

St. Joseph's Catholic Primary School,
EPSOM



Behaviour Policy

1. Introduction

At St Joseph's we expect all children to behave exceptionally well. Behaviour across the school is consistently positive and reflects our shared commitment to the Gospel values of respect, kindness and forgiveness.

This policy outlines how we maintain those standards and support children when behaviour falls short of expectations. It draws on Sections 89 and 91 of the Education and Inspections Act 2006 and subsequent DfE guidance (2024).

2. Guiding Principles

- Our approach to behaviour is rooted in the Gospel values and Catholic mission of the school.
- We recognise every child as a unique individual created in the image and likeness of God, deserving of respect, compassion and forgiveness.
- We provide a happy, safe and nurturing environment where every child feels valued and relationships are fundamental
- Positive behaviour is promoted through praise, encouragement and reward.
- Clear expectations help children feel secure and understand the need for structure.
- When behaviour does not meet expectations, children are supported to reflect, restore relationships and make better choices.

3. Aims

- Promote good behaviour, self-discipline and respect
- Procedures for investigating, recording and responding specifically to bullying are detailed in the school's anti-bullying policy.
- Ensure pupils complete assigned work
- Regulate conduct in and beyond school
- Ensure behaviour management is lawful, proportionate and reasonable in all circumstances

4. Promoting Positive Behaviour

We encourage all pupils to take responsibility for their actions and to recognise the impact of their behaviour on others. Behaviour expectations apply both within school and when pupils are representing the school externally.

Staff model positive relationships and recognise children who behave well through verbal praise, house points, certificates and celebration assemblies (Child of the Week board).

To ensure consistency across the school, school rules reflect our daily expectations: Work hard, Play Well, Make other People Happy.

See next page

Work Hard	Play Well	Make Other People Happy
We listen to adults and friends, focusing on our learning and giving our best effort. We look after our classroom, our playground and all of God's creation.	We use kind words and actions, treating others as Jesus taught us, keeping our hands and feet to ourselves.	We play fairly, welcome others and value everyone as part of God's family. We say sorry, forgive and try and again. We support each other, knowing that it is always OK to tell.

These shared rules are displayed and discussed in every classroom.

Each September, teachers and pupils revisit the rules together, exploring what they look like in daily life in Key Stage 1 and Key Stage 2. This is reemphasised through the EPR Curriculum. **(See Appendix F)**

This promotes ownership, understanding and a shared sense of belonging while maintaining whole-school consistency.

5. Sanctions and Restorative Practice

Sanctions are rare but necessary when behaviour affects learning or safety. They are always fair, proportionate and meaningful. Examples include loss of privilege or choice, completing missed work (which may be during breaktimes/lunch or at home), or contributing positively to the school community.

All sanctions comply with Section 91 of the Education and Inspections Act 2006, taking account of age, special educational needs, disability and any religious requirements.

At St Joseph's we believe that reconciliation and forgiveness are essential Christian values. When appropriate, a restorative conversation is used to help pupils understand the impact of their actions and repair relationships. Typical restorative questions include:

- What happened?
- What were you thinking or feeling at the time?
- Who has been affected and how?
- What could you do to put things right?
- What will you do differently next time?

These conversations do not replace consequences but sit alongside them as part of our emphasis on reflection and responsibility.

Following any serious behaviour incident, pupils will complete a short Reflection Document (**See Appendix C**) with an adult to help them think about their choices, understand the impact on others, and plan how to make amends. This document supports the school's restorative approach and recorded, where appropriate.

All staff follow the principle of **addressing the behaviour, not the child**, to protect and build self-esteem while holding pupils accountable for their actions

6. Persistent or Repeated Misbehaviour

Where a pupil's behaviour causes repeated concern, the school will implement a structured support process.

To ensure consistency, a clear 'what to do if....' process plan is followed by all staff, outlining how to respond to incidents such as bad language or inappropriate behaviour.

This ensures proportionate, fair and consistent responses across all year groups.

See Appendix D

Parents/Guardians will be contacted. This may include a Home-School Report Card, designed to monitor daily progress in key areas such as effort, respect and engagement, and a Pastoral Support Plan (PSP) to coordinate longer-term support between home and school which could include a self-monitoring system.

Any structured mechanism is reviewed regularly with parents, class teacher and senior staff to identify triggers, implement strategies, and track improvement. Where appropriate, advice may be sought from external agencies.

The school recognises that while bullying is a form of unacceptable behaviour, not every incident of conflict, disagreement or unkindness constitutes bullying.

7. Communication with Parents/Guardians

As above (part 6), parents are informed of serious incidents or patterns of concern. Staff and parents work together to agree strategies for improvement.

Restorative conversations may include parents where helpful in rebuilding relationships or understanding impact.

8. Playground and Lunchtime Behaviour

Children are expected to play kindly and safely. Playground rules include keeping hands and feet to themselves, staying within boundaries, and involving others positively.

Incidents are logged and followed up promptly by staff. Minor issues are addressed restoratively; persistent problems are referred to senior staff.

9. Suspension and Permanent Exclusion

In very rare cases, where behaviour seriously harms the education or welfare of others, the Headteacher may consider suspension or permanent exclusion.

All decisions are made in accordance with DfE statutory guidance Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England (September 2022).

10. Pupils with SEND

We recognise that some pupils with additional needs may require adapted approaches to behaviour management.

Staff make reasonable adjustments and seek support from the SENCO where appropriate. Behaviour strategies for pupils with an EHCP are consistent with their plan and statutory rights under the Equality Act 2010.

11. Legal Powers (summary)

Staff have the authority to discipline pupils for misbehaviour in school and, in reasonable circumstances, outside of school.

They may confiscate inappropriate items and use reasonable force to prevent harm, following DfE guidance.

Corporal punishment is prohibited in all circumstances. Searches and confiscations are carried out in line with DfE Searching, Screening and Confiscation (2022).

12. Monitoring and Review

The Headteacher monitors the implementation of this policy and ensures that staff follow its principles consistently. Governors review the policy annually to ensure alignment with current legislation and guidance.

For detailed legal guidance, refer to DfE publications:

- Behaviour in Schools (2024)
- Suspension and Permanent Exclusion (2022)
- Use of Reasonable Force (2013)
- Searching, Screening and Confiscation (2022)

Appendix A – Legal Framework Summary

This policy is underpinned by the following legislation and guidance:

- Education and Inspections Act 2006 (Sections 89–91)
- DfE Behaviour in Schools (2024)
- DfE Suspension and Permanent Exclusion (2022)
- DfE Searching, Screening and Confiscation (2022)
- DfE Use of Reasonable Force (2013)
- Equality Act 2010
- Children and Families Act 2014
- SEND Code of Practice (2024)
- KCSIE 2025
- Anti-bullying Policy

Appendix B – Behaviour Management Procedures

- All incidents of poor behaviour are recorded, including a brief factual summary and any follow-up actions.
- Teachers manage day-to-day behaviour within their classrooms; repeated or serious incidents are referred to Leaders of Learning or senior staff.
- Parents are contacted promptly if patterns of behaviour cause concern or a significant incident occurs.
- Restorative conversations and reflection opportunities are used where appropriate to help children repair relationships.
- Home/School Report Cards may be used to monitor daily progress, encouraging self-reflection and communication between home and school.
- Pastoral Support Plans (PSPs) may be used to formalise strategies, outline responsibilities, and set clear targets for improvement. PSPs are reviewed at least termly, with involvement from parents, the SENCO, and senior staff.
- School Leaders regularly review behaviour to identify trends and ensure consistent application across the school.

The Choices I Made (KS1 – Lower LS2)

Name:

Date:

Draw a picture of what you did.

What rule have you broken? Work Hard/Play Well/Make People Happy

How has your behaviour affected others?

Draw a picture of what you should have done instead

The Choices I Made (upper KS2)

Name:

Date:

What I did wrong

- **What I did wrong**

- **How it started**

- **How I felt at the time**

- **How I feel now**

What rule have you broken? Work Hard/Play Well/Make People Happy

What could I have done instead?

How has my behaviour affected others?

This appendix provides a quick-reference guide for teachers, teaching assistants and midday staff to ensure a consistent, calm and restorative approach to behaviour across the school.

Classroom Management

Ordinarily Available Provision - Low-level disruption, off-task behaviour, forgetting equipment.

Classroom-Playground	Led by staff member informed or witnessing incident	
Step	Action	Example/Guidance
1. Reminder	Give a gentle verbal reminder of the rule	Let's remember our rule about...
2. Second Chance	Offer a calm warning and restate the expectation	I can see you're finding it tricky. You can show me you're ready to learn by...
3. Reflect and Move On	If behaviour continues, ask the child to move to a reflection spot or another space for a short reset	Quiet 5-minute reflection, then return

Persistent Behaviours

If behaviour continues: Persistent talking back, swearing, refusal, repeated playground incidents.

Classroom-Playground	Led by staff member informed or witnessing incident, supported by LOL	
Step	Action	Example/Guidance
Steps 1, 2 and 3 as above		
4. Record and restore	Record if it disrupts learning, is repeated or affects others. Hold a short restorative chat	Use example restorative questions as listed in policy. Complete Reflection sheet (Appendix C). Record.
5. Reconnect and re-teach	Reinforce the expectation positively and praise the child for re-engaging	Thank you for making things right
6. Communication with parents	Usually, class teacher will contact the parent.	/

Significant Behaviours

If behaviour continues: As above and fighting, bullying, theft, dangerous behaviour, or safeguarding concerns.

Classroom-Playground	Led by staff member informed or witnessing incident, supported by Deputy / Head	
Step	Action	Example/Guidance
Steps 1 – 6 as above		
7. Escalate if needed	If serious e.g. violence, swearing, defiance, theft, refer to Deputy or Headteacher	Complete Reflection sheet. Record (Appendix C)
8. Communication with parents	Relevant and proportionate to the incident/child	Senior leaders will decide whether parents are contacted, sanctions applied, or additional support (e.g. PSP) initiated.

*This list is not exhaustive and may need adaptation, depending on circumstances

Appendix E – Example Report Card

Child’s Name:

Class:

Nature of concern:

	Morning session 1	Playtime	Morning session 2	Lunchtime	Afternoon session	Class Teacher Comment	Parent Comment
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							

Pupil Reflections

At St Joseph's we...



Work Hard

We listen to adults and friends.



We focus and try our best.



Play Well

We use kind words.



We keep our hands and feet to ourselves.



Make Other People Happy

We play fairly.



We welcome others.



We say sorry, forgive and try again.



We know that it is always OK to tell.

