St. Peter's Catholic Academy
Behaviour Policy

OUR SCHOOL MISSION:

"Together, One Family, One Community in Christ"

In the words of our children, our mission means...

To serve God together as one.
To show that we live the Gospel Values and Virtues together as one community.
To respect and love all in our community.
To love, work and play as part of God's family.
To put God first in our lives and become the people he wants us to be.

St Gabriel the Archangel CMAT Mission:

"Forming Christ-centred pilgrims of hope with kind hearts, questioning mind, a search for knowledge and a hunger of justice."

St Peter's Catholic Academy recognises that gospel values and the teachings of the Catholic Church are central to the life of the school. The school seeks to cultivate pupils with ***'Kind Hearts'*** and create an environment which encourages and reinforces good behaviour where children feel safe and secure, and can develop spiritually, academically, emotionally and socially. Together, we hope to lead our children towards understanding tolerance, having a ***'Hunger for Justice'*** and sensitivity to the needs of others. Our intention is to form and mould the people in our care, as we are all created in the image and likeness of God.
In order to achieve this successfully, we are firmly committed to the following objectives:

- Ensure that the Gospel values of love, understanding, tolerance, justice and peace are in every aspect of learning, teaching and the totality of school life, in order to foster positive relationships within our school community.
- Ensuring that the Fundamental British Values of Democracy, Rule of Law, Respect & Tolerance and Individual Liberty are interwoven throughout the curriculum and school life.
- Prepare the children for life within a multicultural society and teach them to have respect for other faiths.
- Encourage self-awareness, openness and respect in the way we communicate and respond to others.
- Establish an agreed code of behaviour, supported by clear and purposeful rules, rewards and sanctions, which are applied consistently by all.
- Value and celebrate the effort and attainment of every individual whilst acknowledging diversity in relation to both academic and non-academic achievements.
- To promote a learning culture in which children are encouraged to take some responsibility for learning.

- To develop effective communication between parents/ carers, pupils and staff in dealing with disruptive behaviour in school.
- To enable pupils to recognise and value their contribution and responsibilities, both within their school environment and wider community.

Behaviour Expectations

The school bases its framework for positive behaviour on the following principles which we have adopted as our school rules, using the acronym, 'S.M.A.R.T.':

School Rule	Why we have this?
S = Smart Uniform	It is our school policy that all children wear school uniform when attending school, or when participating in school-organised events outside normal school hours. Our policy on school uniform is based on the belief that school uniform: • promotes a sense of pride in our school • helps to create a sense of community and belonging towards the school • identifies the children with the school • supports our commitment to inclusion • is considered good value for money by most parents Children are expected to present themselves as neatly as possible wherever possible, e.g. tucking in shirts, wearing ties, wearing leather-type school shoes etc.
M = Move Sensibly	Safety is the top priority within school and children are expected to move calmly and quietly around the classroom and school corridors, walking at all times. Outside, children should take care of themselves and others, playing in a way that would minimise injury and should never willfully hurt others.
A = Act Like Jesus	We are a Catholic school and all of our teachings are rooted in the teachings of Jesus and scripture. We truly believe that all individuals are made in the image and likeness of God. We live in the way that God wants us to and we all have the opportunity to grow closer to Him through prayer and liturgy, this helps us to nurture and develop the previous gifts ad talents that God has blessed us with.
R = Respond With Respect	We live out our mission statement: 'Together, One Family, One Community, in Christ. We follow in the words of Pope Francis – we are all brothers and sisters in Christ and we treat everyone with dignity and respect. We treat others how we wish to be treated. This means kindness to one another, as well as greeting adults in school respectfully, e.g. using 'Sir', 'Miss' or the teacher's name, e.g. 'Mr. Hodgson'.
T = Try Your Best, Always	As a Catholic school, we strive to use our God-given talents and work hard to become the people God meant

	for us to be. As a result, children and adults are expected to give their best in their work and daily activities.

Expectations of teachers and support staff

'Example makes a greater impression on the minds & hearts than words.' St. John Baptist de La Salle

Teachers actively teach pupils how to behave at St Peter's. This enables our pupils to not only follow the school rules but they learn to behave in a way that is Christ-like and make a positive contribution to their classroom, the school and the wider community. Teachers and their behaviours are expected to be role models for the children at St Peter's. To do this, with guidance of Catholic Social Teaching principles and the Nolan Principles of Public Office, we have highlighted five key values that teachers will demonstrate at all times to encourage positive behaviour in our pupils.

The values and reasons for this are recorded below:

We expect adults to be…	We expect this because...
Approachable and Supportive	**'And do not forget to do good and to share with others, for with such sacrifices God is pleased.'** **Hebrews 13:16** We want all of our children to feel safe and secure. All members of staff must be selfless (see Nolan Principles), approachable and supportive so that all staff and children feel able to talk to anyone about anything.
Honest	**A truthful witness saves lives, but a false witness is a traitor.'** **Proverbs 14:25** Honesty and integrity underpin everything we do (see Nolan Principles). It is vital that staff model the critical importance of honesty at all times so that children know how to distinguish between right and wrong and so that open, restorative discussions can be had about their behaviour.
Good listeners	**'Good listening goes hand in hand with the mind-set of Christ.'** **Phillippians 2:5** We want all children to develop the skills of listening and to understand others' points of view in a calm manner. We need staff to role model the importance of been able to listen and take in what is been said to them. Children need teaching the etiquette around good listening and eye contact so we expect staff to model and support children with this skill at all times.
Respectful	**'Love One Another, As I Have Loved You.'** **John 13:34** We follow the words of Jesus - we are all made in the image and likeness of God and we need to show love and respect to each other at all times. Respect is very important to us as it enables the whole school community to feel safe and loved.
Kind and caring	**'Blessed are the pure in heart, for they will see God.'** **Matthew 5:8** Children are at the heart of all we do and we want to be kind and caring towards them at all times, as well as each other.

	Interactions between staff and any other person in school, whether a child or another member of staff should be courteous and kind at all times. Jesus teaches us to love one another, so all must feel safe, valued and loved.

Rewarding Good Behaviours

The most common reward is praise, informal and formal, public and private, to individuals and groups. It is earned by demonstrating good behaviour and a good attitude to work. We believe that rewards have a motivational role, helping children to see that good behaviour and working hard is valued. The system is consistent throughout the school from Nursery to Year 6 and is used by all adults at all times including and not exhaustive to, lunch times, after school clubs, trips and on residential visits.

House points

House points are reward children for demonstrating good behaviour in accordance with our school rules. Each child's achievement points are added to the weekly total of the Saint team that they belong to; St George, St. Andrew, St. David or St. Patrick. Each Saint's team total is revealed and celebrated in our celebration assembly on a Friday. Children cannot 'lose' an achievement point once it has been awarded.

To further incentivise children to strive for being awarded house points, school tallies will be taken for each house each week. At the beginning of the following week during gospel assembly, four points will be awarded to the previous week's winning house, three points awarded to second place, two points awarded to third and one point awarded to fourth. A running total of a half term's house points will be displayed in the hall in order to promote effort in lessons, as well as friendly competition.

At the end of each half term, the winning house will receive a reward, e.g. an additional break.

Other academic and achievement rewards will be awarded in the weekly celebration assembly:

- Attendance shared and celebrated - whole school and class with the highest attendance.
- Principal's Award – 1x pupil per class
- The Goldfinch award - 1x pupil per class
- English Award – 1x
- Maths Award - 1x pupil per class
- Class with the highest collective home reading percentage celebrated.

End of Year Awards

At the end of the academic year the children's hard work is celebrated with the parents in the form of an assembly. There are awards given out to pupils in each of the classes, these include:

- Star of the year
- Star of the term
- Progress award
- English award
- Maths award
- Science award
- RE award

Sanctions:

Although rewards and positive praise are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of, and to discourage, unacceptable behaviour to protect the security and stability of the school community. In an environment where respect is central, loss of respect, or disapproval is very powerful.

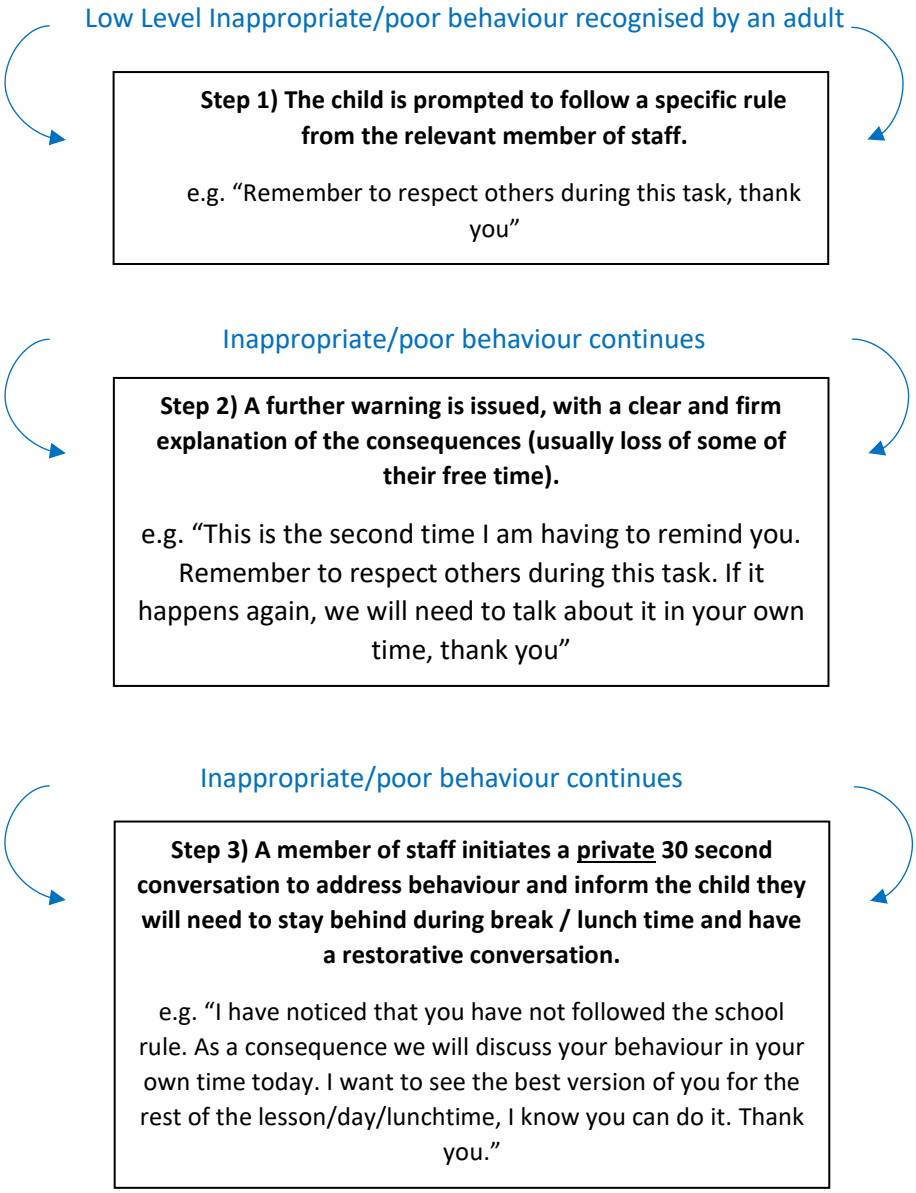
The use of sanctions are characterised by certain features:-

- It is made clear why the sanction is being applied.
- It is made clear what changes in behaviour are required to avoid future sanctions.
- There is a clear distinction between minor and major offences.
- It is the behaviour rather than the person that is sanctioned.

Low level inappropriate/poor behaviour

Staff are entrusted to manage inappropriate/poor behaviour promptly and effectively, in accordance with school policy. Should a child exhibit low-level, inappropriate behaviour (e.g., not conforming, disrupting other children etc.) a conversation will occur in a calm, clear and concise manner, explaining what behaviour is not acceptable what behaviour is expected. The following serves as an example of such a conversation, however is not a rigid script – staff are trusted to use their relationships with children to construct such conversations of their own, but as below, these should always be underpinned by clarity and respect.

Example conversation:



Restorative conversations

This will then be followed up with a restorative conversation with the class teacher/teaching assistant ***guided*** by the questions below:

- What happened?
- What were you thinking at the time and what have you thought since?
- Who else has been affected and how did your actions make others feel?
- What can you do to make things right?
- What might you do differently in future?

Each restorative conversation will be led by the adult in charge and the questions asked will depend on the child's age and also their ability to communicate their own feelings and actions. The emphasis of the conversation is to make sue the child sees the impact of their behaviour and the impact it has on others around them.

Break Time:

The staff member may feel it is appropriate to assign part of the child's break time to finish incomplete work due to incorrect behaviour or for reflection time. This reflection time should be purposeful and restorative and children may be given tasks around class or school. However, it is important for children to have time to regulate and relax to avoid further behavioural issues so the entirety of a child's break time should not be taken unless under extreme circumstances (e.g. following violence towards others).

Serious behaviour incidents

Incidents of a more serious nature (e.g. verbal aggression, the use of foul language, arguing with an adult etc) will incur a different response. The adult will skip straight to stage three and the child/children will have to complete a behaviour reflection sheet (see appendix one and two) during their own break and/or lunch time. The child will be asked to think about what they have done, the school rule that they have broken and what they can do to put it right. In such cases, a log of this behaviour will be made in the 'Behaviour Log' found in the principal's office.

Where behaviour does not improve following these previous steps, children may be taken to SLT or to the vice-principal to discuss their behaviour and how it can be improved. This will be followed up with either a phone call home to inform parents or a discussion at the collection time. Such discussions should occur away from the other children and parents and a record of this conversations should be made on CPOMS.

In exceptional circumstances or where all previous steps have been undertaken, the child may be taken to the principal where further discussions will be had on how behaviour can be improved and parents may be called in for a face-to-face discussion.

Exclusions

Any incidents involving violence, racism, bullying or harassment will not be tolerated in school and will be dealt with seriously and may result in children being excluded from school for a fixed period.

It may be necessary to exclude a child from lessons for persistent disruption or misbehaviour. On such occasions the child will be given appropriate work and sent to an SLT member, in another classroom.

Fixed-term and permanent exclusions are carried out for serious misconduct in school. It remains school policy to make every effort to work closely with pupils and parents to address any difficulties and provide appropriate guidance and support. Permanent exclusion is considered as a last resort. On rare occasions where it is deemed necessary to exclude a child, parents will be informed immediately, both verbally and in writing. The school will provide set work to be completed by the pupil during the period of exclusion. The school may even arrange for the child to attend another school in the collegiate for a set time to ensure their education is not affected. It is expected that parents will support the school's decision should this occur. Every effort will be made to support and communicate

regularly with parents. The principal will promptly complete the formal documentation and forward this to the local authority and the CSEL is informed of all exclusions.

Racism

It remains the responsibility of the principal to provide a termly report to school governors of all racist incidents in school. In the rare cases where a racist incident occurs, children are encouraged to speak to an adult immediately and record what happened on a children's racist incident reporting form, which should be handed to the vice-principal or principal.

A separate racist incident form is completed either by the vice-principal or principal to detail the incident, investigation and actions taken as a result. This form is sent to collegiate directors as an additional layer of check and accountability on actions taken by the school.

St. Peter's takes the clear view that racism is not tolerated in any form. Incidents of racism will be dealt with in a stern manner and investigations will take place as to why the child is behaving in this manner. In all cases of racism, a member of the SLT informs parents of both the perpetrator(s) and victim(s).

Sexual Harassment

The school has a separate Sexual Harassment Policy – please see the policy section of the school's website: https://www.stpetersnewman.co.uk/page/?title=Policies&pid=22

Lunch-time Procedures

Children in the Foundation Stage will be supported to go to the toilet and wash their hands in preparation for lunch. Lunch times within the Foundation Stage is an integral part of their learning day where children will be learning and developing skills such as independence, choosing what they would like to eat and drink; social skills, eating appropriately with others; and physical skills, using a knife and fork. Once children have finished eating ,they will be encouraged choose a play based learning activity supported by the Foundation Stage Staff.

Key Stage 1 are taken to the toilet and wash hands in preparation for lunch. After lunch children are supervised outdoors by midday supervisors and should not re-enter the school buildings without permission.

Pupils in Key Stage 1 are escorted into the building, to use the toilets and prepare for afternoon lessons, under the guidance of midday supervisors.

Key Stage 2 pupils are expected to stop when the lunchtime staff ask. Children will walk directly and sensibly into class, following instruction by the members of staff on duty.

Children are encouraged to demonstrate manners and courtesy in the dining hall. Children are expected to remain seated whilst eating and speak quietly at the table. Older pupils are encouraged to model good behaviour and are involved in supporting younger children during lunch-times.

Playground Equipment, Games and Activities

Outdoor playtimes provide invaluable opportunities for pupils to extend social and physical skills and abilities beyond the parameters of the classroom. Without appropriate supervision, planning

and guidance, we recognise the potential for adverse effects upon pupils' behaviour. High profile is given to the role of midday supervisors during lunchtimes and staff on duty. Children receive achievement points for good behaviour. Incidents of inappropriate behaviour should not be seen as acceptable at any time and should be dealt with appropriately by staff. If in any doubt, incidents should be reported to the class teacher.

Children's play should not involve any excessive physical contact (e.g. grabbing, pushing, barging etc.) nor should it imitate violence in any way, for example guns, weapons or play fighting. Such incidents should be dealt with immediately by lunchtime staff following the three-step conversation procedure above.

Incidents of violence or bullying are not tolerated in school and should be reported immediately to SLT or the vice-principal.

During playtimes and lunch-breaks, children are given access to a range of playground equipment for which they are responsible to collect and store away. All pupils are expected to show appropriate care and respect for school property and equipment. The appropriate members of staff on duty will deal with any instances of inappropriate use of equipment immediately.

Special Educational Needs and Individual Behaviour Plans

Some children may experience difficulties with behaviour for a variety of reasons, including social and emotional, which may affect their ability to access the curriculum and impede their learning. It may be necessary to plan appropriate strategies to support learning and development through the production of a pupil passport. In these cases, children will be identified and placed on the school's special educational needs register.

Expectations of parents

We encourage parents to read and understand the behaviour policy used in school and implement the same expectations and routines outside of school as this will consolidate their child's understanding and ensure consistency when moving from home to school. We believe the involvement and cooperation of parents in supporting our school behaviour policy is essential for its success.

Along with their children, parents are expected to behave in an appropriate manner at all times when on the school premises. This includes when communicating with other parents, children and/or school staff. Whilst the school operates an 'open door' policy whereby parents are encouraged to raise any concerns with the relevant member of staff, SLT member or the Principal, it may not always be appropriate to address concerns immediately, e.g. in front of pupils or parents, or in class. On such occasions, parents will be requested to make an appointment via the school office to discuss any issues. Parents can be assured that all concerns will be addressed promptly.

The school operates zero tolerance regarding any form of negative behaviour towards school staff, other adults or children either in public or in the use of social media. Serious matters involving confrontation, slander, threatening behaviour or intimidation towards others on the school premises may result in the involvement of the school committee or Directors, who reserve the right to ban those responsible from the school premises.

This policy was agreed by staff September 2026

This policy was approved by Academy Committee September 2026

To be reviewed September 2028

Signed_____Chair of School Committee

Appendix One

KS2 Behaviour Reflection Sheet

What happened?

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What were you thinking at the time and what have you thought since?

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_____

Who else has been affected and how did your actions make others feel?

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_____

_____

What can you do to make things right?

_____

_____

_____

What might you do differently in future?

_____

_____

_____

Appendix Two

KS1 Behaviour Reflection Sheet

What happened?

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_____

Who has been affected and how have you made others feel?

_____

_____

What do you need to do now?

_____

_____

What will you differently next time?

_____

_____

Adult completing the form with child: _____