



Behaviour Policy

Policy Leader	Mrs C Cartwright
Last Updated	September 2026
Approved by the Governors	September 26
Date to Review	September 2027



BEHAVIOUR POLICY

Mission Statement

“Love one another as I have loved you” (John, 15)

We believe that Jesus Christ and his Gospel Call – to love God and all people – are at the heart of what we do.

He inspires us, as children of God, to uphold the dignity of each individual.

We strive to develop a community in Christ which fully supports all in achieving their potential – spiritually, academically and personally.

The aim of this policy is to ensure that Governors, staff, parents/carers and students all have a shared vision that behaviour is a top priority at Christ the King Catholic High School. As a school we expect the highest standards of behaviour at all times, this includes travelling to and from school or representing our school in sporting fixtures and trips and to uphold our reputation in the local community. Our aim is to create a nurturing and challenging environment to promote quality first teaching and high standards of behaviour.

1. Aims

At Christ the King Catholic High School our behaviour policy aims to reflect our school culture and our high standards and expectations for all. It aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying
- Outline how students are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions
- Underpin our distinctiveness as a Catholic School

2. Legislation and statutory requirements

This policy we have employed at Christ the King Catholic High School is based on advice from the Department for Education (DfE) on:

- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education 2026](#)
- [School suspensions and permanent exclusions - GOV.UK](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its students
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate students' behaviour and publish a Behaviour Policy and written statement of behaviour principles, and give schools the authority to confiscate students' property
- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy

3. Definitions

Below are examples of what might be defined as unacceptable behaviour. This is not an exhaustive list; broadly speaking unacceptable behaviour can be defined by any action which does not uphold the school's Mission Statement.

Examples of unacceptable behaviour:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform
- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Verbal or physical aggression
- Theft
- Fighting
- Smoking/vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Actions which bring the name of the school into disrepute
- Child on child abuse
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco, cigarette papers, lighters, matches
 - E-cigarettes
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student).

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Some examples of bullying below:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

5. Roles and responsibilities

5.1 The Governing Body

The Governing Body at Christ the King Catholic High School will review this Behaviour Policy in conjunction with the Headteacher and monitor the policy's effectiveness.

5.2 The Headteacher

The Headteacher is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of students
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all students to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy

- Ensuring this policy works alongside the safeguarding policy to offer students both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of students are being disproportionately impacted by this policy

5.3 Staff

Staff are responsible for:

- Creating a calm and safe environment for students
- Establishing and maintaining clear boundaries of acceptable student behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with students
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular students
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly
- Challenging students to meet the school's expectations

The Senior Leadership Team, Heads of Year and Heads of Department will support staff in responding to behaviour incidents.

Staff are aware of expectations and utilise in line with the Staff Code of Conduct (Staff Handbook)

5.4 Parents/Carers

Parents/Carers are expected to:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the school promptly
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions and return from suspension meetings)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school

The school will endeavour to build a positive relationship with parents/carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

6. Student Code of Conduct

It is important that students at Christ the King Catholic High School feel safe, happy and valued. Our school has very clear expectations that all students will behave in a respectful manner at all times. Behaviour should reflect the teachings of Jesus Christ and should uphold the school's Mission Statement at all times.

Students are expected to:

- Behave in an orderly and self-controlled way
- Show respect to all members of staff, visitors and each other
- In class, to respect the right for all students to learn and all teachers to teach
- Move quietly and sensibly around the school, always walking on the right
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times with a sense of pride (a full uniform list is available on the school website)
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

7. Rewards and sanctions

7.1 Rewards

At Christ the King Catholic High School recognising and rewarding good behaviour is paramount to student success. Merits can be awarded by all staff to recognise students who display positive behaviours in all aspects of their academic, moral, spiritual and personal growth in accordance with the nine virtues of 'THE CTK WAY'. Merits are awarded via Arbor. This is further acknowledged by termly assemblies to award:

- Bronze star
- Silver star
- Gold star

Other methods of rewarding students include:

- Departmental rewards
- Praise post cards sent by Departments, Head of House and Head of Year
- Subject Award Badges
- Termly Attendance and Punctuality raffles and competitions
- Attendance Rewards and messages sent home for excellent attendance
- Sports Awards Evening
- School Concerts/performances
- Parental/Carer engagement
- Shine a light
- Shine Table
- Headteacher Half Termly Award

7.2 Sanctions

When a student's behaviour falls below the standard that we expect in our school, staff will respond in order to restore a calm and safe learning environment, and to help prevent the recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so students know with certainty that misbehaviour will always be addressed.

All students will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a student to help them to meet behaviour standards in the future.

To support students with maintaining high standards of behaviour consistency is crucial.

A classroom code is displayed in every classroom:

- Students have a right to learn
- Teachers have a right to teach
- Everyone has a right to safety (physical and emotional)
- Everyone has a right to dignity and respect

Additional routines staff and students should also follow:

Punctuality

Punctuality is extremely important both to school and to class, therefore:

- If a student is late to school or class 3 times in a week they will be given a lunchtime detention
- If a student is late 4-8 times in a week they will be given a 30-minute afterschool detention.
- If a student is late 9 times or more in a week they will be given a SLT detention.

After School Detention

Students may receive a 30- minute after-school detention for issues such as a warnings referral, non-completion of homework, lateness, or pastoral concerns. More serious incidents, including a severe referral, will result in a one-hour detention. This also applies to inappropriate behaviour while travelling to or from school. Detentions will normally take place on the same day as the incident, unless the incident occurs after 2:30pm, in which case the detention may be scheduled for the next available day. Failure to attend or successfully complete a detention will result in the sanction being escalated to an SLT detention.

SLT Detention

SLT detention will take place throughout the week and will be taken by a member of the Senior Leadership Team. This detention will take place in Room 18 and students will stay until 4:15pm. If a student does not attend or fails SLT detention they will spend a day in the Internal Suspension Unit. The Internal Suspension runs until 4pm.

Internal Suspension

For more serious behavioural incidents or concerns, students may be placed in the Internal Suspension Unit (ISU). The ISU provides a structured and supervised environment where students can continue their learning while reflecting on their behaviour and receiving appropriate support. Placement in the ISU may be used where a higher level sanction is required, or when a student's behaviour significantly disrupts the learning, safety, or wellbeing of others. Students assigned to the ISU will remain there for the duration of the school day, with the provision operating until 4pm.

Below is a summary tables of the sanctions that may be implemented, along with examples of when they may be issued. Please be aware that the examples provided are intended as guidance and do not represent a definitive list. Individual student needs, circumstances and context will always be taken into account when decisions are made.

Lunch time detention	Chewing/late to class/lack of uniform/lack of equipment/going to the toilet during lesson/poor behaviour during unstructured time
30 minute after school detention	Warning referral/homework detention/poor behaviour/punctuality
1 hour detention	Severe referral/persistent lates/bringing the reputation of the school into disrepute
SLT detention	Not attending/failing after school detention
ISU until 4pm	2 referrals in a day/use of a mobile phone/vaping/not attending SLT detention

Other Sanctions

Attitude to Learning is crucial for all students, therefore the following sanctions may also be implemented:

- Meetings with Head of Year/ Assistant Headteacher/Headteacher/Parents/Carers
- Departmental Report Card/Behaviour Report Cards
- Governors Student Disciplinary Committee
- Off Site Direction

We may at times use the Internal Suspension Unit or have to make the unfortunate decision to suspend or permanently exclude students in response to serious or persistent breaches of this policy.

The school recognises that changes in behaviour may be an indicator that a student is in need of help or protection.

We will consider whether a student's misbehaviour may be linked to them experiencing, or being likely to suffer, significant harm.

Where this may be the case, we will follow our Safeguarding/CP policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our Safeguarding/CP policy for more information (available on our school website).

Mobile Phones

Students are permitted to bring mobile phones to school; however, their use whilst on site is strictly prohibited to maintain a safe and focused learning environment. Mobile phones must be switched off and kept out of sight (e.g.in bags or lockers) throughout the school day. The school accepts no responsibility for loss, theft, or damage to mobile devices brought onto the premises. Any student found using a mobile phone without permission, including for recording, messaging, or accessing social media, will have the device confiscated and the device will need to be collected by an adult (as in line with home/school agreement) Refusal to comply with this may lead to further sanctions in line with this Behaviour Policy.

Reasonable force

Reasonable force covers a range of interventions that involve physical contact with students and is conducted with the DfE latest guidance on [Use of reasonable force in schools - GOV.UK](https://www.gov.uk/government/consultations/use-of-reasonable-force-in-schools)

All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a student from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents/carers

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the student, including SEND, mental health needs or medical conditions.

Searching, screening and confiscation

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Confiscation

Any prohibited items found in a student's possession as a result of a search will be confiscated. These items will not be returned to the student.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to students after discussion with senior leaders and parents/carers, if appropriate.

- Prohibited items (this list is not exhaustive):
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco, cigarette papers, lighters, matches
 - E-cigarettes
 - Fireworks
 - Pornographic images
 - Energy drinks
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student)

Searching a student

Searches will only be carried out by a member of staff who has been authorised to do so by the Headteacher, or by the Headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the student, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the student can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the student; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff and make sure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but not required urgently, they will seek the advice of the Headteacher or Designated Safeguarding Lead who may have more information about the student. During this time the student will be supervised and kept away from other students.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the student is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the student has agreed.

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

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other students or staff at risk
- Consider whether the search would pose a safeguarding risk to the student
- Explain to the student why they are being searched
- Explain to the student what a search involves – e.g. “I will ask you to empty your pockets and remove your coat”
- Explain how and where the search will be carried out
- Give the student the opportunity to ask questions
- Seek the student’s co-operation

If the student refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the Headteacher/ DSL to try to determine why the student is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the student. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the student harming themselves or others, damaging property or causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in this policy, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a student's outer clothing, pockets, possessions, or locker.

'Outer clothing' includes:

- Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes or boots

Searching students' possessions

Possessions means any items that the student has or appears to have control of, including:

- Lockers
- Bags

A student's possessions can be searched for any item if the student agrees to the search.

If the student does not agree to the search, staff can still carry out a search for prohibited items (listed in this policy) and items identified in the school rules.

An authorised member of staff can search a student's possessions when the student and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the Designated Safeguarding Lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a student was in possession of a prohibited item as listed earlier in this policy
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in this policy), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item (listed in this policy).

A member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Support after a search

- Irrespective of whether any items are found as the result of any search, the school will consider whether the student may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search)
- If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the [Police and Criminal Evidence Act 1984 \(PACE\) Code C](#).

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the student's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the student(s) involved. Staff retain a duty of care to the student involved and should advocate for student wellbeing at all times.

Use of CCTV to support this policy

The use of Closed-Circuit Television (CCTV) is intended to assist with the implementation of this policy and to support our commitment of providing a safe environment, preventing and detecting crime, and supporting the safeguarding of all individuals on school premises. Use of CCTV at Christ the King is in accordance with UK legislation and best practice for educational settings.

As such we will:

- Only use CCTV footage for authorised purposes such as:
 - Investigating incidents and safeguarding concerns
 - Supporting disciplinary procedures
 - Assisting law enforcement agencies where appropriate
- Restrict access to CCTV to authorised staff only
- Only retain recorded footage for as long as is necessary (typically 30 days unless required for investigation)
- Ensure footage is not disclosed to third parties except where legally required or with consent (any request will be logged to comply with data protection requirements)
- Inform students and parents about the use of CCTV
- Report any misuse or concerns regarding CCTV
- Encourage reporting of any concerns related to CCTV or privacy
- Ensure all data processing is lawful, fair, and transparent
- Investigate complaints promptly and take appropriate action

Notes:

- A Data Protection Impact Assessment (DPIA) for the CCTV system is in place
- Individuals have the right to request access to footage relating to themselves under the UK GDPR
- Any concerns or complaints about the use of CCTV should be raised with the Headteacher or DPO
- If unresolved, complaints can be escalated to the Information Commissioner's Office (ICO)

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, before the strip search takes place, staff will contact at least one of the student's parents/carers to inform them that the police are going to strip search the student and ask them whether they would like to come into school to act as the student's appropriate adult. If the school are unable to get in touch with the parents/carers, or they are not able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for information about the role of the appropriate adult).

The student's parents/carers will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises and monitor them for any trends that emerge.

Who will be present

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the student, except in urgent cases where there is risk of serious harm to the student or others.

One of these must be the appropriate adult, except if:

- The student explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees

If this is the case, a record will be made of the student's decision and it will be signed by the appropriate adult.

No more than 2 people other than the student and appropriate adult will be present, except in the most exceptional circumstances. The appropriate adult will:

- Act to safeguard the rights, entitlements and welfare of the student
- Not be a police officer or otherwise associated with the police
- Not be the Headteacher
- Be of the same sex as the student, unless the student specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the student specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the student could be seen by anyone else.

Care after a strip search

After any strip search, the student will be given appropriate support, irrespective of whether any suspected item is found. The student will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the student may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any student(s) who have been strip searched more than once and/or groups of students who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

Off-site misbehaviour

Sanctions may be applied where a student has misbehaved off-site when representing the school. This means misbehaviour when the student is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a student of our school

Sanctions may also be applied where a student has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another student
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the student is under the lawful control of a staff member (e.g. on a school-organised trip).

Online misbehaviour

The school can issue behaviour sanctions to students for online misbehaviour when:

- It poses a threat or causes harm to another student
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The student is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the student is under the lawful control of a staff member.

Suspected criminal behaviour

If a student is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the Headteacher/DSL or nominated member of staff authorised to do so by the Headteacher will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will also make report to children's social care, if appropriate.

Response to alleged incidents of sexually harmful behaviour

The school will ensure that all reported incidents of child-on-child abuse/sexual harassment and/or violence are met with a suitable response and never ignored.

Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

Detail any other measures you have in place to prevent child-on-child abuse.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our Safeguarding/CP policy for more information (available on our school website).

Malicious allegations

Where a student makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the student in accordance with this policy.

Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the student in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the student who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral (safeguarding/mental health) needs of staff and students accused of misconduct.

Serious sanctions

Detentions

Students can be issued with detentions by any member of staff authorised to do so by the Headteacher during break, lunchtime or after school during term time.

The school will decide whether it is necessary to inform the student's parents/carers.

When imposing a detention, the school will consider whether doing so would:

- Compromise the student's safety
- Conflict with a medical appointment
- Prevent the student from getting home safely
- Interrupt the pupil's caring responsibilities

Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the student from the classroom for a limited time.

Students who have been removed will continue to receive education under the supervision of a member of staff. This education will be meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to not adhering to the classroom code. Staff will only remove students from the classroom once other behavioural

strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the student is being unreasonably disruptive
- Maintain the safety of all students
- Allow the disruptive student to continue their learning in a managed environment
- Allow the disruptive student to regain calm in a safe space

Students will not be removed from classrooms for prolonged periods of time without the explicit agreement of the Headteacher/Assistant Headteacher: Pastoral Care.

Students should be reintegrated into the classroom as soon as it is appropriate and safe to do so. The school will consider what support is needed to help a student successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents/carers will be informed within 24 hours that their child has been removed from the classroom.

The school will consider an alternative approach to behaviour management for students who are frequently removed from class, such as: focusing on relationship building, skill development and structured support.

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal.

Suspensions and Permanent Exclusion

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the Headteacher or Assistant Headteacher: Pastoral Care on their behalf and only as a last resort.

Please refer to the MECMAT Suspension & Permanent Exclusion policy for more information (available on our school website).

Responding to misbehaviour of pupils with SEND

The school recognises that students' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a student's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND.

Decisions on whether a student's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from students with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy.

The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled student being caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of students with SEND ([Children and Families Act 2014](#))
- If a student has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the student concerned.

Adapting sanctions for students with SEND

When considering a sanction/response for a student with SEND, the school will consider whether:

- The student was unable to understand the rule or instruction
- The student was unable to act differently at the time as a result of their SEND
- The student was likely to behave aggressively due to their particular SEND

The school will then assess whether it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Considering whether a student exhibiting challenging behaviour may have unidentified SEND

The school's Special Educational Needs co-ordinator (SENDCO) may evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that student. We will work with parents/carers to create the plan and review it on a regular basis.

Students with an Education, Health and Care plan (EHCP)

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a student with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an early review of the EHC plan.

Supporting students following a sanction

Following/alongside a sanction, the school will consider strategies to help the student to understand how to improve their behaviour and meet the expectations of the school.

Some examples of strategies that are used at Christ the King Catholic High School include regular check-in's with a key adult, behaviour support plan, in-house counselling and referrals for external agency support.

Student transition

Inducting incoming students

The school will support incoming students to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

Preparing students for outgoing transition

To ensure behaviour is continually monitored and the right support is in place, information relating to student behaviour issues may be transferred to relevant staff at the start of the term or year.

Re-inducting existing students

Students returning to school following a temporary period of absence, including suspension, medical needs, alternative provision or other agreed circumstances, will be supported through a structured reintegration process. Prior to their return, a reinduction meeting will be held with the student, parent/carer and a relevant member of staff to review expectations, identify any barriers to successful reintegration and agree appropriate support strategies. The reinduction process will focus on rebuilding positive relationships, promoting a sense of belonging, and ensuring that the student understands the school's behaviour expectations and values. Individual support plans, reasonable adjustments and pastoral interventions may be implemented where appropriate. Progress will be monitored regularly during the reintegration period, with opportunities for the student and family to provide feedback and raise any concerns, ensuring a supportive and successful return to learning.

.Monitoring arrangements

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- Use of Internal Suspension Unit, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, students, governors and other stakeholders (via anonymous surveys)

The data will be analysed regularly by pastoral staff and SLT. The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic
- By other group (e.g. gender/ethnicity/disadvantaged/SEND)

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of students are identified by this analysis, the school will review its policies to tackle them.

Monitoring this policy

This behaviour policy will be reviewed by the headteacher and the Governing Body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data. At each review, the policy will be approved by the Local Governing Body.