



St Joseph's Catholic Primary School

Behaviour and Discipline Policy

Mission Statement:

Let it be known to all who enter here that Christ is the reason for this school, the unseen but ever present teacher in all its classes, the model for its children, the inspiration for its staff.

Love and Learn in the Footsteps of Christ!

Policy Review

This policy will be reviewed in full by the Governing Body.

Review Frequency	<i>Annually</i>
Last Review Date	<i>19th October 2021</i>
GB Adopted	<i>18th October 2022</i>
Next Review Date	<i>October 2023</i>

Signature *Linda Payne* Date *18th October 2022*

Head Teacher

Signature *Adrian Ramsden* Date ... *18th October 2022*

Chair of Governors

1 Introduction and expectations



St Joseph's Catholic Primary School

At St Joseph's Catholic Primary School we aim to give our pupils the best start in life. We want them to be happy, independent learners, motivated by their natural curiosity of the world. We will know when we have achieved our aim because our children to be disciples of Christ.

We believe that our pupils have the right to learn in a safe environment and believe they should feel and be safe at all times. To enable this to happen we work together with all members of the school community, children, staff, parents/carers and governors to promote Christ's message of love, which is to;

'Love one another as I have loved you'.

The teachings of Christ's message of love underpins the day to day values we would endeavour our children to promote, which is to be kind.

Aims

This policy aims to:

- Provide a consistent approach to behaviour management.
- Define what we consider to be unacceptable behaviour, including bullying and discrimination.
- Outline how pupils are expected to behave.
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management.
- Outline our system of rewards and sanctions.

Teachers' and pupils' relationships must be built on mutual respect and trust in the same way that we expect that pupils' relationships with peers must be built upon respect, trust, friendship and tolerance for each other's wishes. At St Joseph's Catholic Primary we believe in the power of positive and frequent praise for good and caring behaviour as a more effective way of improving standards and relationships between individuals than constant criticism.

Adults within the school environment have a duty to provide positive role models in all areas of behaviour, including non-teaching staff and visitors to the school. Older pupils are encouraged to care for and support younger ones both inside and outside the school building just as they would in the family home. At St Joseph's Catholic Primary School Primary we aim to have a positive caring ethos and provide challenging well planned education. The goal is to produce caring, successful pupils with a high self-regard and esteem as well as an awareness of appropriate behaviour in all social and academic contexts.

It is a primary aim of our school that every member of the school community feels valued and respected and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school Behaviour Policy is, therefore, designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

The school has a code of conduct for pupils. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

Pupil code of conduct

Pupils are expected to:

- Behave in an orderly and self-controlled way.
- Be kind.
- Show respect to members of staff and each other.



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- In class, make it possible for all pupils to learn.
- Move quietly around the school.
- Treat the school buildings and school property with respect.
- Wear the correct uniform at all times.
- Accept sanctions when given.
- Refrain from behaving in a way that brings the school into disrepute, including when outside school.

The school expects every member of the school community to behave in a considerate way towards others.

We treat all children fairly and apply this Behaviour Policy in a consistent way.

This policy aims to help children to grow in a safe and secure environment and to become positive, responsible and increasingly independent members of the school community.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter poor behaviour.

Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- It is also based on the [Special Educational Needs and Disability \(SEND\) oCde of Practice](#).
- In addition, this policy is based on:
- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils.
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property.
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online.

3. Definitions

Misbehaviour is defined as:

- Being unkind.
- Not following instructions.
- Disruption in lessons, in corridors between lessons, and at break and lunchtimes.
- Non-completion of classwork or homework.
- Poor attitude.
- Bullying (including cyberbullying).



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- Incorrect School Uniform.

Serious misbehaviour is defined as:

- Persistently being unkind.
- Repeated breaches of the Pupil Code of Conduct.
- Any form of bullying (including cyberbullying).
- Any form of prejudiced based discriminatory language or behaviour.
- Physical/violent behaviour.
- Bringing inappropriate items to school.

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful.
- Repeated, often over a period of time.
- Difficult to defend against.
- Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, persistently excluding, tormenting
Physical	Hitting, kicking, pushing, taking, any use of violence
Prejudice-based and discriminatory, including: Racial Faith-based Gendered (sexist) Homophobic/biphobic Transphobic Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular protected characteristic
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, ?or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

2 Our Approach to Positive Behaviour

2.1 We praise and reward children for good behaviour in a variety of ways:

- teachers congratulate children;
- via a house point system. There are four houses; Matthew, Mark, Luke and John. All staff can give out house points. The class with the most house points each week is awarded (rewarded?). At the end of the term, the House Cup is given to the house which has the most points;



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- Layered Class Praise System: This is tailored to suit the children's interest e.g. space themed, animal themed, superhero theme etc.;
- Housepoints'
- 'well done' certificates are given out weekly during celebration assembly;
- 'stickers are awarded to children either for consistent good work or behaviour or to acknowledge outstanding effort or acts of kindness in school;
- awards are given to those children who have met the 'Thought of the week' in celebration assembly;
- children who are displaying positive behaviour and portraying good examples of following t will receive a certificate for their outstanding behaviour;
- Traffic light behavioural system and behaviour contracts are used for those pupils with challenging behaviour;
- whole class reward system;
- weekly 'Ready to Learn' Awards;
- Olympic Values Band Reward System;
- the school acknowledges all the efforts and achievements of children, both in and out of school are shared during celebration assembly

Zones of Regulation

We have implemented the use of Zones of Regulation across the school. Zones of Regulation is used to support our pupils develop their self-regulation skills and emotional control, with support from adults in school. Zones of Regulation has replaced our Ready to Learn system. The Zones of Regulation uses four colours to help children self-identify how they are feeling and to categorise this feeling into a colour zone. They then use their 'zones toolbox' to support them move from the blue, yellow or red zone, back into the green zone. Every child starts the lesson in the Green Zone, in which we will see positive behaviours for learning. Throughout the school day children may move throughout the zones a

5 Our Approach to Negative Behaviour

Layered Sanctions

The school employs a number of sanctions to enforce the pupil code of conduct and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

- Children need to be guided to ensure they make the right choice. If a child makes the wrong choice they will receive a sanction depending on the severity of the incident. Poor behaviour will be addressed through a 'code' system.
- We expect children to listen carefully to instructions in lessons. A warning is given by the teacher before a child goes onto the level system. If the child does not correct his/her behaviour a Code 1 is given.
- Code 2 is given if the child continues to misbehave. The teacher will ask the child either to move to a place nearer the teacher or to sit on their own at the time out table. The child will miss morning playtime.
- Code 3 means the child is sent to their foster class for the whole lesson. Here the child has to complete a time-out sheet which explains what the child did wrong and what the child should have done. A letter is sent home by the teacher explaining why their child received a Code 3. The child will miss playtime and lunchtime.
- Code 4 can only be given out by the Senior Leadership Team. A letter is sent home. Parents/carers of the child are requested to discuss Code 4 issues with the Senior Leader. The child will miss two morning playtimes and lunch playtimes in Key Stage 1 and three morning playtimes and lunch playtimes in Key Stage 2. The child will take part in our 'being kind and helpful' scheme.
- Three Code 4 letters in one half term equal one-day internal exclusion.



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- Code 5 letters are given for very serious incidents and may result in a fixed or permanent exclusion, depending on the seriousness of the incident (Ref 7.1). When the child returns to school, he/she will miss three playtimes and three lunchtimes.
- If a child receives ten Code 1s in one half term a Code 3 letter will be sent home.
- If a child receives five Code 2s in one half term a Code 3 letter will be sent home.
- If a child receives five Code 3 letters in one half term a Code 4 letter will be sent home.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.
- If a child is disruptive in class, the teacher reprimands him or her. If a child misbehaves repeatedly, we isolate the child from the rest of the class until s/he calms down and is in a position to work sensibly again with others.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher will stop the activity and prevent the child from taking part for the rest of that session.
- If a child threatens, hurts or bullies another pupil, the class teacher will record the incident and the child is punished. If a child repeatedly acts in a way that disrupts or upsets others, the school will contact the child's parents/carers and seek an appointment in order to discuss the situation, with a view to improving the behaviour of the child.
- Certain behaviour immediately warrants a higher code without going through the hierarchy of the code system.
- The child will complete a reflection sheet (see Appendix 3) for playtime incidents or Code 3 higher behaviours.
- See Appendix 1 for Early Years Behaviour.
- See Appendix 4 for list of codes.

Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- taking part in any school-organised or school-related activity (e.g. school trips);
- travelling to or from school;
- wearing school uniform;
- in any other way identifiable as a pupil of our school.

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- could have repercussions for the orderly running of the school;
- poses a threat to another pupil or member of the public;
- could adversely affect the reputation of the school.

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).

5.1 The class teacher discusses the Pupil Code of Conduct with each class. In addition to the Pupil Code of Conduct, each class also has its own classroom rules, which is agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of poor behaviour, the class teacher discusses these with the whole class.

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.



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All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfEE Circular 10/98, relating to section 550A of the Education Act 1996: *The Use of Force to Control or Restrain Pupils*. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child or if a child is in danger of hurting him/herself. The actions that we take are in line with Government guidelines on the restraint of children.

6 The role of the class teacher

6.1 It is the responsibility of the class teacher to ensure that the Pupil Code of Conduct is enforced in their class, and that their class behaves in a responsible manner during lesson time.

6.2 The class teachers in our school have high expectations of the children in terms of behaviour and they strive to ensure that all children work to the best of their ability. Children will be asked to complete work again if it is not to the best of their ability.

6.3 The teacher keeps records of all reported incidents of misbehaviour in the incident folders. This records all levels given to the children.

6.4 The class teacher treats each child fairly and enforces the Classroom Code consistently. The teacher treats all children in the class with respect and understanding.

6.5 If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the Deputy Headteacher.

6.5 The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the Education Social Worker or LA Behaviour Support service.

6.6 The class teacher reports to parents/carers about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent/carer if there are concerns about the behaviour or welfare of a child.

7 The role of the Headteacher

7.1 It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school Behaviour Policy consistently throughout the school and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

7.2 The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour and by supporting staff in the implementation of the policy.

7.3 The Headteacher keeps records of all reported serious incidents of misbehaviour.

7.4 The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious breaches or persistent breaches of this policy. For repeated or very serious acts of anti-social/inappropriate behaviour, the Headteacher may permanently exclude a child. School Governors are notified of all exclusions. This is a measure of last resort where the school has taken all reasonable steps to avoid excluding the child and allowing the child to remain in school would be seriously detrimental to the education or welfare of the pupils or that of others at the school.



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8 The role of parents/carers

8.1 The school works collaboratively with parents/carers to ensure children receive consistent messages about how to behave at home and at school.

8.2 We explain the Pupil Code of Conduct in the school Prospectus and we expect parents/carers to read these and support them.

8.3 We expect parents/carers to support their child's learning and to co-operate with the school, as set out in the Home-School Agreement. We try to build a supportive dialogue between the home and the school and we inform parents/carers immediately if we have concerns about their child's welfare or behaviour.

8.4 If the school has to use reasonable sanctions to punish a child, parents/carers should support the actions of the school. If parents/carers have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the school governors. If these discussions cannot resolve the problem, a formal appeal process can be implemented.

9 The role of governors

9.1 The Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines.

9.2 The Headteacher has the day-to-day authority to implement the school Behaviour and Discipline policy but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

10 Suspension and permanent exclusions

10.1 The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the Executive or Head of school headteacher and only as a last resort.

Permanent exclusion will only be used as a last resort, in response to a serious breach or persistent breaches of the school's Behaviour Policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Please refer to our exclusions policy for more information.

The Headteacher has the power to exclude a pupil from school. The Headteacher may suspend a pupil for one or more periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible that a suspension may be followed by a permanent exclusion if the circumstances warrant this.

10.2 If the Headteacher excludes a pupil, she/he informs the parents, giving reasons for the exclusion. At the same time, the Headteacher make it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.



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The Headteacher informs the LEA and the governing body about any permanent exclusion, and about any suspension beyond five days in any one term.

- 10.3** The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.
- 10.4** The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.
- 10.5** When an appeals panel meets to consider an exclusion they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LEA, and consider whether the pupil should be reinstated.
- 10.6** If the governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

11 Monitoring

- 11.1** The Headteacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the Governing Body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- 11.2** The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents. The Headteacher records those incidents where a child is sent to him/her on account of bad behaviour. The school also keeps a record of any incidents that occur at break or lunchtimes.
- 11.3** The Headteacher keeps a record of any pupil who is excluded for a fixed-term or who is permanently excluded.
- 11.4** It is the responsibility of the Governing Body to monitor the rate of exclusions and to ensure that the school policy is administered fairly and consistently.

12 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's Special Educational Needs Co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

13. Links with other policies

This Behaviour Policy is linked to the following policies:

- Exclusions policy
- Child protection and safeguarding policy



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- Anti-Bullying Policy.

14 Review

The Governing Body reviews this policy every year. They governors may, however, review the policy earlier than this, if the Government introduces new regulations or if the Governing Body receives recommendations on how the policy might be improved

Appendix 1

Early Years Approach to Negative Behaviour

The Early Years use a Cloud and Peg system [Happy cloud->Thinking cloud->Sad cloud]

- 1st incident – Verbal warning
- 2nd incident – Move peg into thinking cloud & 5mins time out
- 3rd incident – Move peg onto Sad cloud and child is sent to another group leader.
- If their behaviour continues then spoken to by member of SLT.



Class based incidents:	Sanction
<ul style="list-style-type: none">• Hurting someone• Name calling• Lying to an adult• Non-compliance/ disruptive behaviour in class• Deliberate destruction of equipment• Swearing• Verbal aggression to children or staff	<ul style="list-style-type: none">• Follow the zones of regulation system and parent in-formed.• If it is a serious assault on a child or adult this will be dealt with on a case by case basis.

Playground based incidents:	Sanction
<ul style="list-style-type: none">• Hurting someone• name calling• Lying to an adult• Deliberate destruction of equipment Swearing• Verbal aggression to children or staff	<p>1st incident</p> <ul style="list-style-type: none">• Verbal warning <p>2nd incident</p> <ul style="list-style-type: none">• Sent to thinking spot• Parent informed <p>Serious incidents automatically sent to SLT</p>



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Other Examples	Sanction
Biting	1st incident – Move to yellow/ Thinking cloud and give time out and inform parents. Further incidents – Take child to SLT
Bullying	
Physical Aggression	
Deliberate acts of prejudiced -based discriminatory language/behaviour	

Appendix 2

Behaviour contracts

A Behaviour Contract is a written agreement between the child and teacher and can include the child's parent/carer. It provides the child with a structure to bring about behaviour modification. The child should be involved in the writing of the contract, including the consequences and rewards.

The Contract should incorporate the following:

- no more than three goals, such as no calling out in class
- the agreed consequences for not achieving the goals
- the agreed rewards for achieving the goals
- the agreed timescale – for example, a day or a week
- a definition of who will monitor the behaviours and how
- a date for reviewing the contract.

My contract

Name: _____ Date: _____

These are my goals:

These are the consequences if I don't meet my goals:

These are the rewards if I meet my goals:



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My contract will be reviewed on: _____

Signatures: _____



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Appendix 3 Behaviour Reflection

Take time to read and think about the question below. Write down your thoughts.

Name	
Year	
Who was involved	
What happened	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
What did I do?	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
How can I make it better?	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>



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Appendix 4

EXAMPLE OF EACH CODE

This is **not an exhaustive list** but it shows some examples of negative behaviour.

Code 1

- Inappropriate swinging on chairs
- Calling out inappropriately
- Silly noises
- Not listening
- Interfering with peers
- Talking in class whilst the teacher is talking
- Forgetting to bring PE kit, HW/ reading book (KS 2)

Code 2

- Repeating above after receiving 'Code 1'
- Being unkind
- Running in the corridor
- Name calling
- Unacceptable standard of work

Code 3

- Repeating above after receiving 'Code 2'
- Ignoring adults
- Answering back to adult
- Disrespect
- Re-actional behaviour
- Throwing food/stones
- Unsafe behaviour
- Not telling the truth
- Persistent name calling

Code 4

- Unsafe behaviour
- Violent behaviour



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- Swearing
- Deliberate acts of prejudiced-based discriminatory language/behaviour
- Fighting
- Stealing
- Graffiti
- Damaging property
- Persistent bullying
- Racism/ Bullying – more than one incident
- Repetition of behaviour after being given a 'Code 3'



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In school only

Behaviour Log (Code 3 and Above)

PUPIL'S NAME:	
NAME OF STAFF MEMBER REPORTING THE INCIDENT:	
DATE:	
WHERE DID THE INCIDENT TAKE PLACE?	
WHEN DID THE INCIDENT TAKE PLACE? (BEFORE SCHOOL, AFTER SCHOOL, LUNCHTIME, BREAK TIME)	
WHAT HAPPENED?	
WHO WAS INVOLVED?	
WHAT ACTIONS WERE TAKEN, INCLUDING ANY SANCTIONS?	
IS ANY FOLLOW-UP ACTION NEEDED? IF SO, GIVE DETAILS	
PEOPLE INFORMED OF THE INCIDENT (STAFF, GOVERNORS, PARENTS, POLICE):	



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Appendix 5

Code 3 Behaviour Letter disrupting learning

Dear Parent/Carer,

Recently, your child _____, has not been behaving as well in school as they could.

Your child did the following:

	Did not complete work
	Persistently disrupted other children's learning.
	Refused to follow instructions
	Did not listen to the teacher
	Being disrespectful to an adult
	Making silly noises
	Persistently talking in class
	Unacceptable standard of work
	Refused to do any work
	Unsafe behaviour
	Other:

It is important that your child understands the need to follow our Pupil Code of Conduct, and I would appreciate it if you could discuss their behaviour with them.

If your child's behaviour does not improve, I will contact you again and suggest that we meet to discuss how we can work together. However, at this stage I am confident that a reminder of how to behave appropriately will be sufficient.

Yours sincerely,

Class teacher: _____

Date: _____



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Behaviour letter – return slip

Please return this slip to school to confirm you have received this Code 3 letter. Thank you.

Name of child: _____ Year Group: _____

Parent name:

Parent signature:

Date: _____



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Code 3 Behaviour Letter – Unacceptable Behaviour

Dear Parent/Carer,

Recently, your child _____, has not been behaving as well in school as they could.

Your child did the following:

	Name calling
	Being unkind
	Hurt a child
	Swearing
	Bullying
	Deliberate acts of prejudiced -based discriminatory language/behaviour
	Being unkind online /social media
	Physically aggressive towards a child
	Physically aggressive towards an adult
	Unsafe behaviour
	Excluding a child from playing
	Stealing
	Damaging property/Graffiti
	Unsafe behaviour
	Being disrespectful to an adult
	Other:

It is important that your child understands the need to follow our Pupil Code of Conduct, and I would appreciate it if you could discuss their behaviour with them.

If your child's behaviour does not improve, I will contact you again and suggest that we meet to discuss how we can work together. However, at this stage I am confident that a reminder of how to behave appropriately will be sufficient.

Yours sincerely,

Class teacher:



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Date: _____

Behaviour letter – return slip

Please return this slip to school to confirm you have received this Code 3 letter. Thank you.

Name of child:

Parent name:

Parent signature:

Date: _____



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Code 4 – From a member of the Senior Leadership Team

To the Parent / Guardian of

Your child has been sent to me today. They chose to break the school Behaviour Policy. Your child did the following:

Please discuss this with your child and explain to them how important it is to follow the school rules. Please fill in the lower part of this letter and return it to school tomorrow so that we know that your child has told you what has happened.

Our policy on behaviour ensures that the school is a safe learning environment and can only work completely if it is fully supported by everyone.

We will be happy to discuss this further. If you wish to speak to me please feel free to ring the office and make an appointment.

Yours sincerely,

Please note: Under normal circumstances, 3 letters in one half term will result in an automatic one-day exclusion.



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EXAMPLE OF EACH CODE

This is **not an exhaustive list** but it shows some examples of negative behaviour.

Code 1

- Inappropriate swinging on chairs
- Calling out inappropriately
- Silly noises
- Not listening
- Interfering with peers
- Talking in class whilst the teacher is talking
- Forgetting to bring PE kit, HW/ reading book (KS 2)

Code 2

- Repeating above after receiving 'Code 1'
- Being unkind
- Running in the corridor
- Name calling
- Unacceptable standard of work

Code 3

- Repeating above after receiving 'Code 2'
- Ignoring adults
- Answering back to adult
- Disrespect
- Re-actional behaviour
- Throwing food/stones
- Unsafe behaviour
- Not telling the truth
- Persistent name calling

Code 4

- Unsafe behaviour
- Violent behaviour



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- Swearing
- Deliberate acts of prejudiced -based discriminatory language/behaviour
- Fighting
- Stealing
- Graffiti
- Damaging property
- Persistent bullying
- Racism/ Bullying – more than one incident
- Repetition of behaviour after being given a 'Code 3'



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