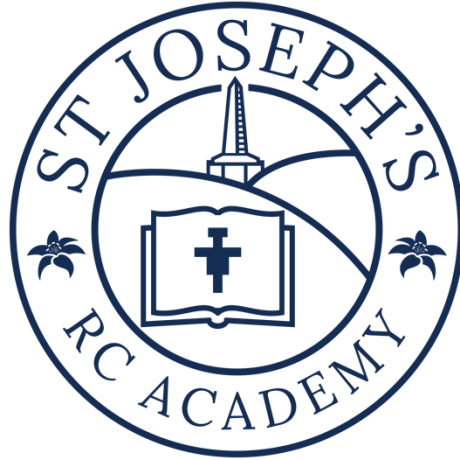


St. Joseph's RC Academy



Behaviour Policy

Updated October 2025
To be revised October 2026

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As a Catholic community we come together to celebrate our love of God and each other, by following Jesus' example of love, forgiveness and truth.

- We provide a safe and happy school recognising the achievements, talents and personal worth of every child.
- We nurture our children in the spirit of peace and reconciliation, encouraging the values of love, care and respect within all our relationships.
- We encourage our children to be responsible by caring for the world that God created and by being aware of those in need in the wider community.

Introduction

We hold a firm belief that children both like, and deserve to have a happy, calm and orderly atmosphere. We believe that this must be a school where people care about each other and feel good about ourselves. This is hallmarked by good, positive, healthy relationships. Good behaviour both encourages this and comes out of this. To make this happen, we need to ensure that fairness is in place through the implementation of our Equal Opportunities Policy. We need to ensure that children themselves understand the need for equality, justice and fairness and also need to ensure they fully understand and know the concept of right and wrong. In this sense, they need to know “where the boundaries lie” and “where the line is drawn” on unacceptable behaviour. However, we also firmly believe that the most powerful tool to achieve this is in the promotion, recognition and reward of good behaviour. Every child is God-made and God-given. We believe, therefore, in the inherent goodness of each child. No child is born “not good” but is made in the image of Christ. A multitude of things from Nurture to Nature, from experience to lack of it, impact upon the ability to sustain good behaviour all of the time. Indeed, we know nobody is perfect and consequently know that from time to time a child will slip up and demonstrate behaviour which is not so good. However, we equally believe in the concept of reconciliation. Whilst we may pull a child up for inappropriate behaviour sometimes – and when we do this it is because we care about them, we also believe in showing a child a way forward and in ensuring they experience the Spirit of forgiveness. This is in the spirit of our School Mission Statement and is at the heart of our School's faith foundation.

We are acutely aware of the trauma some of our pupils have experienced since March 2020 due to the Coronavirus pandemic and our Behaviour Policy has been revised significantly in September 2021 to reflect additional training that has been undertaken by the school to support children through this challenging experience. The policy now reflects the whole school approach to trauma-informed practice, considering the need to address regulation (co-regulation) cognitive difficulties, social relationships, responding to pupil voice and supporting families with the changing narrative of the current situation. There is some movement away from 'behaviour management' with the highest emphasis on rewards and sanctions, towards developmentally-based relational management that is relational, empathic and aims to understand behaviour in light of a child's prior experiences.

Aims of the Behaviour Policy

- To ensure that the way we behave and act is inspired by the teachings of Christ
- To create an environment which encourages, reinforces and rewards good behaviour.
- To create a calm atmosphere where people care for each other and treat each other with justice, equality and fairness, in the way they would like to be treated themselves
- To define acceptable standards of behaviour
- To maintain a school which children enjoy coming to in which they know they will be safe
- To encourage consistency of response to both positive and negative behaviour.
- To promote self-esteem, self-discipline and positive relationships.
- To ensure that the school's expectations and strategies are widely known and understood.
- To encourage the involvement of both home and school in the implementation of this policy.

- To maintain the optimum atmosphere for learning
- To keep this school a happy one

School Ethos: Christ As Our Role Model

The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children. Children learn better not from what an adult tells them, but from what they see and know about that adult. Christ-like relationships with love, tolerance, forgiveness, patience and understanding must be the things children learn from adults in this school

As adults we should aim to:

- Create a positive climate with realistic expectations
- Show interest in our children and allow each of them to have their own voice, expressing emotions as well as opinions
- Show patience, empathy, care and love
- Set that example in our relationships with each other
- Emphasise the importance of being valued as an individual within the group;
- Promote honesty and courtesy, through example;
- Provide a caring and effective learning environment;
- Encourage relationships based on kindness, respect and understanding of the needs of others;
- Ensure fair treatment for all regardless of age, gender, race, ability and disability
- Show appreciation of the efforts and contribution of all.

A Climate for Behaviour

When poor behaviour does occur, it is essential that adequate time is given to understand some of the possible causes and in this way, we can hope to address the root of the problem, even if this cannot be immediate. We are not lowering our expectations of behaviour in any way but must recognise that children are exposed to different climates for behaviour from one another away from school and have also had different experiences in their life to date. Sometimes, it is not just about rewarding good behaviour or dealing with poor behaviour, it is about carefully planning and creating a suitable climate, controlling it effectively and showing certain attributes ourselves. This may be through ensuring we have effective planning and excellent management of both learning and playtime situations as well as creating individual behaviour plans that accommodate the needs of a child at that time. As a school, we are also aware that mental health issues have grown exponentially during the Covid-19 era and the symptoms of mental health issues could be largely ignored or misinterpreted as temper, tantrums, laziness, disobedience or non-compliance. More than ever, children, especially the most vulnerable, need support to recover their sense of well-being and rebuild trusting relationships.

School Rules

Rules should be kept to a minimum. Rules should not be in place for rules sake, but should be agreed upon WITH children so that they know they are there to maintain a happy and safe environment for all. These are the rules our children have agreed upon with us:

We will:

1. Be ready (to learn, try our best and follow in the footsteps of Jesus).
2. Be respectful
3. Be safe.

These 3 simple rules amalgamate Paul Dix's theory for creating the best environment for positive behaviour with our own School Mission.

Praising & Encouraging Good Behaviour

This is placed first in our policy as this is where the greatest emphasis must be placed and enacted. Praise is powerful and impactful. Positive language can lift, elevate, raise up, positively shape perspective, attitudes, beliefs, feelings, expectations, and provide a positive lens for a child.

Clear expectations of good behaviour are laid out and discussed. Anti-social behaviour is actively discouraged, and mutual respect promoted. Social awareness and understanding the needs and rights of others is taught as part of the curriculum, particularly in personal, social, health, citizenship and economic education, Religious Education and collective worship. In light of the pandemic, self-esteem is audited within our year groups and intervention to address the greatest areas of need take place. Children are encouraged to take responsibility for their own actions and to make amends for any disruption or unhappiness they might have caused. Where appropriate, good behaviour is praised either privately or publicly. High standards of behaviour are set through the example of the adults and children in the school. Children are encouraged to help each other to behave correctly and to support those who have difficulty in doing so. Specific measures in place also include:

Awarding of Team Points (Dojos)

Children are placed in one of four Houses and are awarded points for good manners, good behaviour, effort and courtesy. These must be used as a consistent system across the school and shared with the children

Team Meetings

- Team points should be publicly shared and rewarded with applause and stickers in House meetings
- Accumulation of points leads up to a Team winning the Team Trophy (team effort)

Assembly

- Public acknowledgement in assembly through the awarding of individual trophies/ awards
- Public acknowledgement and sharing of success and good behaviour with specific children and instances singled out
- Awarding of school Team Point Trophy representing a whole school team effort to accumulate enough points for a team to win the trophy

On the Spot Reward

- Use of stickers and team points by a teacher in class
- Use of stickers/certificates by mid day supervisors
- Spontaneous public praise

Informing Parents

- Verbally and casually
- In writing, (not just reporting when behaviour is not good)

Sending to The Headteacher

- For added praise
- For a Headteacher's Award

Dealing with Poor Behaviour

We want children to both know and to understand when they have done wrong and we are not happy with their behaviour. They also need to learn that there is usually a consequence that something happens if they have behaved inappropriately. In essence: -

- Minor Problems will be dealt with by the Class Teacher, with the support of the paired class teacher if necessary;
- More serious offences by the Senior Leadership Team;
- Most serious offences will be brought to the attention of the Headteacher.

We want parents to be involved in helping their child to behave well. The behaviour in this school is a result of that partnership. Parents have the responsibility in ensuring that the Behaviour Policy is supported and that it is reinforced at home.

Behaviour & Trauma or Special Needs

We acknowledge that sometimes, disruption and also patterns of behaviour may not be strictly a "poor behavioural issue".

As a trauma informed school, we are aware that we do not work simply with a series of sanctions 'to fit the crime' but work hard to better understand repeated incidents of poor behaviour, working as a 'team around the child', combining staff in school as well as parents, to address the needs of the child that is leading to the behaviour displayed.

In considering how this policy is applied, each professional in the school should always have high expectations for every child and should also strive to ensure good behaviour is within at least acceptable norms. This is because we want every child to become a happy and productive member of society who is well equipped to fit in with society in later years.

However, it is accepted that if a child is believed to be experiencing trauma or has SEN needs, then this will be considered alongside this policy and where necessary, advice from the SENCO or the Headteacher may be sought.

A series of sanctions are available to staff as an appendix to this policy and serve as a guide for proportionate sanctions, enabling consistency in expectations, however, it will always be a professional decision to ensure any sanction is appropriate for the child's individual circumstances and their stage within the 'developmental lens'.

Other policy documents – such as the Accessibility Policy and Plan, the SEN Policy and Equality Policy may also be considered.

However, without exception, we will expect safe behaviour and good behaviour – not just for the sake of an individual child, but also for the sake of those for whom their behaviour might impact (by example by way of harming others or disrupting learning).

The guide or 'Blue Print' for our expectations is set out in the table below: this serves for consistency in standards across the school.

No matter what the offence, this school firmly promotes reconciliation. A child must always be able to enjoy and experience forgiveness and renewed friendship. If a sanction has to be used, then the person responsible for issuing it must ensure that this is done in an appropriate manner and without "personalisation involved". We may not love the behaviour – but we will not stop loving the child.

Additional action from SLT:

If a child has been required to be sent to their paired classroom on three occasions as recorded on CPOMs within a term (usually around a 14 week period) parents will be informed by SLT and information about these incidents will be discussed with parents, have they not already been done so. At this meeting, specific behaviour targets will be set using the school proforma, to measure marked improvements prior to the review.

From this point, reviews of children's behaviour will be carried out between class teachers and parents at least every two weeks and a pupil may be placed on an individual school behaviour report if this is considered appropriate.

If this behaviour continues, depending on the level of progress being made, internal exclusions, suspensions and permanent exclusions will be considered.

As a school we try to work on a stage by stage approach to sanctions, however this is not always possible. At times staff will need to go straight to stage 4, especially if another child has been hurt and there was no time for stages 1 to 3.

Restorative justice is always used; children will be asked to own up, be honest and apologise to others. Children may be asked to write an apology or tidy a mess that has been made by them.

Recording

All significant behavioural incidents are recorded on and monitored through CPOMs. All CPOMS logs will be received by the SLT and actioned where required. These behaviour records are categorised by the nature of the incident. Our behaviour categories are;

- Behaviour incident – online
- Behaviour incident – physical (towards staff or pupil)
- Behaviour incident – sexual behaviour
- Behaviour incident – verbal

- Child on child abuse – bullying allegation
- Child on child abuse– lgbt
- Child on child abuse – online abuse
- Child on child abuse – physical harm
- Child on child abuse – racist
- Child on child abuse – SEND abuse
- Child on child abuse – Sexual violence and harassment

Behaviour incidents across a half term are monitored and actioned by the SLT / DSL's.

Internal Exclusions

For an internal exclusion children will work in isolation in a quiet space in school, where possible the child will do the class' work from the day. Where not possible children will be given achievable activities to complete. Parents will be contacted and the reason for an internal exclusion will be given. The child will not spend breaks or lunchtimes with their class but will be given an opportunity for breaks and rest times. Parents / carers are expected to see the Class Teacher at the end of the day to recap, discuss the day and discuss points for moving forward.

Suspensions

A suspension is seen as a last resort after all other attempts to modify behaviour by restorative intervention, and adjustments to meet the needs of the child, have failed. It is hoped that a suspension will rarely be needed. It will however, be necessary to have the option to suspend any child who remains unable to correct behaviour after all other approaches have been tried and is still therefore, disrupting the learning environment, or posing a danger to others.

Suspensions are the sole responsibility of the Headteacher.

The Headteacher will report to the Chair of Governors, the governing body and the Local Authority all suspensions irrespective of their length.

Parents will be contacted immediately and informed in writing if their child is suspended for any period of time. Parents will also have the reason why explained in the letter; the number of days (school days only) and the name of a contact for advice. Work will be provided for the first 5 days of suspension. From day 6, suitable education will be provided by the Academy Trust. Parents will have explained to them in a letter a date and time for a reintegration meeting prior to re-entering school.

The parents will be informed, in writing and orally, of their right of appeal.

If pupils are open to children's social care or virtual school, school will notify the children's social worker and/or virtual head of the suspension.

Where a suspension is recorded the reason will fall within one of the following categories:

- PP Physical assault against a pupil
- PA Physical assault against an adult
- VP Verbal abuse/threatening behaviour against a pupil
- VA Verbal abuse/threatening behaviour against an adult
- OW Use or threat of use of an offensive weapon or prohibited item
- BU Bullying
- RA Racist abuse
- LG Abuse against sexual orientation and gender identity
- DS Abuse relating to disability
- SM Sexual misconduct
- DA Drug and alcohol related
- DM Damage
- TH Theft
- DB Persistent or general disruptive behaviour
- MT Inappropriate use of social media or online technology

Permanent Exclusions

Permanent exclusions will result in the Headteacher notifying the Local Authority by telephone and in writing.

The governing body, which has the right and the power to redirect the Headteacher to reinstate a permanently excluded pupil or confirm the exclusion, will immediately convene a meeting to consider the exclusion and any representations made by the parents. The governing body must meet within 15 school days and allow any representation by parents and pupils where appropriate. They must also notify the Local Authority of their decision within a maximum of 15 school days from the date of the permanent exclusion.

Children with Specific Behaviour Difficulties and Behaviour Plans

We acknowledge and understand that all children have different needs and that some children find managing their own behaviour more difficult than others due to a wide range of different reasons. We work from the philosophy that we achieve fairness by meeting each child's individual needs rather than by treating every child the same. Whilst we don't use this to excuse inappropriate behaviour, we do seek to understand the reasons behind the behaviour.

In some cases, it may help the child if they have an individual behaviour plan. These plans are based on a wide range of evidence gathering including observations of the child in class. Such plans are usually prepared by the class teacher and the child in consultation with the SENDCo and the child's parents. The plans set clear targets for the child and are reviewed regularly to monitor the progress being made. Where a child with specific behavioural difficulties are at risk of suspensions or where they start to accrue suspensions, school should consider early review of any EHCP in place.

On occasion, some children may need physical intervention. When it occurs, SLT and additional members of staff are trained in Team Teach and when these strategies are used it will be recorded under Team Teach on CPOMS. www.teamteach.co.uk

Children who may possibly leave the school premises without permission will be covered by specific strategies and arrangements agreed with parents and the child as part of their Individual Behaviour Plan.

Our overall aim in this process is to produce a happy, safe and secure environment for all children. We want them to be valued as an individual and for the child to take responsibility in managing their own behaviour.

Teachers have the right to teach and children the right to learn.

	Behaviours	Sanctions by Class Teacher
Level 1	<ul style="list-style-type: none"> Wandering about Calling out Interrupting the teacher Talking at inappropriate times Pushing and shoving in the line Irritating other children Interrupting other children 	<ul style="list-style-type: none"> Speak to child Eye contact Reminders Give child choices e.g. Either stop talking or sit somewhere Change seating arrangement Sent to play elsewhere or with someone else Asked to apologise for behaviour

Anything that is dealt with at level 2 and above should also be recorded on CPOMs		
Level 2	<ul style="list-style-type: none"> Not responding to teacher Disruptive behaviour Deliberately causing a disturbance General refusal to do anything e.g. <ul style="list-style-type: none"> Carelessness Dawdling Cheeky, off-hand comments Minor challenges to authority Annoying other people Silly or irritating name calling Mild, one-off swearing behaviour 	<ul style="list-style-type: none"> Separate child from scene or other children involved Key Stage Leader or Deputy Head involvement Informal contact with the parents by class teacher Exclusion for a period from a lesson Send to a paired classroom Write a letter of apology or apologise verbally Complete unfinished work in own time e.g. playtime Possible temporary withdrawal of a privilege e.g. netball practice.
Level 3	<ul style="list-style-type: none"> Deliberately throwing objects with the intention of breaking them Harming someone Deliberately damaging school or personal property Leaving class without permission Repeated refusal to do set tasks Continued and serious cheeky responses Serious challenges to authority Harmful or offensive name calling, including racial remarks More serious or repeated swearing Verbal abuse of a child One-off bullying or manipulative behaviour <p>Repeated incidents at this stage will result in moving to stage 4.</p>	<ul style="list-style-type: none"> Referral to paired class, SLT or Headteacher Formal letter to or contact with parents Head or Deputy Head begins to keep record of incidents Class teacher to inform parents In the case of a racial incident, the appropriate racial incident form will be completed and submitted to the LA Possible exclusion from classroom for a period of time Possibility of parent involvement in school e.g. working with their child Possible lunchtime exclusion for a specified period of time Possible placing on SEN register for emotional and behavioural difficulties Consider putting in place an individual behaviour plan.
Level 4	<ul style="list-style-type: none"> Repeatedly leaving the classroom without permission Fighting and intentional physical harm to other children including sustained or violent assault Throwing large, dangerous objects Serious challenges to authority <p>Repeated incidents at this stage will result in moving to stage 5.</p>	<ul style="list-style-type: none"> Immediate removal of offender from scene Immediate involvement of Headteacher or Deputy Head Headteacher keeps a record of incidents Telephone call or letter to parents and meet with SLT as soon as possible Possible lunchtime exclusion Possible fixed term exclusion
Level 5	<ul style="list-style-type: none"> Leaving school grounds (or attempting to) without permission Verbal abuse of any staff Vandalism Stealing Bringing unacceptable items into school Persistent bullying, including racial harassment. Extremely dangerous or violent behaviour Very serious challenges to authority Repeatedly leaving school grounds (or attempting to) without permission Physical abuse of any staff member 	<ul style="list-style-type: none"> Immediate removal of offender from scene Immediate involvement of Headteacher (or Deputy Head if Head is not available) Headteacher keeps a record of incidents Telephone call or letter to parents and meet with them as soon as possible Referral/ notification to local authority Fixed term/ permanent exclusion For repeated stage 5 behaviour, permanent exclusion may be considered Pastoral support programme set up after several fixed term exclusions or rapidly deteriorating behaviour and where there is a risk of permanent exclusion.

Parallel procedures to the above apply for official out of school activities and extra-curricular activities

Permanent removal of a pupil is rarely used by Governors. Normally, this would follow a history of poor behaviour, extremely violent behaviour and failure to respond to other sanctions or support strategies.