

Behaviour policy

St Patrick's Catholic Voluntary Academy



Approved by: Governing Board

Date: July 2026

Last reviewed on: July 2026

Next review due by: July 2027

'Rooted in Kindness, Guided by Faith, Reaching for Excellence.'

Parents who wish to send their child to St Patrick's Catholic Voluntary Academy are agreeing to support the school, this policy and all other school policies

Rationale

The purpose of this policy is to provide an environment of consistency, which promotes a feeling of security, care, love and respect for all within our Catholic school community.

Our clearly defined expected standards of behaviour and expectations of consistency of approach are adopted throughout school. We have a range of rewards and sanctions for celebrating good behaviour and for dealing with unacceptable behaviour.

The school and governing body seek to create an environment in the school, which nurtures and promotes positive learning behaviour. It acknowledges that as an educational establishment, an important outcome is for individuals to display good behaviour as members of society.

The success of the policy calls for commitment from all involved, staff, pupils, parents and governors. We acknowledge the role that parents have in helping their children to behave well and in supporting the work of the school. We believe that it is important to work together with parents to agree and implement strategies that will have the greatest positive effect on their children's behaviour.

Discipline in schools

Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow reasonable instruction (section 90 and 91 of the Education and Inspections Act 2006)

Teachers (or paid member of school staff or a member of staff authorised by the Headteacher) can discipline pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose a punishment for that pupil. Teachers can discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of school.

Aims

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying
- 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

Legislation and statutory requirements

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

- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe In Education 2025](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2024](#)
- [Use of reasonable force in schools](#)

- [Supporting pupils with medical conditions at school](#)
- Special Educational Needs and Disability (SEND) Code of Practice

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy

Definitions.

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Intentionally wearing the incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Putting themselves or others in danger
- Any form of bullying (see definition on Page 4)
- Sexual violence – this includes rape, assault by penetration, or sexual assault (intentional sexual touching without consent).
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These include:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

- E-cigarette, or similar (vape)

Harmful Sexual Behaviour

Harmful Sexual Behaviour is defined as:

'Sexual behaviours expressed by children and young people under the age of 18 years old that are developmentally inappropriate, maybe harmful towards self or others, or be abusive towards a child, young person or adult'.

Any incidents involving child on child sexual violence and sexual harassment will be taken to the Head teacher and DSL in line with Step 5 on the Behaviour chart.

Child Protection and Safeguarding procedures will be followed referring to the guidance provided in part 5 of the KCSiE 2025.

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:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, 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 characteristic (e.g. gender, race, sexuality)
Sexual Harassment	Unwanted conduct of a sexual nature – such as sexual comments, display of sexual material, sexual jokes or taunting, sexual gestures or inappropriate touching, unwanted physical behaviour like interfering with clothes, comments about sexual reputation or performance or online harassment such as sexting
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, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy.

Roles and responsibilities

The governing board

The governing body is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The governing body will also review this behaviour policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Senior leadership team to account for its implementation.

The Headteacher

The Headteacher is responsible for reviewing this behaviour policy in conjunction with the governing body giving due consideration to the school's statement of behaviour principles (appendix 1).

The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently. They will also ensure that the data from the behaviour log is reviewed regularly.

The Headteacher will ensure that all staff understand the behavioural expectations and the importance of maintaining them. They will also implement appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it.

The Headteacher will provide all new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully.

Staff

Staff are responsible for:

- Create a calm and safe environment for pupils
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling positive behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents promptly using the school's reporting method (CPOMs)

The senior leadership team will support staff in responding to behaviour incidents.

Parents

Parents are expected to:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

Pupil code of conduct

Pupils are expected to:

Be Ready, Be Respectful, Be Safe by -

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

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture

Rewards and sanctions

List of rewards and sanctions

Positive behaviour will be rewarded with (examples):

- Praise
- Dojo Points/Stickers/Certificates
- Letters/postcards or phone calls home to parents
- Special responsibilities/privileges

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- Sending the pupil to sit in isolation in the classroom
- Expecting work to be completed at home, or at break or lunchtime
- Minutes lost from playtime/lunchtime
- Detention at break or lunchtime
- Referring the pupil to a senior member of staff (in accordance with the policy Sanctions and Rewards steps)
- Letters, invites to parents to discuss behaviour or phone calls home to parents
- Agreeing a behaviour contract
- Suspensions or permanent exclusion

Steps for Sanctions and Rewards are visible across the school and shared with pupils and parents each year

Off-Site Behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on public transport on the way to or from school.

Online Behaviour

Where a pupil has posed a threat, causes harm or affects the reputation of the school online, sanctions may be applied. Depending on the nature of the offence, the Police may be involved if the severity of the online behaviour warrants such approach. (see suspected criminal behaviour below)

Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the Headteacher will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be, and in line with our policy:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our child protection policy and safeguarding policy for more information

Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

Please refer to our safeguarding policy/statement of procedures for dealing with allegations of abuse against staff or other pupils for more information on responding to allegations of abuse.

The Headteacher will also consider the pastoral needs of staff accused of misconduct.

Mobile Phones (Year 6 only)

The school understands that mobiles phones may be needed by older children when walking home at the end of the school day. All mobiles are to be handed to the class teacher at the beginning of the school day and collected at the end of the school day. The school cannot accept any responsibility for any mobile devices.

Behaviour management

Consistency is at the heart of developing exemplary behaviour. This lies in the behaviour of adults and not simply in the application of procedure. Our aim is to develop a consistency that ripples through every interaction on behaviour – where learners feel treated as valued individuals, they respect adults and accept their authority.

Our school rules are 'Ready', 'Respectful', 'Safe'. We believe that abiding by these rules will allow St Patrick's to be a happy and safe place to learn. These are the rules on which everyone agrees – all staff have responsibility to apply these rules in a fair, impartial and consistent manner.

Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the school's sanctions and rewards in the classroom
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement
- Escorting pupils around the school in an orderly manner and both in and out of the playground, before and after school

Responding to Misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

Staff will use steps in behaviour for dealing with poor conduct – staff will try and redirect through non-verbal clues such as making eye contact with the learner or use of proximity praise – comment on the good behaviour of others who are close to the learner. If this doesn't work, give a first reminder – a

quick, quiet reminder of expectations so the learner has the chance to rectify their behaviour. If behaviour continues, move onto Level 1 of behaviour ladder sanctions.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

Restorative conversations need to take place so learners can understand what behaviour was unacceptable, how to rectify this and how they can make a better choice next time. Time to reflect then move on, fresh start.

Restrictive Physical Intervention

In exceptional circumstances, trained staff may use reasonable and proportionate force as part of a restrictive physical intervention to prevent a pupil from:

- Causing injury to themselves or others
- Committing a criminal offence or causing significant damage to property
- Seriously disrupting the good order and discipline of the school

Restrictive physical intervention will only be used in line with the schools Restrictive Interventions Policy and current Department for Education (DfE) guidance and the following principles:

- **Last resort:** It is used only when all appropriate de-escalation strategies have been attempted or are judged to be ineffective in the moment
- **Proportionate and necessary:** The least restrictive option is always chosen, using the minimum force for the shortest possible time
- **Safety and dignity:** Every effort is made to preserve the safety, dignity, and well-being of the pupil and all involved
- **Not punitive:** It is never used as a form of punishment
- **Individualised approach:** Consideration is given to the pupil's age, needs, developmental level, and any known SEND or medical conditions

Following any incident of restrictive physical intervention:

- The pupil will be supported to recover and regulate, and a debrief will take place when appropriate
- Staff involved will have the opportunity to debrief and reflect
- The incident will be recorded promptly and accurately in the school's CPOM system
- Parents/carers will be informed on the same day or as soon as reasonably practicable
- The incident will be reviewed by senior leaders to inform future planning, including risk assessments and behaviour support plans where necessary

Where a pupil is assessed as being at risk of requiring restrictive intervention, a proactive plan (such as a Positive Behaviour Support Plan or Risk Assessment) will be put in place, shared with parents/carers, and regularly reviewed.

Suspension and permanent exclusion

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 headteacher and only as a last resort.

Please refer to our suspension and permanent exclusions policy.

Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching](#).

[screening and confiscation.](#)

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.

Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

Training

Behaviour management will also form part of continuing professional development.

Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?

- Whether the pupil is likely to behave aggressively due to their particular SEND?
- Identify whether a trigger is causing behavioural incidents.

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

Supporting a pupil following a sanction

Following a suspension further support can be implemented including:

- Reintegration meetings
- Daily contact with the Learning Mentor
- A behaviour chart
- Parent updates

Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- All staff and visitors have the right to feel safe, respected and valued too
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and permanent exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the full governing body every two years.

Appendix 2

To be completed by all witnesses when a serious incident of behaviour occurs. This is to be scanned in to CPOMs as an attachment if it is a pupil statement or written directly into CPOMS to the logged incident if it is a staff member statement.

Pupil/staff: Year group [if applicable]:

Date of statement:

Date, time and location of incident:

Witness number (use to anonymise if required):

Before writing your statement, please read the guidelines below. Please ask if you are unsure about any point. Thank you. Ensure statements are scanned into CPOMS as soon as practicably possible

1. Be as clear and as concise as possible.
2. Keep to the facts – add times and dates, if known.
3. Only comment upon what you have actually **seen** or **heard yourself**.
4. Consider, **where were you, who else was there, did you have any direct involvement or were you a bystander?**
5. Be honest and tell the whole story – do not leave out information because you are worried it may cause trouble for a friend or yourself.

Witness statement - What follows are the facts from my point of view and as far as I know them. (if hand written please use additional sheets as required. Please number your pages)

Signed:

Date:

If pupil statement, staff sign below if present at statement recording, include position in school.

Staff:

Any Prompted questions please add below:

Rewards and Sanctions at St Patrick's



If I make the right choice...

Headteacher - Special Letter home

Consistently high standard of behaviour and work; outstanding improvements to work/behaviour. Makes a significant contribution to school life.

SLT - Postcard home

Outstanding behaviours and attitude is consistent. Dedicated and positive attitudes to work and the school ethos; supporting and caring towards others.

Certificates, messages/calls home

Sustained good work and attitudes.
Prepared for learning, on time to lessons.
Sustained good behaviours at Level 2.

Stickers, special mentions in class

Polite, kind, helpful, arrives to school ready to learn, correct uniform, good role model of good behaviours to others.

Dojo points and verbal praise

Polite, helpful, general expectations of good behaviour: holding the door, walking sensibly.



Level

5

4

3

2

1



If I make the wrong choice...

Headteacher or delegated authority - Exclusion

Violent, abusive, consistent derogatory language, severe bullying, or serious incident, in possession of prohibited items, serious assault.

Go to SLT - Parents contacted, possible Fixed Term Suspension/loss of privileges

Persistent bad language, deliberately hurting another, derogatory language, theft, bullying, vandalism, fighting. Repeat of Level 3.

Miss part or full break - Parents informed and reported on CPOMs

Bad language, persistent ignoring of instructions, poses a threat to another, threatening or angry behaviours, aggression. Poor attitude, non-completion of tasks.

Miss part of break

Not responding to a warning, repetition of Level 1 behaviours; ignoring instructions, unkind comments/shouting.

Verbal warning

Not following instruction, calling out, swinging on chair, incorrect uniform, being unkind.