

St Joseph's Catholic Primary School

At St Joseph's we work, learn and grow together guided by Jesus' teachings



CRC Article 29(goals of education)

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

St Joseph's Catholic Primary School Behaviour Procedures

Aims

These procedures for the management of behaviour in school are written in accordance with the St John Bosco Catholic Academy Behaviour Policy <https://www.st-joe-dud.dudley.sch.uk/policies.htm>.

St John Bosco Catholic Multi Academy recognises that the common good requires social conditions that allow all people to achieve their full human potential and realise their human dignity. Central to this is the need for strong relationships rooted in the love and example of Jesus Christ. Our schools must provide a broad and balanced Catholic education which will help children and young people grow to their full God-given potential. The curriculum, ethos and culture must pay full regard to the formation of the whole person so that:

*'All may attain their **eternal destiny** and at the same time **promote the common good of society**. Children and young persons are therefore to be **cared for** in such a way that their **physical, moral, and intellectual talents** may develop in **a harmonious manner**, so that they may attain a **greater sense of responsibility** and a **right use of freedom** and be **formed to take an active part in social life**'.*

Code of Canon Law, Canon 795.

Members of the local governing body and staff aim to create a positive and nurturing learning environment in each school by:

- Following a whole school approach to positive behaviour and discipline with clear guidelines and consistency in the use of rewards and sanctions, underpinned by the Catholic values ethos of the school.
- Building self-esteem, self-discipline and positive relationships based on mutual respect and the example of Jesus Christ.
- Ensuring everyone is treated equally and fairly, promoting the equal opportunities policy regarding the 9 protected characteristics in the Equality Act (2010)
- Supporting staff in their classroom management by ensuring and assuring a consistent and fair approach to positive and negative behaviour.

- Using behaviour tracking, recording, and monitoring systems to enable timely intervention and support where needed.
- Using a variety of innovative and creative intervention strategies to overcome barriers to learning.
- Working with a diverse range of outside agencies and professionals to ensure the needs of all children and young people are met.
- Providing a safe, nurturing environment free from disruption, violence, bullying, intimidation, and any form of harassment.
- Encouraging, promoting, and facilitating a positive, trusting relationship with parents and carers to develop a shared approach to their child's education which involves them in the implementation of all aspects of this and other relevant policies.

Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information <https://www.st-joe-dud.dudley.sch.uk/policies.htm>

School behaviour curriculum

The SJBCA Behaviour policy sets out the expected behaviours for each of its schools. At St Joseph's Catholic Primary School, we create a culture that promotes excellent behaviour by having clear expectations of behaviour and sharing these explicitly with staff, parents, and children.

The aims and objectives of our Behaviour Policy reflect and support the Catholic ethos and Christ-centered community that we are. Our policy supports our mission statement – At St Joseph's we work, learn, and grow together guided by Jesus' teachings – in order to encourage a calm, purposeful, religious and happy learning environment within our school:

1. To foster positive, caring attitudes towards everyone, where achievements at all levels are celebrated and valued.
2. To provide opportunities for children to develop their faith, independence, morality, self-discipline, and a sense of responsibility towards themselves and others.
3. To develop a consistent approach for promoting good behaviour throughout all the key stages and at all points during the school day, including lunchtime.
4. To ensure that expectations of behaviour are clearly communicated to children.
5. To establish a coherent and fair reward system that acknowledges and celebrates good behaviour.
6. To establish procedures which determine a clear and consistent approach to unacceptable and disruptive behaviour.
7. To raise self-esteem and teach positive behaviour through the teachings of Christ and through the content of the curriculum.

8. To ensure the development and progress of pupils with behavioural needs are regularly reviewed with staff and parents.

10. To effectively manage incidents of bullying, sexism, or racism if and when they occur.

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

Responding to behaviour

Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will :

Create and maintain a stimulating environment that encourages pupils to be engaged

- Display the behaviour curriculum or their own classroom rules
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- House points
- Positive praise and recognition
- Weekly merit award
- Stickers
- Moving up the Behaviour Chart and gaining house points (2 for silver, 5 for gold)
- Marking and verbal feedback
- Sent to senior teacher / Assistant Principal / Principal for praise and recognition.
- Parents contacted (A message home...).

Responding to misbehaviour

Dealing with disruptive behaviour in the classroom

1. Non-verbal warning / prompt.
2. Verbal warning
3. Second warning – moved down to amber on the behaviour chart and given thinking time for self-regulation (EYFS 1 minute, KS1 2 minutes and KS2 5 minutes).
4. Moved onto red on the behaviour chart and sent to another class, with work to complete. Child remains there until the end of the session.
5. Child returns to class at the start of the following session and moves back to amber on the behaviour chart.

If the child continues to be disruptive, they are then asked to see:

- a) Senior teacher
- b) Assistant Principal
- c) Principal

Following point 5 the child may then be:

- i. Given a verbal warning.
- ii. Miss a play / lunchtime for between 1 – 5 days.
- iii. Parents will be contacted.
- iv. Suspension
- v. Permanent exclusion

Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

Confiscation, searches, screening

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#) and is detailed in the SJBCA Behaviour Policy.

Screening

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation and is detailed in the SJBCA Behaviour Policy.

Serious sanctions

Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive.
- Maintain the safety of all pupils.
- Allow the disruptive pupil to continue their learning in a managed environment.
- Allow the disruptive pupil to regain calm in a safe space.

Pupils who have been removed from the classroom are supervised by a member of the Senior Leadership team and will be removed for a maximum of 5 days.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the principal.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

In addition, following point 5 the child will receive support to rectify their behaviour, including:

- a) Report card
- b) Nurture group
- c) Counselling
- d) In class support
- e) Additional out of class support from SENCO

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil in the behaviour log.

Suspension and permanent exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the principal and only as a last resort.

Please refer to our exclusions policy for more information <https://www.st-jodud.dudley.sch.uk/policies.htm>

Responding to misbehaviour from pupils with SEND

Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- 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

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

When a child is on the Special Educational Needs register for specific behavioural difficulties, the procedure for dealing with that child may differ to our behavior chart. The alternative procedure will be formed in agreement with the child, their parents, and the relevant school staff. The procedure will be clearly explained to everyone who has contact with the child.

Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

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.

Pupils with an education, health, and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school. This may include:

- Meetings with parents and pupil together
- Use of a 'check in service' going forward
- Time out strategies and support resources to help communication and self-regulation

Pupil transition

Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture. This will be completed on arrival to the school with the class teacher.

Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- Behaviour Management strategies
- Managing low-level disruption

Behaviour management will also form part of continuing professional development.

Monitoring arrangements

Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed every term by the Principal.

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

Monitoring this policy

This behaviour policy will be reviewed by the Principal and Local Governing Board at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1).

Links with other policies

This behaviour policy is linked to the following policies:

- SJBCA Behaviour Policy
- SJBCA Exclusions and Suspensions policy
- Child protection and safeguarding policy
- Physical restraint policy
- Mobile phone policy
- Anti-Bullying Policy

Version 1.5

To be reviewed September 2025