

St Joseph's Catholic Primary School



Management for Good Behaviour Policy

REVIEWED: Summer 2025

Next Review: Summer 2026

Frequency of Review: Annually



Our Catholic School Values, Mission Statement and the British Values are at the core our management for good behaviour policy.

Our School Values:

- **Courageous**
- **Inclusive**
- **Respectful**
- **Forgiving**
- **Aspirational**

Our Mission Statement: At St Joseph`s School, we grow and learn together within a loving and caring environment, placing Jesus at the heart of all we do.

British values

- Democracy.
- Rule of Law.
- Individual Liberty.
- Mutual Respect.
- Tolerance

We ensure that staff at St Joseph's Catholic Primary School

- Uphold established Catholic values and traditions
- Provide a happy, safe and secure environment for teaching and learning
- Nurture and respect every child as a unique individual
- Value and respect all cultures
- Encourage growth and independence rooted in relationships
- Ensure equality for all, enabling full potential to be achieved
- Integrate each individual's special needs

Management for Positive Behaviour

Good behaviour in our school community is an essential requirement enabling all our children to learn effectively in a happy, caring environment, where there is an atmosphere of mutual friendship, respect and collective responsibility. We are committed to the healthy growth and development of all pupils; educationally, spiritually, morally, emotionally and physically. We teach the Catholic faith and embrace the British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs.

All staff at St Joseph's have an important role to play in delivering the curriculum and in maintaining and nurturing positive behaviour. We create an atmosphere of care, trust and respect, where children feel nurtured and valued, and staff and parents also feel supported by one another.

St Joseph is a unique and diverse learning community where we provide the best possible support to enable our children to achieve their best. We have very high aspirations for our children, their families and the community. Children and staff are highly motivated and firmly believe in learning together in partnership with our families and other professionals. We promote the highest standards of behaviour and believe children should develop strong moral values and a respect for themselves and others, as this is an essential life skill. We believe that an understanding of this is the corner stone of a respectful, safe and caring environment and as such, the key to our Management for Good Behaviour Policy.

This Policy is designed to support the way in which all members of the school can live and work together in a supportive way, promoting an environment in which everyone feels happy, safe and secure. Our Policy is a tool used to promote good communication and relationships, so that people can work together with the common purpose of helping everyone learn.

At St Joseph's we expect everyone to be responsible for their own actions and to respect others within the school community. We treat everyone fairly and apply a restorative approach in a consistent way.

The restorative approach

A restorative approach is a way of working with conflict that puts the focus on repairing the harm that has been done. It is an approach to conflict resolution that includes all of the parties involved. It asks all parties to share what their involvement was, how the incident of conflict has affected them and to agree what needs to be done for things to be put right. It aims for a win-win outcome from incidents of conflict.

Pupils seek fairness from adults who are dealing with disciplinary issues. Whether they are the harmer or the person that has been harmed, their focus is not on winning or losing, but on trusting in a fair process.

Restorative approaches help us adults ensure that pupils, staff and parents can be part of a fair process, while helping all involved to understand the impact of their behaviour on others.

Restorative approaches are used at different levels in our school:

- as preventative - to promote positive relationships within the whole school community
- as responsive - and repairing when difficulties arise
- as part of support and intervention for more long-term and persistent difficulties.

Restorative approaches range from:

- activities and lessons learnt in RHE, RE and in assemblies
- 'restorative conversations', when adults intervene in a situation
- formal restorative conferencing involving all those affected by an incident, including families where appropriate.

We identify what needs to happen so we can support the behaviour to be changed – rather than putting in place punishment or interventions that only tackle the outer layer and are therefore unlikely to be successful in the long term.

A restorative response to an incident of conflict involves asking questions. These questions ask about behaviour, thoughts, feelings and unmet needs

- What happened?
- What were you thinking and feeling at the time?
- What do you think and how do you feel now
- Who has been affected by this?
- What's needed to put things right?
- How can we make sure this doesn't happen again?

Our Golden Rules are:

We are respectful
We are kind and helpful
We are forgiving
We are honest
We listen
We are ambitious

St Joseph's works with children to ensure positive behaviour and attitudes and uses adults to model this behaviour which is built around the school's 'Golden Rules'. Within the classes, class rules are based on our whole school golden rules.

Through effective behaviour management and guidance, we seek to lead children towards high self-esteem and self-discipline. Good discipline arises from good relationships and from the expectations of good behaviour.

All children are familiar with the school expectations as well as Rules and Routines.

We do this by:-

- Use of the Golden card for individual praise and rewards
- Praising children verbally at a personal, class and whole school level
- Praising positive attitudes to learning
- Encouraging self-regulation and independence
- Mentioning the 'Golden Rules' and class rules
- Awarding house points for teamwork and cooperation, for whole class praise.
- Organising 'Golden Time' as a reward
- Staff sending notes/postcards home to parents praising children.
- Communicating positive events to parents via parentmail
- Presenting children with 'Star Award' certificates during our 'Celebration Assembly'
- Notes home/ stickers from the Head of School in recognition of outstanding behaviour, effort and learning.

Some of our expectations of the St Joseph's community are as follows:

- Portraying a positive behaviour for learning
- Saying please and thank you as appropriate
- Talking and making requests to adults and other children in a polite manner.

- Complying with requests from adults.
- Taking or waiting for turns patiently.
- Lining up appropriately
- Moving round the school and in the classroom in an orderly fashion.
- Co-operating in the playground and classroom.
- Trying hard with all activities, presenting work well and working co-operatively and collaboratively with others.
- Showing respect for other children's rights, work and contribution to the school
- Taking care to respect the school environment and property.
- Tidying up after work, putting away apparatus and leaving the classroom tidy.

We expect children to take pride in our school and show it to its best advantage at all times.

We promote values that are both Catholic and British including respect for the individual, democracy, individual liberty, mutual respect and tolerance of those of different faiths and beliefs.

We are further guided by our chosen values: Courageous, Inclusive, Respectful, Forgiving and Aspirational. We place a significant emphasis on the celebration of individuality and difference within our community and our calling to work for the common good in the service of others.

School Routines

Children need security and support if they are to behave well. One of the ways we do this at St Joesph's is by having clear routines that the children know and understand.

Routines establish a pattern of necessary and controlled movements **into, out of and inside** the school. They are consistent across a key stage i.e, movement around school, children going to the toilet or carrying out messages. **All classes must have monitors to cover jobs in the classroom.**

School Rules

The 'Golden Rules' are displayed throughout the school.

Children may need extra support to work on the Golden Rules. They will be supported to reflect on any rules they are having difficulty following. In addition to this, each class has special rules agreed during class discussion time, which the children have proposed and agreed themselves which are displayed in the class.

Everybody - parents, children, teachers and other adults in the school community - have a part to play in making sure that these 'Golden Rules', and the reasons for them, are understood and kept.

All staff must set a good example, showing good models of behaviour and respect to all.

Rewards

We reward children for two main reasons:

- to educate them as good citizens embracing Catholic and British values
- as responsible members of a community.

Children are rewarded for reaching personal goals or for exceptional behaviour. Children know why they have been awarded. It is not just for “being good”. To promote a good learning environment, children can earn house points which the children earn for their team, ensuring a collaborative approach and effort as a class.

An individual reward is the gold card, children are able to earn the card for positive behaviour for learning, following the golden rules, being respectful and courteous to others or completing work to a high standard. The gold card can be earned by any child displaying the behaviours stated. On the golden card rewards such as house points, a postcard home, minutes towards golden time on a Friday afternoon and a note home from the Head of School with a sticker can be earned. This informs parents of their child’s positive behaviour during school. They can use the gold card throughout the week to enhance their chances of receiving rewards

During lunch the children are also able to earn a silver card, following the golden rules, being respectful to others, playing, caring and sharing with others are some of the behaviours that the children may portray to earn a silver card. Once issued with a silver card the children are able to earn house points or a lunch time sticker.

We believe that it is important that children are rewarded both collectively as a class to be able to work together and individually for exceptional individual efforts.

Sanctions

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

We expect children to listen carefully to instructions in lessons. We expect children to try their best and show personal pride in all activities. If they do not do so, we may ask them to redo a task. We model, encourage and promote having pride in all tasks.

If a child demonstrates the incorrect behaviour or doesn’t follow the golden/class rules then they are provided with 3 warnings next to their name in the behaviour planner. If a child is continually disruptive, disrespectful or illustrates any behaviour from the Level 3 and 4 stage in class, the teacher will issue a red card. This provides a scale of responses to deal with higher level behaviours and provides all staff with a response structure which includes being moved in the class, having a note home and being sent to a member of SLT. Parents are informed either at the end of the day or from a note home to ensure clear communication and support. We encourage the children to think of every day as a new day and so a red card does not get carried over to the following day. If a child receives a red card, then it cancels out the gold card that they earned prior to getting the red card but if their behaviour improves then they are able to earn a new gold card.

All red cards are collected on a Friday by the school office and a half termly report is sent to the Head of school. The Head of school, along with the assistant head will then arrange a meeting with parents to discuss support that will need to be provided to the child to ensure clear communication between home and school to support staff to ensure all issues are dealt with proactively.

The safety of the children and all members of our school community is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.

Thinking time in own class – specific to age in class. **Each class has a “Thinking Space”** This does not have to be used exclusively as a sanction. Children can choose to sit there to assist them in thinking. An adult in class speaks to the child using restorative language to ascertain what has

happened using the enquiry questions. Priority is given to repairing the harm being caused to others and to improve the situation.

EYFS behaviour system

A ladder system is in place. All of the children start in the middle of the behaviour ladder. Depending on the children's behaviour they are able to move up and down the behaviour ladder. This shows the children that they are able to show forgiveness for the incorrect choice/s that they have made and then model the correct behaviour. This is then used when the children transition to year one when it is felt necessary for a term.

Outstanding work and behaviour for learning is praised by the adults through the use of stickers and for exceptional work they are rewarded with a gold card or are able to show their work to another teacher, a subject leader or the Headteacher.

School levelled behaviour grid

Level One		Level Two		
Behaviour	Action to be taken	Behaviour	Action to be taken	
• Inappropriate calling out • Rocking on char • Inappropriate talking • Fiddling • Distracting Others • Low level disruptive behaviour • Not listening to instructions • Running in school • Wandering around the room • Talking at an inappropriate time eg, assembly, church	Verbal warning They are issued with up to 3 warnings for level one or two behaviour. Once three ticks have been given a red card is issued.	• Answering back • Throwing small objects (rubber pencils, rulers etc) • Spitting • Offensive or derogatory name calling • Negative attitude • Lying • Abusive of other's property • Play fighting	Verbal warning They are issued with up to 3 warnings for level one or two behaviour. Once three ticks have been given a red card is issued.	
Level Three		Level Four		
Behaviour	Action to be taken	Behaviour	Action to be taken	
• Walking away when an adult is speaking • Refusal to comply • Persistent lying • Walking out of classroom without permission • Continued disruption • Rudeness	Red card is issued and followed.	• Racism • Bullying • Violence/verbal threats towards an adult or child • Throwing large objects • Swearing at an adult • Stealing • Sexual misconduct • Abuse of school property • Persistent violation of school rules • Unprovoked attack on peers	Sent to SLT which may result in a fixed-term or permanent exclusion with RED CARD	

The safety of all children is paramount in all situations. If a child's actions endanger the safety of others, the class teacher removes the class to a safe place away from the child causing danger. The child is given support and time to calm down and a restorative discussion takes place at an appropriate time. This discussion may be with the teacher, teaching assistant, or a senior member of staff.

If a child threatens, hurts or bullies another child, the teacher speaks to the child to try to resolve the situation. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks to arrange a restorative meeting between the school, parents and child in order to resolve the situation through improved behaviour of the child.

If there is continuing misbehaviour then further actions are applied:

The sequence of these events is flexible but it is best practice for an open dialogue between home and school to be maintained.

If at any point, a child's behaviour is deemed extreme/unacceptable by the Head of School (violent, verbal or other), an immediate exclusion can result although we hope to avoid this by implementing the school's warning procedure.

If a child has received the full range of support necessary for that child and their behaviour is still a cause for concern then there may be a referral to an appropriate outside agency to support the child's behaviour.

Lunchtimes

We want children to understand that respect is due to any person in the school. In this way we ensure that all adults can reward children through the giving of "House Team Points" or similar. When a child receives one of these they are able to add this to their class reward system. They are also individually able to earn a silver card.

If a child is disruptive during lunchtime, the adult adheres to the school sanctions policy (Red Cards) which are then provided to the class teacher for their information. This provides an opportunity to inform the class teacher of the behaviour demonstrated during lunch. The appropriate sanction will be issued. This will be communicated to a member of SLT.

Parents

At St Joseph's we collaborate actively with parents, so that children receive consistent messages about how to behave at home and at school. Our parents are aware of the school's Golden Rules. We encourage parents to support their child's learning, and where necessary to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school. We inform parents if we have concerns about their child's welfare or behaviour.

Bullying

Please refer to the Anti-bullying policy

Racist, Sexist and Homophobic Abuse

The school is fortunate to have a diverse pupil population and we see this as a very important asset. This diversity is not only an important part of our school ethos; it is respected and given a positive forum in all aspects of school life. It is therefore essential that staff, children and parents understand the importance of respecting those of a different colour, religion, sex or race in line with British values. Any behaviour found to be undermining these values shall be dealt with in the same way as children found to be bullying. (St Joseph's Safeguarding/Child Protection policy/Anti bullying policy and Equal opportunities policy)

Positive Handling Strategies

Every adult in the school has a duty of care to protect all the children, but, if time allows, a member of staff with specific training in restraint must be called. If a child is restrained it is a legal requirement that the incident is recorded in a "bound book". This is kept in the Headteacher's office. It is school policy to inform verbally, and in written form, parents about the restraint.

Please see the Government guidance "Use of Reasonable Force

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

Screen Searching and Confiscation

Please see the Government guidance -

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching_Screening_and_Confiscation_guidance_July_2022.pdf

Children with SEND

Staff may have a slightly different approach to the behaviour strategies and restorative approach that reflects the needs of children with special educational needs and disability. Rewards and Sanctions must be understood by the child for them to be meaningful and have an effect on the child's behaviour. This is shared with members of the child's class.

Rewards

Some children may use a "work first and then choose" system to promote motivation and acceptance of work times. This rewards them for working and teaches them to complete adult directed tasks where the child's experiences and interests can be expanded.

The child may have a chart and be rewarded throughout the day for good behaviour and good work. Those children with completed charts will receive a tangible reward which could take the form of a sticker, toy or certificate. We also reward the child for individual behaviour as good citizens. We do this through certificates, given out during our Awards assembly on a Friday morning.

Behaviour Plan

Any child whose behaviour is considered challenging will have an individual behaviour plan that will be shared with all staff working with them and their behaviour will be tracked to look for common themes/patterns. Parents will be kept regularly informed about their child's behaviour to ensure consistency between home and school.

Monitoring

Senior Leaders take an active role in monitoring and managing behaviour and will take appropriate action following the steps set out earlier in this policy for children who struggle to follow this policy. Individual logs of behaviour are initiated when there are particular concerns.

It is intended that the Good Behaviour Policy be reviewed annually and that governors, staff and parents be asked to comment on its effectiveness and any changes that might be needed.
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101597/Behaviour_in_schools_guidance_sept_22.pdf

Reviewed by staff: Autumn 2025

Shared with Governors: Autumn 2025

Signed: _____ **Date:** _____
(Head of School)

Signed: _____ **Date:** _____
(Chair of Governors)

