

# ST. JOSEPH'S CATHOLIC INFANT SCHOOL



## Behaviour Management and Discipline Policy

### STATUTORY POLICY

**THIS POLICY WAS REVIEWED/ADOPTED:**

**September 2025**

**This Policy will be reviewed every two years.**



## MISSION STATEMENT

St Joseph's Infant School is a Catholic School in the Diocese of Menevia. Our Mission is to teach and nurture the Catholic faith, in a community where all may live and work together to achieve the very highest academic standards.

Rooted in Christ we aim to:

1. Provide an education that develops the spiritual, academic, wellbeing and moral aspects of each individual.
2. Celebrate through prayer, liturgy and worship, allowing pupils and staff to develop and grow in their love of God.
3. Foster Gospel values in an environment which encourages the understanding of the needs of everyone.
4. Make Christ and his values known to all and be of service to society.
5. Work with parents as the first educators and continue to develop close relationships between home, school and parishes.

Rooted in Christ

Our Mission is to provide a Christian community where the Catholic faith is taught and nurtured and where all may live and work together to achieve the highest academic standards. In St. Joseph's Infant School we view discipline in the context of Gospel values. Jesus said "love one another" and, "love thy neighbour as thy self". We are called to see Christ in others. This philosophy is stated in the school's Mission Statement, which aims to:

- Provide an education that develops both the spiritual and the academic aspects of everyone
- Celebrate through prayer, liturgy and worship, allowing pupils and staff to develop and grow in the love of God
- To foster Christian values in an environment which encourages the understanding of the needs of everyone
- To be witnesses of Christ's values to the wider world
- Continue to develop close relationships between home, school and parish

We also recognise that parents are the primary educators and we commit ourselves to supporting them as they help and guide their children to achieve the highest standards of conduct. We value a strong sense of partnership as we work together for the benefit of the children.

In order for the school to play its part in achieving this, there must therefore be –  
a) good relationships with mutual respect between teachers; between teachers and pupils; and between pupils.

b) high expectation of pupils' academic and social abilities

c) a curriculum and teaching methods well suited to pupils' needs.

d) an acknowledgement of pupils' growing maturity and self-esteem

**This Policy was reviewed and approved by Governors in Spring Term 2026**

### **Rationale**

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 number of school rules, but the primary aim of this policy is not a system to enforce rules. 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 is designed to promote good behaviour, rather than merely deter anti-social behaviour.

We believe that our children will strive to reach high standards of behaviour. Low expectations will illicit low standards of behaviour. Therefore, we endeavour to maintain high expectations through a consistent and positive behaviour management policy.

As a Catholic school, our focus on Gospel Values permeates our whole school and greatly supports our pupils managing their behaviour. This is enhanced by our RE provision. We also use a variety of other resources such as; RSE resources (Ten: Ten & Fertile Heart) Philosophy for Children (P.4.C.) and our Catholic Pupil Profile.

### **Aims**

Our aim is to develop a whole school policy that is supported and followed by the whole school community, parents, teachers, support staff, children and governors and is based firmly on Catholic Values:

- To promote a calm, purposeful and happy atmosphere within school
- To foster positive, caring attitudes towards everyone where achievements at all levels are valued
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for their own behaviour
- To have a consistent approach to behaviour throughout the school with parental cooperation and involvement
- To raise children's self-esteem
- To provide clear boundaries for acceptable behaviour to ensure physical and emotional safety
- To help children, staff and parents have a sense of direction and a feeling of common purpose.

### **Purpose of the Policy**

To enable pupils:

- To develop responsibility for their own behaviour.
- To develop respect for others.

- To encourage and foster positive attitudes.
- To develop a co-operative approach.
- To develop an understanding of the need for responsible behaviour (safety, thoughtfulness etc.)
- To develop an effective range of strategies for dealing with problems.

To enable adults:

- To consistently model high standards of behaviour as well as attributes such as respect, empathy and listening.
- To encourage and support children to develop in the ways above by setting appropriate boundaries.
- To consistently follow an agreed format of rewards and sanctions.
- To provide children with a consistent framework of expectations in their whole career at our school.

### **Code of Conduct**

- All members of the school community are expected to respect each other.
- All children are expected to respect their own and other people's property and to take care of books and equipment.
- Children are asked to be well behaved, well-mannered and attentive at all times.
- Children should walk and move quietly round school.
- If a child has a grievance with another child, it must be reported to a member of staff, who will deal with the matter.
- Physical violence is not acceptable, neither is retaliation.
- Foul and abusive language must not be used.
- Everyone, children and staff are expected to be punctual.
- Children must not bring sharp, dangerous or valuable instruments into school.
- Children should wear the correct uniform, only stud earrings will be allowed at school.

This code of conduct has been put together with the safety and well being of the children in mind and to enable St Joseph's Infant School to be a caring learning community.

All adults in school will be expected to support the school rules.

### **Rules and Routines.**

The school's Behaviour Policy should be reviewed regularly. Whole school rules are negotiated and agreed by the school community. Our Missio group agreed upon an overarching school rule based on the example of Jesus '**Love One Another**'. These rules should form the basis of classroom, school and playground ground rules and routines. The School Rules are;

1. Keep hands and feet to ourselves
2. Keep our classroom and school tidy
3. Listen and look when a grown up is speaking

4. Walk sensibly and quietly
5. Take turns to speak and hands up

Class teachers are responsible for normal discipline in the classroom. Consistency in attitudes to discipline is all-important.

Through staff consultations we have devised methods of reward and sanctions.

#### Rewards

**Praise for good behaviour, good work and positive attitudes is given frequently to reinforce high standards. Positive behaviour strategies will also be followed in the first instance**

- Teachers may consider sending pupils to another teacher or Headteacher to give further praise.
- Stickers awarded for consistent good behaviour either to wear on jumper or to put on individual sticker charts. Rewards: Golden Time, stickers, prizes, Headteacher's Awards, 'Following the Rules' award
- All staff will take a positive approach to behaviour issues. All pupils will be made aware of the expectations placed upon them. In cases of minor misdemeanours staff will be remind children to make 'good choices'.
- Verbal appreciation of good behaviour, e.g. 'well done for walking quietly in the corridor'

We believe it is essential that all children can receive positive encouragement and have a fair chance to enjoy the positive rewards listed. Children's success, both in their work and behaviour should be measured against their previous performance rather than against that of other children in their class.

#### Sanctions:

The standard procedure for all forms of inappropriate behaviour problem follows a set pattern. Failure to improve leads to the next stage, each stage being recorded.

All staff follow this clear approach:

- Member of staff to give warning given to pupil.
- Loss of 5 minutes play
- Sent to a Senior Teacher (DHT or SLT) and class teacher to meet with the parents to discuss concerns
- Continued concerns with behaviour will lead to a meeting between parents, class teacher and headteacher to discuss concerns.

Severe clause (Serious Level Incident), straight to HT or SLT in her absence, all other steps missed

Withdrawal - a child who is continually behaving in an unacceptable way during assembly or class time will be given a 'calm down' period away from the other children, either in the classroom or just outside, remaining in full view of the adults in the class. **At no time should any child be left unsupervised.** Children should not remain away from the class. At the end of the withdrawal, once again the child should be given the opportunity to apologise, and to start afresh.

Strategies such as P4C, ELSA, circle time, role play and use of puppets etc, may be used to try and encourage children to be open about their feelings and to try and discover reasons for any incidents. Children will **always** be given the opportunity to explain reasons for inappropriate behaviour.

Persistent disruptive behaviour must be recorded in the class book and made known to the Headteacher who will decide the appropriate course of action. In the rare instance where there is still concern on the part of the parents and the school for the behaviour of a pupil, outside agencies may be called upon for support i.e. Educational Psychologist or A.L.N. Behaviour Support Staff.

A pupil with behavioural problems may be placed on the A.L.N. Register and have an Individual Development Plan

### **Exclusions**

Fixed Term or Permanent Exclusion is an extreme consequence of bad behaviour and is usually (although not always) imposed when other strategies have been exhausted. It is expected to be rare at our School. In considering exclusion, the Head Teacher will follow the Welsh Government Guidance.

In the Head Teacher's absence, the Deputy Head Teacher assumes this role.

A child is at significant risk of exclusion from our School for serious misconduct causing the Head Teacher to believe that allowing the child to remain in the school would seriously harm the education or welfare of the child or of others in the school.

Fixed term exclusions will normally be for 1 – 5 days depending on the seriousness of the incident and the child's previous disciplinary record.

A child may be permanently excluded for one very serious breach of discipline even if their record is good and there have been no previous fixed-term exclusions. Examples of "one-off" unacceptable behaviour justifying such strong action include serious violence or threatening the use of a weapon.

### **Additional Learning Needs**

We recognise that for a small number of children, whose behaviour is beyond the whole school rewards and consequences system, a more personalised approach

may be necessary in order to support them in developing the ability to regulate their own behaviour.

They may have an individual behaviour plan agreed between the pupil, staff and parents. The support of outside agencies will also be sought where appropriate, in particular the Behaviour Support Service or Educational Psychologist.

### **Child protection statement**

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

The procedures contained in this policy apply to all staff and governors and are consistent with those of the local safeguarding children board (LSCB).

### **Parents**

We recognise that an effective whole school Pupil Discipline and Behaviour Policy requires a close partnership between parents.

Parents can help by:

- Discussing the school rules with their child, emphasising their support of them and assisting when possible with their enforcement.
- Attending parent's evenings and developing informal contacts with school.
- Knowing that learning and teaching cannot take place without sound discipline. Remember that staff deal with behaviour problems (issues) patiently and positively (and promptly).

### **Governors**

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.

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.

### **Monitoring**

The headteacher monitors the effectiveness of this policy on a regular basis and reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a record of incidents of misbehaviour using a class book and My Concern. The headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

### **Review of Pupil Discipline and Behaviour Policy**

The governing body reviews this policy every two years. The 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.

**GUIDELINES FOR ARRANGING A MEETING WITH PARENTS  
ABOUT A CHILD WHOSE BEHAVIOUR IS CAUSING CONCERN**

**Before the Meeting**

- Decide whether the child will attend all or part of the meeting.
- Ensure the meeting is held in a safe environment.
- Inform another teacher of the meeting.
- To make eye contact to ascertain all is going well.
- To help keep the meeting to the time limit.
- Or ask someone to be present.
- Form an agenda with a time limit.
- Collect the evidence filed in the Behaviour Support Folder.
- Have a clear idea of the target you wish child to achieve.

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| <b>A typical agenda: Introduction</b>          | “Thank you for coming ....” (introduce self and anyone else present).   |
| <b>Outline agenda and purpose of meeting</b>   | <p>“I will outline the <u>incidents</u> which have come to my attention and which are causing concern.”</p> <p>“Then I’d like to hear any <u>information</u> or <u>comments you have</u>, and then I hope we can <u>work together to help</u> (child’s name) and <u>find a positive way forward</u> for the future.”</p> <p>(“We will bring (child’s name) in before the end of the discussions.”)</p>  |
| <b>Begin discussion<br/>Refer back</b>         | “You remember I spoke to you recently to explain our concerns about ... (child’s behaviour) ....”   |
| <b>Explain latest incidents</b>                | Referring to diary sheets, report book, behaviour sheets.   |
| <b>What has happened</b>                       | Report specific incidents.  |
| <b>How investigated</b>                        | <p>Don’t use names of others involved, indiscriminately.</p> <p>“We do take these incidents seriously.”</p> <p>“We spend a lot of time investigating to find out what happened.”</p>  |
| <b>What has been tried, so far</b>             | <p>“I have discussed with ... (child’s name) ... The procedure we expect him/her to follow e.g. seek help from adults on duty.”</p> <p>“There are two teachers on duty in each playground.”</p>   |
| <b>Some useful comments that could be used</b> | <p>“It is best if we work together to help ... (child) ...”</p> <p>“(Child’s name) knows our school Code of Conduct and how we expect children to behave at St Robert’s School”</p> <p>“We expect children to play safely.”</p> <p>“We take time talking things through with the children involved until they agree a way forward.”</p> <p>“We do not allow swearing and children are reminded regularly through assemblies etc.”</p> <p>“We expect people to respect others and expect to be respected.”</p> |
| <b>Consider asking</b>                         | “Does ... (child’s name) ... have friends home to play?”  |

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|   | “How do you deal with problems that arise at home?”  |
| <b>Ask parent and child to comment at appropriate stage</b> | Listen to comments but don't get involved in arguing about details, or be led into secondary issues.   |
| <b>Discuss ways to change/improve behaviour</b>             | <p><b>At Home:</b><br/> Watch for good behaviour and give praise e.g. “I was pleased that you shared that with your sister, well done!” “Thank you for doing that, it was a great help to me” etc.<br/> Parent may feel a sanction is appropriate e.g. less T.V. till better report.<br/> Consider reward – making a special time to play a game together e.g. draughts, Connect 4, card game, noughts and crosses, jigsaw puzzle, board game.</p> <p><b>At School:</b></p> <ul style="list-style-type: none"> <li>• Make expectations clear.</li> <li>• Set 1 or 2 targets, e.g.</li> </ul> <p>To play safely.<br/> To put up hand and wait turn.<br/> To stay in seat during lesson.<br/> To try to control my temper.</p> |
| <b>Consider need for home/school diary to keep in touch</b> | Use of homework book or may need separate book.<br>Parents asked to report back about how things are going at home.  |
| <b>Note down outcomes agreed</b>                            | You may wish to get parents to sign notes or a simple contract which parent, child and teacher sign as agreement.  |
| <b>Explain remaining stages on chain of consequences</b>    | Following any further incidents, parents will be called to see the Head Teacher or Deputy Head Teacher and further action considered.<br>If very serious, SEN stages may be discussed or started.  |
| <b>Set a review date</b>                                    | After one week, one month or before end of term.<br>Thank parent for coming and for their co-operation.  |

**RECORD OF MEETING WITH PARENTS (BEHAVIOUR)**

**DATE:**

**PEOPLE PRESENT:**

Statement of problem:

What has been tried so far:

Parents' views

Child's views:

Possible ways forward: