



Autumn | 26-27

St Joseph's Catholic Primary School

Relationships and Positive Behaviour Policy

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Learn together and grow in God's love

Aspiration - Compassion - Community - Faith - Respect – Responsibility

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Section 1: Rationale

For learning and teaching to take place successfully, it is essential to create circumstances where it is possible for children to learn and teachers to teach. This policy draws on current thinking and practice relating to relationships and behaviour, a key factor in enabling pupils to achieve personal growth and reach their full potential.

Good relationships and positive behaviour underpin every aspect of school life; effective teaching and learning cannot take place without them. Health and wellbeing is a responsibility for all: children should feel happy, safe, respected and included in the learning environment, and all staff should be proactive in promoting positive behaviour in the classroom and the wider school community. Underpinning this is the emotional health and wellbeing of staff.

This policy is written in line with the following legislation and Department for Education (DfE) guidance:

- Behaviour in Schools: advice for headteachers and school staff (February 2024)
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement – statutory guidance in force from 26 July 2026
- Restrictive interventions, including use of reasonable force, in schools (in force from 1 April 2026), and the Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025
- Mobile phones in schools – statutory guidance under section 36 of the Children’s Wellbeing and Schools Act 2026 (followed from 1 September 2026)
- Searching, screening and confiscation: advice for schools (July 2022)
- Keeping Children Safe in Education (2026)
- The Education and Inspections Act 2006, the Education Act 1996, the Education Act 2002 and the Equality Act 2010
- The Special Educational Needs and Disability (SEND) Code of Practice 2015

This policy also reflects the governing board’s written Statement of Behaviour Principles, which guides the headteacher in setting out the measures in this policy. This policy is published on the school website.

Positive relationships are fundamental to all pupils achieving success at our school. At St Joseph's Primary School we are committed to improving relationships and behaviour within school.

At St Joseph's we aim:

- To provide a happy, secure, inclusive, caring environment, where all feel valued.
- To celebrate all success.
- To ensure that each individual realises their full potential.
- For all children to be the best versions of themselves.
- To provide inclusive support systems which promote personal, social and emotional development through a clear focus on wellbeing.

Our agreed aims, which are crucial to the success of this policy, are:

- To be consistent with how we carry out our approaches to behaviour and relationships. Approaches should be mirrored throughout the school.
- To treat children fairly, but not the same, considering individual needs and challenges.
- To communicate well as professionals to support the children in our school.
- To build strong relationships between adults and pupils, pupils and pupils, adults and adults.
- To have high and attainable expectations.
- To ensure our approaches to behaviour and relationships are meaningful and positive.

Our policy is also rooted in the fundamental British values of mutual respect, democracy, the rule of law, individual liberty, and tolerance of those with different faiths and beliefs, in line with DfE guidance on promoting British values as part of pupils' spiritual, moral, social and cultural (SMSC) development.

This policy should be read alongside the school’s Special Educational Needs and Disability (SEND) Policy, Child Protection and Safeguarding Policy, Anti-Bullying Policy, Race Equality Policy, Mobile Phone and Smart Device

Policy, Missing Child Policy, and Restrictive Interventions and Safer Handling Policy. Where a pupil has a disability or special educational need, staff will consider whether reasonable adjustments are needed to this policy's approach in line with the Equality Act 2010 and the SEND Code of Practice 2015, and will consider whether behaviour may be linked to an unmet need before applying a sanction.

Section 2: Rights, Responsibilities and Expectations

At St Joseph's Primary School, we all have the right to feel safe, happy, and respected. This applies to every member of our school community — children, teachers, support staff, school management, parents, and visitors to our school. We believe children have the right to learn and teachers have the right to teach. Being clear about our expectations of each other and agreeing our responsibilities is a vital starting point for maintaining respectful relationships and behaviour at St Joseph's.

Responsibilities

To demonstrate an understanding of the school's values, children should:

- Follow school rules and expectations.
- Ask for help when unsure or when they need it.
- Show respect and consideration of others and their property.
- Show good listening.
- Wear school uniform.
- Line up calmly and quietly.
- Behave well when travelling to and from school and on school trips.
- Recognise that the school is part of the wider community.
- Show respect to all school staff and visitors.
- Show respect for the school building and facilities.
- Tell the truth.
- Behave sensibly at lesson changes, e.g. assembly, breaks and lunchtimes.

Teachers should:

- Build relationships with all pupils in their class.
- Use positive behaviour strategies.
- Collect pupils promptly at times of lining up.
- Treat pupils as individuals, get to know pupils and respect them.
- Use restorative approaches to resolve situations of conflict and provide meaningful solutions for all.
- Model appropriate behaviour when dealing with incidents and discussing problems with children.
- Be consistent in the use of rewards and sanctions.
- Praise children's positive behaviour.
- Ensure the curriculum is inclusive and try to make sure all needs are met within lessons.
- Have well-prepared lessons which are personalised, relevant and engaging.
- Engage with all children, even if not in their own class.
- Keep specialist staff, or any staff covering their class, aware of any behavioural needs of pupils.
- Show good active listening. Ensure all parties have the opportunity to express themselves and listen to what has been said.
- Engage with parents/carers to share positive information about behaviour and to elicit support in improving behaviour.
- Teach children how to develop resilience and a growth mindset.
- Be democratic and consultative; find out what works for pupils and ensure they have ownership over classroom expectations, e.g. creating a class charter.
- Be reflective; alter strategies if others are not working.

The SLT should model and promote school values. Team members will:

- Visit classes to support behaviour.
- Track behaviour and support those children who are consistently presenting challenging behaviour.
- Ensure all staff are aware of any specific information relating to pupils and include staff in relevant meetings regarding pupils.
- Show good listening.
- Contact parents/carers to share positive information about behaviour and to encourage support in improving behaviour.
- Praise children's behaviour.
- Issue meaningful consequences when required.
- Ensure positive behaviour is recognised through celebrating achievement, e.g. assemblies.
- Support restorative practice, through mediating and providing staff with support so they can carry out restorative interventions.

Support staff / playground supervisors should:

- Build relationships with all children they are working with.
- Use positive behaviour strategies.
- Circulate the playground within designated areas, keeping pupils with specific needs in view and supervising all areas.
- Intervene quickly and calmly, having restorative conversations with pupils prior to the use of sanctions.
- Be consistent in the use of rewards and sanctions.
- Keep teachers aware of specific behavioural information, including from the playground.
- Engage with children and get to know them.
- Show good active listening, ensuring all parties have the opportunity to express themselves.
- Arrive for duties on time.

Parents/Carers should:

- Ensure their child arrives at school on time.
- Ensure their child is wearing the correct school uniform every day.
- Try to ensure their child has the necessary equipment for school, e.g. PE kit and appropriate outdoor wear.
- Ensure their child has something to eat and drink before school.
- Use praise to encourage positive behaviours.
- Attend any scheduled meetings regarding their child, e.g. parent/carer consultations, individual meetings.
- Work with the school to resolve issues.
- Model positive interactions.
- Contact the school whenever there is a problem, so that it can be sorted quickly.
- Contact the school with anything we need to know which could affect the child's learning or behaviour.

Expectations — School Rules

At St Joseph's we expect all children and members of the school community to follow our school rules:

- We make right choices.
- We treat everyone and everything with respect.
- We always try our best.

Following these school rules helps us to always try to be the best version of ourselves.

Section 3: Our Approach to Relationships and Behaviour

At St Joseph's Primary School, we believe in building positive relationships with pupils and value the efforts pupils demonstrate on a daily basis. Our calm and positive approach to learning is the best learning environment for the children of our school.

Teachers will:

- Use positive praise for effort or right choices within the classroom and around the school.
- Give Dojo points to children for demonstrating our school values or following the rules.
- Use growth mindset strategies to encourage children with their learning.
- Have conversations with children to help encourage them or help them with a problem.
- Give stickers or certificates to children for personal achievements.
- Encourage children to use the Zones of Regulation table if they need to regulate their feelings or need some quiet time.

Well Being Curriculum — Zones of Regulation

At St Joseph's we follow a wellbeing curriculum to support pupils to regulate their emotions and to support their mental health and wellbeing. We use the Zones of Regulation to support this curriculum. We believe that if pupils are happy, feel safe and are able to regulate their own emotions, they are then able to learn and participate better in class, as well as developing key life skills. As part of our wellbeing curriculum, children participate in regular lessons and activities, take part in conversations, and have opportunities to talk to adults, as well as having Zones of Regulation tables in classrooms and around the school. This gives pupils quiet spaces to think about their feelings, understand them, and then learn the tools they need to move forward, ready for learning, playing with friends, or the next part of the day.

Restorative Approach and Consequences

On occasions, we do have to deal with behaviour that does not meet our agreed expectations, and we do this in two ways. Firstly, we use a restorative approach to deal with conflict, in order to find meaningful, positive solutions for all involved and to learn from and endeavour to prevent further incidents. Secondly, if this approach is unsuccessful, we have agreed consequences which can be used to support the child in learning about good behaviour.

Restorative Approach Background

A restorative approach enables the school to resolve conflicts, improve behaviour and develop well-rounded individuals.

The basic principles of the restorative approach are based on an understanding and acceptance that conflict is a part of life, and that in a conflict there is underlying harm to the parties involved which needs to be addressed to resolve the issue and prevent further incidents of the same nature. In an educational setting, this means that instead of simply being punished as a result of 'bad behaviour', a child is asked to take responsibility for their actions, understand what they have done wrong, and accept that their actions can be harmful to others.

This approach seeks to address the flaws of a traditional punitive approach: namely, that the responsibility for their actions is taken away from the 'offender', and once punished, they have no need to address the underlying harm caused. When third parties (i.e. teachers) deal with conflict in this way, the outcome is often a superficial punishment while the underlying issue remains unaddressed.

Shifting Responsibility to the Pupil

By placing the responsibility for conflict resolution back onto the child, they are in a much better position to learn about appropriate behaviour and dealing with social relationships, rather than always relying on a third party to monitor and manage their actions. Bringing a holistic restorative approach into schools can not only resolve specific incidents of behaviour but can also create a much more pleasant learning environment, addressing issues before they escalate into incidents. Restorative approaches are fundamentally grounded in relationships, and in repairing, restoring and consolidating relationships when they have been harmed.

A restorative approach is very different to the traditional way that schools have dealt with wrong-doing. First of all, pupils must tell the truth and own up to what they have done. The approach then differs in the following

respects: a restorative meeting following an incident brings together the person harmed and the person responsible. Both sides are able to talk about the incident and together negotiate what needs to happen to repair the harm and agree how to ensure it does not happen again. Solutions may also result in a consequence.

Traditional approach: What's happened? Who's to blame? How should we punish them?

Restorative approach: What's happened? Who has been harmed and in what way? What needs to happen in order to put things right and ensure that this never happens again?

Restorative approaches range from a quick 'restorative chat' in a corridor, right up to a full classroom conference involving many pupils. A restorative approach is highly effective because it transforms wrongdoing into a learning opportunity, supports the needs of the person harmed, creates obligations and support for the person responsible, and encourages a school-wide culture of mutual respect and care.

Restorative Interventions at St Joseph's Primary

- Restorative conversations (enquiry / chat / dialogue).
- Peer and adult mediation.
- Classroom restorative conferences.
- Problem-solving circles.

For most of the above interventions, the following script — the Five Gateway Questions — will be used:

- Tell me what happened?
- What were you thinking? And now?
- How did you feel? How do you feel now?
- Who else has been affected?
- What do you need to do to fix this / move on?

Additionally, where mediation is to take place, adults should ensure the following structure: ask all parties if they wish to participate; thank all parties for participating; explain the rules and format — only one person talks at a time, no interrupting, be respectful to each other, listen carefully to each other; explain that this is confidential between those involved (plus parents, if required); remain aware of any Child Protection matters; and if young people do not follow the rules, or are still becoming angry, stop the mediation.

Interventions

Restorative Conversations: this is the starting point for all restorative processes. The conversation involves one-to-one dialogue. The adult's role is to demonstrate good active listening, helping the other person to reflect on the situation and find ways forward for themselves. The Gateway Questions can be used to guide the dialogue, though sometimes a less formal approach is more effective. Good listening and body language are important throughout.

Peer and Adult Mediation: used when two or more people believe the other may be the cause of the problem or has caused harm. The mediator remains impartial, helping both sides consider the problem as a shared one that needs a joint solution. This can be undertaken by adults in school and by trained pupils acting as peer mediators, using the Five Gateway Questions as a guide.

Classroom Restorative Conferences: these occur in response to issues affecting a whole class. All willing class members participate, working together with a neutral facilitator (e.g. SLT or another teacher) to resolve conflict, repair relationships and move forward, following the Five Gateway Questions. Teachers should make SLT aware that they want to hold a class conference; SLT will either facilitate it or provide cover to enable another teacher to do so.

Problem Solving Circles: these do not have a formal script. They may be used with a class or small group and may focus on a general difficulty as well as a particular incident.

Section 4: Supporting Outstanding Behaviour for Learning at St Joseph's

Most children will, at some point, require support to ensure that good behaviour is habitual and valued as a vital skill that supports learning and leads to successful outcomes for all. The vast majority of children will operate within Stage 1. It is important that all adults deal with behaviour concerns at the time they occur. By addressing these concerns, staff reaffirm class and school expectations, ensuring a consistent approach across

the school. Consistently modelling and expecting good behaviour helps children feel secure, knowing that the same standards are expected of everybody.

Before applying a sanction beyond Stage 2, staff will consider whether the behaviour may be linked to an unmet special educational need, a disability, a safeguarding concern, or another underlying cause, and will make reasonable adjustments where appropriate, in line with the Equality Act 2010, the SEND Code of Practice 2015, and DfE guidance on suspension and permanent exclusion. Where behaviour raises a safeguarding concern, staff will also follow the school's Safeguarding and Child Protection Policy and refer to the Safeguarding team.

Stage 1: Low-level disturbance in class sessions

E.g. talking, off task, careless behaviour, calling out. Consequence: a reminder and positive reinforcement, stating the action required. Option to use the wellbeing table to self-regulate if required.

Stage 2: Continuation of the above, or behaviour that prevents others from concentrating

This may lead to a consequence carried out by the teacher in charge at the time: moving seats, missing some play, reference to class expectations, a restorative approach, or finishing work in their own time. Option to use the wellbeing table to self-regulate if required.

Monitoring of Stage 1–2 behaviour: class teachers keep a class list and note Stage 1 and 2 behaviours and any regular need to self-regulate. The Deputy Head collects class lists each half term to monitor.

Stage 3: Continuation/escalation of disruption despite prior stages

The child is directed to the class next door, or another appropriate class, with a note saying when they are to return (for up to 10 minutes). Children take work to do while in the other class so that learning time is not lost. Children complete a reflection and have a restorative discussion with the Phase Lead or SLT where required, at lunchtime, with reference to behavioural expectations and school values. This is a removal from the classroom (see "Removal from the Classroom and Internal Suspension" below).

Stage 4: Escalation of behaviour

The class teacher monitors and informs SLT; a personal behaviour plan is put in place if Stage 3 is not addressing behaviour concerns. This may include a meeting with parents, a contact book, missing lunchtime play, and possible further escalation, or a referral to outside professionals.

Stage 5: Consistent behaviour concerns

If a child repeatedly reaches Stage 4, the Headteacher will consider next steps, which may include an internal suspension in school (see below) or, where necessary, a suspension (see Section 5). Alongside this, support will be provided, and the school will consult with the Royal Borough of Greenwich (RBG) and outside professionals as appropriate to the child's needs. Agencies worked alongside include the RBG Inclusion Team, Waterside Outreach (RBG), ASD Outreach, Speech and Language Therapy (SALT), and the Educational Psychology (EP) Service.

Monitoring of Stage 3–5 behaviour: class teachers record on CPOMS and liaise with Phase Leads and SLT. All safeguarding concerns are referred to the Safeguarding team.

SLT and MLT: where this policy says that SLT will be informed or will make a decision, and no member of SLT is available, a member of the middle leadership team (MLT) will respond, deal with the immediate situation and make sure the child and others are safe. They will inform SLT as soon as possible. Decisions on internal suspension, suspension or permanent exclusion remain with the Headteacher (or the senior leader in charge).

Where an incident involves discriminatory language or behaviour, including racist or homophobic language, this will also be recorded and dealt with in line with the school's Race Equality Policy and Equality Objectives.

Any use of restrictive interventions, including reasonable force, will only take place in line with Section 6 of this policy and our Restrictive Interventions and Safer Handling Policy.

Removal from the Classroom and Internal Suspension

In line with the DfE's Behaviour in Schools guidance, removal from the classroom is a serious sanction and will only be used when necessary – for example, to maintain the safety of all pupils, to allow learning to continue for others, or to give the child time to calm down in a safe place. At St Joseph's there are two forms of removal:

- **Removal to another class (Stage 3):** for up to 10 minutes, as set out above. The decision is made by the class teacher or lead adult
- **Internal suspension (Stage 5):** the child works away from their class, on the school site, for a set period decided by the Headteacher (or the senior leader in charge if the Headteacher is not in school)

Whenever a child is removed from the classroom:

- They will be supervised by a member of staff at all times and will be given appropriate work, so that their education continues
- They will be allowed to eat, drink and use the toilet as normal
- They will be removed for no longer than is necessary, and will be supported to return to class through a restorative conversation
- Internal suspensions will be recorded on CPOMS, and parents/carers will be informed on the same day. Removals to another class will be recorded on the class list and on CPOMS where they form part of a pattern (see Appendix 1)
- Staff will consider whether the behaviour is linked to an unmet need, including SEND, and whether support should be put in place

A pupil will never be sent to another school as an internal suspension. Where the school considers that time at another setting would help to improve a pupil's behaviour, this will be arranged as an off-site direction, following the statutory process described in Section 5.

Removal from the classroom is different from seclusion. A child who is sent to another class, or to a member of SLT, is not being secluded. Seclusion is covered in Section 6.

Section 5: Suspension and Permanent Exclusion

The school follows the DfE's statutory guidance on suspension and permanent exclusion, which came into force on 26 July 2026. Only the Headteacher can suspend or permanently exclude a pupil, and any decision will be lawful, reasonable, fair and proportionate.

- **Suspension** may sometimes be necessary in response to a serious breach, or persistent breaches, of this policy, where other strategies have not been successful
- **Permanent exclusion** will only be used as a last resort: in response to a serious breach or persistent breaches of this policy, and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others

Before making a decision, the Headteacher will:

- Give the pupil the opportunity to share their account of what happened, and take their views into account
- Consider any contributing factors, including SEND, mental health, bereavement, bullying or a safeguarding concern, and speak to the DSL
- Consider the needs of pupils with an education, health and care (EHC) plan, pupils with a social worker, and looked-after or previously looked-after children. For a looked-after child, the designated teacher will work with the Virtual School Head, consider how Pupil Premium Plus funding is being used and whether an interim review of the child's personal education plan (PEP) is needed

Where a pupil is suspended or permanently excluded:

- Parents/carers will be told without delay, and will receive written notice of the reasons, the length of the suspension and their rights, including their right to make representations to the governing board
- Work will be set for the pupil. For a suspension of more than 5 consecutive school days, the school will arrange suitable full-time education from the sixth day. For a permanent exclusion, the local authority will arrange education from the sixth day
- Parents/carers may bring a friend or representative (or more than one, within reasonable limits) to any governing board meeting. Following a permanent exclusion, parents also have the right to request an independent review

- A reintegration meeting will be held with the pupil and their parents/carers after a suspension, to agree the support needed for a successful return

Off-Site Direction and Managed Moves

- The school may direct a pupil to attend another setting, for a limited period, to improve their behaviour (an off-site direction). Parents/carers will receive written notice setting out the information required by law, including where the pupil should go, who they should report to, the number of days, the session times, and the reasons and objectives of the placement. The placement will be reviewed at regular intervals, and the pupil's views will be sought and taken into account
- A managed move is a permanent, voluntary move to another school, agreed by everyone involved. The school will not use "trial" managed moves, which are unlawful, and a pupil will never be excluded because they or their parents/carers refuse a managed move. Where a pupil has a social worker, the social worker will be told as soon as a managed move is being considered
- The school will never "off-roll" a pupil – that is, remove a pupil from the school roll, or encourage parents to do so, in the interests of the school rather than the pupil

Separation of Pupils for Safeguarding Reasons

In rare cases – for example, following an allegation of harm by one pupil against another – it may be necessary to keep pupils apart to protect their welfare. Wherever possible, this will be managed on the school site. If it is essential for a pupil not to attend the school premises for a period for safeguarding reasons, this is not a disciplinary exclusion and will not be treated as one. The DSL will be involved, parents/carers will be informed, the governing board will be notified without delay and arrangements will be made for the pupil's education, in line with the statutory guidance and our Child Protection and Safeguarding Policy.

Section 6: Restrictive Interventions, Including Reasonable Force

The school follows the DfE's guidance "Restrictive interventions, including use of reasonable force, in schools", which came into force on 1 April 2026. Full details, including our safer handling approach, are set out in our Restrictive Interventions and Safer Handling Policy.

What is a Restrictive Intervention?

A restrictive intervention is any planned or reactive action that limits a pupil's movement, liberty or freedom to act. It includes:

- **Reasonable force (physical restraint):** physical contact to control or restrain a pupil, which is no more than necessary and applied for the shortest possible time
- **Non-physical restraint:** restricting a pupil's movement without the use of force, for example by removing a walking aid
- **Seclusion:** keeping a pupil in a place away from others and preventing them from leaving, whether by physically blocking them or by making them believe they will be punished if they try to leave (a locked door is not needed – for example, an adult holding a door shut or blocking a doorway would also be seclusion)

When Restrictive Interventions May Be Used

All members of staff have a legal power to use reasonable force to prevent or stop a pupil from causing injury to themselves or others, committing a criminal offence, damaging property, or causing disorder among pupils. At St Joseph's:

- Our emphasis is on prevention and de-escalation. Staff will always use positive behaviour strategies, the Zones of Regulation and de-escalation first, and will use a restrictive intervention only when it is necessary and there is no less restrictive option
- Force will never be used as a punishment, and any intervention will be reasonable, proportionate, safe, and respect the pupil's dignity and welfare
- Seclusion will only be used as a safety measure to protect others from harm when a pupil is experiencing very high levels of dysregulation. The pupil will be continuously supervised in a safe place, and the seclusion will end as soon as the risk has reduced

- For pupils whose behaviour may escalate – particularly pupils with SEND – we will work with parents/carers and professionals to put in place an individual behaviour support plan and risk assessment, identifying triggers, de-escalation strategies and reasonable adjustments. Plans will be reviewed after any significant incident
- Staff who are likely to need to use reasonable force or other restrictive interventions will be trained in safer handling techniques and de-escalation, so that any intervention is safe and lawful. Training will be refreshed regularly, and a record of staff training will be kept

A child who chooses to use a calm space, such as a Zones of Regulation table or the Eden room, and who is free to leave, is not being secluded. Removal from the classroom (see Section 4) is also not seclusion.

Recording and Reporting

It is a legal requirement for the school to record and report every significant incident involving the use of force, seclusion or restraint. At St Joseph's:

- The incident will be recorded on CPOMS on the same day, by the member(s) of staff involved. This applies even where the intervention is part of a pupil's agreed behaviour support plan
- The record will include, as a minimum: what led up to the incident and any known triggers; the de-escalation strategies used; why the intervention was necessary; what type of intervention was used, by whom and for how long; whether the pupil has SEND and their SEN status; any injuries; and the support given afterwards
- A member of SLT will inform the pupil's parents/carers as soon as practicable, and wherever possible on the same day, including in writing. The only exception is where informing parents would be likely to result in serious harm to the pupil. In this case, the DSL will be consulted and the incident will be reported to any other parent/carer to whom it can be reported safely or, if there is none, to the local authority
- The pupil and the staff involved will be supported after the incident, including a chance to reflect, repair relationships and learn from what happened
- The DSL will be informed where an incident raises a safeguarding concern

Section 7: Mobile Phones and Smart Devices

St Joseph's is a mobile phone and smart device-free school, in line with the DfE's statutory guidance on mobile phones in schools. Pupils are not permitted to use mobile phones, or other smart devices such as smartwatches, wireless earphones (for example, AirPods), personal headphones and location trackers (for example, AirTags), at any time during the school day – including lessons, the time between lessons, break times and lunchtime.

- Pupils are not encouraged to bring phones to school. Only Year 5 and Year 6 pupils who walk to and from school on their own, with written permission from their parent/carer, may bring a mobile phone. They turn it off before coming into school and hand it to their class teacher. The phones go into the class phone box, which a teaching assistant takes to the school office. At the end of the day, the teaching assistant collects the box and the phones are given back to the pupils for their walk home
- Mobile phones and smart devices are not permitted on school trips unless agreed in advance by the Headteacher. Location trackers, such as AirTags, must not be attached to pupils or their belongings on any school trip
- Exceptions will only be made in exceptional circumstances agreed by the Headteacher – for example, where a pupil needs a device to manage a medical condition, or as a reasonable adjustment for a pupil with SEND
- If a pupil uses a phone or smart device during the school day, it will be confiscated and kept safely in the school office, and returned to the pupil's parent/carer
- Staff will model the policy by not using their personal phones in front of pupils

Further detail is set out in our Mobile Phone and Smart Device Policy.

Section 8: Searching, Screening and Confiscation

The school follows the DfE's advice "Searching, screening and confiscation" (July 2022). Searches in a primary school are very rare, and will always be carried out with the pupil's best interests and wellbeing in mind.

The Headteacher, and staff authorised by the Headteacher, may search a pupil or their belongings for:

- **Prohibited items** set out in law: knives and weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, and any article likely to be used to commit an offence, cause personal injury or damage property
- **Items banned by the school:** mobile phones, smartwatches, wireless earphones (for example, AirPods), personal headphones, location trackers (for example, AirTags) and other smart devices during the school day (unless handed in as set out in Section 7); sharp objects; chewing gum; and e-cigarettes and vapes

When a search is carried out:

- The member of staff will explain why the search is taking place and ask for the pupil's co-operation
- Where possible, the search will be carried out by a member of staff of the same sex as the pupil, with another member of staff present as a witness
- Pupils will only be asked to remove outer clothing, such as a coat. Staff will never carry out a strip search; only the police may do this, with an appropriate adult present
- The DSL will be informed of every search, and the search will be recorded on CPOMS. Parents/carers will be informed
- Items found may be confiscated, returned, passed to the police or disposed of, in line with the DfE advice

Section 9: Specific Behaviour Issues

Behaviour Outside School and Online

The school may apply sanctions for misbehaviour outside school, including on school trips, when travelling to and from school, when wearing school uniform, or when behaviour (including online) could affect the good order of the school, pose a threat to another pupil or member of the public, or harm the reputation of the school. Online behaviour, such as unkind messages between pupils, will be dealt with in the same way as behaviour in school, alongside our online safety procedures.

Child-on-Child Abuse, Including Sexual Harassment

The school has a zero-tolerance approach to child-on-child abuse, including sexual violence and sexual harassment. These behaviours will never be dismissed as "banter" or "part of growing up". Any report will be passed to the DSL and dealt with under our Child Protection and Safeguarding Policy. Sanctions may be applied under this policy, and support will be provided to all the children involved.

Suspected Criminal Behaviour

If a pupil's behaviour may be criminal, the Headteacher will decide whether to report it to the police. Staff will not interfere with any evidence, and the DSL will be informed where there is a safeguarding concern.

Malicious Allegations Against Staff

All allegations against staff will be taken seriously and dealt with under our Child Protection and Safeguarding Policy. Where an allegation is found to have been deliberately invented or malicious, the Headteacher will consider whether to apply a sanction under this policy, and whether the pupil needs support or has other needs that should be addressed.

Section 10: Monitoring, Evaluation and Training

- SLT will monitor behaviour records on CPOMS at least half-termly, to identify patterns and to make sure this policy is applied fairly. This includes looking at the use of removal, internal suspension, suspension and restrictive interventions for pupils with SEND, looked-after children,

disadvantaged pupils and pupils with protected characteristics

- The Headteacher will report behaviour data to the governing board, including suspensions, permanent exclusions, off-site directions, managed moves, restrictive interventions and any separations for safeguarding reasons. Governors will review and challenge this data
- All staff will be trained in this policy as part of their induction and at least annually, including the Zones of Regulation, restorative approaches and de-escalation
- This policy will be reviewed annually by the Headteacher and approved by the governing board

Section 11: Summary

It is essential that every member of our school community feels safe, happy and valued. We encourage everyone to take responsibility for their actions and believe that the ability to resolve conflict is a vital part of a child's learning process.

We expect all staff to consistently and fairly apply the Relationships and Positive Behaviour Policy proportionately; we acknowledge that individual cases need to be dealt with in consideration of needs and the intersection of needs, in line with our duties under the Equality Act 2010 and the SEND Code of Practice 2015.

Positive relationships are fundamental to all pupils achieving success at our school.

Appendix 1: Classroom Sanctions

Whole School Values: Aspiration - Compassion - Community - Faith - Respect - Responsibility. All adults use the language of the Whole School Values to reinforce positive behaviour.

Behaviour	Response / Consequence	Supportive Script
Level 1 • Out of seat • Calling out • First interruption to teacher/pupils during whole-class learning • Loud noises • Inappropriate giggling/laughing • Chewing gum • Inappropriate language (not aimed at others)	Low-key response — teacher to be sensitive to individual difference. Rule reminder / quiet reminder / praise those making right choices. Reminder that the behaviour is unacceptable; if repeated, see other sanctions. Zones of Regulation offered if the child needs time to regulate their feelings.	<i>"I noticed you chose to... This is a reminder that we need to... (refer to class rule or value). At St. Joseph's School, we... (describe the positive behaviour choice). Do you remember when you (give an example of previous positive behaviour) — that is the behaviour I expect from you. I know that you can make the right choice — thank you."</i>
Level 2 • Out of seat more than once • Distracting another pupil's learning • Repeated interruption to teacher during whole-class learning • Not focusing on work • Inappropriate language aimed at others • Beginning to challenge authority • Treating the class environment without respect • Late/delay returning to class	Child moved seats, or given a consequence the teacher considers reasonable. Teacher/lead adult to be clear with instructions and encourage the child to make the right choice. Zones of Regulation offered if needed.	<i>"I noticed you chose to... (describe behaviour). At St. Joseph's School, we... (describe positive behaviour choice). If you choose to continue, you will need to move seats / complete the learning at another time. Do you remember when you (give example) — that is the behaviour I expect from you. I know you can make the right choice. Thank you."</i> <i>If behaviour continues: "I noticed you... You now need to go to this seat... We can then speak in 5 minutes. Thank you."</i>
Level 3 • Continued interruption to input • Continued disruption despite Levels 1–2 • Obstructive behaviour, refusing to participate • Refusing to work or complete a set task • Upsetting name-calling • Throwing objects (not at others)	Sent to another class with a note (up to 10 minutes); accompanied by a TA if available. Work taken so learning time isn't lost. Class teacher/lead adult responsible for recalling the child after the allocated time. Lunchtime reflection and restorative discussion (that day or the next). Zones of Regulation offered if needed.	<i>Uses the Five Gateway Questions: "You have chosen not to follow our rules/values... At St. Joseph's School, we... As a consequence, you will need to learn away from our classroom. What happened? What were you feeling/thinking at the time? How do you feel now? How did this make other people feel? Who has been affected and how? What should we do to put things right? If this happened again, how could you do things differently?"</i>

Behaviour	Response / Consequence	Supportive Script
Level 4 (SLT informed – or MLT if no member of SLT is available) • Serious or persistent rudeness to an adult • Highly disruptive behaviour • Continued refusal to complete set tasks • Offensive/abusive language • Throwing objects at others • Physically hurting others • Intentionally breaking/destroying class equipment or property	SLT (or MLT if SLT is not available) decision on lunchtime reflection / further consequence. Recorded on CPOMS. Referral to RBG/outside agency support if deemed necessary. Zones of Regulation offered if needed.	<i>Stay calm and use a quiet, private voice. Give the child time and space first.</i> <i>"I can see that something has happened and that you are finding things difficult right now. I am here to help you. Let's go somewhere quieter so we can talk."</i> <i>When the child is calm, use the Five Gateway Questions: "What happened? What were you thinking and feeling at the time? How do you feel now? Who has been affected and how? What do we need to do to put things right?"</i> <i>"At St Joseph's, we... (describe the positive behaviour choice). Because of what happened, you will... (consequence). I will let your class teacher and your parents/carers know, and we will make a plan together so that this does not happen again."</i>
Level 5 — the 5 non-negotiables (SLT informed – or MLT if no member of SLT is available) • Deliberately hurting others • Putting self or others in danger • Inappropriate and discriminatory language, including racial and homophobic language (see also the Race Equality Policy) • Self-exiting • Persistent disruptive behaviour	Headteacher decides on Internal Suspension in the first instance and notifies/meets with parents (Senior Leader in charge notifies HT if not in school). The child affected and the child responsible are both offered support. Recorded on CPOMS; letter sent to parents/carers. In the most serious or persistent cases, the Headteacher may authorise a formal Suspension or, exceptionally, Permanent Exclusion, following DfE statutory guidance.	<i>First, keep everyone safe. Use few words, a calm voice and a clear instruction.</i> <i>"[Name], you are safe. I am here to help you. Come with me to... (safe space)."</i> <i>When the child is calm and ready, use the Five Gateway Questions: "What happened? What were you thinking and feeling at the time? How do you feel now? Who has been affected and how? What do we need to do to put things right? What help do you need so this does not happen again?"</i> <i>"What happened is very serious because... (name the non-negotiable). At St Joseph's, we always... (describe the expected behaviour). Miss Long / the senior leader will talk to your parents/carers today, and we will work together to help you."</i>

Teacher and Phase Leader to meet with parents after 3 Level 3 behaviours within one week to discuss concerns/strategies. SENDCo or SLT to be involved if concerns continue. Record on CPOMS if parents are met or there are additional concerns. Teacher and SLT to meet with parents if there is not a decrease in Level 3 behaviour following the initial meeting. A personal behaviour plan is to be written following a second parent meeting.

SLT and MLT: where this policy says that SLT will be informed or will make a decision, and no member of SLT is available, a member of the middle leadership team (MLT) will respond, deal with the immediate situation and make sure the child and others are safe. They will inform SLT as soon as possible. Decisions on internal suspension, suspension or permanent exclusion remain with the Headteacher (or the senior leader in charge).

Appendix 2: Playground Sanctions

Whole School Values: Aspiration - Compassion - Community - Faith - Respect - Responsibility. All adults use the language of the Whole School Values to reinforce positive playground behaviour, underpinned by an approach which encourages positive playground interactions through playground zones and Sports Leaders.

Behaviour	Response / Consequence	Supportive Script
Level 1 - Inappropriate/unkind language aimed at others (not discriminatory) - Treating playground environment/equipment without respect - Low-level rudeness to an adult (e.g. answering back) - Bickering and squabbling	Low-key response; rule reminder / reminder of school values. Reminder that the behaviour is unacceptable. Zones of Regulation offered if needed.	<i>"I noticed you chose to... This is a reminder that we need to... (refer to value). At St. Joseph's School, we... Do you remember when you (give an example of previous positive behaviour) — that is the behaviour I expect from you. I know that you can make the right choice — thank you."</i>
Level 2 - Continuation of Level 1 behaviours - Beginning to challenge authority	Restorative conversation using the Five Gateway Questions. Zones of Regulation offered if needed.	<i>"What happened? What were you feeling/thinking at the time? How do you feel now? How did this make other people feel? Who has been affected and how? What should we do to put things right? If this happened again, how could you do things differently?"</i>
Level 3 Continuation of Level 1/2 behaviours	Time-out on the fence, 5 minutes, followed by a restorative conversation. Zones of Regulation offered if needed.	<i>Uses the Five Gateway Questions as above.</i>
Level 4 (SLT informed – or MLT if no member of SLT is available) - Behaviour continues after time-out - Persistent rudeness to an adult - Persistent refusal to follow instructions - Offensive/abusive language - Intentionally breaking equipment - Refusal to engage in a restorative conversation - Deliberately excluding another child - Play-fighting	SLT (or MLT if SLT is not available) decision on lunchtime reflection / further consequence. Immediately removed from the playground if dysregulated. A behaviour contract may be considered if the child is receiving repeated Level 4 sanctions. Recorded on CPOMS.	<i>Stay calm and use a quiet, private voice. Take the child away from the audience of other children if possible.</i> <i>"I can see that you are finding things difficult right now. I am here to help you. Let's move over here so we can talk."</i> <i>When the child is calm, use the Five Gateway Questions: "What happened? What were you thinking and feeling at the time? How do you feel now? Who has been affected and how? What do we need to do to put things right?"</i> <i>"At St Joseph's, we... (describe the positive behaviour choice). Because of what happened, you will... (consequence). I will let your class teacher and your parents/carers know."</i>

Behaviour	Response / Consequence	Supportive Script
Level 5 — the 5 non-negotiables (SLT informed – or MLT if no member of SLT is available) • Deliberately hurting others • Putting self or others in danger • Inappropriate and discriminatory language, including racial and homophobic language (see also the Race Equality Policy) • Self-exiting the playground • Persistent disruptive behaviour	Immediately removed from the playground if dysregulated; off the playground the following day, remaining inside at playtimes with a staff member allocated by SLT (HT may adjust the duration depending on severity/persistence). The child affected and the child responsible are both offered support. Recorded on CPOMS; letter to parents/carers. HT decision on Internal Suspension, notifying/meeting with parents. In the most serious or persistent cases, the Headteacher may authorise a formal Suspension or, exceptionally, Permanent Exclusion, following DfE statutory guidance. Midday meal supervisors (MMS) use lanyards to hold a restorative conversation with children.	<i>First, keep everyone safe. Use few words, a calm voice and a clear instruction. Move other children away if needed.</i> <i>“[Name], you are safe. I am here to help you. Come with me to... (safe space).”</i> <i>When the child is calm and ready, use the Five Gateway Questions: “What happened? What were you thinking and feeling at the time? How do you feel now? Who has been affected and how? What do we need to do to put things right? What help do you need so this does not happen again?”</i> <i>“What happened is very serious because... (name the non-negotiable). At St Joseph’s, we always... (describe the expected behaviour). Miss Long / the senior leader will talk to your parents/carers today, and we will work together to help you.”</i>

Teacher and Phase Leader to meet with parents after 3 Level 3 incidents within a week to discuss concerns/strategies. SENDCo or SLT to be involved if concerns continue. Record on CPOMS if parents are met or there are additional concerns. Teacher and SLT to meet with parents if there is not a decrease in incidents following the initial meeting.

SLT and MLT: where this policy says that SLT will be informed or will make a decision, and no member of SLT is available, a member of the middle leadership team (MLT) will respond, deal with the immediate situation and make sure the child and others are safe. They will inform SLT as soon as possible. Decisions on internal suspension, suspension or permanent exclusion remain with the Headteacher (or the senior leader in charge).