



St Joseph's Catholic Primary School, Droitwich

*'Following St Joseph, we grow closer to Jesus
through our hard work, perseverance and kindness'*

Behaviour Policy **2025-26**

At St Joseph's, we have a strong culture of positive behaviour, which is rooted in our Catholic beliefs, Catholic Schools' Pupil Profile (CSPP) values and virtues, Catholic Social Teachings and Fundamental British Values. Our high standards for behaviour reflect the core values of our school, setting a clear vision of what good behaviour looks like at St Joseph's. As a result, our consistent whole-school approach to behaviour ensures that: safety for all is priority, all rewards and sanctions are fair and proportionate, and that everyone is treated with respect. Our behaviour policy and culture permeate through every aspect of school life.

Leadership and management	The Principal and Senior Leadership Team (SLT) review and update policies and approaches to behaviour, with the input and support of all stakeholders, to ensure that the strong behaviour culture of our school is maintained. These roles are communicated to parents and pupils through correspondence and assemblies. The SLT ensures that all of our school behaviour approaches are in line with government guidance for mental health and wellbeing in schools. The Principal is also responsible for certifying that all necessary staff are 'Team-Teach' trained, and that all 'Team-Teach' training is up-to-date, and that all records of physical contact are recorded appropriately. The SLT support all staff with any behavioural issues within their class in a collaborative manner. In the instance where a pupil is placed on an individualised behaviour plan, the Principal and Vice Principal will give further support to the class teacher and may, themselves, seek support for the child and teacher from the Behaviour Support Team at the Local Authority. Where higher level sanctions have been applied, leaders should allow staff time to debrief and discuss, investigate and record, and review specific behavioural incidents. This process allows staff to investigate and identify reasons and triggers for specific behaviours. Governors should support senior leaders in monitoring the effectiveness of the behaviour policy. They should seek to confirm that the strong behaviour culture of this school creates a calm environment, in which everyone feels safe and a sense of belonging within our school community. Where pupils are at risk of permanent exclusion, or have been issued a fixed-term suspension, the Principal will share the record of exclusions with the governing body and the Exclusions Team at the Local Authority.
	All stakeholders are involved in the formation of the behaviour rules, rewards and sanctions. Pupil voice is facilitated through the School Council, who take a lead role in developing, implementing and monitoring behaviour approaches and systems. Consistently clear language and images are used to allow all pupils to understand our expectations for behaviour. All pupils, in all key stages, are taught what good behaviour look like at an age-appropriate level, to create an environment where good conduct is more likely than poor conduct. Good behaviours are taught within a personalised behaviour curriculum. This is delivered in PSHE lessons in the first month of the academic year. It is then revisited as and when staff feel pupils need reminding of the behaviour expectations, generally at the beginning of every half term. Our current behaviour systems for rewards and sanctions include the implementation of Recognition Boards which identifies pupils exhibiting the desired behaviour rather than the Our current behaviour system for rewards and sanctions reflects the principles of Paul Dix's research on relational and restorative behaviour management. Central to our approach is the use of Recognition Boards, which celebrate pupils who demonstrate the desired behaviours rather than focusing on the negative. This positive reinforcement helps to create a culture of consistency, belonging, and mutual respect within the classroom.

School systems
and responses to
behaviour

Rewards include house/recognition points and 'Marvellous Me' and/or 'Class Dojo' messages and 'Golden Phone calls' to parents. Weekly 'Golden Time' is scheduled every Friday afternoon to celebrate the children's behaviour in doing the right thing all week. In line with Paul Dix's philosophy that "children need to know they are noticed for doing the right thing," we strive to make recognition immediate, meaningful, and inclusive.

Teaching staff are also encouraged to use behaviour reflection sentence stems, forming part of our restorative process. These encourage pupils to reflect on their actions, take responsibility, and repair relationships where needed—promoting empathy and long-term behavioural change rather than simply applying sanctions.

Overall, our approach aims to build a safe, respectful, and supportive learning environment, where positive behaviour is the norm and every child feels valued and motivated to succeed.

When staff apply sanctions, they do so acknowledging that these responses to misbehaviour are for the purpose of deterring poor conduct, protecting everyone and improving pupils' understanding of what good behaviour and conduct is. Only employed members of staff, not helpers or volunteers, are able to apply sanctions within school.

Misbehaviour is dealt with predictably, proportionately and assertively in accordance with systems stated within this policy and its supporting documents. The first priority is to always ensure the safety of pupils and staff and to restore a calm environment. De-escalation techniques should be used to prevent further behaviour issues arising and recurring.

In some cases, a degree of physical contact to control or restrain a child may need to be applied. This should only be used to maintain the safety of all pupils and staff. Physical contact must only involve trained members of staff and is only applied reasonably, using no more force than needed. In order to prevent recurring misbehaviour, time is taken, once the pupil is calm and ready, to reflect upon and record the behavioural incident. Staff are encouraged to use the behaviour reflection sentence stems to reflect upon the incident with the pupils involved.

When poor conduct and misbehaviour are persistent, then an individualized, solution-focused approach - behaviour plan would be applied. This plan would be formed during a meeting with the Vice Principal, teacher and parent (and where necessary the SENDCo). The individualised behaviour plan keeps a regular record of a child's behaviour to identify patterns and triggers in behaviour and to support this pupil with more focused reflections on their behaviour. These records may be kept internally, reviewed and shared with parents at least half termly. Where behaviour has led to a pupil being temporarily suspended, the individualised pupil behaviour plan will be reviewed regularly and will support the pupil's reintegration back into school and class, usually through a reduced time-table approach.

The Principal and staff he authorises have a statutory power to search a child or their possessions where they have reasonable grounds to suspect that the child may have a prohibited item listed in. The list of prohibited items is:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- any article that the member of staff reasonably suspects has been, or is likely to be used:
 - to commit an offence, or
 - to cause personal injury to, or damage to property of; any person (including the child).
- an article specified in regulations:
 - tobacco and cigarette papers;
 - fireworks; and
 - pornographic images.

	Only the Principal, or a member of staff authorised by the Principal, can carry out a search. The Principal can authorise individual members of staff to search for specific items as listed above. When exercising their powers, the school will consider the age and needs of pupils being searched or screened. This includes the individual needs or learning difficulties of pupils with Special Educational Needs (SEN) and making reasonable adjustments that may be required where a child has a disability. Parents will be informed of a search of any prohibited item as soon as practically possible. A member of staff will inform the parents of what, if anything, has been confiscated and the resulting action the school has taken, including any sanctions applied.
Staff development and support	Within the induction process for new staff, time is given to learning about the behaviour culture of the school, including the school rules, rewards and sanctions, and policy. Teaching staff receive appropriate training on matters such as Safeguarding, SEND and mental health, and how these needs might affect pupils' behaviour. Staff are also periodically trained in appropriate physical contact to control or restrain children. As a school we apply 'Team-Teach' techniques. Staff are regularly updated on changes to the behaviour policy and approaches. When the policy is annually reviewed, staff are made aware of any changes through staff meetings, led by the senior leaders.
Pupil support	For those pupils who require additional support to meet our behaviour expectations, provision is given consistently and predictably by the staff working with them. Class teachers and teaching assistants build positive relationships with all pupils, irrespective of their needs, based on predictability, fairness and trust. Many of these adjustments will be decided on and applied by the staff who regularly work with specific pupils. In the instance where a specific pupil is struggling to meet their adapted expectations, the class teacher and teaching assistant should work with the SENDCO and the SLT to develop and implement an individualised behaviour plan.
Child-on-child abuse	All our staff are aware that children can abuse other children (child-on-child abuse). Staff are aware that this can happen both inside and outside of school and online. Staff have received training on and are aware of the indicators and signs of child-on-child abuse, they know how to identify it and how to report concerns. Staff are also aware that child-on-child abuse is likely to include but may not be limited to: bullying and physical abuse. For further information on how we tackle child-on-child abuse, please refer to our Safeguarding and Child Protection Policy.

Behaviour Levels

Level 1 Distracting Others	Level 2 Unsafe or Uncooperative Behaviour	Level 3 Anti-Social Behaviour
- Calling out - Talking over adults - Distracting others - Making silly noises - Swinging on chairs - Lack of effort - Wandering around the classroom/dinning hall	- Answering back - Name calling - Running inside - Leaving the classroom/hall without permission - Throwing objects - Climbing - Refusal to work - Refusal to follow safety instructions	- Pushing other people out of the way - Hurting other children - Damaging school property - Damaging the property of others - Teasing other children - Grabbing other children - Swearing - Making insulting remarks about others - Refusing to go to designated person or place - Stealing - Spitting
Step 1	Step 1	Step 1
You will be given a warning by an adult, and you will be reminded of the rules of class and school. Restorative conversation to take place.	You will see your class teacher and miss 10 minutes of play. <u>Fill in a reflection sheet.</u> Restorative conversation to take place. If we have hurt or affected others through our actions, we are given the chance to PUT IT RIGHT.	You will see Vice Principal and you miss 15 minutes of play. <u>Fill in a reflection sheet.</u> Restorative conversation to take place. If we have hurt or affected others through our actions, we are given the chance to PUT IT RIGHT. *missing out on school clubs or trips*
Step 2	Step 2	Step 2
If the poor behaviour persists, you will be moved to a different place in the classroom or you may have to work on your own. Fresh Start	Parents to be informed by class teacher. Fresh Start	Parents to be informed. Fresh Start

Level 4 Intimidating/ Repeated Behaviour	Level 5 Extreme Incidents
- Inappropriate touch - Racist language - Homophobic language - Fighting - Bullying/cyberbullying - Any repeated behaviours on levels 2 and 3 warrants a level 4	-Extreme incidents Sent to Principal
Step 1	Step 1
You will see the Vice Principal or Principal and work in isolation for a period of time (internal suspension). <u>Fill in a reflection sheet.</u> <u>Restorative conversation to take place.</u> If we have hurt or affected others through our actions, we are given the chance to PUT IT RIGHT. *missing out on school clubs or trips* *loss of privileges*	<u>Fill in a reflection sheet.</u> <u>Restorative conversation to take place.</u> There is a possibility that you will be suspended from school or at least isolated from other pupils for a period of time Parents will be informed immediately. If we have hurt or affected others through our actions, we are given the chance to PUT IT RIGHT.
Step 2	
Parents to be informed – you may be suspended from school. Fresh Start	Fresh Start

Updates approved by the Local Governing Body on Monday 15th October 2025.

Signed (Principal): Mr A Carry

Signed (Chair of Governors): Mr F Walker

Review: This policy will be reviewed by 1st September 2026