



Behaviour Policy (Whole School)

St Christopher's Church of England High School

Policy writer:	Mr R O'Doherty	Date:	June 2024
-----------------------	----------------	--------------	-----------

Approved by:	The Governing Body
---------------------	--------------------

Next review due by:	June 2025
----------------------------	-----------

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 Additional Sixth Form Behaviour Guidance on the final page.

Information relevant only to **Main School is marked in Blue** and for **Sixth Form, in green.**

Behaviour Management Policy Statement	4
1. Statement of principles	
2. Context	
3. School expectations	
Roles and Responsibilities	5
Rewarding Positive Contributions	6
Day to day rewards	
Awards Assemblies (Summer Term)	
Speech Night (January)	
Social events	
Positions of Responsibility	8
Dealing with Problems	9
Diffusing a situation	
CUE Card	9
Minor Offences	10
Late to lesson	
Late to school Detention	
Confiscation of Mobile Phone	
Break and Lunch Isolation	
School Detention	
Monitoring Card (RAG and Department)	
Internal Exclusion (isolation from lessons in the Green Room)	
Serious Offences	11
Confiscation of banned or inappropriate items	
Procedures for handling allegations of child-on-child abuse	
PREVENT Strategy	
Smoothwall	
Suspension and Permanent Exclusion	
Working to Include	13
Serious Incident Flowchart	14
Sixth Form Specific Information	15
Policy Monitoring and Evaluation	19

Behaviour Management Policy Statement

1. Statement of principles

We believe that in order to enable effective teaching and learning to take place, good behaviour in all aspects of school life is necessary. We seek to create a caring learning environment, where each person will become "...like a tree planted by streams of water, which yields its fruit in season and whose leaf does not wither - whatever they do prospers." by:

- promoting and teaching good behaviour and discipline
- promoting self-esteem, self-discipline, proper regard for authority and positive relationships, based on mutual respect (regardless of faith, culture or lifestyle)
- ensuring fair treatment for all
- encouraging consistency of response to both positive and negative behaviour
- promoting early intervention
- providing a safe environment free from disruption, violence, bullying and any form of harassment
- encouraging a positive relationship with parents to develop a shared approach.

2. Context

Other related documents:

Whole School Safeguarding, Anti-bullying, Drugs, Health and Safety, Equality and Attendance policies, Mobile Phone Protocol, Making Every Lesson Count.

3. School expectations

Behaviour expectations are clarified to pupils through assemblies and lessons, being reinforced with these bespoke behaviour documents:

- Learning at St Christopher's,
- Behaviour for Learning at St Christopher's
- St Christopher's school rules.

These are displayed around school, are in the Pupil Handbook and are available for parents in the New Year 7 Parent Guide and on the website.

Learning at St Christopher's
 "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

BE READY
 Arrive at lessons on time, fully prepared to learn. Bring the required books and equipment with you. Manage your time, enjoy life, eat well and sleep well.

BE RESPECTFUL
 Listen to your teacher and to the views of others in your class. Encourage, support, be kind and help your classmates. Welcome visitors and look after school property.

BE RESILIENT
 Accept feedback and act on advice. Do not be afraid to fail, as you strive to succeed. Remember that hard work will always eventually result in progress.

BE REFLECTIVE
 Seek advice from your teacher and your peers. Know your strengths and what you need to do in order to improve. Consider the ways in which your subjects relate to one another.

Ad Gloriam Dei - To the Glory of God

Behaviour for Learning at St Christopher's
 "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

	OUTSTANDING Exceeding in all aspects	GOOD Meeting expectations	AREAS FOR IMPROVEMENT Some aspects need attention	CAUSE FOR CONCERN Serious concerns
BE READY	Always on time, fully prepared to learn. Bring the required books and equipment with you.	On time, fully prepared to learn. Bring the required books and equipment with you.	Occasionally late, not fully prepared to learn. Missing some books and equipment.	Late, not prepared to learn. Missing books and equipment.
BE RESPECTFUL	Always listens to the teacher and others. Encourages and supports classmates.	Listens to the teacher and others. Encourages and supports classmates.	Occasionally interrupts or talks over others. Does not always listen to the teacher.	Disruptive, disrespectful, or disrespectful to others.
BE RESILIENT	Always accepts feedback and acts on it. Strives to succeed.	Accepts feedback and acts on it. Strives to succeed.	Occasionally does not accept feedback or does not act on it.	Does not accept feedback or does not act on it.
BE REFLECTIVE	Always seeks advice from teachers and peers. Knows strengths and areas for improvement.	Seeks advice from teachers and peers. Knows strengths and areas for improvement.	Occasionally does not seek advice or does not act on it.	Does not seek advice or does not act on it.

Rewards and Sanctions
 Your teacher may use any of these rewards or sanctions, as appropriate and will log these in your Learning Record.

	OUTSTANDING Exceeding in all aspects	GOOD Meeting expectations	AREAS FOR IMPROVEMENT Some aspects need attention	CAUSE FOR CONCERN Serious concerns
BE READY	Always on time, fully prepared to learn. Bring the required books and equipment with you.	On time, fully prepared to learn. Bring the required books and equipment with you.	Occasionally late, not fully prepared to learn. Missing some books and equipment.	Late, not prepared to learn. Missing books and equipment.
BE RESPECTFUL	Always listens to the teacher and others. Encourages and supports classmates.	Listens to the teacher and others. Encourages and supports classmates.	Occasionally interrupts or talks over others. Does not always listen to the teacher.	Disruptive, disrespectful, or disrespectful to others.
BE RESILIENT	Always accepts feedback and acts on it. Strives to succeed.	Accepts feedback and acts on it. Strives to succeed.	Occasionally does not accept feedback or does not act on it.	Does not accept feedback or does not act on it.
BE REFLECTIVE	Always seeks advice from teachers and peers. Knows strengths and areas for improvement.	Seeks advice from teachers and peers. Knows strengths and areas for improvement.	Occasionally does not seek advice or does not act on it.	Does not seek advice or does not act on it.

St Christopher's School Rules
 "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

BE RESPECTFUL **BE REFLECTIVE**
BE RESILIENT **BE READY**

- Wear correct uniform, bring all you need for the day and carry your £100 cash.
- Be prompt to school and lessons.
- Be polite and attentive to all.
- Keep to the one way system around school.
- Before 8.45am, use the Dining Room, Plains or Library.
- Remain in school unless you have a letter of permission to leave.
- Use technology responsibly.
- Switch your phone off and store it safely in your bag.
- Use smart reactions for time keeping only.
- Use maximum size 2 footballs on the pitch.
- Do not smoke, trade or gamble.
- Do not bring these banned items:
 - cigarettes, e-cigs, lighters or matches
 - energy drinks
 - chewing gum
 - electronic devices e.g. gaming machines
 - large sums of money
 - pornographic or other inappropriate images
 - fireworks
 - alcohol or illegal drugs
 - stolen items
 - knives or other dangerous items.

These rules apply to the school day, the journey to and from school, clubs and trips.

Thank you for helping to keep St. Christopher's safe and happy!
 Please see the Main School Behaviour Policy on the website for further details.

Roles and Responsibilities

The Governing Body, (via the Well Being committee) in consultation with the SMT, staff and parents, will support this policy and keep it under review. It will ensure that it 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.

The Senior Management Team will be responsible for the implementation and day-to-day management of the policy and procedures. Supporting staff faced with challenging behaviour is also an important responsibility of the Headteacher and Senior Management Team.

Staff, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed and have a key role in advising the SMT on its effectiveness. Mutual support amongst all staff in the implementation of the policy is essential. Staff also have responsibility, with the support of the SMT, for creating a high-quality learning environment, teaching good behaviour and implementing the policy and procedures consistently. Teaching staff must routinely record behaviour issues on Synergy and follow the guidance of these key behaviour documents:

- Learning at St Christopher's
- Behaviour for Learning at St Christopher's
- St Christopher's school rules.

The Governing Body, Headteacher and Staff will ensure there is no differential application of the policy and procedures on any grounds. They will also ensure that the concerns of pupils are listened to and appropriately addressed.

Parents will take responsibility for the behaviour of their child both inside and outside the school. They will be encouraged to work in partnership with the school to assist the school in maintaining high standards of behaviour and will have the opportunity to raise with the school any issues arising from the operation of the policy.

Pupils will be made fully aware of St. Christopher's behaviour expectations and will be required to take responsibility for their own behaviour, following the principles outlined in this policy and adhering to our Mobile Phone Protocol, Anti-Bullying, Drugs and Equality policies, alongside the behaviour documents:

- Learning at St Christopher's
- Behaviour for Learning at St Christopher's
- St Christopher's school rules.

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.

Rewarding Positive Contributions

We do not underestimate the importance of reinforcing good behaviour and attitudes by recognising and rewarding those pupils who are “yielding fruit”. At St. Christopher’s, 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 assemblies, main assemblies, four annual Awards Assemblies and Speech Night are all seen as opportunities to celebrate achievement.

Day to day rewards

1. Synergy Credits

Staff award **Credits** for a pleasing attitude to work, each other and contribution to school life.

KS3 Pupils may receive **1 Credit** (Good) or **2 Credits** (Excellent).

KS4 & 5 Pupils may also receive a **Senior Credit** (worth 5 Credits) awarded for a significant piece of good quality work. The achievement of receiving four Senior Credits is marked with a certificate for Progress Files.

Bronze, Silver and Gold achievement Credit badges can be earned through the year, each being traded in for the next level.

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, SMT and Governors throughout the year.

Some departments also send home postcards or certificates to recognise good achievement.

2. Certificates of Active Citizenship/Pupils of the Month

Throughout the year, staff are invited to nominate pupils (to Mrs Parkinson) who have given special service to the school or the wider community. A certificate is presented in year assembly and Pupils of the Month have their photographs displayed in the Entrance Hall.

3. BRAG Awards (Blue, Red, Amber, Green)

Through the year pupils and students are awarded certificates in categories highlighted in the BRAG progress reports, such as:

- Academic achievement
- Effort
- Behaviour
- Progress

4. Certificate of Excellence (Form Inspection)

Years 8 -10 pupils have all their exercise books checked annually at form inspection. A Certificate of Excellence is presented to those pupils seen to be producing a consistently excellent standard of work in all subject areas. This is presented by senior staff in form assembly feedback session shortly after the inspection.

Awards Assemblies (Summer Term for Years 7, 8, 9 and 10)

1. Attendance certificates, attendance badges, attendance prizes, attendance trophy.

Gold certificates and attendance badges are awarded to pupils who have 100% attendance over the school year. A framed certificate is awarded to the form with the highest attendance within each Year Group.

2. Credit awards

Credit badges and certificates are presented to those with the highest Credit totals. A framed certificate is presented to the form with the most Credits in their Year Group.

3. BRAG awards

The highest achievers in BRAG progress assessments over the year also receive a special achievement certificate.

4. Subject Prizes

A certificate is awarded to two pupils in each set, for each subject. Subject teachers nominate their choice of the 'Most Improved' and 'Highest Attaining' pupils in their classes.

5. Rolls of honour

Those pupils with clear CUE cards and those with only positive Synergy behaviour records are celebrated.

6. School colours

School colours badges are awarded to Year ten pupils in recognition of regularly representing St. Christopher's in sport and music activities.

Speech Night (January)

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.

Social events

Pupils are also invited to attend various social events, often as part of an incentive programme including:

- Team building days
- Theme Park trips
- Formal social celebrations
- Activity days.

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
- 2 Games Captains (Sports Council representative)
- School Council Representative (elected formally in October)

A number of pupils and students take on senior roles in order to help staff with extra-curricular activities in key departments:

- Whole school Games, Music, Eco and Charity Captains and a Senior Librarian.

We appoint a large number of Year Ten/Eleven pupils to help us in these important roles:

- Supervising Prefects (monitor school during lunch break)
- Mentors (guide and support Year Seven pupils)
- Travel Prefects (monitor behaviour on all school buses).

Sixth Form Subject Ambassadors fulfil an inspirational role, support the learning and marketing of their A-level subjects, day-to-day, in workshops and at Open Evening/Taster day events.

The most senior positions of responsibility in main school are:

- Head Boy, Head Girl, Deputy Head Boys, Deputy Head Girls and the School Worship Co-ordinators.

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 Supervising Prefects and act as ambassadors for the main school, forming an important link between pupils and staff.

Dealing with Problems

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 try to ensure that a consistent message is given to pupils.

Staff and pupils should be familiar with these documents:

- Learning at St Christopher's
- Behaviour for Learning at St Christopher's
- St Christopher's School Rules
- Making Every Lesson Count
- Mobile Phone Protocol
- Anti-Bullying Policy
- Equality Policy
- Drugs Policy

which are all available on the website. If a pupil fails to follow the expectations stated in these, sanctions may be applied. 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.

Non-teaching staff should report to their line manager any incidents of unacceptable behaviour so that an appropriate sanction can be applied.

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

Diffusing a situation

Points for staff to consider (sourced from teaching staff INSET 2020)

1. **Is my response appropriate and effective?**
2. **How can I influence or improve the situation?**
3. **What can I learn from this and do differently next time?**
4. **What positives can I find in this situation?**

CUE Card

Pupils are issued with a fresh CUE Card each half term. Staff sign the CUE Card of any pupil whose is

- Chewing,
- has incorrect Uniform,
- or is missing required Equipment.

Four or more logs on a CUE Card, within one week, result in a CUE 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.

Minor Offences

Late to lesson

Pupils who have been late to lessons on four or more occasions within one week (shown by the weekly analysis of Synergy registers) attend detention alongside the CUE Detention on Friday lunchtime.

Late to school Detention

Pupils who have been late on four or more occasions within a half term attend Late Detention, in the school hall on Thursday lunchtime. (For further attendance interventions, see the Whole School Attendance Policy.)

Confiscation of Mobile Phone

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 Pupil 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 Protocol).

Break and Lunch Isolation

A pupil may have free time withdrawn for up to a week, as a consequence of e.g. an inappropriate haircut, repeated make-up issues or persistent low-level behaviour concerns. This takes the form of a break or lunch detention, usually in the school Hall.

School Detention

School detention is held for ninety minutes, after school on Thursday. We use this sanction when a pupil has seriously or repeatedly misbehaved, has repeatedly failed to complete homework or has repeatedly been late for school. To place a pupil in school detention, liaise with your HOD before logging this as a Behaviour Outcome on Synergy, from which an email alerting parents will be automatically generated.

Monitoring Card (RAG and Department)

Pupils' behaviour and progress may be monitored using a Monitoring Card for a period of 1- 3 weeks. Parents are informed and the reason and consequent outcomes are recorded on Synergy. RAG cards are colour coded according to levels of behavioural concern and appropriate staff intervention:

Red = Heads of Year/SMT

Amber = Heads of Year

Green = Form teacher/Head of Year.

Internal Exclusion (isolation from lessons in the Green Room)

This sanction is used for pupils who have been seriously or repeatedly disruptive in class, causing a problem for staff in several areas; for a single serious issue; or whilst incident investigations take place. **It may be imposed by Heads of Year or SMT only.** Parents are informed by telephone the same day and the sanction is recorded on Synergy. Isolated pupils will work with the Inclusion Mentor, Mrs Mulhall, to help them reflect on their behaviour and find ways to move forward.

Serious 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 SMT. **An investigation will take place and the appropriate action will be decided, then shared with parents and pupils.**

These offences include but are not limited to:

- Failure to respond to the school's usual range of sanctions
- Truancing
- Deliberate damage to or misuse of school property
- Open defiance
- Dangerous or reckless behaviour
- Physical assault
- Seriously disruptive behaviour
- Bullying
- Theft
- Gambling
- Possession or use of banned items
- Intoxication
- Insolence towards a member of staff
- Sexist, racist, homophobic/transphobic abuse or harassment
- Sending/coercion re. sexualised images
- Dealing drugs or alcohol
- Actions which impact on the reputation of St Christopher's CE High School.

Records of serious offences are placed on the school's Synergy system and analyses of these are regularly shared with SMT, governors and Heads of Year, to evaluate patterns and effective practice.

Confiscation of banned or inappropriate items

Where a pupil or a student 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 being followed.

Procedures for managing allegations of child-on-child abuse

St Christopher's will consider:

- the wishes of the victim in terms of how they want to proceed
- the nature of the alleged incident
- the ages of the children involved
- the development stages of the children involved
- any power imbalance between the children
- is the incident a one-off or a sustained pattern of abuse
- are there ongoing risks to the victim, other children, school or college staff
- contextual safeguarding issues.

Following a report of sexual violence, the designated safeguarding lead (or deputy) will make an immediate risk and needs assessment, considering:

- the victim
- the alleged perpetrator
- all other children (and if appropriate adult students and staff)
- Risk assessments will be recorded and kept under review as a minimum termly
- Refer to Guidance in Keeping Children Safe in Education Sept 2022, Part 5.

PREVENT Strategy

Racist or extremist behaviour will not be tolerated at St. Christopher's, in line with the Mission Statement, Statement of principles, Equality and Anti-bullying policies. Any such incidents must be challenged, reported to the Heads of Year or SMT for appropriate further action and recorded on Synergy. Racist/extremist incidents are shared with the Governing Body, SMT and Heads of Year regularly through the year. Any incidents which may suggest that a young person is at risk of radicalisation will be dealt with through the Safeguarding Policy.

Smoothwall

Smoothwall is the package used to inform us of inappropriate internet use in school. IT staff forward alerts to the DSLs to follow up and take suitable action, which may result in withdrawal of internet use for a period of time.

Suspension and Permanent Exclusion

Good discipline in schools is essential to ensure that pupils can benefit from the opportunities provided by education. The use of suspensions and permanent exclusions can contribute to this process.

The decision to suspend a child lies with the Headteacher and must be on disciplinary grounds. A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or be permanently excluded.

Permanent exclusions will only ever be used as a last resort, in response to a serious breach or persistent breaches of the school's behaviour policy (see above under 'Serious Offences'); and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

The decision to permanently exclude a pupil will be lawful, reasonable and fair.

When the decision is made to apply a suspension or permanent exclusion, this will be done after a full review of the pupil's record, following consultation between SMT and following LCC and statutory DfE guidelines. Staff will ensure that the Headteacher's PA is fully informed for administrative purposes and that the offence and outcome are recorded on Synergy.

When a suspension is imposed, the pupil and parent will be asked to attend a re-admission meeting on the pupil's return. This will be led by a member of SMT and the Heads of Years. The pupil will be placed on a Pastoral Support Programme and the targets agreed for this will be reviewed on a regular basis (usually half-termly). Mr O'Doherty, Senior Assistant Headteacher, stores and manages PSPs. Pupils will be offered mentoring support and will use a Monitoring card for a set period of time.

Records of all (internal exclusions and suspensions are shared with governors and SMT at regular points through the year.

Working to Include

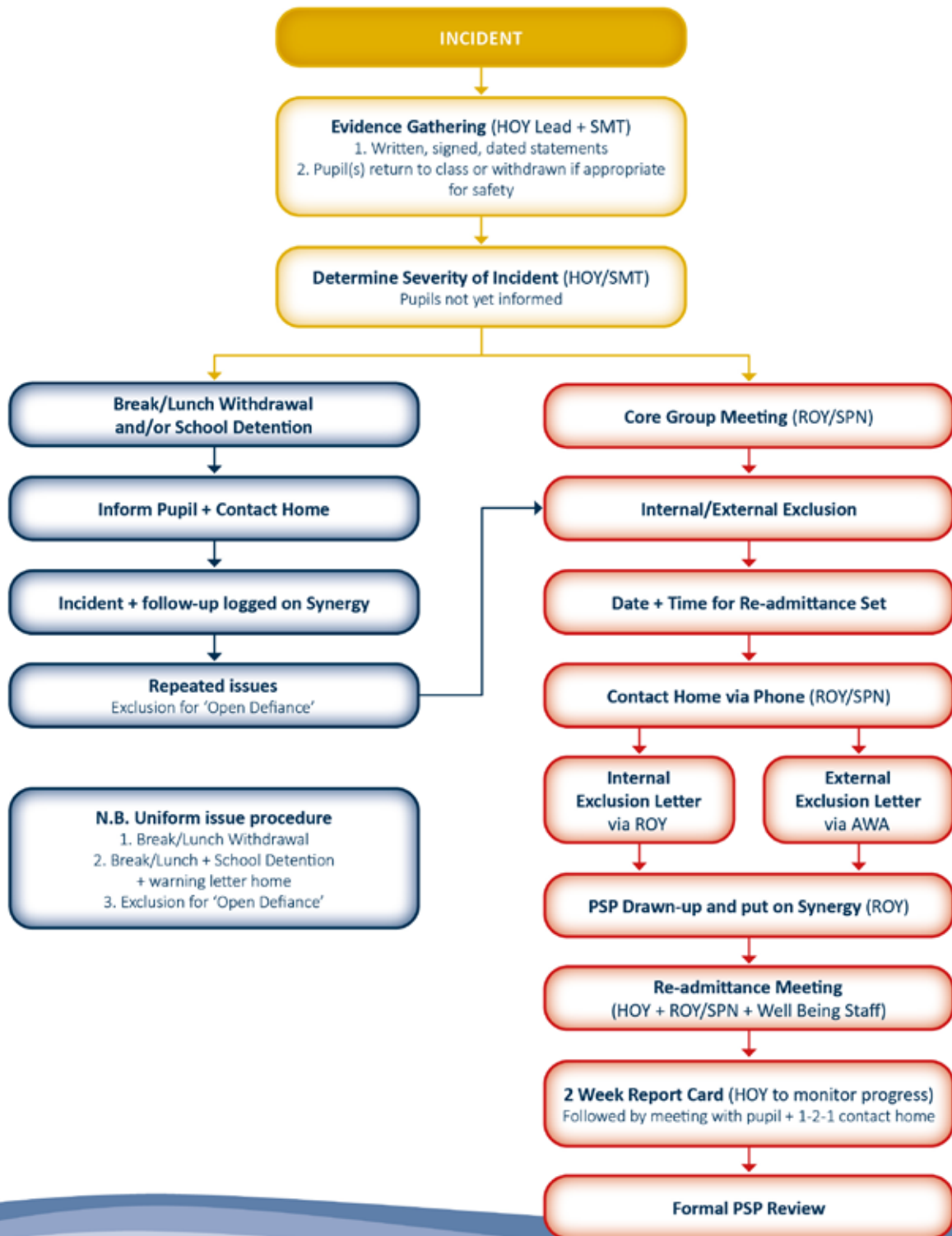
Alongside these procedures and sanctions, we have a range of strategies which we can employ with individual pupils and small groups of pupils in order to try to reform and improve their behaviour. All staff have an important part to play in identifying at an early stage any pupils who are at risk of 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.

- RAG Monitoring Card (teachers to fill in)
- Department Monitoring Card
- Communication with parents (with HOY authorisation)
- Meeting with parents
- Regular pupil meetings with Form Teacher
- Regular pupil meetings with Heads of Year
- One-to-one behaviour sessions with the Well Being Team
- One-to-one intervention sessions with the Well Being Team
- One-to-one sessions with a member of the Well Being Team
- Mentoring by a member of the teaching staff
- Intensive small group work on specific issues (e.g. social skills)
- One-to-one help from outside agency worker (e.g. a behaviour specialist)
- Referral to Education or Clinical Psychologist
- Pastoral Support Programme
- Links with college
- Referral to alternative provision (e.g. managed move, work placement, PRU)



Serious Incident Flow Chart



“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

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.

1. Sixth Form behaviour expectations

Students are invited to make a contribution to determining 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 at all times within one grade of agreed target grades
- Meeting all deadlines for work
- Devoting sufficient time to private study (at least six 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 seven hours a week outside of the school day
- Avoiding requesting holidays and appointments in term-time.

Students who have difficulty in meeting acceptable standards of academic performance may be subject to the conditions of academic behavioural monitoring, outlined in a separate form, 'Progressing with Conditions Form'.

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.
- 2.7 Special consideration will be given to SEND implications.

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 Supervised Study sessions.
- 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 misbehaviour.
- Plagiarism.
- 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 Supervised Study on a Friday afternoon at the end of the Sixth Form day.
- Withdraw of a privilege as a sanction for poor behaviour/work, e.g. not being able to access late starts or early finishes in Year 13.
- 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 Head 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**

- i. If a student's behaviour or academic performance does not meet the required standards, a student may be given a first stage formal warning.
- ii. Parents will be informed and invited to discuss the reasons for the first stage prior to its implementation.

- iii. 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 Sixth Form learning.

4.2 Second Formal Warning

- i. If a student who have received a first formal warning fails to meet the set targets or the school's standards in other aspects of behaviour or academic performance, a student will normally be given a second stage formal warning.
- ii. 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.
- iii. 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

- i. A final stage formal warning will normally be given to a student by the Head 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.
 - 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 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.
- ii. 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.
- iii. 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.
- iv. 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 records.
- v. 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 below).

5. Exclusion Procedure

- i. 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
- ii. Exclusions will be ordinarily undertaken by the Headteacher or Head of Sixth Form.
 - iii. 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.
 - iv. 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.
 - v. 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.
 - vi. A Behaviour for Learning meeting will ordinarily be arranged within five working days of the suspension. A student will be informed of the date, time and place of the meeting and of the case. If a student requests extra time to prepare a case, the hearing may be put back for a period not longer than three working days.
 - vii. At a behavioural hearing following exclusion, a student may be accompanied by a parent.
 - viii. A student will normally be informed in writing of the outcome of the meeting within five working days.
 - ix. A student has the right of appeal under the Appeals Procedure against the outcome of a behaviour for learning meeting following an exclusion.

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

- i. A student may appeal against a final stage warning, in writing to the Headteacher within five working days of the notification of the warning.
- ii. 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.
- iii. A student has the right to be accompanied to the appeal hearing by a parent.
- iv. A student will be informed in writing of the outcome of the appeal within five working days of the appeal hearing.

8. Appeals against Permanent Exclusion

- i. Where a student wishes to appeal against a decision to permanently exclude, this must be in writing to the Governors' Disciplinary Panel within five working days of notification of exclusion.
- ii. An appeal hearing will normally be held within ten working days of receipt of the request. A student will be informed in writing of the date, time and place of the appeal hearing and for the reasons for the exclusion. A copy of this Whole School Behaviour Policy will be provided. An appeal against exclusion will normally be heard by the Disciplinary Panel.
- iii. At an appeal hearing, the Head of Sixth Form or Head of Year will explain the reason for the exclusion first.

A student will have the opportunity to present a case and any supporting evidence and to challenge the reasons for the exclusion.

- iv. A student will normally be informed in writing of the outcome of the appeal hearing within five working days.
- v. Should an appeal be unsuccessful, the Governor's disciplinary body should be referred to in writing.
- vi. A student may be excluded for up to 28 working days during which time the governors will endeavour to finish the appeal process.

9. 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. A student may only leave the building during lunch breaks or during free periods in Year 13. **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.**

Policy Monitoring and Evaluation

The Senior Management Team, Pastoral Team, teaching staff, and the Governors' Wellbeing Committee have been consulted in the writing of this policy. Reference has been made to LCC guidance, the Church of England documents on challenging homophobic bullying, "Valuing all God's Children" and PREVENT strategy information.

Please also see the Reasonable Force and Complaints policies on the school 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



St Christopher's CE High School

Queens Road West, Accrington, Lancashire, BB5 4AY

 **01254 232 992**

 **www.st-christophers.org**

