



SAINTS PETER AND PAUL
CATHOLIC HIGH SCHOOL

Behaviour for Learning Policy

Including statement of Aims and Principles

Date policy last reviewed: September 2023



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1. Statement of Intent

This policy aims to:

- Display our commitment to recognising and rewarding positive behaviour
- Promote a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how students are expected to behave**
- How we communicate sanctions to parents
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

2. Legal Framework

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
- Use of reasonable force in schools
- Supporting students with medical conditions at school
- School Exclusion Guidance
- Special educational needs and disability (SEND) code of practice

In addition, this policy is based on:

- DfE guidance explaining that maintained schools should publish their behaviour policy online

3. Key Principle – Student Code of Conduct

At Saints Peter and Paul, the governing body and staff community believes that in order to enable effective teaching and learning to take place, good behaviour is necessary. Our policy is based upon our key principle of **RESPECT**.

We define respect in 3 ways:

- Respect for oneself
- Respect for others
- Respect for our environment

The central ethos of our behaviour strategy in school is to encourage self-discipline and we actively teach how we want students to behave. We seek to emphasise positive achievement and to recognise the success of students in all areas of school life.

4. Standards and Expectations

At Saints Peter and Paul, we have high-standards and do not tolerate poor behaviour. The standards and expectations below ensure good order within our school so that all students can learn in a safe, secure environment and be the best version of themselves.

Students are expected to:

- Wear full school uniform correctly and with pride every day (*see appendix 1*)
- Arrive to school and lessons on time, fully equipped and ready to learn
- Demonstrate positive behaviour, display our shared values and our Respect Pledge
- Be polite and always use their manners
- Believe in themselves and always give their very best
- Follow instructions from staff
- Walk around school in a calm orderly manner
- Keep the school clean and tidy (*Respect our environment*)
- Eat and drink in the dining rooms and the correct times
- Do not bring the school into disrepute via negative behaviour (*including the journey to and from school, any time when in uniform and on social media*)
- Meet our behaviour expectations

5. First Attention to Best Conduct

Praise and rewards should have emphasis to encourage pupils to participate, perform and progress. Staff members are encouraged to use and follow the methods of providing pupils with satisfaction and pride in their achievement and promoting positive conduct first. (*Please see below; not that this is an exhaustive list.*)

- Quality first teaching/ planning for positive behaviours and engagement
- Praise
- Achievement Points
- Communication home with parents (Phone/email/postcards)
- Faculty Stars
- Progress Leader Stars
- Star pin badges (graduated celebration of achievement bronze, silver, gold and platinum)
- Recognition in assemblies, form time or presentation evening
- Rewards with senior leaders /Vice Principal and Principal
- Reward Trips and enrichment activities
- Recognition on school displays and social media
- Invitation to celebration events
- Attendance rewards

Students can achieve achievement points for positive conduct that meets our core values:

ASPIRATION	RESPECT	COMPASSION
<ul style="list-style-type: none"> • Excellent attitude to learning • Excellent classwork • Excellent homework • Excellent Leadership skills 	<ul style="list-style-type: none"> • Excellent manners • Excellent listening skills • Excellent Teamwork skills Great maturity displayed 	<ul style="list-style-type: none"> • Kindness shown to others • Supporting another student with their learning Excellent fundraising
<ul style="list-style-type: none"> • Participation in the wider community • Excellence Attendance Excellent Behaviour 		<ul style="list-style-type: none"> • Service to others

6. Definitions of misbehaviour Misbehaviour

is defined as:

- Disruption to learning (*in lessons or on the corridors between lessons and around the building at social times*)
- Truancy
- Out of bounds at any time
- Use of mobile phone during the school day (*Not to be seen or heard*)
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform or unacceptable accessories
- Failure to meet our high standards and expectations
- Inappropriate language
- Non-compliance of healthy schools' initiatives such as high sugar, high caffeine drinks (e.g. Lucozade)

Serious misbehaviour is defined as:

- Repeated breaches of school expectations, known as persistent disruptive behaviour
- Any form of identified, proven bullying or child on child abuse
- Sexual violence or harassment
- Prejudicial language towards another member of the community
- Vandalism
- Selling items in school
- Theft

- Assault
- Smoking or vaping
- Racist, sexist, homophobic or discriminatory behaviour

Possession of any prohibited items

These are identified as:

- Knives or weapons (or items that could be used as a weapon)
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers/ vape equipment
- 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 student)

7. 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

Type of bullying

Types of Bullying	Definition
Emotional	Being unfriendly Excluding Tormenting
Physical	Hitting Kicking Pushing Taking another’s belongings Any use of violence
Racial	Racial language Racial taunts Graffiti Racial gestures

Sexual	Child on child abuse Sexual remarks Display of sexual material Sexual gestures Sexual harassment Sexual violence Unwanted physical attention Comments about sexual reputation or performance Inappropriate touching Use of social media/ Technology to exploit another person's privacy
Verbal (Direct or indirect)	Name calling Sarcasm Spreading rumours Teasing
Cyber Bullying	Bullying that takes place online such as through social networking sites, messaging apps or gaming sites

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

8. Responsibilities Promoting positive behaviour is everyone's responsibility at Saints Peter and Paul Catholic High School. It is vital that all stakeholders work together to ensure EVERY member of this school community feels:

- Welcome
- Safe
- Listened to and treated with respect
- Treated fairly, free from discrimination
- Every student has the right to learn in a disruption free environment
- Every teacher has the right to teach in a disruption free environment

8.1 The governing body

The governing body is responsible for reviewing and approving the behaviour policy. The governing body will also review this behaviour policy in conjunction with the Principal and monitor the policy's effectiveness, holding the Principal to account for its implementation.

8.2 The Principal

The Principal is responsible for reviewing this behaviour policy in conjunction with the governing body, giving due consideration to the school's context and adapting when necessary. The Principal and the governing body will also approve this policy.

The Principal 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.

8.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Promoting and teaching our shared expectations
- Modelling positive behaviour and reinforcing students who 'get it right'
- Providing a personalised approach to the specific behavioural needs of particular students including using strategies identified
- Recording behaviour incidents on ClassCharts
- Focus on building and maintaining positive relationships with all students
- Maintaining communication with parents and carers for all aspects of behaviour

8.4 Parents

Parents are expected to:

- Support their child in adhering to the student code of conduct and key principle of
RESPECT
- Promote School expectations with their child
- Provide their child/ren with the necessary uniform and equipment to meet the school expectation
- Inform the School of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with appropriate staff
- Work in partnership with the school to promote positive and respectful behaviour
- Be respectful when communicating with staff

9. Behaviour Management

Sanctions for poor behaviour are in place in order to:

- Ensure opportunity for reflection so that students can identify and understand how their behaviour failed to meet school expectations
- Think about the impact of their behaviour on themselves and others
- Allows students to learn from their mistakes
- Provide an opportunity for resolution and to restore relationships
- Teach students that actions have consequences

The school may use one or more of the following Sanctions in response to unacceptable behaviour. The context and escalation on when these are used are explained below: (not all will be appropriate)

- A verbal reprimand

- Removal to another teacher/ leader within the department/ year team
- Referral to Formation Tutor for pastoral support
- Expecting work to be completed at home, during social times or after school
- Catch up after school to reflect upon the incident/s and complete work missed due to lost learning
- Community service within the school grounds
- Text messages, Letters or phone calls home to parents (including the use of ClassCharts)
- Inviting parents into school to discuss concerns
- Agreeing a behaviour contract known as a home school behaviour contract
- Putting a student “on report”
- Creating a pastoral support plan with targets for improvement (Schools staged approach: stage 1-4)
- Time in reflection (whole school or year team focus)
- Meeting with/ referral to senior leadership team (SLT)
- Fixed term suspension
- Governor panel review
- Alternative provision
- Managed transfer to another school/provision
- Permanent Exclusion

Staff will keep any student at the end of the day for 15 minutes and do not legally need a parent’s permission. The Department for Education (DfE) states that schools do not legally need a parent’s permission to detain a child and no longer have to give 24 hours’ notice. This is to allow the opportunity to ‘catch up’ any lost learning from the day and it is an expectation that students will stay if required.

As a school, we would like to reassure parents that we would not put pupils at risk therefore, reasonable adjustments will be made if there is a genuine concern. If it is felt necessary to detain the student for a longer period, at least one day’s notice will be given via the school messaging system or via phone call. It is recognised that there may, on rare occasions, be a good reason why a student cannot be detained on a particular day. If this occurs, parents are asked to inform the school via the app so an alternative date can be arranged.

Students who do not modify their behaviour will escalate through the schools graduated/ staged approach.

9.2 Off-site behaviour

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

If behaviour outside school impacts the smooth running or health and safety of the school; sanctions from the list above can be applied, and where necessary advice will be sought from the Police or other external agencies.

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9.3 Bicycles

If a pupil comes to school on a bicycle they should follow the National Highway's advice and guidance, this can be found at www.nhtsa.gov/road-safety/bicycle-safety . To ensure the safety of themselves and others, pupils should dismount their bicycles at the school gate and walk with their bicycles when on school grounds to their designated bike lock up. The School accepts no liability for property brought onto the school site.

Students who are driving their bicycles dangerously and putting themselves or others at risk will be dealt with through this policy and may also be expected to find a different transport method to school if deemed appropriate.

9.4 Working with the police

The school will provide all necessary support and information to assist the police in any investigation involving our students. It is the responsibility of parents and carers to inform the police in matters such as assaults / fights that may take place in school. The usual school protocol will be followed should these incidents occur. The school will contact the police with safeguarding issues that warrant police involvement.

9.5 Malicious allegations

Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, the Principal will discipline the student in accordance with this policy. Please refer to the Department of Education's advice on dealing with allegations made against staff.

Students that are found to have made malicious allegations are likely to have breached this behaviour policy. The school will consider an appropriate sanction, which could include temporary suspension or permanent exclusions (as well as referral to the police if there are grounds for believing a criminal offence may have been committed). The Principal will also consider the pastoral needs of staff accused of misconduct.

9.6 Classroom management

Learning is our priority. Any disruption to learning will be dealt with using our systems and support. Good behaviour will be recognised and rewarded.

9.7 Physical restraint

In some circumstances, staff may use reasonable force to restrain a student (Team Teach approach) to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using minimum amount of force and the minimum amount of time
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

9.8 Confiscation

Any prohibited items (listed in section 6) found in students' possession will be confiscated. These items will not be returned to students.

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

We are a healthy school and do not tolerate unhealthy drinks or sweets, any students found distributing such items will be sanctioned through the list in section 9. These items will be confiscated and not returned *Searching and screening students is conducted in line with the DfE's latest guidance on searching, screening and confiscation.*

9.9 Mobile phones

Pupils are not allowed to use mobile phones in school; mobile phones should not be seen or heard during the school day unless planned by the class teacher as a tool to enhance learning. Mobile phones will be confiscated, and students are expected to hand them over without hesitation. Students failing to adhere to this will be dealt with via this policy.

9.10 Student support

Individual needs are met through a systematic approach to identifying, monitoring and supporting students. Where necessary, support plans are created and distributed to key staff to assist the learning and development of individuals.

The school recognises its legal duty under the Equality Act 2010 to prevent students 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 student.

The school's special educational needs co-ordinator, with senior leaders, will evaluate a student 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, educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a student, 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.

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10. Student transition

To ensure a smooth transition, meetings and other liaison with Primary colleagues take place to gather information. This information is shared with teachers where appropriate to ensure individual students are supported.

To ensure behaviour is continually monitored and the right support is in place, information related to student 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 students transferring to or from other schools.

11. Monitoring arrangements

This behaviour policy will be reviewed by the Principal and governing body every year.

12. Suspensions/ Exclusions

In some instances, we may consider it necessary to suspend/ exclude pupils. This decision to suspend/ exclude is never taken lightly and careful consideration of the facts and surrounding circumstances are always considered before reaching the decision to suspend/ exclude. The decision can be made by the principal of the school and parents can expect to be informed in writing of the decision to suspend/ exclude.

There are 2 types of suspension/ exclusion:

- **Fixed Term Suspension.** These can be for part of a school day (including lunchtime suspensions) or for whole school days. A student cannot be excluded for more than 45 days in a school year. Fixed term suspensions do not have to be for a continuous period.
- **Permanent Exclusion.** In the most serious cases, it may be necessary to permanently exclude a child from this school. The decision to permanently exclude is never taken lightly and has to be ratified by the governing body.

The decision to permanently exclude can be taken if:

- The student has committed a serious breach or persistent breaches of the school's behaviour policy
- Allowing the student to remain in Saints Peter and Paul Catholic High School seriously harms the learning or welfare of the student or others in the school.

Please note that any student suspended/ excluded from school must not be present in a public place during school hours without reasonable justification whether with or without a parent. A failure to comply with this is an offence in which parents can be prosecuted.

13. Reintegration from a fixed Term Suspension

Following a fixed term suspension, parents/ carers will be invited to attend a reintegration meeting either virtually or face to face at the earliest convenience. It is important that parents/ carers attend this meeting in order to support effective reintegration for the student. The aim of these meetings are:

- To ensure to ensure that the student understands the reason for the suspension

- To ensure is committed to preventing the behaviour that led to the suspension from being repeated. To explore any issues that may be contributing to the students behaviour
- The school will consider all further support needed to support the student including referrals to external agencies.

Following a fixed term suspension the student will return to a period of time in our internal reflection base where they will be supported in their return to school.

In some instances to avoid suspension students may be expected to work in our internal reflection base to ensure the student has an opportunity to reflect and restore relationships with students and staff. Students will be expected to complete all work set by their teachers and will be supervised by a member of staff.

14. School Trips & Educational/ Sporting activities

School trips and sporting activities are a privilege for pupils, and they are representing the school at all times during these occasions. Attendance on school trips and the chance to represent the school will be subject to sanctions in line with this policy. If the school feels that a pupil's poor behaviour or poor attitude to learning is a concern, then the pupil may not be able to attend school trips or represent the school in sporting or other extra-curricular activities.

15. Links with other policies

This behaviour policy is linked to the following policies:

- Safeguarding and Child Protection policy

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School Uniform Expectations

*Our school uniform sets a high expectation for students to be smart, neat and ready to learn.
This uniform is not gender specific but must be worn at all times.*



- A light blue shirt
- Branded ties specific to year group
- Kilt-style skirts
- A navy-blue blazer embroidered with our logo (*worn at all times*)
- Charcoal grey formal trousers (*No Black*)
- Optional navy-blue V-neck plain jumper (*no logo*). *This does not replace the school blazer.*



Navy-blue long socks if wearing a skirt

- Black socks if wearing trousers
- No trainers of any kind. Please see our acceptable and unacceptable shoes guide below
- A4 sized bag that is black and meets the school expectations. Please see our acceptable and unacceptable bag guide on the website

Expectations

- No jewellery is allowed apart from small stud earrings and a watch (which must be removed for PE)
 - No facial piercings are allowed
- Minimal and subtle make-up can be worn. Anything excessive students will be expected to remove
- No coloured nail varnish or FALSE nails of any kind
- No exaggerated hair colours, patterns or styles
- Hair accessories must be small and navy in colour

A plain, warm, showerproof outdoor coat is allowed outside the school buildings (NO leather, denim jackets, sweatshirt 'hoodies' or cardigans to be used as top coats)

Please see visual images on pages 13 and 14

SAINTS PETER AND PAUL CATHOLIC HIGH SCHOOL

SHOES FOR SEPTEMBER

Acceptable Shoes



- The following are examples of acceptable shoes (please note, the following images are used as an example and are not exhaustive).
- Shoes need to be polishable, all black and sensible.
- Students will be expected to change into a suitable pair of shoes, provided by school, if they fail to meet expectations.



ASPIRATION

RESPECT

COMPASSION

EXPECTATIONS



At Saints Peter and Paul, we have the highest expectations of our students. Standards are checked on a daily basis and students will be expected to remove any items that do not adhere to our uniform expectations.



Small navy hair accessories



ASPIRATION

RESPECT

COMPASSION

BAGS FOR SEPTEMBER



Acceptable Bags

The following are examples of acceptable school bags. All school bags must be able to fit an A4 folder inside without the need for it to be folded.

All School bags must:

- ✓ Fit an A4 size folder inside it without folding it AND a PE kit at the same time
- ✓ Fit a pencil case containing the school equipment list
- ✓ Fit a coat if bringing one to school



ASPIRATION

RESPECT

COMPASSION