St Joseph's Catholic Voluntary Academy

"Believe Achieve, Succeed"

Under Saint Joseph's guardianship and protection, we will be supported to achieve and succeed in the things the Lord wants us to do.

Behaviour and Relationships Policy

Reviewed: October 2026

Introduction

At St Joseph's School we aim to bring the children to an understanding that we are all members of God's family and as such we must have respect for ourselves, for other people, for their property and for all living things. We believe that it is essential that the example set to children by all the adults with whom they are in contact is one which demonstrates mutual respect. We also believe that all adults who are connected with the school must share the responsibility for establishing and maintaining the values that we wish to see reflected in the children's behaviour.

The foundations of our Behaviour and Relationships Policy is rooted in our St Thomas Aquinas Behaviour Principles (**see Appendix 1**). At St Joseph's our approach to behaviour and relationship is informed by The Attachment Research Community (ARC) to which we belong. As part of this community, we will endeavour to:

- Promote inclusion and prevent exclusion
- Develop effective strategies to support children and adults
- Provide high quality training for everyone in our setting
- Sharing our learning with the ARC network
- Working safely and with supervision
- Promote an Anti-Bullying Policy

Our Behaviour Culture

At St Joseph's we have the highest expectations for the children's behaviour and learning attitudes, which are underpinned by our three promises:

1. Be kind
2. Work hard
3. Make the right choice

Rewards

1. Positive praise
2. Crests in the classroom and around school
3. Pom Poms at lunchtime
4. Dojos for homework
5. Golden Ticket (in recognition of excellent 'SLANT' during lessons, awarded to a child in class one before break, one before lunch and one at the end of day)
6. Child of the Week and Work of the Week celebrated in assembly and displayed in the hall
7. Bronze, Silver, Gold and Platinum Award

Whole School Crest System

As well as the rewards listed above, the school has designed and adopted a consistent approach for rewarding and encouraging good behaviour, effort and manners based on the collection of crests. Crests may be awarded for any actions, deeds or attitudes which are deemed noteworthy and may include:

- Particularly good work/effort (SHARE)
- Displaying good manners and a caring attitude towards others (STEPS)
- Excellent learning behaviours (SLANT)
- Super walking in the corridors

Once awarded a crest can never be deducted. Crests will be recorded on Arbor.

The reward system is graded as follows:

Any noteworthy behaviour	1 crest (recorded on class chart)
50 crests	Bronze award
100 crests	Silver award
150 crests	Gold award
200 crests	Platinum award

When a child achieves a Bronze award they have 5 minutes extra play at one lunchtime that week. When they achieve their Silver award, they will receive 10 minutes extra play and when they achieve their Gold award, they will receive 15 minutes extra play. When a child achieves their Platinum award, they will receive a £10 book voucher.

Certificates

A weekly Celebration Assembly takes place on Friday, which is held virtually to invite parents and carers to attend. Each teacher will nominate one Child of the Week and one Work of the Week to be celebrated in this assembly.

Challenging Behaviour

All adults in class play a crucial role in building positive relationships with children. Connecting with children provides valuable insights into barriers and challenges which can be planned for or supported to enable all children to succeed.

Most importantly

- Be aware of potential problems
- Put support in place before behaviour becomes challenging

If problems arise

- Try to reconcile problem – best done privately
- Offer time to self-regulate - drawing / colouring, sensory games or reading

Manage situations by using our AIM approach:

- Actions – discuss what has happened and the actions of all involved
- Impact – discuss the impact of their actions
- Make it right – with the support of an adult, work together to agree a way forward: this could be to write a sorry card or letter/ work together to solve a puzzle or game / read a book together / discuss strategies to keep calm and practice them.

Consequences

At St Joseph's we use a traffic light system in every class. At the beginning of every day all the children start on green.

If unacceptable behaviour occurs:

Adult use positive behaviour management strategies:

e.g. A visual reminder such as a picture or poster, eye contact, pointing, praise those children who are making the right choices, use positive reframing to name the desired behaviour required – for example, listen carefully (instead of stop talking).

Step 1 Adult gives a warning:

Use the agreed phrase, 'This is a warning. I need you to...do you understand?'

Step 2 Adult gives a final warning:

Children should be fully aware of what this means and the possible consequences of continuing with the behaviour – that their name will move onto REFLECT.

Step 3 Adult moves child's name to REFLECT:

Child spends 5 minutes of breaktime or lunchtime with the class teacher having an AIM discussion (Action / Impact / Make it right). If a child's name appears on amber regularly, the class teacher will discuss the child's behaviour with parents. **Class teacher logs AMBER behaviour on Arbor.**

Step 4 Adult moves child's name to RESET

Child escorted to the Headteacher or Deputy Headteacher to complete their work and have an AIM discussion. The child will then miss 30 minutes from their next lunchtime. Class teacher to report the behaviour to parents. **Class teacher logs RESET behaviour on Arbor.**

The Headteacher and Deputy Headteacher will monitor regular REFLECT behaviour and if appropriate complete and AIM conversation with the child.

In order to meet the individual needs of children, sometimes adaptations to an individual's timetable must be made. This will be in consultation with parents, carers, class teacher and SLT and will be monitored closely.

In rare cases, suspensions or permanent exclusions may be used as a sanction when warranted as part of creating calm, safe, and supportive environments where both pupils and staff can work in safety and are respected. In this instance the decision would be made by the Headteacher following the guidance set out in the DfE guidance on Suspensions and Permanent Exclusion August 2024

Before school

- Children and parents are welcome onsite from 8:30am when the gates open – all children must be supervised by a parent or guardian at this time.
- Class teachers' welcome children into their classrooms from 8:40am – 8:50am

Each child should know the structure to the start of the day e.g. gathering on the carpet or begin early morning work.

In the classroom

- Children and the teacher should be organised in a tidy, orderly room which should be monitored at frequent intervals and especially at the end of the day.
- Children must always ask permission to leave the room.
- Exit from the classroom must be orderly and quiet (Super Walking) and any work in progress should be left tidily.
- The teacher / teaching assistant should ensure that the classroom and cloakroom are clear.
- We expect **SLANT** in every classroom **(Sit up / Listen / Ask and answer questions / Never interrupt / Track the speaker).**
- Our children are expected to **SHARE** their ideas **(Speak in full sentences / Hands away from face / Articulate / Respect others' views / Eye contact).**
- Our children are expected to show good manners around school using **STEPS (Smile / Thank you / Excuse me / Please / Sorry).**

Movement in and around school

All movement in and around school should be purposeful. Staff should see that all children are suitably supervised when moving around the school. We expect **Super Walking**:

1. ***Facing forward***
2. ***Walking at a steady pace***
3. ***In a straight line, on the left***
4. ***Hands by your side***
5. ***Silently***

Playtime / Lunchtime Supervision

Teachers and teaching assistants are required to perform supervisory duties including playtime supervision.
A minimum of two staff members are required to supervise playtimes. Supply teachers should cover the duty of absent teachers but should never be without support.

All hot drinks taken outside should be in a safety mug. When on duty, staff should circulate and take the opportunity to socialise with children from other classes, whilst maintaining an overview of the play area and spotting potential problems before they escalate.

In poor weather, duty staff may decide that children should not go outside at break time. In these circumstances teachers remain responsible for the supervision of their own classes. Teams can share supervision of indoor play allowing teachers a staggered break, provided that areas are not left unsupervised.

When dismissing children at playtime, lunchtime and home time teachers should supervise their own children in the corridor, putting on coats etc. Children should remind children to put on their coats at the beginning of playtime.

Any inappropriate behaviour at playtime should be dealt with by the teachers / staff on duty or reported to a senior member of staff according to severity or frequency.

Any child needing medical attention during playtime will be dealt with by a member of the staff with first aid training.

Foundation to use KS1 toilets. KS1 and KS2 to use year 3/4 toilets.

Good Practice

The quality of teaching and the organisation of the physical environment have a considerable effect on children's behaviour.

Always:

- Create an interesting, stimulating and attractive classroom environment.
- Provide an ordered environment in which everything has a place. Children should know where materials/equipment are and how to treat them with respect.
- Make sure the children know what they are doing and that their work is matched to their ability.
- Be aware of what is going on around you.
- Do not be static.
- Do not let children queue.

Remember that problems are normal when children are learning and testing the boundaries of acceptable behaviour. Our staff will always:

* Connect with children and build relationships
* Know the children as individuals – show care and consideration
* Set high standards and apply rules firmly and fairly
* Avoid confrontation, listen to all sides
* Look out for good behaviour, praising quickly and consistently
* Praise the behaviour rather than the child

All St Joseph's staff will provide a positive experience for our children which will build their self-esteem. We will never:

* Humiliate
* Shout
* Overreact
* Use blanket punishment
* Over punish

CHILDREN'S RIGHTS

* To be looked after by caring adults
* To be taught well
* To be able to rely on an atmosphere conducive to learning
* To be made to feel welcome
* Not to be talked down to

* To feel as important as anyone else
* Not to be smacked or shaken
* Not to be bullied
* Not to hear swear words

Anti-Bullying Policy

The Headteacher and Virtue Ambassadors in our school review our definition of bullying each year. Together we agreed that we recognise bullying behaviour causes: 'A person or a group who makes you feel frightened, unhappy or uncomfortable by hurting your feelings through words or actions. We recognise that bullying can take place online and face-to-face and happens Several Times On Purpose (STOP) to one person or multiple people.'

Children may be hurt or upset by other children's behaviour but this only becomes bullying if it is repeated deliberately. We define online / cyber bullying as the use of information and communications technology (ICT), particularly mobile phones, the internet and social media to support deliberate, repeated and hostile behaviour by an individual or group that is intended to harm others.

We acknowledge that friendship problems and bullying behaviour can be upsetting for both pupils and parents and carers, but it is important to distinguish between the two, as the responses to friendship problems will be different to the strategies used to address bullying behaviour. Pupils will fall in and out with each other, have arguments, stop talking to each other and have disagreements. This relational conflict can be a normal part of growing up. During a relational conflict or friendship problem groups of pupils may disagree, be very upset and find it difficult to resolve the disagreement without adult help. It is unlikely however, to be repeated behaviour and may even be accidental, but pupils will make an effort to resolve the problem and will want to resolve the problem. However, we recognise that repeated friendship problems or relational conflict can sometimes lead to bullying behaviour particularly when there is an imbalance of power.

Bullying can take many forms:

- Physical bullying (hitting, punching, finger jabbing, any inappropriate touching, pinching, jostling, breaking, damaging or taking property)
- Verbal bullying (name calling, taunts put downs, threats, teasing, ridiculing, belittling, excessive criticism or sarcasm.)
- Emotional / psychological (rumours or stories, exclusion from a group, shunning, invading privacy, graffiti designed to embarrass)
- Online / Cyber-bullying (sending nasty phone calls, text messages or in e-mails/chat rooms/social media)

Bullying can take place in the classroom, playground, toilets, on the journey to and from school, on residential trips and cyberspace. It can take place in group activities and between families in the local community.

Prejudice-based bullying: Bullying is often motivated by prejudice against particular groups, on the grounds of ethnicity, religion and belief, sex, gender identity, sexual orientation or disability. It might be motivated by actual differences, perceived differences or as a result of association with someone else. We record these forms of prejudiced based bullying by their type and log it on CPOMS. This is in recognition that these groups are protected by the Equality Act 2010 because of the prejudice experienced by some groups in the wider society. We also recognise that there are other groups of children and young people who may be vulnerable to bullying including children is in care, young carers or those with mental health or SEND needs. We recognise therefore that we sometimes have to look at develop specific work or practice to prevent bullying of groups of pupils.

Bullying outside of school: We understand that bullying behaviour can take place on the way to and from school or in the wider community and can have a significant impact on a pupils' wellbeing and their ability to learn. We recognise that online / cyberbullying in particular can mean that a child or young person can experience bullying behaviour throughout their day and including when they are at home. Therefore, we act to prevent and respond to bullying behaviour outside of school as far as we are able to and work in collaboration with parents and carers.

Prevention of bullying: We use a range of strategies to prevent bullying behaviour, which include our St Joseph's promises, our Virtues Curriculum. We create a culture of belonging and respect, which is reflected in our behaviour culture and our curriculum.

- Our comprehensive RE curriculum, as well as our RSHE curriculum is used to promote social and emotional skills including those needed to work together, show empathy, build friendships, get support and help others. Lessons are used to develop understanding of safety and how to stay safe.
- RSHE lessons are provided through our Ten:Ten, Live Life to the Full+ programme which develops an understanding of bullying, its impact and ways to respond to bullying situations. This education is also used to develop understanding of similarity and differences and the unacceptability of all forms of prejudice and bullying.
- Small group work interventions, our 'nurture group' sessions and morning club are used to support those who need extra help to develop their social and emotional aspects of learning.
- We work with The Cube counselling service based in Market Harborough to support children who have more complex needs.
- Online safety is taught across the curriculum and through assemblies and visual reminders around the school community. We share this information with parents regularly throughout the year, as well as a parent workshop for families when the children join Year 6, when children are allowed to bring phones into school for the first time (phones are locked away in the class teacher's cupboard throughout the school day).
- Regular whole school assemblies are also used to develop understanding of bullying, its impact and encourage reporting. We actively promote this during the annual Anti-Bullying Week, when we always review our Anti-Bullying Charter with the children.
- The whole school participates in annual activities for anti-bullying week and a rolling programme of other events such as Black History Month, International Women's Day, Refugee Awareness Week, UK Disability History Month, Mental Health Awareness Week etc.
- The Wellbeing Ambassadors provides a forum for discussing any bullying issues and for the pupils to decide ways of preventing it and supporting those who are bullied.
- Playground Leaders are used to enable pupils to resolve friendship problems and low-level behaviour without adult intervention. They also reduce potential conflict during break-time and lunchtime by providing a rich menu of play possibilities
- We regularly survey pupils through surveys and pupil voice, which focus on learning, behaviour and safeguarding.
- All staff monitor behaviour and intervene when it becomes necessary to address friendship problems and prevent bullying from developing. Staff on playground duty will inform class teachers of any incidents any significant behaviour will be logged on to Arbor and monitored by SLT.

Reporting bullying: Early identification of bullying is the most effective way of minimising bullying behaviour and the effects on the person being bullied. We also acknowledge that the pupil doing the bullying behaviour needs to understand that their behaviour is unacceptable and will need support to change their behaviour and explore the underlying reasons for bullying. Pupils are encouraged to report any harmful or hurtful behaviour, even if they are not sure whether it is bullying. They are encouraged to report for themselves or for their friends. They can do this through:

- Speaking to their class teacher
- Speaking to another trusted adult in the school community
- Speaking to a parent/other adult who may then contact the school in any of the ways listed
- Speaking to a friend and asking the friend to help tell an adult
- Calling a confidential helpline such as ChildLine.

In our school, we teach children to stand up for ourselves and each other (be an upstander) and not stand by (be a bystander). Parents and carers must inform us if they think or know there is a problem for their own child or for another child. They can do this by calling the office and asking to speak to a member of SLT.

Recording bullying: All significant incidents of behaviour are recorded on to Arbor, which SLT monitor regularly, looking for patterns of behaviour. All incidents of bullying are recorded according to type and these are recorded on CPOMS by staff so that the school can monitor the individual incidents, but also monitor incidents across the school. This monitoring will inform the PSHE education curriculum and assemblies. The school also records prejudiced based incidents using the same system, but code them differently so that they can be reported on two separate data sets.

Responding to bullying: All pupils have a role to play to intervene to support their peers (if it is safe to do so) and to report bullying:

- Alert an adult in school to any concerns
- Talk to your friends about the situation
- Above all always tell someone. Adults will usually need to intervene to stop bullying behaviour • All of us have a responsibility to avoid encouraging or inciting bullying behaviour and to not stand by and let someone else be harmed.

Pupils (if you have been bullied)

- If you feel able to and it is safe to do so, ask the child showing bullying behaviour to stop, ignore it, say no and walk away
- Tell a friend what is happening and ask for their support
- Tell a trusted adult in or out of school (ask a friend to go with you if it helps)
- Do not delete evidence of online bullying as it can be used as evidence
- It is possible the situation will take time to resolve, but unless you tell someone, we cannot help you – and we can make sure you are safe

Parents and carers

- Listen and talk to your child about the situation and discuss and agree next steps
- Contact a member of SLT if you are worried or concerned
- Monitor social networks/computer use
- Reinforce the value of good behaviour

School Staff

- Take seriously any report of bullying behaviour
- Record it and report it to a member of SLT
- An appropriate member of staff will then investigate the bullying case and will:
    - Speak with the person targeted for bullying behaviour and involve them in what they would like to happen next
    - Speak to the pupil carrying out the bullying behaviour and find out their perspectives
    - Find witnesses to explain what they saw
    - Contact and involve the parents and carers of those targeted and the parents and carers of those doing the bullying behaviour

- We will (age appropriately) challenge the behaviour and ideas of the person doing the bullying and help them to understand that what they said or did was hurtful and not in line with the school's values, ethos or policies
- We will consider the intentions of the perpetrator before helping him or her develop a repair plan
- We will let other pupils that have witnessed the incident know that the behaviour was unacceptable and that it is being dealt with
- We will keep the target of bullying behaviour and their parents and carers informed about progress and any actions taken and a review date
- We will record on CPOMS whether the incident has been resolved and whether the target and their parents or carers are satisfied with the outcome
- We will identify clear times to 'check in' with those involved (and including parents and carers) to ensure issues have been resolved.

Where bullying behaviour is denied and evidence is hard to find, those involved will be closely observed and monitored. Any pupils who feel they are being bullied will be checked in with regularly by a designated adult.

Head teacher and governors

- Reports of bullying and prejudiced based incidents will be made by the Head teacher / Senior Teacher to the governing body
- The Head teacher and the governing body will monitor the effectiveness of this policy in discussion with the pupils and the staff in school and will be involved in any unresolved concerns raised by pupils or parents and carers about bullying in the school community.

Interventions to support responses to bullying: As a school we are committed to ensure that those who have used bullying behaviours understand the impact of this and the unacceptability of bullying inside school and wider. When appropriate and with the agreement of all parties, we also run restorative sessions to encourage those involved to take responsibility for and make amends for their actions.

Consequences: Sanctions by themselves are unlikely to change bullying behaviour but we may need to make decisions to keep the target of bullying behaviour safe (e.g. preventing a child who has used bullying behaviour from playing outside) or to help the child who has shown bullying behaviour learn some skills. These will be case and child-specific:

- Parents and carers of those involved will be informed of actions taken
- Records will be kept on pupils' files

Complaints: If a parent or carer thinks the school has not resolved a complaint effectively then they should follow the school's complaints policy. This can be found on the school website.

Monitoring and evaluation: This document will be monitored and evaluated regularly and updated to take account of new Government and local guidance, and the views of the whole school community.

APPENDIX 1

ST THOMAS AQUINAS
CATHOLIC MULTI-ACADEMY TRUST

CMAT Behaviour principles

Each of the 23 schools within the CMAT has its own Behaviour Policy which is necessary to respond to the context of that school. That said, as a family of schools, we build our Behaviour Policies on the following 12 principles:

Clarity and simplicity:

1. Our policies will be clear, explicit, easy to understand and remember.
2. Our policies will have clear expectations, rewards and consequences.

Restoration:

3. Our policies will focus on justice and improvement, not retribution.
4. Our policies will reflect the teachings of Jesus: forgiveness, dignity, respect and loving kindness.
5. Our policies will be adaptive and acknowledge that one size does not fit all.
6. Our policies will be based on the highest expectations.

Relationships:

7. Our policies will be built on respectful relationships, encouraging positive mental health.
8. Our policies will show that everyone has a role to play in good behaviour: pupils, parents and staff.
9. Our policies will respect the unique dignity of all, and will celebrate success.

Communication:

10. Our policies will recognise that all behaviour is a form of communication.
11. Our policies will include a clear behaviour curriculum to teach our pupils how to behave well.
12. Our policies will focus on staff as positive role models, the support of parents, and the personal responsibility of our young people.

APPENDIX 2

St Joseph's Catholic Academy

Anti-Bullying Charter 2025 / 2026

Our Anti-Bullying Charter is designed and set up to help children, staff, parents and carers in the prevention and management of bullying. This Charter is written with a pupil voice from across the school, with the aim to prevent and reduce bullying and to make sure that everyone understands that:

BULLYING IS NOT TOLERATED AT ST JOSEPH'S

At St Joseph's Catholic Academy, we understand bullying as…

- Someone who makes us feel frightened, unhappy or uncomfortable by hurting another person's feelings through words or actions
- We recognise that bullying can take place online, in the playground and face-to-face
- **STOP** Several Times On Purpose to one person or different people

How we keep our school a safe and happy place…

- ✓ Keep our **St Joseph's Promises**: Be kind, work hard and make the right choices
- ✓ Follow our **playground rules** and **STEPS**
- ✓ **Virtue Ambassadors** support the whole school to be a happy place, by handing out virtue awards and virtue stickers to children in their classes
- ✓ **The Year 5 Classroom** is a 'safe space' for children to speak to an adult at lunchtimes
- ✓ The **'Worry Monster or Box'** in every class is a safe way to share any worries
- ✓ **'Have your say Monday'** an opportunity to share a worry or concern with an adult
- ✓ The **adults** in school help support us to have a happy time in class and at lunchtime

If you have a problem, you can…

- Share your problem with any adult in school, to whom you feel comfortable talking. The quicker you tell someone, the quicker the problem can be solved.
- Virtue Ambassadors in class can help – they can help you to feel better and look out for you during the day.
- 'Have your say Mondays' – Mrs Dabbs and fellow pupils can listen to your worries, help you to find a solution.
- Write your worries on a piece of paper and place them in the class 'Worry Monster / Box' for the Virtue Ambassadors, Class Teacher or Mrs Dabbs to read. Remember to add your name if you want us to speak to you.
- Remember to ask for help, it's difficult to solve a problem on your own!

Written by our Virtue Ambassadors for Kindness:
Carmen, Cora, Loxley, Sienna, Evie, Theo, and Maryann
Signed by all our class: