

St. Joseph's Catholic Primary School



Behaviour and Relationships Policy

'Inspired by Christ, working together, achieving our best'

Policy Created: September 2026

Updated: September 2028

Aims of St. Joseph's Catholic Primary School

'Inspired by Christ, working together, achieving our best'

BEHAVIOUR AND RELATIONSHIPS POLICY

1. Introduction

St Joseph's Catholic Primary School is committed to providing a safe, welcoming and nurturing environment in which every child can flourish. As a Catholic school within the Christus Catholic Trust, our approach to behaviour is rooted in the teachings of Jesus Christ and in the belief that every person is created in the image and likeness of God. Every child and adult within our community therefore has inherent dignity and deserves to be treated with kindness, compassion, fairness and respect.

We recognise that positive behaviour is fundamental to successful learning. Children cannot learn effectively if they feel unsafe, anxious or unsettled, and adults cannot teach effectively where expectations are unclear or inconsistently applied. Our behaviour policy therefore seeks to create a calm, orderly and purposeful environment in which pupils understand what is expected of them, know that adults will support them and understand that their behaviour has an impact upon other people.

Our approach is based on the principle that behaviour must be taught, modelled, practised and reinforced. We do not expect children simply to know how to behave appropriately in every situation. Instead, we explicitly teach the behaviours, routines, social skills and emotional regulation strategies that children need in order to become successful learners and responsible members of society.

St Joseph's Catholic Primary School identifies the importance of creating an environment where everyone feels happy, safe, secure and able to learn, while recognising that some children may require a personalised approach because of social, emotional, learning or other needs.

At St Joseph's, behaviour management is therefore not simply about administering sanctions. It is about forming children who are capable of making good choices, taking responsibility, showing compassion, repairing relationships and contributing positively to the common good.

2. Our Catholic Vision for Behaviour

Our behaviour culture is inseparable from our Catholic identity. The Gospel calls us to love God and to love our neighbour, and this provides the foundation for the way we expect members of the St Joseph's community to treat one another.

Jesus teaches us through His words and actions about forgiveness, compassion, service, truthfulness, humility and reconciliation. These principles influence how we respond when children make mistakes. We do not believe that a poor behaviour choice defines a child. Instead, we seek to help children recognise what has gone wrong, understand its impact, accept responsibility and learn how to make a better choice in the future.

This does not mean that our expectations are lowered. On the contrary, we believe that children deserve adults who have high expectations of them and who believe that they are capable of meeting those expectations. We will therefore combine warmth and compassion with clear boundaries and consistent expectations.

The school will seek to ensure that children understand that being part of our community carries responsibilities. We all have a responsibility to ensure that other people can learn, play, worship and work without being harmed, disrupted or treated disrespectfully.

Our mission, **Inspired by Christ, Working Together, Achieving Our Best**, therefore provides the foundation for our behaviour culture.

3. Our SMART Values

The behaviour expectations at St Joseph's are expressed through our SMART values. These values provide a simple and memorable framework which children can understand and apply across the school day.

S – Share God's Love with Everyone

To Share God's Love with Everyone means that children are expected to demonstrate kindness, compassion and consideration towards others. This includes:

- ✓ being welcoming
- ✓ using good manners
- ✓ speaking respectfully
- ✓ ensuring that others feel included and valued.

Children are taught that kindness is not dependent upon whether someone is their friend. We expect children to show dignity and respect towards everyone within our community.

M – Make Thoughtful Choices

To Make Thoughtful Choices means that children are expected to stop, think and consider the consequences of their actions. Children should:

- ✓ follow reasonable instructions
- ✓ move safely around school
- ✓ make positive choices in lessons, playtimes, lunchtimes and social situations.

We want children to develop increasing independence in making decisions and to understand that freedom and responsibility are closely connected.

A – Ask for Help When We Really Need It

To Ask for Help When We Really Need It recognises that children cannot be expected to solve every difficulty independently. Children are encouraged to:

- ✓ speak to a trusted adult when they are worried, upset, frightened or unable to resolve a problem.
- ✓ support one another appropriately
- ✓ show courage when facing difficulties.

Asking for help is presented as a strength rather than a weakness.

R – Respect Others, Our Environment and Ourselves

To Respect Others, Our Environment and Ourselves means that children should recognise the dignity and rights of other people while also taking care of themselves and the environment around them. This includes:

- ✓ listening when others are speaking
- ✓ using equipment safely
- ✓ looking after school property
- ✓ maintaining clean and tidy spaces
- ✓ taking pride in their appearance and learning.

Respect also means recognising and valuing differences between people.

T – Take Responsibility for Our Thoughts, Words and Actions

To Take Responsibility for Our Thoughts, Words and Actions means that children are encouraged to:

- ✓ understand that their behaviour has consequences
- ✓ where a child makes a poor choice, we expect them to take responsibility rather than blaming another person.

Children are taught that making a mistake is not the end of the matter; what is important is learning from the mistake and taking appropriate action to repair any harm caused.



ST JOSEPH'S CATHOLIC PRIMARY SCHOOL

Inspired by Christ, Working Together, Achieving Our Best

At St Joseph's we are:



S Share God's love with everyone

- Be kind, welcoming and caring.
- Use good manners: please, thank you and excuse me.
- Speak respectfully to everyone.



M Make thoughtful choices

- Follow instructions the first time.
- Walk quietly and safely around school.
- Take responsibility for our choices and the impact they have on others.
- Make positive choices in lessons, playtimes and lunchtimes.



A Ask for help when we really need it

- Speak to a trusted adult if we are worried.
- Support one another in our learning and friendships.
- Show courage when facing challenges.
- Be honest and tell the truth.



R Respect others, our environment and ourselves

- Sit properly on chairs and use equipment safely.
- Listen carefully when others are speaking.
- Wear our uniform correctly and take pride in our appearance.
- Keep classrooms, corridors and outdoor areas clean and tidy.
- Look after school property and resources.



T Take responsibility for our thoughts, words and actions.

- Take care of our belongings and school resources.
- Learn from our mistakes and make things right.
- Take pride in the presentation of our work and always try our best.
- Come to school ready to learn and participate positively.



"Whatever you do, work at it with all your heart, as working for the Lord." Colossians 3:23

The SMART values are therefore not simply a set of school rules. They form part of our behaviour curriculum and provide the language through which adults and children can discuss behaviour consistently.

4. Catholic Social Teaching

Our SMART values are strengthened and given deeper meaning through the principles of Catholic Social Teaching.

The principle of Human Dignity reminds us that every person is created in God's image. Consequently, even when a child's behaviour is unacceptable, the child must continue to be treated with dignity. We will challenge behaviour without humiliating or degrading the child.

The Common Good reminds us that our actions affect other people. A child who disrupts a lesson affects the learning of others; a child who behaves unsafely affects the safety of others; and a child who excludes someone from a friendship affects that person's sense of belonging. Children will therefore be taught to consider not only what they want but also what is best for the wider community.

Solidarity reminds us that we belong to one human family. At St Joseph's this means standing alongside people who are struggling, including those who may be lonely, vulnerable or experiencing difficulties. It means rejecting bullying, prejudice and discrimination and encouraging children to look after one another.

The principle of Participation reminds us that every child has something valuable to contribute. We want children to participate fully in school life, to develop confidence and to understand that their contribution matters.

Peace and Reconciliation are particularly important to our behaviour approach. Disagreements and mistakes are inevitable within any community, but we believe that children should be taught how to resolve conflict, forgive, rebuild relationships and move forward. Restorative conversations will therefore be used wherever they are appropriate and safe.

Finally, Care for Creation reminds us that our environment is a gift from God. Children are therefore expected to look after classrooms, playgrounds, equipment and resources and to understand their responsibility for the world around them.

5. Our Approach to Behaviour

Our approach is based upon the understanding that behaviour is communication and that children may behave differently for a wide variety of reasons. This does not mean that inappropriate behaviour is ignored or excused.

Rather, it means that adults should seek to understand the circumstances surrounding behaviour so that the response is both effective and proportionate.

This policy emphasises that events in a child's life can influence how they think, feel and act and requires adults to provide routines, boundaries, positive relationships and logical consequences. At St Joseph's, we will therefore establish clear routines and predictable expectations while maintaining positive relationships with pupils. Adults will regulate their own responses and model the calm, respectful behaviour that they expect from children.

We believe that the most effective behaviour management is preventative. When children know what is expected, understand routines, feel secure and have positive relationships with adults, behaviour is more likely to be successful.

6. The Role of Adults

All adults at St Joseph's have an important responsibility for creating and maintaining our behaviour culture. Staff are expected to model the SMART values in their interactions with children, colleagues, parents and visitors.

Adults should communicate expectations clearly, use consistent language and provide calm reminders when children are beginning to move away from expectations. Staff should avoid unnecessary confrontation and, wherever possible, correct behaviour privately while recognising positive behaviour publicly.

This policy identifies the importance of staff creating a calm and safe environment, maintaining clear boundaries, teaching routines and expectations, modelling positive relationships, providing personalised approaches and recording significant incidents accurately.

Teachers are responsible for creating classrooms in which children know what is expected and understand that behaviour is part of learning. Lessons should be appropriately planned, engaging and accessible so that children are given the best possible opportunity to succeed.

Senior leaders will provide support to staff, monitor the consistency of the school's approach and ensure that staff receive appropriate training. New staff will be introduced to the school's behaviour culture as part of their induction.

7. Teaching Behaviour

Behaviour is explicitly taught throughout the school year, focusing on an element from our SMART values each week. At the beginning of the academic year, and whenever necessary thereafter, teachers will teach and revisit routines, expectations and the SMART values.

Children will be taught how to enter and leave classrooms, move around the school, listen to others, participate appropriately in lessons, resolve disagreements, behave during worship, use the dining hall, behave during playtimes and represent the school appropriately when off-site.

The school will also teach children about responsible online behaviour, respectful communication and appropriate use of digital technology.

We recognise that younger children and children with additional needs may require repeated teaching, modelling and practice before expectations become embedded. Staff will therefore revisit behaviour expectations rather than assuming that a child who has previously been taught a routine will always be able to apply it successfully.

8. Recognition of Positive Behaviour

We believe that positive behaviour should be noticed, recognised and celebrated. Children should regularly receive specific feedback explaining what they have done well and how their behaviour reflects the SMART values. For example, rather than simply saying *"well done"*, an adult might say, *"You showed Respect by listening carefully while your friend was speaking,"* or *"You showed Take Responsibility by admitting what happened and helping to put it right."*

Recognition may take a variety of forms depending upon the age and needs of the children. This may include verbal praise, recognition in assemblies, certificates, stickers, positive messages home, house points, Headteacher recognition or opportunities to celebrate acts of kindness, perseverance and service.

The purpose of recognition is to reinforce the behaviour and values that the school wishes to develop. It is not intended to create competition between children or to make children dependent upon rewards.

9. Responding to Behaviour That Does Not Meet Expectations

When a child does not meet the school's expectations, our first response will normally be a calm reminder. The adult will identify the behaviour, link it to the appropriate SMART value and give the child an opportunity to correct it. For example, if a child is running in a corridor, the adult may say, *"Remember our SMART value of Respect. We respect ourselves and others by walking safely. Please walk now."*

If the behaviour continues, the child may receive a clear warning and be reminded that they are responsible for making a different choice. The emphasis should remain on the behaviour rather than on the child's character.

Where appropriate, a child may subsequently be asked to undertake a short period of reflection. This should be proportionate and should not unnecessarily remove learning time. The purpose of reflection is to help the child understand what happened, identify which SMART value was not demonstrated, consider who was affected and decide what needs to happen next.

10. Restorative Practice

Restorative practice is an important part of our Catholic approach to behaviour because it supports reconciliation and the rebuilding of relationships.

Following an incident, staff may hold a restorative conversation with the child. The conversation should allow the child to explain what happened, consider their feelings and the feelings of others, understand the impact of their actions and identify how they can repair any harm.

A restorative conversation may therefore consider what happened, who was affected, what responsibility the child needs to take and what can be done differently next time.

Restorative practice does not mean that there are no consequences. A child may receive an appropriate sanction while also being expected to repair relationships and learn from the incident.

11. Consequences

Where a child continues to make poor behaviour choices, or where the behaviour is sufficiently serious, an appropriate consequence may be applied.

Consequences should be reasonable, proportionate and related to the behaviour wherever possible. They should be applied calmly and consistently and should never be designed to humiliate a child.

A consequence might involve a period of supervised reflection, completing work that has been deliberately missed, repairing or replacing something that has been damaged, losing a relevant privilege or undertaking another reasonable action that helps the child understand the impact of their behaviour.

The school will not use sanctions simply for the sake of punishment. The purpose of a consequence is to help maintain a safe and orderly environment, protect the rights of others and support the child to make better choices in the future.

If a child has 3 warnings in class, then they are sent to their buddy class for reflection time. Reflection time should be no more than 1 minute for each year of a child's age.

If you have 3 buddy class reflection time sessions in a week, you will work with a member of SLT for half a day.

Extreme or persistently disruptive behaviour may result in an internal exclusion where the pupil will work in isolation for the day.

Class	Buddy Class
Reception	Year 1
Year 1	Year 2
Year 2	Reception
Year 3	Year 5
Year 4	Year 6
Year 5	Year 3
Year 6	Year 4

12. Serious Behaviour

There will be occasions when behaviour is sufficiently serious that the usual graduated approach cannot safely or appropriately be followed.

Serious behaviour may include significant physical aggression, serious threats, dangerous behaviour, serious damage to property, persistent bullying, discriminatory behaviour, serious misuse of technology, sexual harassment or sexual violence, possession of prohibited items or behaviour which creates a significant safeguarding concern.

In these circumstances, staff will take immediate action to secure the safety of pupils and adults. A senior member of staff will become involved and parents or carers will be informed where appropriate.

The school will consider the individual circumstances of the incident, the child's age and developmental stage, any SEND or other additional needs, the impact on others and whether safeguarding concerns are present.

13. Removal from the Classroom

Where a child's behaviour is seriously disrupting learning or creating a safety concern, the school may temporarily remove the child from the classroom.

Removal is a serious response and is not intended to be used as a routine sanction for low-level behaviour. Its purpose is to restore safety, order and learning and, where appropriate, to provide the child with an opportunity to regulate before returning to learning.

St Joseph's Catholic Primary School states that removal should be used in response to serious behaviour, that meaningful education should continue and that pupils should be reintegrated as soon as it is safe and appropriate. Where a child is repeatedly removed from class, this will be treated as an indication that further support may be required. The school may therefore consider additional pastoral support, behaviour planning, SEND assessment, parental involvement or external agency support rather than simply increasing the use of removal.

14. SEND and Behaviour

St Joseph's is committed to ensuring that its behaviour arrangements are inclusive and comply with its legal duties towards pupils with SEND and disabilities.

We recognise that some pupils may experience difficulties with communication, emotional regulation, sensory processing, social interaction, executive functioning or other areas which may affect their ability to meet behavioural expectations.

When responding to behaviour, staff will therefore consider whether the child's SEND may have contributed to the incident. This will be considered on an individual basis. The existence of SEND does not mean that a child cannot be held to appropriate behavioural expectations, but it does mean that the school must consider whether reasonable adjustments or additional support are required.

Preventative support may include movement breaks, changes to seating, sensory support, visual prompts, additional adult support, safe spaces, modified routines or staff training.

Where behaviour is persistent or concerning, the SENDCO may consider whether an unidentified need is contributing to the difficulties. Where necessary, the school may seek advice from specialist teachers, educational psychologists, health professionals or other appropriate agencies.

Where a child has an EHCP, the school will ensure that the provision specified within the plan is secured and will work with the Local Authority where concerns arise.

15. Supporting Children After a Sanction

A sanction should not be the end of the school's response to behaviour. Where appropriate, the child should be supported to understand what happened and how they can be successful in the future. Depending on the circumstances, this may include a restorative conversation, a reintegration meeting, pastoral support, personalised behaviour targets, a behaviour report or a more formal behaviour support plan.

Where a child repeatedly receives sanctions, the school will consider whether the current approach is effective and whether further assessment or support is required.

16. Bullying and Discrimination

Bullying, harassment and discriminatory behaviour are incompatible with the Catholic values of St Joseph's. We believe that every person has dignity and that no child should be made to feel unsafe, excluded or inferior because of who they are.

The school will respond seriously to concerns about physical, verbal, emotional, relational, sexual or online bullying. Particular attention will be paid to behaviour connected to protected characteristics.

Where a child reports bullying, staff will listen carefully, establish the facts and take appropriate action. The school will also consider the needs of the child who has experienced the behaviour and the child responsible for it.

Our response will seek both to protect children from harm and to teach those responsible why their behaviour is unacceptable and how they can change it.

17. Safeguarding and Behaviour

Behaviour can sometimes be an indication that a child is experiencing difficulties or may be at risk of harm. Staff must therefore remain alert to significant changes in behaviour, particularly where behaviour is sudden, unusual or accompanied by other concerns.

Where behaviour raises a safeguarding concern, staff must follow the school's Child Protection and Safeguarding Policy and report the concern to the Designated Safeguarding Lead. Behaviour management must never prevent a child from receiving appropriate safeguarding support.

Our behaviour policy therefore operates alongside, rather than separately from, the school's safeguarding arrangements.

18. Lunchtime Behaviour

The dining hall is an important part of the school community and the same high standards apply at lunchtime as during lessons. The school's lunchtime expectations are designed to ensure that children can eat safely and enjoy their lunchtime in a calm and respectful environment.

Children are expected to wash their hands before eating, line up quietly, speak quietly while waiting, show respect to lunchtime staff, sit properly, use good manners and use their knife, fork and spoon appropriately. They should walk in the dining hall and corridors, wait until their mouth is empty before speaking, put their hand up if they have a problem and clear their plate and tidy their place when they have finished.



These expectations are not separate from the SMART values. They are practical examples of Share God's Love, Make Thoughtful Choices, Respect Others and Take Responsibility. Where lunchtime behaviour does not meet expectations, staff will respond calmly and consistently. Serious unsafe behaviour will be addressed immediately.

19. Mobile Phones and Digital Devices

St Joseph's recognises that digital technology is an important part of modern life, but children must learn to use it safely and responsibly.

The school will implement its mobile-phone arrangements in accordance with the relevant DfE guidance in force from September 2026. Where pupils are permitted to bring devices to school because of an exceptional circumstance, the school will establish clear arrangements governing their storage and use.

The school will also teach pupils that the SMART values apply online. Children are expected to communicate respectfully, protect the privacy of others and report inappropriate or harmful online behaviour to an adult. Where online behaviour affects the safety or wellbeing of members of the school community, the school may respond in accordance with its legal powers and school policies.

20. Behaviour Outside School

The school's expectations do not end at the school gate. Pupils are expected to represent St Joseph's appropriately when attending educational visits, travelling as part of a school activity, participating in sporting events or otherwise representing the school.

Where behaviour outside school has a direct impact on the school community, the school may respond where it has lawful authority to do so. The response will always take account of the circumstances, the child's age and needs and the seriousness of the behaviour.

21. Searching, Screening and Confiscation

The school will exercise its legal powers relating to searching, screening and confiscation in accordance with current DfE guidance. Any search must be conducted lawfully, proportionately and with due regard to the child's dignity and safeguarding needs. Where prohibited items are found, the school will respond in accordance with its procedures and the relevant legal framework. Any safeguarding concern arising from a search will immediately be referred through the school's safeguarding arrangements.

22. Reasonable Force

The school will follow the Christus Catholic Trust policy and current DfE guidance relating to reasonable force and physical intervention. Physical intervention will only be used where it is legally justified and necessary, such as to prevent injury, serious damage or serious disorder. Staff will use the minimum force necessary and only for the shortest period required. Physical intervention must never be used as a punishment. Any incident involving physical intervention must be recorded and reported in accordance with Trust procedures.

23. Suspension and Permanent Exclusion

Suspension and permanent exclusion are serious measures and are governed by statutory requirements and the Christus Catholic Trust Suspension and Permanent Exclusion Policy. They will only be considered where the legal requirements are met and where the seriousness of the behaviour means that such a response is necessary.

Before making a decision, the Headteacher will consider the circumstances of the incident, the impact on other pupils and staff, safeguarding considerations, the child's age and developmental stage, SEND and disability, reasonable adjustments, previous interventions and the individual circumstances of the child.

At St Joseph's Catholic Primary School suspension and permanent exclusion may be considered following serious incidents or persistent poor behaviour and that permanent exclusion should be a last resort. The Headteacher will follow the Christus Catholic Trust's required procedures and seek appropriate Trust advice in accordance with the Trust's current exclusion arrangements.

24. Parents and Carers

Parents and carers are important partners in developing positive behaviour.

The school expects parents to familiarise themselves with the behaviour policy and to support their child in meeting the school's expectations. Parents are encouraged to tell the school about circumstances that may affect their child's behaviour so that appropriate support can be considered.

Where behaviour concerns arise, the school will seek to work constructively with parents rather than simply informing them of sanctions. The purpose of communication is to develop a shared understanding of the child's needs and agree practical ways forward.

25. Roles and Responsibilities

The Headteacher has overall responsibility for implementing this policy and ensuring that the school provides a calm, safe and positive behaviour culture. The Headteacher will ensure that staff understand the school's expectations, that behaviour is monitored and that appropriate action is taken where standards are not being maintained.

The Local Governing Committee has responsibility for monitoring the effectiveness of the school's behaviour arrangements and holding the Headteacher to account for their implementation, while fulfilling its statutory responsibilities in relation to suspension and permanent exclusion.

Teachers and support staff are responsible for implementing the policy consistently, establishing clear expectations, modelling positive behaviour, supporting children to meet expectations and recording significant behaviour incidents accurately.

The SENDCO has an important role in identifying where additional needs may be contributing to behaviour and ensuring that appropriate support and reasonable adjustments are considered.

Pupils are expected to understand and follow the school's SMART values and to take increasing responsibility for their behaviour. Children will be encouraged to contribute to the development of the school's behaviour culture and to reflect upon their experiences.

26. Monitoring and Evaluation

The effectiveness of the behaviour policy will be monitored regularly by the Headteacher and senior leadership team and reported appropriately to the Local Governing Committee and Christus Catholic Trust.

Behaviour information will be considered not simply in terms of the number of incidents or sanctions but in terms of patterns and underlying causes. The school will consider whether incidents are concentrated in particular locations, times, year groups or circumstances and whether particular groups of pupils are disproportionately affected.

Where patterns are identified, the school will consider whether changes to teaching, routines, staffing, the physical environment, SEND provision or pastoral support are required. St Joseph's Catholic Primary School will use behaviour information as a tool for improvement rather than simply as a mechanism for identifying pupils who have received sanctions.

27. Staff Training

All staff will receive appropriate training to enable them to implement this policy confidently and consistently. Training will include the school's SMART values and routines, positive behaviour management, de-escalation, restorative approaches, safeguarding, SEND and behaviour, reasonable adjustments, bullying, online behaviour and physical intervention where appropriate.

New staff will receive an induction into the school's behaviour culture so that they understand both the expectations and the rationale behind them.

28. Transition

Children joining St Joseph's will be introduced to our behaviour expectations and SMART values as part of their induction.

Where a child joins the school during the academic year, appropriate information will be shared with relevant staff so that the child receives a consistent approach from the beginning.

Transition between year groups will include appropriate discussion of children's strengths, needs and successful strategies. This will ensure that children do not have to start again each year and that effective support can continue.

29. Behaviour and Relationships: Our Shared Commitment

At St Joseph's, we believe that behaviour is fundamentally about relationships -both at school and at home. Children learn best when they feel safe, valued and connected to the adults around them.

We will therefore work hard to create a school in which children know that adults believe in them and will help them to succeed. At the same time, we will maintain clear boundaries and high expectations because children need both support and structure.

When behaviour goes wrong, our response will be calm, consistent and proportionate. We will seek to understand the behaviour without excusing it, address the harm without humiliating the child and provide opportunities for children to learn, repair and begin again.

Our ultimate aim is not simply to produce children who follow rules because they fear consequences. We want to develop young people who understand why kindness, respect, responsibility, honesty, courage and service matter and who are increasingly able to make good choices because those values have become part of who they are.

30. Our St Joseph's Behaviour Promise

Our entire behaviour culture can be summarised through our SMART values:

At St Joseph's we:

Share God's Love with Everyone.

Make Thoughtful Choices.

Ask for Help When We Really Need It.

Respect Others, Our Environment and Ourselves.

Take Responsibility for Our Thoughts, Words and Actions.

These values are rooted in our Catholic faith and expressed through our mission: *Inspired by Christ, Working Together, Achieving Our Best.*

As St Paul reminds us: *"Whatever you do, work at it with all your heart, as working for the Lord."*
Colossians 3:23

31. Legislative and Guidance Framework

This policy should be read alongside current legislation, statutory guidance and Christus Catholic Trust policies.

It is particularly informed by:

- the **Department for Education's Behaviour in Schools guidance**,
- the **Equality Act 2010**,
- the **SEND Code of Practice**,
- **Keeping Children Safe in Education 2026**,
- DfE guidance on **Suspension and Permanent Exclusion**,
- **Searching, Screening and Confiscation**,
- DfE's current arrangements concerning **mobile phones in schools**.

32. Review of the Policy

The Headteacher will review the effectiveness of this policy annually, taking account of behaviour data, staff feedback, pupil voice, parent feedback, safeguarding information, SEND considerations and any changes in legislation or Trust policy.

The Local Governing Committee will monitor the implementation and effectiveness of the policy as part of its responsibility for school standards, safeguarding and pupil wellbeing.

The policy will be amended where monitoring demonstrates that changes are required to improve consistency, inclusion, safety or the effectiveness of the school's behaviour culture.



At St Joseph's *we are*

Inspired by **Christ**, Working Together, Achieving Our Best



"Whatever you do,
work at it with all
your heart, as
working for the Lord."

Colossians 3:23

At St Joseph's we follow our SMART values every day.
We are kind, respectful and responsible members of our
school community, making thoughtful choices and
looking after one another.

OUR EXPECTATIONS



We follow our SMART
values everywhere – in
class, around school,
on trips and online.



We listen, speak politely
and let others learn.



We keep our hands
and feet to ourselves.



We take care of our
school, our environment
and our belongings.



We try our best and
always aim high!

OUR REWARDS

We believe that positive behaviour should be
noticed, recognised and celebrated.

Children should regularly receive specific feedback explaining
what they have done well and how their behaviour reflects the
SMART values.

For example, rather than simply saying "well done", an adult
might say, "You showed Respect by listening carefully while
your friend was speaking," or "You showed Take Responsibility
by admitting what happened and helping to put it right."

Recognition may take a variety of forms depending upon the age
and needs of the children. This may include:



Verbal
praise



Recognition
in assemblies



Certificates



Stickers



Positive
messages
home



House
points



Headteacher
recognition



Opportunities to celebrate
acts of kindness, perseverance
and service

The purpose of recognition is to reinforce the behaviour and values
that the school wishes to develop. It is not intended to create
competition between children or to make children dependent on
rewards.

OUR CONSEQUENCES – HELPING US MAKE BETTER CHOICES



Where a child continues to make poor behaviour choices, or
where the behaviour is sufficiently serious, an appropriate
consequence may be applied.



Consequences should be reasonable, proportionate and
related to the behaviour wherever possible. They should be
applied calmly and consistently and should never be
designed to humiliate a child.



A consequence might involve a period of supervised
reflection, completing work that has been deliberately
missed, repairing or replacing something that has been
damaged, losing a relevant privilege or undertaking
another reasonable action that helps the child understand
the impact of their behaviour.



The school will not use sanctions simply for the sake of
punishment. The purpose of a consequence is to help
maintain a safe and orderly environment, protect the rights
of others and support the child to make better choices in
the future.

1

If a child has 3 warnings in class, then they are
sent to their buddy class for reflection time.
Reflection time should be no more than
1 minute for each year of a child's age.



2

If you have 3 buddy class reflection
time sessions in a week, you will work
with a member of SLT for half a day.



3

Extreme or persistently disruptive behaviour
may result in an internal exclusion where
the pupil will work in isolation for the day.



4

If extreme or persistent behaviour continues,
a fixed term suspension or exclusion
may be necessary.



Our aim is always to help you learn, make better choices and build positive relationships.
We are here to support you every step of the way.



"Whatever you do, work at it with all your heart, as working for the Lord."

Colossians 3:23

