

St Peter & St Paul Catholic Voluntary Academy

Statement of Behaviour Principles



The behaviour management policy reflects the values and ethos of the Academy in that it is committed to promoting student achievement in every area of Academy life. A high standard of behaviour is expected at all times and all members of the community are to be treated with respect. In order to enable teaching and learning to take place, acceptable behaviour in all aspects of Academy life is essential.

The Ethos of St Peter and St Paul

“Our academy is a community where Jesus Christ is our role model and his message the guiding principle behind all we do.

Every member of our community is responsible for creating an environment that is caring, fair and respectful of each individual.

We develop our potential, celebrate our talents and go forward together in faith.”

Christ is the foundation of everything we do and the Gospels provide us with our influence and inspiration. We are therefore committed to promoting:

The uniqueness of the individual

We believe that every person is a unique individual, created in God’s image and loved by Him. We are therefore committed to treat every person with equality of esteem and the respect and dignity due to a child of God.

The search for excellence

We are called to seek perfection in all aspects of our lives. We celebrate the enrichment of the total community, which flows from diversity of age, gender, racial and social origins, abilities, culture and religion. We are therefore committed to ensure that all are to be given every opportunity to develop their talents to the full.

The education of the whole person

We offer young people the experience of life in a community founded on Gospel values and working in harmony. Through this and a variety of educational experiences and interactions we aim to prepare young people for a life working with others in communities which maybe diverse socially, culturally and religiously. We recognise that it is also important to help pupils to understand their own ethnic identity and cultural heritage as well as helping them to understand that of others irrespective of whether the academy serves or is located in an ethnically diverse community.

The education of all

We have the duty of care for all to ensure that we provide for those who are socially, academically, physically, emotionally or financially disadvantaged.

Moral principles

Our belief in the Gospel message commits us to be in the forefront of the movement for social and racial justice and harmony. We believe this is fundamental to the common good. We aim to prepare our young people to serve as witnesses to these moral and spiritual values in the wider world.

Behaviour policy - roles and responsibilities

- The Governing Body will establish, in consultation with the Headteacher, staff, parents and students, a policy for the promotion of desired behaviour in academy.
- The Headteacher will be responsible for the implementation and day-to-day management of the policy
- All staff will be responsible for ensuring that the policy is followed consistently.
- The academy will encourage parents to work in partnership with the academy to assist it in maintaining high standards of behaviour.
- Students will be encouraged to take responsibility for their environment by reporting all undesirable behaviour.

Promoting good behaviour – Rewards and sanctions

Staff should seek every opportunity to praise students and reward them in some way. A range of rewards and sanctions exist at St Peter and St Paul, Catholic Voluntary Academy such as:

Reward	Sanction
Verbal praise	Verbal warning
Written praise in books	Written comment in book
Postcard home	Letter sent home
Telephone call home	Telephone call home
Letter home	Moved in the class
Certificates	Withdrawn from the classroom
Merits for KS3	Internal exclusion
Mention in assembly	Detentions during or after academy
Rewards trips	Report cards
Prizes	Fixed term exclusion
Award at awards Evening	Permanent exclusion
<i>Recorded on 'Go 4 schools'</i>	<i>Recorded on 'Go 4 schools'</i>

Promoting achievement

In order to create a positive climate for learning, behaviour management must be consistent so that students know the boundaries of expectations.

- Always tackle the behaviour and not the student
- Provide opportunities for the student to correct their own behaviour

Expectations of Students

Our expectations are summarised in our 'SSPP way':

- Arrive on time
- Treat staff with respect
- Engage in lessons and work hard
- Speak politely to everyone
- Move quietly and sensibly about the Academy and keep to left in busy corridors and stairs
- Mobile phones are kept out of sight and switched off during the academy day
- Do your best both in class and with homework
- Do not use chewing gum
- Visitors to the Academy should be wearing a visitor badge, hold doors open and treat visitors with respect
- Remember other road users when crossing the road; be particularly careful at the junction near the shops. Do not congregate in groups near the shops which can cause an obstruction and may be intimidating
- Line up sensibly where required
- Make sure all the appropriate equipment is brought to the academy
- Look after the classroom
- Record homework in the planner
- Put litter into the bins
- Wear the Academy uniform appropriately

Staged progression of sanctions

As an Academy we recognise the need to aim for consistency in identifying and responding to inappropriate behaviours. However, while there is the need for consistency, it would be short-sighted and even unfair to believe that there can be a 'fixed penalty' for every inappropriate behaviour. Individual circumstances surrounding any issue must be taken into account. The aim is to effectively help the student to remedy unacceptable behaviour, not simply to punish.

When poor behaviour is persistent and threatens to disrupt learning

There is a clear and unambiguous system of 'steps' that teachers can use in order to deal with unacceptable behaviour. All members of staff and all children need to know what the steps are. It is important that children know what will happen to them if they choose to misbehave and that the consequences are applied consistently and fairly. The primary message to communicate to everyone is:

'You are responsible for your own behaviour and the consequences that follow.'

Members of staff responsible for carrying out the behaviour policy are given discretion to use their professional judgement about which 'step' is an appropriate starting point for the behaviour being dealt with.

Step 1

A Warning

If a child is behaving in a way that prevents him/her, or other pupils from being able to learn, the teacher will remind the pupil of our expectations. No record is kept of a warning.

Step 2

Final Warning

If a child continues to behave in such a manner then the teacher will remind the pupil again about what our expectations are and tell the student that if the behaviour is repeated then they will be withdrawn from the lesson.

Step 3

Withdrawal

If a child does not modify their behaviour after a final warning then they will be removed for the remainder of the lesson.

If a child is withdrawn from lessons three times in a week then the consequence is a one day internal exclusion.

Making amends

When a student has wronged another or abused a member of staff it is important to work towards some reconciliation and apologies obtained to support future work and positive relationships

Behaviour Management Flowchart

