Christ the King
Catholic Voluntary Academy

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	Responsibilities
All staff and students have the right to: • learn • teach • feel safe (physically and emotionally) • respect and dignity • explore their own faith	• 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.
Rules **The basic expectation of all students is that you must show respect to others and our environment.** You can do this by following these rules: • Enter rooms quietly and sensibly • Take out all equipment needed for the lesson – pens, pencils, ruler, planner, book/folder, iPads (where relevant) • Listen to and follow all instructions • Work hard and complete the tasks set for you • Tidy up at the end of the lesson, pick up litter, leave your desk and chairs tidily • Only leave the room when you are told to do so • Move between lessons quickly and quietly	**Routines** The routines for Christ the King School will always be: • to begin and end each day in prayer • Teachers will decide where students sit and there must be a seating plan • The register will be taken in the first 10 minutes of a lesson • Start each lesson with a retrieval activity • Uniform and equipment cards will be signed by staff for students who arrive late, without correct uniform, homework or equipment • Pack away and tidy up when instructed • Stand behind chairs quietly • Be dismissed in an orderly way

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

All students follow a behaviour curriculum that is introduced at the start of each year and revisited throughout the year. A greater emphasis is put on our year 7 students to ensure their transition into our community is clear when considering expectations. The main focus of our conduct curriculum starts during

our year 6 transition days and follows through to year 7's first week in school. All students have conduct curriculum sessions during the first week back. This supports with expectations and consistency for both students and staff.

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

#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:

RESPOND → Smile, be warm and welcoming

EYE CONTACT → Look at the person you are speaking to

SIR / MISS → Use Sir or Miss when addressing an adult

POLITE → Remember your manners and always say please and thank you

EXCUSE ME → To get an adult's attention

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

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

FOCUSED → Avoid distractions, don't fiddle with equipment

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

LANGUAGE → 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.

	- CARE Points	+ CARE Points
Community	• Low level Disruption • Persistent Disruption • Social Media Issue • Bullying • Racism • Bus/Travel Incident • Uniform Issue	• Positive Contribution to the community • Positive Contribution in class • Charity work
Achieve	• Lack of Work • Failure to do homework • Lack of Equipment • Failure to engage in lesson • Not using CARE classroom habits	• Academic Achievement • Outstanding Work • Challenging themselves • Excellent Effort • Good Progress • Literacy Achievement
Respect	• Late to lesson • Missed detention • Refusing to follow instructions • Stealing/Swearing • Verbal Assault • Damage to school property	• Helping others • Respect for school environment • Manners to staff/others • Using 'Respectful communication'
Encounter	• Damaging the reputation of the school • Not participating in Act of Worship • Not following the Catholic ethos	• House contribution • School Ambassador • Participate in Acts of Worship • Leading Prayers • School Council

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 Arbor. Students who receive 0 -CARE points in a week will be rewarded with 5 +CARE points. In addition to this, achievement will be celebrated throughout the year:

Weekly	• Form Competition – Form Leaders award 'Star of the week' (logged in Arbor) • Top Achievers – Identified and shared with staff • Certificates issued for those who meet levels (see below) • 0 -CARE points in a week will be rewarded with 5 +CARE points
Monthly	• CARE Awards (badge issued to students who achieve 50 of a particular value). Issued by the Achievement Leader
Half Termly	• Certificate for Attendance/0 BP's to be organised by Pastoral Admin • Clean Uniform and Equipment cards given 5 +CARE Points for 'Consistently Meeting Expectations'. These are to be added by form leaders.
Termly	• Head Teacher Ties • House Celebration of Learning Area awards • Lunch celebration (Christmas) • Movie afternoon (Easter)
Annually	• Celebration of success – Awards evening • Recognition Expedition – Opportunity to go on an off-site activity

+CARE Points will be monitored weekly by Form Leaders using Arbor 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 Assistant Headteacher (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 and certificates will be printed by admin support:

Number of + CARE Points	Reward
50	Form Leader Award
100	House Leader Award
200	Achievement Leader Award
300	Senior Leader Award (Bronze)
400	Head Teacher Award (Silver) Eligible for the Recognition Expedition
500	Governor Award (Gold) Eligible for the Recognition Expedition
600	Trust Award Financial 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 the Senior Leadership Team (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)

Behaviour Display Cards
These should be clearly displayed in each classroom

CARE Points	CLASSROOM BEHAVIOUR
CARE + Points	· **C**omposed for learning · **A**spiration · **R**espect all in the classroom · **E**ngage in learning
CARE −1 Points	**Reminder Given** · Disrupting the learning in lesson · Not following the Classroom CARE Habits
CARE −2 Points	**Continued disruption will result in a removal and a further −CARE point** · SLT 'ON CALL' removal from lesson · Same day lunchtime detention · 3 removals in 1 week = 90 minute after school detention the following week
IN ONE WEEK CARE −5 Points	**Any 5 Negative Points in 1 Week** 60 minute afterschool SLT detention on Friday

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 Arbor
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 Subject Lead (SL)/ House Leader (HL) 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 Special Educational Lead (SEN) are dealt with appropriately, and reasonable adjustments are made specific to their need.

Responding to poor behaviour

In deciding on a sanction, the school will make a decision based on the evidence in relation to the balance of probability. Therefore, a student may be given a sanction for an action/involvement in an incident that he/she denies. The school will always conduct an investigation which can result in sanctions being decided several days after an incident. For a more serious incident, previous behaviour/information will be taken into consideration.

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 Senior Leaders and taken to the Independent Study Room (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 1 negative CARE point. 5 negative CARE points over the week will result in a 60 minute afterschool detention.

Logging Incidents on Arbor

All behaviour issues need to be recorded electronically so that Form Leaders, Subject Leaders, House Leaders 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

Arbor Behaviour reports

These will be generated every week by Pastoral Admin and emailed to Form Tutors, House Leaders and Achievement Leaders. These will be used as starting points for discussions during Monday morning House Briefings.

-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.

Number of Points	Minimum Response
0	Praise letter to be sent home to parents (Admin support to organise)
15	Form leader to email home
30	Form leader to phone home
50	Form leader to meet with parents and place student on report
80	Achievement Leader to start working with the student Achievement Leader to email home Achievement Leader to meet student
100	Achievement Leader to place student on report Achievement Leader to phone home to update parents Student to be invited to the Governor Behaviour Panel meeting (excluding punctuality data)
125	Achievement Leader to place student in ISR for 2 days Achievement Leader to meet with parents Student to start 6 week Behaviour Support Plan
150	Assistant Headteacher to start working with student and email parents

	Assistant Headteacher to put student on report for a maximum of 2 weeks
200	Assistant Headteacher to arrange meeting with parents 5 days in ISR
250	Partner suspension Headteacher to meet with parents Decision around accelerated scale to be made Moved to Damascus centre for targeted intervention Possibility of managed move to new school

Each of these steps should be recorded on Arbor. Alongside all these responses the Achievement Leader, Inclusion Manager and Assistant Headteacher (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 a large amount of -CARE points in the previous academic year should not be allowed to misbehave in the same way the following year. Each year data will be reviewed by Assistant Headteacher for Behaviour and parents will be contacted if they feel a student needs to be placed on an accelerated behaviour scale.

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 Arbor. 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.

Poor behaviour and incidents in which there has been a serious breach of our behaviour policy will be dealt in the same way in Sixth Form as it is in Key Stage 3 (KS3) and Key Stage 4 (KS4). This includes following the same process for fixed term suspensions, partner suspensions and permanent exclusions.

Punctuality
Students are required to attend school on time and to be on time for all lessons. Where a student arrives late to school during morning form time they will be allocated a late mark. If this happens three times in a half term they will be given a lunch detention. If a student is late after registration has closed, they will be given a lunchtime detention during the next available detention.

If a student is late to a lesson, without a note from a teacher then they should be issued with a late to lesson incident, triggering a same day lunch detention, or next day if it happens in the afternoon.

Equipment
If a student does not have the correct equipment this will be logged on Arbor. Staff must email the students form tutor to inform them of the missing equipment. If a student does not have the correct equipment 3 times in a half term they will receive a 30 minute after school detention

Homework
If a student fails to hand in a piece of homework their classroom teacher will issue a -CARE point on Arbor. This will trigger a same day lunch detention or next day detention if it is issued during P4 or P5.

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 website. Failure to comply with these expectations will result in a lunch time detention 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. Uniform will be provided to support those students who have forgotten items, failure to borrow these will result in being sent to ISR.

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 form 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.

All detentions should be logged in Arbor and will be allocated automatically by Arbor. These will be tracked by Form/Subject Leaders, Pastoral Support Workers and Achievement Leaders.

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 Form Leader. The student must then be placed in a 60 minute detention. If a student fails to attend this after-school detention, then they will be placed in a Senior Leader detention for 90 minutes.

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

Detention Structure

Monday	Tuesday	Wednesday	Thursday	Friday
No detentions	30 minutes class teacher	30 minutes class teacher & 60 minutes class teacher	30 minutes class teacher & 60 minutes class teacher & 90 minutes supervised by Senior Leaders	No detentions

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). Staff will contact home for every student who is removed from their lessons to explain why they were removed. If a student is removed 3 times in a week they will receive a 90 minutes Senior Leader detention the following week.

Procedures for on-call staff

Senior Leaders, House Leaders, Subject Leads and Achievement Leaders will cover the 'On Call' rota to ensure that the procedures are followed consistently, and staff are supported appropriately. 1 member of staff will be available 'on-call' each lesson.

- They must start and end the session at the Independent Study Room (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 6th 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 staff in ISR 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 House Leaders/ Subject Leaders)
- Achievement Leader – gold
- Senior Leadership - orange
- Head Teacher – 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:

      1st offence – 30-minute lunch detention

      2nd offence – 30 minute after-school detention

      3rd offence – 60 minutes after-school detention

If a student fails to bring their report in to school, then they should be allocated:

      1st offence – Lunch detention

      2nd offence – 30 minutes after-school detention

      3rd offence – 60 minutes after-school detention

The suggested period for using this as a sanction is for two weeks. 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. Details of prohibited items are identified in the OLOL Searching and Confiscation policy.

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 it will be confiscated, returned at the end of the day and 30 minutes detention issued each time.

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 Assistant Headteacher (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 in Arbor. The Anti-Bullying Policy and OLOL Safeguarding Policy includes measures on preventing Bullying, Child on Child abuse and discriminatory behaviour. Please refer to the CTK Anti-Bullying policy for further detail.

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.

      1st offence: Minimum 2 days in the Independent Study Room
      2nd offence: Partner suspension
      3rd offence: Fixed term suspension

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

Peer on peer abuse & sexual misconduct
Peer-on-peer abuse (also known as child-on-child abuse) refers to situations where children or young people are abused by other children or young people. This type of abuse can happen both inside and outside of school, and online. Staff are trained on recognising indicators of peer on peer abuse and how to report it. Please see the CTK Safeguarding policy for greater detail.

Christ the King is committed to providing a safe, respectful, and inclusive environment where all pupils feel secure and supported. We recognise that children are capable of abusing their peers and that this behaviour must be treated seriously, never tolerated or passed off as "banter", "just having a laugh", or "part of growing up". Peer-on-peer abuse, including sexual harassment and sexual violence, is a safeguarding concern and will always be addressed in accordance with the school's safeguarding and child protection policies.

Peer-on-peer abuse can take many forms, including but not limited to:
- **Bullying** (including cyberbullying)
- **Physical abuse** (e.g. hitting, kicking, biting)
- **Sexual violence** (e.g. rape, sexual assault)
- **Sexual harassment** (e.g. inappropriate sexual comments, unwanted touching, kegging)
- **Upskirting** (a criminal offence under the Voyeurism (Offences) Act 2019)
- **Sexting** (youth-produced sexual imagery)
- **Initiation/hazing-type violence and rituals**
- **Relationship abuse** and coercive control

The school adopts a zero-tolerance approach to all forms of peer-on-peer abuse and sexual misconduct. We are committed to:
- **Taking all reports seriously** and acting swiftly.
- **Listening to and supporting victims**, with sensitivity and discretion.
- **Investigating allegations thoroughly** and fairly.
- **Applying appropriate sanctions** in line with our behaviour and safeguarding policies.
- **Referring to external agencies** (e.g. children's social care or the police) where appropriate.

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:

1st offence: Internal isolation and pre-exclusion warning sent to parents
2nd offence: Partner suspension
3rd offence: Fixed term suspension
Repeated offence: Referral to Assistant Headteacher (Behaviour and Attitudes) or another member of the Senior Leadership Team (SLT) if they are not available. Session to be put in place with our School Early Intervention Officer (SEIO)

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

Behaviour outside of school premises

The school expects students to uphold the same standards of behaviour when off school premises and representing the school community, as they would on site. Failure to do so will result in incidents being dealt with in line with the schools behaviour policy. This includes, but is not limited to:
- Journeys to and from school;
- School trips and educational visits;
- Work experience placements;
- Events where students are representing the school (e.g., sports fixtures);
- Any activity that might impact the reputation of the school;
- Online behaviour (including social media) where it affects the wellbeing of students or staff or the good order and discipline of the school.

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:

1st offence: Written warning that further breaches may result in a ban from the bus.
2nd offence: A fixed-term ban from the bus (1 week to a half term)
3rd 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 isolation may be for an individual lesson of for one or two days. In these incidents students will work in the Independent Study Room (ISR). **Only an Achievement Leader, a House Leader, a member of the Senior Leadership Team or the on-call member of staff (for that period only) may place a student on internal isolation**. This should be arranged in consultation with the Assistant Headteacher (Behaviour and Attitudes) to ensure that the number of students in ISR is appropriate. When a student is in ISR, students will be expected to complete behaviour reflection tasks and work from knowledge organisers.

Senior Leader 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 suspensions 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 or a member of the Senior Leadership Team 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 6th day until the end of the suspension. It will be the responsibility of their parents to ensure that they attend this provision.
If a student reaches three suspensions a meeting will be put in place with our Governor Behaviour Panel to discuss concerns around their behaviour.

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)
Please also see the OLOL Suspension and Permanent Exclusion policy
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, threat of use or possession 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).

Our approach to Suspensions and Permanent Exclusions is in line with the OLOL Suspensions and Permanent Exclusions policy. For further details please see the OLOL Suspensions and Permanent Exclusions policy.

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 Senior Leaders can search students, with the consent of parents and/or students for any item.

Senior Leaders 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 Senior Leader 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 Senior Leader will communicate concerns home and place the student in the Independent Study Room. 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 the Senior Leadership Team conducting the search must be of the same sex as the student being searched. There must be another member of the Senior Leadership Team 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) for further details
Also see the OLOL Trust Policy on Searching and confiscation.

Use of reasonable force
The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.

Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

'Reasonable in the circumstances' means using no more force than is needed.

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. When reasonable force has been used the school will log this on CPOMS and inform parents of the incident. For further details please refer to DfE guidance: Use of reasonable force.

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 250 behaviour points should be kept in Senior Leader 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 House Leader or Achievement Leader.
- Check and sign planners weekly.

- Ensure that pupils have correct standards of uniforms and equipment daily
- 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 Arbor
- 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

House Leaders:
- Takes responsibility for ethos and climate within their house
- Support form leaders in fulfilling their roles and responsibilities
- Monitor the quality of tutor time, providing consistent and appropriate support to form leaders in addressing punctuality, uniform & equipment and behaviour thresholds
- Visit form groups daily
- Support form leaders with day-to-day behaviour in tutor time
- Ensure all form leaders are following procedures
- Lead weekly house meetings with form leaders with discussions about tutor time expectations and triggers
- Ensure form leaders have the opportunity to discuss pupil concerns in House meetings
- Refer students who continue to cause concern to Achievement Leaders, including information on what actions have happened to this point
- Celebrate House achievements in AOW
- Provide agenda items and record minutes for House meetings. Providing data for house meetings to share with their tutor team
- Where need move students to other forms within their House

Subject Leaders:
- Deal with day-to-day issues within their subject
- Issue sanctions for pupils who are not adhering to class teacher sanctions
- Monitor positive and negative CARE points, removals and detentions for their subject staff, and discuss them in LA and department meetings
- Provide support and training for staff with classroom management
- Ensure staff, including supply staff, are supported in upholding the school behaviour for learning policy
- Monitor behaviour and ensure that pupils who are struggling are helped to succeed in partnership with pastoral staff and parents/carers
- 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 their subject staff
- Refer pupils who continue to cause concern to Achievement Leaders, along with notes about what actions have already taken place
- Refer to inclusion team for behaviour support

Achievement Leaders:
- Monitor behaviour and ensure that pupils who are struggling are helped to succeed in partnership with pastoral staff and parents
- Monitor behaviour of pupils through referrals, reports and discussions
- Support tutors with parental meetings where appropriate
- Manage reintegration meetings

- Ensure pastoral files contain links to child protection and SEND
- Monitor the upkeep of pastoral files for your year group
- Collect referrals from form leaders for pupils continuing to cause concern
- Keep form leaders informed of actions taken following referrals
- Monitor lateness to school
- Visit tutor groups daily where possible and rotate around each House to have contact with all pupils throughout the term
- Place pupils on Achievement Leader report
- Liaise with Assistant Headteacher regarding serious and persistent incidents
- Liaise with outside agencies with regards to vulnerable and high profile pupils
- Work with targeted support and follow up on attendance concerns
- Celebrate achievements in Acts of Worship
- Where needed move students to forms outside of allocated Houses

Senior Leadership Team – Assistant Headteacher (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 students
- Support Achievement Leaders with the reintegration meetings after fixed term suspensions
- Work with Pastoral Admin and the schools Data Manager to provide termly and annual data for the governing board, allowing progress and trends to be identified and monitored

Pastoral Admin Support tasks:

Daily	Register late to school marks and ensure detentions are allocated where required
	Make contact home for any student who is absent without a reason given
Weekly	Allocate 5 +CARE points for any student who has received 0 -CARE points each week
	Issue an hour after school detention for any student who receives 5 -CARE points in a week
	Issue a 90 minute detention for any student who has 3 or more removals in a week
Half termly	Certificates/ congratulatory email for any student who has 100% attendance each half term
	Certificates/ congratulatory email for students who achieved 0 -CARE points each half term
Throughout the year	Track and issue certificates for students who hit +CARE point thresholds, including pin badges