



Anti-Bullying and Behaviour Policy

Committee Responsible – LGC
Last review: Summer 2025
Next Review: Summer 2026



POLICY STATEMENT

Audience for the Behaviour Policy

This behaviour policy is intended for the entire St Peter's Catholic Secondary School community, encompassing parents, staff, and students.

- Parents: Your involvement is crucial in reinforcing the values and expectations outlined in this policy. By working together, we can ensure a consistent approach to behaviour both at home and in school, fostering a positive and supportive environment for our students.
- Staff: This policy serves as a guide for all staff members in maintaining and promoting high standards of behaviour. Consistency in applying the principles and practices described in the policy is key to creating a safe and respectful learning atmosphere for every child.
- Students: This policy helps you understand what is expected of you in terms of behaviour. By following the guidelines and rules, you contribute to a positive school environment where everyone can learn and grow safely and respectfully.

By adhering to this policy, we can collectively support a thriving educational setting where respect, readiness, and safety are paramount.

AIMS

The school Mission Statement declares that “St Peter’s is a Catholic School; our goal is to be Christ to all.”

We set out to nurture independent, resilient, inquisitive and motivated lifelong learners. By being compassionate and generous in spirit, we aim to be a community whose every member feels uniquely valued. We strive to enable all to be courageous individuals, having the integrity and the spiritual strength to make a positive difference in the world.

As a school which is part of Xavier Catholic Education Trust we aim for St Peter’s to be a place where students enjoy learning and achieve well. Relationships with each other, and with God, are central to all that we do. We are committed to the highest standards of student behaviour: we believe that to be successful in life, students must be ready to learn, always be respectful and be responsible in their actions both for themselves and for those around them.

We know that students and staff are at their best in calm, safe, and productive learning environments, and this policy sets out how we achieve this. This behaviour policy is values led in that it promotes cultures of belonging, love, and school-specific Gospel values, but also provides a clear and transparent framework to ensure our values are embedded in our daily practice and routines. By praising and recognizing positive behaviours that align with those promoted by the Xavier CET, this will support St Peter’s in building a culture that consistently supports students to develop appropriate school behaviours.

All schools within the Xavier Catholic Education Trust celebrates, promotes, and adheres to the teachings of Jesus Christ, and the church. We believe in the overarching principle of dignity, inclusion, and equity for all. Our Catholic ethos means that we are called to know and love all children and adults at St Peter’s and within the wider trust of schools, and this behaviour policy reflects this commitment to all.

This policy draws on a research base of relational practice that reflects the mental health needs of students, acknowledges adverse childhood experiences and trauma-informed practice, alongside behaviour support mechanisms to support the inclusion of students.

The policy is also informed by the Xavier Primary School Behaviour Policy, which is adhered to by all primary schools in the Xavier CET. The aim is to use the Primary Behaviour Policy as a foundation, to ensure continuity for students across their journey from primary into secondary school across the Xavier CET.

At St Peter’s our aims are:

- To provide our vision for how students will be known and loved in the school.
- For students to learn how to self-regulate their emotions and behaviour.
- To ensure all students develop good learning habits for them to become self-disciplined.
- To have the highest expectations of students’ behaviour to ensure the highest standards of learning can take place, in a calm, safe environment.
- To create an environment in which students are taught to respect and support each other and to accept responsibility and consequences for their own actions.
- For students to understand their role in making the school an outstanding place to learn and to have pride in their school.
- For parents to understand their role in supporting a positive partnership between school and home.

- To provide clarity and consistency for teachers, staff, students, parents, and governors regarding how the behaviour policy will be used.

All staff at St Peter's build upon the Xavier approach to behaviour and are responsible for teaching behaviour that is ready, respectful and responsible.

At St Peter's we respond to behaviour by:

- Correcting the student through both non-verbal and verbal signals.
- Understanding and being curious about the reason for the behaviour.
- Teaching better behaviour by stating the action and modelling what this should look like.
- Adapting the environment to support the student in meeting their needs where appropriate.
- Understanding that behaviour or individual actions does not reflect the person as a whole.
- Placing love, compassion, and reconciliation at the heart of our approach.
- Having a fair, consistent, and transparent approach to behaviour consequences and sanctions.

Relational practice

We promote relational practice where relationships are nurtured as a priority in our schools. We encourage and support students to be accountable, reflective and able to repair relationships through the principles of restorative practice.

CODE OF CONDUCT

At St Peter's, we build upon the Xavier Primary School behaviour policy by teaching ready, respectful and responsible behaviour.

We believe the right way to behave is to ensure everyone is responsible, ready to learn and respectful of others and the school. Staff must always teach and model this message and make reasonable adjustments to allow all students to be successful.

We respond to students using natural and logical consequences. The way we maintain good behaviour is to teach and support students to be responsible, respectful and ready to learn.

Guided by the Gospel imperative to *"treat others as you would wish them to treat you"*, the important rule for all of us is that **everyone (staff, students, parents and visitors) will act with courtesy and consideration to others at all times. Reconciliation & relational practice underpins our response to all situations.**

This means that students will:

- 1. Always try to understand other people's point of view.**
- 2. In class, be ready to learn and make it as easy as possible for everyone to learn and for the teacher to teach.** This means arriving on time with everything we need for the lesson, beginning and ending the lesson in a courteous and orderly way, listening carefully, following instructions, helping others when appropriate and being calm and sensible at all times.
- 3. Move sensibly and quietly about the school.** This means walking calmly, following the one-way system, never running, barging or shouting, but being ready to help by opening doors, standing back to let people pass and helping to carry things.
- 4. Always speak politely to everyone and use a low voice.** Shouting is always discourteous.
- 5. Be silent** whenever required to be.
- 6. Respect the rights of all students;** during examination times I will give extra consideration to other students' needs whilst moving around school.
- 7. Be responsible for keeping the school clean and tidy** so that it is a welcoming place of which I can be proud. This means putting all litter in bins, keeping walls and furniture clean and unmarked and taking great care of the displays, particularly of other people's work. Students, in turn, will participate in litter picking as a service to the community.
- 8. Be considerate of others out of school.** Walking locally or with a school group, I always remember that I am an ambassador for the school and take pride in St Peter's. This pride is reflected in my positive behaviour.
- 9. Wear full school uniform, taking pride in my appearance.** This applies at all times in and out of school.

EXPECTATIONS

The following are not published as a list of rules but as an explicit statement of expectations.

School site

The school day is from 8.45 to 3.10, and to 2:45 on Tuesdays; for students' convenience there is access to the site from 8.00 until the end of the school day unless in supervised school activities, such as homework club, detentions and extra-curricular clubs. Please see Appendix 1 Extended Hours Procedures, regarding any student on premises after-school hours.

Start of lessons

- Arrive on time for the lesson.
- Ensure mobile phones and any other devices are switched off and out of sight, so that lessons are not disrupted. (Students from Y7-10 should not have a smart phone preset in school at all).
- Enter the classroom quietly and in good order.
- Go straight to your workplace.
- Take off and put away coats and outdoor wear.
- Take out books, pens and equipment.
- Put bags away, not on desks or blocking aisles.
- Remain silent when the teacher calls the register.

During the lesson

- Strive to do your best, first time, every time.
- Take responsibility for your own learning and set yourself high standards.
- When the teacher talks to the whole class, remain silent and concentrate.
- If the class is asked a question, put up your hand to answer: do not call out (unless you are asked for quick ideas).
- You are expected to work sensibly with your classmates: remain focused and supportive.
- Never do anything that will prevent someone else from learning.
- Take pride in your work. It says much about you.
- Do not put graffiti on books, desks or other school property.

End of lesson

- Only start to pack up when told.
- When requested, stand and push your chair under the desk.
- Check that your uniform is correct.
- Pick up any litter, leaving the classroom clean and tidy for the next lesson.
- Leave quietly when instructed to do so.

Homework

- Make sure you understand any homework that is set; if not, ask.
- Check Microsoft Teams for all homework tasks.
- Complete homework tasks and submit the work on time.
- Learn from advice given by your teacher to improve your performance.

Movement around school

- Walk quietly and sensibly in corridors.
- Follow the one-way systems.
- Show courtesy by opening doors and giving way to others.
- Arrive at your next lesson promptly.

Relationship with others

- Mutual respect is expected at all times and there is no excuse for rudeness.
- Any reasonable request should be carried out without argument or delay.
- Make-up in Key Stage 3 is not permitted.
- Modest make-up is allowed in Key Stage 4 at the discretion of the Head of Year or SLT.

Break and lunch time

- Remain on school premises from drop-off until the end of the school day.
- Do not be in a classroom unless supervised by a member of staff.
- Food should only be consumed in the Dining Hall, on playgrounds or in 6th Form Key, unless agreed and supervised by a member of staff leading a lunch-time activity.
- Mobile phones must be stored out of sight i.e. not in top outside blazer pocket (use inside zipped pocket). No smart phones should be in school for students in Y7-10.
- Only be where they can be seen. To hide behind buildings or in hedges, etc. is to be out of bounds.
- Keep all pedestrian pathways clear.
- Be careful and safe with ball games, only playing 'matches' on the allocated pitches according to our rota.

Areas out of bounds:

A student out of sight is regarded as being out of bounds; this is to ensure the safety and supervision of students throughout the day. Some examples of areas out of bounds:

- Around and behind the Exam Hall and the huts.
- The front lawns between the straight drive and the curved drive except when directed.
- The curved drive.
- The car parks.
- The Peace Garden between St Cuthbert's and the Staff Room.
- The path outside the Staff Room.
- The purple lobby in St Edmunds.
- The top fields, except when directed.
- A lift and/or a disabled toilet.
- Behind or down the side of the RE or Science blocks, in the Drama quad or by the bike sheds.
- The area next to the J huts / Exam Hall is out of bounds at all times.
- Bosco tunnel outside of the chapel.

Dining Hall

- Students are to sit down unless they are waiting in the queue.
- Students should ensure that all plates, food and litter are cleared away before leaving the Dining Hall.
- Students should not sit on the windowsill.
- Chairs are to be pushed under the tables.
- If you spill something or drop food, it is your responsibility to clear it up.
- All food packages and leftover food to be binned before leaving the Dining Hall.

Items not to be brought into school

- Valuable items should not be brought into school unnecessarily.
- Large sums of money should not be brought into school.
- Roller-blades, skateboards and scooters.

- Chewing gum.
- Energy or stimulant drinks.
- Any items to be sold.
- Weapons, imitation weapons or offensive objects, including laser pointers & water pistols.
- Offensive literature in any medium or any form of pornography.
- Any form of smoking materials, matches, lighters, vapes or related materials
- Alcohol of any kind.
- Any illegal substances.

Bringing any of these last five items onto the premises will be considered a very serious disciplinary issue, and may lead to serious sanctions such as suspension, or in some cases to permanent exclusion.

Movement on Horseshoe Lane East and surrounding areas

- Show respect for others and for the environment at all times.
- Walk on the pavement.
- Do not run, overtake or push on the public paths.
- Do not shout or cause a nuisance.
- Do not cycle on the pavement.

Assemblies and Masses

- When going to and returning from St Pius' Church, exit and return to school via the straight drive unless instructed otherwise.
- Cross the road directly outside the school gate when leaving school.
- Access to St Cecilia's is via the footpath from St Cuthbert's, students must not access from the car park.
- Line up quickly and quietly, be calm and in the right frame of mind for assemblies and liturgies.
- Enter and exit assembly quietly.
- On leaving the Church cross directly outside the Church entrance.
- Students should behave especially respectfully during assemblies, reflections, mass, prayer or similar activities – and should refrain from eating and drinking

Bicycles and scooters

- Bikes must be walked in and out of school from and to the gate.
- **Students must wear helmets.** We reserve the right to confiscate bikes until adequate safety measures are in place in cases where students do not have helmets, or lights where necessary.
- Students are advised to achieve an appropriate cycling proficiency certificate.
- Cycles are to be left in the cycle shed and should be padlocked.
- E-scooters or E-bikes are not permitted on site and will be confiscated.
- Entrance and exit must be via the main gate only.
- Particular care should be taken when cycling along Horseshoe Lane East and surrounding areas.

Motor vehicles

- Safety of all is paramount.
- No vehicular access to and from the school site between 3.00 and 3.30pm or between 2:40pm – 3:10 pm on Tuesdays except for official school transport.

- To ride a moped or motorcycle to and from school a student must complete a form obtaining written consent from the Headteacher and parents.
- Year 11 may not take their vehicles, e.g. mopeds in or out of school during the school day and passengers are not allowed.
- The speed limit on school grounds must be adhered to for all users of vehicles.

Pedestrians

- Access to the front of the school must be along the school pathways only.

School phone

- There is a phone available in Reception for emergencies only. Permission is needed before use.

Anti-Bullying

Any form of bullying or intimidation, whether verbal, physical or cyber (via mobile or internet) is unacceptable at St Peter's. It is contrary to our positive behaviour approach, and we do everything possible to discourage it. We are a telling school and this culture is promoted through form time discussions, the citizenship curriculum and assembly time.

We expect that all students by their actions and attitudes will make it clear that:

- They will not tolerate bullying
- They will not stand by and watch someone else being bullied
- They will not retaliate, this will only make things worse
- They will not be a bystander and immediately inform a teacher or other adult of any bullying known to them
- They will give support to victims of bullying whenever they can

With regards to responding to reported cases of bullying:

- We guarantee that all reported cases of bullying will be investigated
- Any student who bullies another student will be dealt with appropriately
- Sanctions include detentions (lunchtime and after school), internal isolation and suspensions
- Parents will be informed where appropriate

All efforts are made to support all those involved and to reconcile any differences.

Discriminatory or prejudicial language / behaviour

St Peter's Catholic School is committed to equality and inclusion. The school does not tolerate any form of discriminatory or prejudicial behaviour or language. The school is committed to safeguarding protected characteristics (outlined in the Equality Act 2010), especially: age; disability; gender reassignment; race; religion or belief; sex; sexual orientation.

This is reflected in our behaviour policy sanctions at the end of this document. Discriminatory or prejudicial behaviour or language could include:

- Indirect comments that discriminate against someone a group with a protected characteristic.
- Direct comments or behaviours that discriminate against someone or a group with a protected characteristic
- Prejudicial treatment or behaviour towards others or those with protected characteristics.

Child-on-Child abuse

All children have a right to attend school and learn in a safe environment.

All members of staff at St Peter's Catholic School recognise that children are capable of abusing other children.

St Peter's Catholic School believes that sexualised behaviour between peers that has become harmful or abusive is unacceptable and must be addressed.

Allegations of child-on-child abuse will be dealt with under our child protection and safeguarding policy and in line with [Keeping Children Safe in Education \(2024\)](#), including seeking advice and support from other agencies, as appropriate. We are clear that sexual violence and sexual harassment is not acceptable, will never be tolerated, passed off as 'banter' or 'just having a laugh' and is not an inevitable part of growing up.

St Peter's Catholic School recognises that child-on-child abuse can take many forms, including but not limited to:

- bullying, including cyberbullying.
- physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm.
- sexual violence and sexual harassment.
- 'upskirting' which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.
- Nude or semi-nude image sharing (also known as 'sexting' or 'youth produced/involved sexual imagery').
- Initiation/hazing type violence and rituals.

In order to minimise the risk of child-on-child abuse, St Peter's Catholic School will:

- implement a robust behaviour and anti-bullying policy.
- provide an age appropriate RSE and PSHE curriculum which includes healthy and respectful relationships, respectful behaviour looks like, consent, gender roles, stereotyping and equality, that sexual violence and sexual harassment are always wrong.
- Track, monitor, and analyse cases of child-on-child abuse and respond accordingly.
- Encourage children to report any child-on-child abuse.

Whilst we encourage children to report concerns and complaints directly to us, we recognise this may not always be possible. Children, young people, and adults who have experienced abuse at school can contact the NSPCC 'Report Abuse in Education' helpline on 0800 136 663.

REWARDS & SANCTIONS

Recognitions

St Peter's is aligned with other schools across the Xavier CET in that we want students to feel proud of the intrinsic value of achievement. We are committed to rewarding good learning habits in all key stages. We celebrate students' positive choices in different ways.

Positive Behaviour Approach

As adults, we need to maintain a positive state in ourselves, so that we are in control of our own emotions. A positive state of mind is vital as well as supporting each other, both asking for and offering help. Adults are trained and supported to manage behave in a calm, positive way, always putting relationships at the forefront.

The essence of our behaviour management at St Peter's is to acknowledge the students being good. We always want to emphasise positive behaviour and accordingly we start with rewards.

The following rewards are examples of how good behaviour and work is recognised at St Peter's:

Rewards

- Praise and encouragement.
- A positive House Point recorded by staff.
- Work displayed on the boards either in class or in the corridors.
- Endorsing the quality of work by sharing it with another adult.
- Taking work to show to the Heads of Department, Head of Year, or members of the SLT. These members of staff are always happy to acknowledge good work and to offer encouragement to the students concerned.
- Stickers, postcards and certificates are sent home for achieving a number of House points. These are either from the Tutor, or from the Head of Year, School Leadership Team, or the Headteacher.
- Awards Assemblies are held each term to celebrate the achievements of students.
- Students showing a high level of effort in exam week will be commended.

All formal praise for good work and behaviour is recorded on Arbor. The students will be informed of their cumulative totals every week by their Form Tutor. As points accrue parents will be informed as follows:

Total number of house points over the course of the academic year	Recognition	Prize draw entries to Mr Miller's whole school assembly termly draw
25 house points	Praise postcard in tutor time	1
100 house points	HOY certificate in assembly	2
250 house points	Certificate sent home from AHT	4
400 house points	Certificate sent home from DHT	6
600 house points	Certificate awarded by Headteacher	8
Every additional 15 house points		1

*HOY = Head of Year, *AHT = Assistant Headteacher, *DHT = Deputy Headteacher

The Rocks of St Peter’s Nominations

At St Peter’s, everything we do is rooted in our core values—the Rocks of St Peter’s: Love, Justice, Reflection, Courage, and Service. These guiding principles shape the way we learn, grow, and support one another as a community.

To recognise and celebrate the positive contributions students make each day, we have established the St Peter’s Rocks Nominations. All staff will use the nominations system to formally acknowledge students who embody our values through their actions, efforts, and attitudes.

Each nomination is worth 5 house points—the highest number awarded for a single positive act. Throughout each term, students who receive nominations will be celebrated in assemblies. At the end of each half term, the student in each year group with the most nominations for each Rock will be awarded a St Peter’s Rock badge, to be proudly worn on the lapel of their blazer.

Students who go on to earn all five Rock badges across the academic year will be presented with the prestigious St Peter’s Keys badge—a symbol of exemplary character and consistent commitment to our shared values.

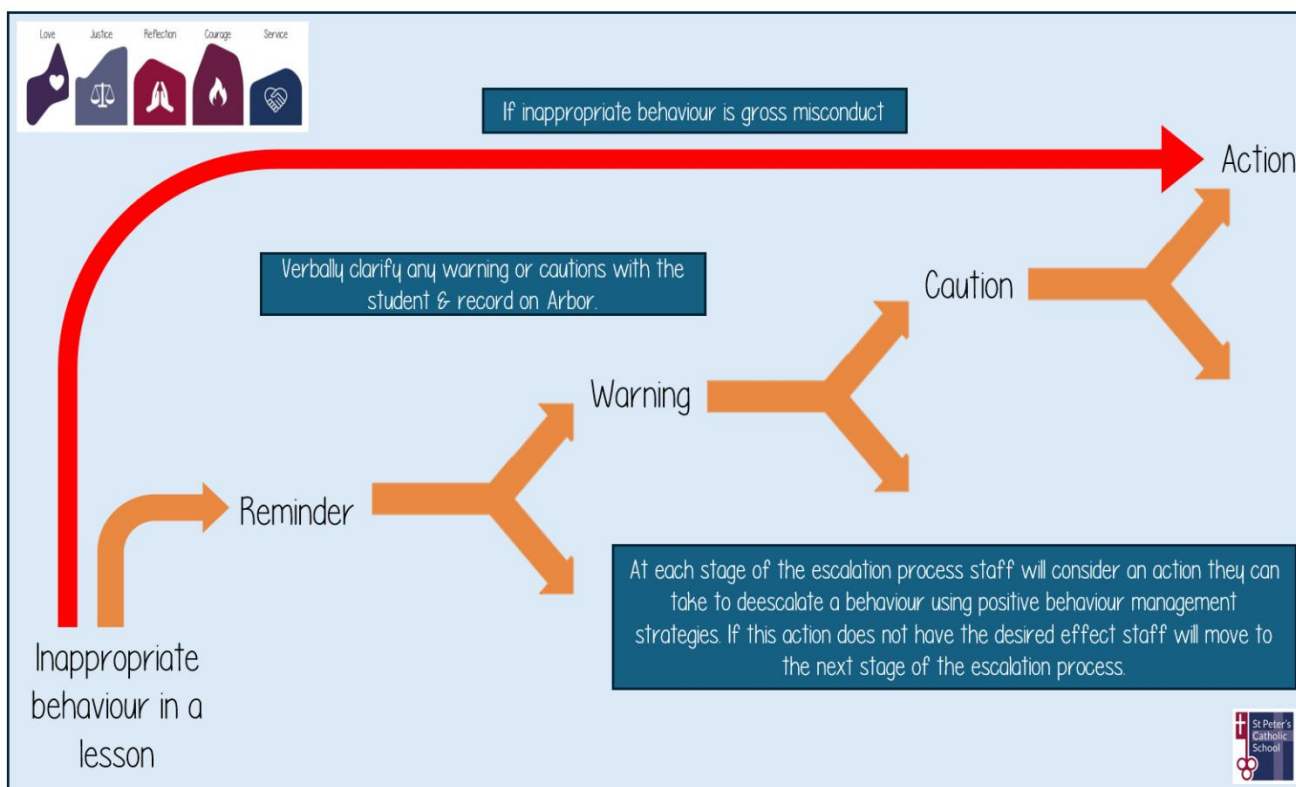
St Peter’s Rock	Some examples of how students could display this value
Love 	<ul style="list-style-type: none"> • Show kindness to others. • Have a positive attitude and respect yourself. • Show compassion to those in need.
Service 	<ul style="list-style-type: none"> • Support others to achieve. • Warmly welcoming visitors to St Peter’s by being polite and courteous. • Picking up litter unprompted.
Justice 	<ul style="list-style-type: none"> • Promoting fairness in group tasks. • By being respectful to other people’s beliefs and views. • Not being a bystander in challenging situations.
Reflection 	<ul style="list-style-type: none"> • Learn from your mistakes • Contribute positively to our mission statement to be “Christ to all”. • Be curious and seek ways to improve.
Courage 	<ul style="list-style-type: none"> • Go above and beyond in lessons. • Volunteer for roles or responsibilities. • Think for yourself and be independent.

Sanctions

Creating great, positive relationships and delivering high quality lessons will avoid having to use anything but basic sanctions. However, having a consistent set of guidelines for dealing with more challenging behaviour provides us with a structure that is simple to implement.

We have a simple system when basic expectations are not met to ensure disruption to learning is minimised, students are clear about their responsibilities to engage and to empower staff to deal with trickier situations effectively.

All teaching staff at St Peter's follow these simple steps consistently to effectively manage the learning environment:



What is an Action?

After working through the above escalation process (unless the inappropriate behaviour is gross misconduct) the action or actions taken are at the professional judgement and skill of the member of staff. The member of staff will take action in the most appropriate manner for the situation they are in. At St Peter's we will always look to apply the lowest sanction possible to change the student's behaviour. Staff will also use their professional judgement and skill in positive behaviour management to use an action at any point in the escalation process if they judge a particular action to be the best way to deescalate a situation before moving to the next stage in the escalation process.

Actions may include but are not limited to:

- Contacting parents
- Moving the student to a new seat in the classroom
- Asking the student to step outside of the lesson to reset for a couple of minutes
- Requesting another member of staff attend and have a conversation with the student before returning the student to the lesson
- Issuing a restorative conversation to be completed with the member of staff at a time convenient to the member of staff. This may be at the end of the lesson or at another more convenient time

- Requesting that a member of the SLT remove the student from the lesson for the remainder of that lesson (in this instance a Restorative conversation between the HOD, student and staff member will be required before the student returns to the next lesson)
- Requesting a child returns to the teacher during free time for an intervention to take place for the student to be supported with completing classwork or homework
- Having a quiet word with the student
- Providing them with an immediate achievable target to accomplish in the next few minutes
- Using strategies which are present on the student's pupil passport
- Placing onto a report
- Any other actions which the member of staff deem to be the most appropriate way to impact positive change in a student's behaviour

Cautions

As part of the escalation process on the page above, where a warning has not changed a student's behaviour for the better the member of staff may choose to escalate to the next layer of sanction which is to issue a student with a caution.

Cautions are split into three groups: -1 caution (may be issued immediately without following the escalation process above), -2 caution & -3 caution points as can be seen in the table below:

Reason to issue a caution:	Points	
Homework still incomplete or missing (2nd chance)	-4	Issue when a student has been given a 2nd chance to show you their completed homework but have failed to do so.
Removal from a lesson	-3	Issue when a reminder & warning has not changed the behaviour or there has been gross misconduct
Direct rudeness towards staff outside of lessons	-3	A caution to be issued immediately
Unaccepting of a -1 caution	-2	A caution to be issued immediately
Lack of PE kit	-2	A caution to be issued immediately
Missed or incomplete homework	-2	Issue when a student has not completed homework or it is not to a satisfactory standard. Teacher to provide student with a 2nd opportunity to complete the homework
Use of inappropriate language	-2	Issue when a reminder & warning has not changed the behaviour dependent upon severity. Please use professional judgement
Not following basic instructions	-2	Issue when a reminder & warning has not changed the behaviour
Low level disruption	-2	Issue when a reminder & warning has not changed the behaviour
Poor attitude	-2	Issue when a reminder & warning has not changed the behaviour

Poor behaviour outside of lessons	-2	Issue when a reminder & warning has not changed the behaviour
Poor effort	-2	Issue when a reminder & warning has not changed the behaviour
Unkind to another student	-2	Issue when a reminder & warning has not changed the behaviour
Poor Manners	-2	Issue when a reminder & warning has not changed the behaviour
Wearing make up (KS3) or excessive make up (KS4)	-1	A caution be issued immediately and ensure student removes the make up
Incorrect uniform	-1	A caution to be issued immediately and ensure the student corrects the issue immediately
Littering	-1	A caution to be issued immediately
Eating/chewing in corridors or classrooms	-1	A caution to be issued immediately

Detentions

Most detentions at St Peter's are run through a centralised system. Each week the total number of caution points which a student has accumulated over the course of the week will be totalled. The total number of caution points will equate to a length of time in an afterschool detention the following week.

The total caution points and length of time in the after-school middle leader detention can be seen below:

Total Caution Points	Sanction
-6	45m detention.
-7	1hr detention.
-8	1hr 15min detention.
-9	1hr 30m detention.
-10	1hr 30m detention. An additional action will also take place in this instance. This action will be at the professional judgement of the HOY or the SLT and will always be within the best interests of the student.

SLT detentions will also take place after school each week and will run for 2 hours.

Pastoral lunchtime detentions take place daily and are supervised by a member of the pastoral team. Any student who has been removed from a lesson will automatically be issued with a pastoral lunchtime detention. All staff reserve the right to issue a detention to a student when they deem this to be the most appropriate action to take.

All cautions and detentions are recorded on Arbor and can be viewed by parents through the parent portal.

Late detentions also take place after school. Students are at risk of being issued with a late detention if they are late to lessons 5 or more times in a week. These students will then have their punctuality monitored for the following two-week period and if they are late to any lessons during this time an after school detention will be issued. 1-2 lates = 30 minute detention, 3-4 lates = 45 minute detention, 5+ lates = 1 hour after school detention.

Reasonable Adjustments for Students with Additional Needs (e.g. SEND or students with trauma)

Students with SEND are supported, and reasonable adjustments are made to ensure they are ready, respectful and responsible in school and feel emotionally safe, happy and confident to learn.

St Peter's will ensure that they make these reasonable adjustments where necessary so that all children can access learning, while maintaining their high expectations of student behaviour and the behaviour culture in their school. St Peter's aims to be as fair and consistent as possible with its rules and behaviour processes, so that there is clarity for all students, staff and parents.

However, for some students whose needs may differ, for example some students with ADHD, we adapt our behaviour policy for lesson removals.

For those students, who have been identified by the SENCO and pastoral staff, we will discuss with them a slight change to the usual procedure. If they reach the 'Warning' stage of the escalation process (see page above), the teacher will request a member of the Senior Leadership Team to collect them in order for them to take a short break from learning, allow time to reset and facilitate a discussion about how the lesson is going. The aim is to give the student a short break and to help them reintegrate into the lesson, without further escalation of sanctions.

Standards for Behaviour:

Alongside restorative practices and relational support work, there are times when formal consequences for standards of behaviour are required. These consequences mainly act in a preventative manner but also ensure that all students understand the importance of being ready, respectful and responsible. Our schools are places of love and compassion, and they are committed to maintaining the dignity of each child during any consequences, as well as continuing to build positive relationships between all stakeholders. While consequences are necessary at times, as Catholic schools we place even more importance on reconciliation and moving forward together. At St Peter's the vast majority of students rarely need to be sanctioned and when they do it is usually for relatively minor reasons. However, where necessary we aim to be as consistent as possible in our application of sanctions.

The following table gives an indication of the possible consequences of unacceptable behaviour. Our focus is always on restorative justice, and we aim in all circumstances to deal with any issues swiftly and fairly. This is to ensure that all parties can move forward with the best possible learning attitude.

The following table is not exhaustive. We reserve the right to impose reasonable sanctions where a student's behaviour falls below required standards.

Stage	Unacceptable Behaviour	Potential Consequences	Who	Support and by Whom
1	<ul style="list-style-type: none"> - Lack of equipment. - Being late. - Wearing make-up (KS3) or excessive make-up (KS4). - Incorrect Uniform. - Littering. - Eating and chewing in corridors/classrooms. - Incorrect PE kit. 	<p>A -1 caution to be issued.</p> <p>Accumulation of cautions will result in an after-school middle leader detention.</p> <p>Student may also be required to make up minutes late.</p> <p>Staff to confiscate jewellery. And ensure make up removal.</p> <p>Community Service.</p> <p>Late detention</p>	All Staff	<p>HOY to monitor the number of cautions issued and discuss patterns with the student and parents.</p> <p>Students may be placed on a report as instructed by their HOY.</p> <p>HOY may choose to take other appropriate actions dependent upon circumstance.</p>
2	<ul style="list-style-type: none"> - Persistent stage 1 infringements. - Missed or incomplete homework. - Inappropriate response to a caution being issued. - Use of inappropriate language. - Not following basic instructions. - Low level disruption. - Poor attitude. - Poor behaviour outside of lessons. - Poor effort. - Unkind to another student. - Poor manners. 	<p>A -2 caution to be issued.</p> <p>Accumulation of cautions will result in an after-school middle leader detention.</p> <p>Community Service.</p>	All Staff	
3	<ul style="list-style-type: none"> - Abusive or offensive language. - Directly rude towards staff. - Dangerous behaviour. - Highly disruptive behaviour. 	<p>Accumulation of cautions will result in an after-school middle leader detention</p>	All Staff	<p>Students will be taken to an appropriate space to allow some time to regulate and reflect upon their behaviour.</p>

	<ul style="list-style-type: none"> - Uniform infringements which cannot be immediately rectified. - Two removals from a lesson in a day. 	<p>A -3 caution will be issued when a student is removed from a lesson & pastoral lunchtime detention will be issued.</p> <p>RJ conversation between staff and student.</p> <p>An internal suspension or suspension dependent upon severity of behaviour may be issued.</p>	HOY/SLT	<p>A restorative justice conversation will be facilitated by the HOD.</p> <p>Parents will be communicated with.</p> <p>Students may be issued with a timeout card to regulate emotion/behaviour.</p>
4	<ul style="list-style-type: none"> - Persistent stage 3 infringements. Homework still missing or incomplete (2nd chance). - Truancing. - Anti-social behaviour. - Bullying. - Graffiti and/or vandalism. - Selling/buying for personal gain. - Theft. - Acting in a disrespectful or unfair manner through words or actions about certain individuals or groups of people. <p>- Removal or failure to attend an after school middle leader detention.</p>	<p>Pastoral lunchtime detention &/or</p> <p>After school detention &/or</p> <p>Internal Suspension &/or</p> <p>Suspension.</p> <p>Items will be confiscated.</p> <p>Community Service.</p> <p>RJ conversation between staff and student.</p> <p>SLT Detention.</p>	All Staff	HOY to communicate with parents and identify patterns of behaviour.
5	-Persistent Stage 4 infringements.	Internal Suspensions.	HOY/SLT	

	<ul style="list-style-type: none"> - Indirect discriminatory or prejudicial language / behaviour, e.g. a discriminatory comment not targeted at an individual or group. - The refusal to follow the simple and fair request of any member of staff. (Defiance). - Abusive & aggressive language. - Repeat graffiti and/or vandalism. - Smoking or vaping or being in the company of smokers or vapers. - In possession of prohibited items. - Off-site poor behaviour. - Physical aggression (endangering others). - Bullying or peer-on-peer abuse. - Inappropriate sexual behaviour. - Discriminatory or prejudicial language or behaviour targeted towards an individual or group. - Filming physical violence or discriminatory or prejudicial behaviour. 	<p>Sanctions could also include other restrictions of free time/detentions or removal of privileges.</p> <p>RJ conversation between staff and student.</p> <p>Items will be confiscated.</p> <p>Community Service.</p>		<p>Meeting between parents and HOY/SLT may be required.</p> <p>Internal referral for support where appropriate.</p> <p>Student may be put on appropriate report.</p> <p>Modified curriculum where appropriate.</p> <p>Risk and need assessment/safety plan may also be required.</p> <p>Regular and random searches may take place.</p> <p>External referral for support where appropriate.</p>
6	<p>-Persistent stage 5 infringements. Abusive & aggressive language directed at staff.</p> <ul style="list-style-type: none"> - Major graffiti and/or vandalism. - Theft. - Weapons or imitation weapons. - Drugs & alcohol (in possession and/or under the influence of). - Discriminatory or prejudicial language / behaviour targeted towards an individual or group, including serious or persistent offences. - Physical violence (endangering others). - Persistent bullying. - Peer-on-peer abuse. 	<p>Suspension &/or Internal Suspension &/or SLT detention</p>	<p>All Staff</p>	<p>Students may be requested to spend time at another school in their inclusion provision.</p> <p>Alternative provision or Directed Offsite Provision may be sought where applicable.</p>

	<ul style="list-style-type: none"> - Serious misuse of mobile phone, other tech. device, school computers, or the school system. - Deliberately setting off the fire alarm &/or extinguisher. - Persistent defiance. 			
7	<ul style="list-style-type: none"> - Persistent Stage 6 infringements - A serious 'one-off' incident which in the judgement of the Headteacher warrants permanent exclusion from the school community. - Persistent disruptive behaviours - Drugs & alcohol (dealing) - Serious physical violence towards staff or students. 	Permanent Exclusion	<p>Headteacher or Deputy Head in their absence.</p> <p>Governors</p>	<p>Surrey SEND Information Advice & Support Services Network (formerly known as Partnership with Parents, based in Redhill) sendadvice@surreycc.gov.uk 01737 737300</p> <p>www.sendadvice.surrey.org.uk and Surrey SEND Local Offer www.surreylocaloffer.org.uk Surrey Contact Centre Schools & Childcare Line – 0300 200 1004</p> <p>Exclusion Advice for Parents – exclusions@surreycc.gov.uk – 01483 518130</p> <p>Race, Equality and Minority Achievement Service (REMA) for EAL and GRT students: REMA – susan.weston@surreycc.gov.uk – 07794 235746</p> <p>Independent Provider of Special Education Advice www.ipsea.org.uk</p>

*See isolation/internal exclusion below. **The above table is not exhaustive. We reserve the right to impose reasonable sanctions where a student's behaviour falls below required standards.**

In case of any suspension or permanent exclusion it should be noted that the Local Authority may issue a Penalty Notice:

Penalty Notice relating to suspensions and permanent exclusion: Section 103 of the Education and Inspections Act 2006 places a duty on parents to ensure that their child is not in a public place without justifiable cause during school hours when they are excluded from school. This duty applies to the first five days of each exclusion. Failure to do so will render the parent liable to a Penalty Notice. The amount payable is £60 if paid within 21 days of receipt of the Penalty Notice, rising to £120 if paid after 21 days but within 28 days. If the Penalty Notice is not paid, the recipient will be prosecuted for the offence under Section 103. Alternative education provision will be made from the sixth day of any suspension or permanent exclusion and failure to attend such provision without good reason will be treated as unauthorised absence.

Searching, Screening and Confiscation

Using searching, screening and confiscation powers appropriately is an important way to ensure student and staff welfare is protected and helps schools establish an environment where everyone is safe. All searching, screening and confiscation will be undertaken in line with DfE [Searching, Screening and Confiscation: Advice for Schools July 2022](#).

Headteachers, and staff they authorise, have a statutory power to search a student or their possessions where they have reasonable grounds to suspect that the student may have a prohibited item.

The list of prohibited items is:

- knives and weapons.
- Alcohol.
- Vapes.
- Illegal drugs.
- Stolen items.
- 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, or damage to property of, any person (including the student).
- Tobacco and cigarette papers.
- Fireworks.
- Pornographic images.
- Any other item which may be deemed as offensive or dangerous to the student or wider school community.

Under common law, school staff have the power to search a student for any item if the student agrees. The member of staff should ensure the student understands the reason for the search and how it will be conducted so that their agreement is informed.

When exercising their powers to search, staff must consider the age and needs of students being searched or screened, making reasonable adjustments where required where a student has a disability. This includes the individual needs or learning difficulties of students with Special Educational Needs (SEN). Any potential criminal activity, including cyber-crime may be reported to the police. Any costs incurred due to damage to school property will be reclaimed from the student.

Uniform

Please refer to our uniform list for a comprehensive guide to uniform requirements at St Peter's.

- Any uniform issues or infringements will result in a -1 caution being issued immediately.
- No jewellery is permitted except a religious medal on a short chain. Small gold, silver, diamante or pearl studs may be worn as a pair, one in each ear lobe. Single earrings are not permitted.
- No jewellery is permitted during PE lessons. Pierced ears may not be covered with plasters.
- Jewellery will be confiscated by staff and kept locked in the finance office and will be collected by the student at the end of the day each Friday.
- Property of persistent offenders will only be returned to parents at an agreed time.
- No extreme hair styles or colours. The school reserves the right to decide what constitutes "extreme." Typically, this may include extreme differences in hair length; haircuts should be blended in length gradually, and no 'skin fades' are allowed. Hair colours should be

natural in appearance. Extreme hair cut escalation: first offence one pastoral lunchtime detention; second offence 2 hour SLT detention; third offence and thereafter one day in isolation with extended day.

- No nail varnish, false nails or false eye lashes are permitted.
- Students should be clean, tidy, and smartly presented at school.
- Discreet make-up is permitted in Key Stage 4 only, at the discretion of staff.
- Boys should be clean-shaven.
- Uniform Day – afterschool detentions will be issued by SLT and PST when students' uniform is not worn correctly during the day.
- Sixth Formers are not required to wear uniform but are expected to be clean and tidy and adhere to the Sixth Form Dress Code.

Bus

The school will support the bus company in its application of sanctions. The bus company in consultation with the Headteacher reserves the right to ban a student from using the school bus at any time. When using public transport, please be mindful of the school's expectations.

Mobile phones, Technological Devices, Social Media and all Related Issues

We recognise that mobile devices are a part of everyday life and can be valuable for students' safety outside of school. St Peter's is a centre of learning and teaching and we take students' safety and protection from cyberbullying and our role *in loco parentis* seriously.

Students in 7, 8, 9 & 10 may only bring a non-smart phone type mobile phone. This is a phone that has no capacity to connect to the internet and can be used solely for SMS and voice calls.

If your child contacts you by phone please direct them to a member of staff in the first instance who will then contact you if necessary. We cannot enter into discussions which have been initiated through text messaging or unauthorised phone calls.

A student who uses their phone (regardless of the type) in school time without the permission of a member of staff will have that phone confiscated by any member of staff. It can be collected by the student after school on the Friday of the following week during which the confiscation occurred, at the end of the school day, from reception. Parents of persistent offenders will have to come to school to collect it at an agreed time.

In accordance with the Educational Act 2011, staff have direct legal power to confiscate and examine contents of students' phones.

School Trips

Students whose behaviour is, in the opinion of the school, persistently poor will not be allowed to go on school trips.

Isolation/internal exclusion

If a student is in isolation they will work away from their peers and will spend lunch and break times separate from their peers. Students' mobiles will be removed and returned at the end of the day (unless this is a smart phone for Y7-10 students and normal confiscation procedures will then apply). The school day is extended for students who are in isolation, students are to report to their HOY at 8.45 and will be dismissed 1 hour later than the usual school finish time for that day.

During isolation, students will be visited by a wide range of individuals who will encourage and support them in reflecting upon their choices. Students will be given a mixture of work and reflections to do so that they have time and space to reflect. They are still expected to complete their normal schoolwork throughout the day. This is a supportive and restorative process, designed to help them reintegrate, and to feel positive and focused about their next day in school.

Parents/carers will be informed when an internal isolation is issued. The student will have access to movement breaks, toilet facilities, water and snacks/lunch.

Suspension and Permanent Exclusion

A decision to suspend or permanently exclude will only be considered when alternative options have been explored. Permanent Exclusion is a last resort.

Suspensions and Permanent Exclusion are used in accordance with Xavier Catholic Education Trust Policy [Xavier Suspension and Permanent Exclusion Policy](#) and Government Guidance: Suspension and permanent exclusion guidance September 2023 (publishing.service.gov.uk).

The conditions of a reintegration into school after a suspension will be at the discretion of the Headteacher/Deputy Headteacher and the Head of Year and will reflect the seriousness of the incident.

OTHER STRATEGIES FOR MONITORING AND IMPROVING BEHAVIOUR

'On Report'

A student whose behaviour is causing concern may be put 'on report'. Depending on the seriousness of the situation, the report will be issued and supervised by: the Form Tutor, the subject teacher, the Assistant Head of Year, the Head of Year or Head of Department. The student is required to carry a report to each lesson and have it completed by each teacher. This would then be seen by his or her tutor and taken home to be countersigned by a parent/carer.

STUDENT SUPPORT

Form Tutor

The Form Tutor is there to support and guide a student in all aspects of his or her school life. If a student begins to struggle, perhaps accumulating 'Cautions', then the Form Tutor will discuss this with the student and explore why it is happening and what the student needs to do to get back on track. The Form Tutor is also the first point of contact for parents and subject teachers.

Subject Staff

The subject staff are to create a supportive and safe learning environment where a student's efforts are fully valued.

Chaplaincy Team

The Team is there to provide support for the student and to help him/her come to terms with his or her personal circumstances.

Parents/Carers

Parents have a support and disciplinary role with their children. The school ethos is to work in partnership with parents and to communicate students' progress and or concerns.

Although the school is always delighted to work with parents, we are unable to accommodate unscheduled meetings. Please do contact school and make a mutually convenient appointment.

Head of Year

The Head of Year has a major responsibility to encourage a positive environment for learning and discipline, as well as to recognise effort and achievement. This involves making sure that adequate support is available to all students.

Regarding Learning Support (Inclusion)

This policy acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of students with special educational needs (SEN).

This policy is developed in line with the Department of Education's "Behaviour and discipline in schools advice for head teachers and school staff February 2024".

Special and Exceptional Circumstances

In exceptional circumstances, with parental/carer consent, we may use:

- Part-time timetables- If students are too distressed to attend full time.
- Placements or provisions from alternative provision pathways.
- Short Stay School Outreach programmes.
- Fully supported managed moves to other schools where a fresh start may be an option.
- A move to a provision where more specialist support may be provided.

Appendix 1 – Extended Hours procedures

Students should remain on school premises after 3:25pm only if:

1. They attend Homework Club
2. They are involved in an after-school activity organised and supervised by a member of staff, for which an end-time has been communicated to parents and carers.
3. At the end of these activities students should leave the site (as agreed with their parents or carers) or be collected by parents within 15 minutes of the scheduled finish time.

Students should not remain on site for other reasons, go in and out of Homework Club or leave the site and return. If students regularly ignore these guidelines, individual letters will be sent to their parents reminding them of their obligations as well as the school's responsibilities and requiring the students to leave school at 3:15pm.

Procedure:

School Reception is staffed until 4:30pm (4:15pm on Friday). Students who have difficulties in getting home should report this to Reception. Up to 4:30pm they should go to Homework Club, then go and sit in Reception.

If there are exceptional circumstances delaying a parent, Reception staff should contact other named adults if the usual parent or carer is likely to be delayed beyond 5:00pm. (Usually this would be discussed/agreed with parents on the phone.) This procedure should also be followed in extreme weather when the school closes early.

SLT and PST contact details will be shared with Reception staff, Site Team and Head Cleaner so that in exceptional circumstances they can be notified when this situation arises.

Sixth Form after-hours procedure:

The Sixth Form building is only to be used by Sixth Form students. Sixth Formers will be able to access the Key and study areas downstairs until 5pm, after which time any Sixth Former unsupervised by a member of staff must leave the site.

What to do after reception closes:

Students wait in Reception. The front door of the school is locked at 6:00pm. Students should continue to wait in Reception (and use the staff exit) until they are collected.

It is important that a member of staff in school is aware of problems/exceptional circumstances which mean a child cannot safely leave the premises.

- SLT and PST contact details will be shared with Reception staff and Site Manager and Assistant, Security Guard and Head Cleaner, so that they can be informed if a student is still on site even if front door is locked.

If a child appears abandoned at 5:30pm, the Headteacher or his designated deputy should be informed so that a decision can be made to contact Police/Children's Services.