St Joseph the Worker
Catholic Primary School

Behaviour and Relationship Policy

With Jesus
We learn,
We care,
We listen
We share
so that He might be seen in the people that we are and the things that we do.

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Contents

Purpose and Intent	Page 2
Aims and Principles	Page 3
Key additional documents	Page 3
Roles and responsibilities	Page 4
General Expectations	Page 5
Procedures and Practices	Page 6
Inclusion and Equal opportunities	Page 10

Purpose and Intent

At St. Joseph the Worker Catholic Primary School, our faith is at the heart of all that we do. In line with Essex approach, we use trauma perceptive practice (TPP) to understand behaviour and support emotional wellbeing in children. This approach has three values:

- Compassion and Kindness
- Hope
- Connection and Belonging

We believe that behaviour is a communication and that building relationships and a sense of belonging is essential. We develop children to be confident, life-long learners and compassionate, respectful members of their community and the world. We always prioritise the safety of our children and staff.

Strong relationships between staff, pupils and parents are vital. We are compassionate, approachable, fair and consistent whilst considering individual needs, enabling pupils to feel safe. We also recognised that for some children, adaptations are needed in order to meet specific social, emotional, learning or other needs.

Our school values are the behaviours that we value and encourage.



Aims and Principles:

- To create a culture of exceptionally good behaviour: for learning, for community and for life
- To provide a clear, fair, compassionate and consistent approach to behaviour based on our values.
- To foster, nurture and value strong and healthy relationships
- To provide a safe, respectful and happy school ethos where pupils can learn without limits.
- To give staff the tools to enable them to support and equip children with strategies to self-regulate their behaviour and build positive relationships with others.
- To outline our system of rewards and sanctions across the school.
- To summarise the roles and responsibilities of different people in the school community, including parents, with regards to behaviour management.

Behaviour	is something to interpret
Behaviour management	is predominantly through relationships
Children	are prone to make mistakes and highly responsive to the environment and the context Behaviour management is predominantly through relationships
Children who don't manage	should be understood and included
Boundaries and rules are	to keep everyone safe and to meet everyone's needs
Consequences	are only used within a process of restore and repair
'Inappropriate' behaviour	is a sign of unmet need, stress (difficulty in coping), lack of understanding and skills
The causes of the difficulties	are mostly in the environment and within the context of relationships
The solutions	lie in understanding what the behaviour tells us about the child and their need
Practice and policy effectiveness	is measured by wellbeing and the capacity to adapt and make reasonable adjustments to meet the needs

Key Additional Documents:

(All external links)

Keeping Children Safe In Education 2024
https://assets.publishing.service.gov.uk/media/66d7301b9084b18b95709f75/Keeping_children_safe_in_education_2024.pdf

Behaviour In Schools Guidance
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/fil e/1101597/Behaviour_in_schools_guidance_sept_22.pdf Suspension And Permanent Exclusion Guidance

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/fil

e/1101498/Suspension_and_Permanent_Exclusion_from_maintained_schools__academies_an d_pupil_referral_units_in_England__including_pupil_movement.pdf

Roles and Responsibilities

Governors:
It is the responsibility of governors to:

- Review and approve the written statement of behaviour principles (appendix 1)
- Review this behaviour policy in conjunction with the headteacher
- Monitor the policy's effectiveness
- Hold the headteacher to account for its implementation

Headteacher and senior leadership team:
It is the headteacher's responsibility to:

- Build the vision and values of the school and create a safe, secure and well-maintained school environment.
- Regularly monitor and review behaviour throughout the school
- Record and monitor incidents of a serious nature, taking steps to ensure that they do not reoccur
- Ensure consistency of policy and practice across the school
- Ensure there is an effective programme of staff training, including induction for new staff, that addresses both individual and whole-school training needs
- Ensure that staff are fully supported with implementing the behaviour policy.
- Inform the chair of Governors of all fixed term exclusions.

Staff:
It is the responsibility of all staff to remind and support children where expectations are not met; equally it is important to comment positively when they are being met. The school as a whole has established a system of praise and consequences which promote good behaviour, ensuring that no pupil will be discriminated against regarding race, religion, culture or other individual need and ensuring the safety of all.
Staff should:

- model expected behaviours, attitudes and habits.
- follow and implement our school policy and procedures consistently
- spend time getting to know each child they come across and to find a connection ('connection before correction').
- meet with parents/carers and discuss concerns over a child's behaviour difficulties and share knowledge of the child along with possible strategies to be used.
- be aware of all children's behaviour in class and around school, dealing with every incident appropriately and giving mutual support to colleagues.
- deal with problems calmly; using the script template if required (Appendix A).
- create a calm working atmosphere in the classroom with well-established routines and work appropriate to match the abilities of the children.

- be punctual in collecting classes at the end of playtimes. Escort the children round the school, ensuring all children are monitored-stop the children at regular intervals walking to the middle and back of the line. Never leave children unattended.
- be as consistent and fair as possible in the use of rewards and sanctions.
- work in partnership with parents and inform them as soon as possible about what has occurred and how it was dealt with.
- record incidents on our behaviour log and track the behaviour.
- work closely with other staff and outside agencies, implementing advice and strategies for dealing with a child with challenging behaviour.
- Engage in training in the principles underpinning the school's policy

Parents

As a Catholic school, we believe that parents are the first educators of their child. It is the parents' responsibility to:

- Ensure their child understands the difference between good and bad choices of behaviour
- Work together with staff for the benefit of their child
- Support the school in its vision and values
- Support the school in implementing this behaviour policy and expectations

Working with parents

This policy will be made available to parents on the school website and at the school office. It is also included in the School Prospectus.

If a problem persists a meeting may then be arranged with the parents, class teacher and SENCo, Headteacher and Inclusion teacher.

General Expectations

We have high expectations for our children, while recognising some children have specific needs. The following expectations cover all times of the school day and where children are representing the school out of hours or off site. This means we:

- encourage a positive attitude to learning within a safe, happy environment.
- promote high expectations and enable pupils to become independent responsible learners.
- encourage a sense of respect for our community and our environment.
- believe that clear, consistent routines and systems are essential to support children 's development and ensure the health, safety and wellbeing of everyone in our school community.

Our rules:

Be ready	Be respectful	Be safe
Have all the equipment you need for learning. Be still and quiet Look at the teacher Listen Engage in your learning Be resilient	Walk around the school in silence Use kind words and actions Be polite (please, thank you, good morning…) Ask and answer questions at the appropriate time Listen to instructions from the adults	Walk around the school slowly, one behind the other with your hands to yourself. Play safely. Sit at your table with your feet on the floor. Use kind hands and feet. Ask an adult for help if there is a problem

Children should be encouraged to make good choices, look after themself and others and tell someone if something is wrong.

Factors that lead to positive behaviour:

- Pupils enjoy lessons and are engaged in their learning
- Appropriate and targeted adaptations are made so that all pupils can access the learning and reach their full potential.
- High expectations are maintained at all times.
- There is complete consistency across the school
- Good home/ school relationships
- All staff and governors modelling the high standards of behaviour and conduct we expect to see in the pupils.

Well thought out organisation can help to prevent behaviour difficulties. These include:

- Rigorous and consistent routines established in every class for the smooth running of everyday activities eg visual timetable, lining up/tidying up routines
- Classroom organisation- furniture, lighting, ventilation, resources, groupings, storage, tidiness, and displays planned out carefully
- Playground and playground equipment to ensure children are stimulated and engaged.
- Classroom management- materials and equipment prepared, lessons well planned, varied methods of curriculum delivery, differentiation.
- Staff support – Staff Handbook, Policy Folder, ECT induction, on-going training

Procedures and Practices

Consistency is key. The following 'visible consistencies' are followed at St Joseph the Worker:

- Daily 'Meet and Greet' (children are greeted at the gate every morning by a member of staff. The classroom staff say good morning when they enter the class.)
- Notice children making good choices
- Praise in public
- Remind in private

Rewards

Our values and expected behaviours are reinforced and linked to positive behaviour:

- We explicitly teach regulation techniques and naming feelings through work using the Zones of Regulation. These are taught through PSHE units. Teachers hold a daily check-in with their classes to reinforce self-regulation;
- All adults in school model positive and expected behaviours with each other and children to reinforce expectations;
- We explicitly teach our school values, rules and the behaviours we want to see.
- Senior leader praise- children can be sent to a senior member of staff to be praised if they have displayed learning behaviours/behaviours over and above that expected;
- Developing self esteem - raising self-esteem in the child will help that child achieve a higher level of acceptable behaviour.
- We teach children how to be safe, self-regulate and develop positive relationships through our PSHE and RSE curriculum.

Verbal praise is given to individuals, groups and whole classes when and where appropriate by all members of staff on a regular basis.

Headteacher praise- children can be sent to the headteacher to be praised if they have displayed learning behaviours over and above that expected;

House Points - House points will be awarded to recognise exemplary behaviour, good effort, good attainment at each individual child's level and for any other achievement that the class teacher or SLT believe needs rewarding. The team with the most House Points is celebrated in Friday assemblies. The team with the most House Points will be rewarded with a whole team celebration at the end of each half term.

Houses: Rome, Bethlehem, Lourdes, Assisi

Celebration assembly Children are awarded a certificate for achievements at school and these are presented and celebrated at the Friday afternoon assembly.

SJWs - Year 6 are given responsibilities such as playtime play leaders, lunch time, assembly role models, and other roles as required. This builds responsibility and helps them to be role models for younger children.

Consequences:

Consequences should:

1. Make it clear that unacceptable behaviour affects others.
2. Not apply to a whole group because of the choices an individual made.
3. Be consistently applied by all staff to help to ensure that children and staff feel supported and secure.

Consequences for poor choices of behaviour will follow the following steps:

Step 1	Step 2	Step 3	Step 4	Step 5
Action	**Action**	**Action**	**Action**	**Action**
Interrupting the lesson Not on task Distracting others Calling out in class Not listening to adults Being unkind	Continuation of Step 1 behaviour Being disrespectful	Persistent and continued Step 1 behaviour Telling lies Low level or impulsive hurting of others	Swearing Deliberate damage to property Deliberate hurting of others Fighting Low level sexual behaviour	Repeated Stage 3 or 4 misbehaviour Stealing Deliberate and severe physical violence Bullying Racist/ Discriminatory Harmful sexual behaviour
Consequence	**Consequence**	**Consequence**	**Consequence**	**Consequence**
Redirection Non-verbal warning Reminder of expectations	Caution Verbal warning and further reminder of expectations (privately)	Formal warning reflection time in own class* Miss 5 to 10 mins play at break/lunch time* *Must be followed by restorative conversation or restorative sheet filled in (KS2) appendix A	Teacher meet/call parent/carer 5 to 10 mins reflection time in another class* Behaviour logged on CPOMs Miss play at lunchtime followed by restorative conversation or restorative sheet filled in (KS2)	Investigation Headteacher meet with parent/carer Individual behaviour plan Longer term lunchtime exclusion Fixed Term exclusion Permanent exclusion

The Playground

The playground is where most incidents happen as children are most likely to get over excited. It is less structured than the classroom and some children can find this more difficult. Children in are taught and encouraged to play playground games and appropriate use of small play equipment in order to promote positive behaviour and give the children a focus and purpose to lunchtime.

Positive Handling Plans (see also Positive Handling Policy)

Reasonable force may be used to prevent a child from hurting themselves or others, from damaging property or from causing disorder. Force is usually used either to control or restrain. This can range from guiding a child to safety by the arm, or restraining a child to prevent violence or injury.

The decision on whether or not to physically intervene is down to the professional judgement of the member of staff concerned and should always depend on the individual circumstances.

Relevant staff should have regular Positive Handling training and should be familiar with deescalation strategies and knowledge of how to hold a child in a way which minimises the risk of harm to the child and themselves. The school can use reasonable force to:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so.
- Prevent a child behaving in a way that disrupts a school event or a trip or a visit.
- Prevent a child leaving the classroom where allowing the child to leave would risk their safety or leads to behaviour that disrupts the behaviour of others.
- Prevent a child from attacking a member of staff or another child, or to stop a fight in the playground.

Fixed-Term Suspensions and Permanent Exclusions

We do not wish to suspend or exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for suspension and exclusion, and the statutory guidance: Suspension and Permanent Exclusion Guidance (DFE September 2022).

Only the Headteacher has the power to suspend or exclude a child from school. The Headteacher may suspend a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances the Headteacher may exclude a child permanently. It is also possible for the Headteacher to convert a fixed-term suspension into a permanent exclusion, if the circumstances warrant this.

If the Headteacher suspends or excludes a child, they will inform the parents immediately, giving reasons for the suspension or exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The Headteacher informs the LA and the Governing Body about any permanent exclusion and about any fixed-term suspensions beyond five days in any one term.

The Governing Body itself cannot either suspend or exclude a child or extend the suspension period made by the Headteacher.

The Governing Body has a pupil discipline committee, which is made up of between three and five members. This committee considers any suspension or exclusion appeals on behalf of the governors.

When an appeals' panel meets to consider suspension or exclusion, they consider the circumstances in which the child was suspended or excluded, consider any representation by parents and the LA, and consider whether the child should be reinstated.

If the Governors' appeals panel decides that a child should be reinstated, the Head Teacher must comply with this ruling.

Where a pupil is at risk of permanent exclusion or repeated suspension, the pupil may be referred for therapeutic support, to a behaviour centre. In extreme cases, where this support is not successful, the child will be referred to a specialist school for children with SEMH difficulties.

Inclusion and Equal Opportunities

Everyone should expect all the children, regardless of age, gender, ethnicity or religion to demonstrate high standards of behaviour all the time irrespective of where in the school they are or at what time of the day. Where a child has a special education need, additional support may be needed to help the child meet these expectations and some reasonable adjustments may need to be made.

Outside agencies. Children are referred to outside agencies for support as deemed appropriate by the class teacher, SENCO and Head teacher.

St Joseph the Worker Catholic Primary School is committed to equal opportunities to provide equality for all staff and pupils regardless of colour, race, ethnic origin, gender, ability and special need. We aim to encourage everyone to appreciate that discrimination hurts and that action will be taken to avoid its reoccurrence.

Appendix A
Reflection Sheet

With Jesus we learn, we care, we listen, we share so that He might be seen in the people that we are and the things that we do.



Behaviour Reflection Sheet

Name:_____Date:_____

1. What happened?

2. What were you feeling or thinking at the time?



3. Who was affected?

4. What could you have done differently?

5. What will you do to make it right?