Behaviour Policy

St Patrick's Catholic Voluntary Academy
Barnsley Road
Sheffield

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

Approved by Local Academy Committee:	May 2025
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Mission Statement

At St Patrick's Catholic Voluntary Academy, our faith is the foundation of everything we do. We cultivate a nurturing, Christ-centred environment where every child is inspired to strive to be the very best version of themselves. Guided by Gospel values, we prepare our pupils for their future beyond primary school, instilling a sense of hope, purpose, and confidence to achieve their highest dreams.

Core School Values

- **Faith & Hope:** We place God at the heart of our school life. Our faith guides our daily decisions, actions, and interactions, giving us hope and trust in the future God has planned for us.
- **Kindness & Compassion:** We treat everyone in our school family with warmth, empathy, and respect, following the example of Jesus in our daily lives.
- **Reconciliation & Forgiveness:** We recognise that making mistakes is a natural part of growing. We teach our children to speak with honesty, say sorry sincerely, and embrace forgiveness to build strong, restorative relationships.
- **Responsibility & Integrity:** We encourage our children to take ownership of their choices, behaviour, and learning, understanding their impact on the surrounding community.
- **Excellence & Aspirations:** We encourage every child to nurture their unique God-given talents, work hard, and aim high so they are fully prepared for secondary school and the world beyond.

Policy statement

St Patrick's Catholic Primary school is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline and it echoes our core values and mission statement with an emphasis on respectful behaviour and a partnership approach.

Aim of the policy

- To ensure a culture of exceptionally good behaviour: for learning, for community and for life
- To promote good relationships and ensure that all learners are treated fairly and shown respect
- To refuse to give learners attention and importance for poor conduct
- To help learners take control over their behaviour and be responsible for the consequences of it
- To build a community that values kindness, care, good humour, good temper, obedience and empathy for others
- To promote community coherence through improved relationships
- To ensure that excellent behaviour is a minimum expectation for all
- To ensure rewards and sanctions are applied consistently

Purpose of the policy

To provide simple, practical procedures for staff and learners that:

- Recognise behavioural norms
- Positively reinforce behavioural norms
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive interactions and interventions

Leadership and management

All staff are responsible for promoting positive behaviour. The following staff are responsible for overseeing behaviour across school:

- Sarah McCall (Headteacher)
- Hayley Rutter and Debbie Hobbs (Assistant Headteachers)
- Siobhan Reid (Learning Mentor)

Behaviour incidents are recorded using CPOMS; whenever the behaviour category is selected, the individuals listed above are alerted so that they are able to respond appropriately.

Specific responsibilities are listed in Appendix 1

Consistency in practice

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.

All staff, every day:

- Greet children warmly, model positive behaviours and build relationships
- Respond calmly and give 'take up time'. Prevention before sanctions
- Follow up every time, retain ownership and engage in reflective dialogue with learners

Values and Rules:

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 the responsibility to apply these rules in a fair, impartial and consistent manner.

Positive reinforcement:

- We recognise that using positive language is key to developing a positive atmosphere
- We use consistent routines and systems throughout school to reinforce and encourage appropriate behaviour – we praise the behaviour we want to see
- We recognise and reward learners who go 'over and above' our standards[1]

[1] Extrinsic reward systems are used to encourage good conduct. These should be simple, manageable, age appropriate and must be used consistently.

REWARD STEPS –

Foundation of dealing with behaviour - general interaction with children	Daily interaction	Meet and greet children Consistent routines and expectations Calm, inviting classrooms Predictable environments All adults managing children in the same way, treating everyone fairly Model using beautiful manners e.g. saying *please and thank you, holding the door open, talking in Standard English*
Dojo points, verbal praise	Praise	Children being polite, helpful, kind, generally following the school rules and routines, good behaviour
Stickers, special mentions in class	Shout out	Children showing they are ready, respectful and safe – e.g. correct uniform, using good manners, walking sensibly through the corridors, showing kindness, helping others
Certificates Messages Phone calls home	Spotlight	Sustained or significant improvement in good behaviour, following our school rules
Postcard sent home for star of the month and put on newsletter	Star of the month	A role model for St Patrick's - consistently trying your best, positive attitude to learning, kind and caring to others
A very special reward with Mrs McCall	Mrs McCall's legends	Fulfilling our school motto daily – everything you do is rooted in kindness, guided by your faith and you reach for excellence in every possible way – you strive to be the very best version of yourself. This could be through consistently modelling exemplary behaviour and effort to learning or demonstrating significant improvement.

Managing and modifying poor behaviour:

Learners are responsible for their behaviour. Staff will use the steps in behaviour for dealing with poor conduct and will do so without delegating.

General interaction with children	Redirection	e.g. Proximity: Move closer to the learner. Proximity praise: Comment on the good behaviour of others who are close to the learner. Non-verbal: Make eye contact with the learner, refer to the zones of regulation (whole class or group).
Not following instruction, calling out, swinging on chair, messing about in the line, incorrect uniform, being unkind	Reminder	A clear verbal reminder of the expectations delivered privately (if possible) to the learner – state behaviour, redirect and give take up time – the learner has a choice to do the right thing: *'Jamie, you're talking, you need to get on with your work. Thank you.'*
Not responding to a reminder, ignoring instructions, unkind comments	Warning - reset	A clear verbal warning delivered privately (if possible) to the learner. Outline the consequences if they continue – the learner has a choice to do the right thing:* Reset expectations. *'Jamie, you're still talking, that's a warning. If you continue it will be a time out. You need to get on with your work. Thank you.'*
Bad language, persistently ignoring instructions, threatening or angry behaviours, poor attitude, not completing work	Time-out* - Related consequences	The learner is asked to speak to the teacher away from the other children (play time/dinner time) Boundaries are reset, the learner is asked to reflect on their next step, and they are reminded of their previous (positive) conduct/attitude/learning. *'Jamie, you wasted 3 minutes of your learning time, so you've got 3 minutes to…. continue with your learning during playtime.'* *'Jamie, you have continued to mess about whilst walking out to playtime, that is 2 minutes you have lost from your playtime.'* Once completed the time out - the learner is given a final opportunity to reengage with learning/follow instructions.* Fresh start. If this behaviour continues - parents informed. Reported on CPOMs.
Persistent bag language, deliberately hurting others, bullying, fighting, theft, repeated behaviours	SLT intervention SLT intervention will be recorded on CPOMs.	SLT intervention – parents contacted. Possible consequences – loss of play time/dinner time/privileges/fixed term suspension. Pupil may be removed by a member of SLT or by another member of staff who will bring the learner to either the sensory room or a safe space. Leaders will support the learner to regulate. Learners will then engage with the learning task that would have been completed in the classroom. If behaviour doesn't improve over time, behaviour support cards or a reward chart appropriate to the child's age are an option to use to support an improvement in behaviour.

Sustained acts of bulling, dangerous behaviour, serious assault, carrying a dangerous weapon	Exclusion	A serious or persistent breach of the school's behaviour policy may result in permanent exclusion.

All learners must be given 'take up time' between steps. It is not possible to leap steps or accelerate steps for repeated low-level disruption. Secondary behaviours[2] are ignored and noted down to be followed up later.

Following SLT intervention, the staff member involved will take responsibility for a restorative conversation: (SLT will support when requested)

- What happened?
- How did this make you feel?
- Who has been affected by what has happened? In what way?
- What do you think you need to do to make things right?

Learners may have their behaviour monitored by teachers to show progress towards agreed targets monitored over two weeks (See Appendix). We make sure that this is done discretely – we do not advertise poor behaviour or give public acknowledgement to those who choose not to meet our high standards.

If learners continue to display poor conduct over time, a formal meeting is arranged with the teacher, the learner, a member of SLT and parents. Support (see Appendix) is discussed and targets are agreed that will be monitored over the course of two weeks. All formal meetings are recorded on CPOMS

Consequences:

When appropriate, the following consequences can be given as a result of poor conduct:

- Loss of playtime
- Loss of lunchtime
- Loss of privileges

These sanctions may be accompanied by a letter to parents and must be recorded on CPOMS.

A serious or persistent breach of the school's behaviour policy may result in permanent exclusion. The school follows the statutory guidance as set out by the Department for Education.

[2] E.g. Tutting, rolling eyes, muttering under their breath etc.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1181584/Suspension_and_permanent_exclusion_guidance_september_23.pdf

The decision to exclude the student will be taken in the following circumstances:

- In response to a serious breach of the school rules as described in the list below;
- If allowing the student to remain in school would seriously harm the education or welfare of the students or other in the school.

The decision to exclude is made by the Headteacher.

Suspension is an extreme sanction and is only administered by the Headteacher. Suspension or exclusion may be used for any of the following, all of which constitute unacceptable conduct and are infringements of the school rules.

- Verbal or written abuse towards students or staff: this category also includes offensive language and/or threats of violence directed at students via social networking sites or other forms of electronic communication
- The use of electronic technology to record, without the permission of a member of staff, images of buildings, students or staff of St Patrick's School, irrespective of location
- Sustained acts of bullying, including 'cyber' bullying
- Use of prejudiced and discriminatory language
- Physical abuse to staff or students
- Indecent behaviour
- Vandalism or wilful damage to property
- Being in possession of illegal drugs; also to include alcohol
- Supplying illegal drugs to others
- Misuse of other substances
- Theft
- Violence against another student or a member of staff
- Threatening violence towards another student or member of staff
- Orchestrating violence between other students
- Sexual abuse or assault
- Carrying an offensive weapon*.
- Arson
- Dangerous behaviour which may harm a student or member of staff
- Unacceptable behaviour which has previously been reported and for which School sanctions and other interventions have not been successful in modifying the student's behaviour
- Persistent disruptive behaviour
- Persistent refusal to follow adult instruction
- Acting in a manner which brings the school's reputation into disrepute

This is not an exhaustive list and there may be other situations where the Headteacher makes the judgement that exclusion is an appropriate sanction.

There are two types of exclusion; suspension, with a usual duration of one to five days depending upon the severity of the student's action, or permanent.

The decision to exclude a student permanently is a serious one. There are two main types of situation in which permanent exclusion may be considered.

The first is a final, formal step in a concerted process for dealing with disciplinary offences following the use of a wide range of other strategies which have been used without success. It is an acknowledgement that all available strategies have been exhausted and is used as a last resort.

The second is when there are exceptional circumstances and it is not appropriate to implement behaviour modification strategies: in such situations the decision may be made to permanently exclude a student for a first or 'one off' offence.

The School will consider police involvement for any of the above offences for children over the age of criminal responsibility.

** Offensive weapons are defined in the Prevention of Crime Act 1953 as "any article made or adapted for causing injury to the person; or intended by the person having it with him for such use by him or some other person."*

As a school we aim to meet with all parents/carers and their child following a suspension for a re-integration meeting prior to their return to school.

Child on child abuse:
Incidents of child-on-child abuse are recorded using the following categories on CPOMS:

- Verbal abuse
- Physical abuse
- Sexualised language
- Sexualised behaviour
- Bullying

When any of the above categories are selected, senior leaders are alerted so that they can conduct an investigation and take action where appropriate. (See Anti-bullying policy)

Measures to prevent child on child abuse:

Curriculum: Our curriculum promotes positive and healthy relationships – this is evident in all that we do. Specific aspects of relationships are taught through PSHE including physical and emotional well-being, strong emotions, private parts of the body and personal relationships. This work is supported by assemblies that deal with specific areas such as bullying and online behaviour.
Staff induction, development and support:

All new staff are given a comprehensive induction into school behaviour approaches including, systems and routines. Senior leaders greet children at the gate and are an active presence throughout school so that staff and children feel supported. Ongoing profession development is tailored so that staff broaden their knowledge, understanding and practice when dealing with both commonplace and complex behaviours. As a school, we deliver 'in-house' training along with using external providers to draw upon outside expertise.

Appendix 1:

Specific responsibilities:

Sarah McCall (Headteacher): Behaviour support cards

Behaviour support cards are designed to promote positive learning behaviours in the classroom. They are used over a three-week period and break down the school day into smaller more manageable sessions which enable targets to be set for the children. Report cards are put in place following a meeting with the child and parent/carer. The child's success is communicated with parents on a weekly basis.

Siobhan Reid (Learning Mentor): Behavioural support

Miss Reid leads on a range of intervention and strategies that support positive behaviour. These include planned and timetables activities with specific children and ongoing support for other staff in approaches such as Zones of regulation and Five-Point-Scale. (See appendix 2 for full list of approaches)

Appendix 2:

Support is tailored to the needs of the child and can consist of one of more of the following strategies and interventions:

- Zones of regulation
- Restorative script
- Behaviour support card
- Positive Behaviour Plan
- Positive Handling Plan
- Friendship workshops
- Early Help Assessment (External services including FIS)
- Parenting workshops, seminars and discussion groups (Sheffield Parenting Hub)
- CARITAS counselling
- Nurture breakfast
- Lego Therapy
- ELSA
- Trauma Informed practitioner
- Social interventions

Any support is discussed and agreed in advance.

Related Documents:

Anti-Bullying Policy
Equality Statement
SEND Policy