

St Joseph's Catholic Primary School - Wesham

Behaviour Policy V2.

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Groups Involved In Discussion	Headteacher Governors All Staff All Pupils Parents

Mission Statement



St Joseph's Catholic Primary School is a welcoming Christ centred community where God's love is present in all that we think say and do.

Our school is a safe, happy place where every child is cherished, respected and valued. We inspire and guide each other to be the best we can be.

Through Christ's love, we embrace our sense of community, our faith, our children, our families and our opportunities to learn.

"Aspire not to have more, but to be more"

Saint Oscar Romero

Revision History

Document Revision	Reason For Change	Date	Date Of Next Review
Version 2	Update to current practice	October 2023	October 2025
	No change	January 2025	Spring 2027

Contents

1. Aims
2. Rights & Responsibilities
3. Beyond the School Gate
4. How we encourage good behaviour
5. Whole School Rules
6. Home School Agreement
7. Extreme behaviour
8. Exclusions
9. Banned items in school and searches
10. Recording and reporting arrangements
11. Other Relevant Policies

Appendix A: Code of Conduct

Appendix B: The Jesuit Pupil Profile

Appendix C: Restorative Approaches

Appendix D: Home-School-Child Agreement

Appendix E: Example of a Graduated Approach to Negative Behaviours linked to SEMH

Appendix F: British Values

1. Introduction

Kind words, kind actions, kind hands.

John 13:34 "And now I give you a new commandment: love one another. As I have loved you, so you must love one another."

At St. Joseph's we provide a Catholic, Christian setting, in which all pupils are valued and encouraged to develop confidence and self-discipline.

It is our Mission to foster the growth of commitment to the love and service of Christ through the teaching and practices of the Catholic Church. To enable this we believe it is our responsibility to ensure that our school is a welcoming place, where all individuals are encouraged to work together as a team, showing care, tolerance, honesty, common sense and the ability to forgive and be forgiven. We would define our school community as including the Governors, Staff, Pupils, Parents and The Parish.

We aim for a high standard of behaviour and respect, recognising and regarding children for both academic and non-academic achievements believing that a positive approach encourages everyone to give of their best.

We are aware that we share responsibility for the children in our care and make every effort to provide the same level of care which any responsible parent would be expected to give. We expect that parents will have taught their children to respect other people's feelings and property. Parents play the most important role in teaching children how to behave in an acceptable manner and this begins at home. School continues to reinforce positive values in conjunction with home. We aim to ensure that good models of behaviour are rewarded and that inappropriate behaviour is dealt with firmly but fairly.

Our policy is framed in such a way as to encourage and reinforce courteous and civilised behaviour; every opportunity is taken to support self-discipline, whereby pupils are personally involved and accept responsibility for their own actions and behaviour.

Matthew 7:12 *"Treat others as you want them to treat you."*

2. Aims

- To ensure that all our pupils live and learn in a **compassionate** and **loving** environment.
- To ensure that all our pupils are **curious** and **active** in their learning at school and engagement with the wider world.
- To ensure that pupils are **intentional** and **prophetic** in the way they live their lives through showing respect and care to any individual with whom they have dealings, including fellow pupils, staff and parents.
- To develop the children's **discernment** through understanding the value and the need for a code of conduct within the school.

- To encourage the children to be **truthful** exercising self-discipline and differentiate between appropriate and inappropriate behaviour.
- To encourage all children to be **eloquent** taking responsibility for words and actions.
- To develop **compassion** and forgiveness in all members of our school community.
- To ensure that all members of the community have opportunities to be **learned** and rectify any lapses in responsible behaviour identifying a way forward and be supported in making a fresh start developing inner **wisdom** to improve things for the common good.
- To have clear expectations and clear procedures, which are followed to ensure that all incidents are dealt with consistently and fairly. In September 2019 we adopted the Jesuit Pupil Profile, focusing on a couple of virtues each half term. (See appendix B Jesuit Values).
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3. Responsibilities desired from all members of the school community

Staff and Governors	Pupils	Parents
To lead by example To be consistent in dealing with children To promote the aims and values of the school among the children To have high expectations of the children To meet the educational, social and behavioural needs of the children To provide a stimulating and enriched curriculum which focuses on the whole child To communicate clearly and consistently with parents and children the schools' expectations	To be aware of and act upon the School Code of Conduct as set out in the Home School Agreement at all times: To support and care for each other To respect each other's property and work To listen to and respect the opinions of their peers To take responsibility for their own action or inaction To do as instructed by all members of staff (teaching, non-teaching and visiting)	To be aware of the school's values and expectations as signed by them in the Home School Agreement upon entry. To support the values and expectations of the school To ensure children arrive and depart school on time To keep children at home when they are ill To provide the school with a written explanation of reason for any absence To provide the school with an emergency contact number To attend Parents' Evenings and support the school by communicating in addition to these if required

4. Rights & Responsibilities

We believe in teaching children that with rights come responsibilities:

You have the right to...

- a safe environment
- voice your opinion

You have the responsibility to...

- follow safety rules
- listen to and respect the opinions of others

- use school books, materials and resources
- fair treatment
- a good education
- look after school books, materials and resources
- treat others fairly
- to do your best and not disrupt others learning

5. **Beyond the School Gate**

Whilst this behaviour policy refers mainly to the behaviours of pupils within the school premises, the school reserve the right to discipline beyond the school gate whilst taking part in any school organised or related activities, travelling to or from school whenever in school uniform or in some way is identified as a pupil from St Joseph’s Catholic Primary School.

6. **How we encourage good behaviour**

<p>Rewards</p> <ul style="list-style-type: none"> • Headteacher Awards • Virtues Awards identified by peers • House points/class dojos • Stickers, stamps, smiley faces • Headteacher mini-mentions • Class awards e.g. Marble in the jar • Weekly Celebration Assembly 	<p>Strategies to support behaviour management</p> <ul style="list-style-type: none"> • Assertive language to develop self-esteem • Non-verbal approval • Send to colleague for praise • Share success with parents • Weekly House Point winners shared • Gardeners & seed (YR & Y6 Buddies) • Prefects, school council reps, Mini-Vinnies • Code of Conduct
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<p>Low level behaviour management strategies</p> <ul style="list-style-type: none"> • Assertive language to address unwanted behaviours • The Look! • Broken record (name, repeat simple instruction) • No blame approach (i.e. use the child’s name I feel ... when you ... so that) child’s behaviour is challenged and the child has the opportunity to respond • Giving a choice • Directed Time Out 	<p>Sanctions</p> <ul style="list-style-type: none"> • Loss of privileges • Class reorganisation e.g. sitting arrangements • Time off playtime • Work doesn’t go away message – work to be completed at break times • Self-directed timeout • Move to another classroom • Intervention RWART (Right Word At the Right Time) with parents/carers
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| | <ul style="list-style-type: none">• Intervention – Senior Teacher• Intervention - Headteacher |
|--|--|

Learning:

Missed or insufficient work will be completed with an adult at break time in the classroom.

7. **Whole School Rules**

- Show RESPECT to yourself, others and property
- Be ready to learn
- Use an appropriate voice for the space where you are
- Follow instructions first time
- Move around the school sensibly
- Follow the teaching of Jesus in Matthew 7:12 *“Treat others as you want them to treat you”*

8. **Home School Agreement**

In an effort to improve the quality of the relationship between parents, teachers and pupils, the school operates a Home School Agreement, which is signed by parents and teachers and forms a contract between the two parties outlining their role in the pupil’s whole education. Parents are reminded of this annually at the first parents evening.

9. **Extreme behaviour**

All incidents of racial, homophobic or bullying nature, violence to another, threatening and repeatedly disruptive behaviour will be referred to the Senior Leadership team to intervene and will be recorded electronically on CPOMS. Behaviours causing concern will be communicated to parents and the incident will be discussed with the child and their family, with non-negotiable sanctions.

If a child’s behaviour has been out of control, violent or abusive to another adult or another child and/ or the child/ family refuse to engage with the school and its behaviour policy, this will result in a fixed term exclusion between 1 and 5 days and will be logged as such. This can only be agreed by the Headteacher. The parent must meet with the Headteacher and any other persons involved to debrief the incident with the child upon return from the fixed exclusion. All exclusions and incidents will be logged, monitored by the SLT (Senior Leadership Team) and kept on the electronic file on CPOMS. Exclusions are also reported to the local authority.

10. **Exclusions**

The Headteacher reserves the right to exclude children for disciplinary purposes who do not conform to our expectations of appropriate behaviour and will only do so following LCC Pupil Access Advice and in line with statutory guidance from the government. Full details can be found in: [Behaviour in Schools guidance](#)

11. **Banned items in school and searches**

Only the Headteacher, or a member of staff authorised by the Headteacher, can carry out a search. The Headteacher can authorise individual members of staff to search for specific items, or all items set out in the school's behaviour policy. Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the school or among pupils.

The list of prohibited items is:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- Cigarettes/tobacco items/vapes/snus;
- Drug paraphernalia (including balloons, small gas canisters, syringes)
- Fireworks;
- Indecent images

A search can be considered if the member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed. Before any search takes place, the member of staff conducting the search should explain to the pupil why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions.

A member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers. The person conducting the search must not require the pupil to remove any clothing other than outer clothing. 'Outer clothing' means any item of clothing that is not worn wholly next to the skin or immediately over a garment that is being worn as underwear, as well as hats, shoes, boots or scarves.

12. Recording and reporting arrangements

Communication with parents from the class teacher or member of the SLT may result in developing pupil targets or an Individual Behaviour Plan involving all staff working with the child.

13. Other Relevant Policies

- Anti-bullying policy,
- Uniform policy,
- Positive Handling,
- Exclusion,
- Disorderly Conduct Policy,
- SEND/Inclusion Policy,
- Medical Conditions Policy,
- Young Carers Policy,
- E-Safety Policy,
- Safeguarding Policy,
- PSHE Policy,
- Complaints Procedure,
- First Aid,
- And relevant DfE Guidance.



St Joseph's Catholic Primary School

Code of Conduct

This code of conduct is based on the Christian values that underpin our mission statement.

Kind words, kind actions, kind hands.

John 13:34 "And now I give you a new commandment: love one another. As I have loved you, so you must love one another."

- We care about each other and everything that happens in our school.
 - We work happily to make our school life enjoyable.
 - We take pride in the work we do at school and in all our achievements.
- We listen to each other, considering the opinions and understanding the feelings of others.
 - We show respect for others, our environment and ourselves.
 - We treat everyone fairly and equally.
 - We trust each other and we tell the truth.
- We are responsible for controlling our own behaviour and we will encourage and support those who find this difficult.

We hope that following this code helps all our children realise our school vision.

The Jesuit Pupil Profile

Pupils in the school are growing to be ...	ST Joseph's school help their pupils grow...
Grateful for their own gifts, for the gift of other people, and for the blessings of each day; and generous with their gifts, now and in the future.	By encouraging them to know and be grateful for all their gifts, developing them to the full so that they can be generous in the service of others.
Attentive to their experience and to their vocation; and discerning about the choices they make and the effects of those choices.	By promoting the practice of attentive reflection and discerning decision making: in teaching, in the examen, prayer and retreats; and through the practice and example of school leaders and staff.
Compassionate towards others, near and far, especially the less fortunate; and loving by their just actions and forgiving words.	By being compassionate and loving in the way pupils are treated, especially when a pupil is in trouble; and by opening pupils' eyes to those who suffer poverty, injustice or violence.
Faith-filled in their beliefs and hopeful for the future.	By passing on the living and faith-filled tradition of Jesus Christ; by having persevering faith in the pupils, and by encouraging them in turn, to have faith and hope in themselves and others.
Eloquent and truthful in what they say of themselves, the relations between people, and the world.	By developing an eloquent language which pupils can use to understand and articulate their emotions, beliefs, and questions, encouraged by the example of their teachers to be truthful in the way they represent themselves and speak about the world.
Learned , finding God in all things; and wise in the ways they use their learning for the common good.	By the breadth and depth of the curriculum; by excellence of teaching, and the creation of opportunities to become more learned and wise .
Curious about everything; and active in their engagement with the world, changing what they can for the better.	By leading pupils to be curious about the universe and all human activity, and to take increasing responsibility for their own learning, and providing opportunities for them to be active in the life of the school, the Church, and the wider community.
Intentional in the way they live and use the resources of the earth, guided by conscience; and prophetic in the example they set to others.	By being a school community which is intentional in its way of proceeding to build-up quality of life; and which is prophetic in the way it offers an alternative vision of education and the human person rooted in the gospel.

RESTORATIVE APPROACHES

“Restorative approach or justice is a philosophy and ought to guide the way we act in all our dealings”

“Restorative justice and restorative approaches focus on harm and actively seek ways of repairing that harm”

“They help create dialogue and communication”

“They are fair, open, honest; treating all participants with respect”

“Within a safe environment they will allow all participants to engage, learn and gain a shared understanding”

“This should lead to accepting responsibility, reparation, reintegration, restoration, behavioural and cultural change”

During a restorative conference the focus will be on asking relational questions:

Restorative Questions 1: to the person who has caused the harm

- What happened?
- What were you thinking at the time?
- What have you thought about it since?
- Who was affected?
- How were they affected?
- What do you think you need to do to make things right?

Restorative Questions 2: to the person who has been harmed

- What happened?
- What were you thinking at the time?
- What have you thought about it since?
- How have you and others been affected?
- What has been the hardest thing for you?
- What do you think needs to be done to make things better / right / to help you move on?

What to do when dealing with a behaviour incident...

- The first person dealing with an incident will become the ‘caseworker’ responsible for ensuring that all stages in the procedure are followed.
- You will become the ‘caseworker’ when you provide the initial intervention
- If you are impartial or have not seen the incident, you will facilitate the restorative chat. If you have seen the incident, or are not impartial, delegate the restorative approach to another member of staff.

- a. You will make sure that you communicate the issue to relevant staff members especially the class teacher, if deemed serious enough then relevant details should be reported to a member of the SLT and advice sought on whether parents should be informed.

Sanctions and Consequences are still a key part of the Restorative Approach as children need to understand the 'Cause and Effect' nature of their behaviour. The sanction should relate (if at all possible) to the misdemeanour committed.



HOME-SCHOOL-CHILD AGREEMENT

Matthew 7:12 *“Treat others as you want them to treat you”*

Kind words, kind actions, kind hands.

John 13:34 “And now I give you a new commandment: love one another. As I have loved you, so you must love one another.”

The School’s Agreement

We, both as individual staff and as a whole school will do our best to:

- b. Educate the whole child through the Gospel values of Christ and encourage prayer and worship in the school and parish community
- c. Teach super lessons which encourage and enthuse your child to make as much progress as they are capable of
- d. Offer a curriculum which allows your child to flourish and achieve the highest standards they are capable of
- e. Always insist on the highest standards of learning and behaviour, always dealing with instances which are contrary to our behaviour policy quickly and fairly
- f. Keep you informed of your child’s progress regularly
- g. Be approachable and responsive to your needs
- h. Develop the home/school partnership because we recognise the positive impact it has on children’s self-esteem, motivation and academic progress
- i. Work in partnership with you to celebrate success and resolve difficulties

SIGNATURE:

The Parent or Carer’s Agreement

I will do my best to:

- Support the Christian ethos of St Joseph’s Catholic Primary School by encouraging my child to embrace the Gospel values of Christ and the prayer life of the school
- See that my child attends school regularly and on time, notifying the school of any reasons for absence and make sure that family holidays are not taken in term time (see Attendance Policy)
- Ensure my child always wears the correct uniform each day
- Seek out the class teacher to celebrate success and resolve difficulties
- Support the school’s behaviour policy
- Encourage my child to respect others and the school environment
- Attend discussions about my child’s progress and behaviour

SIGNATURE:

The Child's Agreement

I will do my best to:

- Follow Jesus' example in all that I do
- Support the prayer and worship of my school and Parish Community
- Be on time for school, for 8.45am start
- Wear my school uniform smartly and with pride
- Try my best in all my lessons and do as well as I can
- Always do my homework to the best of my ability
- Be polite and helpful at all times
- Try to join in extra activities whenever I can
- Trust the adults to help me with my problems
- Follow the school's Code of Conduct

SIGNATURE:

Example of a Graduated Approach to Negative Behaviours linked to SEMH

Initial Cycle

This cycle assumes that strategies such as mentoring, report cards, parental meetings have been used with little impact and that incidents are escalating.

Assess	<ul style="list-style-type: none"> Classroom observations, behaviour logs to identify patterns Identify any gaps in learning which may need standardised assessments such as WRAT How does the learner learn? Consider other factors such as health, family background, safeguarding risks Boxall profile
Plan	<ul style="list-style-type: none"> Planning involves staff, pupil, parents as appropriate Use assessment results to identify the resources required Set appropriately challenging SMART targets based on any learning needs and SEMH needs Set a review date
Do	<ul style="list-style-type: none"> Consider small group support, linking to assessment results. For example, 'Socially Speaking', understanding and controlling emotions activities, self esteem work, nurture/peer support as appropriate Ensure class teacher is aware of strategies to use and developed within the group work as appropriate
Review	<ul style="list-style-type: none"> Evaluate impact of interventions on progress and behaviour Consider seeking advice from other agencies if no progress

Additional cycle

Assess	<ul style="list-style-type: none"> Consider previous assessments and current progress. Are there any additional assessments needed? Consider additional external diagnostic assessments such as EP, SALT Are there any social issues needing a CAF? Emotional or health issues needing medical input?
Plan	<ul style="list-style-type: none"> Plan how to implement the recommendations and strategies from external service reports Ensure that gaps in learning are addressed Ensure support is deployed as appropriate Ensure staff are clear of the plan and manage behaviour consistently

	<ul style="list-style-type: none"> • Set appropriately challenging SMART targets based on any learning needs and SEMH needs • Set a review date
Do	<ul style="list-style-type: none"> • Small group and individualised interventions which may include individual counselling
Review	<ul style="list-style-type: none"> • Evaluate impact of interventions on progress and behaviour • Consider seeking advice from other agencies especially the SENDO if no progress • Consider the use of an intervention placement or managed move if there has been no progress • If there has been some progress an additional cycle of assess/plan/do/ review should be used

Further cycle

Assess	<ul style="list-style-type: none"> • Consider previous assessments and current progress. Are there any additional assessments needed to identify any unmet needs? • Consider any further external diagnostic assessments such as EP, SALT, SEMH support • These may be undertaken in another setting e.g. an intervention placement or there maybe another on or off site alternative provision offered at this point (e.g. some time out of class) • Are there any other agencies needing to be involved?
Plan	<ul style="list-style-type: none"> • Plan how to implement the recommendations and strategies from external service reports • Ensure that gaps in learning are addressed • Ensure support is deployed as appropriate • Ensure staff are clear of the plan and manage behaviour consistently • Set appropriately challenging SMART targets based on any learning need sand SEMH needs • Set a review date
Do	<ul style="list-style-type: none"> • Small group and individualised interventions which may include individual counselling • Small group teaching
Review	<ul style="list-style-type: none"> • Evaluate impact of interventions on progress and behaviour If no progress gather evidence for a EHC referral • If there has been some progress an additional cycle of assess/plan/do/ review should be used

It is not the intention that this is a 'one size fits all' approach, it will depend on the child and the circumstances.

British Values

➤ **Democracy**

Schools can demonstrate democracy through:

- Pupil voice
- School council
- Voting
- Elections
- Questionnaires
- Contribution to school policies

➤ **Rule of law**

Schools can demonstrate the rule of law through:

- Behaviour policy
- School rules
- Visits from police etc

➤ **Individual liberty**

Schools can demonstrate individual liberty through:

- Making individual choices in a safe, supportive environment
- Tackling challenges
- Choice over and variety of extra-curricular activities

➤ **Mutual respect and tolerance of different faiths and beliefs**

Schools can demonstrate mutual respect through:

- The school's ethos, values and beliefs
- Buddying systems