



St Joseph's Catholic Primary School Malvern

Behaviour Policy **(linked with Anti-bullying Policy)**

Reviewed September 2025

Review date: September 2026



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Behaviour Policy (Linked with Anti-Bullying Policy)

Introduction

We are committed to enabling all children to access education successfully. This is an inclusive process; part of this commitment is concerned with establishing a high standard of behaviour throughout the school. The way in which pupils and adults behave has a profound effect on the work that is undertaken. Therefore, a well thought out approach to this aspect contributes directly to both the social and learning aspects of our school.

"Following in the footsteps of Jesus, together we love, live and learn."

St Joseph's is a caring community, a family growing in faith and belief with a love of learning.

Our vision is to:

Create a safe and caring learning environment with positive relationships and high expectations, where our uniqueness is respected and celebrated and where we develop skills and confidence for an ever -changing world.

The policy is given to the parents/carers of all children joining the school and to new staff. It is also posted on the school website and its contents regularly referred to in assemblies,

Aim:

To encourage respect for self and others as children of God

The school rules were agreed in consultation with all children in the school and all staff. They are displayed around the school, but more importantly should be woven into any behaviour intervention.

Be ready

Be respectful

Be safe

The role of all staff

All staff should behave in a consistent, calm and adult manner. They should always give first attention for best conduct. Class routines should be shared and regularly reinforced. During any difficult intervention, a shared language should be used. Staff should always try and keep the time between action and consequence as short as possible and proportionate. Staff should always ensure there is a restorative follow up with the child or children.

Questions to be asked during restorative justice:

What happened?

What were you thinking at the time?

What have you thought since?



How did this make people feel?
Who has been affected?
How have they been affected?
What should we do to put things right?
How can we do things differently in the future?

Restorative questions with younger children:

Imagine if there were (people affected/a way of putting things right/ things you could do differently) what would they be?

Offer a postponement (I can see you are not ready to talk) validate emotions

To establish true consistency over time, how and when staff follow up is critical.

Strategies

In order to assist with the implementation of our behaviour policy staff should:

Be good role models

Use positive language in a calm tone of voice

Supervise children to and from classrooms, into cloakrooms and to and from playgrounds.

Remind children as they leave classes of expected behaviour when moving around the school

Encourage toilet visits at breaks and lunchtimes

Encourage group/ring games in the playground placing emphasis on taking turns

Use key words for positive reinforcement e.g. kindness, care and consideration

Give reasoned explanations if a sanction is given

Use a common reward system throughout the school with house points awarded for academic and non-academic achievement and effort

Actively support parental involvement in school and remind parents they have a valuable role to play

Classroom management

To promote positive behaviour in class staff should:

Be ready in the classroom to greet the children and have the morning activity ready

Ensure the classroom and resources are organised and labelled and model responsibility for caring for these and keeping the classrooms and work areas tidy

Organise and adhere to consistent classroom routines e.g. lining up sitting properly

Place emphasis on independent learning

Avoid queues

Maintain a quiet and calm atmosphere

Rewards

The school aims to reward good behaviour and positive attitudes to promote these standards and encourage pride and self-esteem in the pupil.

Rewards and incentives include:

- House points
- Praise in home-school communication books
- Being chosen as star learner in the weekly celebration assembly
- Stickers



- Being sent to other members of staff
- Positive comment to parents and carers
- Reward sessions/privileges in class for individuals and groups of pupils
- Praise postcards and Head of School awards
- Letter home from the Head of School

House system

Classes are divided into 4 houses. Each house will include children of mixed attainment and behaviour. Children will be awarded house points for academic and non-academic achievement. When house points have been awarded they cannot be taken away. The teachers or prefects will then total up the winning house on a weekly basis. At the end of each week the winning house will be announced in the celebration assembly and displayed in the hall. At the end of a half term, the winning house will enjoy a reward in the form of a special activity afternoon.

Sanctions

For the majority of the time, where the entitlements and responsibilities listed in this policy are respected; there are few problems. Children need to be taught what behaviour is acceptable within the school environment and when they test the boundaries of positive behaviour, affirmation is necessary and this may include sanctions.

In the case of poor behaviour, a reminder of what is required should be given directly to the child e.g. "Do this work in silence please." The reminder may be accompanied by the reason for the rule e.g. "You were asked not to talk and you are disturbing your group." It is expected that the child will now comply. Should the poor behaviour continue, then another reminder is made and a sanction clearly given.

Sanctions include:

- separation within class for an age-appropriate period
- missed playtime, the amount of time being age appropriate
- child sent to senior member of staff
- suspension or permanent exclusion (see paragraph on suspensions)

If the usual rewards and sanctions have been applied consistently, for a reasonable amount of time and there is still no improvement in the child's behaviour then a meeting with the parents would be necessary. Parents must be given the opportunity to work with the teacher to ensure that the behaviour improves. These opportunities include use of target/report forms which allows daily or weekly home/school communication; regular teacher/parent meetings; use of a target sticker card, etc. Advice may be sought from the SENDCO on Behaviour Support Plans and a referral may be made to the LA Behaviour Support team.

Severe poor behaviour or allegations of bullying should be investigated and recorded by the Head of School and/or Executive Headteacher on a behaviour incident form (Appendix 1). Sexualised and or derogatory behaviour will also be challenged and recorded (Appendix 2) Staff will take account of these in their future planning of the curriculum, to embed a culture where this is not accepted.



The use of reasonable force including physical restraint

Restrictive physical intervention/reasonable force is only ever used as a last resort and would only ever be used under extreme exceptional circumstances including where the child is a danger to themselves or others, where the child has or is likely to commit an offence, to prevent a child from injuring themselves or others or damaging property and to maintain good order or discipline. Any restrictive physical intervention would be carried out in line with team teach techniques which ensures the child is kept safe whilst not hurt.

Unplanned

Unplanned use of physical restraint or reasonable force should take place under only the most exceptional circumstances e.g. in self-defence or where there is a risk of injury to the child, a member of staff, other pupils or adults or significant damage to property and the results of not using restraint/reasonable force would be more severe and detrimental than those of not using force or restraint. Examples include when a child attempts to run into a busy road, or harm another child or adult. However, all staff must be aware that this is always as a last resort and will only be supported if it is seen that there was no other alternative. Therefore, in such a situation staff are advised to seek help and attendance from another colleague or send the red card kept near the classroom exit when they are in a situation which becomes difficult to handle. This should be sent directly to the office who will summon a senior leader or another staff member trained to use physical restraint.

Recording Incidents

All incidents where restraint/reasonable force is used must be recorded and then be kept secure in the main office.

Further Action including exclusions:

If poor behaviour does not improve or a serious matter arises including a one-off incident e.g. one which causes another person physical or emotional harm or puts another person in danger, then a suspension or permanent exclusion may be used by the Headteacher (or the designated person in charge in his/her absence), following procedures laid down by the DfE. The full context of the unacceptable behaviour will always be carefully considered before a suspension is issued.

Reasons for suspension may include:

- Where strategies in the discipline policy have been applied without success
- Persistent and defiant misbehaviour including continued low-level disruption
- Damage to school property
- Bullying, including racist, sexist or cyber bullying or incidents of extremism
- Assault including spitting, biting, kicking, hitting, punching, removing clothing
- Abuse including sexist or racist abuse
- Unacceptable language
- The carrying of illegal or unacceptable objects, materials or substances
- Where the use of restraint is required in anything other than exceptional circumstances

The above apply to behaviour in and out of school.



In the case of suspensions of less than five days the Chair of Governors will be informed. Should a suspension of greater than five days or permanent exclusion be under consideration then the Chair of Governors and the Local Authority will be informed and the Chair will inform the Governing Body.

At St Joseph's, we always wish to work with parents to resolve issues, and in many cases, this avoids formal procedures. However, if a parent is not satisfied with the outcome of such meetings or action taken by the school, the Complaints Procedure should be followed. A copy of this may be found on the website or on request from the school office.

Related policies:

- Anti-bullying policy
- Drugs Policy
- Positive handling Policy
- Race equality policy
- Disability Equality Scheme and Accessibility Plan

Reviewed:

Signed: Co- Chairs of Governors

Signed:
Headteacher

Date for next review:



Appendix 1 Incident Report Form - Behaviour/Bullying

Date and time report made	
Report made by	
Report made to	
Description of incident as reported including time, place, people involved, adults & pupils <i>(continue overleaf if needed)</i>	
Action taken immediately/ investigation undertaken	
Findings of investigation	
Action taken following investigation including any meetings held	
Parents consulted? – details <i>(Please attach parent consultation record)</i>	
Others consulted if any, including outside agencies	
Follow up action taken	
Additional follow up action required	
Signature of pupil to confirm understand and happy with action taken	



Appendix 2 – Incident Report Form: sexualised/derogatory language

Date and time report made	
Report made by	
Report made to	
Description of incident as reported including time, place, people involved, adults & pupils <i>(continue overleaf if needed)</i>	
Action taken immediately/ investigation undertaken	
Findings of investigation	
Action taken following investigation including any meetings held	
Parents consulted? – details <i>(Please attach parent consultation record)</i>	
Others consulted if any, including outside agencies	
Follow up action taken	
Additional follow up action required	
Signature of pupil to confirm understand and happy with action taken	