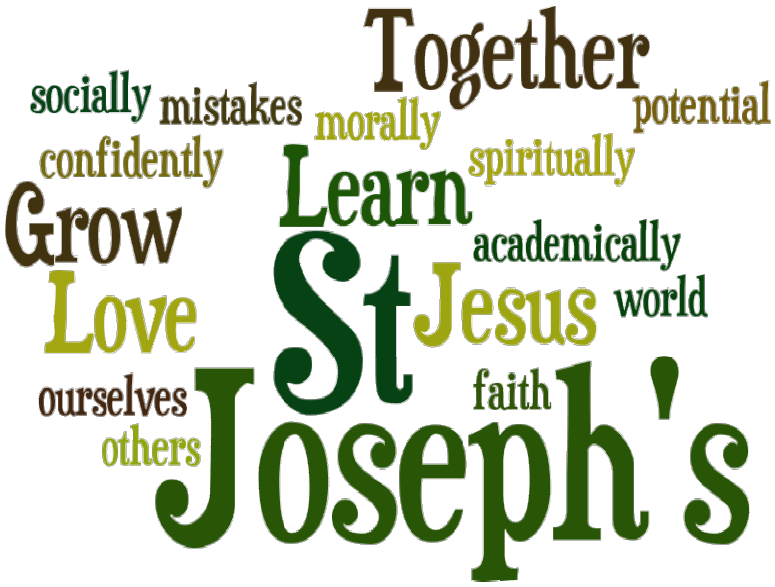
St. Joseph's
Catholic Primary School

Positive Behaviour and Anti-Bullying Policy



Date reviewed:	**LAC 1 – Oct 2026**
Date approved:	**9th Oct 2025**
Date for next review:	**Pentecost 2027**

St Thomas Catholic Academies Trust
Catholic Diocese of Northampton

Mission Statement

At ST JOSEPH'S WE LOVE, LEARN AND GROW TOGETHER WITH JESUS.

LOVE	LEARN	GROW
Love of our faith	Learn about our faith and Jesus	Spiritually
Love of Learning	Achieve our potential	Academically
Love life/the world	Learn from our mistakes	Morally
Love ourselves	Learn who we are / who I am	Confidently
Love others	Learn from others	Socially

St. Joseph's is a Catholic Primary School providing a Catholic education based upon the values of the Gospel. Catholic values are promoted through co-operation with family, parish and local community to enable each child to develop their full potential.

Parents play the most important role in teaching and modelling good behaviour. It is expected that parents will have taught their children to respect the feelings and property of others. In this school, we reinforce the attitudes and discipline which begins at home and acknowledge that everyone within our school community has a role to play in order to create a positive learning environment and promote good manners and discipline. Good relationships between staff and children, setting high expectations and having agreed strategies for encouraging good behaviour, all have a bearing on the way children behave. An organised, attractive and welcoming classroom environment gives clear messages to the children about the extent to which they and their efforts are valued.

Staff and Governors of St. Joseph's believe that positive behaviour is an essential condition for effective learning and teaching. We also believe that pupils and staff have the right to learn and teach in an environment which is safe, friendly, peaceful and fair. The school community has defined a very clear set of non-negotiable standards of personal behaviour, which are based on respect for each individual in our community and their individual needs. Our community places self-discipline and a real sense of justice at the core in our determination to provide opportunities where each individual can flourish and develop in safety. Positive behaviour must be carefully developed and supported. Appropriate high self-esteem promotes good behaviour, effective learning and positive relationships. Put simply, we believe pupils learn best when they feel safe and happy in school.

The best results in terms of promoting positive behaviour arise from emphasising potential, rewarding success and giving praise for effort and achievement. We also know it is important to strike a balance between recognising positive behaviour and having appropriate consequences which are seen by all to be fair and just, and applied consistently when standards are not maintained. Through the example which adults who care for them in school and through well-developed planned and stimulating learning opportunities, we believe that children can accept learning challenges and develop self-discipline. It is the responsibility of parents and carers to work with the school in helping to foster positive attitudes and behaviour.

Aims of our Positive Behaviour Policy

- Help, working alongside parents, to encourage our children to develop socially, academically, orally and spiritually in preparation for a positive role in society.
- Ensure that everyone is clear about their role when managing a pupil's behaviour.
- Encourage a calm, purposeful and happy atmosphere within school.
- Help our children develop into caring and thoughtful individuals who respect and value the feelings, opinions, beliefs, property and differences of others.
- Encourage increasing independence and self-discipline so that each child learns to accept responsibility for their own behaviour and makes good choices.

- Help our children develop appropriate self-esteem.
- Encourage our pupils to co-operate with one another and with the adults in school.
- To develop skills necessary to resolve conflict and differences of opinion with sensitivity.
- A consistent approach to behaviour throughout the school with parental cooperation and involvement.
- Help create a positive, stimulating learning environment where positive attitudes and behaviour are encourages and rewarded.
- Make the children aware of unacceptable behaviour.
- Allow all children equal opportunities to learn.
- Allow all adults in school equal opportunities to fulfill their role.
- Reward and encourage positive behaviour.
- Use sanctions where appropriate in accordance with this policy.

Encouraging Positive Behaviour

We support positive behaviour and a positive environment through;

- A consistent approach by the whole school community.
- Encouraging our children to see themselves as part of a whole school community and recognising their responsibility within this.
- Providing a clear and positive learning experiences fairly and consistently.
- Offering a broad and balanced curriculum that is well planned, prepared and stimulating.
- Appreciating and following the agreed Code of Conduct
- Monitoring pupil attendance and taking swift action where necessary.
- Constructive whole school planning for PSHE.
- Developing the voice of the child, through for example the Pupil Leadership Team, Faith Ambassadors and the Eco Council.
- Developing the skills of co-operation and discussion.
- Encouraging everyone to take pride in the school environment.
- Having a positive and consistent approach to playtimes and lunchtimes.
- Creating a stimulating classroom environment.
- Use of rewards, incentives and responsibilities as motivational tools.
- Pupil involvement in events e.g. Open morning, greeting at door and taking assembly.
- Parental involvement– volunteers, FOSJS events and school events
- Community links

Classroom Management and Curricular Provision

- The maintenance of positive behaviour within the school is the responsibility of all the staff. Individual staff have particular responsibilities e.g. within their own classroom or when on duty supervising corridors, cloakrooms and play areas.
- Staff endeavour to model desirable behaviour and attitudes and avoid negative cycles of behaviour.
- Every opportunity is taken to support self-discipline, whereby children are personally involved and accept responsibility for their own actions and behaviours.
- Teaching methods, lesson content and other curriculum linked activities encourage active participation and support the school aims to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others.
- Pupils have age appropriate responsibilities assigned to them to create a collaborative ethos and promote well-being and shared stewardship of the school.
- Praise is used to encourage good behaviour as well as good work and constructive criticism is a private matter between teacher/assistant and child where possible.
- Classroom assistant/teachers may (under guidance) discretely relay specific guidance on the management of a particular pupil to other key personnel in school to support that pupil's needs.
- All staff and pupils are familiar with our school aims and our Code of Conduct.

For a safe and happy school, we are expected to:

Arrive at school on time.
Take pride in our school building.
Wear our school uniform with pride.
Look after our belongings.
Be truthful, well-mannered and kind.
Act responsibly and set a good example for others.
Take responsibility for our actions in school, on trips and online.
Keep our school litter free.
Exercise self-control.

Rights and Responsibilities

Staff have the right to …	Staff have the responsibility to …
Work in an environment where common courtesies and social conventions are respected. Express their views and contribute to policies which they are required to reflect in their work. A suitable career structure and opportunities for professional development. Support and advice from senior colleagues and external bodies. Adequate and appropriate accommodation and resources.	Behave in a professional manner at all times. Promote positive behaviour. Show interest and enthusiasm in the work produced for pupils and in their pupils' learning. Listen to the pupils, value their contributions and respect their views where appropriate. To support, praise, and as appropriate, reward pupils' good behaviour. To apply sanctions fairly, consistently, proportionately and reasonably, taking account of individuals and circumstances. Expect high standards and acknowledge effort and achievement.

Pupils have the right to …	Pupils have the responsibility to …
Be valued as members of the school community. Get help when they seek it whether with work or with bullying or other personal issues and to have a sympathetic audience for their ideas and concerns, where appropriate. Be treated fairly, consistently, and with respect. Be consulted about matters that affect them and have their views listened to and, as far as is reasonable, acted upon. Work and play within clearly defined and fairly administered codes of conduct.	Arrive at school on time, wearing the correct uniform, with homework done, and suitably equipped for the day ahead. Respect views, rights, and property of others, and behave safely and appropriately both in and out of class. Co-operate in school with the teachers/assistants and their peers. Work as hard as they can. Demonstrate good behaviour and abide by the school code of conduct. Accept ownership for their own behaviour and learning. Co-operate and abide by any processes set in place to improve their own or others' behaviour.

Parents/Carers have the right to …	Parents/Carers have the responsibility to …
A safe, well-managed and stimulating environment for their children's education. Reasonable access to the school and to have their enquiries and concerns dealt with sympathetically and efficiently as far as is reasonable. Be well informed about their child's progress and prospects. Be well informed about the school's rules and procedures. Be involved in key decisions regarding their child's education.	Ensure their child attends school regularly and arrives on time, wearing the correct uniform, with homework done, and suitably equipped for the day ahead. Be aware of school rules and procedures and encourage their child to abide by them. Show interest in their child's work and where possible provide support at home. Act as positive role models for their child in their relationship with school. Attend planned meetings with teachers. Support school policies. Provide school with any background information which may affect their child's behaviour.

Specific Expectations throughout the school

Follow Our Golden Rule:

To Love, Learn and Grow together with Jesu

This means:

At all times we are respectful to everyone, show good manners, speak politely and act

Within the Classroom

We listen carefully when others speak.
We follow instructions first time.
We always work hard and try our best.
We respect all property within the classroom.
We consider others so we speak and behave kindly.
We help and support others.

When moving around school	In communal areas (hall / dining room)	
• We follow the teacher or Line Leaders in quiet lines. The children at the front of the line hold open the doors for the rest of their class; • We walk sensibly at all times (no running) • We walk on the left in the corridor and on the stairs; • If the fire bell rings, we walk safely and calmly when exiting the building; • If you see an adult coming, give way or hold the door; • Older children always give way to younger children; • Don't cause a danger with your belongings; • Don't drop litter and if you see some, pick it up. • Always wipe your feet when coming inside the school.	• Walk calmly, no running; • Sit correctly; • Eat sensibly; • Enjoy a chat but keep the noise level appropriate • Remain in your seat unless going to the bin or serving hatch; • Make healthy choices; • If something is wrong, speak to the adult on duty • Ask permission if you need to leave the room; • Help to clean up at your own table, even if it is not your mess; • Line up in a safe and mannerly way; • No queue jumping or keeping spaces; • Line up where adults ask; • Carry your plate etc. carefully; • Put your hand up and wait for an adult if you need something. • No running in the dining room.	• Include • Share a more th • Use equ • Play ga fair and • Speak k • Use car • Stay aw • Stop pla as you a • Line up front wh touchin • Try to m unless t

Positive Reinforcement Strategies

Positive behaviour is re-enforced in a range of ways. On any given day in any classroom or break period you will observe: -

- Positive relationships between adults, adults and children and children to children
- Staff modelling expected behaviour
- Children being recognised, verbally praised for good behaviour;
- Children being treated with respect and manners;
  Children being thanked

Desirable Behaviour and Rewards

Desirable behaviour	Rewards
Saying 'Please' and 'Thank You'. Being a good sport. Treat others as you would like to be treated yourself. Opening doors for people. Keeping the school tidy by putting litter in bins, keeping classrooms organised and taking care of property. Helping to carry someone's bags if they perhaps have too many. Helping younger/more vulnerable pupils. Telling the truth. Admitting any mistakes. Being a good listener. Following instructions. Always doing your best. Sharing. Taking part in the lessons. Respecting property and others' views and opinions. Showing an awareness of safety for self and others. Including others.	Quiet verbal praise. Public verbal praise. Award in line with class system e.g. class sticker or certificate. Phone call home Official letter of praise home to parents. House Points Rainbow award – showing behaviours following our learning characteristics. Whole School Love/Learn/Grow Awards Attendance Awards Positions of responsibility Sent to Pastoral Leader of Phase Sent to SLT Leader of Phase Sent to HT Class reward jar – half termly reward Class Champion Marking and feedback

Undesirable behaviour and sanctions

Undesirable behaviour	Sanctions
Bad manners. Stealing. Treating people unfairly. Intimidation. Telling lies. Displaying a poor attitude to staff and peers. Expressing bad temper. Talking behind people's backs. All forms of bullying. Violence and aggression (verbal and physical). Using inappropriate language. Inappropriate physical contact including rough	Directed 'look'. Quick verbal reminder. Targeted, specific verbal reminder. Use of assertive tone of voice (not shouting at a child). Moved in the line. Class system-based sanction e.g. loss of table points. Incident-specific activity/task. Withdrawal of privileges e.g. representing school at a sporting event. Letter of apology.

play. Huffing/sulking. Disrupting others. Talking out of turn. Shouting out. Leaving seat at wrong time/being where you shouldn't be. Making inappropriate noises. Not paying attention. Willful damage to any property.	Time-Out in another classroom. Time-Out at break or lunch. Teacher/Pupil meeting. ELT member in charge of phase meeting Placed on Daily Report Card. SLT member in charge of phase meeting Parental consultation. Fixed term exclusion (internal or external) Permanent exclusion

The use of sanctions is characterised by common features:

- We make clear the reason for the sanction, referring to our desired behaviours.
- How behaviour needs to change.
- We avoid group sanctions and belittling children.
- We make a clear distinction between the behaviour and the individual by focusing on the behaviour that is appropriate / inappropriate and not the child.

In line with our Christian values the school takes a restorative justice approach to resolving behavioural issues. This is based on three key features:
Respect: everyone listening to each other.
Responsibility: acknowledging your actions.
Repair: Identifying solutions that repair the harm and ensure behaviours are not repeated.

The Graduated Response

Level 1 Behaviours	Actions	Negative consequences – Level 1
This is not an exhaustive list – teachers will use professional judgement. • Being disrespectful to adults or other pupils; • Not responding to instructions; Deliberately distracting others from their learning; • Talking at inappropriate times; Telling lies; • Disrespecting the school environment; • Refusing to work; • Forgetting PE kit; • Not wearing the correct school uniform; • Non-completion of homework; Bringing inappropriate items into school.	Level 1 class incidents are dealt with by the class teacher. Positive steps to improve behaviour taken e.g. – catch me cards / tick box report sheet / star charts etc. Liaise with previous teacher for advice and strategies Parents/carers must be informed by class teacher if persistent Level 1 behaviours occur. Teacher meets with parents if behaviour continues to be a concern – implement Report Card 1 (2 weeks) – official meeting with parents logged on cpoms at beginning and end of report period.	Look/signal to change behaviour. Verbal warning. Discussion of behaviour with class teacher/other adult – opportunity to change behaviour. Repeated Level 1 behaviour in a session / throughout the day = lose a percentage of their break/lunch time with class teacher. Reflection sheet completed and discuss behaviour with teacher – reflect – fresh start. The pupil should continue their work or be given an appropriate activity to complete. Report Card 1 Appropriate Pastoral Leader will be informed so that they are aware. Break time – max 10 mins / Lunchtime – max 10 mins

Level 2 Behaviours	Actions	Negative consequences – Level 2
This is not an exhaustive list – teachers will use professional judgement. Persistent/repeated Level 1 behaviours • Deliberately damaging the environment or items within the environment • Spitting; • Continued disruption / defying instructions; • Swearing; • Leaving class without permission;	Investigation into Level 2 incident completed by class teacher or adult dealing with the initial situation. Incident logged on CPOMS – following discussion with all pupils involved or witnessing the incident. The appropriate Pastoral Leader authorises the Level 2 sanction and logs the incident. Contact to be made by the class teacher with the pupil's parents or carers to discuss behaviour: either a phone call home or a discussion at the end of the day. Report Card 2 instigated – formal meeting with class teacher / pastoral lead and parents at beginning – end and logged on cpoms (2 weeks). Report to Phase Leader 3 x day. Individual Behaviour Plan may be instigated (SENCo).	Lunchtime detention - 20 mins with the pastoral leaders of the phase / SLT. The pupil will remain in the room – completing an appropriate task for the appropriate amount of time according to age. Report Card 2 instigated by Pastoral Lead to support improvement in behaviour.

Level 3 Behaviours	Actions	Negative consequences – Level 3
This is not an exhaustive list – teachers will use professional judgement. Excessive number of Level 2 sanctions. • Aggressive physical or verbal behaviour • Stealing. • Persistent fighting; • More serious acts of aggression; • Assault on staff; • Severely disruptive in school; Verbal, sexual, racial or homophobic comments / abuse of other children/adults; • Persistent harassment/bullying of other children; • E-bullying (inappropriate	Refer immediately to SLT Parents asked to come into school, or contacted by telephone and a letter sent home. Potential Report Card 3 – report to SLT 3 x daily instigated (SLT) or individual behaviour plan (SENCO). Formal meeting at beginning and end of the report period.	Sent to SLT Parents informed (by SLT only) - this level of behaviour could warrant either an isolation or an exclusion (in or out of school). Individual Behaviour Plan instigated (SENCo).

use of email)/texting/internet messaging); • Placing self, other children and adults at risk;		

Level 4 Behaviours	Actions	Negative consequences – Level 4
Repeated Level 3 behaviour	Discussion HT and parents	Suspension Permanent exclusion

The Headteacher may override these steps and intervene at an earlier opportunity depending on the severity and complexity of the incident.

Pupils with specific behaviour difficulties

Children who have specific behaviour difficulties will be supported with an Individual Behaviour Plan (IBP). The Assistant Head (Senco) will support this process. IBPs will be accessible to all staff.

If disruptive behaviour continues support / guidance is sought from outside agencies.

Reasonable Force / restraint

We follow the Department of Education Guidance '*Use of Reasonable Force 2015*' which defines 'reasonable force' as using no more force than needed. Physical restraint is not permitted unless a child is posing a serious threat to themselves, others or property. Only minimum force should be applied and restraint should be relaxed as soon as possible and should only be used as a last resort.

A number of staff are trained in 'Steps' - De-escalation Programme and one of these members of staff may be called upon if it is felt that a child may need to be restrained if they are posing a health and safety risk to themselves and others.

All incidents where reasonable force / restraint is used are recorded in the Reasonable Force Book, which in kept in the AH office.

Definitions of bullying and how it differs from relational conflict

At St. Joseph's we have adopted the definition of bullying provided by the Anti-Bullying Alliance:

"Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online."

Bullying can take many forms (verbal, physical, indirect and online). It is often motivated by prejudice against particular groups (for example on grounds of race, religion, gender, sexual orientation, special educational needs, or disabilities, or because a child is adopted, in care or has caring responsibilities). Bullying can be motivated by actual differences between children, or perceived differences.

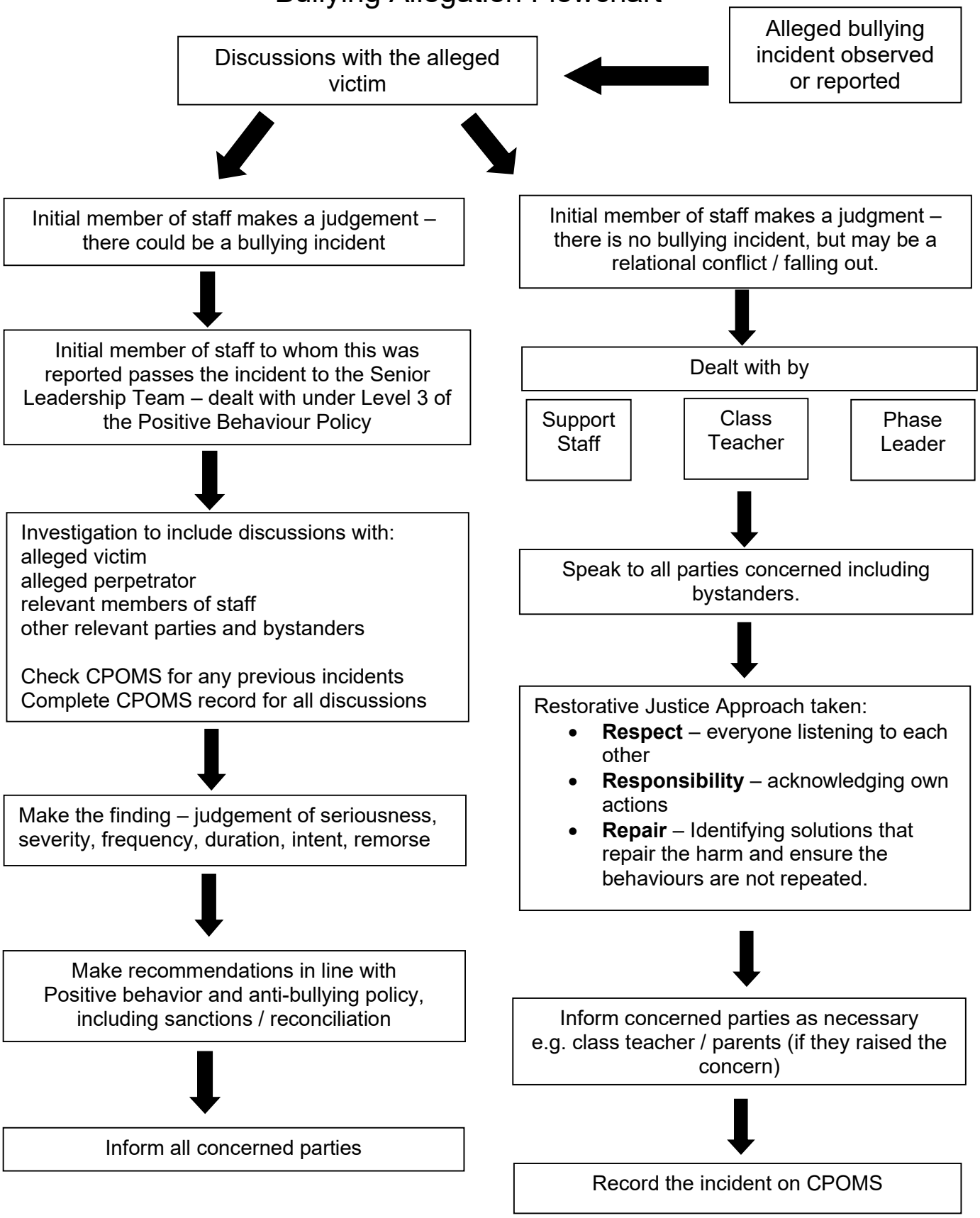
However, we also recognise that incidents may occur between pupils, which may not be deemed as 'bullying' but still require support or intervention from trusted adults. These incidents may be referred to as 'relational conflicts' or falling out. Relational conflict differs to bullying in the fact that it is usually between individuals or groups who are relatively similar in power and status (a power balance), and the behaviours or incidents occur occasionally (not repetitive) or occur by accident (not intentional). Usually, following a relational conflict incident, pupils show remorse and there is a general willingness to make things right or to resolve the conflict.

Not all relational conflict or falling out leads to bullying, but our school is aware occasionally some can, and we are mindful that unresolved bad feelings or relationship problems left unaddressed can be the start of a pattern of behaviour in which the intention becomes to cause harm or distress.

Although bullying and relational conflicts can take place between individuals, we recognise that it often takes place in front of others (either physically or virtually), pupils who witness these incidents/behaviours are often referred to as 'bystanders'.

Regardless of whether an incident or situation is deemed as 'relational conflict' or 'bullying', our school will address the situation and support the pupils to resolve any negative feelings. Our school will monitor children following a relational conflict to ensure that the situation has been resolved and does not escalate to bullying. Our school will challenge, address, and monitor any incidents of bullying, to ensure that it does not continue and that all pupils feel supported (this will include the target, the alleged perpetrator, any bystanders, and the wider school community).

Bullying Allegation Flowchart



How is bullying prevented?

- We promote a supportive and inclusive environment which fosters mutual respect, consideration and care for others.
- Consider all opportunities for addressing bullying in all forms throughout the curriculum and supported with a range of approaches such as through displays, assemblies, peer support, pupil leadership groups.
- Through our PSHE curriculum we focus on friendships, building strong relationships and conflict resolution, as well as taking part in local and national events.
- Opportunities for circle time to discuss and resolve issues arising among peers.
- We work with staff and outside agencies (as necessary) to implement our positive behaviour policy, identify all forms of bullying and follow reporting and recording procedures.
- Actively provide opportunities to develop pupil's social and emotional skills, including their resilience.
- Provide a range of approaches for pupils, staff and parents/carers to report concerns and access support.

Mobile phones

- We believe we have a collective responsibility to restrict children's access to social media and inappropriate content when it is regularly reported that smart phones are a distraction and have a significant impact on mental health, the ability to concentrate and learn free from distraction in school.
- Therefore, St Joseph's Catholic Primary School is a phone free school, this also extends to any other device that can send or receive messages, e.g. smart watches and smart rings. If any child is seen or known to have a phone in their possession throughout the day, it will be confiscated and only returned to a parent.
- Parents will be notified by phone and the phone will be kept in a secure place until it is collected. Parents are to arrange a time and date of when to collect the phone.
- In exceptional circumstances, a child may be permitted by the headteacher to use their mobile phone during the school day. For example, medical needs of a child with diabetes who uses an app to monitor blood sugar levels.

Links to legislation

There are a number of pieces of legislation which set out measures and actions for schools in response to bullying as well as criminal law. These may include:

- Keeping Children Safe in Education 2022
- The Education and Inspection Act 2006, 2011
- The Equality Act 2010
- The Children Act 1989
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986
- The Computer Misuse Act 1990

Links with other school policies and practices

This Policy links with a number of other school policies, as well as Trust policies, as St Joseph's Catholic Primary School is part of the St Thomas Catholic Academies Trust. Trust policies can be accessed here: Policies - St Thomas Catholic Academies Trust (stcat.co.uk)

- STCAT Safeguarding children policy and child protection procedure
- STCAT Complaints Policy
- ICT Acceptable Use Pupils

Responsibilities

It is the responsibility of:

- The Headteacher to communicate this policy with the school community, to ensure that measures are applied consistently and reasonably and that a member of the SLT is identified to take overall responsibility.
- Governors to monitor and review the policy
- All employees to support, uphold and implement this policy.
- Parents and carers to support their children and work in partnership with the school
- Pupils to abide by the policy.

Review

This is policy is updated annually.

appendix 1

Pupil Name _____ Date_____ Time _____

Lunchtime Behaviour Incident Log

Member of staff ……..

Where did this take place? (please circle)

playground **dining room** **field** **classroom** **corridor**

incident? Please circle

not doing as told *saying unkind things* *pushing others* *hitting othes*

running in the dining room *shouting in the dining room* *inappropriate use of play equipment*

Other reason:

Brief description

Pupils' Account of the incident (including witnesses)

Action Taken

Logged on CPOMS

YES **NO**

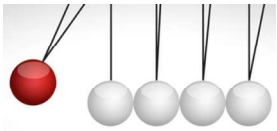
Class teacher to review actions taken and follow up as necessary.

FIX IT TICKET

NAME: _____ CLASS:_____ DATE:_____



What happened?



How did this affect others?



What can I do to fix it or make it better?



What can I do next time?



Adults Actions:

We Love, Learn and Grow together with Jesus

This means being:

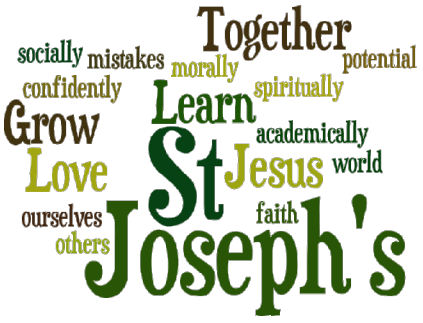
Respectful to everyone

Showing good manners

Speaking politely

Acting with kindness





St. Joseph's
Catholic Primary School

GRADUATED RESPONSE TO DEALING WITH BEHAVIOUR

