



# St Joseph's Catholic Primary School

## BEHAVIOUR POLICY

September 2025

This **Pupil Behaviour Policy and Framework** outlines the purpose, principles and procedures by which consistent and high standards of pupil behaviour are supported across the school. It reflects statutory duties and national guidance and aligns with the school's ethos and values.

This policy is shaped by the Department for Education's guidance including:

- *Behaviour in Schools: Advice for Headteachers and School Staff* (DfE, 2024)
- *Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement* (DfE, 2024)
- *Searching, Screening and Confiscation* (DfE, 2023)
- *Keeping Children Safe in Education* (DfE, 2025)
- *The Equality Act 2010*

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### 1. Aims and Principles

#### 1.1 Policy Aims

This policy aims to:

- Promote a culture of high behaviour expectations that supports learning for all.
- Establish a safe, respectful and inclusive environment.
- Ensure that all pupils, staff and visitors feel valued, safe, and supported.
- Provide clear expectations and a consistent approach to behaviour.
- Support pupils to take responsibility for their actions and develop self-regulation.

#### 1.2 Legal and Statutory Framework

This policy has regard to the following statutory frameworks and guidance:

- Education and Inspections Act 2006 – the legal power for schools to discipline pupils.
- Education Act 1996 – duty to safeguard the welfare of pupils.
- Equality Act 2010 – obligation to make reasonable adjustments for pupils with disabilities.
- DfE guidance on *Behaviour in Schools* (2024) – policy and practice expectations.
- DfE guidance on *Suspension and Permanent Exclusion* (2024) – ensuring lawful and fair process.
- *Keeping Children Safe in Education* (2025) – safeguarding related behaviour decisions.
- Ofsted's expectations for behaviour in the School Inspection Framework.



## 2. Roles and Responsibilities

### 2.1 Role of the Governing Board

The governing board is responsible for:

- Reviewing and approving the behaviour policy.
- Monitoring the policy's effectiveness and impact on learning behaviour.
- Ensuring the policy complies with legislation and statutory guidance.

### 2.2 Role of the Headteacher

The headteacher has overall responsibility for:

- Implementing the behaviour policy consistently across the school.
- Ensuring staff receive training and support.
- Reporting to governors on behaviour trends and interventions.
- Supporting staff in managing behaviour fairly.

### 2.3 Role of All Staff

All staff are expected to:

- Model the school's values and expected behaviours.
- Establish positive working relationships with pupils.
- Implement the behaviour policy consistently.
- Use de-escalation strategies and restorative approaches where appropriate.
- Record and report incidents promptly and appropriately.

### 2.4 Role of Parents and Carers

Parents and carers are expected to:

- Support the behaviour policy and reinforce expectations at home.
- Maintain respectful communication with school staff.
- Work in partnership to support their child's behaviour and well-being.
- Attend meetings when requested.

### 2.5 Role of Pupils

Pupils are expected to:

- Follow school rules and show respect to others.
- Engage positively in lessons and school life.
- Take responsibility for their behaviour.
- Seek help when needed and participate in reflection and restoration after incidents.



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### 3. School Ethos and Expectations

#### 3.1 School Values and Culture

Our school values underpin our behaviour expectations. These include:

- Respect
- Responsibility
- Self- Belief
- Resilience
- Self- Control
- Kindness/Friendship
- Perseverance
- Aspiration

These values are delivered through assemblies, PSHE, class charters and the wider curriculum.

#### 3.2 Behaviour Expectations

We expect all pupils to:

- Behave respectfully towards staff and peers.
- Follow reasonable instructions from all staff.
- Move safely and calmly around the school.
- Value and care for the school environment.
- Uphold the reputation of the school when offsite or online.

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### 4. Promoting Positive Behaviour

#### 4.1 Teaching and Modelling Positive Behaviour

Positive behaviours are taught explicitly through:

- PSHE and Relationships Education.
- Role play, modelling, and discussions.
- Assemblies linked to the school's values.
- Staff modelling respectful, calm and fair behaviours.

#### 4.2 Recognition, Rewards and Celebration

Positive recognition includes:

- Verbal praise



- Dojo points
- House points
- Franciscan award winner – KS1 Kindness award and KS2 Gratitude award
- Celebration assemblies
- Golden tickets

Dojos and golden tickets are awarded for consistent effort, kindness, teamwork, and personal improvement aligned with school values.

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## 5. Responding to Behaviour Incidents

### 5.1 Proactive and Low-Level Interventions

Staff are trained to use proactive strategies including:

- Clear routines and expectations.
- Positive reinforcement.
- Tactical ignoring and proximity praise.
- Use of scripts or calm conversations.
- De-escalation techniques where needed.
- Emotional Coaching strategies

### 5.2 Sanctions

Sanctions are proportionate and restorative where possible. These may include:

- Verbal reminder/warning (yellow card)
- Short reflection/cool-off time
- Loss of privilege such as class monitor job
- Second warning given – resulting in red card
- Loss of break or lunch time
- Parent contact
- Behaviour tracking onto CPOMS

All sanctions are applied fairly and consistently. Efforts are always made to restore relationships and support positive behavioural change.

### 5.3 Supporting Pupils with Additional Needs

Pupils with SEND may need reasonable adjustments to behaviour systems. This may include:

- Alternative rewards
- Tailored intervention plans – such as art therapy or drawing and talking therapy



- Shorter timeouts or regulated spaces
- Involvement of the SENCo or outside agencies
- Adjustments of seating plan for visually impaired children
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Further CPD for staff such as ADHD or ASD training
- Therapeutic plans

All behaviour strategies for pupils with EHC plans or high-level SEND are reviewed in consultation with parents and included in their support plans.

#### 5.4 Recording and Monitoring Incidents

Staff record significant incidents on the school's behaviour tracking system (CPOMS). These records include:

- Date and time
- Location and summary of the incident
- Intervention and follow-up actions
- Any staff or pupils involved

Patterns in behaviour are analysed regularly to inform strategic planning and early intervention.

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## **6. Serious Behaviour Concerns**

### 6.1 Bullying and Peer-on-Peer Abuse

The school has a zero-tolerance approach to bullying, including:

- Verbal, physical, cyber, racist, homophobic or discriminatory behaviour.
- Peer-on-peer abuse covered under safeguarding procedures.
- Clear procedures for reporting, investigating, and responding.
- Support for both the victim and the perpetrator.

See the school's Anti-Bullying and Child Protection Policies for full guidance.

### 6.2 Discriminatory Behaviour

Discrimination based on race, gender, disability, religion, sexuality or background is unacceptable. All incidents are investigated thoroughly, and discriminatory behaviours recorded and reported as required.

The school complies with the Equality Act 2010.



### 6.3 Use of Reasonable Force

Staff may use reasonable force to prevent harm or serious disruption, when absolutely necessary, and carried out by trained staff using Hertfordshire's Therapeutic approach .

This may include:

- Removing pupils from a situation using 'open mitten' strategy
- Preventing injury or serious damage

All incidents involving the use of reasonable force are recorded and shared with senior leaders and parents.

Reasonable force is a set of principles that would support any staff member with any child. The principles outlined in Appendix 1 that do not use force but would probably be common low-level physical interventions for any pupil (e.g. using a closed mitten in a supportive hug, or an open mitten on the upper arm to guide a child to a doorway).

### 6.4 Searching, Screening and Confiscation

We follow the DfE guidance in this area. The school may:

- Search pupils for prohibited items with or without consent.
- Confiscate items posing a risk to safety, health, or discipline.
- Screen pupils using appropriate technology where necessary.

All such incidents are conducted lawfully, respectfully and recorded accurately.

### 6.5 Suspension and Exclusion

Suspension (fixed-term) and permanent exclusion are considered only:

- Where behaviour constitutes a serious breach of the behaviour policy.
- Where pupil safety, or that of others, is at risk
- Dangerous behaviour which will imminently result in injury to self or others, damage to property or behaviour that would be considered criminal if the child was the age of criminal responsibility, such as racist abuse.
- Where learning is substantially or continuously disrupted with persistent behaviour

The DfE States:

*"The reasons below are examples of the types of circumstances that may warrant a suspension or permanent exclusion."*

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult



- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy
- Bullying
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability

Only the Headteacher has the power to suspend a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year.

In extreme and exceptional circumstances, the Headteacher may exclude a pupil permanently. It is also possible for the Headteacher to convert a suspension into a permanent exclusion, if the circumstances warrant this.

The school follows the DfE statutory process outlined in the *Suspension and Permanent Exclusion* guidance, including notification to parents and governors, and the right to appeal.

In line with the DfE Statutory Guidance, School suspensions and permanent exclusions, the following applies in terms of governor action:

Matters relating to suspension/exclusion cannot be raised under the complaints policy, which is agreed by the Trust Board of St Francis of Assisi Catholic Academy Trust. This policy can be found on the Trust Website

### **Representation /appeal**

The governing board has a duty to consider parents' representations about a suspension or permanent exclusion. The requirements on a governing board to consider the reinstatement of a suspended or permanently excluded pupil depend upon a number of factors.

In the case of an academy, the governing board may delegate to a committee of the trust board, including a local governing body, if the trust's articles of association allow them to do so.

The governing board must consider and decide on the reinstatement of a suspended or permanently excluded pupil within 15 school days of receiving notice of a suspension or permanent exclusion from the headteacher if:

- it is a permanent exclusion;
- it is a suspension which would bring the pupil's total number of school days out of school to more than 15 in a term;
- it would result in the pupil missing a public examination or national curriculum test

In the case of a suspension which does not bring the pupil's total number of days of suspension to more than five in a term, the governing board must consider any representations made by parents, but it cannot direct reinstatement and is not required to arrange a meeting with parents.



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## 7. Behaviour Beyond the School Gate

Pupils are expected to uphold the school's values when:

- Travelling to/from school
- Wearing school uniform offsite
- On educational visits or residentials
- Online or on social media

Incidents outside school may be dealt with where there is a clear link to school reputation, safety, or behaviour expectations.

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## 8. Supporting Behaviour Through Relationships and Mentoring

Pupils who display persistent or concerning behaviour will be supported through:

- Check-ins with trusted adults
- Class teacher mentoring sessions or 1:1 support
- Pastoral interventions (e.g. ELSA, school counsellor)
- Restorative conversations
- Behaviour/ Therapeutic support plans
- Outside agency support such as Rivers or Phoenix

Support is personalised to understand the underlying causes and rebuild engagement.

### Relational Practice in Hertfordshire Schools

Hertfordshire County Council has adopted a relational approach as its preferred model for supporting emotional wellbeing, behaviour, and inclusion in schools.

This relational approach is grounded on the understanding that positive relationships are central to learning, behaviour, and wellbeing. It encourages schools to:

- Prioritise connection over correction
- Use restorative practices to resolve conflict and repair harm
- Create safe, nurturing environments where all pupils feel valued and understood
- Promote collaborative problem-solving between staff, pupils, and families

This model supports a whole-school ethos of inclusion and emotional safety, empowering staff to respond to behaviour with empathy and consistency. It also provides a framework for early intervention, reducing the need for exclusion and improving long-term outcomes for children and young people.

### **The Three Pillars of Relational Practice**



## 1. Developing relationships

- Proactive connection-building between staff and pupils.
- Creating a sense of belonging and safety through consistent, respectful interactions.
- Encouraging co-regulation and emotional literacy.
- Embedding relational language and modelling positive behaviour.

Positive behaviour begins with positive relationships. When children feel genuinely understood and connected, they are more likely to thrive and participate fully in school life.

## 2. Responding and calming

- Using attuned, calm adult responses to de-escalate situations.
- Recognising signs of emotional dysregulation and responding with empathy.
- Applying predictable routines and non-confrontational strategies.
- Prioritising emotional safety over immediate compliance.

All behaviour tells us something. When adults respond with calm and empathy, it helps pupils feel secure and supported, making it easier to de-escalate and reconnect.

## 3. Repairing and restoring

- Facilitating restorative conversations after incidents.
- Supporting pupils to reflect, take responsibility, and rebuild trust.
- Involving all affected parties in repairing relationships.
- Ensuring consequences are relational, not punitive.

Restorative practice focuses on rebuilding trust and understanding, rather than placing blame. It supports pupils to reflect, repair and grow from their experiences.

## What is Therapeutic Thinking Hertfordshire?

Therapeutic Thinking Hertfordshire is a relational approach to positive behaviour management. At St Joseph's, everyone has a part to play in the promotion of high standards of behaviour. We aim to create an environment in which pupils can learn and develop to their full potential. We encourage good behaviour through high expectations and mutual respect between pupils, and staff and pupils. We have adopted the Hertfordshire Therapeutic Thinking approach to behaviour management. This approach has an emphasis on consistency, on the teaching of internal discipline rather than imposing external discipline, and on care and control, not punishment. It uses techniques to de-escalate a situation before a crisis occurs and, when a crisis does occur, it adopts techniques to reduce the risk of harm. An important aim of Hertfordshire Therapeutic Thinking is to provide opportunities to support and debrief both children and staff after a crisis, particularly if physical intervention has been required, through use of restorative conversations. Staff are trained in level one 'Therapeutic Thinking' training and new staff joining the school will receive this training as soon as it is available to them.



We have four members of staff who are accredited Hertfordshire Therapeutic Thinking tutors and deliver the initial training and annual refresher training to our staff

The Therapeutic Thinking approach is based on the following principles:

- shared focus on inclusion of all children and young people within their educational settings
- a shared set of values and beliefs
- open and shared communication
- a shared commitment to diversion and de-escalation
- shared risk management
- shared reparation, reflection and restoration

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## **9. Communication and Engagement**

### 9.1 Pupil Voice

Pupil voice is promoted through:

- School council and class representatives
- Behaviour reviews and surveys
- Participation in restorative practices

Pupils are encouraged to take ownership and contribute to a positive climate for learning.

### 9.2 Parent and Carer Engagement

We actively involve parents through:

- Meetings and behaviour plan reviews
- Ongoing communication via phone or email
- Parent information sessions
- Access to family and pupil support services

We value parental partnership and aim to resolve issues collaboratively.

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## **10. Staff Development and Training**

All staff receive training in:

- Promoting positive behaviour
- Restorative practice
- De-escalation and managing conflict
- SEND and trauma-informed approaches



- Recording and reporting procedures

Behaviour is reviewed in line with staff CPD and school improvement priorities.

## 11. Monitoring, Evaluation and Review

### 11.1 Evaluation of Policy Implementation

The behaviour policy is reviewed annually and evaluated by:

- Behaviour data analysis
- Stakeholder feedback
- Pupil and parent surveys
- Lesson observations and learning walks

Improvements are made based on findings to ensure the policy's effectiveness.

### 11.2 Ofsted and Accountability

Ofsted evaluates behaviour under the "Behaviour and Attitudes" judgement.

They assess:

- Pupil conduct
- Respectful relationships
- Absence of bullying and disruption
- Effective implementation of policy and systems

The school maintains records and evidence to support positive inspection outcomes.

### References

- Department for Education (2022). *Behaviour in Schools: Advice for Headteachers and School Staff*
- Department for Education (2023). *Suspension and Permanent Exclusion Guidance*
- Department for Education (2022). *Searching, Screening and Confiscation*
- Department for Education (2023). *Keeping Children Safe in Education*
- Department for Education (2013). *Use of Reasonable Force in Schools*
- Ofsted (2023). *School Inspection Handbook*
- The Equality Act (2010)

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This Behaviour Policy will be reviewed in **September 2026**

### APPENDIX 1:

### Guidance and images of use of reasonable force and physical intervention:

#### Closed mitten

Used to draw a student close

- Fingers and thumb together

The hand should remain in a mitten to avoid the possibility of gripping. Gripping hands can result in bruising consistent with poor practice



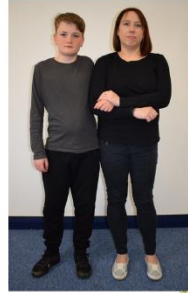
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#### Offering an arm

to support, guide or escort

- Stance
- Hip to hip
- Arm is offered – explicit teaching
- Student accepts the invite
- Communicate intention
- Draw elbow in for extra security



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#### Supportive hug

To support, guide or escort or to communicate comfort or reward:

- Stance
- Hip to hip
- Closed mittens around each shoulder
- Communicate intention, consider de-escalation script



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#### Supportive hug

To support, guide or escort or to communicate comfort or reward:

- Stance
- Hip to hip
- Closed mittens around each shoulder
- Communicate intention, consider de-escalation script



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#### Supportive arm

To support, guide or escort

- Stance
- Maintain penguin shape
- Hip to hip
- Closed mittens above or around each elbow
- Communicate intention, consider de-escalation script



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#### Supportive arm

To support, guide or escort

- Stance
- Maintain penguin shape
- Hip to hip
- Closed mittens above or around each elbow
- Communicate intention, consider de-escalation script



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### Supportive arm

To support, guide or escort

- Stance
- Hip to hip
- Closed mittens above or around each elbow
- Communicate intention, consider de-escalation script



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### Supportive arm paired

To support, guide or escort

- Stance
- Maintain penguin shape
- Hip to hip
- Closed mittens around each shoulder
- Communicate intention, consider de-escalation script

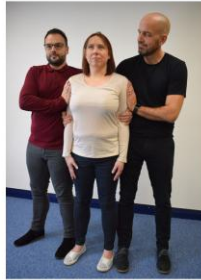


Staff have lowered to kneeling to maintain stance

### Supportive arm paired

To support, guide or escort

- Stance
- Maintain penguin shape
- Hip to hip, slightly behind
- Closed mittens around each shoulder
- Communicate intention, consider de-escalation script

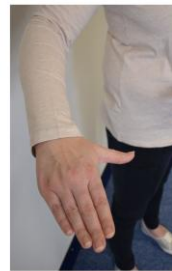


### Open mitten

to support, guide or escort, used to move a student away

- Fingers together
- Thumb away from fingers
- Palms parallel to floor

The hand should remain in a mitten to avoid the possibility of gripping. Gripping hands can result in bruising consistent with poor practice



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### Open mitten guide to communicate

To support, guide or escort

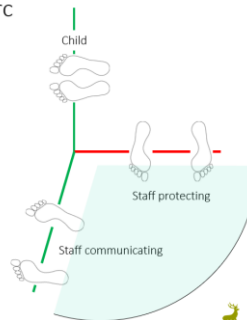
- Stance
- Contact just above elbow
- Intermittent eye contact
- Free hand reassuring or directing
- Communicate intention, consider de-escalation script



### Open mitten guide arc

As the danger increases staff should arc from beside the child to stance L shape.

- Side by side to communicate
- Stance L shape to protect



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### Open mitten guide

To support, guide, escort, or protect, used to move a student away

- Stance L shape
- Maintain penguin shape
- Palm parallel to the floor
- Staff positioned behind with extended arm to protect
- Communicate intention, consider de-escalation script



### Open mitten guide

To support, guide, escort, or protect, used to move a student away

- Stance L shape
- Maintain penguin shape
- Palm parallel to the floor
- Staff positioned behind with extended arm to protect
- Communicate intention, consider de-escalation script



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### Open mitten guide - paired



### Open mitten escort

To support, guide or escort

- Stance
- Hip to hip
- Open mittens above each elbow
- Palms parallel to floor
- Nudge
- Communicate intention, consider de-escalation script



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### Open mitten escort

To support, guide or escort

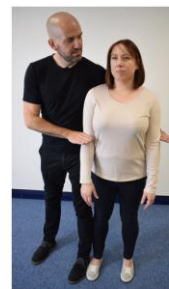
- Stance
- Hip to hip
- Open mittens above each elbow
- Palms parallel to floor
- Nudge
- Communicate intention, consider de-escalation script



### Open mitten escort

To support, guide or escort

- Stance
- Hip to hip
- Open mittens above each elbow
- Palms parallel to floor
- Nudge
- Communicate intention, consider de-escalation script



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### Open mitten escort – paired

To support, guide or escort

- Stance
- Hip to hip
- Open mittens above each elbow
- Palms parallel to floor
- Nudge
- Communicate intention, consider de-escalation script



### Open mitten escort – paired

To support, guide or escort

- Stance
- Hip to hip
- Open mittens above each elbow
- Palms parallel to floor
- Nudge
- Communicate intention, consider de-escalation script



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