



St Peter's CE Academy, Alton Behaviour Policy

Revised September 2026

Review: September 2027

1. Purpose and aims

It is a primary aim of St Peter's CE Academy that every member of our school community feels valued and respected, and that each person is treated fairly and well. Our behaviour policy is rooted in our Christian foundation and in the Church of England's commitment to educating for dignity and respect: recognising the value and preciousness of every person and treating each person as a unique individual of inherent worth.

Our core Christian values are Love, Respect and Kindness. We believe that positive behaviour is taught, modelled, practised and reinforced through positive relationships and consistent routines. The purpose of this policy is therefore not primarily rule enforcement or punishment; it is to create a calm, safe, supportive and orderly environment in which every pupil can learn, flourish and develop increasing independence and responsibility.

The policy applies to pupils' behaviour in school, on school visits and activities, and, where appropriate, to behaviour outside school or online where it has an impact on the school community or the safety and wellbeing of others.

2. Our behaviour culture

We expect all adults to model the behaviour, language and relationships we want pupils to demonstrate. Staff will communicate expectations explicitly, teach routines and respond consistently. Pupils will be taught what good behaviour looks like, why it matters and how to repair relationships when things go wrong.

- Be ready to learn, listen and follow reasonable instructions.
- Treat everyone with Love, Respect and Kindness.
- Use appropriate language and behaviour, including online.
- Respect people, property, the school environment and learning.
- Move and play safely and follow agreed routines.
- Take responsibility for choices and accept help to put things right.
- Ask for help when behaviour, emotions or circumstances are making it difficult to meet expectations.

3. Teaching and promoting good behaviour

Behaviour expectations are taught explicitly, revisited and reinforced throughout the school year. Staff will use clear instructions, positive recognition, modelling, reminders and proportionate correction. The school will



consider pupils' developmental stage, individual circumstances and any additional needs when teaching and responding to behaviour.

The school will seek to identify barriers to good behaviour and provide appropriate support. Where behaviour may indicate unmet special educational needs, disability, communication difficulties, mental health needs, safeguarding concerns or other underlying factors, these will be considered alongside the behaviour itself.

4. Recognition and rewards

The school recognises effort, achievement, positive conduct and demonstration of our Christian values. Existing recognition includes:

- Specific verbal praise and encouragement.
- House points for outstanding work, behaviour and demonstration of Love, Respect and Kindness.
- Half-term house rewards, such as additional play or an activity chosen by pupils.
- Reading recognition, including raffle tickets and certificates.
- Stickers for exceptional effort, work and behaviour.
- Celebration Worship certificates for exceptional work, effort, improvement and exemplary behaviour.
- Values certificates recognising Love, Respect and Kindness.
- Recognition by all staff, including lunchtime staff, for excellent behaviour and manners.

Rewards are intended to reinforce positive habits and relationships rather than create competition or dependency on external rewards.

5. Responding to behaviour that does not meet expectations

When behaviour falls below expectations, staff will use a proportionate, predictable and educational response. The response will depend on the nature, frequency and seriousness of the behaviour, the pupil's age and development, the context and any relevant individual needs.

1. Reminder: calmly remind the pupil of the expected behaviour and give a reasonable opportunity to make the right choice.
2. Redirection: provide a clear instruction and, where helpful, a choice about how the pupil can return to successful learning.
3. Consequence: where behaviour continues, use a proportionate consequence such as moving seat, completing or repairing work, a loss of an appropriate privilege, or supervised time away from an activity.
4. Reflection and repair: where appropriate, support the pupil to understand the impact of their behaviour, repair relationships and identify how to respond differently next time.
5. Additional support: where behaviour is repeated or persistent, involve the appropriate senior/pastoral staff and parents/carers and consider an individual support plan or other targeted intervention.

Consequences will not be humiliating, degrading or disproportionate. Staff will avoid whole-class sanctions for the behaviour of an individual pupil.



6. Removal from learning and supervised separation

Where a pupil is significantly disrupting learning or presents a safety risk, a member of staff may require the pupil to leave the immediate learning environment or use a supervised space to help the pupil regulate and allow learning to continue. This is a behaviour-management measure, not a punishment in itself.

Any removal or separation will be proportionate, supervised and for the shortest reasonable period. Staff will consider the pupil's age, SEND, communication needs and other relevant circumstances. The pupil should return to learning as soon as it is safe and appropriate, with a restorative or reflective conversation where needed.

Any practice amounting to seclusion or restrictive intervention must follow the school's safeguarding procedures and the current DfE guidance on restrictive interventions.

7. Serious or unsafe behaviour

Some behaviour requires an immediate response because it presents a serious risk to pupils, staff or the wider community. Examples include serious violence or threats of violence, deliberate serious damage, possession of prohibited items, serious bullying or harassment, discriminatory abuse, sexual harassment or violence, serious misuse of technology, or behaviour that creates a significant safeguarding risk.

The school will respond proportionately, investigate appropriately, record the incident and involve parents/carers and external agencies, including the police or children's services, where this is necessary or required. Serious behaviour may lead to suspension or permanent exclusion where the statutory threshold and circumstances justify it.

8. Bullying, harassment and discriminatory behaviour

St Peter's CE Academy does not tolerate bullying. Bullying includes repeated behaviour intended to hurt, intimidate, humiliate or undermine another person, including physical, verbal, relational and cyberbullying. A single serious incident may also require a safeguarding or disciplinary response.

We will act promptly on reports or concerns, listen to pupils, safeguard those affected, investigate fairly and provide appropriate support. We will challenge racist, homophobic, sexist, disablist, religious or other discriminatory language or behaviour and will record and monitor incidents appropriately.

9. SEND, equality and individual circumstances

The school recognises that some pupils, including pupils with SEND or disabilities, may require reasonable adjustments, adaptations or additional support to meet behaviour expectations. Behaviour will not automatically be attributed to SEND, but staff will consider whether an unmet need, disability, communication difficulty or other circumstance may be contributing.



Where appropriate, the school will use reasonable adjustments, individual strategies, pastoral support, risk assessments, support plans and involvement of relevant professionals. Equality duties and safeguarding responsibilities will be considered before significant sanctions are imposed.

The school will monitor behaviour data to identify whether particular pupils or groups are disproportionately affected and will take action where patterns suggest that practice, support or adjustments need to change.

10. Safeguarding and behaviour

Behaviour can be a sign that a pupil is experiencing harm, distress or other difficulties. Staff will follow safeguarding procedures where behaviour raises a safeguarding concern. The behaviour policy does not replace the school's safeguarding policy, SEND policy, attendance procedures or other relevant procedures.

11. Searching, screening and confiscation

The school may exercise its legal powers to search pupils and confiscate prohibited or inappropriate items in accordance with current Department for Education guidance on searching, screening and confiscation. Searches will be carried out lawfully, proportionately and with due regard to pupils' dignity and safeguarding.

Where a search identifies an item or information that raises a safeguarding concern, the matter will be referred through the school's safeguarding procedures and, where appropriate, to the police.

12. Mobile phones and electronic devices

The school's mobile phone and electronic-device rules apply during the school day and on school activities. Pupils may be sanctioned for online behaviour that threatens, harms or seriously disrupts the school community, including behaviour occurring outside school where there is a sufficient connection to school life.

13. Restrictive interventions and reasonable force

Staff will use de-escalation, prevention and other non-restrictive approaches wherever reasonably possible. Reasonable force may only be used where lawful and necessary, for example to prevent injury, protect a person from harm, prevent serious damage to property or maintain safety and order.

Any use of restrictive intervention must be proportionate to the circumstances, use no more force than necessary, and comply with the current DfE guidance 'Restrictive interventions, including use of reasonable force, in schools' (effective from 1 April 2026). Significant incidents will be recorded and reported to parents/carers in accordance with current requirements.

Staff will receive appropriate guidance and training where their role makes this necessary. The school will review incidents to reduce the likelihood of recurrence and to identify any additional support or risk-management needs.



14. Working with parents and carers

We want parents and carers to be partners in promoting good behaviour. The school will communicate significant concerns promptly and will seek to understand relevant circumstances and agree appropriate support. Parents and carers are expected to support the school's reasonable expectations and encourage their child to take responsibility for their behaviour.

Concerns about a behaviour decision should first be raised with the relevant member of staff or headteacher in accordance with the school's complaints procedure.

15. Roles and responsibilities

15.1 All staff

- Model Love, Respect and Kindness.
- Teach and reinforce behaviour expectations and routines.
- Respond calmly, consistently and proportionately.
- Record and report significant incidents appropriately.
- Seek advice where behaviour is persistent, serious or linked to additional needs or safeguarding concerns.

15.2 Class teachers

- Maintain high expectations and a positive classroom culture.
- Teach routines and behaviour explicitly.
- Use appropriate recognition and consequences.
- Communicate with parents/carers and seek support when required.
- Liaise with relevant staff and external professionals where appropriate.

15.3 Headteacher

- Lead implementation and review of the behaviour policy.
- Ensure staff receive appropriate support and guidance.
- Maintain records of serious behaviour and sanctions.
- Ensure responses to behaviour are lawful, proportionate and consistent.
- Make decisions about suspension or permanent exclusion in accordance with statutory guidance.

15.4 Local Academy Council

- Provide strategic oversight of behaviour and discipline.
- Monitor the effectiveness and fairness of the policy.
- Monitor behaviour, suspension and exclusion data, including patterns and groups.
- Exercise its statutory responsibilities in relation to suspensions and permanent exclusions.

16. Suspension and permanent exclusion

Suspension and permanent exclusion are serious decisions and are used only in accordance with the law and current statutory guidance. The school will consider whether other strategies and interventions have been



attempted or whether the seriousness of the behaviour makes suspension or permanent exclusion an appropriate response.

Only the headteacher, or a person acting in that capacity, may suspend or permanently exclude a pupil. Decisions will be based on the individual circumstances and the evidence available at the time. The school will consider relevant safeguarding, SEND, equality and other individual circumstances.

Parents/carers will be informed as required by law and will be given the relevant information about the reason for the decision and their rights. The school will follow the current DfE statutory guidance 'Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement', effective from 26 July 2026.

The school will make appropriate educational provision during suspension in accordance with statutory requirements and will plan for the pupil's return to school. Reintegration will include appropriate support to re-establish routines, expectations and relationships.

The school will not use suspension as a routine response to behaviour that could reasonably be managed through other strategies, nor will it use suspension to remove a pupil without following the statutory framework.

17. Drugs, alcohol and harmful substances

Pupils must not bring illegal drugs, alcohol or other harmful substances to school. Medicines must be brought and stored in accordance with the school's medication procedures.

Any incident involving suspected drugs, alcohol or harmful substances will be treated seriously and managed according to safeguarding, health and safety and behaviour procedures. The school will investigate the circumstances, inform parents/carers as appropriate and involve the police or other agencies where necessary.

The response will be proportionate to the individual circumstances and evidence. There will be no automatic assumption that a particular sanction, including permanent exclusion, is required solely because a particular substance is involved.

18. Recording, monitoring and review

The school will maintain appropriate records of behaviour incidents, serious sanctions, restrictive interventions, suspensions and permanent exclusions. Records will be accurate, proportionate and used to inform support and school improvement.

The headteacher and Local Academy Council will review behaviour data regularly, including patterns by year group and relevant pupil characteristics, repeat incidents, bullying, serious incidents, restrictive interventions, suspensions and exclusions. The school will consider whether particular approaches are effective and whether reasonable adjustments or additional support are required.

The policy will be reviewed at least annually, and sooner where legislation, statutory guidance or the school's circumstances change.



19. Related policies and guidance

- Department for Education: Behaviour in schools: advice for headteachers and school staff (February 2024).
- Department for Education: Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (effective 26 July 2026).
- Department for Education: Restrictive interventions, including use of reasonable force, in schools (effective 1 April 2026).
- Department for Education: Searching, screening and confiscation in schools.
- Department for Education: Mobile phones in schools (current statutory guidance).
- School safeguarding/child protection policy.
- SEND policy and equality procedures.
- Attendance policy.
- Complaints policy.
- Medication and supporting pupils with medical conditions procedures.

20. Approval

Approved by: Local Academy Council

Date approved: September 2026

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