



## SLT/DoL/AL Achieve Lesson

Behaviour Culture Plan September 2022												
	Teacher	Room	Teacher	Room	Teacher	Room	Teacher	Room	Teacher	Room	Teacher	Room
Canterbury	M Largeton (KF)	E6	R Pennant (JL – Period 3)	L4	K Harvey (RS- Period 4)	M5	S Logan (JL – Period 4)	E10	L Stanley & M Largeton (RS – Period 4)	E9	J McGahey	U3
Lindisfarne	A Nicolson (PL – Period 4)	U6	L Stapleton (LBa – Period 3)	U4	R Lewis (PL – Period 3)	U5	J Hudson (LBa – Period 4)	U11	N Wheat & S Mastericks (LN)	U2	S Hughes	U9
Holywell	C Keane (LBo – Period 3)	E3	G Wilson (PBa – Period 3)	E4	J Clifford (JC)	E2	S Fancett (PB)	M1	E Hainsworth (PBA – p4)	E1	A Myatt	E5
Walsingham	J Waters & K Mitchell (CM)	R5	B Sutton (TG)	R4	P Arnold-Murray (Period 3)	R3	F Ollow & M Ward (TG)	U8	N Morgan (MT – period 4)	M2	S Tapp	L6
Iona	I Fernandez & Z Watson (AR Period 3)	E11	S Goldsbrough (ABB-period 3)	E12	M Leask-Walters (FM)	E13	A Whitt & M Ward (ABB – period 4)	E8	J Gamble (AR Period 4)	E15	J Russell	E14



Composed for learning



Aspiration



Respect all in the room



Engage in learning



### Behaviour for Learning Policy

The ultimate aim of our Behaviour for Learning Policy is to create an environment where students and staff can realise our Mission Statement every day: “To provide the best education and care we can for all members of our living faith community”.

When doing this we are reminded of the need for us to put the teachings of Christ into action. “If your brother sins, rebuke him, and if he repents, forgive him.” (Luke 17:3)

Our mission when managing behaviour is to provide students with opportunities to **reflect on their behaviour** and to grow in a deeper understanding of the role of their conscience in their moral decision making.

"Deep within his conscience man discovers a law which he has not laid upon himself but which he must obey. Its voice, ever calling him to love and to do what is good and to avoid evil." (CCC, 1776)

For this reason, the 4 Rs provides the framework to underpin our behavioural approach.

The 4Rs framework helps:

- Students make better choices
- Keep the focus on learning
- Give a sense of fairness to both praise and correction
- Students take responsibility for their own behaviour and learning
- Students know where they stand and feel safe

#### Rights

All staff and students have the right to:

- learn
- teach
- feel safe (physically and emotionally)
- respect and dignity
- explore their own faith

#### Responsibilities

- Students must be responsible for their own behaviour.
- Using the language of choice is a powerful way of doing that.
- Good choices should be rewarded
- Poor choices always have consequences.

<p><b>Rules</b>  <b>The basic expectation of all students is that you must show respect to others and our environment.</b>  You can do this by following these rules:</p> <ul style="list-style-type: none"> <li>• Enter rooms quietly and sensibly</li> <li>• Take out all equipment needed for the lesson – pens, pencils, ruler, planner, book/folder, iPads (where relevant)</li> <li>• Listen to and follow all instructions</li> <li>• Work hard and complete the tasks set for you</li> <li>• Tidy up at the end of the lesson, pick up litter, leave your desk and chairs tidily</li> <li>• Only leave the room when you are told to do so</li> <li>• Move between lessons quickly and quietly</li> </ul>	<p><b>Routines</b>  The routines for Christ the King School will always be:</p> <ul style="list-style-type: none"> <li>• to begin and end each day in prayer</li> <li>• Teachers will decide where students sit and there must be a seating plan</li> <li>• The register will be taken in the first 10 minutes of a lesson</li> <li>• Start each lesson with a retrieval activity</li> <li>• Uniform and equipment cards will be signed by staff for students who arrive late, without correct uniform, homework or equipment</li> <li>• Pack away and tidy up when instructed</li> <li>• Stand behind chairs quietly</li> <li>• Be dismissed in an orderly way</li> </ul>
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**Core Principles of the Policy**

- Reward good behaviour
- Actively build self esteem
- Separate the behaviour from the child
- Use the language of choice
- Model the behaviour you want to see
- Always follow up on issues
- Work to repair and restore relationships

**Classroom Care Habits**

Good discipline is the responsibility of all staff. It is maintained through shared expectations of consistently high standards of courtesy, behaviour, effort, presentation of work and self and punctuality. Creating a consistent language experienced by all students in all lessons helps establish behaviour culture where all stakeholders can thrive. Centred around our mission, we will ask students to “Show us they CARE”. These expectations and the certainty of them gives students consistency, safety and the ability to learn and thrive. A clear approach to behaviour, which is explicitly taught, allows for relationships to form, develop and build.

# CHRIST THE KING SCHOOL

## CLASSROOM CARE HABITS OF ATTENTION-



*Christus Vincit, Christus Regnat*



# #CTKCARES

### WHOLE SCHOOL EXPECTATION

### EXPECTATION OF STUDENTS

### EXPECTATION OF STAFF

## Composed for learning

**Students will be:**

- Be Punctual - Arrive on time.
- Move between lessons quickly and quietly
- Be Prepared – Correct equipment, homework, uniform
- Pay attention to the teacher
- Have a Positive Posture - Sit up straight

**Staff will:**

- Greet students positively at the classroom door
- Be prepared for all lessons
- Maintain a positive learning environment
- Routinely check that students are prepared for learning

## Aspiration

**Students will :**

- Show an outstanding Attitude to Learning in all areas
- Act upon advice given by adults
- Seek opportunities to improve
- Show a positive attitude towards progress and achievement

**Staff will:**

- Have high expectations
- Provide constructive feedback
- Report on ATL criteria at intervals throughout the year
- Encourage students through self-reflection and improvement.

## Respect all in the classroom

**Students will:**

- Speak and behave in a respectful manner to all adults and each other (Use RESPECTFUL Habits)
- Follow instructions without question or answering back
- Not interrupt the teacher/others in the class or disrupt others with poor behaviour
- Lead/join in with class prayer

**Staff will:**

- Celebrate achievement with students
- Use positive language with students
- Separate the behaviour from the child
- Model examples of respect to all students
- Facilitate students in leading prayer
- Maintain a tidy classroom environment

## Engage in learning

**Students will:**

- Act upon the advice received
- Complete independent learning tasks on time and to the very best of their individual ability
- Not distract others
- Always try their best

**Staff will:**

- Provide well planned lessons
- Provide effective feedback
- Request 'On Call' to remove students who affect the ability of others to engage in learning

*"We are what we repeatedly do. Excellence then is not an act but a habit"*

Artistotle



### Respectful Communication Skills

We will teach students the skills needed for RESPECTFUL communication, and we will ask that their communication with others in our community is always respectful.



## CHRIST THE KING SCHOOL COMMUNICATION SKILLS FOR LIFE

*Christus Vincit, Christus Regnat*



**#CTKCARES**

### WHEN WE RESPOND TO ONE ANOTHER WE WILL BE:

**R**ESPOND

→ Smile, be warm and welcoming



**E**YE CONTACT

→ Look at the person you are speaking to

**S**IR / MISS

→ Use Sir or Miss when addressing an adult

**P**OLITE

→ Remember your manners and always say please and thank you

**E**XCUSE ME

→ To get an adult's attention

**C**OHERENT

→ Respond in full sentences when answering a question, hands away from mouth

**T**ONE OF VOICE

→ The way you are speaking should be clear, audible and appropriate

**F**OCUSED

→ Avoid distractions, don't fiddle with equipment

**U**PRIGHT

→ Posture – sit/stand up straight, face the front, no leaning and hands out of pockets

**L**ANGUAGE

→ Articulate and appropriate (no swearing or slang).  
Use the language of choice

## **CARE Points**

Students will be awarded positive and negative CARE points to acknowledge when they meet or exceed our expectations relating our school values of Community, Achieve, Respect and Encounter, and the times when they need to be reminded about the ways their behaviour needs to change.

	<b>- CARE Points</b>	<b>+ CARE Points</b>
<b>Community</b>	<ul style="list-style-type: none"><li>• Low level Disruption</li><li>• Persistent Disruption</li><li>• Social Media Issue</li><li>• Bullying</li><li>• Racism</li><li>• Bus/Travel Incident</li><li>• Uniform Issue</li></ul>	<ul style="list-style-type: none"><li>• Positive Contribution to the community</li><li>• Positive Contribution in class</li><li>• Charity work</li></ul>
<b>Achieve</b>	<ul style="list-style-type: none"><li>• Lack of Work</li><li>• Failure to do homework</li><li>• Lack of Equipment</li><li>• Failure to engage in lesson</li><li>• Not using CARE classroom habits</li></ul>	<ul style="list-style-type: none"><li>• Academic Achievement</li><li>• Outstanding Work</li><li>• Challenging themselves</li><li>• Excellent Effort</li><li>• Good Progress</li><li>• Literacy Achievement</li></ul>
<b>Respect</b>	<ul style="list-style-type: none"><li>• Late to lesson</li><li>• Missed detention</li><li>• Refusing to follow instructions</li><li>• Stealing/Swearing</li><li>• Verbal Assault</li><li>• Damage to school property</li></ul>	<ul style="list-style-type: none"><li>• Helping others</li><li>• Respect for school environment</li><li>• Manners to staff/others</li><li>• Using 'Respectful communication'</li></ul>
<b>Encounter</b>	<ul style="list-style-type: none"><li>• Damaging the reputation of the school</li><li>• Not participating in Act of Worship</li><li>• Not following the Catholic ethos</li></ul>	<ul style="list-style-type: none"><li>• House contribution</li><li>• School Ambassador</li><li>• Participate in Acts of Worship</li><li>• Leading Prayers</li><li>• School Council</li></ul>

## **Celebration of good behaviour and achievement**

Rewards, praise and encouragement are amongst the most powerful aids to teaching, maintaining high standards of behaviour and fostering a positive school ethos.

It is the teacher's responsibility to praise students whenever possible. This may be during lessons, when marking exercise books or other assessments and around school. Research clearly shows that the most effective positive behaviour modification occurs when the praise to rebuke ratio is in excess of 4:1 for both learning and behaviour.

These schemes are to motivate students positively in all aspects of school life.

### **Rewards should be given for all of the following**

- An excellent piece of work (relative to the individual)
- Excellent effort
- Good progress
- A positive contribution to the lesson
- Courtesy and consideration of others
- Contribution to the wider community

### **Types of rewards:**

- Verbal praise
- Written praise in books or planners
- Display of work
- +CARE Points
- Telephone calls home
- E-cards home
- Recognition in an Act of Worship
- Pin badge for school CARE value achieved
- Exceptional work, visit to Principal
- Certificate of achievement
- Head Teachers tie

### **+ CARE Points**

+ CARE points are a positive way of reinforcing the expectations we have in school. As students gain +CARE points and are recognised for their achievements, they will feel satisfaction for behaving well. At least 3 +CARE points must be given out to students who are meeting our Classroom Care Habits expectations each lesson. These should be recorded on Go4Schools. In addition to this, achievement will be celebrated throughout the year:

<b>Weekly</b>	<ul style="list-style-type: none"><li>Form Competition – Form Leaders award ‘Star of the week’ (logged in Go4Schools)</li><li>Top Achievers – Identified and shared with staff</li><li>Certificates issued for those who meet levels (see below)</li></ul>
<b>Monthly</b>	<ul style="list-style-type: none"><li>CARE Awards (badge issued to students who achieve 50 of a particular value). Issued by the Achievement Leader</li></ul>
<b>Half Termly</b>	<ul style="list-style-type: none"><li>Certificate for Attendance/0 BP’s</li><li>Clean Uniform and Equipment cards given 5 +CARE Points for ‘Consistently Meeting Expectations’</li></ul>
<b>Termly</b>	<ul style="list-style-type: none"><li>HT Ties</li><li>House Celebration of LA awards</li><li>Lunch celebration (Christmas)</li><li>Movie afternoon (Easter)</li></ul>
<b>Annually</b>	<ul style="list-style-type: none"><li>Celebration of success – Awards evening</li><li>Recognition Expedition – Opportunity to go on an off-site activity</li></ul>

+ CARE Points will be monitored weekly by Form Leaders using Go4schools and a display in each form room will show the number of +CARE points each student has received. Students will also log their weekly and running totals in their student planners. House Leaders will share their house data with their Learning Area meetings. The AHT will produce a chart each week to show the number of points awarded to each tutor group to promote competition for the termly prizes.

+ CARE Points need to be given consistently and fairly and used to encourage students to be successful. As +CARE points are received, the following rewards will be triggered:

<b>Number of Achievement Points</b>	<b>Reward</b>
25	Form Leader Award
50	Achievement Leader Award
100	House Leader Award (Bronze)
150	Senior Leader Award (Silver) £10 contribution to the cost of the Recognition Expedition
200	Head Teacher Award (Gold) £20 contribution to the cost of the Recognition Expedition
250	Governor Award £25 contribution to the recognition expedition

### **Behaviour System**

**All staff have a responsibility to correct breaches of discipline if these come to their attention at any time and in any place, including incidents that they come across as they move around the school.** In serious cases of indiscipline or where a serious offence has been committed, staff should seek the assistance of the senior leadership team.

If a member of staff has reason to believe, either through observation or hearsay, that a student may have used or had access to drugs or alcohol, then the matter **MUST** be referred to SLT for investigation.

There will be exceptional circumstances where it is appropriate to permanently exclude a student for a first or one-off offence. These might include:

- Serious actual or threatened violence against another student or a member of staff
- Sexual abuse or assault
- Possession of a prohibited item (illegal drug or an offensive weapon)

## Procedures

Each member of staff should:

1. Implement the school's behaviour strategies in their classroom e.g. Behaviour Display Cards, use of Classroom CARE Habits, sign uniform and equipment cards, discuss with students the reasons a classroom removal was necessary during lunchtime reflection
2. Impose the appropriate sanction for misbehaviour – use the system of removal to allow learning to remain the priority
3. Ensure that student achievements are acknowledged and shared with students
4. Log Behaviour incidents and Achievement (-/+CARE points) on Go4Schools
5. Ensure that statements are written for serious incidents on the appropriate Staff/Student Statement form.
6. Seek support with consistent classroom behaviour concerns from the SL/DOL in the first instance and use the 'On call' system to ensure teaching and learning is not disrupted.
7. Refer pastoral concerns to the students Form Leader who may need to seek support from the appropriate Achievement Leader.
8. Ensure parents are kept informed about their child's achievements as well as concerns for their progress.
9. Consider the needs of individual students when applying the procedures outlined in this policy ensuring that students with an identified SEN are dealt with appropriately, and reasonable adjustments are made specific to their need.

## Behaviour Display Cards

These should be clearly displayed in each classroom

CARE Points	CLASSROOM BEHAVIOUR	ORGANISATION
	<ul style="list-style-type: none"> <li>• Composed for learning</li> <li>• <b>A</b>spiration</li> <li>• <b>R</b>espect all in the classroom</li> <li>• <b>E</b>ngage in learning</li> </ul>	<ul style="list-style-type: none"> <li>• Equipped for day</li> <li>• Equipped for the lesson</li> <li>• Homework completed to the best of your ability</li> <li>• Homework handed in on time</li> </ul>
	<p><b>Reminder Given</b></p> <ul style="list-style-type: none"> <li>• Disrupting the learning in lesson</li> <li>• Not following the Classroom CARE Habits</li> </ul>	<ul style="list-style-type: none"> <li>• 3 Failure to bring equipment (Signatures on Uniform &amp; Equipment card)</li> <li>• 3 Failing to do homework</li> <li>• Late for lesson</li> </ul>
	<p><b>Continued Disruption</b></p> <ul style="list-style-type: none"> <li>• SLT 'ON CALL' Removal from lesson</li> <li>• Same day lunchtime detention</li> <li>• 3 removals in 1 week = 1 day ISR (Logged and tracked in ISR)</li> </ul>	<ul style="list-style-type: none"> <li>• Late for school = same day lunchtime detention</li> <li>• Failure to attend = A/S detention</li> </ul>
	<p><b>Any 5 Negative Points in 1 Week</b></p> <ul style="list-style-type: none"> <li>• 1 hour afterschool SLT detention on Friday</li> </ul>	

### **Responding to poor behaviour**

We will not allow lessons to be disrupted by poor behaviour, to any degree. Students who are not behaving as we expect will be reminded, **this could be a reminder to the whole class** or to an individual. If they continue to disrupt lessons, they will be removed by SLT and taken to ISR to continue their work in isolation. If they are removed from a lesson in the morning, they will have a lunchtime detention that same day. If they are removed from an afternoon lesson, they will have a lunchtime detention the following day. Each removal will also see them issued with 2 negative CARE points. 5 negative CARE points over the week will result in a 60-minute afterschool detention on a Friday.

### **Logging Incidents on GO4Schools**

All behaviour issues need to be recorded electronically so that Form Leaders, Subject Leaders, DoLs and Achievement Leaders are able to use the information to monitor the students in their departments and year group.

If a reminder is given or sanction is imposed for poor behaviour, then staff must ensure that the incident is logged.

Behaviour incidents must be logged within 48 hours of the incident.

If a student is removed by 'On Call' the incident will be logged by the ISR manager

### **GO4School Behaviour reports**

These will be generated every week by the ISR Manager and emailed to Form Tutors, DOLs and Achievement Leaders.

### **-CARE Points**

Form Leaders must check the number of -CARE points that the students in their tutor group have and ensure that the following responses are carried out in addition to any other sanctions that may have been put in place.

<b>Number of Points</b>	<b>Minimum Response</b>
0	Praise letter to be sent home to parents (AL to organise)
15	Form leader to email home
30	Form leader to phone home
45	Form leader to place student on report – max. 2 weeks
90	Form leader and DoL to meet with parents DoL to put student on report following meeting (targets identified in meeting, maximum of 2 weeks) DoL to phone home to update parents following report DoL to inform Behaviour for Learning manager and request intervention session (to be logged in Go4Schools)
120	DoL and Achievement leader to meet with parents AL to put student on report following meeting (targets identified in meeting, maximum of 2 weeks) AL to phone home to update parents following report AL to inform Behaviour for Learning manager and request intervention session (to be logged in Go4 Schools)
150	Achievement Leader to arrange meeting with parents to agree appropriate actions 2 days in ISR and referral to Behaviour for Learning manager B4L Manager to put student on report for a maximum of 2 weeks B4L Manager to phone home to update parents following report B4L Manager to inform Assistant Headteacher of outcome of report and meet with student together
200	Assistant Headteacher to arrange meeting with parents to agree appropriate actions 5 days in ISR and referral Deputy headteacher Assistant Headteacher to put student on report for a maximum of 2 weeks Assistant Headteacher to phone home to update parents following report Assistant Headteacher to inform Deputy Headteacher of outcome of report and meet with student together
250	Partner exclusion Governors review panel Acceptable Behaviour Contract created at review panel Moved to damscus centre for targeted intervention Possibility of managed move to new school

Each of these steps should be recorded on GO4Schools. Alongside all these responses the Achievement Leader, Behaviour for Learning Mentor, Inclusion Manager and AHT (Behaviour and Attitudes) will be liaising to ensure that appropriate support is put in place, where necessary external agencies will be involved. This support should be logged in the Pastoral QA file by Achievement Leaders.

Each academic year the behaviour points should be refreshed, and students should be given the opportunity to have a 'fresh start'. However, students who achieved more than 180 points in the previous academic year should not be allowed to misbehave in the same way the following year. The following responses will be put in place for these students:

<b>Number of Points</b>	<b>Minimum Response</b>
0	Praise letter to be sent home to parents. AL to organise (each half term)
10	Form tutor to email home
30	Form tutor to phone home
50	Form leader and DoL to meet with parents DoL to put student on report following meeting (targets identified in meeting, maximum of 2 weeks) DoL to phone home to update parents following report DoL to inform Behaviour for Learning manager and request intervention session (to be logged in Go4Schools)
80	DoL and Achievement leader to meet with parents AL to put student on report following meeting (targets identified in meeting, maximum of 2 weeks) AL to phone home to update parents following report AL to inform Behaviour for Learning manager and request intervention session (to be logged in Go4 Schools)
110	Achievement Leader to arrange meeting with parents to agree appropriate actions 2 days in ISR and referral to Behaviour for Learning manager B4L Manager to put student on report for a maximum of 2 weeks B4L Manager to phone home to update parents following report B4L Manager to inform Assistant Headteacher of outcome of report and meet with student together
150	Assistant Headteacher to arrange meeting with parents to agree appropriate actions 5 days in ISR and referral Deputy headteacher Assistant Headteacher to put student on report for a maximum of 2 weeks Assistant Headteacher to phone home to update parents following report Assistant Headteacher to inform Deputy Headteacher of outcome of report and meet with student together
200	Partner exclusion Governors review panel Acceptable Behaviour Contract created at review panel Moved to damscus centre for targeted intervention Possibility of managed move to new school

### **Sixth Form Students**

Sixth Form students are ambassadors for our community and role models for younger students and so there are clear expectations regarding their conduct both inside and outside of school. These expectations are shared with students in the Sixth Form Learning Agreement.

It explains that they are expected to:

- complete all work to an acceptable standard and hand it in on time
- arrive to the lessons on time
- to come prepared to learn
- attend a minimum of 90% of lessons
- dress appropriately for their environment
- use mobile phones in a professional manner
- behave appropriately

If they are not meeting these expectations then they will be issued with a -CARE point. These will be discussed with the student before being issued and will signify that a student has failed to respond to the concern of a member of staff.

These should be recorded on GO4Schools. The details for the -CARE point should be made in the comment box.

Students are aware that behaviour can be escalated to the Head of Sixth Form or the Assistant Headteacher (Behaviour and Attitudes). This can be for a failure to respond to repeated warnings or a one-off serious incident.

Form tutors will monitor -CARE points that are recorded on Go4Schools and that the following interventions will occur:

Number of Points	Minimum Response
3	Form Tutor to speak to the student
6	Form tutor to speak to the student's parent/guardian
9	Form Tutor to refer the student to the Head of Sixth Form
12	Head of Sixth Form to agree specific targets for improvement with the student
15	Head of Sixth Form to invite parents in for a meeting to discuss the lack of progress
20	Head of Sixth Form to refer to AHT (Behaviour & Attitudes)

### **Punctuality**

Students are required to attend school on time and to be on time for all lessons. Where a student arrives late to school, they will be given a same day lunch detention. If a student is in school but does not go to their tutor group/AoW then they should also be in the lunchtime detention. Failure to attend this detention will result in a 60 minute after school detention.

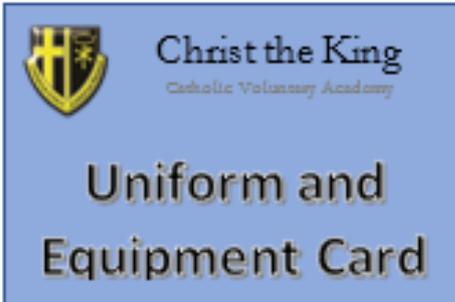
If a student is late to a lesson, without a note from a teacher then they should be issued with a -CARE Point.

### **Uniform and Equipment Cards**

Students MUST carry a Uniform and Equipment card in their top pocket **at all times**. Failure to produce their U&E Card will result in 30-minute afterschool detention.

### **School Equipment and Homework**

Teachers must monitor student tardiness in lessons. These issues will be recorded by staff on the U&E card if a student does not have the correct equipment and are not wearing the correct uniform. Each term students will be issued with a new Uniform and Equipment Card.



**MUST BE KEPT IN TOP POCKET**

0 Signature's	3 Signature's
5 +CP's Every Half Term	30 minutes detention
6 Signature's	9 Signature's
60 minutes detention	90 minutes detention

### Uniform and Equipment Expectations

1. Blazers will be worn at all times, unless permission is given to remove them.
2. Shirts will be tucked in and will have the top button fastened.
3. Ties will always be worn and clipped to the fastened top button
4. Plain black tailored trousers or pleated skirt will be worn. Skirts must **not** be rolled up
5. Plain black sensible shoes will be worn (no trainers, boots or canvas style shoes)
6. A coat should be worn over the blazer (leather or denim jackets and hooded tops are **not permitted**) and not in place of the blazer
7. Coats are not to be worn in classrooms
8. Hats or hoods are not to be worn inside
9. **Full PE Kit** will be worn for PE lessons
10. **No jewellery** is permitted except for an inexpensive watch and one small stud per ear worn in the earlobe. **No** Facial piercings or piercing retainers
11. **No** nail polish, gel or acrylic nails. **No** obvious make-up or false eyelashes
12. Have **all basic equipment** for learning: a pen, pencil, eraser, ruler, calculator, planner and books
13. **No** chewing gum in school

**Staff will sign your card if you choose not to follow these basic uniform and equipment expectations**

**School Uniform**

The school has very clear expectations with regards to school uniform. These are set out in the School Uniform policy, listed in students' planners and outlined on the Uniform and Equipment card. Failure to comply with these expectations will result in a signature on the Uniform and Equipment card, where the parent has not provided a note explaining the reasons for inappropriate uniform. Notes cannot be used as a long-term solution to an issue.

**Detentions**

Students who are removed from a lesson for failing to meet the Classroom CARE Habits expectations will receive a same day (or following day if removed from an afternoon lesson) **lunchtime detention**. Students will be spoken to by the class teacher regarding the reason for removal during the detention.

A reflection activity will be completed to ensure students are aware of the reason they did meet school expectations and make plans for their improvement. These will be used to support the student if further intervention is required if behaviour does not improve.

If a student gains 5 or more -CARE points in a week they will be issued with a 1 hour after-school detention on a Friday or Monday.

Students who pass the 3, 6, 9 triggers on their Uniform and Equipment card will be issued with a detention by their Form Leader. This will be stamped in the student planner for parents/carers to see, giving 24 hours' notice.

**All** detentions should be logged in Go4schools and allocated by the ISR manager and tracked by Form/Subject Leaders, DoL's and AL's.

If an after-school detention is issued, then parents should be given at least 24 hours' notice. Although after-school detentions can sometimes be an inconvenience to parents/carers, they are an integral part of the behaviour system. Therefore, there can be **no exemptions** from the after-school detention system. If a student has a medical appointment, parents/carers must inform the school and rearrange the detention. It will not be possible for a student to rearrange it themselves. If a student is absent on the day of a scheduled detention, it will be rearranged to the next detention session automatically.

If a student fails to attend an after-school detention, then this is referred to the Director of Learning. The student must then be placed in a DoL detention for 60 minutes. If a student fails to attend this after-school detention, then they will be placed in a Senior Leader detention for 90 minutes on a Wednesday night.

Failure to attend this detention will result in the student being placed in the ISR and may result in an exclusion.

### **Detention Structure**

Monday	Tuesday	Wednesday	Thursday	Friday
60-minute AL/DoL supervised Detention	30 minutes class teacher supervised detention	90-minute SLT supervised detention	30 minutes class teacher supervised detention	60-minute SLT supervised detention

### **On-Call**

The on-call system **will** be used by staff where they experience **continued** failure to meet the expectations laid out in the Classroom CARE Habits. This is to ensure that lessons can be delivered, without disruption, as planned, for the benefit of all. Students removed by the 'On Call' member of staff will serve a same day lunchtime detention (or following day if removed in the afternoon). These will be noted in the student's planner by the ISR manager.

### **Procedures for on-call staff**

SLT, the Behaviour for Learning manager, DoL's, SL's and AL's will cover the 'On Call' rota to ensure that the procedures are followed consistently, and staff are supported appropriately. 2 members of staff will be available 'on-call' each lesson.

- They must start and end the session at ISR to move removed students on from the previous lesson
- They should walk around the school and escort any students that are out of lessons, without their planner being signed, back to their lesson
- They should monitor the students in the 6<sup>th</sup> form common room to ensure that they are working
- Where they are called to support a member of staff with a behavioural issue then they must escort the student to ISR.
- They will inform the ISR manager of which teacher and subject the student was removed from to identify trends.

### **Report Cards**

Daily Report Cards are used for a variety of reasons. They are to allow staff and parents to monitor achievements and to support a student in with any areas of difficulty. All lessons are commented upon by referral to set targets.

There are 5 levels of daily report:

- Form Leader - yellow
- Learning Area – lilac (report to be checked by DOL/SL)
- Achievement Leader – gold
- Behaviour for Learning Mentor - orange

- Senior Leadership – red

The report is signed by each member of staff that teaches the student and their parents on a daily basis. It is the responsibility of the student to ensure that the report card is signed in all lessons every day. The student should then complete their own reflection on the day making a comment about their progress with each target set. Parents are responsible for checking that their child has completed the report card each day and signing to show that they have checked the report card. If a student fails to have their report signed by a teacher, then the following sanctions should be imposed by the person monitoring their report:

**1<sup>st</sup> offence** – 30-minute lunch detention

**2<sup>nd</sup> offence** – 30 minute after-school detention

**3<sup>rd</sup> offence** – 60 minutes after-school detention

If a student fails to bring their report in to school, then they should be placed in ISR for the following period of time:

**1<sup>st</sup> offence** – 30 minute after-school detention

**2<sup>nd</sup> offence** – 60 minutes after-school detention

**3<sup>rd</sup> offence** – 90 minutes after-school detention

The suggested period for using this as a sanction is for one week minimum and two weeks maximum. Students who do not make progress whilst on daily report will move from one level to the next. Parents must be notified when a student is put on report. All copies of the Daily Report Card are kept with the student's records.

On occasion a student may need to be supported with the use of an electronic report card.

Students and parents may also request that a student is put on report to help them to remain focused on improving their behaviour. In these instances, the Student Level report (green) should be used. This is not a sanction and so targets are not set but the focus is on what has gone well and areas for improvement.

### **Confiscation of items**

There are a number of items that are not allowed in school and if they are brought into school and seen by a member of staff they will be confiscated.

#### **Mobile Phones**

Mobile phones must not be seen or heard whilst on the school premises, nor should headphones or in ear wireless headphones. If they are seen they will be confiscated. Hooded tops and Jewellery (other than an inexpensive watch (no SMART watches e.g. Apple watch) and one pair of small stud earrings worn in the earlobe) must not be worn in school.

All confiscated items will be logged, handed in to student reception and stored appropriately until the end of the day. Students will be asked to sign to acknowledge retrieval of the item. If a mobile phone is seen in school:

**1<sup>st</sup> offence:** Returned at the end of the day and 30 minutes detention issued

**2<sup>nd</sup> offence:** Returned at the end of the day and 60 minutes detention issued

**3<sup>rd</sup> offence:** Letter is sent home asking the parent/carer to collect the item and to ensure that it is not brought into school again and 90-minute detention issued

Any student refusing to hand items to staff will be placed in ISR as it will be viewed as defiance and will be dealt with accordingly.

### **Damage to school property**

Students are expected to show respect for their environment and to ensure that resources are kept in a state that they can be used by others. Any damage to school property will result in a bill for repair being sent to the students' parents/guardians. The student should also expect to be sanctioned with some form of community service. The length of time will be agreed with the AHT (Behaviour and Attitudes).

### **Anti-Bullying Policy**

The school policy clearly states that bullying is unacceptable and what students should do if they are the victim of bullying or if they witness bullying taking place. It defines bullying as 'a persistent, deliberate attempt to hurt or humiliate someone.' All incidents of bullying must be dealt with in accordance with the policy and then recorded on the Blue 'Bullying Log', logged in Go4Schools and passed to the AHT (Behaviour and Attitudes) as these records need to be kept centrally.

### **Prejudice incidents**

This is a one-off incident which is perceived by the victim or any other person, to be motivated by hostility, prejudice or ignorance, based on a person's perceived or actual ethnicity, gender, disability, religion, beliefs, sexual orientation or gender identity or their association with someone from one of these groups. Prejudice will not be tolerated and should be dealt with by any member of staff that witnesses it or has it reported to them. All reported incidents should be thoroughly investigated and as a minimum the following sanctions should be imposed.

**1<sup>st</sup> offence:** Minimum 2 days in ISR

**2<sup>nd</sup> offence:** Fixed term exclusion

All incidents need to be logged on GO4Schools and also on a 'Prejudice-based Incident Report Form' which should then be passed to AHT (Behaviour and Attitudes) as these need to be kept centrally

### **Smoking/Vaping**

Smoking/vaping is not allowed on the school site, on the buses, or in the vicinity of the school. Students are not allowed to bring tobacco, tobacco products, matches, lighters, e-cigarettes (vapes) or any equipment for the purpose of smoking on to the school site or school transport. Any student found in possession of such items will have them confiscated and destroyed. If found smoking/vaping or in possession of associated items, the following sanctions will be imposed:

**1<sup>st</sup> offence:** Internal isolation and pre-exclusion warning sent to parents

**2<sup>nd</sup> offence:** Fixed term exclusion

**Repeated offence:** Referral to AHT (Behaviour and Attitudes) or another member of SLT if they are not available.

If a member of staff suspects a student has been smoking/vaping then they should escort them to an available member of the SLT for their bag and blazer to be searched.

### **Behaviour on buses**

Students are expected to behave in accordance with the school behaviour policy on their way to and from school. This involves being respectful to the driver and other passengers, remaining seated, not harming each other physically or verbally and not damaging property. Any reported incidents of misbehaviour on a school bus or a public service bus will be investigated and taken very seriously. In addition to normal school sanctions the following will be imposed:

**1<sup>st</sup> offence:** Written warning that further breaches may result in a ban from the bus.

**2<sup>nd</sup> offence:** A fixed-term ban from the bus (1 week to a half term)

**3<sup>rd</sup> offence:** A fixed term ban from the bus for one term.

**Further offence:** A permanent ban from the bus.

### **Suspensions and Permanent Exclusions**

High level behaviours could lead to exclusion being a consequence. The special educational needs of students in these circumstances will always be taken into consideration and reasonable adjustments made.

**Internal exclusion** may be for an individual lesson or for one or two days. In these incidents students will work in the Independent Study Room (ISR). **Only an Achievement Leader, a DoL, a member of SLT or the on-call member of staff (for that period only) may place a student on internal exclusion.** This should be arranged in consultation with the AHT (Behaviour and Attitudes) to ensure that the number of students in ISR is appropriate. When a student is in ISR, the ISR Manager will email their teachers, all cover supervisors, the DoL who is to cover ISR at lunch and student services to ensure work can be set and that the student's attendance records are accurate.

**SLT Isolation** may be used as a sanction for students who have achieved a high number of behaviour points or who have been involved in a serious incident where placing them in ISR would not be appropriate.

A student issued with any internal exclusion will not be allowed to socialise with peers at break or lunchtime. They must follow the rules about their conduct in isolation or a fixed period exclusion may be imposed.

**Partner Exclusions** may be used to remove a student from the school community in response to a behaviour incident whilst still providing them with access to a school environment. These will be based in schools within our trust or local area.

**Suspensions** may be for one to forty-five days in any academic year depending on the circumstances. The Governors and LA are informed of all suspensions and parents are informed of their right of appeal. Re-integration meetings are held with parents, Achievement Leaders, either the Behaviour for Learning manager or a member of the SLT and on occasion a Governor, following each suspension.

Where a student is excluded for more than 5 days then they will be sent to work in the Behaviour Unit of another school from the 6<sup>th</sup> day until the end of the suspension. It will be the responsibility of their parents to ensure that they attend this provision.

**Permanent Exclusion** is used in extreme circumstances when the school has exhausted all possible means to modify a student's behaviour or for a one-off extreme incident e.g. bringing drugs or weapons into or near school. A formal exclusion meeting is held with parents, an LEA officer and three Governors.

The decision to exclude a student permanently should only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

All exclusions, fixed period and permanent are made following the statutory procedures.

See [Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/672222/Suspension_and_Permanent_Exclusion_from_maintained_schools_academies_and_pupil_referral_units_in_England_including_pupil_movement.pdf)

### **Reasons and recording exclusions**

The reasons below are examples of the types of circumstances that may warrant a suspension or permanent exclusion:

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult
- Use, or threat of use, of an offensive weapon or prohibited item
- Bullying
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability

This list is non-exhaustive and is intended to offer examples rather than be complete or definitive. Up to three reasons can be recorded for each suspension or permanent exclusion (where applicable).

### **Searching Students**

Searching can play a critical role in ensuring that schools are safe environments for all students and staff. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which students can learn and thrive.

The headteacher and SLT can search students, with the consent of parents and/or students for any item.

Members of SLT have the power to search students or their possessions, without consent, where they suspect that the student has a prohibited item such as alcohol, cigarettes or vapes, drugs, stolen items, or a weapon (including knives). The member of SLT should ensure the student understands the reason for the search and how it will be conducted so that their agreement is informed. If a student continues to refuse to co-operate, the member of SLT will communicate concerns home and place the student in ISR. In some circumstances this may result in a suspension.

An appropriate location for the search should be found. Where possible, this should be away from other students. The search must only take place on the school premises or where the school has lawful control or charge of the pupil, for example on a school trip.

The member of SLT conducting the search must be of the same sex as the student being searched. There must be another member of SLT present as a witness to the search. The person conducting the search must not require the student to remove any clothing other than outer clothing. 'Outer clothing' means any item of clothing that is not worn wholly next to the skin or immediately over a garment.

Any search by a member of staff must be logged in CPOMS with the date, time, location, and reason for the search. Also, who the search was conducted by and any items that were found. The resulting action should be also recorded.

See [Searching, Screening and Confiscation \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/672222/Searching_Screening_and_Confiscation.pdf) for further details

### **Use of reasonable force**

There are occasions when the restraint of students is necessary. Teachers or other members of Christ the King School staff in charge of students may use **reasonable force** to prevent students from:

- committing a criminal offence
- injuring themselves or others
- causing damage to property, including their own property
- engaging in any behaviour which has a negative impact on maintaining good order and discipline at the school or on other students

Such physical restraint should only be used in exceptional circumstances, not as a regular or routine act.

### **Allegations of abuse against staff**

Allegations of abuse are taken very seriously. The school aims to deal with any allegation in a fair and consistent way ensuring that there is effective protection for the student and support for the person who is the subject of an allegation.

Any student that is found to have made a malicious allegation against a member of school staff will be dealt with most severely. As a minimum there would be a fixed term exclusion.

### **Governors Discipline Committee**

There may be occasions when it is necessary to ask students and their parents to appear before the Governors Discipline Committee. This is likely to be for a very serious offence or when student behaviour is persistently disruptive. Any student that has been excluded for more than 15 days will automatically be referred to the Governors.

Governors Discipline meetings will be called as required by the behaviour of students. A student who is to appear before the committee because of achieving 100 behaviour points should be kept in SLT isolation until the meeting takes place.

### **Pastoral Roles and Responsibilities.**

#### **All Staff:**

- Have responsibility for the discipline of students in the classroom, corridors and around the school.
- Should carry out break and lunch duties as appropriately allocated and correct breaches of discipline
- Should supervise detentions according to the rota

#### **Form Leaders:**

- Work with their tutor group to create a cohesive group and a positive ethos and environment
- Follow guidelines on managing behaviour communicating with parents when necessary
- Follow up all referrals from class teachers
- Maintain accurate tutor files including records of achievement points and behaviour points
- Develop relationships and offer positive reinforcement and role modelling to all pupils in group
- Monitor attendance and refer concerns to the appropriate DoL or Achievement Leader.
- Check and sign planners weekly.
- Ensure that pupils have correct standards of uniforms and equipment daily and record on Uniform and Equipment cards where necessary
- Issue sanctions for students who pass triggers on Uniform and Equipment cards
- Place tutees on Form Leader Report as required and liaise with parents to monitor reports on a day-to-day basis.
- Liaise with Achievement Leaders regarding concerns and patterns of behaviour of tutees
- Participate in target setting and reviews
- Complete Y11 and UCAS references

#### **Class Teachers:**

- Apply a range of classroom strategies, including the Classroom CARE Habits and Respectful Communication Skills on display in every room and maintain these standards, consistently
- Reward positive behaviour consistently
- Ensure that corridors and stairwells are well supervised during lesson change over and that pupils feel safe at all times
- Record all behaviour incidents in GO4Schools
- When arranging cover lessons ensure seating plans, and cover feedback sheets are available for supply teachers and cover supervisors

- Refer concerns to your Director of Learning or Learning Area Leader
- Refer serious incidents or recurring problems to Achievement Leaders

#### **Directors of Learning/House Leaders and Learning Area Leaders:**

- Take responsibility for ethos and climate within their learning area
- Deal with day-to-day incidents within their learning area
- Issue sanctions for pupils who are not adhering to class teacher sanctions
- Support staff in your learning area with communication and meetings with parents
- Lead weekly learning area meetings with discussions about behaviour
- Support Form Leaders in fulfilling their roles and responsibilities
- Place students on House Leader Report as required and liaise with parents to monitor reports on a day-to-day basis.
- Monitor + and – CARE points, removals and detentions for their learning area and discuss them in LMM meetings and LA meetings
- Ensure that teachers have the opportunity to discuss 'pupils causing concern' in learning area meetings
- Refer students who continue to cause concerns to Achievement Leaders, along with notes about the actions that have already been taken
- Ensure all staff are aware of the behaviour for learning policy
- Provide support and training for all staff with classroom management
- Ensure that staff, including supply teachers, are supported in upholding the school behaviour for learning policy
- Ensure that class teachers maintain ownership of issues in their classroom whilst being supported to achieve resolution
- Ensure that corridors and stairwells are well supervised by themselves and staff in their House/Learning area
- Monitor behaviour and ensure that students who are struggling are helped to succeed in partnership with pastoral staff and parents

#### **Achievement Leaders:**

- Ensure that all form leaders are following the procedures
- Monitor behaviour of pupils through referrals, reports and discussions
- Celebrate achievements in Acts of Worship
- Monitor the quality of tutor time, providing consistent and appropriate support to form leaders
- Monitoring upkeep of pastoral files in your year group
- Ensure that pastoral files contain links to Child Protection and SEN files
- Attend line management meetings with AHT (Behaviour and Attitudes)
- Provide agenda items and record minutes for House meetings and distribute to other AL's in TEAMS
- Collect referrals from tutors on tutees causing concern
- Keep tutors informed of actions taken following a referral
- Monitor lateness to school
- Work with Targeted Support and follow up on attendance concerns
- Visit tutor groups daily whenever possible and rotate around each House to have contact with all students throughout the term
- Place pupils on Achievement Leader report
- Refer children to AHT (B&A) where interventions fail to modify student behaviour
- Liaise with AHT (B&A) regarding serious and persistent incidents
- Liaise with Outside Agencies in regard to vulnerable or high-profile children
- Monitor use of planners by tutors
- Refer to Inclusion Team and Behaviour Unit for support
- Manage reintegration meetings

#### **Behaviour for Learning Manager:**

- Monitor Go4Schools data to look at the behaviour logs, assertive mentoring, attendance data of vulnerable students, e.g. PP, LAC across year groups
- Respond appropriately to this data ensuring that additional support is in place if needed
- Monitor the use of sanctions for misbehaviour including detentions, exclusions and permanent exclusions
- Attend line management meetings with AHT (B&A)
- Collect referrals from Achievement Leaders on students causing concern, inform Achievement Leaders informed of actions taken following a referral

- Liaise with AHT (B&A) regarding serious and persistent incidents
- Liaise with Outside Agencies in regard to vulnerable or high-profile children
- Manage the reintegration meetings of students that have been referred for support
- Prepare and deliver accredited course as and when required
- Plan and supervise the re-integration of students into mainstream lessons
- Liaise with parents and, when appropriate, outside agencies and providers as and when deployed
- Respond appropriately to potentially disruptive incidents, apply sanctions, contact home etc.
- Responsible for collating evidence for fixed term exclusions, contacting parents and ensuring staff are aware when an exclusion takes place
- Identify students who would benefit from an alternative curriculum and to work with outside agencies to ensure a smooth transition
- Attend conferences and workshops for restorative justice and alternative curriculums

**Senior Leadership Team – AHT (Behaviour and Attitudes):**

- Support all staff in the implementation of the behaviour for learning policy
- Impose appropriate sanctions for serious incidents of misbehaviour
- Monitor the use and effectiveness of all behaviour strategies
- Meet with Achievement Leaders on a weekly basis to discuss students causing concern.
- Respond to incidents via 'on-call' system
- Ensure that PSPs and Senior Leadership reports are completed for high profile pupils
- Support Achievement Leaders with the reintegration meetings after fixed term exclusions

