



St Joseph's Catholic Primary School
part of
The Good Shepherd Catholic Trust



Behaviour Policy

Owner: Mrs A Hinton (Headteacher)
Approved by: Mrs G Spencer (Chair of Governors)
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Behaviour Policy Principles

St Joseph's is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. As members of our community, we adhere to the values of being: 'Ready, Respectful and Safe.'

Intent of the Behaviour Policy

To provide simple, practical procedures for staff and pupils that;

- Foster the belief that there are no 'bad' pupils, just 'bad choices';
- Encourage pupils to recognise that they can and should make 'good' choices;
- Recognise and share what expected behaviour looks like;
- Promote self-esteem and self-discipline;
- Teach appropriate behaviour through positive intervention

Aims of the Behaviour Policy

- To provide a safe, comfortable and caring environment where everyone can learn well;
- To ensure that all pupils are treated fairly, shown respect and to promote good relationships
- To provide clear guidelines for pupils, staff and parents of expected levels of behaviour
- To provide a consistent and calm approach in which all adults take responsibility for behaviour and follow up personally
- To help pupils take control of their behaviour and be responsible for the consequences of it.
- To ensure that excellent behaviour is a minimum expectation for all.

All staff will:

- Meet and greet pupils at the start of the day
- Demonstrate a calm and caring approach
- Model positive behaviours and build relationships
- Reward pupils who are living up to our high expectations
- Never walk past or ignore pupils who are failing to meet expectations
- Always redirect pupils by referring to our school rules

The Headteacher and The Senior Leadership Team will:

- Meet and greet pupils at the start of the day
- Be a visible presence around the school
- Regularly celebrate pupils whose efforts go above and beyond expectations
- Encourage use of positive praise, phone calls, house points/dojos and certificates
- Support teachers in managing pupils with more complex or challenging behaviours
- Review provision for pupils who fall beyond the range of written policies.

Parents will:

- Work in partnership with school to ensure consistent messages are given about expected behaviours
- Support the school's rules and policies (we understand that from time to time, clarification might be required about the application of a particular rule, in such an instance we respectfully ask that you speak to us as well as your child.)
- Inform school about any issues at home that might affect a pupil's learning or behaviour
- Sign and uphold the Home–School Agreement which outlines expectations, communication channels and involvement in behaviour support and reintegration meetings.

A Consistent Approach

Members of staff who manage behaviour well:

- Deliberately and persistently catch pupils doing the right thing and praise them in front of others
- Know their classes well and develop positive relationships with all pupils
- Relentlessly work to build mutual respect
- Remain calm and keep their emotion for when it is most appreciated by pupils
- Demonstrate unconditional care and compassion

Pupils want adults to:

- Give them a 'fresh start' every lesson
- Help them learn and feel confident
- Be just and fair
- Have a sense of humour

Rules

All our rules are designed to develop courtesy and respect. They are to protect pupils and adults from injury, to enable a positive learning environment, to care for equipment and to maintain a healthy environment. Rules are further discussed and developed at a class level. Anti-social behaviour is not condoned. It is essential that parents and teachers work together through discussion and action on any problems which develop. Our school rules are;

- **Be Ready – Show a positive attitude towards our learning**
- **Be Respectful – Be kind and respectful to others**
- **Be Safe – Look after each other, the school and its environment (not putting yourself or others at risk by your actions)**

Recognition and Rewards for Good Behaviour and Effort

We recognise and reward pupils who adhere to our expectations

	Steps	Actions
1	Daily	Positive Praise Dojo Points House Points Stickers Visiting Phase Leader/SLT Calls home to parents
2	Weekly	As above plus: Certificates Recognition in newsletter Visiting Headteacher Prizes/Reward boxes

Sanctions for Poor Behaviour Choices and Effort

We expect that poor choices have a consequence

	Steps	Actions
1	Reminder	A reminder of the school rule (e.g. be ready, respectful, safe) or the requirement (I needed you to....) delivered privately. Repeat reminders if reasonable adjustments are necessary. Take the initiative to keep things at this stage.
2	Caution	A clear verbal caution delivered privately wherever possible, making the child aware of their behaviour and clearly outlining the consequences if they continue. Reminder of the requirement. Use the phrase 'Think carefully about your next step.'
3	Last chance	Speak to the child privately and give them the final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour.
4	Time out	Time out might be a short time out outside the room in the 'safe place', on the 'thinking spot' in the classroom or by the railings or wall in the playground. It is a few minutes for the child to calm down, take a breather, look at the situation from a different perspective and compose themselves. On return to the classroom, the child will be spoken to by an adult to reset the boundaries, reflect on their next step and be reminded of previous good conduct. All incidents leading to Time Out will be recorded on CPOMS. Time Out should be proportionate and used as an explicit de-escalation tool. Staff must consider reasonable adjustments for pupils with SEND or disabilities and apply alternative strategies where appropriate. The SENCO should be informed when Time Out becomes frequent for a pupil.
5	Repair	This might be a quick chat at break time or a more formal meeting e.g. held at lunch time (Restorative conversation) The Restorative Meeting will explore the reasons for the poor choices, the impact on other people and how to make better choices in the future. Restorative meetings should be logged on CPOMS, noting attendees, agreed actions and review dates. If appropriate, create or update a pupil wellbeing or

		behaviour plan.
6	Extended Time Out	For more serious incidents children may need to be removed from class for a longer period of time/ for up to one lesson. Children will be sent either to the Phase Leader or a member of SLT depending on the severity. Children will be given work to complete whilst out of class. All incidents leading to Extended Time Out will be recorded on CPOMS. Extended Time Out must be accompanied by clear instructions to the receiving adult, a record of work set and a reintegration conversation on return. The sending adult must ensure accompaniment and adult supervision during transfer.
7	Pastoral Support Programme	A bespoke package for children deemed to be at risk of exclusion. The child will work with trained members of staff to address issues of concern. This stage may involve seeking the advice of other professionals such as W.I.S.E A Pastoral Support Plan (PSP) will be created, with SMART targets, timescales and named leads. Multi-agency involvement will be recorded on CPOMS. Parental involvement is required.
8	Exclusion (see information below)	Parents informed firstly by telephone and then confirmed by letter. Internal exclusion (for one day) • Child has no contact with own class or classmates. • Lunch taken with another key stage. Suspension - Fixed Short Term Exclusion (up to 5 days per term) • Followed by a reintegration meeting on the child's return. Suspension - Fixed Long Term Exclusion (up to 45 days per year). • Followed by a reintegration meeting on the child's return. Permanent Exclusion • Child is removed from the school roll Prior to external exclusion, the Headteacher will ensure DfE and LA guidance has been considered and alternatives such as managed moves, internal exclusion, short-term part-time timetables (only where lawful and agreed with parents and LA), additional multi-agency support or PSPs have been explored and documented. Exclusion is a last resort.

Additional Consistency Guidelines for Staff Movement in and around School

Fantastic Walking - All movement in and around school should be purposeful. Staff should see that all pupils are suitably supervised when moving around the school. Pupils are expected to behave appropriately whether with an adult or not.

At play time - Pupils will be escorted to and from the playground by an adult.

At the end of play time and lunch time pupils will be collected from the playground by the class teacher or TA.

Playtime Supervision

Teachers and teaching assistants are required to perform supervisory duties including playtime supervision. No hot drinks should be taken onto the playground or in to class during a wet play.

A minimum of three staff members are required to supervise playtimes. Supply teachers should cover the duty of absent teachers but should never be without support.

When on duty, staff should circulate and take the opportunity to socialise with pupils from other classes, whilst maintaining an overview of the play area and spotting potential problems before they escalate. Staff should avoid standing chatting to each other and consider their own positioning to maximise levels of visual supervision.

Anti-Bullying Policy

Our school's ethos should be the greatest tool to prevent bullying. Our Anti-Bullying Policy compliments key elements of our behaviour policy. However, it should be clearly stated that St. Joseph's school will not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we will act immediately to stop any further occurrences of such behaviour. Whilst we accept that it is very difficult to eradicate bullying, we will do everything in our power to ensure that all pupils attend school free from fear.

- Reporting and Investigation Timelines: All allegations of bullying will be logged on CPOMS on the day reported. An initial review will take place within 24 hours and a full investigation will be completed within 5 school days where possible.
- Investigation process: gather accounts from all pupils and witnesses, preserve any relevant evidence, record outcomes and actions. Outcomes and support will be communicated to parents of both the victim and the alleged perpetrator in a way that protects confidentiality.
- Support: The school will provide support to both the victim and the pupil responsible for bullying. This may include restorative meetings, W.I.S.E input, counselling, monitoring plans and sanctions as required.

Emotional Well-Being

All pupils will benefit from learning and developing in a well-ordered school environment that fosters and rewards good behaviour and sanctions poor and disruptive behaviour.

In 2023, NHS data showed that 20% of children and young people aged 8 – 16 are diagnosed with a probable mental health difficulties. St Joseph's works alongside the local authority provisions, W.I.S.E and CAMH's to ensure that we are promoting positive mental health and identifying any mental health issues at early stages.

As part of our ongoing commitment to mental health and wellbeing at St Joseph's, we have a dedicated W.I.S.E team in our school 2 days a week to support pupils in their emotional development as well as a Mental Health First Aider/Champion.

Racism, Sexism, Homophobia and other Diversity Incidents

What is a racist incident? A racist incident is 'any incident that is perceived to be racist by the victim or any other'. Such an incident occurs when language or behaviour is discriminatory, prejudicial or generating hatred against someone because of their ethnicity or skin colour. It may also include reference to religion or belief.

What is a phobic incident? A homophobic or transphobic incident occurs when language or behaviour is discriminatory, prejudicial or generating hatred against someone because of their sexual orientation.

What about other incidents? Incidents that target people because of their disability, their gender, their age or their religion or belief, in a way that is discriminatory or prejudicial are also unacceptable and should be reported.

Racist, sexist, homophobic or other discriminatory comments are not tolerated and should be reported to the Headteacher/Deputy Headteacher immediately. **All incidents should be logged on CPOMS.** The incident will be fully investigated and recorded – and where appropriate reported to the Trust/Local Authority. Governors are also kept informed of such incidents. Guidance will be given to show the pupil why these remarks are so damaging and unacceptable.

- All discriminatory incident data will be reviewed termly by SLT and governors to identify trends and any disproportionality by pupil group. Actions to address concerns will be recorded and reviewed.

Zero-Tolerance Approach to Sexual Harassment and Sexual Violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a pupil's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our child protection and safeguarding policy for more information.

- All reports of sexual harassment and sexual violence will be recorded on CPOMS and handled in line with the DfE guidance "Sexual violence and sexual harassment between children in schools and colleges" (most recent edition). The DSL (or deputy) will lead on risk assessment and decisions about referral to children's social care or police. Pupils involved will receive immediate pastoral support and an ongoing safety plan where necessary.

Health and Safety

As a school we believe the safety of our pupils is paramount and we will do all that is reasonably practical to promote and maintain high standards for the health, safety and welfare of our pupils.

Powers of Search

In St. Joseph's Catholic Primary School, the powers of search have been delegated to:

The Headteacher

The Headteacher delegates responsibility for carrying out searches to senior leaders and staff who have been specifically trained to do so. Any search must follow the DfE statutory guidance "Searching, screening and confiscation" (most recent edition). Staff should:

- Only carry out a search where there are reasonable grounds for suspicion;
- Ensure, where possible, that searches are conducted by a member of staff of the same sex as the pupil and with a witness present (also a staff member where possible);
- Record all searches in CPOMS/Safeguard, including rationale, who was present, items found and outcome;
- Inform parents/carers promptly unless doing so would put the pupil at risk.

The school will retain a log of searches and review patterns termly.

Power of Restraint/Use of Reasonable Force

All staff are expected to act reasonably to ensure the safety of a pupil or other pupils. Where episodes require more than minimal restraint the positive handling designated staff should be called to assist with the situation.

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 in the classroom.

1. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
2. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury.
3. 'Reasonable in the circumstances' means using no more force than is needed.
4. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
5. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
6. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

- Recording and Review:
 - Any use of physical restraint must be recorded immediately on CPOMS and in the bound and numbered physical restraint log, including: date/time, location, names of staff and pupils involved, a detailed description of the incident, de-escalation attempts made, type of force used, duration and any injuries.
 - Parents must be notified on the same day and provided with a written account.
 - Any serious incident will be reviewed by the Headteacher (or nominated senior leader) and discussed in the next safeguarding meeting to identify learning or training needs.
 - Staff involved will be offered support and debriefing. A pupil wellbeing plan will be created or updated where appropriate.

Staff must always inform a member of the SLT if restraint has taken place. A record is kept in a bound and numbered book and on CPOMS.

Suspension/Exclusion

The London Borough of Barking and Dagenham's criteria for exclusions are as follows:

- Violent behaviour towards staff members
- Violent behaviour towards pupils
- Abusive/aggressive/threatening behaviour towards staff members
- Abusive/aggressive/threatening behaviour towards pupils
- Refusal to accept authority of the teacher/school
- Racist/Sexist behaviour
- Other incidents

A decision to exclude a pupil, either for a fixed period or permanently is seen as a **last resort** by the school while always bearing in mind our duty of care to pupils and staff. The school is responsible for communicating to pupils, parents and staff its expectations of standards of conduct.

The Headteacher will follow the DfE statutory guidance on suspensions and permanent exclusions and local authority procedures when making decisions. Evidence of proportionate steps and support must be documented before exclusion is used, except in single-incident extreme circumstances.

Suspension (Fixed Term Exclusion)

A suspension will be used for the shortest time necessary to secure benefits without adverse educational consequences. Suspension for a period of time from half a day to 5 days for persistent or cumulative problems would be imposed only when the school had already offered and implemented a range of support and management strategies.

These could include:

- Discussion with the pupil
- Mentoring (adult support)
- Discussion with parents
- Setting targets and agreeing an individual action plan
- Checking on any possible provocation
- Internal exclusion

- Multi-agency Support

Suspension/Exclusion will not be used for minor incidents (e.g. lateness, poor academic performance or breaches of uniform rules).

The Decision to Suspend/Exclude

If the Headteacher decides to suspend/exclude a pupil she will;

- Ensure that there is sufficient recorded evidence to support the decision
- Explain the decision to the pupil
- Contact the parents and invite them in to meet with the Headteacher
- Give the parents a letter confirming the reason for the suspension/exclusion, the length of the suspension and any terms or conditions agreed for the pupil's return.
- Ensure adequate work is set for the pupil to complete whilst suspended
- Plan how to address the pupil's needs on his/her return
- Plan a meeting with parents and pupil on his/her return

The letter will include information on parents' right to appeal and LA contact details in line with statutory guidance.

Single Incident

Suspension may be used in response to a serious breach of school rules and policies or a disciplinary offence. In such cases the Headteacher/Deputy Headteacher will investigate the incident thoroughly, usually via the management team, and will consider all evidence to support the allegation, taking account of the school's policies. The pupil will be encouraged, and if necessary be supported by familiar staff or parents, to give his/her version of events. A member of the Senior Leadership Team will check to find out whether the incident may have been provoked, for example by bullying or harassment.

Pupils Returning from a Suspension

All pupils returning from a suspension are required to attend a re-integration meeting, accompanied by a parent. This meeting will seek to establish practical ways in which further suspension/exclusion can be avoided and behaviour modified to acceptable standards in partnership between student, parent and school.

- The reintegration meeting will result in an agreed reintegration plan, with clear targets, support steps and review dates, recorded on CPOMS. Where appropriate a PSP or updated SEN support plan will be created.

Permanent Exclusion

A permanent exclusion is a very serious decision and the Headteacher will consult with the Governing Body before enforcing it. As with a suspension, it will follow a range of strategies and be seen as a last resort, or it will be in response to a very serious breach of school rules and policies, such as:

- Serious actual or threatened violence against another pupil or a member of staff
- Possession or use of an illegal drug on the school premises
- Carrying an offensive weapon
- Persistent bullying

- Racial harassment
- Persistent disruptive behaviour

The safety of the pupil will always be considered before a permanent exclusion is considered.

Notification of a Suspension/Exclusion

1. Parents will be notified as soon as possible of the decision to suspend/exclude a pupil and the reason for the exclusion. This will be done on the day of the suspension/exclusion being authorised by either direct phone contact or a face-to-face meeting. A written confirmation of the reason(s) for the exclusion will be sent to parents the same day.
2. In the case of a Permanent Exclusion parents will be notified by the Headteacher in a face-to-face meeting.
3. A pupil who has been suspended/excluded will have the reason for his/her suspension/exclusion explained to them by a member of staff so that they understand the nature of their misbehaviour.
4. The school will also work to put in place a programme for the pupil on his/her return. This will include input from staff at the school, parents, if appropriate, and any other appropriate bodies e.g. School Home Support Practitioner, Attendance Service or the Local Authority. Should it be decided for whatever reason that the matter needs to be put in the hands of another agency i.e. the incident leads to the discovery that there is a child protection issue, the school will continue to monitor the situation and work closely with that agency. It is hoped that in most cases following a suspension, the pupil will be able to return to school and that further input will promote in him/her a more positive attitude and a subsequent improvement in behaviour.
5. The Chair of Governors, LA Inclusion Officer and relevant school staff will be notified of all suspensions the same day of the production of the letter, which they will receive a copy of; it will clearly outline the reasons for the suspension.

Appeals

All correspondence regarding a suspension/exclusion from the school will inform parents of their right to appeal to the Governing Body against the decision to exclude. This procedure is clearly set out in the statutory guidance. The person who should be contacted to initiate an appeal is the Clerk to the Governors.

Appendix 1 Additional details

Stage 5 – The restorative meeting

The meeting can be formal or informal and will be held once events have settled and the pupil is calm.

1. What happened? Staff will always speak to more than one individual.

Five further questions are enough. Choose from the suggestions below to try. As you address each question together remember that in between your truth and their truth is THE truth.

1. What were you thinking at the time?
2. What have you thought since?
3. How did this make people feel?
4. Who has been affected?

How have they been affected?

1. What should we do to put things right?
2. How can we do things differently in the future?

Restorative meetings should be recorded on CPOMS, including actions, responsible adults and review date. If required, follow up support (e.g., W.I.S.E, counselling) will be arranged and logged.

Stage 6 – Extended Time Out

This should last for no longer than one lesson. Pupils must be accompanied by an adult when being sent to another class, with clear instructions about the work that should be completed whilst they are in a different class. All periods of Extended Time Out must be recorded on CPOMS.

Stage 8 – External Suspension/Exclusion

Suspension/Exclusion is an extreme step and will only be taken in cases where:

- Long term misbehaviour is not responding to the strategies and the safety and learning of others is being seriously hindered. The risk to staff and other pupils is too high
- The impact on staff, pupils and learning is too high
- Permanent exclusion will be a last resort and the school will endeavour to work with the family to avoid this step wherever possible

Where exclusion is considered, the Headteacher will ensure that evidence of proportionate steps and support (behaviour plans, parental engagement and multi-agency input) is recorded. The LA will be informed in line with statutory timescales and parents given written confirmation including appeal rights.

Training, Responsibilities and Monitoring

Training and Staff Responsibilities

- All staff will receive behaviour management, restorative practice and de-escalation training on induction and at least annually.
- All staff must complete Prevent training and Keeping Children Safe in Education (KCSIE) refresher training annually.
- The policy names the Designated Safeguarding Lead (DSL) and Deputies and requires the new SENCO to complete DSL training where appropriate and join the safeguarding team.
- Staff with responsibility for searches and physical intervention must receive specific training and refresher training.

Recording Systems and Responsibilities

- All behaviour incidents, discriminatory incidents, Time Outs, Extended Time Outs, restorative meetings and physical restraint must be recorded on CPOMS in line with the school's recording protocols.
- Serious incidents involving restraint must also be recorded in the bound and numbered physical restraint book.
- Phase Leaders and the DSL team will review behaviour logs weekly to identify patterns, vulnerable pupils and training needs.

Monitoring and Impact

- Behaviour data will be monitored termly by SLT and Governors by pupil group (SEND, EAL, PP, LAC, gender, ethnicity) to identify trends and disproportionality and evaluate the effectiveness of interventions.
- The Behaviour Policy will be reviewed annually and updated in response to data, stakeholder feedback (pupils, parents, staff) and changes in statutory guidance. A termly behaviour report will be presented to governors.

Equality, SEND and Reasonable Adjustments

Adjustments for pupils with additional needs

- Staff should make reasonable adjustments to the staged approach for pupils with SEND (including those with EHCPs) and communicate these adjustments to parents and the SENCO.
- Where a pupil's behaviour is linked to a known disability or SEND need, sanctions should be adapted and recorded, and alternative strategies (e.g., sensory breaks, visual prompts, adult support) used.
- The SENCO should be consulted promptly when patterns emerge and will contribute to Pupil Learning Passports / behaviour plans and PSPs.

Communications with Parents and Community

The school will maintain clear communication channels with parents about behaviour expectations and incidents. The Home–School Agreement will set out shared responsibilities and expectations. Parents will be involved in behaviour support plans, reintegration meetings and PSPs.