



St Joseph's Primary School
a Catholic Voluntary Academy

ST JOSEPH'S CATHOLIC PRIMARY SCHOOL

Behaviour Policy

October 2025

School Vision

**At St Joseph's, we nurture the resilience and potential of future
global citizens**

The development of positive, social, emotional and learning behaviours is at the heart of our approach to behaviour management.

We aim to enable our pupils to experience challenges, succeed in their learning, and have a sense that learning can be fun and relevant to their lives. To become independent and enthusiastic learners with a willingness to take risks. From the earliest opportunity our children shall be encouraged to build tolerance, make good choices and take responsibility in readiness for them taking their place in society.

Our children, shall gain a sense of pride through social learning and positive experiences as part of the culture and ethos of St Joseph's School. Children shall be able to manage and understand their emotions, to apply thinking between feeling and action, and to increasingly show empathy and understanding towards others. This is the backdrop of our positive behaviour policy.

Aims

- To encourage a calm, purposeful and happy atmosphere within the school.
- To foster positive caring attitudes towards everyone where achievements at all levels are acknowledged and valued.
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour.
- To have a consistent approach to behaviour throughout the school with parental cooperation and involvement.
- To make boundaries of acceptable behaviour clear and to ensure safety.
- To raise awareness about appropriate behaviour.
- To help pupils, staff and parents have a sense of direction and feeling of common purpose.
- To achieve positive relationships between pupils and staff.

Children's Responsibilities

- To work to the best of their abilities, and allow others to do the same.
- To have respect for themselves and others.
- To obey the instructions of the school staff.
- To take care of property and the environment in and out of school.
- To co-operate with other children and adults.
- To be a role model for their peers.
- To listen when it's someone else's turn to speak.
- Be kind to others and use good manners.

Staff Responsibilities

- To treat all children fairly and with respect.
- To raise children's self-esteem and develop their full potential.
- To provide a challenging and interesting and relevant curriculum.
- To create a safe and pleasant environment, physically and emotionally.
- To use rules and sanctions clearly and consistently.
- To form a good relationship with parents so that all children can see that the key adults in their lives share a common aim. To recognise that each is an individual, and to be aware of their (special) needs.
- To offer a framework for social education.

- To recognise when children display signs of trauma.
- Adults to be observant, open and inclusive, act as role models particularly in how respect is shown and co-regulators as needed.
- There is no use of harsh tones or shaming children for behaviour.
- To provide high quality differentiated education, which involves all pupils, builds on success, ensures progression, involves and informs parents.
- To provide opportunities for activities where staff can get to know more about individual children and children feel listened to and valued (e.g. “I wish my teacher knew activity ..”)
- Individual “Meet and Greet,” for every pupil at the start of the school day.
- Recognised and planned for social, emotional and academic learning with explicit feedback across the day, within the classroom alongside academic learning and during transitions and break times.
- Programmes of PSHE are used to provide rich opportunities which are part of all areas of school life and learning.
- To build positive relationships with all pupils, so that all children feel valued and listened to.

Parents’ Responsibilities

- To make children aware of appropriate behaviour in all situations.
- To encourage independence and self-discipline.
- To show an interest in all that their child does in school.
- To foster supportive relationships with the school.
- To support the school in the implementation of this policy.
- To support the school in regularly reviewing this policy.
- To be aware of and supportive of the school rules and expectations.
- To inform school of any instances that could affect children behaviour.
- To offer a framework for social education.

Creating the right climate within the school - a philosophy:

All the children who attend our school must feel wanted and that they, as individuals, have a part to play at St. Joseph's School.

This can be realised in many ways, not least by encouraging each child to feel that they have a role to play within the family unit of the school and that other people e.g. brothers, sisters, peers, teachers, parents/guardians, visitors and governors, depend on them to behave in a mature, well-mannered and respectful way. Of course this is not a one way process and children need to see adults in school as models of outstanding behaviour.

Creating the right atmosphere in school arises from good inter-personal relationships. Parents, guardians, visitors, governors, teachers and children must treat each other with a level of mutual respect.

Fostering Good Behaviour

Our ethos is to notice and celebrate good behaviour, giving attention to children who make positive choices. This approach is highly effective in encouraging those who may be inclined to misbehave to seek recognition for doing the right thing.

Children can earn individual rewards and praise for their efforts. Each class teacher also has their own methods of recognising positive behaviour, which may include raffle tickets, small prizes, or additional playtime.

All children belong to one of four school houses — **Angels, Disciples, Prophets, and Saints**. Children can earn house points through their Class Dojo for demonstrating exceptional behaviour or attitudes around the school.

Every day is considered a new day, offering each child a fresh start and the opportunity to make positive choices.

Class DoJo

The Class Dojo scheme is an effective approach to promoting positive behaviour. It rewards children who consistently make good choices and serves as a gentle reminder for those who occasionally display low-level disruptive behaviours to make more positive decisions.

Throughout the day, children can earn points for demonstrating appropriate behaviour or achieving shared goals. The scheme is visual, engaging, and child-friendly. Because it is discreet and personal to each child, it promotes encouragement without causing embarrassment or shame.

At various points throughout the school year, children are celebrated for reaching specific dojo point milestones. This class-wide initiative fosters a strong sense of community, belonging, and shared success within each classroom.

Children and stages of development:

As a school, we recognise that children develop socially and emotionally at different rates, and that there is no one-size-fits-all model. With this in mind, we have developed a positive and flexible approach to behaviour that allows us to meet the individual needs of every child.

For example, a child in Key Stage 2 may be at a similar stage of social and emotional development to a younger child in Key Stage 1. In such cases, our expectations and support are adapted accordingly, ensuring that every child is treated fairly and with understanding.

Levels of Behaviours and Sanctions A Flexible Approach

EYFS/KS1

Level 1	Range of possible sanctions
<p>Out of seat Rocking on seat Slouching on the carpet Not listening/paying attention Pushing in the line Running indoors Not working Not clearing up</p>	<p>Verbal reminder of expectations</p>
Level 2	
<p>Distracts others Throws small objects to distract – not to hurt Inappropriate physical contact e.g. poking, flicking, pulling hair Talking at an inappropriate time or asking inappropriate questions to disrupt Hides work or resources Interferes with other’s property Minor deliberate damage</p>	<p>Loses 5 minutes off playtime or lunch time – and speak to parent /carer at the end of the school day.</p>
Level 3	
<p>Leaves the room without permission Telling lies to get others into trouble Persistent rough play Destroys own work Destroys others’ work</p>	<p>Part of playtime or lunch time to be missed. Speak to parent/carers</p>
Level 4	

<p>Encourages others to misbehave Causes hurt intentionally Answering back or constantly questioning adults decision or request</p> <p>Deliberate damage to property or equipment(including play equipment)</p>	<p>Parents informed – by phone or meeting Loss of whole playtime or lunchtime Child uses ‘time’ to try to make amends eg repairing property, redoing work, apology</p>
<p>Level 5</p>	
<p>Uses obscene words to offend Verbal abuse of adults Refuses to follow instruction Stealing Physical or violent assault causing injury or persistent violent behaviour Persistent Bullying</p>	<p>Sent to Head teacher – conversation with parents/carers</p> <p>Depending on the severity of the incident this could result in Temporary suspension (during the school day/lunchtime) A continuation of such incidents may result in permanent exclusion</p>

Y3/Y4

Level 1	Range of possible sanctions
Out of seat Rocking on seat Slouching Not listening/paying attention Pushing in the line Running indoors In wrong place Not working Not clearing up	Verbal Warning
Level 2	
Distracts others Throws small objects to distract – not to hurt Inappropriate physical contact e.g. poking, flicking, pulling hair Complains or mutters disruptively/persistently talking at an inappropriate time or asking inappropriate questions to disrupt Hides work or resources Interferes with other's property Minor deliberate damage	Loses 5 minutes of playtime or lunch time. (If the behaviour continues, the child will lose additional time.)
Level 3	
Leaves the room without permission Lies (older children) Telling lies to get others into trouble Persistent rough play Destroys own work Destroys others' work	Write letter of apology Missing whole /part of playtime or lunch time
Level 4	

<p>Encourages others to misbehave Causes hurt intentionally Answering back or constantly questioning adults decision or request Damage to property or equipment(including play equipment)</p>	<p>Parents informed – by phone or meeting Children write a letter to parents informing them of the inappropriate behaviour that they have been engaged in Loss of whole playtime or lunchtime Child uses ‘time’ to try to make amends e.g. repairing property, redoing work, apology In such circumstances SLT should also discuss the behaviour with the child.</p>
<p>Level 5</p>	
<p>Uses obscene words to offend Verbal abuse of adults Refuses to follow instruction Insulting name calling including racist and homophobic language Threatens violence Stealing Physical or violent assault causing injury or persistent violent behaviour Persistent Bullying</p>	<p>Sent to Head teacher – conversation with parents/carers</p> <p>Depending on the severity of the incident this could result in Temporary suspension (during the school day/lunchtime) A continuation of such incidents may result in permanent exclusion</p>

Y5/Y6

Level 1	Range of possible sanctions
Out of seat Rocking on seat Slouching Not listening/paying attention Pushing in the line Running indoors In wrong place Not working Not clearing up	Verbal Warning
Level 2	
Distracts others Throws small objects to distract – not to hurt Inappropriate physical contact e.g. poking, flicking, pulling hair Complains or mutters disruptively/persistently Talking at an inappropriate time or asking inappropriate questions to disrupt Hides work or resources Interferes with other's property Minor deliberate damage	Loses 5 minutes of playtime or lunch time.
Level 3	
Leaves the room without permission Lies (older children) Telling lies to get others into trouble Persistent rough play	Write letter of apology Missing whole /part of playtime or lunch time

<p>Level 4</p>	
<p>Encourages others to misbehave Causes hurt intentionally Answering back or constantly questioning adults decision or request Destroys own work Destroys others' work Damage to property or equipment(including play equipment)</p>	<p>Caution time out of class for 2 minutes (with a member of staff) The use of restorative questioning by class staff (e.g.; What happened? Who did it effect and why? What do YOU need to do to put it right? What do YOU need to do differently next time?) Discussion with SLT</p> <p>Teacher to inform Parents – by phone call or meeting</p> <p>Children write a letter to parents informing them of the inappropriate behaviour that they have been engaged in Loss of whole playtime or lunchtime Child uses ‘time’ to try to make amends e.g. repairing property, redoing work, apology</p>
<p>Level 5</p>	
<p>Uses extreme obscene words to offend Verbal abuse of adults Refuses to follow instruction</p> <p>Insulting name calling including racist and homophobic language Threatens violence Stealing Physical or violent assault causing injury or persistent violent behaviour Persistent Bullying Possession of weapons Possession of drugs Incidents of an inappropriate sexual nature Bringing the school or the school community into disrepute e.g. through the use of social media</p>	<p>Sent to Head teacher – conversation / meeting with parents/carers</p> <p>Depending on the severity of the incident this could result in Temporary suspension (during the school day/lunchtime)</p> <p>Fixed term exclusion.</p> <p>A continuation of such incidents or a serious single incident may result in permanent exclusion</p>

Practical strategies to support and reinforce outstanding behaviour:

Many of our children consistently demonstrate exemplary behaviour. It is extremely important that, as valued members of our school community, all children feel that their positive actions and attitudes are recognised and celebrated.

Across the school, a variety of positive strategies and rewards are used to acknowledge and reinforce good behaviour. The examples below illustrate some of the ways we promote and celebrate positive conduct throughout our community.

- Positive language.
- Class DoJo and class rewards
- Post-It Notes Home / Praise postcards
- Taking the time to call/email parents to notify of achievements
- Children sharing their achievements with their peers and the wider school.
- Look for things to praise, so often a child with overt behavioural problems only gains attention by being disruptive. There is a tendency to feel relief when the child is behaving appropriately and to leave well alone.
- It is often the case that the child who is disruptive demands a disproportionate amount of adult time. By making the adult time positive, the child can feel better about themselves and so too can the adult. Time previously used for managing disruptive behaviour can then be redistributed amongst all the children.
- Try to reinforce appropriate behaviours in another child rather than drawing attention to negative behaviours, e.g. rather than saying "Don't throw the sand" try saying "look how well Adam and Zakir are filling their buckets with sand".
- Exchange an unacceptable behaviour for a more acceptable activity, e.g. by turning out of seat behaviour into the child purposefully going to get something.

To be reviewed October 2026