



St. Joseph's Catholic Primary School

Behaviour Policy

'Guided by Jesus, Learning together, Striving for excellence'

In accordance with our Mission statement, at St. Joseph's we strive to secure a shared vision for all associated with our school community.

Fundamentally, we aim:

'To provide a nurturing environment which seeks to promote the development of self-respect and respect for others.'

In order to achieve this successfully, we are firmly committed to the following objectives:

- To promote the Gospel values of love, understanding, tolerance, justice and peace, in order to foster positive relationships within our school community.
- To maintain a safe, harmonious environment, which nurtures individuals by responding promptly to their needs, through active listening, keen observations and sincere interest and concern for all children.
- To encourage self-awareness, openness and respect in the way we communicate and respond to others;
- To establish an agreed code of behaviour, supported by clear and purposeful rules, rewards and sanctions, which are applied consistently by all.
- To value and celebrate the effort and attainment of every individual whilst acknowledging diversity in relation to both academic and non-academic achievements.
- To promote a learning culture in which children are encouraged to take some responsibility for learning.
- To develop effective communication between parents/ carers, pupils and staff in dealing with disruptive behaviour in school.
- To enable pupils to recognise and value their contribution and responsibilities, both within their school environment and wider community.

At St. Joseph's the expectation of high standards of behaviour for all pupils is fundamental to securing these objectives.

Within our school and wider community, all pupils and adults are encouraged to demonstrate courtesy, manners and respect for everyone. This framework of positive behaviour is based on the following principles:

Respect for God

Respect for others

Respect for other people's property and belongings

Respect for oneself.

Rules, Expectations and Standards

Within the above framework, a set of clear rules and expectations have been negotiated with the school governors, staff, pupils and parents in order to establish an agreed code of behaviour in school. Children negotiate and agree expectations for behaviour in class at the beginning of each academic year. Similarly, an agreed code of behaviour in the dining hall has been established with midday staff and all pupils.

Our school rules can be summed up very easily for everyone to remember:

Ready, Respectful & Safe

These rules apply in lessons, in the hall and on the playground. They are simple and easy for all to remember.

Examples of being Ready, Respectful and Safe are:

- We always speak politely and treat everyone with respect
- We always do our best and make it easy for everyone else to learn.
- We take care of our equipment, furniture and surroundings
- We always walk quietly and sensibly around school
- We always come to school on time and in the correct school uniform
- We play together and we look after one another
- We respect the grown-ups on duty
- We let other children get on with their own games
- We stand still when we hear the signal and walk sensibly to our lines
- We put our litter in the bin.
- We are kind with our hands, feet and words.

Uniform

The wearing of correct school uniform is considered to be an important part in establishing a sense of community and standards in school. Children are encouraged to take pride in wearing appropriate uniform, including PE kit.

Hair should be conventionally cut with no visible lines and should be an appropriate length (not shaven or less than grade 2) Shoulder length hair should be tied back at all times using a bow or bobble in the school colours (navy blue, white and red). Dyed hair/ Highlights/Lowlights are not permitted. Small bows or hair bands may be worn but these must be in the school colours (navy blue, white and red).

Roles and Responsibilities

It remains the overall responsibility of the Headteacher to ensure that high standards of discipline are maintained on a daily basis. However, at St. Joseph's **we acknowledge the responsibility of every person - adult and child - in promoting and maintaining high standards of behaviour at all times.** A 'Code of Conduct for Adults in School' has been shared and agreed by all involved in working within our school community. (See appendix 1).

Emphasis is placed on the production of good work, effort, honesty, helpfulness, success, courage and other positive personal qualities. Children are strongly encouraged to take pride in the wearing of correct uniform, including PE kit. The role of every adult in our school is to take an active role in maintaining high standards of behaviour, highlighting the positive aspects of individual and group behaviour, whilst dealing promptly and appropriately with unacceptable attitudes or misconduct.

Current Practice and Procedures

Rewarding Achievements and Behaviour

The following methods will be used by adults to reward positive behaviour, good work or demonstration of personal values mentioned previously. Positive acknowledgement or comments to individuals or groups.

REWARDS

We celebrate and recognise good behaviour with praise and rewards for the children. Each week teachers nominate pupils for an achievement certificate for examples of good work, attitude or behaviour. These are presented in the school assembly.

Through a House Point System, all children are divided into four house groups across the school with elected House Captains from Year 6. These houses are St George, St Andrew, St Patrick and St David, named after the four patron saints of the countries in the United Kingdom.

Total house points are logged by teachers in the classrooms using the class dojo system and can be awarded by all adults. Year 6 are responsible for collecting class totals each week ready to be shared in the weekly Friday celebration assembly. At the end of each term, the winning house takes part in a celebratory activity. House points are awarded in line with the school values and other areas of school life such as lunchtimes and homework.

For everyday 'good behaviour', children can be awarded golden stamps, which will be recorded in their planner. Each half term the total number of golden stamps is recorded. When the pupil reaches 30, 60, 90, 120, 150, 170, golden stamps they will receive a prize. The prize gets bigger and better the more stamps they collect throughout the year!

A golden stamp can only be earned when the pupil:

- Attends school
- Arrives at school on time
- Is wearing the correct school uniform and PE Kit smartly throughout the day
- Gives their best effort in all lessons
- Is well behaved throughout the day including break and lunch times

Public acknowledgement of progress is in weekly 'Celebrations' assembly.

- Attendance awards including a trophy presented weekly for the class with best overall attendance.
- Stickers and badges for attendance, awarded on a termly basis and at the end of the academic year.

Sanctions for Inappropriate Behaviour

The right of every child to fully access a broad, balanced curriculum through quality learning and teaching experiences is fundamental in ensuring the highest standards of behaviour are maintained within every classroom. Procedures for minimising disruptive behaviour include the planning and delivery of high quality learning experiences, matched to individual needs and abilities, in order to sustain and motivate pupils to learn and achieve. Staff are entrusted to manage inappropriate behaviour promptly and effectively, in accordance with school policy. Should a child exhibiting low-level inappropriate behaviour (e.g. not conforming, disrupting other children, stopping others from working etc) the following will occur.

1. The child will receive a prompt to follow a specific rule from the relevant member of staff.
2. If a pupil continues then a further warning will be issued, with a clear and firm explanation of the consequences. The child will lose their golden stamp for the day.
3. If the child continues to misbehave then he/she will be referred to the Key Stage Leader. This may result in a child being asked to carry out tasks during break-time or, in more serious instances, a referral to the Headteacher. In all instances, the child's name will be recorded in the 'Behaviour Log' held by the Headteacher.
4. If a child's name is recorded in the Behaviour Log Book on three separate occasions, parents will be contacted to discuss the matter with the key stage leader, deputy headteacher or headteacher.

SCHOOL UNIFORM

We expect all pupils at St Joseph's to attend school clean, tidy and well presented in the correct school uniform.

PE Kit is part of the school uniform.

All uniform must be clearly labelled with the child's name.

Pupils are responsible for their own uniform.

All pupils are expected to have the following:

- White shirt with white collar
- School Tie
- School V-neck Jumper / cardigan
- Navy trousers / skirt / Red checked summer dress
- Plain black school shoes with an appropriate heel (no trainers)
- Book bag
- Pupil planner
- Plain navy, white, black, red socks or tights

PE Kit:

- Red T-shirt
- Navy shorts
- Black pumps (trainers can be worn for outdoor PE and games)
- Navy/Black joggers and sweatshirt (Outdoor PE)

- PE bag
- Swimming Kit (as required)

The uniform remains the same throughout the year.

Jewellery must not be worn or brought to school, with the exception of wristwatches.

Earrings are not allowed in school.

No extreme haircuts, including shaved patterns or dyed hair are allowed in school.

If children wish to wear hair accessories e.g. ribbons, hair bands and bows they must be in the school colours.

Parents should write a message in their child's planner if they are unable to wear the correct uniform for any reason.

'Time Out'

Children behaving inappropriately may require a short period of time to calm down, or consider their actions. **It is crucial that the use of 'time out,' from either lessons or playtimes, is constructive,** that children fully understand the reason for the seclusion and are encouraged to reflect and take responsibility for their actions.

In more serious instances, it may be necessary for a child to miss break-time periods. During these times, children should be given specific tasks around school, or in cases involving disruption in class, they may be required to complete work from lessons.

During outdoor breaks or lessons, 'time out' periods should not be excessive. Staff should take account of the circumstances surrounding the incident, and consider the age and needs of the child before deciding on an appropriate 'time out' period; **on no account should this extend beyond ten minutes of each session.**

On occasions, it may be necessary for some children to be supervised by an experienced adult during 'time out' sessions. These children may already be attending mentoring sessions, have difficulties with controlling their own behaviour, or have an emotional behavioural difficulty which requires adult support.

During these instances, school staff may be deployed to supervise a child, under the direction of the Headteacher or senior staff.

Exclusions

In cases involving inappropriate behaviour during break-times on a regular basis, parents may be asked to remove children from the school premises during lunch break periods for a fixed period. **Any incidents involving violence, racism or bullying will not be tolerated in school.** Incidents of violence will be dealt with seriously and may result in children being excluded from school for a fixed period.

It may be necessary to exclude a child from lessons for persistent disruption or misbehaviour. On such occasions the child will be given appropriate work and sent to the key stage leader, in another classroom. It may be necessary to refer children to the headteacher. Under no circumstances should children be made to stand outside classrooms, or in corridors without supervision.

Fixed-term and permanent exclusions are carried out for serious misconduct in school. It remains school policy to make every effort to work closely with pupils and parents to address any difficulties and provide appropriate guidance and support. Permanent exclusion is considered as a last resort. On rare occasions where it is deemed necessary to exclude a child, parents will be informed immediately, both verbally and in writing. The school will provide set work to be completed by the pupil during the period of exclusion. It is expected that parents will support the school by ensuring tasks are completed. Every effort will be made to support and communicate regularly with parents. The headteacher will promptly complete the formal documentation and forward this to the local authority.

Racism

It remains the responsibility of the headteacher to provide an annual report to governors of all racist incidents in school. It is a requirement that **all** racist incidents, involving adults or children, occurring in school are officially recorded. St Joseph's takes the clear view that racism is not tolerated in any form. Incidents of racism will be dealt with in a stern manner and investigations will take place as to why the child is behaving in this manner. In all cases of racism, the Headteacher informs parents from both perpetrator and victim.

Special Educational Needs and Individual Behaviour Plans

Some children may experience difficulties with behaviour for a variety of reasons, including social and emotional, which may affect their ability to access the curriculum and impede their learning. It may be necessary to plan appropriate strategies to support learning and development through the production of an Individual Behaviour Plan (IBP). In these cases, children will be identified and placed on the school's special needs register. In some cases, should the strategies prove inadequate, it may be necessary for the school to apply for an Education and Health Care plan (EHC). In all circumstances, parents will be fully consulted and informed of procedures and outcomes. Harassment of pupils with a disability will not be tolerated.

Arrival and Departure from School

Pupils entering or leaving the school premises should behave in an appropriate manner. Whilst it remains the overall responsibility of parents to supervise their children before and after school, children are expected to continue to observe the school rules and dress code/ at all times whilst on the premises. Children may leave the school in PE kits if they have stayed for an after school activity requiring them to wear them. Pupils are expected to follow the school rules whenever they wear the school uniform for example walking home from school.

Lunch-time Procedures

Foundation Stage and Key Stage 1:

Children in Reception and Key Stage 1 are taken to the toilet and wash hands in preparation for lunch. After lunch children are supervised outdoors by EYFS staff and should not re-enter the school buildings without permission.

Pupils in Key Stage 1 are escorted into the building, to use the toilets and prepare for afternoon lessons, under the guidance of staff.

Key Stage 2 pupils are expected to stop when the staff on duty ask. Children will walk directly and sensibly into class, following instruction by the members of staff on duty.

Children are encouraged to demonstrate manners and courtesy in the dining hall. Children are expected to remain seated whilst eating and speak quietly at the table. Older pupils are encouraged to model good behaviour and are involved in supporting younger children during lunch-times.

Playground Equipment, Games and Activities

Outdoor playtimes provide invaluable opportunities for pupils to extend social and physical skills and abilities beyond the parameters of the classroom. Without appropriate supervision, planning and guidance, we recognise the potential for adverse effects upon pupils' behaviour. High profile is given to the role of staff who work during lunchtimes and staff have agreed an agreed code of behaviour. Children receive stickers for good behaviour. Incidents of inappropriate behaviour should not be seen as acceptable at any time and should be dealt with appropriately by staff. If in any doubt, incidents should be reported to the class teacher.

Incidents of violence or bullying are not tolerated in school and should be reported immediately to the deputy head or headteacher.

During playtimes and lunch-breaks, children are given access to a range of playground equipment for which they are responsible to collect and store away. All pupils are expected to show appropriate care and respect for school property and equipment. The appropriate members of staff on duty will deal with any instances of inappropriate use of equipment immediately.

Under the leadership of the PE leader, on the lunchtime playground they will organise games and activities. Staff on duty are also encouraged to seek opportunities to develop pupils' social skills through participation in activities, supporting and teaching pupils, as required.

Procedures for Wet Playtimes

During wet playtimes, children are expected to remain in their classrooms under the supervision of the duty teachers. Pupils in Nursery and Reception will remain under the supervision of staff in the Foundation Stage. Every classroom should contain a wet -playtime box, which should be used solely during wet break-time and lunchtime periods. This should contain a range of suitable games and activities to occupy children during these times. The boxes should be clearly labelled and accessible to children.

Code of Conduct for Adults in School

In accordance with our School Mission Statement and Catholic ethos, interaction between all adults, including parents, parent-helpers and school staff, is based on mutual respect, as stipulated in our 'Code of Conduct for Adults in School.'

Verbal or physical abuse towards staff is not tolerated at any time, (see Appendix 1).

Communication with Parents

We recognise the value in developing effective systems of communication with parents. In order to preserve a happy, secure environment for our children, we strive to maintain high standards of

behaviour at all times. We believe the involvement and cooperation of parents in supporting our school behaviour policy is essential for its success. Whilst the school operates an 'open door' policy whereby parents are encouraged to raise any concerns with the relevant member of staff or headteacher, it may not always be appropriate to address concerns immediately, eg. in front of pupils or parents, or in class.

On such occasions, parents will be requested to make an appointment to discuss any issues and can be assured that all concerns will be addressed promptly.

Policy reviewed: September 2025

Next review date: September 2026

Signed _____ Chair of Governors

Appendix 1 **Code of Conduct for Adults in School**

As a Catholic school, we recognise and value each individual, made in the likeness of God and should strive to apply the Gospel values of respect, justice and tolerance in our daily interaction with children and colleagues.

In order to achieve this we have negotiated and established a list of criteria, which guide us in our daily mission in contributing to a happy and successful learning community.

- **Be a positive role model for children, colleagues and parents.**
- Listen to and value each individual.
- Acknowledge the feelings and anxieties of others.
- Listen and respect the opinions of others during meetings and discussions.
- Maintain confidentiality at all times, including out of school hours.
- Never enter into discussion about individual children in public. Observe school protocol and refer any concerns to the appropriate member of staff.
- Avoid public displays of negative attitudes or behaviour, particularly in front of children.
- Praise and encourage children for their behaviour, efforts and achievements.
- Discussions about school matters should be conducted appropriately, in private, never in front of children or other adults.
- The school operates a 'whistle-blowing' policy to ensure consistency of practice in behaviour management and safeguarding all pupils, and preserving the positive well-being of staff.
- Respect the right of every child to privacy.
- Avoid discussion of individual children within the Staff room.
- **Never** discuss individual or groups of children in view or hearing of other pupils or adults. Show discretion and sensitivity.
- It is school policy that any incidents involving children or members of staff are dealt with by colleagues.

Communication with Parents

Parents can be assured that school staff will listen courteously, investigate and address any issues promptly, or refer the matter to the headteacher.

In discussing issues or concerns with staff in school, it is expected that parents are in agreement with the school ethos of respecting the dignity of other adults and children. **The school operates zero tolerance regarding any form of negative behaviour towards school staff, other adults or children either in public or in the use of Social Media.** Serious matters involving confrontation, slander, threatening behaviour or intimidation towards others on the school premises may result in the involvement of the school governors, who reserve the right to ban those responsible from the school premises.

In accordance with recommended guidelines, all incidents involving threatening behaviour or aggression towards members of staff are formally recorded and forwarded to the Chair of governors.

