



SAINTS PETER AND PAUL
CATHOLIC HIGH SCHOOL

Behaviour Policy

Date policy last reviewed: 06/02/25

Signed by:

_____ Principal Date: _____

_____ Chair of governors Date: _____

Last updated: January 2025

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Statement of intent

The Saints Peter and Paul Catholic High School Behaviour Policy is a cornerstone of establishing a positive and productive learning environment, rooted in the values of the Catholic faith and the teachings of St. John Bosco. By prioritising respect, compassion, and aspiration, this policy reflects Christ's call to love and serve one another, creating a culture where every member of the Saints Peter and Paul Catholic High School community feels valued, supported, and empowered to grow in both faith and learning.

Inspired by St. John Bosco's Preventive System of reason, religion, and loving-kindness, we foster a nurturing environment where young people are guided with patience and encouragement, helping them develop not only academically but also spiritually and morally. We believe that discipline should be rooted in understanding and care, shaping students to become responsible individuals who strive to be the best version of themselves.

These principles serve as the foundation for academic excellence and personal growth, ensuring that every student is prepared to contribute positively to society with faith, integrity, and a commitment to the common good. Through this approach, we uphold our mission to educate the whole person—mind, heart, and soul—in the spirit of Christ's teachings.

1 Respect

Respect is the focus of all positive interactions. This behaviour policy encourages students to respect themselves, others, and the environment. It promotes active listening, acceptance of diversity, and the importance of treating everyone with dignity. This focus not only minimises conflict but also creates an atmosphere where students feel safe and appreciated, which is essential for effective learning in our school.

2 Compassion

Compassion nurtures empathy and understanding, fostering stronger interpersonal relationships and a sense of community. Our behaviour policy emphasises the importance of kindness, patience, and support. This approach helps students develop emotional intelligence and resilience, which are critical for navigating challenges both in and beyond the classroom. Encouraging compassionate behaviour also ensures that students feel cared for and motivated to care for others, contributing to a nurturing school environment.

3 Aspiration

Aspiration inspires students to strive for their best, both academically and personally. This policy uses aspiration to set high expectations while supporting students to achieve the best version of themselves. It encourages goal setting, perseverance, and a growth mindset. By fostering a culture of aspiration, Saints Peter and Paul Catholic High School prepares students to take ownership of their learning and equips them with the skills and confidence needed to pursue their dreams.

Core Values (Aims)

1. **Respect**

- Every student and staff member is entitled to a safe and dignified learning environment.
- Respect is shown through understanding and adherence to school rules, valuing diversity, and fostering positive relationships.
- All behaviour management strategies and disciplinary actions will reflect fairness and mutual respect.

2. **Compassion**

- We aim to understand the underlying reasons for behaviours and respond with empathy.
- Support is provided for students to reflect on their actions and repair harm.
- Restorative practices will be a cornerstone of our approach.

3. **Aspiration**

- Students are encouraged to strive for personal excellence in behaviour and learning.
- High expectations are maintained for all, regardless of circumstances.
- Behavioural support aims to empower students to make positive choices and realise their potential.

Reasonable and proportionate sanctions will be used where a student's behaviour falls below

the standard that is expected, alongside support to prevent recurring misbehaviour.

Saints Peter and Paul Catholic High School acknowledges that behaviour can sometimes be the result of

educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

1. Legal framework

This policy has due regard to all relevant legislation and statutory and non-statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- Saints Peter and Paul Catholic High School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2024) 'Behaviour in schools: Advice for Principals and school staff'
- DfE (2023) 'Keeping children safe in education 2023'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2023) 'Suspension and Permanent Exclusion from maintained schools, academies and student referral units in England, including student movement'
- DfE (2024) 'Mobile phones in schools'
- DfE (2024) 'Creating a school behaviour culture: audit and action planning tools'

This policy operates in conjunction with the following school policies:

- Student Code of Conduct
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Suspension and Exclusion Policy
[Suspension and Exclusion Policy.docx](#)
- Child Protection and Safeguarding Policy
- Anti-bullying Policy
[Anti-bullying Policy 2023077.docx](#)

2. Roles and responsibilities

The governing body will have overall responsibility for:

- Making a statement of behaviour principles and providing guidance for the Principal on promoting good behaviour where appropriate.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.

- Promoting a whole-school culture where our school values encompass every space and activity.
- Handling complaints regarding this policy, as outlined in Saints Peter and Paul Catholic High School's Complaints Procedures.
- Ensuring this policy is published on the school website.

The Principal will be responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at Saints Peter and Paul Catholic High School. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Acting in accordance with the statement of behaviour principles made by the governing board and having any regard to guidance provided by the governing board on promoting good behaviour.
- Establishing high expectations of students' conduct and behaviour and implementing measures to achieve this.
- Determining Saints Peter and Paul Catholic High School rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publicising this policy in writing to staff, parents and students at least once a year.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH/SEND-related issues that could be driving disruptive behaviour.

Senior Leadership members with oversight for behaviour are responsible for:

- Developing, reviewing, and overseeing the implementation and impact of the behaviour policy.
- Providing staff training and ensuring consistency in the application of the policy.
- Monitoring behaviour trends and analysing data to inform policy adjustments.
- Supporting staff in managing serious incidents and implementing interventions.
- Leading on exclusions, restorative practices, and reintegration of students.
- Communicating with parents and external agencies for behaviour support.

Senior Leadership members with oversight for SEND and the SENCO will be responsible for (to be read in conjunction with the SEND policy)

Ensuring best endeavours for SEND Needs

- Being an advocate for students with SEND, ensuring their needs are met through best endeavours.
- Supporting staff in implementing inclusive practices that enable all students to access learning.
- Working closely with teachers to differentiate behaviour strategies for SEND students.

Making Reasonable Adjustments in Line with the Behaviour Policy

- Ensuring that reasonable adjustments are consistently applied to support students with SEND.
- Collaborating with pastoral teams to adapt behavioural expectations while maintaining a fair and structured approach.
- Providing guidance to staff on implementing reasonable adjustments effectively.

Assessing Needs and Vulnerabilities

- Conducting thorough assessments of students presenting with SEMH and SEND needs.
- Identify vulnerabilities that may impact behaviour and implement proactive interventions.
- Working with external agencies, parents, and staff to develop support plans for vulnerable students (Possible EHCP) as per Children and Families Act 2014
- Collaborating with Staff to Promote Inclusive Behaviour Management
- Delivering training and ongoing support to staff on behaviour management for SEND and SEMH students. Key focus on de-escalation strategies.
- Assisting in developing personalised learning/behaviour plans for students requiring additional support.
- Monitoring and review interventions to ensure their effectiveness.
- Supporting Early Intervention and targeted Support
- Implementing early intervention strategies to prevent escalation of behavioural issues.
- Providing targeted support for students struggling with emotional regulation and social interactions.
- Working closely with pastoral staff to create supportive reintegration plans following exclusions or behavioural incidents.
- Ensuring Compliance with Legal and Policy Frameworks
- Aligning practices with statutory guidance, including the Equality Act 2010 and SEND Code of Practice.
- Ensuring behaviour policies reflect the legal requirement to make reasonable adjustments for SEND students.
- Maintaining accurate records of interventions and support provided to students.

The Designated Safeguarding lead will be responsible for:

Safeguarding and Protecting Children with Vulnerabilities

- Identifying and monitoring students at risk of harm, neglect, or exploitation, ensuring they receive appropriate support.
- Ensuring all behaviour interventions prioritise the safety and well-being of children, especially those with vulnerabilities.
- Being an Advocate for children with SEND, SEMH needs, and other vulnerabilities to prevent disciplinary measures from disproportionately affecting them.
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Assessing Needs and Vulnerabilities Related to Behaviour

- Working collaboratively with staff to assess underlying safeguarding concerns that may contribute to behavioural issues.
- Recognising the impact of adverse childhood experiences (ACEs), trauma, and mental health challenges on behaviour.
- Ensuring behaviour policies take a contextual safeguarding approach, considering the wider environmental factors affecting students.

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- Ensuring Behaviour Policies Reflect Safeguarding Best Practices
 - Embedding safeguarding principles within the behaviour policy, ensuring a trauma-informed and child-centred approach.
 - Promoting positive behaviour strategies that focus on de-escalation and restorative practices rather than punitive measures.
 - Ensuring all staff are trained to respond appropriately to behaviour incidents involving vulnerable students.
 - Ensuring that the school actively safeguards students from radicalisation through identification, support, training, and collaboration with external partners. (Prevent Duty DfE 2023)

Make Reasonable Adjustments for Vulnerable Children

- Ensuring that disciplinary measures consider a child's safeguarding history, SEND needs, and mental health.
- Overseeing the implementation of personalised learning/behaviour plans and risk assessments for students with additional vulnerabilities.
- Liaising with SLT Behaviour lead, SENDCO, SEMH Lead, and external agencies to provide holistic support.

Liaising with External Agencies for Targeted Support

- Working closely with social services, CAMHS, early help teams, and other safeguarding partners to address the needs of vulnerable students
- Ensuring timely referrals are made for children requiring additional support beyond the school setting
- Attending multi-agency meetings, contributing to safeguarding plans and ensuring behaviour interventions align with a child's best interests

Monitor and Review Behaviour Trends for Safeguarding Concerns

- Tracking patterns in behaviour incidents to identify potential safeguarding risks.
- Ensuring exclusions and sanctions do not disproportionately affect children with vulnerabilities.
- Reporting concerns to senior leadership and governing bodies to improve safeguarding measures within the behaviour policy.

The Progress Leader will be responsible for:

- Leading and supporting a team of formation tutors with a clear vision for their year group.
- Identifying areas for pastoral and academic improvement.
- Implementing strategies to support students to be the best version of themselves.
- Engaging parents and carers to be fully involved in any support planning and intervention for their child.

The Formation Tutor will be responsible for:

- Supporting the development of the whole child socially, morally, spiritually and culturally.
- Monitoring the progress and wellbeing of students within their formation group (attendance; behaviour; academic progress, punctuality).

- Modelling and monitoring standards of behaviour and appearance
- Encouraging students to participate in all aspects of school life.
- Engaging parents and carers to be fully involved in any support planning and intervention for their child.

The Subject Leader/Head of Department/Associate Assistant Principal will be responsible for:

- Modelling and setting clear behaviour expectations for the department in line with whole school policy
- Leading and supporting classroom teachers in the management of classroom behaviour and standards.
- Ensuring that sanctions are applied fairly and consistently within the department.

Teaching staff will be responsible for:

- Planning and reviewing support for students displaying challenging behaviour in collaboration with parents, the SENCO and, where appropriate, the students themselves.
- Aiming to teach all students the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every student being the best version of themselves, and that every student displaying challenging behaviour will be able to study the full national curriculum.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the students in their class.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.
- Developing effective communications with parents, ensuring that they feel included in their child's educational experiences.

All members of staff, including teaching and support staff, and volunteers will be responsible for:

- Adhering to this policy and applying it consistently and fairly.
- Supporting students in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every student.
- Being aware of the needs, outcomes sought, and support provided to any students with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour.
The relevant figures of authority include:
 - SENCO.

- Principal.
 - Subject leader.
- As authorised by the Principal, sanctioning students who display poor levels of behaviour.
- Developing supportive, respectful, and trustworthy relationships with each other.

Students will be responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Parents will be responsible for:

- Supporting their child in adhering to Saints Peter and Paul Catholic High School expectations and supporting and reinforcing this at home.
- Informing Saints Peter and Paul Catholic High School of any changes in circumstances which may affect their child's behaviour.

3. Definitions

For the purposes of this policy, Saints Peter and Paul Catholic High School will define "serious unacceptable behaviour" as any behaviour which may cause harm to oneself or others, the environment, damage the reputation of Saints Peter and Paul Catholic High School within the wider community, and/or any illegal behaviour. This will include, but is not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Persistent Disruptive Behaviour** – deliberately acting in a manner so as to cause annoyance or irritation
- **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature

For the purposes of this policy, Saints Peter and Paul Catholic High School will define "serious unacceptable behaviour" as any behaviour which may disrupt the education and welfare of the student, other students, staff and members of the wider community, including, but not limited to, the following:

- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned or prohibited items
- Persistent external/internal truancy and running away from school
- Refusing to comply with disciplinary sanctions
- Theft

- Verbal abuse, including swearing, racist or prejudicial remarks and threatening language
- Physical aggression/assault towards staff or students
- Persistent abuse of staff and or students
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger or harm
- Any behaviour that seriously inhibits the learning of students
- Disruption on public transport
- Bringing the school's name into disrepute in the wider community

For the purposes of this policy, Saints Peter and Paul Catholic High School will define “low-level unacceptable behaviour” as any behaviour which may disrupt the education of the perpetrator and/or other students, including, but not limited to, the following:

- Lateness and persistent lateness
- Low-level disruption and talking in class
- Failure to complete classwork
- Failure to maintain uniform expectations
- Rudeness
- Lack of correct equipment
- Not completing homework, incomplete homework, or arriving at school without homework
- Use of mobile phones without permission
- Graffiti
- Out of bounds

“Low-level unacceptable behaviour” may be escalated to “serious unacceptable behaviour”, depending on the severity and or frequency of the behaviour.

4. Staff induction, development and support

All new staff will be inducted clearly into Saints Peter and Paul Catholic High School’s behaviour culture to ensure they understand its expectations and routines and how best to support all students to be the best version of themselves. Staff will be provided with bespoke training, where necessary, on the needs of students at Saints Peter and Paul Catholic High School to enable behaviour to be managed consistently.

The SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a student’s behaviour, e.g. SEND and mental health needs.

Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting student wellbeing will be supported to undertake any relevant training or qualifications.

Staff will be trained to ask for assistance if they’re struggling to build and maintain an effective culture of positive behaviour.

Staff voice will be considered when Saints Peter and Paul Catholic High School develops and refines its behaviour policies and procedures.

The SLT and the Principal will review staff training needs, and in response to any serious or persistent behaviour issues disrupting the running of Saints Peter and Paul Catholic High School.

5. Social, emotional and mental health (SEMH) needs

To help reduce the likelihood of behavioural issues related to SEMH needs, Saints Peter and Paul Catholic High School will create a safe and calm environment in which positive mental health and wellbeing are promoted, and students are taught to be resilient. Saints Peter and Paul Catholic High School will promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of students and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** – the curriculum is used to develop students' knowledge about health and wellbeing
- **Community engagement** – Saints Peter and Paul Catholic High School proactively engages with parents, outside agencies and the wider community to promote consistent support for students' health and wellbeing

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a student's mental health, behaviour, and education. Where vulnerable students or groups are identified, provision will be made to support and promote their positive mental health.

6. Managing behaviour-Low level disruption

Instances of unacceptable behaviour will be taken seriously and dealt with immediately. Staff will respond promptly, predictably and with confidence to maintain a calm, safe learning environment for staff and students.

The behaviour lead will keep a record of all reported incidents to help identify students whose behaviour may indicate potential mental health or safeguarding problems. All staff will be alert to changes in a student's behaviour that could indicate they need help or protection.

Students will be made aware of the pastoral support structures in place to help them manage their behaviour and how to engage with those structures when needed (See appendix 1-The Classroom charter).

Support from a range of staff including formation tutors, classroom teachers, year mentors etc such as targeted discussions with students, a phone call with parents, and enquiries into circumstances outside of school by the DSL, will be provided alongside the use of sanctions to prevent the misbehaviour recurring. After an initial incident, where the student does not meet school expectations, the following sanctions will be considered, with staff using their

professional judgement and experience to determine what is appropriate and reasonable in relation to each individual student:

Addressing behaviour that does not meet school expectations

1). Low-Level Disruptions:

- Managed through a standardised approach across classrooms (The Classroom Charter) and based around rewards and celebrating success. The classroom charter provides a consistent approach and guidance to verbal warnings, restorative discussions and any sanctions, should the promotion of positive behaviours not be sufficient.

2). Breaches of the school behaviour policy and or persistent low-level behaviour:

- Escalated through the graduated response and may involve a range of sanctions/interventions such as detentions, report cards, break/lunch time isolations, removal from school trips or sporting events, reflection time, school-based community service, parental meetings, or behaviour contracts.

3). Suspensions and Permanent Exclusions: One off serious breach or persistent breaches

- Detailed suspensions and exclusions policy – Suspension and Exclusion Policy.docx

Following repeated incidents of unacceptable behaviour, the following sanctions will be implemented:

- The Principal will consider whether the student should be suspended, in line with Saints Peter and Paul Catholic High School's Suspension and Exclusion Policy and will determine the length of the suspension.
- Although unacceptable behaviour does not necessarily mean a student has SEND, an assessment will be carried out at this stage to determine whether there are any undiagnosed learning or communication difficulties, or mental health issues that may be contributing to the student's behaviour
- Where a student is identified as having SEMH-related difficulties, SEND support will be put in place appropriate to need.
- Where SEND is not identified, but the Principal determines that support is still required for the student, an Individual Learning/Behaviour Plan will be created to outline the necessary provisions in place.

Following further incidents of unacceptable behaviour, the following sanctions will be implemented:

The Principal will consider whether a permanent exclusion is necessary, in line with Saints Peter and Paul Catholic High School's Suspension and Exclusion Policy, alongside alternative options such as a managed move or off-site direction to improve behaviour.

For disciplinary sanctions to be lawful, Saints Peter and Paul Catholic High School will ensure that:

- The decision to sanction a student is made by a paid member of school staff, or a member of staff authorised to do so by the Principal.
- The decision to sanction a student is made on Saints Peter and Paul Catholic High School premises or whilst the student is under the charge of a member of staff, such as during an educational trip or visit.
- The decision to sanction a student is reasonable and will not discriminate on any grounds, e.g. equality, SEND or human rights.

Saints Peter and Paul Catholic High School will ensure that all disciplinary sanctions are reasonable in all circumstances, and will consider the student's age, religious requirements, SEMH needs, any SEND, and any other contributing factors, e.g. bullying, safeguarding or home life issues.

7. Prevention strategies, intervention, and sanctions for unacceptable behaviour

This section outlines Saints Peter and Paul Catholic High School's strategies for preventing unacceptable behaviour and initial interventions, minimising the severity of incidents, and using sanctions and support effectively and appropriately to improve students' behaviour in the future.

A range of intervention strategies to help students manage their behaviour and reduce the likelihood of more severe sanctions will be used. Support will consider the student's specific needs and may be delivered outside of the classroom, in small groups or in one-to-one activities. A system will be in place to ensure relevant members of the SLT and pastoral staff are aware of any student that is:

- Persistently misbehaving.
- Not improving their behaviour following low-level sanctions.
- Displaying a sudden change in behaviour from previous patterns of behaviour.

Interventions will be decided upon according to need and will escalate according to seriousness/frequency of unacceptable behaviour and our graduated response/support.

Initial interventions-

- Frequently engaging with parents, including home visits where necessary
- Soft landing with the pastoral team upon arriving to school
- A temporary time out card
- Faculty removal
- Parent and student voice/wishes and feelings
- Short-term behaviour report cards

Additional interventions to enhance initial support

- Conflict resolution
- Reset lessons
- Group/class/set/timetable changes
- Long-term learning/behaviour plans
- Pastoral Support Plans (PSP)
- Time spent in Saints Peter and Paul Catholic High School reflection room with the behaviour lead mentor
- Possible referral for SEND/SEMH support

If initial and additional intervention does not have the desired impact, then enhanced interventions will be used to support more positive outcomes

- Short-term engagement places (Step Out) or alternative provision
- Governors panel
- Referrals to external agencies
- Off-site direction
- An alternative provision may be explored

Where the student has SEND, an assessment of whether appropriate provision is in place to support the student, and if the student has an EHC plan, contact with the LA to consider a review of the plan

A multi-agency assessment, such as an early help assessment, that goes beyond a student's education will be considered where serious concerns about a student's behaviour exist.

At Saints Peter and Paul Catholic High School, we are committed to maintaining a safe and respectful environment rooted in Gospel values. If we suspect criminal activity, we will work collaboratively with our School-Based Police Officer in a manner that upholds the dignity of all individuals while ensuring the safety of our school community. Staff members must report any concerns to the designated school leadership, who will assess the situation and liaise with the officer as appropriate. Our approach prioritizes transparency, fairness, and pastoral care, ensuring that any intervention aligns with both legal obligations and our commitment to mercy and justice.

Behaviour Curriculum - Teach me to...

The students at Saints Peter and Paul Catholic High School Catholic High School will be taught the behaviours expected to meet our school core values of RESPECT, COMPASSION and ASPIRATION. The behaviour curriculum is modelled and taught by all staff members in order to enable students to understand what behaviour is expected and encouraged and what is unacceptable. Positive reinforcement will be used by staff where expectations are met to acknowledge good behaviour and encourage repetition. The behaviour curriculum will focus on defining positive behaviour and making it clear what this looks like, including the key habits and routines required by Saints Peter and Paul Catholic High School, e.g. lining up quietly outside the classroom before a lesson.

Routine will be used to teach and reinforce the expected behaviours of all students. Appropriate and reasonable adjustments to routines for students with additional needs, e.g. SEND, will be made. Consistent and clear language will be used when acknowledging positive behaviour and addressing misbehaviour.

Positive teacher-student relationships

Positive teacher-student relationships are key to combatting unacceptable behaviour. Our school ethos focus' heavily on forming positive relationships based on predictability, fairness and trust to allow teachers to understand their students and create a strong foundation from which behavioural change can take place.

Preventative measures for students with SEND

Behaviour will always be considered in relation to a student's SEND. If it is deemed that a student's SEND has contributed to their misbehaviour, Saints Peter and Paul Catholic High School will consider whether it is appropriate and lawful to sanction the student.

Where a student is identified as having SEND, the graduate approach will be used to assess, plan, deliver and review the impact of support being provided.

Saints Peter and Paul Catholic High School will aim to anticipate likely triggers of misbehaviour and put in place support to prevent these, taking into account the specific circumstances and requirements of the student concerned. Measures Saints Peter and Paul Catholic High School will implement where appropriate include, but are not limited to, the following:

- Short, planned movement breaks for a student whose SEND means they find it difficult to sit still for long
- Ensuring a student with visual or hearing impairment is seated in sight of the teacher
- Adjusting uniform requirements for a student with sensory issues or relevant medical condition
- Training for staff in understanding specific SEND

De-escalation strategies

Staff at Saints Peter and Paul Catholic High School model the expectations of the Salesian Approach to young people as taught by St John Bosco. St. John Bosco's RUAH Framework is a guiding principle for holistic education, rooted in faith and pastoral care. It reflects the

Salesian ethos of nurturing young people through Reason, Understanding, Affection, and Holiness (RUAH), ensuring their personal, spiritual, and academic growth.

Key Principles of the RUAH Framework:

1. Reason – Encouraging fairness, logic, and understanding in discipline and education, fostering a structured yet compassionate environment.
2. Understanding – Building mutual respect and empathy, ensuring that students feel heard, valued, and supported in their journey.
3. Affection – Creating a family-like atmosphere where students experience genuine care, emotional security, and encouragement.
4. Holiness – Inspiring spiritual development and moral integrity, guiding young people to live with faith, purpose, and Christian values.

This framework underpins a preventive, relational, and pastoral approach to education, ensuring that every child is supported in becoming the best version of themselves while contributing positively to their community.

Physical intervention-positive handling

Trained members of staff will have the legal right to use reasonable force to prevent students from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used. Physical intervention will always be undertaken as a last resort.

After an instance of physical intervention, the student will be immediately taken to the Principal, and the student's parent will be contacted. Where appropriate, the Principal may decide to temporarily remove the student from Saints Peter and Paul Catholic High School via a suspension. Where suspension is carried out, the student's parent will be asked to collect the student and take them home for the rest of the day – students will not be sent home without Saints Peter and Paul Catholic High School contacting their parent.

Any violent or threatening behaviour will not be tolerated by Saints Peter and Paul Catholic High School and may result in a suspension in the first instance. It is at the discretion of the Principal to determine what behaviour necessitates an exclusion, in line with the Suspension and Exclusion Policy.

When using reasonable force in response to risks presented by incidents involving students with SEND or medical conditions, staff will recognise and consider the vulnerability of these groups.

Removal from the classroom

Saints Peter and Paul Catholic High School may decide to remove students from the classroom for a limited period, at the instruction of a member of staff.

The student will be moved to a room that is:

- In an appropriate area of Saints Peter and Paul Catholic High School.
- Stocked with appropriate resources.
- Suitable to learn and refocus.
- Supervised by trained members of staff.

Saints Peter and Paul Catholic High School will only remove students from the classroom where absolutely necessary and for the following reasons:

- To maintain the safety of all students and restore stability following an unreasonably high level of disruption
- To enable disruptive students to be taken to a place where education can continue in a managed environment
- To allow the student to regain calm in a safe space

Saints Peter and Paul Catholic High School will ensure that students' health and safety is not compromised during their time away from the classroom, and that any additional requirements, such as SEND needs, are met.

The amount of time that a student spends removed from the classroom will be up to Saints Peter and Paul Catholic High School to decide. This could be for more than one school day. Saints Peter and Paul Catholic High School will ensure that the student is not removed from the classroom any longer than necessary.

The staff member in charge and supervising the student will decide what the student may and may not do during their time spent removed from the classroom.

Reintegration .

When reintegrating a student after a period of absence, the school will prioritise compassion, understanding, and support to help them feel welcomed and included. Staff will work closely with the student, their family, and any necessary support services to ensure a smooth transition, addressing any academic or emotional needs with patience and care.

In line with DfE legislation and the SEND Code of Practice, our school is committed to a fair and supportive reintegration process following a suspension. We recognise that every student, including those with special educational needs and disabilities (SEND), deserves a fresh start and the opportunity to succeed. Before the student returns, the school will hold a reintegration meeting involving school staff, parents/carers, and, where appropriate, external support services to discuss strategies for a positive re-engagement. We will consider any additional support the student may need, such as pastoral care, academic catch-up plans, or

adjustments under the Equality Act 2010. Our approach aligns with our Catholic ethos, promoting forgiveness, restoration, and inclusion while ensuring high expectations for behaviour and learning.

Restorative time

Saints Peter and Paul Catholic High School will make it clear to parents and students that they are able to use restorative time as a consequence to deter future misbehaviour, both during and outside of school hours. The use of restorative time will be applied fairly and consistently, and staff and students will be made aware of circumstances when this could be used.

All teachers at Saints Peter and Paul Catholic High School will be permitted to impose restorative time on a student, unless the Principal decides to withdraw this power from any teacher.

The school will notify parents of restorative time through the communication system, consent will not be required including for same-day detentions.

When issuing restorative time, members of staff will ensure that they do so reasonably within the given circumstances, and that they consider any additional needs of the student.

If the time is during lunchtime, 20 minutes will be allocated to allow the student time to eat, drink and use the toilet.

When determining whether it is reasonable to issue a restorative time **outside of school hours**, staff will consider the following:

- Whether it is likely to put the student at increased risk.
- Whether the student has known caring responsibilities
- Whether the timing conflicts with a medical appointment
- Whether the parents' ought to be informed– in most cases it will be necessary to do so, but it may not be if the restorative time is for a short period after school and the student is able to return home safely.
- Whether suitable travel arrangements can reasonably be made by the parent for the student; it does not matter whether these transport arrangements are inconvenient for the parent.

Restorative time will not be issued where there is any reasonable concern that it would compromise a student's safety. An alternative and appropriate consequence will be issued instead.

8. Sexual abuse and harassment

Saints Peter and Paul Catholic High School will promote and enforce a zero-tolerance approach to all forms of sexual abuse and harassment, including sexual harassment, gender-based bullying and sexual violence. Saints Peter and Paul Catholic High School's procedures for handling child-on-child sexual abuse and harassment are detailed in the school's Safeguarding policy.

Saints Peter and Paul Catholic High School will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Disciplinary sanctions for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

Where Saints Peter and Paul Catholic High School is responding to a report of sexual violence, Saints Peter and Paul Catholic High School will take immediate steps to ensure the victim and other students are protected. The DSL will work closely with the police, and any other agencies as required, to ensure that any action Saints Peter and Paul Catholic High School takes, e.g. disciplinary sanctions, will not jeopardise the police investigation.

9. Smoking, vaping and controlled substances

In accordance with the Health Act 2006, Saints Peter and Paul Catholic High School is a smoke-free environment. Parents, visitors, staff and students will be instructed not to smoke/VAPE on school grounds. Students will not be permitted to bring smoking paraphernalia, materials or nicotine products to school. Saints Peter and Paul Catholic High School will consider illegal drugs, legal highs and other controlled substances as a serious breach of the behaviour policy.

10. Prohibited items, searching students and confiscation

The Principal and authorised staff will have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item.

Authorised members of staff will be permitted to use handheld metal detectors (wanding) to ensure student safety by detecting prohibited items. It aligns with DfE guidance on searching, screening, and confiscation (2022) and safeguarding policies under Keeping Children Safe in Education (KCSIE).

Authorised members of staff will be permitted to use reasonable force when conducting a search without consent for the prohibited items listed below. The prohibited items where reasonable force in line with the DfE Guidance 'Use of Reasonable Force (DfE, July 2013) aligning with the positive handling training may be used include but are not limited to:

- Knives, blades, BB Guns and weapons
- Alcohol
- Illegal drugs and paraphernalia
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images.

- Any article that the member of staff reasonably suspects has been, or is likely to be, used:
 - To commit an offence; or
 - To cause personal injury to any person, including the student themselves; or
 - To damage the property of any person, including the student themselves.

Saints Peter and Paul Catholic High School will also identify the following as prohibited items which may be searched for by authorised staff without consent if necessary; however, reasonable force will not be used under any circumstances:

- E-cigarettes and vapes
- Lighters
- Aerosols
- Legal highs/psychoactive substances
- Items brought in for unauthorised sales
- Energy drinks
- Mobile phones
- Laser pens/items
- Any other items determined as prohibited or illegal

Staff will consider reasonable grounds to search when:

- A child is heard talking about an item
- A staff member is told directly about an item
- A staff member sees an item
- A staff member notices that a child is behaving in a way that makes them suspect that a child is concealing/using an item that is banned or prohibited
- Another person within the school or wider community provides information that could put children at risk.

Mobile phones and electronic devices

Saints Peter and Paul Catholic High School is a mobile phone free school.

Students will not be permitted to use their mobile phones during the course of Saints Peter and Paul Catholic High School school day, and they will be required to secure their phone in a lock box that will be kept for the day in a secure storage facility.

Any student found using their mobile phone during Saints Peter and Paul Catholic High School day will have their device confiscated and consequences will be issued.

Any phone confiscated during the day will be required to be collected by a trusted adult before 4p.m.

If an adult cannot collect the phone, it will be kept secure overnight in the lock box and the student can collect the phone at the end of the next school day. If a student refuses to co-operate then the sanction will escalate, and parents/carers will be invited in.

Staff members will consider whether confiscation is proportionate and consider any exceptional circumstances relevant to the case.

Staff will perform random checks with an electronic device 'wandering' to uphold school expectations. Staff will also use reasonable grounds to wand students (see above) if they feel the mobile phone expectation is not being adhered to.

11. Effective classroom management

Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour. Effective classroom management will allow staff to:

- Start the year with clear sets of rules and routines that are understood by all students (classroom charter).
- Establish agreed rewards and positive reinforcements.
- Establish sanctions for misbehaviour.
- Establish clear responses for handling behavioural problems.
- Encourage respect and development of positive relationships.
- Make effective use of the physical space available.
- Have well-planned lessons with a range of activities to keep students stimulated.

Subject to reasonable adjustments, e.g. those made for students whose SEND may affect their behaviour, students will be expected to follow Saints Peter and Paul Catholic High School Student Code of Conduct, which requires students to:

Expectations for Behaviour

1. In the Classroom

- Students will arrive punctually and prepared to engage respectfully with peers and staff, adhering to classroom norms.
- Positive behaviours will be consistently recognised and celebrated.

2. Around the School

- Polite, respectful interactions are expected at all times.
- Calm and considered movement around the building and social spaces-compassion shown for all members of the school community.
- Students will respect school property and maintain a welcoming environment for all.

3. Online

- Online behaviour must reflect the same standards of respect, compassion, and aspiration upheld within the school grounds.

Rewarding and celebrating students being the best version of themselves

1. Classroom teacher and formation tutor level:

- Examples : Achievement points, positive conversations, phone calls home, text messages home, postcards home are rewarded daily to immediately celebrate success.

2. Faculty and year team level:

- Examples: 2 weekly rewards on social media for faculty stars, formation tutor stars and amazing attenders. These students are also awarded achievement points for their outstanding contribution.

3. Whole school level:

- Examples: Rewards trips, Feast Days, Awards ceremonies and certificates, amazing attender draw, breakfast with the Head, end of term celebrations are a few of the ways that the school rewards and thanks students for being the best version of themselves and upholding our core values on a daily basis.

12. Effective student support

Saints Peter and Paul Catholic High School recognises that the core purpose of providing alternative provision for students who struggle to meet expected standards of behaviour is to successfully integrate them back into the regular classroom environment. Alternative provision may also be required for students with additional needs. Alternative provision is time-limited and subject to review, ensuring it remains focused on reintegration where possible.

Designated staff will have clearly defined responsibilities, enabling students to receive the most effective support. Designated staff will also have an accurate view of the needs of identified students.

Designated staff will engage with external partners and specialist agencies to access further appropriate support when required.

13. Behaviour outside of school premises

Students at Saints Peter and Paul Catholic High School are expected to represent Saints Peter and Paul Catholic High School in a positive manner. The guidance laid out in the Student

Code of Conduct will apply both inside school and out in the wider community, particularly if the student is dressed in school uniform.

Staff can sanction students for misbehaviour outside of Saints Peter and Paul Catholic High School premises, including conduct online, provided the student is:

- Wearing school uniform.
- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a student at Saints Peter and Paul Catholic High School.

Staff may also sanction students for misbehaviour outside Saints Peter and Paul Catholic High School premises, including conduct online, that:

- Could negatively affect the reputation of Saints Peter and Paul Catholic High School.
- Could pose a threat to another student, a member of staff at Saints Peter and Paul Catholic High School, or a member of the public.
- Could have repercussions for the orderly running of Saints Peter and Paul Catholic High School.

Complaints from members of the public about the behaviour of students from Saints Peter and Paul Catholic High School are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

14. Reporting Concerns About Behaviour: Information for Parents

The recognises the importance of working in partnership with parents and guardians to promote positive behaviour and ensure a supportive learning environment for all students. If you have concerns regarding your child's behaviour or the behaviour of others affecting your child, the following initial steps can guide you in reporting and addressing these concerns:

How to Report a Concern

1. Contact Your Child's Formation Tutor or Class Teacher

- For initial concerns, reach out to your child's form tutor or class teacher via email or by calling the school office. They are often best placed to address minor issues or provide clarity about incidents.

2. Escalation to the Progress Leader or Year mentor

- If the concern requires further attention or is unresolved, contact the Progress Leader. They oversee the behaviour and well-being of all students in the year group and can initiate interventions if necessary.

3. Senior Leadership Team Involvement

- For serious or ongoing concerns, or if you feel previous steps have not resolved the issue, you may request a meeting with a member of the Senior Leadership Team (SLT).

What Information to Provide

To assist us in resolving issues effectively, please provide:

- A clear description of the concern, including dates and specific incidents.
- Names of students or staff involved, if known.
- Details of any previous actions you have taken to address the matter.

School's Response to Concerns

- All concerns will be acknowledged within 48 hours.
- Depending on the nature of the concern, an investigation may be carried out, and you will be informed of any necessary actions or resolutions.
- Confidentiality will be maintained to the extent possible while addressing the matter.

If these steps do not bring about the desired resolution the school has a formal complaints policy to escalate any concerns.

Working Together

The school is committed to ensuring every student feels safe, respected, and supported. By working collaboratively with parents, the school can address concerns promptly and effectively, fostering a positive school community. Saints Peter and Paul Catholic High School endeavour to respond to need for any SEND intervention with a personalised approach.

If you have any questions or would like further guidance on the process, please contact the school office.

15. Data collection and behaviour evaluation

Saints Peter and Paul Catholic High School will collect data from the following sources:

- Behaviour incidents, including on removal from the classroom
- Attendance, permanent exclusion and suspensions.
- Use of internal reflection, off-site directions and managed moves

- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, students, governors, and other stakeholders on their perceptions and experiences of Saints Peter and Paul Catholic High School behaviour culture

The data will be monitored and objectively analysed by the Principal and the SLT. Attempts will be made to identify possible factors contributing to the behaviour, any system problems or inadequacies with existing support. The data will also be analysed considering the protected characteristics under the Equality Act 2010 to inform school policies and practice.

Staff will contribute to maintaining an effective behaviour culture by being held accountable for their part in maintaining Saints Peter and Paul Catholic High School's behaviour systems and processes. Interventions will be adapted based on trends (e.g., how data informs staff training, targeted support, or policy adjustments).

16. Monitoring and review

This policy will be reviewed by the Governing body and they will make any necessary changes and communicate these to all members of staff and relevant stakeholders. Student and parent feedback will be included in the review process (e.g., through focus groups or forums).

This policy will be made available for Ofsted inspections and reviews by the lead inspector, upon request.

Appendices

A)- Student account form

B). Classroom Charter

C). Uniform

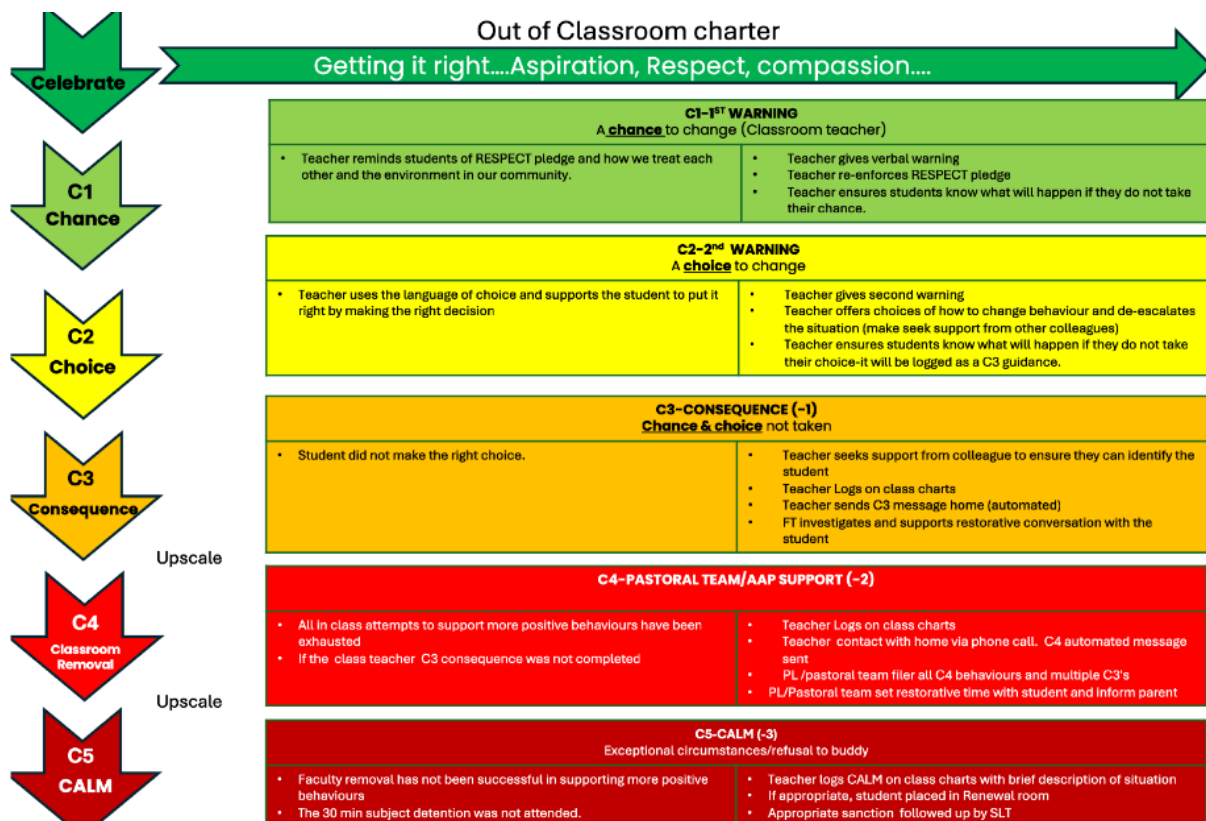
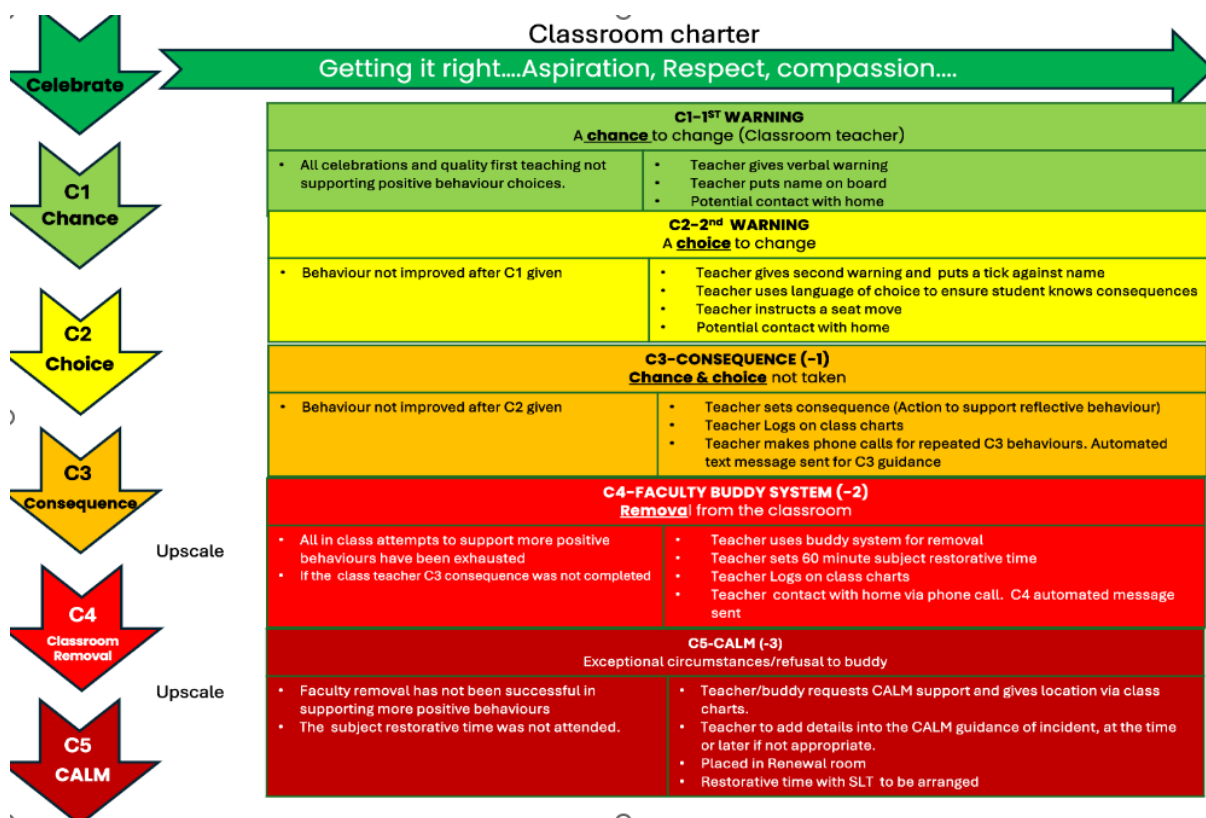


Appendices A

Saints Peter and Paul Student Account

[illegible]

Appendices B- CLASSROOM CHARTER



Appendices C-Uniform

Our school uniform sets a high expectation for students to be smart, neat and ready to learn. This uniform is not gender specific.



- **A light blue shirt**

- **Branded ties***
- **Kilt-style skirts**
- **A navy-blue blazer embroidered with our logo**
- **Dark grey formal trousers**
- **Optional navy-blue V-neck plain jumper (no logo)**
- **Black socks if wearing trousers**
- **Navy-blue long socks if wearing skirt**



*** Ties feature**

the school logo and 2 horizontal stripes and will continue with the child throughout each key stage.

Year group ties from September 2024

Year 7 - Maroon with silver stripe

Year 8 - Maroon with blue stripe

Year 9 – Maroon

Year 10 - Blue

Year 11 - Blue with maroon stripe

Our school uniform is available from:

Laser Schoolwear, 56 Victoria Road, Widnes WA8 7RJ or Kits for All Ltd, 14 Lugsdale Road, Widnes, WA8 6DH

SHOES



- All shoes must be plain black and should be able to be polished
- The sole of the shoe must be plain black
- Trainer style or canvas shoes are not allowed
- No logo or embellishments
- Students will be expected to change into a suitable pair of shoes provided by the school, if they fail to meet expectations

PE KIT



It is compulsory that all students wear the appropriate School branded kit, which has been designed by our students, for all PE lessons.

High standards of PE kit are expected within all year groups and this is closely monitored by PE staff from lesson to lesson. A policy is also in place to ensure students understand the importance of bringing full PE kit to all PE lessons.

The PE kit has been developed in collaboration with students, PE Staff and the manufacturers O'Neill's with the focus on quality, durability, value for money and ethical sourcing.

[PE kit is available via the O'Neills website.](#)

Note: All other items listed on the O'Neills website are optional, for example the skinny bottoms and half zip squad top.

Black leggings and dance t-shirts are for Key Stage 4 students only