



St Joseph's Catholic Primary School

Behaviour Policy

Through our loving God

We follow in the footsteps of St Joseph

Who helps us to be gentle, caring and hardworking.

As we learn together, we love, value and welcome everyone.

Date adopted: September 2026
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Policy owner: Headteacher



Contents

- Purpose and scope
- Principles and legal framework
- School vision, values and behavioural intent
- Roles and responsibilities
- Behaviour expectations and the behaviour curriculum
- Rewards and positive reinforcement
- Managing unacceptable behaviour, sanctions and procedures
- Exclusions (fixed-term and permanent) and lawful use
- Supporting pupils with SEND and reasonable adjustments
- Bullying, discrimination and peer-on-peer abuse
- Safeguarding and serious incidents
- Attendance and punctuality links to behaviour
- Staff training, induction and wellbeing
- Communicating the policy with pupils, parents and the community
- Monitoring, evaluation and policy review
- Appendix: templates, example routines and key questions for leaders
- Final note

Purpose and scope

- Purpose:
To set out how St Joseph's Catholic Primary School (including our Pre-School and wrap-around care) promotes high standards of behaviour that enable a calm, safe and supportive environment for learning, consistent with our Catholic vision and Gospel values.
- Scope:
- Applies to all pupils (including Pre-School, EYFS and wrap-around provision), staff, governors, volunteers, contractors and visitors while on site or engaged in school-organised activities, including off-site visits, residential and online behaviour where it affects school life.



Principles and legal framework

This policy aligns with:

- Education Act 1996, 2002 and subsequent amendments.
- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations.
- DfE guidance “Behaviour in Schools” (Sept 2022) and subsequent updates.
- Keeping Children Safe in Education (KCSIE) statutory guidance.
- Equality Act 2010 (reasonable adjustments for disability).
- Independent and maintained school duties for publishing behaviour policy and informing parents.
- OFSTED inspection framework (we follow the 2025 framework): Safeguarding, Inclusion, Curriculum and Teaching, Achievement, Attendance and Behaviour, Personal Development and Well-being, Early Years, and Leadership and Governance.

Principles:

- High expectations, consistency, fairness and predictability in application.
- Behaviour is taught like any important curriculum: explicitly modelled and practised.
- Reward positive conduct; sanctions are proportionate and restorative where appropriate.
- Support for pupils with additional needs, including those with SEND or who are disadvantaged.
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School vision, values and behavioural intent

- **Vision:**

As we learn together, we love, value and welcome everyone.

Behaviour supports children to be gentle, caring and hardworking in the footsteps of St. Joseph.

- **Intent for behaviour:**

- Create a calm, purposeful environment where all children can learn and flourish academically, socially, morally and spiritually.
- Ensure every child understands expectations and receives the support they need to meet them.
- Foster mutual respect, dignity and kindness across the whole community.
- Our Gospel values explicitly link to day-to-day expectations and routines.
 - What are three short, memorable behaviour statements to use across the school?



Roles and responsibilities

Governing Body

- Ensure there is a written behaviour policy and that it meets statutory requirements.
- Review and approve the policy annually and monitor its effectiveness.

Headteacher

- Implement the behaviour policy consistently, model expectations, support staff, and ensure national minimum expectations are met.
- Make decisions on serious incidents and exclusions in line with guidance.
- Report behaviour data to governors and stakeholders.
- The Acting Assistant Headteacher deputises for the headteacher for behaviour decisions during absence.

Senior Leaders (including Early Years lead and Pre-School manager)

- Drive whole-school approaches, provide bespoke staff training, oversee behaviour curriculum and interventions.
- Ensure Pre-School and EYFS practice align and transitions are effective.
- Senior Leaders audit behaviour implementation across class, Pre-School and wrap-around care by regular review of CPOMS incidences and discussions in SLT.

Class Teachers and EYFS Practitioners

- Teach and model behaviour expectations; implement daily routines; record, report and respond to incidents; use differentiated strategies for pupils with SEND.
- Provide high-quality classroom management and adapt the curriculum to remove barriers to good behaviour.

Support Staff, Wrap-around Care Staff

- Apply the behaviour policy consistently during all on-site interactions; report concerns and incidents to class teacher or DSL.

Designated Safeguarding Lead (DSL) and Deputies

- Ensure behaviour incidents that imply safeguarding risk are referred and recorded promptly and acted upon.
- As all wrap around care adults are school staff, CPOMS is used to record behaviour incidents that may be safeguarding concerns during out of hours activities.



Parents and Carers

- Support school expectations, engage with staff on behaviour matters, and signpost to support where needed.

Pupils

- Understand the school rules, take responsibility for their behaviour, and contribute positively to the school community.
- Behaviour expectations and the behaviour curriculum

Core expectations

- Ready to learn
- Respect for self and others
- Safe choices
- Reflect and repair

School routines

- Morning entry routine (including Pre-School).
- Start-of-lesson signals, transition expectations, lining up, movement around school, dining hall behaviour, playground routines, dismissal.
- Use of voice levels, equipment handling and classroom organisation.

Behaviour curriculum:

- All pupils explicitly taught expected behaviours (assemblies, PSHE/Catholic Life lessons, circle times, restorative conversations).
- Behaviour taught progressively through Pre-School, EYFS and KS1/KS2, with clear links to oracy, reading and writing expectations.

Rewards and positive reinforcement

• Reward system principles:

- Use consistent, frequent, timely praise and recognition.
- Combine whole-school, class-level and individual rewards
 - EYFS – Terrific Teddy Award, Stamps
 - KS1 – Pot of Gold Award, Stamps
 - KS2 – Pot of Gold Award, House Points and Merit Marks
 - Whole School: Headteacher Award (based on gospel values)
- Ensure rewards are meaningful and accessible to **all** pupils.



Managing unacceptable behaviour, sanctions and procedures

- **Philosophy:**
 - Sanctions are used to restore standards and relationships. They are proportionate, consistent and designed to help pupils reflect and improve.
- **Graduated response**
 - Stage 1: Gentle reminder of expectation; private reminder; non-verbal cues.
 - Stage 2: Explicit warning; specify behaviour and consequence; short restorative conversation.
 - Stage 3: Time-out within classroom or brief time out to partner class for reflection; record on CPOMS.
 - Stage 4: Senior leader involvement; formal meeting with parents; targeted behaviour plan and monitoring.
 - Stage 5: Fixed-term suspension (where necessary); in extreme cases, permanent exclusion following DfE guidance and LA processes.
- **Recording and reporting:**
 - All incidents must be recorded proportionately using CPOMS. DSL to be alerted where safeguarding concerns arise.
- **Removal from classroom:**
 - Staff may use time out from a class for a limited time. a pupil for calm down, reflection or to allow learning to continue. This must be reasonable, recorded and supervised.
- **Use of reasonable force:**
 - Staff may use reasonable force to prevent harm, in line with DfE guidance **"Use of Reasonable Force/Restrictive Interventions."** Any physical intervention is recorded and parents informed.
- **Sanctions for Pre-School and EYFS:**
 - Age-appropriate, immediate restorative language; brief removal from activity with adult support and returned after reflection.
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Suspensions and Exclusions

- Suspensions and exclusions will follow the statutory DfE guidance and LA procedures.
- Before suspension or exclusion, leaders must consider alternative strategies and reasonable adjustments for pupils with SEND.
- When suspension and exclusion is used:
 - Parents receive written reasons, duration and information on right to appeal and reintegration arrangements.
 - Reintegration meetings always conducted after fixed-term exclusion with a plan to support successful return.

Supporting pupils with SEND and reasonable adjustments

- **Principles:**
 - Identify and plan for pupils whose additional needs mean they require reasonable adjustments to expectations, support or sanctions.
 - Use EHCPs, behaviour plans, individual risk assessments and multi-agency input where needed.
 - For pupils at risk of exclusion, provide early targeted interventions.
- **Strategies:**
 - Differentiate behaviour curriculum, visual timetables, sensory breaks and adult mentoring,
 - Advice from Esset Outreach, the Educational Psychology Service and Inclusion Partner will be gained as appropriate.

Bullying, discrimination and peer-on-peer abuse

- **Definitions and zero-tolerance approach:**
 - Bullying (including cyberbullying), prejudice-based incidents, derogatory language and sexual harassment/abuse are not tolerated.
- **Procedures:**
 - Report, record, investigate quickly and proportionately. Support both victim and perpetrator with restorative and safeguarding measures.
 - Follow DfE guidance "Preventing and Tackling Bullying" and KCSIE.
- **Monitoring:**
 - Regular audits of incident types and trends; pupil voice and surveys; parental reporting routes.



Safeguarding and serious incidents

- **Safeguarding link:**
 - Behaviour incidents can indicate safeguarding risk. Staff must escalate concerns to DSL immediately.
- **Serious incidents:**
 - Procedures for violent incidents, sexual misconduct and alleged criminal behaviour: secure safety, notify DSL, record facts, involve police/children's services where necessary, inform parents (unless doing so would place a child at greater risk).
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- **Off-site and online behaviour incidents:**
 - Off site and online behaviour incidences are managed through the hierarchy of unacceptable behaviours appendices.
- **Search, screening and confiscation:**
 - Implement DfE guidance on searching pupils and confiscation of prohibited items. Records kept of searches and items handed to police.

Attendance and punctuality links to behaviour

- **Rationale:**
 - Strong attendance supports positive behaviour and achievement. Behaviour policy aligns with attendance procedures.
- **Actions:**
 - Clear routines around registration, punctuality expectations, and consequences for persistent lateness.
 - Early intervention for poor attendance and liaison with families to address barriers.
 - Behaviour and attendance data will be triangulated to identify pupils or families needing support.



Staff training, induction and wellbeing

- **Staff development:**
 - Induction for new staff and regular CPD on behaviour management, de-escalation, restorative approaches and supporting pupils with trauma/SEND.
- **Wellbeing:**
 - Systems to support staff after physically or emotionally challenging incidents (debrief, counselling).
- **Communicating the policy with pupils, parents and the community**
- **Publication:**
 - Policy published on school website and provided to parents annually
- **Engagement:**
 - Parent information sessions, pupil-friendly behaviour charter, classroom displays, and regular updates in newsletters.
- **Partnership:**
 - The school expects parents/carers to support behavioural expectations and to work with staff to resolve issues.



Monitoring, evaluation and policy review

- **Monitoring:**
 - Leaders will monitor behaviour records, suspensions & exclusions, restorative outcomes, rewards distribution, and equity of application (by pupil groups, including SEND and disadvantaged).
 - Regular learning walks, classroom observations and pupil voice activities to evaluate culture.
- **Reporting:**
 - Termly behaviour report to governors including incidents, patterns, exclusions and actions taken.
- **Review:**
 - Policy reviewed at least annually or sooner in response to incidents, legislative change or OFSTED findings.

Appendix: templates, routines and key documents

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- Hierarchy of unacceptable behaviours
- Example daily routines: morning entry, start of lesson, transitions, playground.
- Restorative conversation prompts for staff.
- Example individual behaviour plan / risk assessment template for pupils with SEND.

Related procedures and documents

- RE Policy
- RSE Policy
- PHSE Policy
- Online Safety Policy
- Safeguarding policy and KCSIE Part 1 arrangements
- Anti-bullying policy
- Exclusions policy and LA guidance
- SEND policy and EHCP processes
- Restraint and reasonable force guidance
- Searching, screening and confiscation guidance
- Attendance policy