Behaviour Policy

St Christopher's Church of England High School

Policy writer:	Mr R O'Doherty	**Date:**	March 2026
Approved by:	The Governing Body		
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St Christopher's CE High School Mission Statement

St Christopher's is a Church of England Academy where pupils and staff work together, in the knowledge and love of God. We try to act out our faith in daily life, with Christ as our example.

Within our strong Christian, Anglican context, we seek to promote the spiritual, moral, cultural, intellectual and physical development of our pupils, growing together as a caring and supportive community whilst preparing them for the opportunities, responsibilities and experiences of their adult lives.

We aim to achieve our mission by providing an environment which

- recognises that each member of the school community is an individual with specific needs and strengths
- fosters mutual respect and concern for others
- values the contribution made by each member of the school community
- encourages and celebrates positive achievement
- actively supports those in need.

Please note that where reference is made to pupils, this also refers to students, unless otherwise stated. Students should also note the sub-section 'Sixth Form Specific Information' towards the end of the document.

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Behaviour Policy and Statement of Behaviour Principles

1. Aims

We seek to create a caring learning environment, where each person will become "….like a tree planted by streams of water, which yields it fruit in season and whose leaf does not wither - whatever they do prospers." This policy aims to:

- create a positive culture that promotes good behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe, and supportive environment.
- establish a whole-school approach to maintaining high standards of behaviour that reflect the virtues of the school.
- outline the expectations and consequences of negative behaviour, and the use of rewards to recognise positive behaviour.
- encourage a consistent approach to behaviour management to ensure fair treatment for all.
- define what we consider to be unacceptable behaviour, including bullying and discrimination.
- encourage a positive relationship with parents to develop a shared approach.

2. Sharing Principles and Expectations

At St Christopher's, our pupils are expected to:

- Attend school and be punctual.
- Follow 'The Golden Rule'.
- Be mindful of others by behaving in an orderly and self-controlled way.
- Be respectful to members of staff and each other.
- In class, make it possible for all pupils to learn.
- Be considerate of others by moving quietly around the school.
- Take pride in our school by treating the buildings and school property with respect.
- Always wear the correct uniform and have all the equipment needed for the day.
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online.

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

3. Roles and Responsibilities

3.1 The Governing Body

The Governing Body, (via the Wellbeing Committee) in consultation with the Senior Leadership Team, will monitor this policy's effectiveness and hold the headteacher to account for its implementation. It will ensure that the Behaviour Policy is clearly communicated to pupils and parents, is non-discriminatory, and that expectations are clear. Governors will support the school in maintaining high standards of behaviour.

3.2 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 negative behaviour.
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils.
- 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 pupils 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 pupils both sanctions and support when necessary.
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy.

3.3 Staff

Staff are responsible for:

- Creating a calm and safe environment for pupils.
- Establishing and maintaining clear boundaries of acceptable pupil behaviour.
- Implementing the behaviour policy consistently.
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils.
- Modelling expected behaviour and positive relationships.
- Providing a personalised approach to the specific behavioural needs of pupils.
- 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 pupils to meet the school's expectations.
- The Senior Leadership Team will support staff in responding to behaviour incidents.

3.4 Parents and Carers

Parents and carers, where possible, should:

- Reinforce the ethos of our Church school.
- 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.
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school.
- Encourage their child to participate fully in the life of the school.

3.5 Pupils

Pupils will be made aware of the following during their induction into the behaviour culture and throughout their time at St Christopher's:

- The expected standard of behaviour they should be displaying at school.
- That they have a duty to follow the behaviour policy.
- The school's key rules and routines.
- The recognition and rewards for meeting the behaviour standards, and the consequences they will face if they don't meet the standards.
- The pastoral support that is available to them to help them meet the behaviour standards.
- Pupils will be supported to meet the behaviour standards.
- Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.
- Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.
- Extra support and induction will be provided for pupils who are in-year admissions and/or join St Christopher's mid-phase.

The same standards of behaviour are expected when pupils travel to and from school and when they represent the school or take part in visits and trips. Pupils also have a responsibility to ensure that any incidents of disruption, violence, bullying or any form of harassment are reported.

These roles and responsibilities are clarified in our Home-School Agreement, signed by parents in the summer term prior to starting Year Seven.

4. Rewarding Good Behaviour

We do not underestimate the importance of reinforcing good behaviour and attitudes by recognising and rewarding those pupils who are "yielding fruit". We have a comprehensive system of rewards through which we aim to recognise the positive contributions made in many areas of school life. Pupils respond well to the system and value the rewards. Year worship, main worship, annual Awards Assemblies and Speech Night are all seen as opportunities to celebrate achievement.

4.1 Synergy Credits

We use School Synergy as an effective and supportive way to recognise pupils' good behaviours on a daily basis. The system enables both parents and pupils to monitor the credits awarded and understand the reasons behind them.

Staff award credits under three distinct categories—our school's key themes—which reflect the spirit of St. Christopher's:

- **Knowing what it is to be fully alive** (relationship with self)
- **Learning how to live well together** (relationship with others)
- **Securing wisdom and understanding** (relationship with learning)

Within each category, there is a wide range of opportunities to acknowledge and celebrate the many achievements and successes of our pupils, such as classwork, significant improvement, assisting in school events and extra-curricular attendance.

Pupils and parents can access their own Synergy account to view individual Credit totals and behaviour records. Pastoral staff gain a valuable overview of pupils' progress from Synergy and use this information when speaking to a child and/or to parents. Analysis of Synergy records and patterns are shared with Heads of Year, SLT and Governors throughout the year.

Some Heads of Departments and Heads of Year also send home postcards or certificates to recognise good achievement.

4.2 Speech Night

Year 10 pupils, former GCSE pupils and A-level students are awarded prizes for their achievements in KS3 BRAG progress assessments, external examinations, wider school life and for 100% attendance over 5 or 7 years. These prizes take the form of a book voucher and in some instances, a trophy. This is a formal evening event attended by the pupils, students and parents being celebrated, teaching staff and special guests.

4.3 Positions of Responsibility

Positions of responsibility help pupils and students to feel that they are valued and that they have a role to play in decision making and in the running of the school. We believe that this in turn, encourages high standards of behaviour.

Each form group elects pupils to represent and lead fellow pupils in various areas of school life:

- **Form Captain**
- **Worship Co-ordinator**
- **Eco Representative**
- **Charity Coordinator**
- **Games Captains**
- **School Council Representative**

A number of pupils and students take on senior roles in order to help staff with extra-curricular activities in key departments. Tutor group representatives are elected to serve on the Sixth Form council. There are also Subject Ambassador roles in the Sixth Form.

The most senior positions of responsibility in main school are:

- **Head Boy, Head Girl, Deputy Head Boy, Deputy Head Girl**
- **Senior Eco Captain, Senior Games Captain(s), Senior Charity Captain, Senior Music Captain and the Senior School Worship Co-ordinator(s).**

These same positions are replicated in the Sixth Form.

Appointments are decided by application letter, teacher and peer voting and a formal interview of shortlisted candidates. These senior pupils organise and chair School Council meetings, monitor the Prefects and act as ambassadors for the main school, forming an important link between pupils and staff.

5. C.L.U.E. System

5.1 C.L.U.E.

At St Christopher's we are extremely proud of our high standards of appearance and conduct. The CLUE system is long established in helping us to uphold our high expectation in the following areas:

- **C –** Culture
- **L –** Lates to lesson
- **U –** Uniform
- **E –** Equipment

Pupils are issued with a new CLUE Card each half term. This card must be carried with a pupil in their blazer pocket at all times and is considered an essential piece of 'equipment'.

Staff issue 'logs' on the CLUE Card of any pupil who is not following our culture, is late to lesson, has incorrect uniform or is missing required equipment.

Pupils with a 'clean' CLUE card in a half-term are entered into a prize draw at the end of full term.

Four or more logs on a CLUE Card, within one week, result in a CLUE Detention on Friday lunchtime.

Form teachers total up the logs on Friday morning, and a list of pupils is drawn up for the lunchtime detention held in the school hall and led by the Pastoral Team.

If a pupil fails to attend the lunchtime CLUE detention on Friday, they will be required to attend a CLUE Standards after-school detention on Tuesday (3:15-4pm).

If a pupil receives 3 or more Friday CLUE detentions in a half term this will result in a CLUE Standards after-school detention on Tuesday (3:15-4pm).

Where pupils receive more than 8 logs in a week:

- parents will be contacted to discuss requirements to improve CLUE standards going forwards; and
- the pupil will be required to attend the CLUE Standards after-school detention on Tuesday (3:15-4pm)

Missing CLUE cards are also monitored. If a pupil misplaces their CLUE card, they will be provided with a new one, with the following penalties applied:

- **Monday:** no penalty.
- **Tuesday:** one log issued.
- **Wednesday:** two logs issued.
- **Thursday:** three logs issued.
- **Friday:** Pupils who cannot present their CLUE card on a Friday morning will be placed into the CLUE lunchtime detention for that day.

If a pupil requires 3 new CLUE cards in a half-term, this will result in a CLUE Standards after-school detention on Tuesday (3:15-4pm)

Where pupils fail to respond positively to the CLUE system (for example, being required to attend repeated after school CLUE Standards detention, or incurring excessive logs on their card), parents will be required to attend a meeting to discuss the implementation of a CLUE Standards Agreement. Such agreement may take into consideration privilege of attendance at clubs, trips and Prom (where appropriate).

5.2 Lates to School

Registration is at 8.45am. Pupils arriving after 8.50am will receive a late mark and must report to Reception to sign in.

When a pupil has been late four times in one half term, the pupil will be required to attend the Friday CLUE detention (see above).

Heads of Year may issue punctuality monitoring cards to persistent late comers to encourage good punctuality.

5.3 Mobile Phones

In line with Department for Education guidance, pupils are not permitted to use their mobile phones during the school day, including during lessons, in the time between lessons, at breaktimes and at lunchtimes.

Where a pupil is found to be using a phone or other device on school premises, the device is confiscated and immediately delivered, named, to Reception staff who contact parents to collect the item. The same rules apply to smart watches, if used for any purpose beyond timekeeping (see the Mobile Phone Policy for further information).

6. Responding to Misbehaviour

Rewarding good behaviour, intervening promptly when problems occur and applying sanctions fairly when conduct is not acceptable will help to maintain our high standards. As staff, we work together to ensure that a consistent message is given to pupils.

6.1 Classroom Management

Teaching and support staff are responsible for setting the tone and culture for good behaviour for learning within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged.
- Display and refer to the 'Learning at St Christopher's' expectations in their classroom.
- Develop a positive relationship with pupils, which may include:
  - Greeting pupils in the morning/at the start of lessons.
  - Establishing clear routines.
  - Highlighting and promoting good behaviour and recognising it through the rewards system on Synergy.
  - Addressing examples of misbehaviour with reference to the 'Golden Rule'.
  - Concluding the lesson positively and starting the next lesson afresh.

All negative incidents and sanctions must be logged on pupils' Synergy 'Behaviour' records.

6.2 Offences

Incidents may take place in school, but the same standards of behaviour are expected, but not limited to, on the journey to and from school, at a place of work experience, on a school visit/trip, in free time where it impacts on the reputation of St. Christopher's school, when representing the school in any capacity or when placed in an alternative provision or managed move at another educational setting. Offences of a serious nature will be dealt with by the pupil's Heads of Year, working with a member of SLT. **An investigation will take place, and the appropriate action will be decided, then shared with parents and pupils.**

Misbehaviour is defined as, but not limited to:

- Breaking 'The Golden Rule'.
- Not wearing the correct uniform.
- Being late to lessons.

- Causing disruption in lessons, in corridors between lessons, and at break and lunchtimes.
- Not taking pride in our school by mistreating the buildings and school property or littering.
- Not completing classwork or homework.
- Having a poor attitude to learning.
- Being disrespectful or inappropriate towards others.
- Violation of any part of the C.L.U.E. system.
- Not using technology responsibly.

6.3 Serious Offences

A serious offence is defined as, but not limited to:

- Repeated breaches of the school rules (e.g. repeated disruptive behaviour).
- Failure to respond to the school's usual range of sanctions.
- Seriously disruptive behaviour.
- Open defiance.
- Dangerous or reckless behaviour.
- Truanting.
- Dealing drugs or alcohol.
- Actions which impact on the reputation of the school.
- Deliberate damage to or misuse of school property.
- Theft.
- Fighting.
- Physical assault.
- Smoking.
- Intoxication.
- Gambling.
- Racist, sexist, homophobic or discriminatory behaviour.
- Any form of bullying.

- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent.
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
    - Sexual comments.
    - Sexual jokes or taunting.
    - Physical behaviour such as interfering with clothes.
    - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or sharing of unwanted explicit content.

- Possession of any prohibited/banned items. These are:
    - Knives or weapons.
    - Alcohol.
    - Illegal drugs.
    - Stolen items.
    - Tobacco, cigarette papers and lighter/matches.
    - E-cigarettes or vapes, including vape liquid.

- Fireworks or any pyrotechnics.
- 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 pupil).

Records of serious offences are logged in Synergy and analyses of these are regularly shared with SLT, governors and Heads of Year, to evaluate patterns and effective practice.

7. Consequences of Misbehaving

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond to restore a calm and safe learning environment, and to prevent recurrence of poor behaviour.

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 pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques, with explicit reference to the school's ethos and culture, can be used to help prevent further behaviour issues arising.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and considered.

7.1 Sanctions

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

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand and reminder of the expectations of behaviour (a consequence of breaking the Golden Rule.
- Reposition in class (a consequence of breaking the Golden Rule).
- Removal to another classroom (a consequence of breaking the Golden Rule).
- Expecting work to be completed at home, or at break or lunchtime.
- Class teacher detention at break or lunchtime.*
- Department detention at lunchtime or after school.**
- School-based community service (primarily used to tidy a mess the pupil has created).
- Referring the pupil to a senior member of staff.
- Confiscation of mobile phone.
- Heads of Year detention at break or lunch.
- Letter or phone call home to parents/carers.
- Parent meeting.
- Withdraw access to a designated area or activity (such as the dining room or representing school in a sports fixture).
- Agreeing a behaviour contract.
- Putting a pupil 'on report' which may include a monitoring card.
- Immediate removal of a pupil from the classroom overseen by SLT through lesson support.
- Whole school after school detention.***
- Temporary removal from timetabled lessons.
- Internal exclusion.
- Suspension.

- Off-site direction for behavioural reasons to another mainstream school.
- Placement for behaviour intervention in a Pupil Referral Unit.
- Permanent exclusion, in the most serious of circumstances.

Personal circumstances of the pupil will be considered when choosing sanctions, and decisions will be made on a case-by-case basis, but the impact on perceived fairness taken into account.

* *Deliberate non-attendance will result in a department after school detention*

** *Deliberate non-attendance will result in a whole school after school detention*

*** *Whole school after school detentions require a minimum of 24 hours' notice to be given by the school to parents. Deliberate non-attendance will result in internal exclusion (first time) or suspension (each time from the second time).*

7.2 After School Detention

The Headteacher has authorised all Heads of Department to issue department after school detentions and all Heads of Year and SLT to issue main school after school detentions. Class teachers can only refer pupils to these detentions.

Pupils can be issued with detentions during break, lunchtime or after school during term time.

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

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

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

7.3 Removal from Classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time. Pupils who have been removed will continue to receive education under the supervision of a member of staff in a support (buddy) classroom. This education will be meaningful, but it may differ from the mainstream curriculum occurring in the timetabled lesson. Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted as laid out in 'The Golden Rule', unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

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

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher. Pupils 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 pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

The incident log will be entered into Synergy on the same day that a child is removed from the classroom so that parents can access this behaviour log.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as, but not limited to:

- Meetings with well-being staff.
- Use of teaching assistants.

- Psychometric assessment.
- Short-term behaviour report cards.
- Long-term behaviour contracts.
- Pupil support referral and use.
- Multi-agency assessment.
- Off-site direction to another mainstream school.

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

7.4 Suspension 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 and only as a last resort.

Please refer to our Exclusions Policy for more information.

7.5 Supporting pupils following a suspension

Following a suspension, the school will consider strategies to help the pupil to understand how to improve their behaviour and meet the expectations of the school.

This could include, but are not limited to, measures such as:

- Reintegration meetings.
- Daily contact with the pastoral lead.
- A report card with personalised behaviour goals.

7.6 Inducting incoming pupils

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

8. Misbehaviour

8.1 Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil 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 pupil of our school.

Sanctions may also be applied where a pupil 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 pupil.
- Could adversely affect the reputation of the school.

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

8.2 Online misbehaviour

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

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

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

8.3 Suspected criminal behaviour

If a pupil 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 or Deputy Headteacher for Pastoral and Behaviour 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 make a tandem report to children's social care, if appropriate.

8.4 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response and never ignored. Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

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 Child Protection and Safeguarding Policy for more information.

9. Confiscation of banned or inappropriate items

Where a pupil is suspected of bringing a prohibited item or substance to school, a search of pockets and bags may be required. A staff witness will be present in this instance. Any prohibited item or substance will be handed into the office and where appropriate, the item may be handed to the police. Otherwise, a senior teacher will decide if and when to return the item, or whether to dispose of it. Occasionally, random searches are carried out to ensure that school rules are followed.

Please refer to our Searching and Confiscation Policy for more information.

10. Working to Include

Alongside these procedures and sanctions, we have a range of strategies which we can employ with individual pupils and small groups of pupils in order to try to reform and improve their behaviour. All staff have an important part to play in identifying at an early stage any pupils who are at risk of possible exclusion. Staff should inform the Heads of Year of any pupil who gives cause for concern because of disaffection or poor attendance so that we can work with the pupil and parents to encourage more positive attitudes towards school.

Listed below are some of the strategies used with pupils to monitor and encourage improved behaviour, provide specific targets, promote self-esteem and support them in developing more positive attitudes. Parents will be kept informed and involved in these processes.

- Monitoring Card.
- Department Monitoring Card.
- Communication with parents.
- Meeting with parents.
- Pupil meetings with Form Teacher.
- Pupil meetings with Heads of Year.
- Intervention sessions with a member of the Well Being Team.
- Mentoring by a teacher.
- Intensive small group work on specific issues.
- Support from outside agencies.
- Referral to Education or Clinical Psychologist.
- Pastoral Support Programme.
- Referral to alternative provision (e.g. managed move, work placement, college).

11. SEND

11.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' 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 pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils 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 pupil being caused by the school's policies or practices (Equality Act 2010).
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014).

- If a pupil 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 mitigate against these occurring.

11.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will consider whether:

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

If the answer to any of these is 'yes', we may decide it would be inappropriate to impose the usual sanction for the behaviour to the pupil. The school will then assess whether it is appropriate to use a sanction in this case and if so, whether any reasonable adjustments need to be made to the sanction.

11.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil 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 pupil, 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.

11.4 Pupils with an education, health and care (EHC) plan

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 pupil with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

Sixth Form Specific Information

Students within the Sixth Form are considered young adults who should set a model of good behaviour for students in younger years. As such, they are considered to be able to make informed choices about their own conduct.

Other related Sixth Form documents: the Student Handbook, Sixth Form Dress Code, U6 Privileges, Sixth Form Attendance Policy, Sixth Form ICT Acceptable Use Policy.

1. Sixth Form behaviour expectations

Students are invited to make a contribution to determining the Sixth Form behaviour-management policy through representation to the Sixth Form Student Council.

The 'Sixth Form Student Contract' and 'Student Handbook' detail the behavioural expectations of each student attending the Sixth Form. These include:

- Treating both staff and fellow students with respect.
- Accepting responsibility for their own learning and demonstrating a willingness to work independently.
- Attending all lessons, tutor periods, assemblies and enrichment opportunities promptly and with a positive attitude.
- Endeavouring to work consistently within one grade of agreed target grades.
- Meeting all deadlines for work.
- Devoting sufficient time to private study (at least four to five hours per A-level subject per week), preparation for examinations and the completion of coursework assignments.
- Acting in a manner which upholds the reputation of the school and sets a good example to younger pupils.
- Complying with guidelines for the Sixth Form, including those relating to behaviour, academic endeavour, uniform and attendance
- Respecting the school environment and other people's property.
- With support from school, arranging suitable and appropriate work experience.
- Restricting the amount of paid employment during term time to no more than eight hours a week outside of the school day.
- Avoiding requesting holidays in term-time.

Students who have difficulty in meeting acceptable standards of academic performance may be subject to the conditions of academic behavioural monitoring, and be asked to sign and abide by a behaviour contract.

2. Sanctions and General Principles

2.1 No behaviour for learning action will be taken against students until the circumstances have been investigated. Ordinarily (especially for those students under the age of 18) parents will be informed of any incidents that have arisen.

2.2 Where appropriate, the Senior Management Team may temporarily exclude students in the first instance whilst an investigation is being undertaken.

2.3 At every stage students have the right to be advised of the reason for formal behavioural meetings, to hear the evidence and to state their own case.

2.4 If students fail, without good reason, to attend a behaviour for learning meeting which they have been instructed to attend, the meeting can take place and a decision made in their absence.

2.5 Students have the right to appeal against any penalty imposed from the final formal warning stage and against any decision to permanently exclude.

2.6 If at any stage of the behavioural procedures students receive a warning about unacceptable behaviour or unsatisfactory academic performance, guidance and support will be offered, as necessary, to help them to reach the required standards and their potential.

2.7 Special consideration will be given to SEND implications and for vulnerable students.

2.8 Behavioural warnings will normally remain on students' Sixth Form Synergy record for two years.

2.9 Parents will be informed and can be involved throughout the process.

3. Stages of the Behaviour for Learning Procedures

3.1 Normally the procedures will be followed in the order of the stages set out in Section 4 below. However, offences of a serious nature may be brought into the procedure at any stage if any earlier stage would not be sufficiently severe or appropriate to deal with it. E.g. there may be occasions when a certain behaviour is considered to be so serious as to justify a final formal warning or even a fixed or permanent exclusion.

3.2 Minor lapses from acceptable standards of behaviour or academic performance may be dealt with by the student's teacher or Personal Tutor giving informal cautions, guidance and/or monitoring.

3.3 If a student's behaviour falls short in the following areas further action may be required:

- Persistently late to class.
- Regularly leaving the premises without signing out/alerting staff.
- Deadlines are regularly missed or subject expectations are not upheld.
- Regularly failing to hand in work.
- Unauthorised absence from study support sessions (where applicable).
- Failure to inform the school in the event of an absence.
- Smoking (including e-cigs) anywhere in or around the building.
- Not demonstrating professional and mannerly behaviour in class and around the building.
- Persistent minor misbehaviours.
- Plagiarism or use of AI in assessments not agreed to by teaching staff.
- Rudeness to staff.
- Serious swearing causing harassment, alarm or distress.
- Persistently wearing the incorrect uniform.
- Deliberately missing a lesson (truanting).
- Persistent unexplained absences.

3.4 The following sanctions may be applied if a teacher feels a student is failing to modify behaviour:

- Referral to a Head of Year to be placed on monitoring card/progression with conditions monitoring.
- Placed in Study Support or a period 6 to support the student.
- Withdraw of a privilege as a sanction for poor behaviour/work, e.g. not being able to access late starts or early finishes.
- Staff may phone a parent to discuss any student's behaviour or quality of work, having first consulted the appropriate Head of Year.
- Where there is persistent poor behaviour, parents will be invited into the Sixth Form to meet with the Head of Year and/or Director of Sixth Form and relevant members of staff.

3.5 If the matter is more serious or if a student repeatedly ignores informal cautions/guidance or consistently fails to achieve the targets set by teachers, the following formal procedures will be used.

4. The Formal Warning Procedures

The behaviour for learning procedures are the direct responsibility of the Headteacher but the operation of the procedures is delegated to Head of Sixth Form or Heads of Year.

4.1 First Formal Warning

- If a student's behaviour or academic performance does not meet the required standards, a student may be given a first stage formal warning.
- Parents will be informed and invited to discuss the reasons for the first stage prior to its implementation.
- If the first stage is warranted, a written copy of the reasons for the warning, the targets set for improvement, any time limits will be given and a copy kept on the student's Synergy record for the duration of their time in the Sixth Form.

4.2 Second Formal Warning

- If a student who has received a first formal warning fails to meet the set targets or the school's standards in other aspects of behaviour or academic performance, they will normally be given a second stage formal warning.
- A second formal warning may also be given if a student commits a serious behavioural offence which warrants more than a first stage formal warning.
- A written copy of the reasons for the warning, the targets set for improvement and any time limits will be given to the student and a copy kept on Synergy records.

4.3 Final Formal Warning

A final stage formal warning will normally be given to a student by the Director of Sixth Form in the presence of the appropriate Head of Year if:

- A student fails to meet the targets or comply with the conditions set by a second formal warning.
- Despite having been given a second formal warning as a result of unacceptable behaviour or unsatisfactory academic performance, a student commits a further behavioural offence or academic performance continues to be unsatisfactory despite targeted support and help.
- A student commits a serious behavioural offence which warrants more than a first or second stage formal warning; examples of such offences include:
    - Cases of bullying or harassment.
    - Fighting or violent behaviour.
    - Verbal abuse towards another student or member of staff.
    - Persistent refusal to comply with a reasonable request by a member of staff.
    - Wilful damage to property or theft thereof.
    - Plagiarism or inappropriate use of AI on more than one occasion.
    - Being under the influence of alcohol, legal highs or drugs, or dealing in the same.
    - Sexist, racist, homophobic/transphobic abuse, harassment or other discriminatory action.
    - Significant misuse of the school's internet.
    - A student making a malicious accusation against a staff member.
    - Conduct which could threaten the health and safety of others.
- **A final stage formal warning** will give details of the reason for the warning, the improvement required and the time limits within which such improvements must be made.
- A student will be advised that failure to comply with the terms of the final warning will normally result in exclusion, either fixed-term or permanent.
- A written copy of the reasons for the warning, the targets set for improvement and any time limits will be given and a copy kept on Synergy or CPOMS records.
- A student will be advised that this is the final stage of the formal behavioural procedure and that there is the right to appeal in accordance with the **Appeals Procedure** (given overleaf).

5. Suspension and Permanent Exclusion

The Sixth Form can use suspension and permanent exclusion in response to serious incidents to persistent poor behaviour which has not improved following several sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please refer to our Exclusion Policy for more information. A student may be excluded, if an offence is committed which is regarded as so serious that there are grounds for a fixed-term exclusion and may lead to permanent exclusion. These offences include but are not limited to:

- Violent, dangerous or intimidating conduct.
- Violation of the school rules and procedures regarding health and safety.
- Sexual, racial or other harassment of another student or member of staff.
- Abusive behaviour towards another student or member of staff.
- Theft or unauthorised possession of any property or facilities belonging to a student, the school, or any employee of the school.
- Wilful damage to school property or to the property of another member of the school community.
- Persistent refusal to comply with reasonable instructions of a member of staff.
- Use of or dealing in drugs.
- Incapability as a result of being intoxicated by alcohol.
- Carrying an offensive weapon.
- Actions which undermine the reputation of St Christopher's CE High School, Sixth Form.

1. Exclusions will be ordinarily undertaken by the Headteacher.
2. An excluded student will ordinarily be required to leave the school's premises immediately, as far as is practically possible, keeping safeguarding in mind. The Sixth Form will give a student the opportunity to arrange transport home or, where this is not possible until the end of the school day, will arrange a place of isolation until the end of the day.
3. An excluded student will be advised that any attempt to enter the school during this period will be regarded as a serious breach of school policy.
4. A written copy of the reasons for the exclusion will be given to a student and a copy kept on Synergy records. A copy will be sent to the parents of a student together with a copy of the Whole School Behaviour Policy.
5. When a suspension is imposed the student and parent will be asked to attend a re-admittance meeting on the Student's return. The student will be offered the pastoral and academic support necessary to complete their studies successfully.

6. The Appeals Procedure

A student has the right to appeal against a Final Stage Warning or against a decision to expel and will be informed of this right.

7. Appeals against Final Stage Warnings

- A student may appeal against a final stage warning, in writing to the Director of Sixth Form or Headteacher within five working days of the notification of the warning.
- An appeal hearing will normally be held within five working days of receipt of a request. The appeal will normally be heard by the Headteacher.
- A student has the right to be accompanied to the appeal hearing by a parent.
- A student will be informed in writing of the outcome of the appeal within five working days of the appeal hearing.

8. Smoking

St Christopher's Sixth Form is a non-smoking institution. A student must not smoke anywhere on or near the Sixth Form or school premises. We do not encourage our students to smoke. However, if a student needs to, this must be away from the vicinity of the school building, away from the front of other people's houses, or local schools and should not be seen by school pupils or staff. E-Cigarettes or vapes are not allowed to be used anywhere on the school premises.

Headteacher's Discretion

No behaviour policy can cover all eventualities. The headteacher reserves the right to use discretion to help our pupils to make better choices and to learn the right lessons.

Legislation, statutory requirements and guidance

This policy is based on legislation and 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
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice
- Sharing nudes and semi-nudes: advice for education settings working with children and young people

In addition, this policy is based on:

- 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
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy
- This policy complies with our funding agreement and articles of association.

Links with other policies

This behaviour policy is linked to the following policies:

- Suspensions and exclusions policy
- Child protection and safeguarding policy
- Mobile phone policy
- Searching and confiscation policy
- Anti-bullying policy
- Equalities policy
- Attendance policy

Policy Monitoring and Evaluation

This behaviour policy will be reviewed by the Headteacher and Full Governing Body at least annually. At each review, the policy will be presented by the Deputy Headteacher. A decision will be taken to approve the updated policy and it will be placed on the website.

That person is like a tree planted by streams of water, which yields its fruit in season and whose leaf does not wither- whatever they do prospers.

Psalm 1:3

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