

# Behaviour policy and statement of behaviour principles

St Peter's Catholic Voluntary Academy

<b>Approved by:</b>	Siobhan Minford	<b>Date:</b> January 2026
<b>Last reviewed on:</b>	January 2026	
<b>Next review due by:</b>	January 2027	

## 1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

## 2. Legislation, statutory requirements and statutory guidance

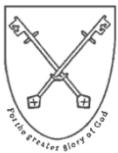
This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education 2023](#)
  - [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)
  - [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

***In addition, this policy is based on:***

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

***This policy complies with our funding agreement and articles of association.***



### 3. Definitions

**Misbehaviour** is defined as:

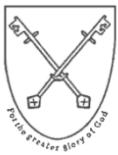
- Disruption in lessons, between lessons, and at break/lunchtimes
- Poor attitude
- Non-completion of classwork

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation.
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour

**➢ Possession of any prohibited/banned items such as:**

- Knives or weapons
- Alcohol, tobacco or illegal drugs
- Stolen items
- E-cigarettes or vapes
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)



## 4. Bullying

**Bullying** is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

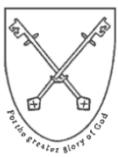
Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"><li>• Racial</li><li>• Faith-based</li><li>• Gendered (sexist)</li><li>• Homophobic/biphobic</li><li>• Transphobic</li><li>• Disability-based</li></ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Details of our school's approach to preventing and addressing bullying are set out in our Anti-bullying Policy.



## 5. Roles and responsibilities

### 5.1 The governing board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

### 5.2 The headteacher

The headteacher is responsible for:

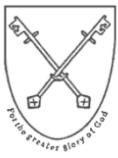
- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary

### 5.3 Staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents
- Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.



## 5.4 Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

## 5.5 Pupils

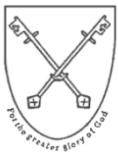
Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards

Pupils will be supported to meet the behaviour wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.



## 6. School behaviour curriculum

### The Six Core Values

At St. Peter's, we are committed to fostering a learning environment where all pupils can thrive academically, socially, spiritually, and personally. Our Behaviour Curriculum is grounded in the core Christian values exemplified by St. Peter, providing a framework for guiding our children towards positive behaviour, respectful relationships, and spiritual growth. The six values (**Faith, Hope, Love, Courage, Service, and Forgiveness**) are the foundation of our school community.

#### 1. Faith – Trust in God and Each Other

Faith is the cornerstone of our school community. We believe in building trust, not just in God, but also in each other. Students should:

- Show respect for themselves, their peers, and their teachers.
- Embrace challenges with the belief that they can overcome them.
- Trust in the support of the school community, knowing that everyone is here to help one another.
- Demonstrate honesty in their actions and words.

#### Behaviour Expectations:

- Treat all members of the school with respect and kindness.
- Engage positively in learning, trusting in the process of growth.
- Be open and honest, especially when seeking help or resolving conflicts.

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#### 2. Hope – A Vision for the Future

Hope motivates us to look forward with optimism and determination. At St. Peter's, we encourage pupils to cultivate a hopeful outlook on life and education. Students should:

- Approach learning with a positive attitude and belief in their potential.
- Maintain high aspirations for their academic, personal, and spiritual growth.
- Encourage and support others, fostering a climate of hope in the school community.

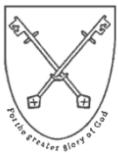
#### Behaviour Expectations:

- Take responsibility for their own learning and progress.
- Celebrate the successes of others and offer encouragement during times of struggle.
- Be persistent in the face of challenges, knowing that growth takes time.

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#### 3. Love – Compassion and Care for One Another

Love is the ultimate commandment that guides our actions. In our school community, students are encouraged to act with compassion, care, and understanding towards everyone they meet. Students should:



- Treat others with kindness, empathy, and respect.
- Value diversity and seek to build inclusive relationships with all members of the community.
- Show appreciation for the support and kindness of others.

#### **Behaviour Expectations:**

- Actively include others and avoid behaviour that excludes or isolates peers.
- Be mindful of how their words and actions impact others.
- Resolve conflicts peacefully, with a spirit of understanding and respect.

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#### **4. Courage – Strength to Stand for What is Right**

Courage is required to stand up for what is right, even when it is difficult. At St. Peter's, we encourage students to be brave, not only in difficult situations but also in their daily choices. Students should:

- Speak up against bullying, injustice, or any behaviour that undermines the dignity of others.- including protected characteristics.
- Take risks in learning, trying new things, and admitting mistakes in order to grow.
- Have the courage to ask for help when needed, and to support others in their challenges.

#### **Behaviour Expectations:**

- Demonstrate the courage to challenge negative behaviour and be a positive role model for others.
- Take responsibility for their actions and their impact on others.
- Be open to learning from mistakes, using them as opportunities for growth.

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#### **5. Service – Helping Others and Giving Back**

Service is a key element of our school community. Following the example of St. Peter, students are encouraged to serve others with humility and dedication. Students should:

- Contribute positively to the school community, whether in class, during activities, or through helping peers.
- Show appreciation for the work and contributions of others.
- Take part in charitable and community service projects, helping those in need both locally and globally
- Volunteer and offer assistance where possible, showing a willingness to help both classmates and teachers.
- Be responsible in caring for the school environment and respecting communal spaces.
- Support and lift up those who may be struggling, whether emotionally, socially, or academically.



## 6. Forgiveness – Letting Go of Anger and Restoring Peace

Forgiveness is essential in restoring peace and harmony in any community. We follow St. Peter's example by practising forgiveness and reconciliation when conflicts arise. Students should:

- Seek to resolve disagreements in a peaceful and respectful manner.
- Show humility by apologising when they have wronged someone and be willing to forgive others who have hurt them.
- Understand that forgiveness is a strength, not a weakness, and helps to rebuild relationships.

### Behaviour Expectations:

- Offer sincere apologies when necessary and forgive others from the heart.
- Seek reconciliation and work towards understanding when conflicts occur.
- Approach challenges with an open mind and heart, valuing peace and unity.

### 6.1 Rewards and Sanctions

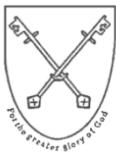
To ensure the above values are integrated into daily life at St. Peter's, we will:

- Reinforce positive behaviours through praise and recognition in assemblies, classrooms, and throughout the school.
- Positive behaviours are rewarded with value points. These values are those of St Peter previously outlined in the policy and are awarded on Arbor. Parents will see when their child earns these points, and they can celebrate their achievements with their child.
- We have a school reward cards system where children will receive the following:  
**-Bronze: 150 points**  
**-Silver: 300 points**  
**-Gold: 500 points**  
**-Platinum: 700 points**
- We encourage collaboration and each class will have the chance to earn whole class rewards through the use of a marble jar. Children will earn marbles for showing values as a class. When the jar is full, they will earn a reward.
- We also recognise individual achievements in our weekly Achievement Assemblies. This is through Pupil of the week certificates and the Headteacher's award.

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While we strive to build a positive and nurturing environment, we understand that some behaviours may not align with our values. In such cases, appropriate sanctions will be applied, which **may** include:

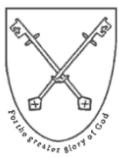
- A verbal reprimand
- Sending the pupil out of the class (usually to a neighbouring class)
- Expecting work to be completed at home, or at break or lunchtime
- Referring the pupil to a senior member of staff



- Letters or phone calls home to parents
- Agreeing a behaviour contract
- Putting a pupil 'on report'
- Issuing Yellow or Red cards
- Suspension/removal of special responsibilities/privilege

For further information, see the guidance below:

<b>Steps</b>		<b>Possible Sanctions</b>	<b>Actions</b>
<b>Step 1</b>	<b>Reminder</b>	Discrete reminder of the rules.	Praise good behaviour
<b>Step 2</b>	<b>Warning</b>	Explain that you have spoken to the child about breaking the rules and that they are now receiving a specific warning in relation to this behaviour – there will be a consequence if the behaviour does not change.	2 of these warnings may result in a yellow card.
<b>Step 3</b>	<b>Yellow card</b>	Explain that they have still chosen not to follow our school rules and as a consequence they have received a Yellow Card. This means they miss all or some of their break-time.  Yellow cards <u>do not automatically</u> escalate to a red card.	Record on Arbor Key Stage Leaders notified  Teacher to contact parents if this type of behaviour continues over a period of time.
<b>Step 4</b>	<b>Red card</b>	A red card given and the appropriate sanction put in place. For example, loss of some/all of lunchtime. Parents informed.	Red Card recorded on Arbor.  Key Stage Leads notified.
<b>Step 5</b>	<b>Red Card continued</b>	Multiple red cards in a half term means that pupils may not be able to take part in extra-curricular activities, events (or clubs) or after-school social events until their behaviour has improved. This is at the discretion of the Headteacher.	Situation to be monitored by teachers, SLT, Headteacher and possibly SENCO
<b>Stage 6</b>	<b>Suspensions and Exclusions</b>	Suspensions may be considered including internal suspensions. These will be given as a last resort and will follow the Exclusions Policy.	



## 6.2 Off-site behaviour

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

## 6.3 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy. Please refer to our safeguarding policy/statement of procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse. The Headteacher will also consider the pastoral needs of staff accused of misconduct.

## 6.4 Suspension and Exclusions:

The headteacher has the authority to suspend or exclude a pupil from school. This includes the Executive Headteacher and the Head of School. In the rare event of both being unavailable, a senior member of staff may exclude a pupil and if at all possible, in consultation with the Executive Headteacher or Head of School. A permanent exclusion will be taken as a last resort. Our school is aware that off-rolling is unlawful.

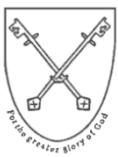
Ofsted defines off-rolling as: "...the practice of removing a pupil from the school roll without a formal, permanent exclusion or by encouraging a parent to remove their child from the school roll, when the removal is primarily in the interests of the school rather than in the best interests of the pupil."

We are committed to following all statutory exclusions procedures to ensure that every child receives an education in a safe and caring environment. A decision to exclude a pupil will be taken only: In response to serious or persistent breaches of the school's behaviour policy, and If allowing the pupil to remain in school would seriously harm the education or welfare of others.

Before deciding whether to exclude a pupil, either permanently or suspend for a fixed period, the Headteacher will:

- Consider all the relevant facts and evidence, including whether the incident(s) leading to the exclusion were provoked
- Allow the pupil to give their version of events
- Consider if the pupil has special educational needs (SEN)

For further information please refer to the full Exclusions policy.



## 7. Responding to behaviour

### 7.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- Display the behaviour values or their own classroom rules
- Develop a positive relationship with pupils, which may include:
  - Greeting pupils in the morning/at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement

### 7.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information.

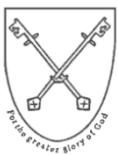
### 7.3 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

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



## 7.4 Confiscation

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

### Confiscation

Any prohibited items (listed in section 3) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

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

### Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the Headteacher, or by the Headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and make sure a written record of the search is kept.

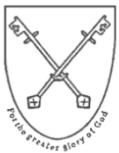
If the authorised member of staff considers a search to be necessary, but not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. “I will ask you to turn out your pockets and remove your scarf”
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions



› Seek the pupil's co-operation

If a pupil refuses to co-operate, the member of staff will consider why this is. Reasons might include that they:

- › are in possession of a prohibited item;
- › do not understand the instruction;
- › are unaware of what a search may involve; or have had a previous distressing experience of being searched.

If none of these apply, the staff member may sanction the pupil in line with the school's behaviour policy, ensuring that they are responding to misbehaviour consistently and fairly.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desk or locker.

'Outer clothing' includes:

- › Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)
- › Hats, scarves, gloves, shoes or boots

### Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including:

- › Desks
- › Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

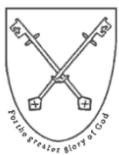
### Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- › Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- › If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

### Informing parents/carers



Parents/carers will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

### **Support after a search**

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

### **Strip searches**

The authorised member of staff's power to search outlined above **does not** enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

## **7.5 Pupil Support**

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected

## **8. Supporting pupils following a sanction**

Following a sanction, the school will consider strategies to help the pupil to understand how to improve their behaviour and meet the expectations of the school.

## **9. Pupil transition**

### **9.1 Inducting incoming pupils**

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

### **9.2 Preparing outgoing pupils for transition**

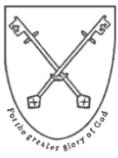
To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information relating to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

## **10. Training**

Our staff are provided with training on managing behaviour as part of their induction process

Behaviour management will also form part of continuing professional development.



## 11. Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, pupils, governors, trustees and other stakeholders (via anonymous surveys)

The data will be analysed every half term by Siobhan Minford.

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle them.

### 13.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and Full Governing Body, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the Headteacher.

## 14. Links with other policies

This behaviour policy is linked to the following policies

- Exclusions policy
- Safeguarding policy
- SEND policy
- Mobile phone policy

