

St Joseph's Catholic Primary School

Inspiring everyone to **REACH** through Faith, Hope, Love

At St Joseph's, we strive for academic excellence through encouraging resilience, empathy, aspiration and challenge. We have high expectations for ALL so that we can be 'The best we can be.' With Faith, Hope and Love at the heart of our school family, our children feel safe, secure and supported.



Managing Behaviour Policy

Written by: Clare Howells (in consultation with the children)
Approved by LGC: 26 June 2025
Review due: January 2026

Other relevant policies:

Teaching and Learning 2023
Keeping Children Safe in Education 2023
Working together to Safeguard Children 2023

Rationale

At St. Joseph's Catholic Primary School, we aim to promote agreed standards of behaviour and self-control where individuals respect themselves and others. We expect the highest standards of behaviour. We believe that appropriate behaviour and positive reinforcement provide a foundation for the establishment of a secure, happy environment in which everyone can learn effectively and develop as caring, reflective and responsible members of society. It is inappropriate/unacceptable behaviour that we disapprove of – never the child who displays it.

At St Joseph's we recognise the notion that appropriate behaviour is based upon the teachings of Christ, especially where the treatment of others is concerned. It is held as a central truth that, if we believe that Jesus would be unhappy with actions or treatment of others, then they are unacceptable. Therefore, we aim to teach our children in the clearest terms what it means to 'love one another' as Jesus loves us, the rules of the school and their purposes, and how everyone is valued, loved and unique and has a role to play in making the school a caring community where opportunity and happiness for all is our goal.

It is the task of the staff, governors and parents to be models of our school mission, 'Inspiring everyone to **REACH** through **Faith, Hope** and **Love**.'

Aims

At St. Joseph's we believe that it is important to:

- Foster positive caring attitudes to one another and the environment.
- Acknowledge that each and every person within our school family has a personal part to play and that each person's talents will be valued.
- Embed our Catholic identity in every aspect of school life.
- Support each person in our school family and nurture the self-esteem of all.
- Listen with care to the views and opinions of each other and to value them.

School Values

At St Joseph's our vision is that we inspire everyone to **REACH** through **faith hope** and **love**.

Our children aspire to be:

Resilient - never giving up.

Empathetic - loving one another, thinking of others and how they might be feeling.

Aspirational - they can be whatever they want to be.

Confident - to give new challenges a go.

Have high expectations of themselves - being the best that they can be in all that they do....

...whilst following in the footsteps of Jesus.

School Rules

Our school rules in each classroom. It is expected that all members of the school will always follow these rules:

***We follow Jesus' teaching of 'Love one another...'
We are kind and considerate
We use our hands and feet gently
We listen and work hard to do our best
We tell the truth
We look after our school and move around safely
We let each other learn***

Principles for Leading Behaviour

Teachers and staff explicitly teach the schools rules and are proactive in recognising and rewarding positive behaviour to support the children to make the right choices. At St Joseph's we believe that the consistency of adult behaviour is a crucial aspect of supporting children to **REACH**. Adults in our school promote positive relationships by being Playful, Accepting, Curious and Empathetic (P.A.C.E) - we understand they are striving to learn how to be the best that they can be. Following our key principle of P.A.C.E, when situations do arise, adults will support children to **Reflect** on what has happened, **Respect** their peers and **Restore** relationships.

Rewards and Consequences

At St. Joseph's, we understand that children will need to be taught and reminded the difference between right and wrong, in contexts and language appropriate to their development by learning how to make the right choice for themselves – and to understand that actions have direct consequences.

Positive behaviour is encouraged by the use of praise and reward. Staff should be consistent in their actions and make sure rewards are accessible to pupils of all abilities, sex and race.

Rewards

Teachers and non-teaching staff welcome opportunities to praise individuals or groups for following the rules and displaying appropriate behaviour.

The Whole School System – House Points

- Each child is in one of four Houses – Eagles, Falcons, Hawks or Kestrels.
- House Points are awarded via the class-based marble system (see below) and the house which has the highest points total is awarded the 'House Trophy' termly. Each member of that house then takes part in the 'Headteacher's treat' as a reward.

Each class has 4 coloured pots relating to each house (Red = Eagles; Blue = Hawks; Yellow = Falcons; Green = Kestrels)

- Marbles are awarded verbally in and outside of the classroom and placed in the child's house pot. Any member of staff can give any child a marble at any time of the school day when they demonstrate positive expected behaviour – reflecting with the child on the REACH skill that they have used.
- At the end of the week the marbles in each pot are counted. Year 6 children are responsible for recording the points for each class and ensuring the totals for each house are kept up to date. These are shared on a Friday in our celebration assembly.

Individual Differences

For some children, it will be necessary to set up an individual reward and incentive system to help reinforce positive behaviours. There will be in and out of class support and during break and lunchtimes in order for individuals to meet the school behaviour expectations. This will be achieved through structured support and individual behaviour plans which are shared with all staff and parents.

Weekly Celebration of Achievement

During whole school assembly, we celebrate children's achievements. 'St Joseph's **REACH** Awards' will be given by class teachers to two children per week under the following categories; Faith, Hope, Love, Resilience, Empathy, Aspirational, Confidence and High Expectations.

At the end of term, the Governors' award - a certificate for contribution to the Catholic Life of the school is presented to a child in each class. Their picture is put onto the Governors display in the front entrance of the school.

REACH Points

Each child's **REACH** points will be tracked on an online system. Teaching and non-teaching staff may reward the children with **REACH** points if they have represented the school or have acted in a way that is exemplary. These may specifically link to our values and virtues.

25 Star Points	Bronze Star
50 Star Points	Silver Star
75 Star Points	Gold Star
100 Star Points	Platinum Award

The awards will be presented in Celebration Assembly on a Friday.

Other Rewards

REACH Time

EYFS and Key Stage 1

At the start of each day, all children are automatically entitled to 15 minutes of **REACH** time which takes place each afternoon. Children who consistently follow school rules will keep all of their time. **REACH** time is a adult-led treat in the afternoon, as discussed between the Class Teacher and the children. For example, parachute games, music and movement in the hall, time on the log trail, class circle games etc.

If a child chooses not to follow school rules, there will be a progression of warnings before they lose some of their **REACH** Time. This gives the child the opportunity to change their behaviour before a sanction is put in place.

Each Class Teacher will keep a record to show who has lost **REACH** Time, which is monitored by the SLT. **REACH** time, if lost, cannot be earned back. If a child loses **REACH** time on three occasions in one small term, parents will be invited in to discuss their child's behaviour and how to move forwards.

Key Stage 2

In Key Stage 2, all children who have **REACH**ed and been the best that they can be, all term, will be rewarded with a class treat. This will be for an hour on the last Friday of each small term, which will be a fun and planned activity.

Warnings and Sanctions

For a pupil's unacceptable behaviour, all staff will follow the steps below:

1. Non verbal warning (look)
2. Verbal warning – "You are breaking a school rule, I need you to stop doing that so that is able to learn"
3. Second verbal warning – name on the board..."I have already asked you to....If you don't stop then you will lose ...reach time."
4. Loss of 5 minutes of **REACH** Time (KS1) and 5 minutes from breaktime (KS2). Where a child in KS2 loses time from breaktime, this will also remove 5 minutes from the class treat at the end of term. Parents/Carers will be informed that day by the member of staff who has removed the **REACH** time, either on the playground at the end of the day, or by a phone call during the school day.
5. If the behaviour continues, the child will be temporarily removed from their learning environment to another classroom, enabling them to finish their work. Once completed, this will be followed up by 'reflection time' with a member of the SLT.

Reflection Time

- A member of the SLT will **reflect** with the child about why they have been sent out of their classroom, whether they were **respectful** of their peers and teachers, and what

they could have done differently to have stopped this from happening. The child will then be given the opportunity to **restore** their relationship with the people affected.

- The class teacher should record the incident on the class behaviour log and a member of the SLT may add further information to the record.
- Parents/carers are informed.

If an incident happens at playtime or lunchtime and a child needs to have quiet reflection time, they will need to go inside the school building (usually outside Head's office). This would only be done after seeking support from the staff on duty.

'Fast track' sanctions

Some behaviours require the immediate loss of **REACH** Time and **reflection time** when it is considered that a child's behaviour is causing a risk to themselves, a risk to others or is causing a disruption to the learning environment. The behaviours include:

- refusal to follow instructions
- swearing
- physical harm
- deliberate damage to school property
- disrespect during worship activities
- discriminatory behaviour/derogatory language

In all these cases the member of staff or SLT will inform the parents. The amount of **REACH** Time lost will be decided by the member of staff/SLT in conjunction with the child. The incident will be recorded on CPOMs (an internal monitoring system for Safeguarding, wellbeing and all pastoral issues).

Fixed Term Suspensions

At St Joseph's we believe that suspensions are not an effective way of moving behaviour forward. However, for children to **REACH**, they need to feel safe from verbal and physical aggression. If one of the 'Fast Track' sanctions are breached the Headteacher may make the decision to lawfully suspend a child for a fixed period of time. This will only be implemented when a child is considered to have caused or is causing an ongoing safety risk to children, adults or property. Following any fixed term suspension, the child will be welcomed back to school after parents/carers and the Headteacher have met and discussed a plan for reintegration.

Permanent Exclusions

Permanent exclusions are a very last resort and only considered after all reasonable steps to avoid this have been taken. Permanent exclusion will only take place when an assessment has been carried out, which indicates that it would be detrimental to the education or welfare of the child concerned, or others in the school.

Parental Involvement

When a child has needed reflection time three or more times in a week, or they have needed to see a member of the leadership team, parents will be invited to come in to discuss their child's behaviour. If necessary, a home-school agreement and individual behaviour plan may be needed – this will be at the discretion of the leadership team.

Where next?

If the child's behaviour shows little or no improvement, having exhausted the sanctions in this behaviour policy, their behaviour would be beyond the scope of this structure. The child would then need to be identified on the Code of Practice (SEND), with the likelihood of engaging in the support of outside agencies such as the Behaviour Support Team or Outreach Services.

Operation Encompass

At times, it may be necessary to adapt our behaviour approach in light of an Operation Encompass alert.

Physical restraint

If a child needs to be physically restrained, we follow DfE guidance.

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

Bullying

We do not tolerate bullying at St. Joseph's and any such incidents will be dealt with seriously.

Please refer to 'ST. JOSEPH'S POLICY for ANTI- BULLYING' for further information.