



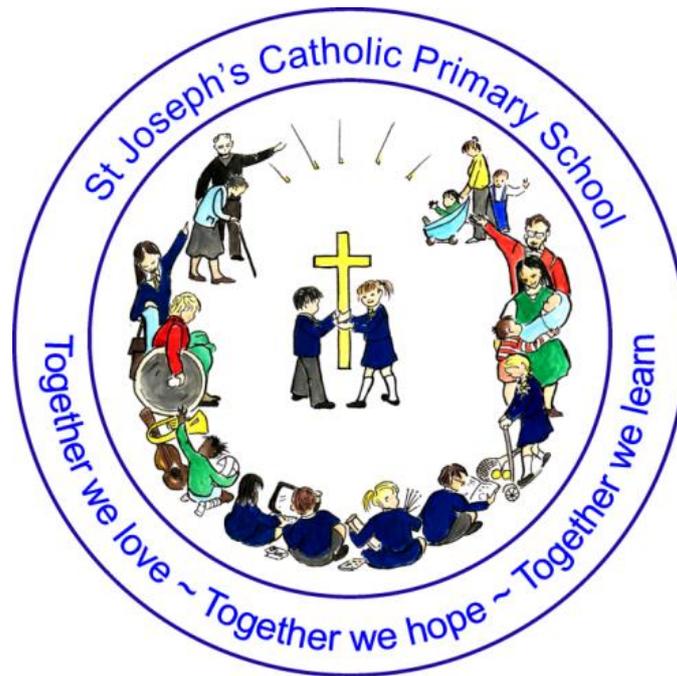
St Joseph's Catholic Primary School

BEHAVIOUR POLICY

Revision	Date	Author	Reviewed	Approved	Next Review	Responsible Committee
1	18/10/2023	E Broyd	08/03/24	21/03/24	March 2025	F&E and C&SI
2	09/12/2024	E Broyd	13/12/24	23/01/25	January 2026	F&E and C&SI

Behaviour Policy

Vision



Together we love - Together we hope - Together we learn

Mission

St Joseph's Catholic Primary School is an inclusive, vibrant, Catholic community where we enable and encourage everyone to share and nurture a love of learning and the love of Christ.

Together, we hope to inspire ourselves and each other to be the best we can and to embrace our future with confidence.

1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unexpected behaviour, including bullying and discrimination

2. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour in schools: advice for Headteachers and school staff 2022](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

3. Definitions

The School has clearly defined explanations of the behaviour expected in and around the school site. These definitions, along with behaviours which are considered unexpected are clearly displayed in each classroom through the "Expected and Unexpected Grid". Members of staff within the school can refer to these to help children understand why their behaviour has been met with either a positive or negative consequence.

Expected Behaviour

In school, the expected behaviours are defined through the schools values:

- Gentleness & humility - we are kind to each other and respect each other. We welcome those who are new to our school.
- Forgiveness & mercy - We understand that people can make mistakes. We can say sorry and be friends with each other.
- Peace & tolerance - We work well together and support each other in our work and play. We celebrate our similarities and differences.
- Holiness & purity - We value time spent in prayer and reflection. We respect the faith and beliefs of all who are part of our school community.
- Compassion & dignity - We care for others in our words and in our actions. We support each other in our work and in our play.
- Justice & truth - We always tell the truth and help those who might be treated unfairly.
- Integrity & faithfulness - We value our friendships and relationships with each other by being considerate and thoughtful in our actions.

- Service & sacrifice - We work hard in everything we do and are happy to give our time to help others.

4. Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

At St Joseph's we aim to prevent all forms of bullying by:

- Creating an atmosphere where each individual is valued as an important member of the school
- Fostering constructive attitudes with positive reinforcements
- Developing an atmosphere of openness

- Fostering honesty and consideration by providing a friendly and thoughtful environment
- Instilling confidence and self-respect into children through good examples and positive role models
- Raising awareness through staff training

Further information on how the school tackles bullying and peer-on-peer abuse is outlined in the school's Anti-Bullying & Peer Abuse Policy.

5. Roles and responsibilities

5.1 The governing board

The Governing Body is responsible for:

- Reviewing and approving the written statement of behaviour principles (appendix 1)
- Reviewing this behaviour policy in conjunction with the Headteacher
- Approving this policy
- Monitoring the policy's effectiveness
- Holding the Headteacher to account for its implementation

5.2 The Headteacher

The Headteacher is responsible for:

- Reviewing this policy in conjunction with The Governing Body
- Giving due consideration to the school's statement of behaviour principles (appendix 1)
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

5.3 Teachers and staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently

- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly
- Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

5.4 Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

5.5 Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-year arrivals.

6. School behaviour curriculum

St Joseph's is a Catholic school where children learn in a caring environment in accordance with the teachings of Christ.

We aim to ensure a well-ordered and disciplined learning environment with high standards for all. We believe that every member of the school community has a responsibility to share in maintaining the good order of the school. Pupils and staff will be encouraged to share in the development of the rules of behaviour for the school, so that they can develop a sense of fairness, and awareness of racial equality, equal opportunities and a sense of belonging within the school community.

The high standards of behaviour expected from all children in our school are regularly reinforced in whole-school worship, RE lessons, PSHE lessons and in other areas of the curriculum. Our expectations for behaviour are founded in our vision, missions, aims and values. The values we share are the foundation for expected behaviour in the school.

The list of expected behaviours can be found in section 3 of this document. Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

6.1 Mobile phones

Pupils in Year 5 and Year 6 are allowed to bring a mobile phone to school and must hand it in to their class teacher on arrival. The permitted use of mobile phones can include:

- Pupils travelling to school by themselves
- Pupils travelling by car to their parents/carers
- Pupils travelling to school via local authority transport
- Young carers who need to be contactable

If a parent needs to contact their child, this must be done via the School Office. Mobile phones, tablets or other mobile devices are not allowed on school trips during the day or at after school clubs. They may also not be taken on residential trips.

Further information can be found in The School's Mobile Phone Policy.

7. Responding to behaviour

The School's expectation of behaviour will be discussed with the children at the start of each academic year, with their role and responsibilities clearly explained. These will be revisited during the year if necessary, either as a whole school or on a class-by-class basis.

7.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the examples of expected and unexpected behaviour in their classrooms
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally (such as visual aids or non-verbal cues)

- Highlighting and promoting good behaviour
- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement

7.2 Safeguarding

The School recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to the school's child protection and safeguarding policy for more information.

7.3 Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- House points
- Moving onto the "Gold Star" on the class behaviour chart
- Receiving a Headteacher's Award sticker at a weekly Celebration & Worship
- Receiving a gold star badge for the termly "Reach for the stars" award
- Public individual or group praise by an adult in class
- Positive communication with parents/carers via a note in the child's planner, telephone call etc.
- Class rewards for whole-class behaviour (working towards a positive outcome together)

These rewards may be adapted or changed as appropriate for younger pupils in the Pre-school setting.

7.4 Responding to misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond appropriately in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the expected standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

The school may use 1 or more of the following sanctions in response to unexpected behaviour:

- A verbal reprimand and reminder of the expectations of behaviour
- Moving the child to the "amber" or "red" sections of the class behaviour chart
- Moving the pupil to a quieter space within the classroom or another classroom to complete their work
- Missing some "Golden Time" or other class treat
- Detention at break or lunchtime
- Loss of privileges – for instance, the loss of a prized responsibility
- Letter or phone call home to parents/carers
- Agreeing a behaviour contract
- Suspension
- Permanent exclusion, in the most serious of circumstances - see the school's Exclusion Policy for more information

Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

7.5 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents/carers (see appendix 3 for a behaviour log)

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions. Some members of staff have received training through Team Teach in order to safely support this.

7.6 Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)

- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

7.7 Online misbehaviour

The School can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member. More information can be found in the School's Internet and E-Safety Policy.

7.8 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the School will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the School will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the Headteacher or Deputy Headteacher will make the report.

The School will not interfere with any police action taken. However, the School may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

7.9 Zero-tolerance approach to sexual harassment and sexual violence

The School will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The School's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The School has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our child protection and safeguarding policy for more information.

7.10 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the School will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

8. Serious sanctions

8.1 Detention

Although rare at primary school, pupils can legally be issued with detentions during break, after school or on weekends during term time. The School will inform the pupil's parents/carers that a detention is going to take place.

When imposing a detention, the school will consider whether doing so would:

- Compromise the pupil's safety
- Conflict with a medical appointment
- Prevent the pupil from getting home safely
- Interrupt the pupil's caring responsibilities

8.2 Removal from classrooms

In response to serious or persistent breaches of this policy, the School may remove the pupil from the classroom for a limited time. This is sometimes known as an internal exclusion.

Pupils who have been removed will continue to receive education under the supervision of a member of staff which is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the Headteacher.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The School will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil in the class behaviour log (red book).

8.3 Suspension and permanent exclusion

The School can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the Headteacher and only as a last resort.

Please refer to our exclusions policy for more information.

9. Responding to misbehaviour from pupils with SEND

9.1 Recognising the impact of SEND on behaviour

The School recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must cooperate with the local authority and other bodies

As part of meeting these duties, the School will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned and will usually be documented in the pupil's Provision Map. These measures may include but are not limited to:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism

9.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the School will take into account:

- Was the pupil unable to understand the rule or instruction?
- Was the pupil unable to act differently at the time as a result of their SEND?
- Is the pupil likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is 'yes', it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

9.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The School's special educational needs co-ordinator (SENDCo) may evaluate, in collaboration with the Headteacher and class teacher, a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

9.4 Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will cooperate with the Local Authority SEN Team and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the Local Authority SEN Team to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

Local Authority SEN Team contact details:

Special Educational Needs Team

Town Hall
Walliscote Grove Road
Weston-super-mare
BS23 1UJ
01275 884 470
sen.team@n-somerset.gov.uk

10. Supporting pupils following a sanction

Following a sanction, the School will consider strategies to help the pupil to understand how to improve their behaviour and meet the expectations of the school.

This could include measures like:

- Reintegration meetings with a member of the Senior Leadership Team
- Daily contact (check-ins) with a member of the Senior Leadership Team
- A report card with personalised behaviour goals
- Daily contact between the school and the pupil's parents/carers, focusing on positive behaviour during the day

11. Pupil transition

11.1 Inducting incoming pupils

The School will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the Behaviour Policy and the wider school culture.

11.2 Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, members of staff hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information relating to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

12. Monitoring arrangements

12.1 Monitoring and evaluating behaviour

The School will record data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, pupils, governors and other stakeholders (via anonymous surveys)

The data will be reported to the Full Governing Body in the headteacher reports.

The data may be analysed from a variety of perspectives including:

- At school level

- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The School will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle them.

12.2 Monitoring this policy

This Behaviour policy will be reviewed by the Headteacher, the Faith and Ethos committee and the Curriculum and School Improvement committee at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the Policy will be approved by the governing body.

The written statement of behaviour principles (appendix A) will be reviewed by staff and approved by the faith and ethos committee annually.

13. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child protection and safeguarding policy
- Safe Touch policy
- Mobile phone policy
- Peer-on-Peer Abuse/Anti-bullying

Policy Monitoring and Review

Approved by the C&SI committee:

Date: 13/12/24

Authorisation

Signed by (Chair of Governing Board)



Approved by Governing Body: 23rd January 2025

Next Review Date: January 2026

Behaviour Policy - Appendix A
St Joseph's Catholic Primary School – Our School Values

Gentleness and Humility



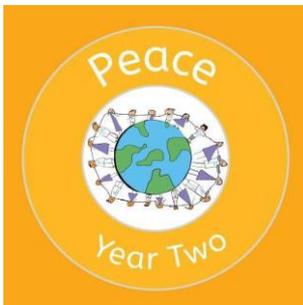
We are kind to each other and respect each other. We welcome those who come to our school.

Forgiveness and Mercy



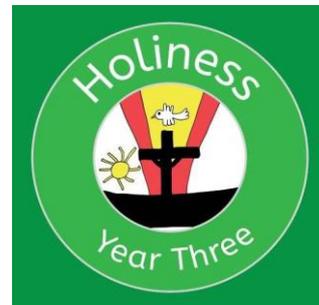
We understand that people can make mistakes. We can say sorry and be friends with each other.

Peace and Tolerance



We work well together and support each other in our work and play. We celebrate our similarities and differences.

Holiness and Purity



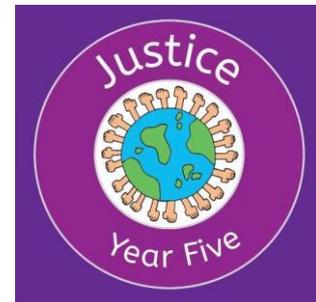
We value time spent in prayer and reflection. We respect the faith and beliefs of all who are part of our school community.

Compassion & Dignity



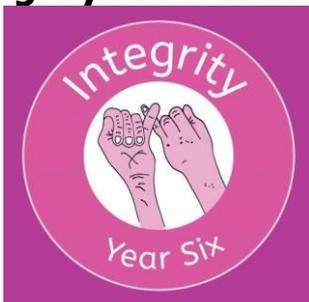
We care for others in our words and our actions. We support each other in our work and in our play.

Justice & Truth



We always tell the truth and help those who might be treated unfairly.

Integrity & Faithfulness



We value our friendships and relationships with each other by being considerate and thoughtful in our actions.

Service & Sacrifice



We work hard in everything we do and are happy to give our time to help others.



St Joseph's Catholic Primary School – Expected and Unexpected Behaviour



Our Values & Expected Behaviour	Examples of Low Level Unexpected Behaviour	Examples of Medium Level Unexpected Behaviour	Examples of High Level Unexpected Behaviour
<p>Gentleness & Humility - We are kind to each other and respect each other. We welcome those who come to our school.</p> <p>Forgiveness & Mercy - We understand that people can make mistakes. We can say sorry and be friends with each other.</p> <p>Peace & Tolerance - We work well together and support each other in our work and play. We celebrate our similarities and differences.</p> <p>Holiness & Purity - We value time spent in prayer and reflection. We respect the faith and beliefs of all who are part of our school community.</p> <p>Compassion & Dignity - We care for others in our words and our actions. We support each other in our work and in our play.</p> <p>Justice & Truth - We always tell the truth and help those who might be treated unfairly.</p> <p>Integrity & Faithfulness - We value our friendships and relationships with each other by being considerate and thoughtful in our actions.</p> <p>Service & Sacrifice - We work hard in everything we do and are happy to give our time to help others.</p>	<ul style="list-style-type: none"> ● Negative comments made to others ● Interrupting children/teacher ● Distracting children/teacher ● Not lining up quickly and quietly when asked to do so ● Not responding to an adult request or instruction ● Inappropriate attitude when visiting another class ● Refusing to work ● Misusing/hiding school equipment 	<ul style="list-style-type: none"> ● Answering back in a disrespectful manner ● Telling Lies (Isolated incident) ● 'Winding-up' another child. ● Deliberate minor physical harm (e.g. kicking/pushing) ● Refusing to respond to an adult request or instruction ● Repeatedly refusing to work ● Running in the school building ● Being in the school building without permission ● Dropping litter in the school or playground ● Making negative comments about another child's work ● Making negative comments about another child's actions or appearance. ● Poor sportsmanship ● Bad language (isolated incident) ● Bad manners in the dining hall 	<ul style="list-style-type: none"> ● Bullying ● Cyber-bullying ● Stealing ● Persistent Lying ● Verbal Abuse ● Persistently refusing to work ● Telling lies that implicate others ● Serious physical harm to others ● Bad language (repeated incidents) ● Disturbing others during class prayer time, assemblies and mass ● Refusing to say sorry for unacceptable behaviour ● Deliberate maltreatment of resources ● Inappropriate use of school ICT equipment ● Making inappropriate comments about someone's race, culture, religion or gender ● Using a mobile phone or device
<p>What are the consequences of unexpected behaviour?</p>	<p>The teacher or adult can:</p> <ul style="list-style-type: none"> ● Give you a warning ● Put your name on the behaviour chart in the classroom 	<p>The teacher or adult will/might:</p> <ul style="list-style-type: none"> ● Put your name on the classroom behaviour chart ● Record your name in the school's behaviour reporting system ● Speak to your parent ● Make a note in your school planner 	<p>The teacher or adult will:</p> <ul style="list-style-type: none"> ● Send you to see Mr Bath or Mr Broyd. ● Record your name in the school's behaviour monitoring system ● Contact your parents for a meeting.

