

St Joseph's Primary School
a Catholic Voluntary Academy



ST JOSEPH'S CATHOLIC PRIMARY SCHOOL

Behaviour Policy

September 2026

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.

Celebrating Positive Behaviour and Achievement

At our school, we believe that positive behaviour, effort, and achievement should be recognised and celebrated. Many of our children consistently demonstrate our school values through their actions, attitudes, and commitment to learning. It is important that all children feel valued and that their contributions to our school family are acknowledged.

We will:

- Use positive language to encourage, motivate, and recognise children's successes.
- Celebrate positive behaviour, effort, kindness, and achievement through Class Dojo and class-based reward systems.
- Share achievements with families through praise postcards, positive notes home, and other forms of recognition.
- Contact parents and carers to celebrate significant achievements, progress, or positive contributions.
- Provide opportunities for children to share and celebrate their achievements with their peers, teachers, and the wider school community.
- Recognise children who demonstrate our school values, show resilience, make positive choices, or act as role models for others.
- Foster a culture where effort, improvement, kindness, and positive behaviour are valued and celebrated by all.

By recognising and celebrating positive behaviour, we help children develop confidence, motivation, and a sense of pride in their achievements and contributions to our school community.

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

We encourage all children to play an active part in creating a happy, safe, and successful school family. We ask children to:

- Always try their best in their learning and allow others to do the same.
- Treat themselves and others with kindness, respect, and consideration.
- Follow the instructions and guidance of school staff to help keep everyone safe and ready to learn.
- Take care of school property, resources, and the environment, both in and out of school.
- Work and play cooperatively with other children and adults.
- Be positive role models by making good choices and setting a good example for others.
- Listen carefully when others are speaking and value their thoughts and opinions.
- Use good manners and speak to others in a polite and respectful way.
- Be honest and take responsibility for their actions.
- Include others, celebrate differences, and help everyone feel welcome and valued.
- Ask for help when they need it and support others when they can.
- Help contribute to a calm, safe, and positive environment where everyone can learn, grow, and succeed

Together, we can make our school a place where everyone feels safe, respected, resilient and proud to belong.

Staff Responsibilities

At our school, staff are committed to contributing to a safe, supportive, and positive learning environment for all children. We will:

- Treat every child fairly, with kindness, dignity, and respect.
- Help children develop confidence, resilience, and a positive sense of self-worth.
- Provide engaging, challenging, and meaningful learning experiences that meet the needs of all pupils.
- Create a safe, inclusive, and nurturing environment where children feel physically and emotionally secure.
- Apply the school's behaviour policy consistently, fairly, and in a way that supports learning and wellbeing.
- Work in partnership with parents and carers, recognising that we share a common goal of helping every child succeed.
- Recognise and value each child as an individual, taking account of their strengths, needs, and circumstances.
- Be alert to signs that a child may be experiencing trauma or emotional distress and respond sensitively, appropriately, and in line with safeguarding procedures.
- Act as positive role models by demonstrating respect, empathy, and inclusion in all interactions.
- Use calm, respectful communication at all times and avoid shaming, humiliating, or speaking harshly to children.
- Support children's social, emotional, and academic development throughout the school day, including during lessons, transitions, and break times.
- Build positive relationships with all pupils so that every child feels valued, heard, and supported, using restorative approaches where appropriate.
- Help children develop the skills to understand and manage their emotions, relationships, and behaviour through approaches such as PSHE and P4C (Philosophy for Children). Zones of Regulation.
- Respond effectively to situations as they arise, supporting children to reflect, learn, and make positive choices.

Together, staff will work to ensure that every child feels safe, respected, included, and able to achieve their full potential.

Parents' Responsibilities

We value working in partnership with parents and carers to help every child thrive. We ask parents to:

- Talk with your child about the need to be kind, respectful, and considerate towards others.
- Encourage your child to become increasingly independent, responsible, resilient and confident.
- Discuss your child's day and celebrate their achievements.
- Form respectful relationships with school staff and communicate openly.
- Support the school's behaviour expectations, both at school and at home.
- Share their views and feedback constructively when the school reviews its behaviour policy and practices.
- Know the school's rules, values, and expectations (and encourage your) child to follow them.
- Let the school know about any changes or circumstances at home that may affect their child's wellbeing or learning, so that appropriate caring and support can be provided.

Together, we can create a safe, supportive, and positive environment where all children can succeed.

Recognising and Encouraging Positive Behaviour

At our school, we believe that positive behaviour should be noticed, celebrated, and encouraged. By focusing on children's strengths and recognising the positive choices they make, we help to build confidence, motivation, and a supportive school community.

We will:

- Notice and celebrate positive behaviour, effort, and achievement throughout the school day.
- Encourage children to make positive choices by recognising and praising behaviours that reflect our school values.
- Provide individual praise and rewards to acknowledge children's efforts, progress, and contributions.
- Use a range of class-based recognition systems, chosen by class teachers, to promote and celebrate positive behaviour.
- Encourage a sense of belonging and teamwork through our school house system: **Angels, Disciples, Prophets, and Saints**.
- Award house points through Class Dojo when children demonstrate exceptional behaviour, attitudes, effort, kindness, or commitment to learning.
- Promote a culture where all children feel valued, successful, and encouraged to achieve their best.

We believe that every session and every part of the day is a fresh start. Children are always given the opportunity to reflect, learn from their experiences and reset, making positive choices as they move forward. A difficult moment should not define the rest of a child's day. Our positive behaviour approach ensures that every child is supported to move on, make better choices and have every opportunity to succeed.

Understanding Children's Development

At our school, we recognise that children develop socially, emotionally, and academically at different rates. Every child is unique, and we understand that there is no single approach that meets the needs of all children.

We will:

- Recognise that children's social and emotional development may not always match their chronological age.
- Take a flexible and individualised approach to behaviour support, ensuring that expectations are appropriate to each child's stage of development.
- Consider a child's individual needs, experiences, and circumstances when responding to behaviour.
- Provide support, guidance, and opportunities for children to develop the skills they need to manage their emotions, relationships, and behaviour successfully.
- Ensure that behaviour expectations are applied fairly, with understanding and consistency.

For example, a child in Key Stage 2 may be at a similar stage of social and emotional development as a younger child in Key Stage 1. In these situations, staff will adapt their support and responses appropriately, helping the child to succeed while maintaining high expectations and a positive learning environment.

By recognising and responding to children's individual developmental needs, we can provide the right support at the right time and help every child to flourish.

Logical consequences are respectful behaviours related to outcomes designed to teach responsibility and fix mistakes rather than punish.

Promoting Positive Behaviour Through Understanding and Consistency

EYFS/KS1

Level 1 Behaviour		
Expected / Positive Behaviour	Unacceptable/Negative Behaviour	Range of logical consequences
• Remaining seated and ready to learn • Using chairs safely • Listening carefully and paying attention • Walking sensibly and respecting personal space in lines • Moving safely indoors • Staying focused on the learning activity • Taking responsibility for tidying up and caring for resources •	• Finding it difficult to remain seated • Using furniture unsafely • Finding it difficult to focus or listen • Difficulty maintaining personal space in a line • Moving too quickly indoors • Needing reminders to tidy up and care for resources	• Verbal reminder of expectations and incentives
Level 2 Behaviour		
Expected / Positive Behaviour	Unacceptable/Negative Behaviour	Range of logical consequences
• Supporting others to learn without distraction • Using equipment and resources safely • Respecting personal space and keeping hands and feet to themselves • Speaking at appropriate times and contributing positively • Engaging positively with learning tasks and resources • Respecting the property and belongings of others • Taking care of school resources and the environment	• Finding it difficult to maintain focus without distracting others • Throwing small objects to gain attention or distract others • Difficulty respecting personal space (e.g., poking, flicking, pulling hair) • Calling out or making comments that interrupt learning • Needing support to engage with and complete learning tasks • Difficulty respecting other people's belongings or learning resources • Using resources or property in a way that causes minor damage	• Verbal reminder of expectations • Loses 5 minutes of playtime, lunch time or "their" time – and teacher (or teaching assistant if they have covered the class) to speak to parent /carer at the end of the school day.

Level 3 Behaviour		
Expected / Positive Behaviour	Unacceptable/Negative Behaviour	Range of logical consequences
• Remaining in the learning environment unless given permission to leave • Being honest and taking responsibility for actions • Playing safely and respectfully with others • Taking pride in and caring for their own work • Respecting and valuing the work of others	• Leaving the learning environment without permission or adult support • Difficulty taking responsibility for actions and interactions with others • Finding it difficult to engage in safe and cooperative play • Damaging or destroying their own work when feeling frustrated or dysregulated •	• Where appropriate, children may be supported to use part of their playtime, lunchtime, or another agreed time to reflect on their choices, repair relationships, and complete any unfinished learning. • Teacher (or teaching assistant if they have covered the class) to speak to parent /carer at the end of the school day ensuring that home and school work together to support the child's success.
Level 4 Behaviour		
Expected / Positive Behaviour	Unacceptable/Negative Behaviour	Range of logical consequences
• Encouraging others to make positive choices • Keeping everyone safe through kind and respectful actions • Responding respectfully to adult guidance and instructions • Taking care of school property, equipment, and resources	• Encouraging or influencing others to make unhelpful choices • Intentionally causing physical or emotional harm to others • Persistent refusal to follow adult guidance, instructions, or reasonable requests • Deliberately misusing or damaging school property, equipment, or resources (including play equipment) • Damaging or destroying the work of others	• Parents informed – by phone or meeting (by the class teacher) • Loss of whole playtime or lunchtime • Child uses 'time' to try to make amends eg repairing property, redoing work, apology

Level 5 Behaviour		
Expected / Positive Behaviour	Unacceptable/Negative Behaviour	Range of logical consequences
• Use kind, respectful, and appropriate language. • Speak politely and respectfully to adults and other children. • Listen carefully and follow adult instructions and guidance. • Be honest and take responsibility for their actions. • Ask permission before using other people's belongings. • Use safe hands, safe feet, and make safe choices. • Show kindness, empathy, and care towards others. • Encourage others to make positive choices. • Stay in a safe place and ask an adult for help when needed. • Take care of their own work, other people's work, and school resources. • Share, take turns, and cooperate with others. • Listen attentively and wait their turn to speak.	• Using offensive, inappropriate, or discriminatory language that causes harm or distress to others • Using verbally aggressive, threatening, or disrespectful language towards adults • Persistent refusal to follow adult guidance, instructions, or reasonable requests • Difficulty demonstrating honesty and taking responsibility for actions • Taking property or belongings without permission • Intentionally causing physical harm to others, or engaging in persistent unsafe or violent behaviour • Engaging in persistent bullying, intimidation, or behaviour that causes harm to others	• Sent to Head teacher – conversation with parents/carers • Depending on the severity of the incident this could result in Temporary suspension during the school day. A continuation of such incidents may result in permanent exclusion

Level 1 Behaviour		
Expected / Positive Behaviour	Unacceptable/Negative Behaviour	Range of logical consequences
• Remaining seated and ready to learn • Using chairs and furniture safely • Listening carefully and paying attention • Walking sensibly and respecting personal space in lines • Moving safely and calmly indoors • Staying focused on learning tasks • Taking responsibility for tidying up and caring for resources.	• Finding it difficult to remain seated during learning time • Using furniture in an unsafe way • Finding it difficult to focus or listen • Difficulty maintaining personal space when lining up • Moving too quickly or unsafely indoors • Needing reminders to tidy up and care for resources	• Verbal reminder of expectations • Positive encouragement and reinforcement of good choices
Level 2 Behaviour		
Expected / Positive Behaviour	Unacceptable/Negative Behaviour	Range of logical consequences
• Supporting others to learn without distraction • Using equipment and resources safely and appropriately • Speaking at appropriate times and contributing positively • Engaging positively with learning tasks • Respecting others' belongings and learning resources • Caring for school resources and the environment	• Finding it difficult to stay focused without distracting others • Calling out or interrupting learning • Difficulty respecting others' belongings or resources • Using resources in a way that causes minor damage	• Loss of up to 5 minutes of playtime or lunchtime • Reflection time and discussion with teacher or TA with the aim of making amends and restoring relationships. • Parent/carer informed briefly at the end of the school day if needed

Level 3 Behaviour		
Expected / Positive Behaviour	Unacceptable/Negative Behaviour	Range of logical consequences
• Respecting personal space and keeping hands and feet to self • Remaining in the learning environment unless given permission • Being honest and taking responsibility for actions • Playing safely and respectfully with others • Taking pride in own work • Respecting and valuing the work of others	• Leaving the learning environment without adult permission or support • Finding it difficult to take responsibility for actions and choices • Finding it difficult to engage in safe and cooperative play with others • Damaging own work when feeling frustrated or dysregulated • Damaging or destroying the work of others • Throwing small objects to gain attention or distract others • Finding it difficult to respect personal space (e.g., poking, flicking, pulling hair)	• Write letter of apology • Time to reflect on choices • Opportunity to repair relationships and complete unfinished learning • Where appropriate, part of playtime/lunchtime may be used for reflection or learning completion • Teacher or TA to speak with parent/carers at the end of the day to support shared understanding

Level 4 Behaviour		
Expected / Positive Behaviour	Unacceptable/Negative Behaviour	Range of logical consequences

• Encouraging others to make positive choices • Keeping everyone safe through kind and respectful actions • Responding to adult guidance respectfully • Taking care of school property and resources	• Encouraging or influencing others to make unhelpful choices • Intentionally causing harm to others (physical or emotional) • Persistent refusal to follow adult instructions or reasonable requests • Deliberate misuse or damage of school property or equipment (including play equipment)	• Parents/carers informed by phone or meeting (class teacher) • Loss of whole playtime or lunchtime • Time used for reflection, repair (e.g., apology, fixing work or resources), and restoring relationships
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Level 5 Behaviour		
Expected / Positive Behaviour	Unacceptable/Negative Behaviour	Range of logical consequences
• Using kind, respectful, and appropriate language • Speaking respectfully to adults and peers • Listening to and following adult instructions • Being honest and taking responsibility • Respecting other people's belongings • Keeping hands and feet safe • Showing kindness, empathy, and respect • Including others and making positive choices • Asking for help when	• Using offensive, inappropriate, or discriminatory language that harms or upsets others • Using verbally aggressive, threatening, or abusive language towards adults • Persistent refusal to follow adult instructions or expectations • Dishonesty or refusal to take responsibility for actions • Taking property without permission • Serious or repeated physical aggression or	Sent to Head teacher – conversation with parents/carers 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 Referral to Headteacher or Senior Leader Parent/carer meeting or phone call Possible internal suspension or temporary removal from class In serious or repeated cases, fixed-term or permanent exclusion may be considered

needed • Caring for own work, others' work, and school resources • Sharing, cooperating, and taking turns	unsafe behaviour • Persistent bullying or behaviour that causes harm to others	
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Y5/Y6

Level 1 Behaviour		
Expected / Positive Behaviour	Unacceptable/Negative Behaviour	Range of logical consequences
• Remaining seated and ready to learn • Using furniture safely and appropriately • Listening carefully and showing attention • Moving sensibly and respectfully in school • Being in the correct place at the correct time • Engaging fully with learning tasks • Taking responsibility for tidying and caring for the environment	• Being out of seat during learning time • Rocking or slouching on chair • Finding it difficult to listen or pay attention • Pushing in the line or not maintaining personal space • Running indoors • Not engaging with learning tasks • Not tidying up or caring for resources	• Verbal reminder of expectations • Positive reinforcement of expected behaviour
Level 2 Behaviour		
Expected / Positive Behaviour	Unacceptable/Negative Behaviour	Range of logical consequences
• Supporting others to learn without disruption • Using equipment and resources appropriately and safely • Respecting personal space and boundaries • Speaking at appropriate times • Engaging positively with learning • Respecting others' work and belongings •	• Distracting others from learning • Throwing small objects to gain attention (not to harm) • Inappropriate physical contact (e.g., poking, flicking, pulling hair) • Persistent complaining or muttering that disrupts learning • Calling out or asking inappropriate questions to disrupt learning • Hiding work or learning resources • Interfering with others' property • Minor deliberate damage to property or resources	• Verbal warning and reminder of expectations • Loss of 5 minutes of playtime or lunchtime

Level 3 Behaviour		
Expected / Positive Behaviour	Unacceptable/Negative Behaviour	Range of logical consequences
• Remaining in class unless given permission to leave • Being honest and taking responsibility for actions • Playing safely and respectfully with others • Respecting personal space and keeping hands and feet to self • Remaining in the learning environment unless given permission • Being honest and taking responsibility for actions • Playing safely and respectfully with others • Taking pride in own work • Respecting and valuing the work of others	• Lying or not telling the truth (including to get others into trouble) • Persistent rough play or unsafe behaviour • Leaving the learning environment without adult permission or support • Finding it difficult to take responsibility for actions and choices • Finding it difficult to engage in safe and cooperative play with others • Damaging own work when feeling frustrated or dysregulated • Damaging or destroying the work of others • Throwing small objects to gain attention or distract others • Finding it difficult to respect personal space (e.g., poking, flicking, pulling hair)	• Write letter of apology • Time to reflect on choices • Opportunity to repair relationships and complete unfinished learning • Where appropriate, part of playtime/lunchtime may be used for reflection or learning completion • Teacher or TA to speak with parent/carer at the end of the day to support shared understanding

Level 4 Behaviour		
Expected / Positive Behaviour	Unacceptable/Negative Behaviour	Range of logical consequences
• Encouraging others to make positive choices • Keeping everyone safe through respectful behaviour • Following adult instructions and guidance • Taking care of own work, others' work, and school property	• Encouraging or influencing others to make unhelpful choices • Deliberately causing harm to others • Repeated questioning or arguing with adult instructions • Damaging own or others' work • Deliberate damage to property or equipment (including play equipment)	• Short time out (around 2 minutes) with a key member of staff, away from the audience, to support de-escalation. SLT will, where possible, cover the class so the staff member can support the child to calm, reflect, and repair relationships. • Restorative questioning (e.g., What happened? Who was affected? How can it be put right? What will you do differently next time?) • Parent/carer informed by phone or meeting • Opportunity to repair harm (apology, fixing work/property, restoring relationships)
Level 5 Behaviour		
Expected / Positive Behaviour	Unacceptable/Negative Behaviour	Range of logical consequences
• Using respectful and appropriate language at all times • Following adult instructions and guidance • Showing respect for all members of the school community • Keeping everyone safe through positive choices • Taking responsibility for actions and repairing harm where possible •	• Using highly offensive or abusive language to harm or offend others • Verbal abuse towards adults • Persistent refusal to follow instructions • Racist, homophobic, or discriminatory language • Threatening behaviour or threats of violence • Stealing • Serious physical assault or persistent violent behaviour • Persistent bullying behaviour • Possession of weapons	• Immediate referral to Headteacher • Phone call to parents /carers to discuss serious incident and planned next steps - followed by a meeting with parents/carers • Possible internal suspension, lunchtime or fixed-term suspension • In serious or repeated cases, permanent exclusion may be considered

	• Possession of illegal substances • Inappropriate sexual behaviour or incidents of a sexual nature • Behaviour that brings the school into disrepute (including through social media)	
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To be reviewed October 2027