



Christ the King
Catholic Voluntary Academy

Christ the King

Sixth Form

Behaviour and Rewards Policy

Last Review: July 2025

Next Review: July 2026



Christ the King Sixth Form

Behaviour and Rewards Policy 2025

1. Mission Statement

As a Catholic Sixth Form, we strive to form young adults who embody our Christian values of respect, compassion, integrity and service. Students are expected to act as ambassadors of our community and role models for younger peers, upholding the values and high standards of the school both in and out of the classroom. This policy outlines the expectations and support systems in place to help students grow as leaders of faith, learning and service.

2. Living Out Catholic Values

This policy is underpinned by our Catholic ethos, where every student is valued and supported in becoming the person God calls them to be. Our approach is based on compassionate discipline, dignity of the individual and the belief that everyone can grow and change.

We aim to nurture young people who take responsibility for their actions, reflect on their impact on others and seek reconciliation and personal development through respectful dialogue. We believe in restorative approaches that allow students to reflect, rebuild trust and grow through forgiveness and responsibility.

3. Expectations of Sixth Form Students

All students agree to uphold the standards outlined in the Sixth Form Home School Learning Agreement, which promotes academic excellence, respectful behaviour and personal responsibility. Students are expected to:

- Complete all work to an acceptable standard and submit it on time
- Arrive punctually to all lessons and commitments
- Be prepared for learning with appropriate materials
- Maintain a minimum of 95% attendance
- Dress appropriately for a school environment
- Use mobile phones in a respectful and professional manner
- Behave in a way that reflects the values of our Catholic community

Failure to meet these expectations will result in a -CARE Point, which signifies a repeated or serious failure to respond to a concern raised by a member of staff.

4. CARE Points System

CARE Points are logged on Arbor. CARE Points are cumulative and signal increasing concern. Interventions are designed to restore behaviour, involve parents and maintain student support. Points are monitored regularly by Form Leaders, the Head and Deputy Head of Sixth Form who are responsible for ensuring follow-up actions are taken. This system promotes accountability while offering opportunities for reflection and support. After receiving a -CARE Point, students should reflect upon how their actions impacted others and how they can move forward positively.



Negative Points	Minimum Response
0	Praise letter to be sent home to parents half-termly. 5 positive points.
5	Tutor to meet with student
10	Tutor to contact home
15	Tutor to conduct a round robin and meet with parents. Tutor to place student on report for a minimum of two weeks.
20	Assistant Head of Sixth Form to put student on report for a minimum of two weeks and meet with parents.
	Student at risk of suspension.
25	Head of Sixth Form to meet with parents
	Student to start a four-week Behaviour Support Plan.
	Student at risk of suspension.
30	Assistant Headteacher to meet with parents
	Student to be invited to the Governor Behaviour Panel meeting
	Students' place within the Sixth Form is at risk
35	Headteacher to meet with parents

5. Subject Teacher Responsibilities

Subject teachers play a central role in supporting student behaviour. Teachers are expected to act proportionally, keeping communication restorative and consistent with our shared values. Every intervention should be logged where appropriate and shared with Form Tutors. Teachers are responsible for issuing positive and negative points in line with Sixth Form policy. In addition to issuing CARE Points, subject teachers should implement appropriate classroom-based interventions, including but not limited to:

- Emailing or phoning home
- Meeting with parents
- Placing students on subject-specific report
- Setting deadlines (with parental engagement) for completion of missed work
- Assigning additional or catch-up work via platforms such as Teams or Google Classroom
- Directing a student to use non-timetabled lessons to catch-up work under supervision in the LRC



Escalated Interventions (in collaboration with Form Tutors, Deputy Head of Sixth Form and Head of Sixth Form):

- Removal of Sixth Form privileges (e.g. lanyard, ability to leave the site)
- Structured catch-up timetables during non-contact lessons, supervised in the LRC or subject-specific areas
- Compulsory lunchtime or break-time support in the LRC or designated subject clubs
- Behaviour escalated to the Head of Sixth Form or Assistant Headteacher for persistent issues or serious breaches

Serious or repeated misconduct may result in internal sanctions, fixed-term suspensions or permanent exclusion.

6. Positive Behaviour and Rewards System

We are committed to recognising and celebrating Sixth Form students who demonstrate leadership, kindness, resilience, and consistent academic effort. Students accrue positive points throughout the year. Students receive positive points to recognise their positive behaviours both within and outside of the classroom. We also recognise the contribution that Sixth Formers make across the wider school community through the Sixth Form Leadership Charter.

We recognise:

- Academic excellence or progress
- Community involvement and service
- Demonstrating leadership or resilience
- Supporting the school's ethos and Catholic values
- Leading within the community (5 points)
- Serving within the community (3 points)

Award Level	Positive Points	Awarded By
Form Leader Award	40	Form Leader
Community Award	80	Deputy Head of Sixth Form
House Leader Award	135	House Leader
Bronze Award	190	Head of Sixth Form
Silver Award	270	Senior Leader
Gold Award	350	Headteacher
Platinum Award	430	Governor

We are committed to recognising and celebrating the contribution of our Sixth Formers at Christ the King. These awards will be celebrated in our termly Celebrations of the Word and through end-of-term community events, shaped by student voice in collaboration with the Sixth Form leadership team.