



# Behaviour for Learning Policy

Approved by Governors on 9 May 2023

Review Committee: Curriculum & Standards

Review: Biannually or on change



## **Behaviour for Learning Policy**

### **Mission Statement**

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

**At Christ the King Catholic High School, student behaviour is a top priority. This Behaviour for Learning policy applies to all our students all of the time including online. As a school we expect the highest of standards of behaviour in and out of school as well as representing our school in a variety of settings.**

**Our mission statement is very clear “Love one another as I have loved you” (John,15). Our foundations are built on the fact:**

**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.**

**We believe that students at Christ the King Catholic High School thrive on praise. The acknowledgement of being recognised for doing something really positive. Whether that be in the form of school work or actions. Having a rewards system provides opportunities for all in our community to be recognised.**

**Irrespective of ability all our students are unique and created in the image of God and should benefit from our rewards process. As a school we run an annual Rewards Presentation evening and Governor Rewards lunch.**

## 1. Aims

The aim of this policy is to ensure that Governors, staff, parents and students all have a shared vision that behaviour is a top priority at Christ the King Catholic High School. As a faith 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, to uphold our reputation in the local community. Our aim is to create a nurturing and challenging environment to promote quality first teaching and the high standards of behaviour.

At Christ the King Catholic High School our Behaviour for Learning 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
- Underpins 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 and discipline in schools](#)
- [Guidance on behaviour and discipline for school leaders and staff](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)

It is also based on the [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
- [DfE guidance](#) explaining that maintained schools should publish their Behaviour Policy online

### 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
- 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

Bullying can include:

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

Details of our school's approach to preventing and addressing bullying are set out in our Anti-Bullying Policy.

## **5. Roles and responsibilities**

### **5.1 The Governing Body**

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

The Student Support Committee of the Governing Body will actively support the school in the implementation of this policy.

### **5.2 The Headteacher**

The Headteacher is responsible for reviewing this Behaviour for Learning Policy in conjunction with the Governing Body.

The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

### **5.3 Staff**

Staff are responsible for:

- Implementing the Behaviour for Learning Policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular students
- Recording behaviour incidents (see Staff Handbook for how to record behaviour incidents)

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

### **5.4 Parents/Carers**

Parents/Carers are expected to:

- Support their child in adhering to the student code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

## **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 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 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
- 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 List of Rewards and Sanctions**

Please see Appendix 1 for the school's procedures for Rewards and Sanctions

We may use the Internal Exclusion Unit in response to serious or persistent breaches of this policy.

Students who do not attend a given detention will be required to spend time in the Internal Exclusion Unit.

### **7.2 Off-site behaviour**

Sanctions may be applied where a student has misbehaved off-site when representing the school, such as on a school trip, on the school bus or on their way to or from school.

### **7.3 Malicious allegations**

Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will discipline the student in accordance with this policy.

Please refer to our Safeguarding Policy for more information on responding to allegations of abuse.

The Headteacher will also consider the pastoral needs of staff accused of misconduct.

## **8. Behaviour Management.**

### **8.1 Classroom Management**

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages students to be engaged
- Consistently follow Positive Discipline procedures (see Staff Handbook)
- Develop a positive relationship with students, which may include:
  - Greeting students in the morning/at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour
  - Highlighting and promoting good behaviour
  - Concluding the lesson positively and starting the next lesson afresh
  - Using seating plans effectively
  - Using positive reinforcement
  - Asking for support whenever necessary

### **8.2 Physical restraint**

In exceptional circumstances, staff may use reasonable force to restrain a student to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint 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

### **8.3 Confiscation**

Any prohibited items (listed in section 3) found in students' possession will be confiscated. These items will not be returned to students. Where appropriate confiscated items may be passed on to the police.

Mobile phones are not permitted to be used in school; if a student has a mobile phone in school it is their responsibility to ensure that it is switched off and out of sight at all times. Failure to comply with this will result in confiscation and parents/carers will be required to collect the phone from school.

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



## **8.4 Student support**

The school recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student.

The school's Special Educational Needs & Disabilities Co-ordinator (SENDCO) will 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 child. We will work with parents/carers to create the plan and review it on a regular basis.

## **8.5 Exclusions**

The Headteacher decides whether to exclude a student, for a period of time or permanently, in line with the school's Behaviour For Learning Policy. The Headteacher will consider all the circumstances, the evidence available and the need to balance the interests of the student against those of the whole school community.

Parents/Carers have the right to make representations to the Governing Body about an exclusion and the Governing Body must review the exclusion decision in certain circumstances, which include all permanent exclusions. Where a Governing Body upholds a permanent exclusion parents/carers have the right to appeal the decision to an independent review panel.

The school will follow the latest guidance from Lancashire County Council in relation to all exclusions.

## **9. Student Transition**

To ensure behaviour is continually monitored and the right support is in place, information related to student behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those students transferring to other schools.

## **10. Training**

Behaviour management will form part of continuing professional development at Christ the King Catholic High School.

## **11. Complaints**

For information about how to make a complaint in relation to this policy please see the Complaints Policy and Procedures.

## **12. Monitoring Arrangements**

This Behaviour for Learning Policy will be reviewed by the Headteacher and Governing Body every 2 years.

### **13. Links with other Policies and Documents**

This Behaviour Policy is linked to the following:

- Staff Handbook
- Safeguarding Policy
- Complaints Policy and Procedures
- SEND Code of Practice
- School Website
- Anti-bullying

Rewards	Sanctions
<p>Students to receive one <b>Engagement</b> merit each week for the following:</p> <ul style="list-style-type: none"> <li>➤ 100% attendance and punctuality to morning registration</li> <li>➤ Having no after school detentions</li> <li>➤ Having planner signed and having all equipment</li> </ul> <p>Each student is therefore able to achieve 3 <b>Engagement</b> merits per week. Students collect merits throughout the school year to access rewards.</p> <p><b>Academic</b> merits can be gained for effort and attainment in the Autumn and Summer Term assessments:</p> <ul style="list-style-type: none"> <li>➤ 10 merits for Effort Rank 1-10 in the Year group</li> <li>➤ 5 merits for Effort Rank 11-20 in the Year group</li> <li>➤ 10 merits for each subject above target</li> <li>➤ 5 merits for each subject at target</li> </ul> <p>Stage 1</p> <ul style="list-style-type: none"> <li>➤ CtK Bronze Star</li> <li>➤ 1 entry into CtK free End of Year Trip raffle</li> <li>➤ Headteacher letter home</li> </ul> <p>Stage 2</p> <ul style="list-style-type: none"> <li>➤ CtK Silver Star</li> <li>➤ 2 entries into CtK free End of Year Trip raffle</li> <li>➤ Headteacher letter home</li> </ul> <p>Stage 3</p> <ul style="list-style-type: none"> <li>➤ CtK Gold Star</li> <li>➤ 3 entries into CtK free End of Year Trip raffle</li> <li>➤ Headteacher letter home</li> </ul> <p>Students will be given opportunities to 'cash in' their merits for prizes from our Reward Store which can be viewed in Class Charts.</p> <p>The merit system above runs concurrently with the following strategies:</p> <ul style="list-style-type: none"> <li>➤ Departmental rewards</li> <li>➤ Praise post cards sent by Departments, Houses and Achievement Coordinators</li> <li>➤ Governors' Student Certificates</li> <li>➤ Termly Attendance and Punctuality raffles and competitions</li> <li>➤ Attendance Certificates</li> <li>➤ Prize Night rewards for achievement, progress and special awards</li> <li>➤ Sports Awards Evening</li> <li>➤ Talent Shows</li> <li>➤ Parental/Carer engagement</li> <li>➤ Targeted Intervention Programmes</li> <li>➤ Merit system rewarding positive behaviour for learning and contributions to school life following THE CTK WAY.</li> </ul>	<p>3 Referrals per term or 3 Homework Detentions per term</p> <ul style="list-style-type: none"> <li>➤ Meeting of student and Achievement Co-ordinator.</li> <li>➤ Headteacher letter home.</li> <li>➤ Traffic light report card system implemented for 3 referrals.</li> </ul> <p>6 Referrals per term or 6 Homework Detentions per term</p> <ul style="list-style-type: none"> <li>➤ Meeting of student, Achievement Co-ordinator and Assistant Headteacher.</li> <li>➤ Attend Compulsory Homework club on a weekly basis for 6 Homework Detentions.</li> </ul> <p>9 Referrals per term or 9 Homework Detentions per term</p> <ul style="list-style-type: none"> <li>➤ Meeting of student, Achievement Co-ordinator, Assistant Headteacher and Parents/Carers*.</li> <li>➤ Behaviour Contract targets agreed and signed.</li> </ul> <p>12 Referrals per term or 12 Homework Detentions per term</p> <ul style="list-style-type: none"> <li>➤ Meeting of Student and Parents/Carers with Headteacher and Assistant Headteacher/Achievement Coordinator*.</li> </ul> <p>*Assistant Headteacher letter to invite Parents/Carers to attend at 9 and 12 referrals.</p> <p>Further Referrals</p> <ul style="list-style-type: none"> <li>➤ Headteacher, Achievement Co-ordinator and Governors' Student Disciplinary Committee to decide on future sanctions. At this stage these will include fixed term/permanent exclusions or a Managed Transfer to another school</li> </ul> <p>All of the above to run concurrently with the following strategies:</p> <ul style="list-style-type: none"> <li>➤ Each referral will result in a 50 minute after school detention on the day of the referral</li> <li>➤ Homework detentions are issued by Departments, for the next day, for unacceptable or non-submission of homework</li> <li>➤ Traffic Light Report Card system – Achievement Co-ordinator letters sent home</li> <li>➤ Departmental Report Card if appropriate</li> <li>➤ Where a student has been referred 3 times per term by the same member of staff, Head of Department (HOD) to facilitate a reconciliation meeting. If the referring teacher is a Head of Department the meeting to be facilitated by member of SLT or Achievement Co-ordinator</li> <li>➤ Where a student has had 3 after school detentions for homework for the same subject, the HOD will meet with the student to ascertain the problem</li> <li>➤ Lates and Homework Detentions/Attendance Panels</li> <li>➤ Student Disciplinary Panels</li> <li>➤ School Chaplain involvement</li> <li>➤ External agency support</li> <li>➤ Parental/Carer engagement</li> </ul>