



St Peter's Catholic High School & Sixth Form Centre

Policy Document – Behaviour Policy

1. Aims and Introduction

The aim of this policy is to create and maintain a positive, harmonious atmosphere within the school in line with its Mission Statement.

Rules

The Mission Statement requires **all** members of the school community to treat others with dignity and respect when they are in school, when they are travelling to and from school, and whenever they are representing the school or wearing school uniform (including, in the case of sixth-formers, when they are wearing the sixth form blazer).

This principle of dignity and respect is embodied in the school's four rules:

- No disruption to learning
- No verbal abuse. In particular, no abuse based on gender, race, sexual orientation, disability or religious belief
- No behaviour which is detrimental to the health, safety, well-being or reputation of the school community. In particular, no illegal substances may be brought into school nor legal substances with age limits not met by our students
- No physical violence

The school site is a 'no smoking site'; e-cigarettes, 'vaping' and other similar activities related to smoking are also forbidden.

Introduction & Purpose of Policy

As a Christian community we all have a responsibility to use our God-given talents to the best of our ability. The aims of this policy reflect our ethos as a Catholic school.

The purpose of this policy is to provide a framework to ensure that:

- We work together to make our school a happy and successful community
- We celebrate achievement
- We support each other through mutual trust and respect
- The welfare and safety of all students and staff is assured
- All students are given the best opportunity to learn, including those who may have a specific learning need

As a school, we believe:



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- In mutual respect between staff and students
- In showing respect for the school environment and property
- In telling the truth
- In sharing
- In encouraging students to take responsibility for their own attitudes to learning and their own achievement
- In building the confidence of our students through using good words to encourage
- In listening, understanding and forgiving
- In providing every student with the skills, knowledge and understanding to give them the widest possible choice now and for the next steps in their lives
- In developing a positive learning environment where adults and young people are polite and courteous to each other
- That all learners are able to behave appropriately, thus allowing all to learn
- That working together, with mutual support and consistency will result in positive attitudes to learning, thus raising the achievement of all

To do this we will:

- Have a shared expectation of good behaviour and positive attitudes to learning, based on gospel values
- Create a positive, safe and disciplined environment for learning
- Encourage and secure acceptable and consistent standards of behaviour
- Encourage the highest standards of teaching and learning
- Provide information about student attitudes to learning for teachers, tutors, pastoral managers, parent/carers and students
- Reward good attitudes to learning and attendance in a consistent way
- Provide a consistent approach to attitudes to learning in the classroom based on the school's Behaviour for Learning system
- Promote a culture based on achievement, care and support
- Support each other to achieve excellent standards for progress and learning
- Promote an atmosphere of mutual respect where each individual will be listened to
- Ensure that the school's system of rewards, sanctions and support is understood by everyone: students, governors, staff and parent/carers



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- Ensure the building of high-quality relationships between teacher and teacher, teacher and student, student and student, teacher and non-teaching staff, student and non-teaching staff

Taking into Account Individual Student Needs

The Equality Act requires schools to take account of individual students' needs and circumstances when applying the school's behaviour policy.

- We are committed to ensuring the welfare of all students, and to ensure there is no bullying or direct or indirect discrimination.
- We are especially aware of the needs of some children who may need special support to help their Social, Emotional and Mental Health Difficulties (S.E.M.D).
- We assess a student's behaviour to see if it is linked to any learning difficulty, disability, medical condition. We also assess behaviour based on understanding and whether the student speaks English as an additional language.
- Our Single Equality Scheme notes that we will take into account student's disabilities, even where that involves more favourable treatment. We also acknowledge the groups of students known to be at risk of permanent exclusion (pupil premium students and students who are looked after, for example.)

2. Conduct in lessons

Students are expected to:

- Arrive at lessons on time with a complete pencil case so they are ready to learn
- Line up quietly outside the classroom prior to the start of the lesson in correct uniform
- Enter, stand silently behind their desks and be seated when invited to by the member of staff leading the lesson
- Sit/work silently whilst the register is taken
- Listen in silence when the member of staff leading the lesson speaks
- Raise their hand to ask a question without calling out
- Treat each other with respect at all times
- Follow all instructions the first time asked
- Work exceptionally hard to the best of their ability without disrupting any other students learning
- Students are expected to go to the toilet during the gaps between lessons and during both breaks. Therefore, in most cases students will not be given permission to access toilet facilities during lessons.



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(Dispensations on medical grounds will be made on an individual need basis)

Within lessons we operate a Behaviour for Learning (BfL) system to ensure all students follow the simple expectations above:

1. Excellent work is rewarded with a level 4 code and a positive on SIMS.
2. A lesson involving standard or typical level of work will receive a 3 code.
3. Disruptive behaviour or a poor attitude to work results in a warning (2 code) and, if it persists, a second warning and a detention is issued (1 code). A direct 1 can also be given for more extreme or persistent misbehaviour and for not having the correct equipment for lessons such as a full pencil case and/or PE kit.
4. This detention will take place during lunch the following day.
5. If a student still persists in disrupting the lesson or is refusing to work, they will be removed from the lesson and will complete an after-school detention the following day until 4.30. Please note that students can be sent out directly from lessons without going through the 3-2-1-out system if their behaviour warrants it.
6. Refusal to go to St. Paul's will result in a one-day fixed term suspension with the day in St. Paul's completed upon readmittance to the school.
7. Refusal to work in St. Paul's will result in a move to our Internal Reflection (IR) or St. Katharine's room in order for the student to receive small group work or 1:1 support to help them re-focus. Once the student is ready they will re-enter St. Paul's to complete the time they owe.
8. Refusal to work in the IR room will result in a one-day fixed term suspension with the day in St. Paul's completed upon their readmittance to the school.
9. If a student is sent to St. Paul's, they will have a restorative conversation with the relevant teacher during the ensuing after school detention.

3. Conduct in School

Sessions (Registration, study period, assemblies, lessons)

It is essential to start each day well. Students are expected to be in school by 08.55 each morning so that they are ready to begin the school day. By 08.59 students should line up at their form room ready for study period.

Study period gives tutors a chance to check uniform and equipment and students may not be allowed into lessons until such issues are resolved. Missing equipment will be subject to a 1 code from class teachers. Persistent refusal to wear the correct uniform or bring a full complement of equipment will result in a day in St. Paul's and noted as persistent defiance.



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If the student does not have the right equipment, they can purchase it at the school shop. The payment will link to Parent Pay.

If uniform is incorrect, students will be sent to their Head of Year to try and solve the problem. We keep a range of school shoes for students to borrow, along with spare uniform.

All pupils are expected to take responsibility for their actions and their choices at all times.

Behaviour in corridors and around the site.

During transitions between lessons (going from one lesson to another) students will act appropriately.

It is essential that all students are aware of the time and the need to arrive promptly to every lesson to avoid any consequence.

During social times students are expected to do the following:

- To sit/stand with their friends before school, break, lunch and after school in the designated duty areas of the school. (The Key Stage 3 and 4 playgrounds, the main hall, seating areas by the sports barn and history block)
- Food is to be eaten in the designated areas only which are indicated by proper seating, benches and bins
- Students are not permitted to be inside other buildings during break times. Arrangements will be made for exceptional wet weather.
- Students must not act in a way that endangers other students or members of staff either through verbal or physical actions. Any student found to be acting in a way that challenges staff or student safety will be seen a serious breach of the behaviour policy.
- All students must follow staff instructions around the site. This is to ensure a safe and calm environment.

Mobile Communication Devices (Phones/Tablets/Headphones/Ear pods)

Students are permitted to keep phones in their possession, but they must be switched off and kept out of sight in their bags at all times. Any mobile phone seen (including in pockets) and/or heard at any time on site will be confiscated for at least the rest of the day. Persistent breaches mean the phone will be confiscated until parents or carers can collect it.

- Responsibility for the safekeeping of the phone belongs to the student
- All student mobile phones must be switched off during the school day (9.00 am – 3.35 pm)
- If a student refuses to hand their mobile phone or other device over when asked, they will be sent to St. Paul's for a period of one working day. Continued refusal to submit their phone whilst in St. Paul's will result in the student being suspended for a fixed period of time until parents/carers meet the relevant member of staff



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- Refusal to go to St. Paul's will result in a one-day fixed term suspension with the day in St. Paul's completed upon their re-admittance to the school

4. Bullying

St Peter's has a duty to protect all members of its community from bullying.

What is bullying?

It is the conscious desire to hurt, threaten or frighten someone. It can be:

- PHYSICAL – hitting, kicking, punching, taking belongings, any unwanted physical contact
- VERBAL – name-calling, racist remarks, homophobic/sexist remarks, saying unpleasant things about people's family and friends
- INDIRECT – spreading nasty rumours, leaving someone out, nasty gestures
- PSYCHOLOGICAL – threatening, intimidating, putting pressure on others to conform
- CYBER/ONLINE – verbal, indirect and psychological through computer websites, messaging services, mobile phone texts and photos

The School Will:

- actively promote anti-bullying attitudes and behaviour;
- treat allegations of bullying as matters of serious concern and serious breaches of its Behaviour Policy
- maintain effective pastoral mechanisms to deal with allegations of bullying and to support and protect victims and witnesses;
- monitor the incidence and nature of bullying through its established focus groups, especially cases of prejudice-based bullying;
- remain vigilant to counter new areas of risk, e.g. developments in cyber-bullying; • ensure all members of the school community are familiar with this Policy.

Students Should:

- tell a teacher if they are being bullied;
- tell a teacher if they see bullying taking place; • encourage other pupils to report bullying to a teacher.



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5. Sanctions

Detentions

The BFL system creates a lunch detention for every 1 code given in lessons. These take place the following school day from when the 1 code was given (see section 2 above). Lateness to school will be initially sanctioned with lunchtime detention and escalated to afterschool detention for persistent lateness.

We also run a system of whole school after school detentions from 3:30 – 4.30pm from Monday to Friday. These detentions will be issued for: missed or insufficient homework, poor behaviour outside lessons, being late to school in the mornings or arriving late to lessons, failing to have the necessary equipment for learning which includes a book to read each day, or for incorrect uniform, for being removed from lesson due to poor behaviour or for failing to attend another detention. These detentions will be centrally supervised by a rota of staff and the Leadership team.

Where possible, parents / guardians will be given at least 24 hours' notice of an after-school detention so that transport arrangements can be made.

Students who fail to attend their after-school detention will be referred to St. Paul's for 1 day. Please note that detentions are NOT negotiable. Any after school detentions must be completed before a student is able to return to lessons. Any students who miss a detention and are placed in St. Paul's will sit the detention at the end of that day, therefore remaining at school until **4.30pm**. Whilst in detention students can either complete work from the resources in St Paul's or complete outstanding homework.

Persistent disruption or disobedience:

In the event of persistent negative behaviour, more serious sanctions may be imposed, including withdrawal of school privileges such as:

- Trips
- Enrichment opportunities
- Participation in school sports' teams
- Choir
- School production
- Out of lesson intervention

Students will be allowed access back to school privileges when their behaviour is back in line with school expectations. In these cases, the Head of Year, Head of Key Stage, SENDCo or a member of SLT will make these decisions.

For a serious breach of our code of conduct, students face 3 levels of sanction:



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6. Exclusion Guidelines

Internal exclusion to St. Paul's

Whilst not exhaustive, typical behaviours leading to a period of time in St. Paul's are:

- Inappropriate or incorrect uniform
- Lack of basic equipment/kit
- Disruptive behaviour
- Defiant behaviour
- Non-compliance with a reasonable request by a member of staff
- Persistent lateness
- Smoking
- Truancy
- Being overly-physical with other students
- Bringing the school into disrepute

Fixed term Suspension

Examples of Behaviour which has a negative impact on the learning, safety or well-being of others (staff, students, visitors, members of public)

For example:

- Serious or persistent defiance (Persistence must be in response to a period of monitoring).
- Persistently non-compliant behaviour
- Persistent disruptive behaviour
- Hostile behaviour to a member of staff or student
- Physical assault on a student
- Verbal abuse or threat to a member of staff
- Bullying or persistent harassment, including 'sexual harassment'
- Anti-social behaviour towards a member of the public outside school
- Theft
- Vandalism
- Possession and / or use of drugs and alcohol
- Online bullying
- Distribution or showing of pornography including nudes and semi-nudes



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- Racism
- Repeated refusal to attend detentions
- Refusal to work in St. Paul's
- Bringing the school into disrepute

Permanent exclusion

Examples of Behaviour which constitute a serious threat to the safety or well-being of others or behaviour which is illegal:

- Serious or persistent defiance. Persistence must be in a response to a period of monitoring and the student having had previous fixed term exclusions for defiance.
- Persistently non-compliant behaviour. Persistence must be in a response to a period of monitoring and the student having had previous fixed term exclusions for non-compliance.
- Persistent disruptive behaviour. Persistence must be in a response to a period of monitoring and the student having had previous fixed term exclusions for disruptive behaviour.
- Possession of or dealing drugs or alcohol
- Possession of an offensive weapon
- Serious physical assault on a student
- Assault on a member of staff
- Sexual assault
- Persistent serious online bullying
- Seriously damaging the reputation of the school.

Our exclusion and behaviour policy includes behaviour not only within school but outside school. Students may be sanctioned up to and including Permanent Exclusion for any behaviour which contravenes our policies when a student is:

- Taking part in any school-organised or school-related activity, or travelling to or from school and wearing our school uniform, or in some other way identifiable as a St. Peter's student.

Or when their behaviour:

- Could have repercussions for the orderly running of the school.
Poses a threat to another student or member of the public, or could adversely affect the reputation of the school.



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Alternative Provision (St. Paul's); arrival at St. Paul's –double lesson removal

On arrival at St. Paul's, the following will occur:

- The student first goes to the triage room (St. Katherine's) for a check on uniform, equipment and state of mind.
- Once the student is deemed ready to learn they are taken to St. Paul's and complete a think sheet to reflect on why they are in isolation.
- The student completes an online workbook which focuses on positive behaviours. This is kept within the student's online file. Once the workbook is complete students do set work from the resources according to the lesson. The work is Key Stage-based and accessible for all abilities.
- The student remains in St. Paul's until two lessons are completed. They then return for an afterschool detention the following day.

Alternative Provision (St. Paul's); arrival at St. Paul's - whole day

On arrival at St. Paul's, the following will occur:

- The student first goes to St. Katherine's (the triage room) for a check on uniform, equipment and state of mind.
- The student hands over their mobile phone.
- Once the student is deemed ready to learn they are taken to St. Paul's and complete a think sheet to reflect on why they are in isolation.
- The student completes an online workbook which focuses on positive behaviours. This is kept within the student's online file. Once the workbook is complete students do set work from the resources according to the lesson. The work is Key Stage-based and accessible for all abilities.
- The student remains in St. Paul's until the end of the day. They may eat their own food at break and will be taken to the canteen at lunchtime.
- If a student is refusing to work or is removed from St. Paul's due poor behaviour they will move back to St. Katherine's where they will work quietly in an emptier space. Interventions may also be offered; depending on availability and suitability.
- Once the student is ready they will move back in to St. Paul's. The student will remain in there until their full time has been completed. So for example a student who spends 2 lessons in St. Katherine's will be required to complete 2 lessons in St. Paul's the following day.
- If a student continues to misbehave or refuse to work in the behaviour hub they will be removed and suspended. They will then return to complete their time in St. Paul's.
Reasonable adjustments will be made for SEND students to ensure the sanction is manageable but equitable.



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- Students will re-join mainstream lessons when they have successfully completed their time in St. Paul's.

Refusal or Failure to Complete St Paul's

As stated above: refusal or failure to complete St Paul's will result in a suspension. Persistent refusal will see sanctions escalated with students potentially receiving longer suspensions.

Graduated pathway of interventions – Key Stage 3 and 4

When persistent poor behaviour and decisions are being made by a student the school will look to use various interventions in order to try and resolve the issues. The standard interventions will involve tutor or head of year reports, Saturday detentions and other potential interventions listed in the appendices. Where there is concern that a student is acting in a way that is detrimental to the harmonious running of the school we will move to a graduated pathway. This pathway usually consists of:

1. A pupil passport to ascertain any specific individual needs that need supporting in lessons.
2. The use of relevant interventions where deemed relevant to the individual student
3. Time spent within our internal reflection unit (St. Joseph's) working on behaviour management and attending workshops on behaviour and emotions.
4. 2 weeks in an alternative education unit off-site
5. A managed move is offered to another school

Graduated pathway of interventions – Key Stage 5 (sixth form)

The 6th form runs a separate system of graduated interventions and monitoring based on both academic performance and behaviour. For the full details please see the appendices.

Parental Contact

We will endeavour to keep you informed if your child has been placed in St Paul's. Parents/Carers will receive a phone call or email to let you know if your child has been placed in St. Paul's all day.

In addition:

- Parents can use Edulink to find more details why their child was removed from a lesson.
- It is expected that parents are contactable and will respond promptly to emails, phone calls and letters from the school. Failure to do so means we cannot safely educate your child.

7. Exclusions and suspensions

At St. Peter's we believe that learning is the most important reason for being in school and that the opportunity to learn must be protected at all times. A suspension from school may therefore be necessary in order to



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protect the learning opportunity of others. Any decision to suspend, fixed-term or, in rare cases, permanently exclude, is not taken lightly.

Guidance Framework

This policy is written in line with the DfE Guidance on Exclusions.

Principles

The School is a learning institution which aims to improve the life chances for all of its students. We view exclusion as a last resort when all other possible methods of managing student behaviour have been exhausted. The decision to exclude is never taken lightly and careful consideration is taken of the facts and the surrounding circumstances before reaching a decision to exclude.

We recognise the detrimental impact of suspension on both the education and well-being of students and their families. We also recognise the impact of social exclusion, which can result from the permanent exclusion of a student, and will try hard to avoid it.

Permanent exclusion is an extremely serious step and has a significant impact on the ability of a student to access education in the future. It is only used where it is unavoidable and where every possible appropriate alternative has been considered. We are committed to using alternatives to permanent exclusion such as managed moves and alternative provision where appropriate.

We take account of the Equality Act and of our duty not to discriminate against students for any reason; of our statutory duties in relation to SEND / Children in Care.

We aim to involve parents as early as possible in any process.

The decision to suspend

The decision to suspend is made solely by the Principal

There are five circumstances where a student may be required to leave the School site with the authorisation of the Principal:

1. Where a decision has been made to suspend
2. Where a student has committed a serious criminal offence outside the jurisdiction of the School and it is determined by the Principal that it is in the interests of the community for the student to be educated offsite. This is not a suspension.
3. Where, for medical reasons, the presence of a student represents a serious risk to the health or safety of other students or staff. This is not a suspension but an authorised absence.
4. If a student is given permission by the Principal to leave the premises briefly to remedy a breach of the School rules on appearance or uniform. This should be for no longer than is necessary to remedy the breach and is not a suspension but an authorised absence.



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5. Where there is good reason to believe that a student is carrying an item which is not allowed onto the site such as an illegal substance or an offensive weapon and they refuse to be screened. In this circumstance the student can be refused entry. This is not a suspension but, in the first instance, an unauthorised absence. This could lead to suspension or more following a full investigation.

The decision to suspend a student is not taken lightly and the Principal will:

- Ensure that a thorough investigation has been carried out
- Consider all the evidence available to support the allegations
- Allow and encourage the student to give their version of events
- Keep a written record of the actions taken, including the signed statements of witnesses • Be confident that the procedures detailed later in this policy have been carried out
- Ensure SEND/expert advice has been taken into account where appropriate.
- Ensure that parents/carers have been kept informed throughout the process and consulted where appropriate.

The burden of proof applied when deciding to suspend is done on the 'balance of probabilities'. The more serious the allegation, the more convincing the evidence substantiating the allegation needs to be.

Suspensions will not be used as a consequence for the following:

- Minor incidents such as a failure to complete homework
- Poor academic performance
- Breaches of school rules on uniform or appearance except where these are persistent or in open defiance of such rules
- Pregnancy
- As a punishment for the behaviour of a student's parent / carer

After the decision to suspend has been made, a student will only be sent home once contact has been made with parents/carers and where it is clear that the student will be returning to a place of safety. Work will be provided and either sent with the student or arrangements made for collection.

The Principal may suspend a student for one or more fixed periods which do not exceed a total of 45 school days in any one school year.

During a fixed term suspension of 5 or fewer days, work will be set by the School for the student to complete at home. This will include work set on Edulink and Sparx.

For a suspension of longer than 5 days, the School will arrange full time educational provision from the sixth day of suspension.



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Before the end of any fixed-term suspension, parents / carers will be invited to attend a reintegration/readmittance meeting at the school with their son/daughter in full school uniform. The purpose of the meeting is to ensure that the student understands the reason for the suspension and is committed to preventing a repetition of the behaviour that led to the suspension. The School will consider all further support needed to help the student, including referral to external agencies if appropriate. The student will also spend a period of time on report to support their reintegration.

During the first five days of any suspension, the parents of a suspended student must ensure that they are not present in a public place during normal school hours without reasonable justification, whether with or without a parent / carer. Failure to comply with this is an offence for which a fixed penalty notice can be issued.

Whilst each suspension is treated on its own merit, we do operate a tariff for suspensions in most cases. A first exclusion is likely to be for a period of 1 or 2 days. The number of days will increase if a student receives further exclusions.

If persistent fixed term suspensions occur, a student is deemed to be in serious danger of permanent exclusion.

Fixed Term Suspensions of more than 15 days

Exceptionally, the Principal may issue a Fixed Term suspension that lasts more than 15 days.

Permanent Exclusion

Permanent exclusion is an extremely rare sanction and is avoided wherever possible. The decision to permanently exclude is taken only:

In response to serious or persistent breaches of the School's behaviour policy **and**

where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school

A student may be permanently excluded where there have been repeated breaches of the Behaviour Policy for which a range of consequences and strategies have been applied without success. It is an acknowledgement that the school has exhausted all available strategies for dealing with the student and is a last resort.

There may be exceptional circumstances where, in the judgement of the Principal, it is appropriate to permanently exclude a student for a first or 'one-off' offence.

Informing Parents / Carers

Following any decision to exclude, the Principal must inform parents / carers by putting the decision to exclude in writing and stating the date from which the exclusion takes effect.

The letter must explain:

- The reason for the exclusion;



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- Why the Principal decided to exclude the student and, if relevant, what steps were taken to try and avoid the exclusion: details of any relevant previous warnings, or other disciplinary measures taken before the present incident;
- The arrangements for enabling the student to continue his/her education, including setting and marking the student's work;
- The parents' right to see and have a copy of their child's record;
- The parents' responsibilities to ensure their child is not in a public place in school hours during the first five days of an exclusion.
- If the exclusion is for a fixed period, the letter will also state the length of the exclusion, the date and time the student should return to the school and the arrangements for the readmission interview at the end of the process so as to reintegrate the student.

Governors' Exclusions Committee

The Governors have the responsibility for reviewing decisions made in relation to exclusions. Short, Fixed Term suspensions will be monitored and reviewed during the year.

The Exclusions Committee of the Governing Body will automatically review any exclusion which results in a student being excluded for more than 15 school days in any one term, or any permanent exclusion.

Review of Level 3 Exclusions (permanent)

Following the Principal's decision permanently to exclude, the Governors Disciplinary Panel meets to review the decision within 15 school days of receiving notice of the exclusion. If the Panel upholds the Principal's decision permanently to exclude, parents / carers may appeal to an Independent Review Panel.

Right of Appeal

If parents/carers wish to complain, the steps in the appeals procedure should be followed; these are outlined in the exclusion letter sent on the occasion of every fixed term and permanent exclusion.

8. Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.



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In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to the School Safeguarding Policy for more information.

Appendices

1. Interventions

Interventions may include:

Provision Type	Internal/External	Person Responsible
Anger Management	Int	SSS
Attendance Plan	Int	Attendance Officer
ASD/Support/Mentor	Ext	SENDCO
CAMHS/CYPS	Ext	SSS
Counselling	Int	SSS
Child Protection Plan	Ext	SSS/DSL
Educational Psychologist	Ext	SENDCO
Family Support Worker	Ext	SSS
Literacy Support	Int	SENDCO/English Dept
Mentoring	Int/Ext	HoY /SENDCO
Numeracy Support	Int	SENDCO/Maths Dept
Pastoral Support Programme	Int	HoY and governor



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Speech & Language Therapy	Ext/Int	SENDCO
Self Esteem Course	Int	SSS
Spelling Group Yr7	Int	SENDCO/English Dept
Social Services Involvement	Ext	SSS/DSL
Social Communication	Int	SENDCO
Mental Health Nurse	Int	SSS
Amended Curriculum	Int	SSS/HoY
Chaplaincy	Int	Chaplain
Behaviour Support	Int	SSS
Team Around Child Meeting	Ext	SSS
CSE	Int	SSS
Parenting Support	Int	SSS
Young Carers	Int	SSS
School Nurse Service	Int	HoY
Pupil Premium	Int	Disadvantaged team
Report	Int	HoY/Tutor
St. Joseph's pastoral support	Int	Behaviour improvement officer

2. 6th form graduated pathway

Overview



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This academic report system aims to support students who are facing academic challenges, helping them improve their performance over a specified period through systematic support and accountability. This involves setting clear targets, regular check-ins, and a final review.

Duration: 5 weeks

System Components:

Stage 1

1. Initial Assessment and Targets

- **Criteria for Placement on Academic Probation:**

- Low grades (e.g., below a certain threshold e.g.-1.00 VA or U grade in APs)
- Consistent underperformance in assignments or coursework
- Poor prelim results
- Failure to meet subject-specific deadlines

2. Report Structure:

- **Student's Name:**
- **Tutor Group/Subject (s):**
- **Date of Report Start:**
- **Date of Report End:**
- **Overall Academic Performance:**
 - A brief overview of the student's current academic standing and performance.

3. Targets for Improvement:

- Specific, measurable targets based on the student's weak areas, for example:
 - Achieve at least 70% in upcoming coursework/assignments.
 - Submit all pending assignments within the next two weeks.
 - Attend a certain number of academic support sessions.
 - Show improvement in specific subject areas (e.g., Math, English).

4. Action Plan:

- **Weekly Meetings/Check-ins:** Meetings with a personal tutor or academic mentor every week to track progress.
- **Study Plan:** Develop a personalized study timetable based on the student's weaknesses and strengths.
- **Support Resources:**
 - Access to tutoring sessions.
 - Study skills workshops.
 - Online resources.
- **Parent/Guardian Communication:**
 - Inform the student's parents or guardians about the probation status and targets.



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5. **Mid-Report Review (Week 3):**
 - Review the progress made toward targets.
 - Discuss if targets need to be adjusted.
 - Consider additional support or intervention if targets are not being met.
6. **Final Review (Week 5):**
 - **Review of Academic Progress:** Has the student met their targets?
 - **Outcomes:**
 - **Improved:** The student has met the targets and will continue without probation.
 - **Partially Improved:** Some progress, but still needs work. Set new targets or extend probation.
 - **No Improvement:** The student has failed to meet the targets, and further action (such as academic mentoring/adjustment to programme of study) will be considered.
7. **Stage 2 meeting with HoKS5:**
 - Meeting with students and parents where continued place in sixth form will be considered.

Head of Year Report System (Lateness & Absence)

Overview

The Head of Year report system is designed to monitor and address issues related to persistent lateness and absence. The objective is to provide structured support for students to improve attendance and punctuality, ensuring they meet the expectations of the school.

Duration: 5 weeks

Stage 1

System Components:

1. **Initial Assessment and Targets**
 - **Criteria for Placement on Head of Year Report:**
 - Persistent lateness (e.g., more than 3 late arrivals per week).
 - Frequent absence (e.g., more than 5 days in a month).
 - Unexplained or unauthorized absence.
2. **Report Structure:**



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- **Student's Name:**
 - **Tutor Group:**
 - **Start Date of Report:**
 - **End Date of Report:**
 - **Attendance Record:**
 - Include details of attendance over the past term.
 - Highlight patterns or trends in absence/lateness.
3. **Targets for Improvement:**
- **Attendance Goal:** Achieve a minimum attendance percentage (e.g., 95%) for the next 5 weeks.
 - **Punctuality Goal:** Arrive on time for all lessons (no more than 2 lates per week).
 - **Engagement Goal:** Participate in after-school programs to improve engagement (optional, based on severity).
4. **Action Plan:**
- **Attendance Monitoring:** Close tracking of attendance and lateness, with weekly reports provided to the Head of Year.
 - **Student-Teacher Check-ins:** Regular weekly check-ins with a designated teacher or mentor to discuss barriers to attendance and punctuality.
 - **Support Resources:**
 - Access to SSS if there are underlying issues (e.g., mental health, bullying).
 - Engage in a “catch-up” session to address missed lessons (if absences are frequent).
5. **Mid-Report Review (Week 3):**
- **Review:** Evaluate the student's progress toward their attendance and punctuality goals.
 - **Adjustments:** Modify the action plan if needed, including providing additional support or modifying the attendance targets.
6. **Final Review (Week 5):**
- **Review of Attendance & Punctuality:** Has the student met their goals regarding attendance and punctuality?
 - **Outcomes:**
 - **Improved:** If the student has improved, they will be removed from the report and continue with regular attendance.
 - **Partially Improved:** If some improvement has been made, but the student still falls short, they may be placed on another review cycle or additional support may be provided.
 - **No Improvement:** If no improvement is seen, further action may be taken, including a formal meeting with the student's parents/guardians and consideration for disciplinary measures (e.g., detention, reduced privileges).
7. **Stage 2 meeting with HoKS5:**



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- Meeting with students and parents where continued place in sixth form will be considered.

Summary of Key Points:

- **Both systems are 5-week reports.**
- **Academic Report** targets improvement in academic performance with specific measurable goals and support.
- **Head of Year Report** focuses on improving attendance and punctuality with regular monitoring and intervention.
- **Both systems include mid-point and final reviews** to assess progress and determine further actions or adjustments to the plans.

3. The Power to Search

The Violent Crime Reduction Act 2006 authorises Headteachers (Principals) and staff authorised by them to search a student for a weapon without the student's consent if they have reasonable suspicion that there is a weapon with the student or in his/her possession. Persons authorised by the Principal to search for weapons may use such force as is reasonable in the circumstances for exercising that power.

- a) School staff may ask a student to turn out his/her pockets, or empty their bag, if there is a suspicion of an illegal substance, stolen items or any such item that may be causing disruption.
- b) If the student refuses, the parents will be contacted and asked to come to the school to assist in the search.

In the case of illegal substances or stolen property the police may be contacted to carry out the search

4. The Power to Use Force

School staff may use reasonable force to prevent a student doing, or continuing to do, any of the following:

- Committing an offence
- Causing personal injury to, or damage to the property of, any person (including the student himself/herself)
- Prejudicing the maintenance of good order and discipline at the school or among any students receiving education at the school, whether during a teaching session or otherwise.



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This applies both on and off the school site where a member of staff has lawful control or charge of the student (such as a school fixture).

Key reference documents

- Exclusion from maintained schools, academies and pupil referral units in England, Statutory guidance for those with legal responsibilities in relation to exclusion
- Exclusion from Maintained Schools, Academies and Alternative Provision Schools, A Guide for Headteachers in Gloucestershire
- The Equality Act 2010
- The SEND Code of Practice

Related Policies

Exclusions should be considered within the context of this Behaviour Policy. Other Policies to be considered: Safeguarding, SEND.