



SAINTS PETER AND PAUL
CATHOLIC HIGH SCHOOL

Behaviour Policy

(Including suspensions and exclusions)

Date last Updated	
Headteacher Signature	
Chair of Governors Signature	

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Statement of intent

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

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

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

Core Values (Aims)

Respect

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

Compassion

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

Aspiration

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

Reasonable and proportionate consequences will be used where a student's behaviour falls below the standard that is expected, alongside support to prevent recurring misbehaviour. Saints Peter and Paul Catholic High School acknowledge that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

Legal framework

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

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- School Information (England) Regulations 2008
- Equality Act 2010
- Children and Families Act 2014
- Voyeurism (Offences) Act 2019
- DfE (2026) "Restrictive interventions, including use of reasonable force, in schools"
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2024) 'Behaviour in Schools: Advice for headteachers and school staff'
- DfE (2025) 'Keeping children safe in education (KCSIE)'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools' (updated where applicable)
- DfE (2023, updated 2024) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England'
- DfE (2024) 'Mobile phones in schools'
- DfE (2024) 'Creating a school behaviour culture: audit and action planning tools'

This policy operates in conjunction with the following school policies:

- Code of Conduct
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Child Protection and Safeguarding Policy
- Anti-bullying Policy

Roles and responsibilities

Governing Body is responsible for:-

- Providing strategic oversight of behaviour, culture and standards.
- Ensuring the Behaviour Policy reflects the school's Catholic ethos, values and legal responsibilities.
- Monitoring the effectiveness of behaviour systems through regular reporting and challenge.
- Ensuring the policy is implemented fairly and without discrimination.
- Considering and responding to complaints in line with the school's Complaints Procedure.
- Ensuring the policy is reviewed regularly and published on the school website.

Headteacher is responsible for:-

- Leading the implementation and evaluation of the Behaviour Policy.
- Establishing and maintaining high expectations of behaviour, conduct and attitudes.
- Ensuring behaviour systems are applied consistently and effectively across the school.
- Determining school rules, routines and behaviour expectations.
- Supporting staff in promoting a positive, safe and inclusive learning environment.
- Reporting to governors on behaviour, standards and the impact of improvement strategies.

Senior Leaders with Responsibility for Behaviour is responsible for:-

- Providing strategic leadership for behaviour and culture across the school.
- Monitoring behaviour trends and ensure appropriate actions are taken to address concerns.

- Ensuring behaviour systems are implemented consistently and in line with statutory guidance.
- Overseeing the use of interventions, suspensions and reintegration processes.
- Promoting effective safeguarding, inclusion and support for vulnerable pupils.
- Supporting and challenge leaders to maintain high standards of behaviour.
- Evaluating the impact of behaviour strategies and lead ongoing improvement.
- Ensuring staff receive appropriate training, guidance and support.

Senior Leaders with Responsibility for SEND and the SENCo is responsible for:-

- Championing the needs of pupils with SEND and ensure best endeavours are met.
- Advising and supporting staff in delivering inclusive practice and reasonable adjustments.
- Working with pastoral leaders, parents and external agencies to identify barriers to success and providing appropriate support.
- Ensuring behaviour approaches take account of identified needs and vulnerabilities.
- Coordinating targeted interventions and monitoring their effectiveness.
- Supporting reintegration and personalised planning where required.
- Ensuring practice aligns with relevant legislation, guidance and the school's SEND Policy.

Designated Safeguarding Lead (DSL) is responsible for:-

- Ensuring safeguarding remains central to behaviour decision-making.
- Identifying and supporting pupils whose behaviour may be linked to vulnerability, risk or unmet need.
- Working with staff, families and external agencies to secure appropriate support.
- Promoting a trauma-informed and child-centred approach to behaviour management.
- Monitoring behaviour information for safeguarding concerns and patterns of risk.
- Contributing to behaviour systems that protect the welfare, safety and dignity of all pupils.
- Advising leaders on behaviour matters involving safeguarding, SEND or additional vulnerabilities.

Progress Leaders are responsible for:-

- Leading behaviour, attendance, pastoral care and standards within their year group.
- Monitoring behaviour information and identify pupils who require additional support or intervention.
- Coordinating and evaluating behaviour support plans and pastoral interventions.
- Working closely with families, staff and external agencies to improve outcomes for pupils.
- Ensuring behaviour expectations, rewards and consequences are applied consistently.
- Supporting reintegration following suspension and monitoring ongoing progress.
- Holding formation tutors accountable for the quality of pastoral support within the year group.

Formation Tutors are responsible for:-

- Promoting the wellbeing, personal development and pastoral care of pupils within their formation group.
- Monitoring attendance, punctuality, behaviour and wellbeing, responding to concerns at an early stage.
- Reinforcing school routines, values and behaviour expectations.
- Building positive relationships with pupils and families.
- Providing guidance, mentoring and restorative support where appropriate.
- Working with Progress Leaders and other staff to implement agreed interventions and support plans.
- Acting as the first point of contact for parents/carers on routine pastoral matters.

Subject Leaders / Associate Assistant Headteachers / TLR Holders are responsible for:-

- Leading and modelling high standards of behaviour within their areas of responsibility.
- Supporting staff in establishing positive classroom cultures and effective routines.
- Monitoring engagement data and behaviour patterns and addressing emerging concerns within their department or area.
- Ensuring behaviour expectations are applied consistently and fairly.
- Contributing to whole-school behaviour improvement through coaching, support and quality assurance.

Teaching Staff are responsible for:-

- Establishing positive classroom environments where all pupils can learn and succeed.
- Teaching and modelling the behaviours, attitudes and relationships expected within the school community.
- Planning lessons that meet the needs of all learners and removing barriers to engagement.
- Applying behaviour systems consistently and fairly.
- Working collaboratively with families and colleagues to support pupils who require additional guidance.
- Taking responsibility for the progress, achievement and conduct of pupils in their classes.

All Staff and Volunteers are responsible for:-

- Upholding the school's Behaviour Policy and Catholic values.
- Promoting a safe, respectful and purposeful environment for learning.
- Building positive relationships with pupils and colleagues.
- Maintaining high expectations of behaviour and conduct.
- Responding to concerns promptly and communicate relevant information to appropriate staff.
- Supporting pupils in making positive choices and taking responsibility for their actions.
- Contributing to a culture of respect, inclusion and belonging.

Students are responsible for:-

- Upholding the school's Catholic values and demonstrating respect, responsibility and kindness.
- Attending school regularly, arriving on time and being ready to learn.
- Following school rules, routines and the reasonable instructions of staff.
- Taking responsibility for their behaviour and the impact it has on others.
- Engaging positively with learning and contributing to a calm, safe and inclusive environment.
- Treating all members of the school community with dignity and respect.
- Participating fully in restorative and supporting processes when required.

Parents and Carers are responsible for:-

- Supporting the school's values, expectations and Behaviour Policy.
- Working in partnership with the school to promote positive behaviour, attendance and punctuality.
- Encouraging their child to take responsibility for their conduct and engagement with learning.
- Communicating openly and respectfully with school staff.
- Attending meetings and engaging with support plans where appropriate.
- Informing the school of any circumstances that may affect their child's wellbeing, behaviour or learning.
- Supporting the school in maintaining a safe, respectful and positive environment for all members of the community.

Definitions

For the purposes of this policy, **serious unacceptable behaviour** is behaviour that causes, or has the potential to cause, harm to individuals, disrupt learning, compromise safety, damage property, undermine the school's values, or bring the school into disrepute. This includes, but is not limited to:

- Discrimination, harassment or prejudice-based behaviour.
- Bullying, including cyberbullying.
- Persistent disruptive behaviour or refusal to follow reasonable instructions.
- Possession, use or distribution of prohibited items, tobacco, alcohol, drugs or related paraphernalia.
- Persistent truancy, internal truancy or leaving school without permission.
- Theft, vandalism or deliberate damage to property.
- Verbal abuse, threatening behaviour, intimidation or prejudicial language.
- Physical aggression, assault or violence towards students, staff or others.
- Persistent abuse of staff or students.
- Behaviour that poses a risk to the safety, welfare or wellbeing of any member of the school community.

- Behaviour that significantly disrupts teaching, learning or the orderly running of the school.
- Misconduct on school transport or whilst representing the school.
- Behaviour in or out of school, including online, which brings the school into disrepute.

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

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

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

Staff induction, development and support

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

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

Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting student wellbeing will be supported to undertake any relevant training or qualifications. Staff will be trained to ask for assistance if they’re struggling to build and maintain an effective culture of positive behaviour.

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

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

Social, emotional and mental health (SEMH) needs

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

-Culture, ethos and environment – the health and wellbeing of students and staff is promoted through the pastoral curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment

-Teaching – the curriculum is used to develop students' knowledge about health and wellbeing

-Community engagement – Saints Peter and Paul Catholic High School proactively engages with parents, outside agencies and the wider community to promote consistent support for students' health and wellbeing

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

Managing behaviour

Behaviour Curriculum - Teach me to...

The students at Saints Peter and Paul Catholic High School Catholic High School will be taught the behaviours expected to meet our school core values of RESPECT, COMPASSION and ASPIRATION. The behaviour and personal development curriculum is modelled and taught by all staff members in order to enable students to understand what behaviour is expected and encouraged and what is unacceptable.

Positive reinforcement will be used by staff where expectations are met to acknowledge good behaviour and encourage repetition. The behaviour curriculum will focus on defining positive behaviour and making it clear what this looks like, including the key habits and routines required by Saints Peter and Paul Catholic High School.

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

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

Behaviour will always be considered in relation to a student's SEND. If it is deemed that a student's SEND has contributed to their misbehaviour, Saints Peter and Paul Catholic High School will consider whether it is appropriate and lawful to sanction the student. Where a student is identified as having SEND, the graduate approach will be used to assess, plan, deliver and review the impact of support being provided.

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

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

De-escalation strategies

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

through Reason, Understanding, Affection, and Holiness (RUAH), ensuring their personal, spiritual, and academic growth.

Key Principles of the RUAH Framework:

-Reason – Encouraging fairness, logic, and understanding in discipline and education, fostering a structured yet compassionate environment.

-Understanding – Building mutual respect and empathy, ensuring that students feel heard, valued, and supported in their journey.

-Affection – Creating a family-like atmosphere where students experience genuine care, emotional security, and encouragement.

-Holiness – Inspiring spiritual development and moral integrity, guiding young people to live with faith, purpose, and Christian values.

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

Managing behaviour-Low level disruption

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

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

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

Support from a range of staff including formation tutors, classroom teachers, year mentors etc such as targeted discussions with students, a phone call with parents, and enquiries into circumstances outside of school by the DSL, will be provided alongside the use of consequences to prevent the misbehaviour recurring. After an initial incident, where the student does not meet school expectations, the following consequences will be considered, with staff using their professional judgement and experience to determine what is appropriate and reasonable in relation to each individual student:

At Saints Peter and Paul Catholic High School, behaviour is managed through a graduated and supportive approach which promotes positive relationships, high expectations and personal responsibility.

Most low-level concerns are addressed through the Classroom Charter, which provides a consistent framework for staff to recognise and reward positive behaviour, alongside the use of restorative conversations and appropriate reminders where needed.

Where behaviour concerns persist or there are breaches of the Behaviour Policy, a range of proportionate interventions and consequences may be used. These can include detentions, report cards, parental meetings, behaviour contracts, reflection time and other supportive measures designed to help students make positive choices and successfully re-engage with school expectations.

In cases of serious misconduct or repeated breaches of the Behaviour Policy, more significant sanctions may be considered, including suspension or, in exceptional circumstances, permanent exclusion.

Further information about behaviour expectations, sanctions, suspensions and exclusions can be found in the relevant pages of the behaviour section published on the school website.

Following repeated incidents of unacceptable behaviour, the following consequences will be implemented: The Headteacher will consider whether the student should be suspended, in line with Saints Peter and Paul Catholic High School's Suspension and Exclusion Policy and will determine the length of the suspension.

Although unacceptable behaviour does not necessarily mean a student has SEND, an assessment will be carried out at this stage to determine whether there are any undiagnosed learning or communication difficulties, or mental health issues that may be contributing to the student's behaviour. Where a student is identified as having SEMH-related difficulties, SEND support will be put in place appropriate to need.

Where SEND is not identified, but the Headteacher determines that support is still required for the student, an Individual Support Plan (ISP) will be created to outline the necessary provisions in place.

Following further incidents of unacceptable behaviour, the following consequences will be implemented: The Headteacher will consider whether a permanent exclusion is necessary, in line with Saints Peter and Paul Catholic High School's Suspension and Exclusion Policy, alongside alternative options such as an off-site direction to improve behaviour.

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

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

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

Restorative time

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

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

The school will notify parents of restorative time through the communication system, consent will not be required including for same-day detentions. When issuing restorative time, members of staff will ensure that they do so reasonably within the given circumstances, and that they consider any additional needs of the student.

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

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

- Whether it is likely to put the student at increased risk.
- Whether the student has known caring responsibilities

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

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

Prevention strategies, intervention, and consequences for unacceptable behaviour

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

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

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

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

Initial interventions-

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

Additional interventions to enhance initial support

- Conflict resolution
- Reset lessons spent in the school RENEW provision
- Group/class/set/timetable changes
- Long-term learning/behaviour plans
- Use of the vulnerability index to review student need
- Referral to an in school Team Around the Child (TAC)
- Individual Support Plans (ISP)
- Time spent in Saints Peter and Paul Catholic High School reflection room with the behaviour lead mentor
- Possible referral for SEND/SEMH support

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

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

-An alternative provision may be explored

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

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

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

Physical intervention-positive handling

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

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

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

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

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

Saints Peter and Paul Catholic High School may decide to remove students from the classroom for a limited period, at the instruction of a member of staff. The student will be moved to a room that is:

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

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

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

-To allow the student to regain calm in a safe space

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

The amount of time that a student spends removed from the classroom will be up to Saints Peter and Paul Catholic High School to decide. This could be for more than one school day. Saints Peter and Paul Catholic High School will ensure that the student is not removed from the classroom any longer than necessary. The staff member in charge and supervising the student will decide what the student may and may not do during their time spent removed from the classroom.

Reintegration.

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

In line with DfE legislation and the SEND Code of Practice, our school is committed to a fair and supportive reintegration process following a suspension. We recognise that every student, including those with special educational needs and disabilities (SEND), deserves a fresh start and the opportunity to succeed. Before the student returns, the school will hold a reintegration meeting involving school staff, parents/carers, and, where appropriate, external support services to discuss strategies for a positive re-engagement. We will consider any additional support the student may need, such as pastoral care, academic catch-up plans, or adjustments under the Equality Act 2010. Our approach aligns with our Catholic ethos, promoting forgiveness, restoration, and inclusion while ensuring high expectations for behaviour and learning.

Sexual abuse and harassment

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

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

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

Smoking, vaping and controlled substances

It is illegal to smoke or vape under the age of 16.

It is illegal to smoke or vape in a public building.

In accordance with the Health Act 2006, Saints Peter and Paul Catholic High School is a smoke-free environment. Parents, visitors, staff and students will be instructed not to smoke/VAPE on school grounds. Students will not be permitted to bring smoking paraphernalia, materials or nicotine products to school.

Saints Peter and Paul Catholic High School will consider illegal drugs, legal highs and other controlled substances as a serious breach of the behaviour policy.

Prohibited items, searching students and confiscation

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

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

Authorised members of staff will be permitted to use reasonable force when conducting a search without consent for the prohibited items listed below. The prohibited items in line with the DfE (2026) “Restrictive interventions, including use of reasonable force, in schools” include but are not limited to:

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

Any article that the member of staff reasonably suspects has been, or is likely to be, used:

- To commit an offence; or
- To cause personal injury to any person, including the student themselves; or - To damage the property of any person, including the student themselves.

Saints Peter and Paul Catholic High School will also identify the following as prohibited items which may be searched for by authorised staff without consent if necessary;

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

Staff will consider reasonable grounds to search when:

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

Mobile phones and electronic devices

Saints Peter and Paul Catholic High School is a mobile phone free school. Students will not be permitted to use their mobile phones during the course of the school day, and they will be required to secure their phone in their secure pouch upon entrance to school. The phone must remain securely locked in the pouch until they exit from the school grounds.

If a student misplaces their secure pouch they will be required to purchase another one from the online school payment system. Until this is purchased the student must hand their phone into the secure box in student services and collect it as they exit that day.

Any student found using their mobile phone during Saints Peter and Paul Catholic High School day will have their device confiscated and consequences will be issued. Any phone confiscated during the day will be required to be collected by a trusted adult before 4p.m.

If an adult cannot collect the phone, it will be kept secure overnight in the lock box and the student can collect the phone at the end of the next school day. If a student refuses to cooperate then the consequence will escalate, and parents/carers will be invited in. Staff members will consider whether confiscation is proportionate and consider any exceptional circumstances relevant to the case.

Staff will perform random checks with an electronic device 'wandering' to uphold school expectations. Staff will also use reasonable grounds to wand students (see above) if they feel the mobile phone expectation is not being adhered to. If a student refuses to be wanded, staff respond in a calm, measured, and respectful manner, clearly outlining that the process is a routine safeguarding measure designed to protect everyone. The student is given the opportunity to reconsider, with reassurance that their dignity and privacy will be respected throughout.

Should the refusal continue, it is treated as a failure to follow a reasonable instruction in line with the school's behaviour policy, and appropriate sanctions are applied. At all times, the focus remains on maintaining high standards while ensuring interactions are handled professionally, preserving the student's dignity and promoting a safe and orderly environment for all

Effective classroom management

At Saints Peter and Paul Catholic High School, high standards of behaviour are promoted through positive relationships, clear routines and consistent expectations. Students are expected to demonstrate respect, responsibility and compassion in the classroom, around the school and online. They should arrive prepared to learn, contribute positively to the school community and show care for others, their environment and school property.

The school recognises and celebrates students who consistently demonstrate its values and strive to be the best version of themselves. Positive behaviour is acknowledged through a range of rewards at classroom, year group, faculty and whole-school level, ensuring that effort, achievement, attendance and contribution to the school community are valued and celebrated.

Strong classroom practice underpins positive behaviour. Staff establish clear expectations, routines and responses, create positive learning environments, and plan engaging lessons that support all students to succeed.

Further information about behaviour expectations, rewards and recognition can be found within the Behaviour Policy and related guidance on the school website

Effective student support

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

Designated staff will have clearly defined responsibilities, enabling students to receive the most effective support. Designated staff will also have an accurate view of the needs of identified students. Designated staff will engage with external partners and specialist agencies to access further appropriate support when required.

Behaviour outside of school premises

Students at Saints Peter and Paul Catholic High School are expected to represent Saints Peter and Paul Catholic High School in a positive manner. This will apply both inside school and out in the wider community, particularly if the student is dressed in school uniform.

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

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

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

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

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

Reporting Concerns About Behaviour: Information for Parents

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

How to Report a Concern

Contact Your Child's Formation Tutor or Class Teacher

For initial concerns, reach out to your child's form tutor or class teacher via email or by calling the school office. They are often best placed to address minor issues or provide clarity about incidents. Escalation to the Progress Leader or Year mentor (if a pastoral concern) or the Head of subject (if a curriculum concern) They oversee the behaviour and well-being of all students in the year group or subject and can initiate interventions if necessary.

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

To assist us in resolving issues effectively, please provide:

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

School's Response to Concerns

All concerns will be acknowledged within 48 hours during the working week.

Depending on the nature of the concern, an investigation may be carried out, and you will be informed of any necessary actions or resolutions. Confidentiality will be maintained to the extent possible while addressing the matter. If these steps do not bring about the desired resolution the school has a formal complaints policy to escalate any concerns (Found on the school website).

The school is committed to ensuring every student feels safe, respected, and supported. By working collaboratively with parents, the school can address concerns promptly and effectively, fostering a positive school community. Saints Peter and Paul Catholic High School endeavour to respond to need for any SEND intervention with a personalised approach. If you have any questions or would like further guidance on the process, please contact the school office.

Data collection and behaviour evaluation

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

- Behaviour incidents, including on removal from the classroom
- Attendance, permanent exclusion and suspensions.
- Use of internal reflection, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, students, governors, and other stakeholders on their perceptions and experiences of Saints Peter and Paul Catholic High School behaviour culture

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

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

The overwhelming majority of pupils respond positively to our relational, restorative and preventative approach to behaviour. However, on rare occasions, the school may need to use suspension or permanent exclusion to:

- protect the safety and welfare of others
- maintain high standards of behaviour
- preserve an orderly learning environment
- uphold the school's values and expectations

Suspensions and permanent exclusions

Suspension and permanent exclusion are not consequences in isolation. They form part of a wider graduated response which seeks to identify need, remove barriers and support behavioural improvement wherever possible.

The school remains committed to helping every pupil become the best version of themselves.

The school will ensure all decisions are:

- Lawful-Exclusions will only be used where permitted by legislation.
- Reasonable-Each case will be considered individually.
- Fair-Relevant circumstances will always be taken into account.
- Proportionate-The school's response will be proportionate to the seriousness of the behaviour.
- Inclusive-SEND, SEMH, safeguarding and vulnerability factors will always be considered.
- Child-Centred-The educational welfare of the pupil remains central throughout any exclusion process.

The School's Graduated Approach

Suspension and permanent exclusion sit within the wider graduated behaviour response. Suspension and permanent exclusion are a statutory intervention that sit at the highest tier in the schools graduated approach (see school website for further detail). The school will demonstrate that appropriate support has normally been considered before exclusion unless the incident is exceptionally serious.

A suspension may be used where a pupil's behaviour represents:

- A serious breach of the Behaviour Policy.
- A persistent breach of the Behaviour Policy.
- A risk to the education, welfare or safety of others.

Examples include:

- Violence and Aggression
- Physical assault on a pupil
- Physical assault on staff
- Serious threatening behaviour
- Dangerous Behaviour
- Bringing a weapon onto site
- Possession of prohibited items
- Dangerous misuse of equipment
- Substance Related Incidents
- Possession or supply of illegal drugs
- Possession of alcohol
- Possession or use of vapes on repeated occasions
- Serious Disruption
- Persistent defiance
- Persistent refusal to follow reasonable instructions
- Significant disruption to learning
- Safeguarding Incidents
- Harmful sexual behaviour
- Sexual harassment
- Child-on-child abuse
- Discriminatory behaviour
- Online behaviour causing significant harm

This list is not exhaustive.

Suspension and permanent exclusion are used only where necessary and in accordance with the school's Suspension and Permanent Exclusion Policy. Decisions will be lawful, reasonable, proportionate and informed by safeguarding, SEND considerations, the Equality Act 2010 and the school's Catholic ethos. The school will always seek to identify and address underlying causes of behaviour and will implement a graduated response of support, intervention and reintegration before considering permanent exclusion

except in the most serious circumstances. This approach reflects our values of Respect, Compassion and Aspiration, whilst maintaining a safe and orderly environment for all members of our community.

The headteacher may cancel a suspension (or permanent exclusion) that has already begun, or one that has not yet started, provided the governing board has not yet met to consider reinstatement. If a suspension is cancelled, parents, the governing board and the local authority must be informed without delay, including the reason for the cancellation. Importantly, the pupil must be allowed to return to the school immediately, and any days already served as part of the suspension continue to count towards the annual maximum of 45 school days of suspension.

In exceptional safeguarding circumstances, schools may need to use safeguarding separation to protect pupils and staff while concerns are investigated. Safeguarding separation is distinct from a suspension because it is not a behavioural sanction; rather, it is a protective measure used where there are significant safeguarding risks that cannot be safely managed on site. Schools should ensure that any decision is lawful, proportionate, regularly reviewed, and focused on the welfare and safety of all pupils involved

Permanent exclusion will only be used:

- In response to a serious breach or persistent breaches of the Behaviour Policy

AND

- Where allowing the pupil to remain in school would seriously harm:

- Education

- Welfare

- Safety

of the pupil or others within the school community.

Examples include:

- Serious violence

- Possession of offensive weapons

- Supply of illegal substances

- Serious sexual assault

- Repeated behaviour causing significant disruption despite extensive support

- Serious safeguarding risk

- Serious criminal activity linked to school

Permanent exclusion will always be a last resort unless the seriousness of the incident makes this unavoidable.

SEND, SEMH and Vulnerability

The school recognises that behaviour may represent an unmet need. Prior to making an exclusion decision leaders will consider:

- SEND

- EHCP status

- SEND Support status

- Recent assessments

- Reasonable adjustments

- SEMH

- Mental health concerns

- Emotional wellbeing

- Trauma-informed factors

- Safeguarding

- Adverse Childhood Experiences

- Child Protection concerns
- Contextual safeguarding risks
- Vulnerability
- Young carers
- CIN
- CP Plan
- Looked After Children
- Previously Looked After Children

The school will evidence that reasonable adjustments and best endeavours have been considered. However, SEND does not exempt a pupil from consequences where behaviour places others at risk. Only the Headteacher or acting Headteacher may suspend or permanently exclude a pupil.

The standard of proof applied will be:

"On the balance of probabilities"

Before permanently excluding, leaders will consider:

- Additional support plans
- Multi-agency assessment
- Alternative provision
- Off-site direction
- SEND reassessment
- Early Help

Evidence of these considerations will be documented.

Reintegration Following Suspension-please see detail in section 7 (above)

The purpose of reintegration is support, restoration and success.

Education During Suspension

The school will:

Days 1-5

Provide suitable work.

Day 6 Onwards

Arrange suitable full-time education in line with statutory guidance where applicable.

The school will ensure continuity of learning wherever possible.

Monitoring and review

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

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

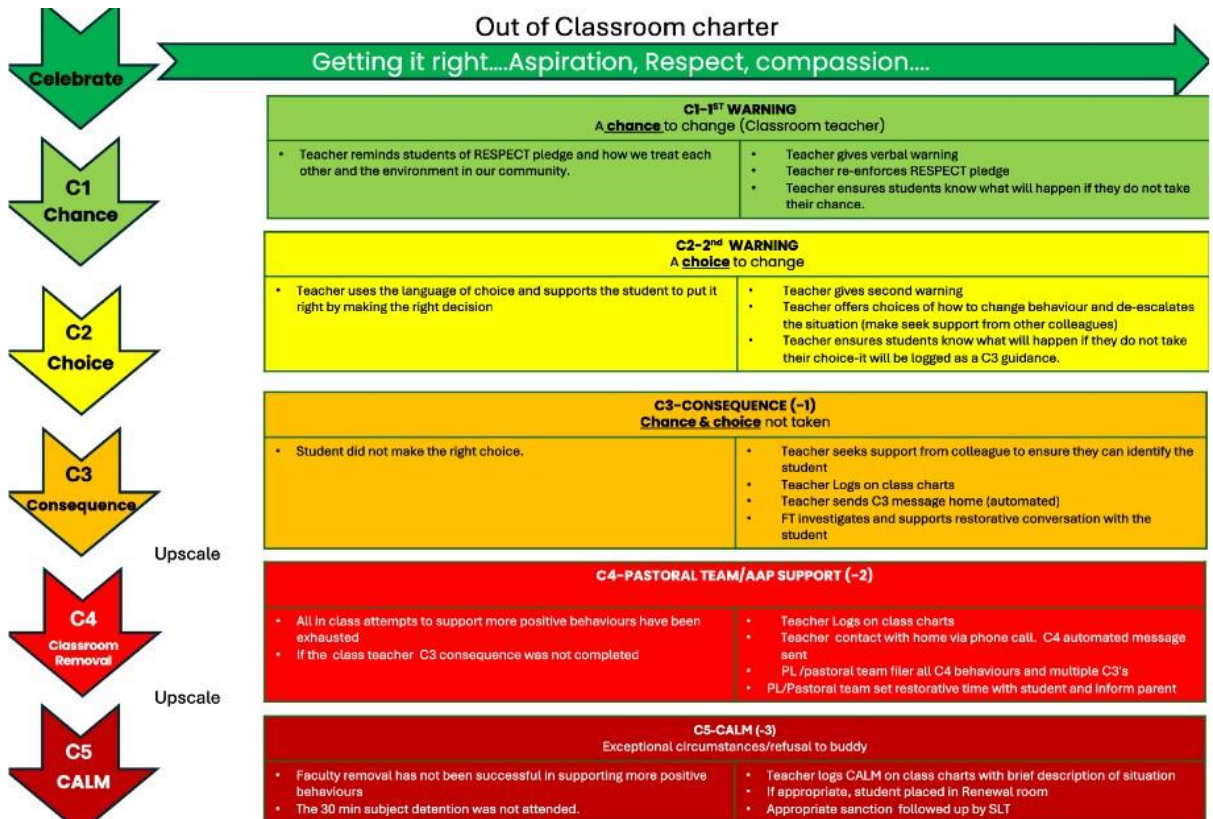
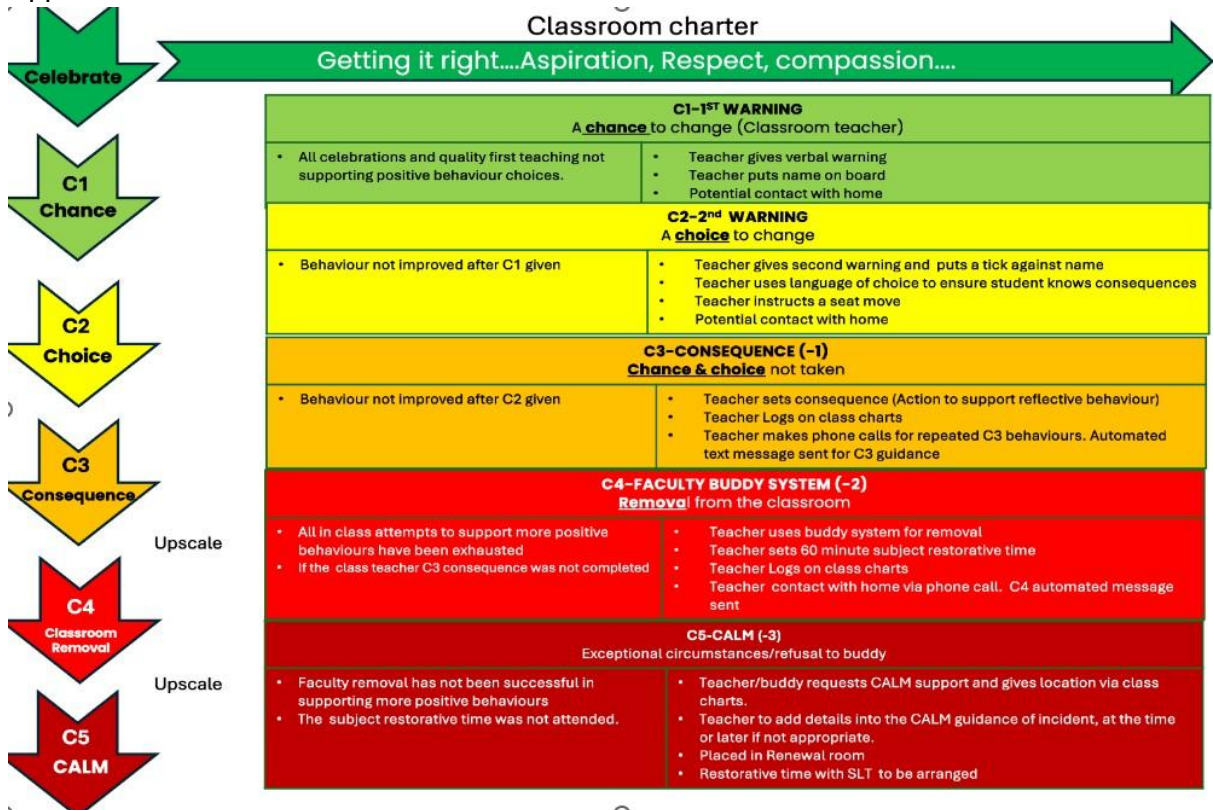
Appendices

A)- Student account form

B). Classroom Charter

C). Uniform

Appendices B- CLASSROOM CHARTER



Appendices C-Uniform

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



A light blue shirt Branded ties*

Kilt-style skirts

A navy-blue blazer embroidered with our logo

Dark grey formal trousers

Optional navy-blue V-neck plain jumper (no logo)

Black socks if wearing trousers

Navy-blue long socks if wearing skirt

*

Ties



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

Year group ties from September 2024

Year 7 - Maroon with silver stripe

Year 8 - Maroon with blue stripe

Year 9 – Maroon

Year 10 - Blue

Year 11 - Blue with maroon stripe

Our school uniform is available from:

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

SHOES



All shoes must be plain black and should be able to be polished

The sole of the shoe must be plain black

Trainer style or canvas shoes are not allowed

No logo or embellishments

Students will be expected to change into a suitable pair of shoes provided by the school, if they fail to meet expectations

PE KIT



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

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

From September 2026, branded PE shorts and socks can be replaced by plain Navy alternatives.

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

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

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

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