



**ST MARY &
ST JOSEPH**
VC ACADEMY

Behaviour Policy

Mission Statement

*A place to love, inspire, grow and serve, learning with Jesus
in all that we do*

Our Aims

St Mary and St Joseph's provides a **kind** and **safe** environment where everyone is **ready** to learn.

St Mary and St Joseph's ensures high quality academic, physical, social, spiritual and moral education for all

St Mary and St Joseph's encourages all to succeed and achieve in accordance with the teachings of the Catholic Church and in accordance of the Bishop's vision for education: '**To make Christ known and loved through the provision of excellent Catholic education and schools intent on finding Christ in their daily lives and sharing that encounter with others.**'

Our Vision

Each child is a **unique individual** made in the image of God and is so loved.

The **learning journey** of the whole child takes place in the knowledge that **God is within** each one of us.

Our school, family, parish **community** is founded on the values of the Gospel and the life of Jesus. We are inspired by the principles of Catholic Social Teaching to make a difference through our faith in action.

Equal Opportunities Statement

As a school we are committed to the principle of equal opportunity across the curriculum provision for all our pupils, irrespective of gender, ethnic or social background, religious affiliation, physical or academic ability. Any form of discrimination is totally contrary to the ethos of our school.

Aims and Expectations

At St Mary and St Joseph's, we aim to use a consistent framework for managing behaviour using a restorative approach & de-escalation strategies. We recognise the **human dignity** of every child and know we should treat others as we would want to be treated.

What is a restorative response to harm or conflict?

Those affected are invited to share:

1. What has happened.
2. What the impact has been on those involved: i.e. who has been affected and in what ways they have been affected.
3. What needs to happen to put things right or to make things better in the future.

Authoritarian Approaches The focus is on:	Restorative Approaches The focus is on:
Rule-breaking	Harm done to individuals
Blame or guilt	Responsibility and problem-solving
Adversarial processes	Dialogue and negotiation
Punishment to deter	Repair, apology and reparation
Impersonal processes	Interpersonal processes
and, as a result;	and, as a result;
The needs of those affected are often ignored	The needs of those affected are addressed
The unmet needs behind the behaviour are ignored	The unmet needs behind the behaviour are addressed
Accountability = being punished	Accountability = putting things right

Our expectations for behaviour are based around 3 virtues:

We are kind

We are safe

We are ready

At St Mary and St Joseph's we promote and reward the exemplary behaviour we witness from our children. We use a positive whole-school behaviour management strategy classroom and learning area. Our House Point and Mission Point system, class rewards and sharing assembly all provide further opportunities for us to praise, thank and reward our children. We are very proud of the good behaviour pupils demonstrate every day and in order to maintain such a positive picture. St Mary and St Joseph's expects every member of the school community to behave well in a considerate and caring way towards others.

We believe everyone is created in the likeness of God and we should value and respect each other at all times. This policy is designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure. We treat every child fairly and apply this policy in a consistent way. St Mary and St Joseph's rewards good behaviour, supporting our ethos of kindness and cooperation.

Procedures

- At the start of every academic year, class teachers are responsible for discussing the three school virtues with the children and creating a display outlining what good behaviour looks like in each class.
- Staff will manage behaviour using restorative practice supported with a staff script. De-escalation strategies will be used.

Graduated responses:

Nursery & EYFS Restorative Chat using visuals– Thinking Time using a sand timer (for up to 5 minutes)
 KS1 – 2 Warnings followed by thinking time, a restorative chat using visuals & reflection – Thinking Time
 KS2 – 1 Warnings followed by thinking time, a restorative chat using visuals & reflection – Thinking Time

30 Second Scripted Intervention:

- I have noticed that you are (having trouble getting started, wandering around, playing with equipment) right now
- Remember to be ...kind/ready/safe
- You have chosen to
- Because of that you need to (refer to action to support behaviour e.g move to another seat, complete work at another time).
- Do you remember when you (refer to previous positive behaviour)
- That is what I need to see today

Later ...acknowledge good behaviour choices with: 'Thank you for... '

Restorative Questions

1. What happened?
2. What were you thinking / feeling at the time?
3. What have you thought since?
4. How did this make other people feel?
5. Who has this affected and how?
6. Where do you think things went wrong?
7. What should we do to put things right?
8. If this happened again, how could you do things differently?

- The beginning of the next teaching session/day is a "fresh start" for the child.
- If the child persisted in poor behaviour, for each session throughout the day or for subsequent days, an appointment would be made by the class teacher with the parents to discuss the child's behaviour. This would be logged by the class teacher onto the behaviour log. Staff may work with SENDCo and parents to establish an Individual Behaviour Plan (IBP).
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher will stop the activity and prevent the child from taking part in the rest of the activity. If necessary, the rest of the class will be removed from the situation. Staff work to deescalate such volatile situations by watching and waiting and stepping back until the child is calm. Other staff members may need to be called upon to offer support.
- All staff are aware of the regulations regarding the use of teachers as set out in DfE Circular 10/98. The use of force to control or restrain pupils. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting themselves. The actions we take are in line with government and local authority guidelines on restraint of children. Members of staff are trained in positive handling through Team Teach (renewed every 3 years)

Roles and Responsibilities for Promoting Positive Behaviour

Governors

The Governing Body must ensure that the school pursues policies designed to promote positive behaviour. It is responsible for providing guidelines on standards and behaviour and reviewing their effectiveness. The Governors support the headteacher in carrying out these guidelines. The Governing body monitor the rate of fixed term exclusions. The Governing body will review the policy every two years.

Headteacher

It is the role of the headteacher to implement the behaviour policy consistently throughout the school and report to Governors. The head is responsible to ensure health, safety and wellbeing of all children in the school. The head keeps records of serious incidents of misbehaviour in the school behaviour log.

The headteacher only has the power to exclude a pupil from school for serious acts of misbehaviour which is carried out in consultation with the St Cuthbert's Trust. The Chair of Governors must be notified.

The headteacher monitors the effectiveness of the policy on a regular basis and will make recommendations for improvements.

Staff

All staff at St Mary and St Joseph's have high expectations of the children in terms of their behaviour and also recognise that behaviour is communication. Staff understand the need to monitor behaviour, look for triggers and use their professional judgement and training to de-escalate situations. Staff work closely with parents.

Class teachers treat every child consistently and enforce classroom expectations - encouraging good behaviour choices. Children are treated with respect and understanding.

Class teachers are responsible for discussing expectations with the children and displaying them in the classroom. (reviewed with each new class).

Class teachers use our positive whole-school behaviour management strategy to promote and reward the behaviours we want to see in our school based around our three school values:

We are safe

We are kind

We are ready

Class teachers would consult with the SENCO/ behaviour support teacher to seek advice re: behaviour management for the occasional cases where additional classroom management/behaviour modification strategies need to be sought. An Individual Behaviour Plan (IBP) may be established.

Pupils

Pupils are expected to develop & improve our high expectations of behaviour in and around school.

Pupils are encouraged to have a positive attitude to their learning and behaviour through our learning superheroes.

Pupils are encouraged to make good choices.

The School Council are directly involved in developing and monitoring positive behaviour strategies including our House Point system rewarding good behaviour.

Parents

The school recognises that positive behaviour is best encouraged when the school and parents and carers work in partnership. Therefore we welcome parental support in promoting positive behaviour in school by modelling and encouraging good behaviour at all times.

We aim to build a supportive dialogue between home and school and we inform parents if we have any concerns about their child's wellbeing or behaviour.

We ask our parents to sign and support our home school agreement.

Parents are expected to support reasonable sanctions used to discipline poor behaviour by the school.

Parental concerns regarding the way in which their child has been treated should be shared initially with the class teacher. If the concern remains, the headteacher and then the governing body.

Promoting Effective Teaching and Learning

The learning climate promotes positive behaviour. Pupils are affected not only by the physical environment which surrounds them, but also by the expectations and attitudes of others around them.

At St Mary and St Joseph's School we aim to promote positive behaviour through:

- Highlighting how our Catholic faith allows us to understand and express our love of God, self and others;
- Displays that both celebrate and motivate children's learning; including our House Team school display.
- Clean and tidy classrooms and school to illustrate the high value placed on pupils' well-being and the high standards expected;
- A variety of teaching styles and activities that enable all children to learn and develop;
- Providing opportunities to develop responsibilities in school, e.g. on School Council, Chaplaincy Team or buddies.

Rewarding Positive Behaviour

Behaviour that promotes self discipline, respect for self, others and legitimate authority is encouraged at St Mary and St Joseph's School in a variety of ways:

- In classrooms a range of strategies are used, dependent to some extent upon the personal relationships within the class. Among the well-used and effective strategies employed are:
 - Verbal praise and congratulations
 - Merit cards for children to collect stickers for recognition of outstanding effort or personal attainment in KS2
 - Extra responsibilities in class and school
 - Sharing with the headteacher, receiving stickers
 - Star of the week certificates
 - School house teams
- Outside the classroom opportunities exist to develop good behaviour:
 - School Council
 - Chaplaincy Team
 - Eco Club
 - Sharing of play time equipment
 - Y6 pupils have responsibilities around the school
 - Buddies
 - A range of extra-curricular activities

In addition to the use of rewards outlined in this policy children are taught in school how to communicate, solve problems, manage their feelings, cooperate with others and consider issues from more than one point of view.

NOTE: Very serious or extremely serious incidents of poor behaviour, such as violence, swearing, abusive behaviour towards other children/staff would be referred to the Headteacher / Assistant Headteacher directly and parents would be informed.

Excluding a pupil

Procedure

- Internal seclusion takes place prior to fixed term exclusion dependant on the seriousness of the behaviour.
- The Headteacher may exclude a pupil for one or more fixed period up to 45 days in any one year. A pupil can also be excluded permanently. The head teacher can convert a fixed term exclusion to a permanent exclusion if circumstances warrant this.
- The headteacher will inform the parents immediately giving reasons for the exclusion. Parents will be informed they can appeal to the Governing body against the decision.
- The headteacher consults the St Cuthbert's Trust and informs the Local Authority (LA) and the Governing Body about any permanent exclusion and any fixed term exclusion beyond five days in one term.
- The governing body discipline committee considers any exclusion appeals on behalf of the governors.
- The committee consider the circumstances for exclusion, the representation by parents and LA and whether the pupil should be reinstated.
- The Headteacher must comply with the ruling of the discipline committee.
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Support available for pupils whose misbehaviour reflects significant learning or personal problems

Class teachers would consult with the SENCO/ behaviour support teacher to seek advice re: behaviour management for the occasional cases where additional classroom management/behaviour modification strategies need to be sought. An IBP may be established.

Support available for parents who wish to learn more about how to improve behaviour

St Mary and St Joseph's recognises the crucial impact parental involvement has on children's behaviour. Throughout the child's time at school we aim to involve parents fully in the learning by inviting them to take part in:

- New Parents Evening for children joining the EYFS class.
- Home/school liaison via newsletters, notes.
- Meetings, formal and informal with class teachers to discuss progress and ways of moving forward.
- Social, community events in school share activities and celebrate success.

The policy will next be reviewed: **Summer 2026**