



St. Joseph's Catholic Primary School

Mission Statement

We follow in Jesus' footsteps as we care for each other when we work, play and pray.

Behaviour Policy

St. Joseph's Catholic Primary School Care and Behaviour Policy Mission Statement

We follow in Jesus' footsteps as we care for each other when we work, play and pray. We believe the overarching principles of the 'MAC Behaviour Policy' and the key principles of our approach to behaviour management are:

- Firmly rooted in Gospel values and supports our mission to support all children in all schools
- Consistent with the teachings of the Catholic Church.

At St Joseph's Catholic Primary School, we expect the highest levels of behaviour at all times however as a Catholic school, based on our Gospel teachings, we believe in second chances and the opportunity to make amends. We believe that everyone – learners, staff, visitors and parents have the right to a safe, happy learning environment where everyone feels valued and can learn.

We do not tolerate discriminatory behaviour or any actions that endanger others or damage our environment. We believe that respect is earned and that everyone has a responsibility to maintain an inclusive, positive ethos. We will always listen and we will always be fair and we are committed to the idea that every day is a new day. Where we see a pattern of persistent poor behaviour, we will make every endeavour to properly investigate the route cause, putting in place the right package of support in order that every learner has the opportunity to restore and move on successfully, equipped with the skills to make better choices in the future.

Every day is a fresh start for all children, we take an approach in line with Emotional Literacy to educate the children along the lines of self-regulation and understanding their feelings and emotions prior to an event occurring. Whenever staff encounter behaviour that does not meet our high expectations, we will always refer to our mission statement based on Catholic Values and our Emotional Literacy approach.

How do we ensure positive learning attitudes?

High quality, engaging, well-pitched and appropriately challenging teaching and learning intrinsically manages behaviour. This is underpinned by robust relationships that we work hard to develop and maintain. There will always be outlying behaviours that will need extrinsic management but this will be minimal where relationships and teaching and learning are good. Where a learner displays behaviours that are not conducive to our learning environment, we will manage these in line with the process below.

Emotion Coaching

Emotion coaching is an evidenced based practice, adopted by the school, used when responding to children and young people's emotions. It is a way of interacting with children and promoting positive relationships. This strategy has been found to help children feel calmer and better understand emotions, learn to regulate, improve and take ownership of their behaviour. The approach supports practitioners to be more sensitive to children's needs when they become dysregulated, to create a more consistent response to children's behaviours, and to feel more 'in control' during incidents.

There are four stages of emotion coaching:

- Recognising, empathising, soothing to calm ('I understand how you feel, you're not alone')
- Validating the feelings and labelling ('This is what is happening, this is what you're feeling')
- Setting limits on behaviour ('We can't always get what we want')
- Problem solving with the children ('We can sort this out')

At St Joseph's this may be done using a range of different expertise including teaching staff or support from external educational and mental health professionals.

Ready, Respectful and Safe

Rewards

Carpenters coins for whole classes / year groups demonstrating will be awarded for when classes show that they are being ready, respectful or safe. All members of SLT reward groups with these.

House points for individuals who are demonstrating the keys to good behaviour are awarded with Bronze, Silver and Gold certificates handed out. There is also a Platinum Medal handed out to those that get the Platinum House point award.

There are two 'Behaviour Champions' per class. Their role is to speak to the class teacher if they notice anyone demonstrating any of the keys giving a reason. If the teacher agrees, a key is given for them to take home.

Small keys are provided to each class as rewards and taken home when keys are being followed.

A 'Good to be green' playtime for all pupils who have not received a red card during the half term is also arranged by SLT.

Sanctions

Stage 1

In the first instance, a verbal warning with an explanation about which key is not being followed is given.

Stage 2

If behaviour continues, a yellow card with a further warning about which key is not being followed is given. It is important that pupils are able to reflect and modify behaviour. Therefore, once a yellow card has been given as a warning, it should be taken away as soon as a pupil modifies their behaviour. This shows that everyone deserves a second chance and the virtue of forgiveness is emphasised. Receiving a yellow card does not stop a pupil having the 'good to be green' playtime at the end of the half term. Yellow cards might be verbal only or a piece of coloured card. A yellow card may be given again however if this becomes a repeatable pattern, the class teacher will inform the parents of that child.

Stage 3

However, if behaviour continues, a red card with an explanation about which key was not followed. A red card means that a pupil misses a lunchtime break. During this time, they complete a reflection sheet. This is signed by an adult as well as the child themselves and is scanned and added to cpoms. ***Class teacher will phone the parent(s) to inform them and keep a record of this conversation.*** The lunchtime is spent with a senior member of staff who will discuss their behaviour choices with them. If a red card is given, the pupil will also miss the 'good to be green' playtime at the end of the half term.

Stage 4

If 3 red cards are given, the phase leader and class teacher meet with parents to discuss behaviour and if considered appropriate, an individual behaviour plan may be put in place with SENCO support where needed. A phase leader behaviour letter is also sent home at this point. SLT to be informed in SLT weekly meeting.

Stage 5

If a further red card is given following a parent meeting, parents will receive a Final Warning letter from a member of SLT inviting them to meet with them and the Phase leader to discuss behaviour and the possibility that this might lead to suspension if behaviour is not modified. If not previously in place, an individual behaviour plan must be put in place at this point. This will be monitored and a member of SLT leading, will contact parents in 2 weeks to discuss any improvements or further work needed. At this point, the pupil will report regularly to the member of SLT leading to discuss behaviour and progress towards following the 3 keys of good behaviour. This will also be reported in weekly SLT meetings and placed on CPOMs. SLT reserve the right to move a child straight to a red card if the behaviour is deemed severe enough.

SLT reserve the right to move straight to a phone call or meeting with parents directly if they deem it necessary. SLT also reserve the right to use internal / external suspension or exclusion when needed as a last resort once all other avenues have been explored.

Stage 6 - Suspensions and Permanent Exclusions

Suspension and Exclusions from School: If a child displays continuously unacceptable behaviour and despite applying the various aspects of our Behaviour Policy, they still continue with breach the rules then the child may be suspended and then a permanent exclusion may follow. Any suspension or exclusion will follow the LA guidelines as detailed in the most up-to-date documentation available.

<https://www.gov.uk/government/publications/school-exclusions-guide-for-parents/a-guide-for-parents-on-school-behaviour-and-exclusion> [Accessed May 2026]

This policy is used alongside the MAC Exclusion Policy.

The Executive Principal or Head of School may exclude a pupil, or pupils from school in line with the MAC Exclusion policy.

Guidelines are laid down in 'Improving behaviour and attendance: guidance on suspension and exclusions from schools & Pupil referral units – September 2008; updated February '15; Jan '16; Sept 2022

At St Joseph's we believe that exclusion is a last resort.

We may exclude children for:

- Extreme or persistent violence to others
- Significant damage to property
- Persistent Racism
- Possession of an illegal substance
- Persistent disruption and application of our AD sanctions.
- Persistent or systematic bullying.
- A child who presents a safeguarding issue to others in our school community.
- Possession of an illegal or dangerous weapon

*Severe damage to property or arson Exclusions will follow the premise of fixed term 1 day, 3 day, 5 day, permanent. Police involvement may be necessary for serious or persistent misconduct. There may be amendments to this broad categorisation for SEND and safeguarding reasonable adjustments. We will consider the use of internal exclusion as part of this strategy. This will be on an individual basis. In some cases, where a duty of care exists as part of the decision to exclude, internal exclusion may well be used for welfare reasons but carry the same weight as an external exclusion (in terms of the procedure for exclusion if escalated) Permanent exclusion will be a last resort, however serious one-off incidents e.g. sexual harassment, extreme violence, theft, arson, vandalism, cyber bullying or threatening behaviour may result in a permanent exclusion.

Pupil Support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage as well as using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014). Whilst all pupils identified with SEND are covered under this behaviour policy, we recognise that pupils with SEND may require support, which is different from, or in addition to, that required by their peers in order to take full advantage of the educational opportunities available to all pupils. 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. Advice may be sought from external agencies to identify and support specific needs in order to further support a child with SEND displaying challenging behaviour. 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. The school will anticipate likely triggers of misbehaviour and put in place support to try to prevent them.

Online Safety

Schools have rights and responsibilities in relation to cyberbullying and we aim to work together to create an environment in which pupils can learn and develop safely, free from harassment and bullying. Cyberbullying will be handled as a community issue for the whole school. Incidences of cyberbullying outside school can affect children's behaviour in school. Parents have the right to raise concerns about issues of cyberbullying within and out of school. Parents should keep any evidence, screenshots, photographs, etc. and report them to a member of SLT. School can request that the perpetrator removes the offending comments. Where the perpetrator is known to be a current pupil, school will implement our mediation and sanctions as outlined in this behaviour policy and parents of the pupils will be involved and informed of this. At St Joseph's, we take measures in school to ensure pupils are kept safe from online abuse and inappropriate material, an e- safety curriculum is in place and delivered to the children across all key stages. Pupil access to the Internet is through a filtered service, which should ensure educational use made of resources is safe and secure, while protecting users and systems from abuse. Parental permission is sought from parents on entry to the school, before pupils access the internet. Further information on safer internet advice for parents can be found on the following website: <https://www.saferinternet.org.uk/advice-centre/parents-and-carers>.

Safeguarding and Behaviour

St Joseph's recognises that changes in behaviour or patterns of concerning behaviour may be an indicator of a safeguarding need. All staff will remain vigilant to signs that a pupil may be at risk of harm.

Where behaviour gives rise to safeguarding concerns, staff will follow the procedures outlined in the school's Safeguarding Policy and report concerns immediately to the Designated Safeguarding Lead (DSL).

All behaviour incidents with safeguarding implications will be recorded on CPOMS and monitored to identify patterns of risk. Behaviour incidents will be regularly reviewed by senior leaders to identify patterns, trends, and any underlying safeguarding concerns. This analysis will inform early intervention and support strategies.

Child-On-Child Abuse

Abuse is something which usually physically or emotionally hurts another person by using behaviour that is meant to scare, hurt or upset that person. Child-on-Child abuse can happen inside and outside of school – it can happen online or in-person. Staff teach children that it is important to let an adult know if they think they, or someone else, is being affected by Child-on-Child abuse.

Children know they can speak to an adult if they are unsure about what Child-on-Child abuse looks like. It is not always easy to identify abuse when it is coming from someone a child knows, such as a friend or a classmate, but it is really important to look out for the signs of child-on-child abuse and report it. Sometimes, people can act sexually towards others, and it might make them feel uncomfortable. This can happen online and face-to-face (both physically and verbally) and is never acceptable at any age. It might make someone feel scared, embarrassed, uncomfortable or upset. It could be:

- Calling someone sexual names
- Sexual jokes or teasing
- Being physical, like touching which makes someone feel uncomfortable, messing with their clothes, or showing pictures or drawings which are of a sexual nature
- Being sexual online, like sharing sexual pictures and videos, or posting sexual comments on social media
- Sexual threats or pushing someone to do something sexually that they don't want to or aren't ready for
- Someone making sexual comments, like telling sexual stories, saying rude things, or saying sexual things about someone's appearance or clothes

Adults who have concerns about any Child-on-Child abuse will address the incident, log it on CPOMS appropriately ensuring the DSL is informed. Any allegations will be investigated, then appropriate sanctions and pastoral support would be put in place accordingly for both the victim and perpetrator, this could include outside agencies.

This policy should be read in conjunction with:

- Safeguarding and Child Protection Policy
- Anti-Bullying Policy
- SEND Policy
- Exclusion Policy

Adopted by Local Governing Board: June 2026

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