

St. Joseph's R.C. Primary School



Behaviour Policy

September 2025

Review: July 2026

Policy Review

This policy will be reviewed in full by the Governing Body on an annual basis.

The policy was last reviewed and agreed by the Governing Body in September 2025

It is due for review in July 2026.

Hayley Francis

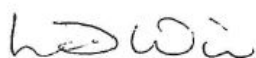
Date: 10th September 2025



Head Teacher

Mrs Lindsay Wise

Date: 10th September 2025



Chair of Governors

St. Joseph's School Promises

All staff, parents and pupils are expected to be fully aware of the school promises and follow them at all times. Indeed, everyone who is part of the school needs to know the school promises and adhere to them.

School Promises: At the beginning of each academic year the school community together, review and update our whole school promises.

September 2025

- 1) **BE KIND**
- 2) **WORK HARD**
- 3) **STAY SAFE**

School promises are displayed in the front entrance – for everyone to see and read. These are also clearly displayed in each classroom for the children to refer to.

Moving around the school

Everyone should move around the school in a calm and orderly manner.

To achieve this, children should:

- Walk at all times in the school building
- Be polite and respectful
- Maintain an appropriate level of noise in the building

- First child holds the door for the class and then returns to their line

Rewards used throughout St. Joseph's School are:

- Value Beads (Catholic ethos)
Winning house to have 15 minutes of extra play each week (Friday 11.45-12.00)
- Pot of Gold Rainbow award for going above and beyond, academically and socially – children select a prize from the headteacher's *Pot of Gold* if they complete the rainbow
- Academic certificates to be awarded in assembly on a weekly rotation
 - Royal Writer
 - Mathemagician
 - Science Megamind
- For improved work and effort children can be sent to other classes for praise or to the Headteacher for an award or praise.
- Trips and representing the school at special occasions
- Pom poms awarded for positive lunchtime behaviour (Happy lunchtimes)
- 'Table of awesomeness' celebration (once a month) for pupils selected by lunchtime teachers for consistent lunchtime behaviour
- Annual Spirit of St Joseph's Awards Ceremony held at the end of the Year

Rewards for Positive Behaviour

The aim is to make this accessible to all children and to enable them to be rewarded effectively for all aspects of good behaviour, work and attitude. Children will be rewarded in a variety of ways:

- Learning Behaviour e.g. presentation, staying on task, doing one's best, respect for class property.
- Playground effort e.g. playing appropriately, attitude to adults/children, respect for the environment i.e. litter, trees.
- Behaviour outside school e.g. to swimming, Mass, outings, sports events etc.
- Dining room manners e.g. lining up, courtesy, sitting properly/using cutlery and all general table manners following lunch time rules.

Learning Behaviour

School Promises are on display and prominent in every classroom and are revisited at the start of each new term and when necessary.

Language used to praise behaviour and otherwise is consistent and always refers to the promises that are being upheld or broken.

The class teachers may also draw up an Individual Behaviour Plan, where pupils need them, consisting of a variety of sanctions and rewards, bespoke to the pupil. When a pupil needs to leave the classroom, he/she must ask for permission from the class teacher or learning assistant. Children are not permitted to leave the classroom unless they have an out of class permit (coloured band).

All children are encouraged to use the toilets during break times, but are allowed to leave the class when necessary.

Classroom Behaviour Management

All classes use a whole school, consistent system for behaviour management – ‘The Rainbow Reward System’



- ✓ Every child starts the week on red
- ✓ Exceptional behaviour and academic achievement is rewarded by moving through the colours of the rainbow (7 stages)
- ✓ If a child reaches the *Pot of Gold*, they are sent to see the headteacher to choose a prize and receive a certificate
- ✓ A photo is taken and put in the school newsletter
- ✓ Children go back to Red once they have reached the Pot of Gold and cycle restarts

If behaviour falls short of expectations the following steps are taken:

- 1) Given an explanation of the *School Promise* that is broken and consequences for repeated behaviour
- 2) If this happens the second time, the child's name is moved to *Thinking Space* and time spent at breaktime is used to reflect on the behaviour with the class teacher or adult involved if different to the class teacher.
- 4) If a serious incident occurs (for example violence, bullying, racist behaviour or persistent defiance) this will be recorded on '**My Concern**' by the class teacher and **communicated with parents verbally on the same day**. A letter will also be sent home to parents to keep them informed that behaviour has fallen below acceptable standards. (Appendix 1). Parents are asked to discuss the situation with their child and to support the school in reinforcing the importance of positive behaviour in school.
- 5) A sanction can be used in response to a serious incident occurring, so that children understand that actions have consequences. This should reflect the nature and seriousness of the incident, for example deliberately hurting another child could result in the loss of playtime for the rest of the day.

Behaviour incidents are recorded on **'My Concern'** under the category – **'Behaviour'**. These will be audited by senior leadership on a half termly basis.

VALUE BEADS

As a positive strategy, all children are members of a Saint's house (St. Mary's-blue, St Vincent DePaul- green, St Frances of Rome- red and St Joseph's- yellow) and can earn 'value beads' for demonstrating Gospel values. Each week the winning house captains will receive the House Cup trophy during whole school assembly on a Friday.

Year 6 house captains will be responsible for totalling up value beads before Monday afternoon assembly. At the end of each half term the House with the most winning weeks are awarded a non- uniform day. At the end of the academic year, the House with the highest amount of the points accumulated will be awarded a treat to choose from.

Morning Playtimes

Positive and respectful interaction is to be encouraged at all times amongst children and between children and staff.

Children are encouraged to share and play with any equipment provided. Children will need bands to re-enter the school building during playtimes. Children must remain in the playground during their break time unless they have permission to go into the school.

Children are not allowed back into their classroom at play times unless their teacher has specifically asked them and they will be supervised.

Children may bring fruit and water to have at playtime. These must be eaten only at playtime, on the playground.

At the end of play time the bell will ring and the children should stand still. On the second bell children will then walk to their lining up point, ready for their teacher to collect and escort them back to class.

The school will provide all playground equipment. 1 game of football will be allowed at morning break in the zoned area (a rota will be used across the school).

Lunchtimes

At lunchtimes specific zones are allocated to different activities with lunchtime teachers leading these. Please refer to 'Happy Lunchtimes' document.

There is to be no ball games or playing on school equipment before or after school.

During wet play children will remain in their classrooms, where they will be supervised by a member of staff on duty. Normal classroom rules apply regarding behaviour.

Playground Exclusion

The Lunchtime Teachers sensitively manage low-level inappropriate behaviour in a firm but fair manner, following our Happy Lunchtimes procedure. Children are reminded of the school rules and appropriate consequences may be given. Lunchtime Teachers record names of children (and report to class teacher) who do any of the following or other unacceptable behaviour :

- Disrespectful behaviour towards adults and their peers
- Children who go back into the building without permission
- Children taking play equipment without permission
- Children play fighting or any form of hitting.
- Children using foul language or teasing others
- Children playing in the toilets
- Children not behaving appropriately in the dining hall

These are the steps to be taken if the children do not comply with the school rules and their behaviour is in anyway unacceptable:

- 1) Verbal warning
- 2) Time out for a given period of the playtime
- 3) The Class Teacher will be notified of the incident and the children involved. The Class Teacher will decide on further action if necessary, i.e. letter home.
- 4) Any serious issues, a member of the SLT will be asked to go out to the field/playground immediately. They will be alerted to the need for extra intervention by two sensible children who have been asked to go and collect them.

During break times and lunch times the adult supervisors on duty will carry a red triangle and will send this in to school with two sensible children who will give it to an adult, this alerts a member of staff that there is an issue and to go straight to the playground/field as a matter of urgency.

Children excluded from the playground due to persistent inappropriate behaviour will go straight into the dining hall to eat their lunch and remain in the classroom with their teacher until the start of the next lesson. This will be recorded using the behaviour tracking system on 'My Concern'.

Good Lunchtime Behaviour

The Lunchtime Teachers will also be looking out for well-behaved pupils both in the dining hall and on the playground. Children will be rewarded with poms for their class jars. The class with the most poms at the end of the week will receive a reward from their class treasure chest. Happy lunchtime certificates are also awarded at the end of the week for pupils who have demonstrated exemplary behaviour at lunchtimes. Once a month, children are selected for the table of

awesomeness. This is a special picnic for children who have demonstrated exemplary behaviour throughout the month during lunchtimes.

Sanctions

All staff are responsible for dealing with all incidents in accordance with procedures thus ensuring a consistent and fair approach visible to all children.

The teacher must make the judgement with regards to the severity of response:

- Verbal warning/discussion
- Exclusion from playtime/lunchtime, for 5/10 minutes (In with the class teacher)
- Letters to parents
- Sanctions are part of the class behaviour plan and are followed to ensure equality for all children.

Strategies to Support Positive Behaviour

Home / School report books

Pot of Gold Reward

Value Beads

In school ELSA sessions

Support by outside agencies

Rewards for showing marked improvement

Class / teacher rewards

All meetings with parents should be recorded on the standard parent meeting form (Appendix 2) and passed to the SLT.

Children should not be stopped from taking part in other lessons, i.e. PE because of misbehaviour in another lesson, unless there is an issue of health and safety involved.

EXCLUSION

- 1) Fixed term
- 2) Permanent

The Head teacher or SLT member, when deputising for the Headteacher, have the authority to exclude a pupil. Under no circumstances should anyone threaten to exclude a pupil. There will be times when an action warrants an immediate exclusion (e.g. serious violent behaviour). Issues to do with Health and Safety and the prevention of learning and teaching may also lead to exclusion, for example any serious incident particularly where the safety of any member of the school community is put at risk.

Examples of serious incidents are:

- Verbal abuse i.e. swearing – foul language
- Fighting
- Bullying
- Inflicting physical harm
- Causing a serious breakdown in class discipline

- Putting own self at health and safety risk
- Racial abuse or intimidation
- Persistent defiance

A child may immediately be removed from their classroom in order to maintain a safe and secure learning environment. It is preferable for appropriate support and intervention to be made available, enabling the child to continue to benefit from full time education. The needs of other children will need to be balanced with the needs of the individual child. Exclusions are always carried out following DFE guidelines. All exclusions will be recorded on 'My Concern'.

Pupils with Emotional & Behavioural Difficulties

We acknowledge that as a school we have children with individual needs i.e. - physical, emotional, learning, behavioural, social, etc. All pupils, including those with emotional and behavioural difficulties, have the same right to be educated in our school. A positive approach (rather than a negative reaction) has a positive impact on behaviour. We aim to provide positive experiences for all members of our community (pupils, parents/carers/staff/visitors), recognising that many factors can influence behaviour and that different people have different learning styles. Appropriate practical strategies will always be put in place to support children with emotional and behavioural difficulties.

These are:

1. Support with the SENCo and class teacher working collaboratively
2. In school counselling service/pastoral support
3. Support by the learning assistants (attend training as necessary)
4. Outside agencies (Community Links, Social Care, School Nurse)

Appendix 1

St. Joseph's Catholic Primary School

"Treat others as you would like to be treated"



The Avenue, Ross-on-Wye, Herefordshire, HR9 5AW

Tel: 01989 564655

Email: admin@st-josephs.hereford.sch.uk

Website: www.st-josephs.hereford.sch.uk

Headteacher: Mrs H. Francis

Dear Parents,

It is with great disappointment that I write to inform you that your child's behaviour at school today has been unacceptable and fallen short of the high expectations we have here at St Joseph's School.

The matter has now been resolved during school time and we now ask that you work in partnership with us to ensure this issue does not reoccur. Please discuss the situation with your child and help us to reinforce positive behaviour at all times.

Thank you for your co-operation in this matter.

Yours Sincerely

Mrs Francis
Headteacher

Appendix 2

Record of Parent / Carer Meeting

Name of Child: Present:	Date:	Class:
Reason for meeting:		
Decisions / actions agreed:		
Signed (member of staff):		
Signed (parent/carer):		