St. Patrick's Catholic Voluntary Academy



Christ with me wherever I go,

Christ around, above, below.

Positive Behaviour Policy 2026

(Leading to positive relationships and friendships)

This policy was adopted by The Governing Body of St. Patrick's Catholic Voluntary Academy	
Date: November 2026	To be reviewed: November 2027

''When people talk about behaviour, they obsessively search for the instant solution. Some peddle magic dust or 'behaviour systems' that glisten yet quickly fade. Others relentlessly scream for a bigger stick to beat students down with. Both extremes harbour an irresistible idea that there is a short cut to changing behaviour. They sell the lie that

you can provoke sustained behavioural change in others without doing much hard work yourself. The truth is that there is no alternative to the hard work: building relationships with those who would rather not, resetting expectations with those who trample them, being relentlessly positive and sustaining a poker face when confronted with challenging behaviour.''

(Paul Dix, Pivotal Education)

Our Behaviour Policy is underpinned by the principles of Catholic Social Teaching and aims to:

- Fulfil the governors' duty of care to students and staff, respecting the inherent dignity of each person and enabling them to feel safe and valued
- Ensure all adults provide a consistent and calm approach with consistent language to promote positive behaviour and act with compassion, following Christ's example, to prioritise the needs of the most vulnerable in our community
- Provide a clear guide for children, staff and parents of expected levels of behaviour
- Ensure all adults are aware of their rights and responsibilities for behaviour and follow-up personally
- Support pupils to develop the skills to take responsibility for poor conduct and to manage and modify their behaviour using restorative approaches instead of punishments
- Ensure that the reputation of St. Patrick's Catholic Voluntary Academy is positive in the local and wider community.

The purpose of the Behaviour Policy is to

Provide simple, practical procedures for staff and students that…

- Foster the belief that there are no 'bad' students, just 'bad choices'
- Encourage students to recognise that they can and should make 'good' choices if they are to thrive in our community and participate in a society working towards the common good
- Recognise behavioural norms
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive intervention

At St. Patrick's Catholic Voluntary Academy, students want teachers to:

- Give them a 'fresh start' every lesson
- Help them learn and feel confident
- Be consistent, just and fair
- Have a sense of humour

Our Behaviour Policy is based upon…



The Five Principles of our Practice



At St. Patrick's Catholic Voluntary Academy, we have agreed that **we expect to see all of our staff, governors, trustees and visitors** respecting the inherent dignity of each person by displaying the following adult behaviours:

- calmness
- humour
- empathy
- consistency
- reflective practice
- staff aiming for 'win/win' situations
- catching students being positive
- recognising and praising good conduct publicly, confidently and with a smile
- de-escalation

Adult behaviours **we don't expect to see** are:

- aggression
- shouting
- negativity
- 'losing it'
- adults creating 'power struggles'
- humiliation/shame

Our Values and Expectations



St. Patrick's Catholic Voluntary Academy 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. As members of our community, we adhere to the values of our school being: **'Ready, Safe and Kind.'**



• I am ready to listen • I am ready to learn and take pride in all I do • I am ready to work on my character muscles • I am on time for school and in the correct uniform	• I move around the school calmly and quietly • I look after my school and my belongings • I tidy up • I line up quietly and calmly in and around school • I line up on the playground - I stop on the first whistle and walk to the line on the second whistle • I make safe choices on stairs • I make safe choices on the playground with people and equipment	• I try to be just like Jesus • I treat others with respect and listen to their ideas • I use manners • I show care and offer to help others • I use kind words and actions • I greet my friends and teachers when I arrive and leave

Expectations of Adults

Consistent adult behaviour, **relentless routines** and **first attention to best conduct** will lead to pupils consistently conforming to our expectations.

ALL staff must:

1) Meet and Greet - Take time to welcome students at the start of the day and in their classrooms at the beginning and the end of the day

2) Use personal, sincere praise all day

3) Never walk past or ignore students who are failing to meet expectations

4) Use reward systems consistently

5) Always redirect students ensuring they are…



6) Be **assertive -** Being able to communicate your needs in a way that is:

- Being in control
- Being clear
- Being decisive with clear conviction

- Being direct
- Being polite and fair

Members of staff who manage behaviour well…

- ✓ Deliberately and persistently catch students doing the right thing and praise them in front of others
- ✓ Know their classes well and develop positive relationships with all students
- ✓ Relentlessly work to build mutual respect
- ✓ Remain calm and keep their emotion for when it is most appreciated by students
- ✓ Demonstrate unconditional care and compassion



We expect Senior Leaders to:

1) Be a visible presence around the school especially at play times/lunch times
2) Regularly celebrate staff and students whose efforts go above and beyond expectations
3) Encourage use of positive praise, phone calls/notes and certificates/stickers
4) Go into lessons to catch students being positive
5) Stand by staff to support restorative conversations
6) Support teachers in managing students with more complex or challenging behaviours

At St. Patrick's Catholic Voluntary Academy we reward positive behaviour and achievement in the following ways:



- Class Recognition Boards – moving names for positive behaviour targets
- Regular verbal and non-verbal specific praise
- Identifying our Character Muscles through verbal praise and certificates
- Awarding reward points/House points/Dojos
- Star of the Week Certificates
- Headteacher's Award
- Stickers / ''Ask me why I got this'' sticker
- Class Marbles/ClassDojos
- Positive phone calls/notes home/messages via ClassDojo
- Smiley faces
- Merits
- 'Secret Student'
- Opportunities to represent the school in a variety of teams and/or organisations

BEHAVIOUR PATHWAY - De-Escalation

Scripting Conversations

De-escalation of inappropriate student behaviour by staff avoids low-level behaviours escalating and becoming more serious. When students are behaving in a way that is not appropriate staff should use a range of strategies to support that student to get back on track without giving attention to the negative behaviour.

1. **Reminder**
2. **Warning**
3. **Thinking/Calm Time**
4. **Follow up/Reparative Conversation**

Reminder

Warning

Thinking Time

Repair

Should you feel, using your professional judgement, that a senior member of staff needs to be part of the Follow up/Reparative Conversation then follow the guidelines below:

- Send to SLT/ DHT/ HT
- Parents Phoned and/or Called to School
- Temporary loss of privileges such as removal from a group or exclusion from an activity
- Suspension/Exclusion from school

1. Warning

Gentle Approach, use child's name, child level, eye contact, deliver message

I noticed you chose to …… *(noticed behaviour)*

This is a REMINDER that we need to be___ (Ready, Safe, Kind)

You now have the chance to make a better choice, just like you did *(remind of a time when they did what you need them to do now)*

Thank you.

Example – "I notice that you're running. You are breaking our school rule of being **safe**. Please walk like you did this morning. Thank you.''

2. Warning

I noticed you chose to …… (*noticed behaviour)*

This is the **second** time I have spoken to you.

If you choose to break the rule again you leave me no choice but to ask you to leave the room / go to the quiet area / thinking chair ……. (learner's name). Do you remember when ……. (*Reminder of previous positive behaviour*)

That is the behaviour I expect from you. Think carefully. I know that you can make good choices Thank you.

Example – "I have noticed you have chosen to not be ready to do your work and this is the second time I've spoken to you. You are breaking the school rule of being **ready**.

If you choose to break the rule again then you will have to catch up with your work at playtime. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you."

3. Thinking Time

I noticed you …… (*noticed behaviour*)

You have chosen to/need to:

- **Classroom** - 1. Wait outside the classroom/go to quiet area 2. Go to sit with other class 3. Go to sit in a SLT/DHT classroom 4. Go to HT's office
- **Playground**: 1. Stand by other staff member 2. Sit on the bench 3. Go to HT's office

I will come and speak to you in two minutes

Example – "I have noticed you using rude words. You are breaking the school rule of being **kind**. You have now chosen to go and sit on the bench. I will come and speak to you in two minutes. Thank you''

TIME IN not TIME OUT that counts.

DO NOT describe child's behaviour to another adult in front of the child



4. Repair

FOLLOW UP, REPAIR AND RESTORE - Restorative Conversations

1. *What happened*? (Neutral, dispassionate language)
2. *What were you feeling at the time?*
3. *What have you felt since?*
4. *How did this make people feel*?
5. *Who has been affected? What should we do to put things right? How can we do things differently?*
6. Ask the student if they have anything they want to say. An apology is only of value if it is meant. Forcing a student to apologise is not going to change the situation.

(The language above will need to be simplified for younger children or those who may need support with English)

***Remember it's not the severity of the sanction, it's the certainty that this follow up will take place that is important.**

Incidents are logged in Arbor and/or CPOMS at the staff member's discretion.

Consequences

If the behaviour continues and escalates, it is not ignored. Staff will reference it and re-assure the rest of the group that it will be dealt with.
When students have been given the support and opportunities to make the right choices (see above) but do not modify their behaviour staff will use the agreed consequences for extreme behaviour (see below).

Extreme Behaviours

Some children exhibit particular behaviours based on early childhood experiences and family circumstances. As a school we recognise that their behaviour is their way of communicating their emotions. We also understand that for many children they need to feel a level of safety before they exhibit extreme behaviours. Where possible, we use our most skilful staff to build relationships with each individual child. These children will have bespoke 'Positive Handling Plans.'

When dealing with an episode of extreme behaviour, a child may need to be restrained if they or another person are unsafe. This will only be used as a last resort and by trained staff only who will ensure that any restraint is 'reasonable, proportionate and necessary'.

The school will record all serious behaviour incidents in Arbor and/or CPOMS. Any restraints will be recorded as soon as possible after the event, and within 24 hours, setting out a 'full picture' of what happened. If more than one member of staff was involved, they should create individual reports rather than collaborate on one. The reports will be shared with the LA and uploaded to CPOMS.

A suspension or exclusion will occur following extreme incidents at the discretion of the Headteacher and will be enforced under these conditions:

- Staff need respite after an extreme incident
- The child needs time to reflect on their behaviour
- To give the school time to create a plan which will support the child better
- The child being at home will have a positive impact on future behaviour

If these conditions are not met, other options may include a day (or part day) of seclusion with a member of the SLT or Headteacher.
We understand that, throughout this process, it is imperative that we explain what is happening and why it is happening to parents and arrange meetings to discuss.

The 'government supports headteachers in using suspension and permanent exclusion as a sanction when warranted as part of creating calm, safe, and supportive environments where both pupils and staff can work in safety and are respected. To achieve this, suspension and permanent exclusion are sometimes a necessary part of a functioning system, where it is accepted that not all pupil behaviour can be amended or remedied by pastoral processes, or consequences within the school.' (DfE's 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement' - Guidance for maintained schools, academies, and pupil referral units in England, September 2023)

Physical Attacks on Adults

At St. Patrick's Catholic Voluntary Academy, we take incidents of violence toward staff very seriously. We also understand that staff are the adults in the situation and can use a 'common sense' approach to keep themselves and the child safe to manage the situation effectively. Staff can use 'reasonable measures' to protect themselves in accordance with our Physical Intervention and Use of Reasonable Force Policy and should call for support if needed. Only staff who have been trained in Physical Restraint should restrain a child.

All staff should report incidents directly to the Headteacher or Deputy Head and they should be recorded in Arbor and/or CPOMS. We appreciate these incidents can cause distress for the adults involved, therefore all staff are entitled to take some time away from the classroom to recover their composure. In extreme cases, the member of staff may be allowed to go home by a member of SLT.
Whilst incidences of violence towards staff are wholly unacceptable, we must remember that we are a nurturing school that values each child under our care. It is important for us, as adults, to reflect on the situation and learn from our actions. Children who attack adults may do this for several reasons but as adults we need to still show compassion and care for the child.

Final Note…

The five pillars of our practise are the first approach all staff will use to ensure behaviour is exemplary and that we all create an environment that is safe, where everyone feels respected and where students come into each lesson ready to engage in learning. We know that adult consistency, positivity and kindness supports students to be the best they can be.

"You can be strict without being nasty, maintain boundaries without cruelty and correct children without aggression".

(Paul Dix, Pivotal Education)

ALL Staff will wear lanyards to support behaviour and consistency in language:



Scripting Conversations | Restorative Follow Up

1. Reminder
2. Warning
3. Thinking/Calm Time
4. Follow up/Reparative Conversation

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Ready / Safe / Kind
You now have the chance to make a better choice, just like you did _____
Thank you 😊



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