



BEHAVIOUR POLICY

September 2026

Mission Statement

St Peter's RC High School is a community founded on mutual love and care for the individual in which the Faith of the Church underpins all our activities. Christ is our model in striving for excellence in all that we do and in valuing the unique contribution and gift of every member of our school community. St Peter's is committed to working with home and parish to enable all pupils to succeed in life.

Reviewed by:	D Sharp – Deputy Headteacher
Approved by:	Governing Body
Date approved:	24 th June 2026
Review date:	July 2027

1. THE SCHOOLS MISSION AND AIMS

- 1.1 The school mission statement seeks to establish a worshipping Catholic community based on the love and care of the individual. We expect all pupils to demonstrate exceptional behaviour and attitudes at all times to ensure they develop into the image of God and achieve academic excellence.

The policy aims to:

1. Educate pupils within the Catholic ethos and create an ordered, secure and safe environment where pupils can learn and teachers can teach;
 2. Ensure all members of our community live out our school values: Love, Achievement, Responsibility and Diversity;
 3. Respect each pupil and deal with each incident with consistency, justice and compassion;
 4. Inform parents about their child's behaviour and give the opportunity to support the school's expectations for exceptional behaviour and attitudes;
 5. Provide support for pupils to allow pupils to reach their full potential.
- 1.2 All staff are responsible for promoting and sustaining the highest standards of behaviour for learning and discipline within the school. Pupils must be given the opportunity to learn and understand the importance of the school's rules, code of conduct and positive behaviours for learning and the school values, to themselves and to the rest of the school and wider community.
- 1.3 Rather than highlighting bad behaviour, pupil behaviour is celebrated and encouraged. The foundation for this is our rewards system and other incentives.
- 1.4 Inappropriate behaviour should always be corrected and sanctions implemented without the pupil being humiliated. Unnecessary use of sarcasm may lead to resentment and cause further problems. Staff are expected to model appropriate language and strategies when

modifying pupils' inappropriate behaviour.

- 1.5 Guidance for parents about the school's expectations are found in the Home/School Admission Agreement pack, which is signed by the school, parent and pupil pre-admission to St Peter's.
- 1.6 All cases of misbehaviour must be carefully investigated before any disciplinary measures are taken. Parents must be informed and involved in the process when dealing with serious disciplinary matters. In cases of serious or persistent misbehaviour parents might be asked to meet with a Head of Year or another senior member of staff. Parental permission will be sought before any outside agencies are involved.
- 1.7 As a truly diverse and inclusive school this policy should be applied fairly and without bias to all members of the school community and with due regard to protected characteristics.
- 1.8 The school is committed to involving pupils in regular discussion around the behaviour policy.
- 1.9 The governing body's written statement of behaviour principles, required under sections 88 to 94 of the Education and Inspections Act 2006, sits alongside this policy and should be read in conjunction with it.

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 2025](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2026](#)
- [Restrictive interventions, including use of reasonable force, in schools \(DfE, in force 1 April 2026\)](#)
- [Supporting pupils with medical conditions at school](#)

- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- [Mobile phones in schools \(DfE, February 2026\)](#)
- [Children's Wellbeing and Schools Act 2026](#)

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour such as interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft

- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited/banned items.

2. INCLUSION

- 2.1 Staff at St Peter's work with many pupils who have complex needs and exhibit challenging behaviour. These pupils benefit from working within clear guidelines and consistent expectations from all staff.
- 2.2 After consultation with staff, pupils, parents and governors the following visual representation of our school behaviour policy has been created and is displayed in every learning space.
- 2.3 Any adjustments will be made reasonably with regard to identified, diagnosed disabilities in consultation with the SENCO and the school's educational psychologist. This will be at the headteacher's discretion.

3. THE GOVERNING BODY – BEHAVIOUR POLICY

- 3.1 The Governing Body of the school has the responsibility to ensure that policy and practice on disciplinary matters is in keeping with the school's foundation as a Roman Catholic School and its Mission Statement.
- 3.2 It wishes to see a harmonious school founded upon mutual respect between teacher and pupil, united in the common purpose of striving to establish a community based on love for the individual, in which the Faith of the Church gives implicit meaning to all the community's personal and collective activities.

4. DISCIPLINARY COMMITTEE

- 4.1 A panel of three governors is appointed each year by the full Governing Body as the school's Disciplinary Committee. It is through the delegated powers of the Disciplinary Committee that specific responsibilities are discharged, meetings convened and guidance provided.
- 4.2 This panel has full delegated powers to deal with all disciplinary matters on behalf of the Governing Body. Other governors may sit on the committee should the need arise. Governors recognise that occasionally young people behave in a manner which is unacceptable to their teachers and counter to the school's guiding principles. It may be that an individual's behaviour is dangerous to himself or herself, and to others; or, it may be that the behaviour of an individual is detrimental to the education and well-being of other pupils in school.
- 4.3 Governors expect that staff, operating within the guidelines set down by the headteacher, will respond to all situations that arise in school. All staff are fully trained in safeguarding procedures and recognise that child-on-child abuse must be reported and will be acted on. Any unlawful behaviour will be reported to the police or Children's Services as appropriate in line with the Safeguarding policy. An exhaustive list of behaviour that is unacceptable in school is not possible as new unforeseen issues may arise. The following broad guidance may, however, be helpful:
- Defiance in all forms
 - Violence and abusive behaviour against any member of the school community is totally unacceptable and may result in suspension or permanent exclusion.
 - Any abusive or derogatory language aimed to humiliate a person on the grounds of their protected characteristics. This includes racist, misogynistic or homophobic language aimed to demean or hurt.
 - Any sexualised behaviour for example inappropriate touching of other pupils.

- All activities that are unlawful may not be performed in school.
- Pupils are not allowed to bring into school or to have in their possession any type of offensive weapon or any item that could be used to hurt or harm another person
- Persistent disruptive behaviour that prevents learning and may lead to suspension or permanent exclusion.
- Inappropriate use of technology – the use of modern communication technologies to embarrass, humiliate, threaten or intimidate an individual in the attempt to gain power or control over them (e.g. sending inappropriate images and/or text) – may result in suspension or permanent exclusion whether this takes place on or off the school site. In cases when a crime may have been committed, the Police will be notified.
- Pupils are not allowed to bring into school - food, drink or other articles for sale or re-sale within the school or school grounds. Such items are prohibited by the school and will be confiscated and disposed of by the school; such behaviour will result in disciplinary action being taken.
- Persistent internal and external truancy in school and/or in lessons.

5. 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

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence

TYPE OF BULLYING	DEFINITION
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	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)

The school will take a zero-tolerance approach to all forms of bullying

The school's approach to online safety reflects Keeping Children Safe in Education 2025, including risks arising from harmful online content such as misinformation, disinformation and conspiracy theories, alongside the use of generative AI.

6. RESPONDING TO BEHAVIOUR

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- Make it possible for all pupils to learn
- Move quietly between lessons
- Treat the school buildings and school property with respect

- Wear the correct uniform at all times
- Accept sanctions when given

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

Classroom management

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

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the classroom expectations
- Develop a positive relationship with pupils, which may include:
 - Meet and greet
 - Explaining and establishing clear rules and routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement
 - Reminding students of behavioural expectations as they leave the room.

Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- Verbal praise
- Communicating praise to parents/carers via a phone call or written correspondence

- Certificates, prize ceremonies or special assemblies
- Positions of responsibility, such as prefect status or being entrusted with a particular decision or project

ACHIEVEMENT LADDER A GUIDE FOR STAFF AND STUDENTS



Responding to misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques, including the use of pre-arranged scripts and phrases, can be used to help prevent further behaviour issues arising. All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand and reminder of the expectations of behaviour
- Removal of the pupil from the classroom
- Setting of written tasks such as an account of their behaviour
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school ranging from 15 minutes to 1 hour
- Loss of privileges – not attending a school rewards trip (including celebration events e.g. Prom)
- School-based community service, such as tidying a classroom
- Referring the pupil to a senior member of staff
- Letter or phone call home to parents/carers
- Agreeing a behaviour contract
- Putting a pupil 'on report'
- Suspension
- Respite at another school (referred to as a step-out)
- Alternative Provision
- Permanent exclusion, in the most serious of circumstances

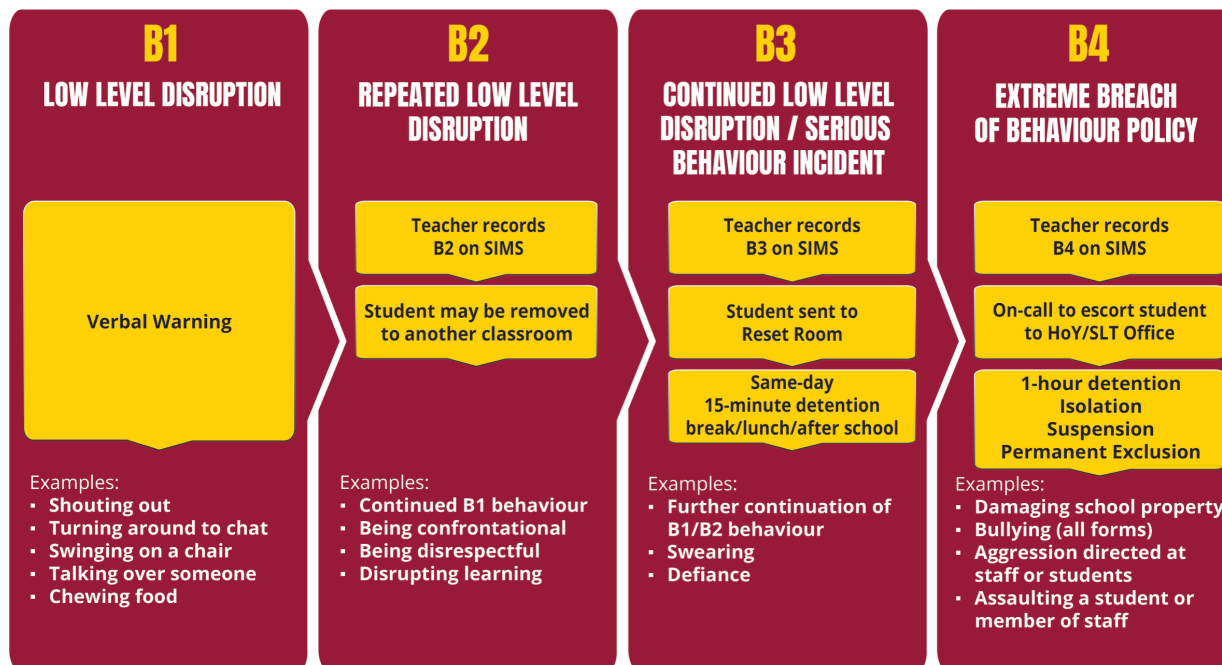
Personal circumstances of the pupil will be taken into account when choosing sanctions, and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

Classroom Behaviour Stages



BEHAVIOUR LADDER

A GUIDE FOR STAFF AND STUDENTS



Reset Room: to regulate and repair behaviour

- Once a pupil reaches Stage 3 in our Classroom Behaviour Stages, they are removed from lesson and placed in the Reset Room.
- The length of time that a pupil spends in the Reset Room may vary, as pupils may be sent there at any point within the lesson or school day.
- Whilst in the Reset Room, a pupil will be given the opportunity to reflect on their behaviour by completing a Reflection Sheet. They will then be expected to complete the classwork from the subject/s that they are missing from. Once a pupil has completed their classwork and detention, they will then return to lessons.

Sent to Reset	Sanction	Return to class
Period 1 and 2	-Housed in Reset for Period 1 and 2 -15 minute breaktime detention	Period 3
Period 3 and 4	-Housed in Reset for Period 3 and 4 -15 minute Lunchtime detention	Period 5
Period 5	-Housed in Reset for Period 5 -15 minute after school detention	9:00am the next morning

If a pupil receives a B4 they will by-pass the Reset Room and be taken directly to their Head of Year or senior member of staff. Depending on the nature of the incident a pupil may be:

- Kept out of circulation for the remainder of the day
- Placed in Restoration
- Suspended
- Permanently Excluded

7. MOVEMENT BETWEEN LESSONS

- Pupils should walk on the left-hand side of corridors and staircases.
- Pupils should walk quietly and calmly between lessons and avoid loitering as this can lead to congestion.
- Pupils should respect each other's personal space and avoid touching or handling of other pupils.
- Pupils are not to eat or drink on the corridors.
- Pupils must use the correct staircases (yellow up and purple down) to move between floors.

8. LATE TO SCHOOL

- Pupils should be in their form room at 8:45am to be registered by their form tutor.
- Pupils arriving at school after 8:45am without a note/phone call/email from parent/carers will receive a 30-minute lunchtime detention that day. If they fail to attend this detention, they will receive a 1-hour detention at the end of the school day.

9. DETENTIONS

- Lunchtime Detention will take place during the first 30 minutes of lunch time. This will provide the pupil with ample time to eat their lunch after the detention is completed.
- Pupils that fail to attend the detention or behave poorly will receive a 1-hour After School Detention on the same day.
- After School Detentions will take place from 3:15 to 4:15pm
- Once again, failure to attend on time, or failure to comply with the school's standards and expectations, will lead to the more severe sanction.

10. RESTORATION

- When an internal exclusion has been issued, pupils are expected to register in the pupil entrance at 8:45am, where they will be escorted to Restoration
- Pupils will hand over any mobile phones or electrical devices
- Pupils are expected to arrive in full uniform
- Pupils are expected to follow the rules of Restoration and complete their classwork in silence.
- Pupils will be required to complete a Reflection Sheet regarding the reasons for their sanction and may also be provided with other intervention resources
- Pupils are expected to engage in any intervention packages they are given

- Pupils that are placed in Isolation finish at 4:15pm

11. SUSPENSIONS

The school adheres strictly to Law in relation to suspensions and has taken into consideration appropriate guidance issued by the Secretary of State for Education. Where a very serious incident occurs, or there is an ongoing problem, the pupil may receive a suspension.

The headteacher (or, in the headteacher's absence, the teacher acting in that role) may suspend a pupil for a fixed period of up to five days without involving governors.

The number of school days for which a pupil is suspended in a term determines the governing board's duty to consider reinstatement, in line with the thresholds in the DfE Suspension and Permanent Exclusion guidance (August 2024). A headteacher may cancel a suspension or permanent exclusion that has not yet been reviewed by the governing board. Where requested by parents and the relevant criteria are met, governing board reinstatement meetings and independent review panels may be held by remote access, although face-to-face meetings remain the default.

On all occasions where a pupil is suspended, work has to be provided for the pupil to complete at home.

Where a **Permanent Exclusion** has been made by the headteacher, the governors' Disciplinary Committee meets:

- Governors expect the headteacher to present his reasons for the permanent exclusion. This will normally take the form of an oral report to support correspondence sent to parents and his written report.
- In addition, where a serious incident has occurred, governors require a full written report of the incident to be available along with any supporting information which may be beneficial to them.
- In all cases a report on progress within the school curriculum should be available. This may well take the form of a recent school report but may well necessitate an up-to-date report from subject teachers. Any extra-curricular involvement should also be noted.
- Where a pupil has an EHCP or the pupil has special educational needs, or disability, governors should be informed.

- Staff reports, such as those of the school's behaviour log, may be presented to governors.

At the end of the meeting governors will consider whether to uphold the headteacher's decision or to re-instate the pupil. The precise procedures for the timing, format and conduct of these meetings is set down in legislation and is followed by the Disciplinary Committee. Where an exclusion is upheld, parents may appeal against this decision to an independent body. Again, copies of such procedures are available from the headteacher and the LA.

The actual instances which will lead to permanent exclusion are of such a serious nature that the headteacher has decided that the pupil concerned, and the school community would be best served by the pupil leaving the school. Governors will consider each case on its merits, but it is in cases where the conduct of a particular pupil runs counter to the principles upon which the school is based that they will uphold a permanent exclusion. Such serious cases which have the potential for permanent exclusion are rare and include violent assault, the use of drugs, persistent disruptive behaviour and behaviour that undermines the Catholic mission of the school. It could be, however, that refusal to heed repeated warnings by the headteacher and by governors has led to permanent exclusion.

Governors offer pastoral support to the school. Members of the governing body may meet with pupils, parents and staff, upon the request of the headteacher to help resolve particularly difficult situations where their objectivity and authority may prove effective.

In certain situations a pupil's referral to a Pupil Referral Unit Alternative Provision may be made upon a case-by-case analysis of a pupil's behaviour and specific needs and context. Delegated members of staff will discuss this with the headteacher as appropriate.

11. Restrictive Interventions, including Reasonable Force

This section reflects the DfE statutory guidance "Restrictive interventions, including use of reasonable force, in schools", which came into force on 1 April 2026 and replaces the previous (2013/2015) guidance. The school's approach prioritises prevention and de-escalation. Restrictive interventions, including reasonable force, are used only where necessary, proportionate and reasonable in the circumstances, for the minimum time required, and must stop as soon as the risk has passed.

School staff have a power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action. All members of school staff have a legal power to use reasonable force. Reasonable force is used to control and restrain pupils and covers a range of actions including a degree of physical force.

Schools can use reasonable force to:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so.
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit.
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others.
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot:

- Use force as a punishment – it is always unlawful to use force as a punishment.

In addition to the general power to use reasonable force described above, headteachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following “prohibited items”:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property

Force cannot be used to search for items banned under the school rules.

In line with section 93A of the Education and Inspections Act 2006 (commenced

September 2025) and the Schools (Recording and Reporting of Seclusion and Restraint) (No.2) (England) Regulations 2025, the school records every significant incident in which a member of staff uses force on a pupil and reports it to the pupil's parents/carers without delay. The guidance also sets out a formal definition of, and rules for, seclusion; the school's use of Isolation (section 11) and the Reset Room (section 9) is operated consistently with these requirements. The governing body regularly reviews and interrogates this data to identify patterns, any disproportionate use in relation to protected characteristics, and staff development needs, and to support a debrief and repair process after incidents. Particular regard is given to pupils with SEND.

Payment Towards Damages

If a student or parent/carer causes damage to anything in school, then they may well be asked for a contribution towards the cost of any repair.

Items allowed on person

- Hand sanitiser and tissues
- Vaseline (blue, green, brown)/Carmex/ lip-balm which is not "beauty-enhancing"
- Medication
- Phones (switched off)
- Money (a reasonable amount)
- Sanitary products
- Moisturiser
- Basic school equipment – pen/pencil/calculator (a compass should be kept in their bag)
- Analogue/digital watch (kept on silent)

Items that should be kept in a school bag – a sanction may be used if found on their person

- A hair brush/combs – none with metal teeth or prongs
- Cosmetic items
- Deodorant/fragrance
- Mirrors
- Food and drink items

Prohibited items in school

- Weapons and Knives
- Alcohol
- Cigarettes/Vapes/Lighters
- Large metal toothed combs
- Illegal drugs and drug related paraphernalia
- Fireworks
- Pornographic images
- Chewing gum
- Flammable fluids
- Multiple units of sweets/drinks/crisps
- Cosmetic items that need to be plugged in e.g. hair straighteners
- Equipment
- Laser pens
- Un-prescribed medication
- Any other items that are deemed dangerous, offensive or unsuitable by the school

Mobile phones

In line with the DfE guidance “Mobile phones in schools” (January 2026) and section 36 of the Children's Wellbeing and Schools Act 2026, St Peter's is a mobile phone-free environment throughout the whole school day – including lessons, the time between lessons, break and lunchtimes.

The school may make reasonable adjustments to this policy in exceptional circumstances, for example to meet its duties towards pupils with medical conditions (Children and Families Act 2014) or to make reasonable adjustments for disabled pupils (Equality Act 2010).

Students wishing to contact parents/carers should contact their Head of Year or the Pupil office.

Parents/carers should refrain from contacting students directly and ring the main switchboard on 0161 248 1550. This prevents any misunderstandings and miscommunication.

Any student in breach of the above rules will have their mobile phone confiscated with immediate effect. The phone will be kept at the main office until

a parent/carer is able to collect. The school will not accept responsibility for any loss, damage or costs incurred due to mobile devices being used or confiscated. There will also be the addition of a sanction for any additional form of defiance when asked to hand over a phone.