e., eye contact, gestures.
- Use positive warning reminders rather than negative statements when pupils are exceeding their limits.
- Plan, differentiate and organise both the classroom and the lesson to keep pupils interested and minimise the opportunities for disruption. This may require attention to such basics as furniture layout, grouping of pupils, seating of pupils, matching work to pupils' abilities, pacing lessons well, being enthusiastic and using humour to create a positive classroom atmosphere.
- Create the right atmosphere in school by fostering good inter-personal relationships. Parents, guardians, visitors, governors, teachers and children must treat each other with mutual respect.
- Greet children each morning outside and dismiss them at the end of the day.
- Reflect on their classroom management and learn from it; to be aware of, and control their own behaviour, including stance and tone of voice.
- Foster a spirit of mutual co-operation and support with parents. This relationship will help create a climate where all pupils feel wanted and that they have a part to play in the life of the school.
- Remind pupils to move around the school in a quiet, respectful and orderly manner. When entering an act of worship, this should be done reverently and in silence.

4. PRACTICAL STRATEGIES TO SUPPORT AND REINFORCE POSITIVE BEHAVIOUR

- Seek opportunities for targeted praise i.e. "I love how you explained the task to your friend."
- Stay calm and listen objectively to both sides of any argument and do not jump to any conclusions. Listening and understanding avoids the pressure of jumping to wrong conclusions.
- Praise the behaviour you want to see more of rather than drawing attention to negative or disruptive behaviours.
- Deal with confrontation quietly and with respect. If it is necessary to enforce rules with a child, do it quietly without humiliating the pupil.
- Give feedback to parents about their child's behaviour.

5. INDIVIDUAL INCENTIVES - DOJOS

The school has a consistent approach to awarding Dojos. These are based on the learning behaviours that we report to parents across the year:

- Homework is completed on time and to the best of your child's ability.
- Engages in class discussions, asking and answering questions well.
- Shows resilience and determination to complete work set.
- Takes pride in the presentation of their work.
- Works well with other pupils.
- Shows good listening behaviours.
- Uses feedback to improve their work.
- Appears happy and settled in school.
- Enjoys playing with their friends.
- Is well-behaved in the classroom and around school.

Children are rewarded individually for their behaviour and after each reward. Children are also given the opportunity to change their avatar.

Bronze	- 50 Dojos
Silver	- 100 Dojos
Gold	- 150 Dojos
Platinum	- 200 Dojos
Diamond	- 250 Dojos

Whole class incentive

To raise the profile of Dojos and encourage pupils to engage, we also have a whole class incentive:



Class Total When the whole class have earned...	Which is an average of... (/pupil)	They will be rewarded as a class with...
1000 dojos	33 (ish)	10 minutes extra play
1750 dojos	58 (ish)	Golden time/free choice for 30 minutes
2500 dojos	83 (ish)	Whole class hot chocolate treat
3250 dojos	108 (ish)	"Teacher choice"
4000 dojos	133 (ish)	Film afternoon with class
5000 dojos	167 (ish)	Class Disco

6. CELEBRATION

- Dojo Awards - throughout the year, teachers will celebrate pupils who reach 50, 100, 150, 200 Dojos and award them with a certificate.
- Star of the Week.
- Celebration Assembly – half termly to celebrate pupils who have stood out for:
 - Catholic Social Teaching Principles
 - Improvement
 - Outstanding learning behaviour
- Golden Book - used by SLT for 'special mention' - this is kept in the headteacher's office.
- Class teacher to email parents for special recognition.

7. SANCTIONS

- Where a pupil's behaviour falls below the standard which could reasonably be expected of them, the first priority will be to ensure the safety of pupils and staff and to restore a calm environment. Verbal de-escalation techniques may be used to help prevent further behaviour issues arising.
 - The school will impose sanctions in response to a pupil falling below the standards and expectations of behaviour. All sanctions will be reasonable and proportionate to the circumstances of the incident and due consideration will be given to the pupil's age, any special educational needs or disability and any religious requirements.
 - The particular level of sanction will depend on the **severity and regularity** of the behaviour and will be proportionate in the circumstances. A response to behaviour may have various purposes including deterrence, protection and/or improvement and the school may use a range of sanctions in response to a pupil falling below the standards and expectations of behaviour.
- 1.1 School staff aim to work with parents to understand the reasons behind their child's behaviour and put in place a clear support strategy for modifying and addressing that behaviour. This might include the designated safeguarding lead making enquiries into circumstances outside of the school and/or having a targeted discussion with the pupil, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve. The school recognises the importance of effective home-school communication and, when necessary, will endeavour to communicate with parents, governors and/or the Headteacher of Virtual School for looked-after children regarding students' behaviour.
- 1.2 The school encourages restorative justice and pupils are encouraged to apologise to their peer group and/or to staff for rudeness or a lack of respect.
- The school will also consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, staff will follow their Safeguarding Policy. They will also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. If staff reasonably believe this to be the case they will consider whether a multi-agency or SEND referral is necessary.
 - Under no circumstances will illegal or inappropriate items be tolerated in the school.
 - Removal from the classroom for more than a short period will occur in response to serious misbehaviour, only when necessary and for as long as is necessary. Reasons for removal are:
 - i. to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;
 - ii. to enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and
 - iii. to allow the pupil to refocus in a safe space.

- During the period of removal the pupil will receive continual, supervised education in a suitable environment and parents will be informed.

Where an incident is considered to be a one-off incident:

1. Parents informed
2. Loss of Playtime/ Lunchtimes
3. Add to CPOMs

Where an incident is not a one-off incident or is a serious one-off incident:

1. Class Teacher arranges meeting with parent with a member of SLT
2. Loss of Playtimes/ Lunchtimes (the period of time this will be in place will be determined by SLT)
3. Multi-agency approach (MASH/ SENDco/ BST)
4. Add to CPOMs

When an incident impacts on the safety of the child or the class:

1. Removal
2. Meeting arranged with teacher/SLT

Where behaviour is continually repeated, despite any key actions in place, the following strategies will be considered:

- Increased parental presence in school
- Going home for lunch
- Part-time timetable
- Multi agency approach, e.g. MASH, Early Help. BST, Ed Psychologist
- Step 4 – 6 of Escalation process

8. CONSEQUENCES AND HOW WE DEAL WITH INCIDENTS OF MISBEHAVIOUR

Due to clear limits and classroom structures, sanctions are expected to be infrequent. However, we recognise there must be consequences to behaviour which does not follow the school's high expectations. Staff will endeavour to support the pupil with making positive choices and their efforts will be recognised. Consequences could include, but are not limited to:

- **When/Then** – **when** you have finished your work, **then** you can go out to play
- Missing part of break/lunch time
- Time out
- Event recorded on CPOMs (Child Protection Online Management System) under 'Behaviour'
- Involve SLT
- Parents informed

How our school deals with repeated incidents of misbehaviour (in person or online).

We have set procedures as well as an escalation process for dealing with misbehaviour. The length of time spent on each step depends on the misbehaviour and the individual child's needs and is at the discretion of SLT. Progress through the levels should not be assumed as the vast majority of incidents should be resolved at Step 2.

	Behaviours	Who is involved?	What?
Step 1 IN CLASS <i>3 or more in one week moves to step 2</i>	Calling out in class Not following instructions Not completing work Distracting others Being unkind to others	Class Teacher/ All Staff	Appropriate ignoring Positive verbal warnings Reasoning/ discussions Moving the child within the classroom Miss breaktime *Parent may not be informed
Step 2 On 1-1 <i>3 or more in one week moves to step 3</i>	Intentionally distracting others Being rude or disrespectful to an adult or child Physical behaviour on first occasion (kicking, punching, slapping, pulling, scratching, pushing) Swearing/abusive language Intimidating others	Class Teacher/ SLT	Thinking Table/ Chair for reflection time (time out) with no impact on learning Staff record on CPOMs Children record their point of view Verbal warnings and stating consequences i.e. restricting/loss of playtimes Involving SLT Notifying parents (either via email or face to face)
Step 3 With SLT	Repeated physical behaviour (kicking, punching, slapping, pulling, scratching, pushing) Intentionally hurting another child's feelings Repeated swearing/abusive language Persistently distracting others Repeatedly rude or disrespectful to an adult or child Damaging school property Throwing objects	SLT Parents	Involving parents formally Arrange a meeting to discuss behaviour (1-1, MS TEAMS) Restricting/loss of playtimes: keeping child in Headteacher's Office at breaktime/ lunchtime learning Staff record on CPOMs Children record their point of view Withdrawal from classroom Pastoral Support Plan for concerning behaviour Working with outside agencies e.g. Behaviour Support Team Pastoral Support Plan for pupil at risk of an exclusion
Step 4 With SLT	Attacking a person, severe damage to property, malicious allegations Step 3 on more than one occasion	SLT Parents Governors	Internal Exclusion in the Headteacher's office – withdrawn from class and playtimes - completing school work and reflecting on behaviour
Step 5 With SLT	Severe behaviour that poses a risk to themselves or others		Formal fixed term exclusion
Step 6 With SLT	Severe behaviour that poses a risk to themselves or others	Formal permanent exclusion	Formal permanent exclusion

9. MONITORING & REVIEW

The Headteacher monitors the effectiveness of this policy on a regular basis and reports to the Governing Board on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records concerning incidents of misbehaviour on CPOMs with SLT alerted if appropriate.

CPOMS incidents are kept throughout a pupil's school journey at St. Joseph's.

Staff should record any Level 2 incident on CPOMs.

The Headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the Governing Board to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The Governing Board will seek to ensure that the school abides by the Equalities Act 2010.

The Headteacher reviews this policy annually. The Headteacher may, however, review the policy earlier than this if the government introduces new regulations, or if the Governing Board receives recommendations on how the policy might be improved.

10. SAFEGUARDING

Children are regularly encouraged to report incidents of behaviour which breaks school rules or does not meet the Catholic ethos of our school. Staff are also encouraged to discuss unusual changes in behaviour with the Designated Safeguarding Lead as this could be a symptom of an underlying issue.

Staff understand that children's poor behaviour may be a sign that they are suffering harm or that they have been traumatised by abuse and this may need to be investigated via our Safeguarding Policy.

11. ALLEGATIONS

- Pupils that are found to have made malicious allegations are likely to have breached school behaviour policies. The school will therefore consider whether to apply an appropriate sanction, which could include fixed or permanent exclusion, as well as referral to the police if there are grounds for believing a criminal offence may have been committed.

12. EXCLUSION

- 1.3 Permanent exclusion will only be used as a last resort, in response to a serious breach (or persistent breaches) of this Behaviour Policy and where allowing the pupil to remain in the school would seriously harm the education or welfare of the pupil or others in the school. The school will follow The Exclusions Policy, as adapted and adopted for this school, and the Department for Education statutory guidance on suspensions and exclusions ([here](#)) when taking a decision to suspend or exclude.

13. POLICY INFORMATION:

Policy drafted by Mrs N. Philpott

This policy is to be reviewed annually.

Policy to be the responsibility of the Curriculum and Standards Committee