



St. Cuthbert's
Roman Catholic High School

WHOLE SCHOOL POLICY & PROCEDURES

BEHAVIOUR POLICY - SUMMER 2026

Mission Statement

*'The Lord God requires of us that we should help others whenever we can,
always make the right choices and be the best that we can be in everything that we do'.*

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1. INTRODUCTION

A “relational approach” is a way of interacting and communicating with others that reflects our core values: Catholic, ambition, respect, and excellence, as well as the St Teresa of Calcutta Trust’s values of hope, courage, and innovation. It is far more than a strategy for behaviour management. Rather, it is a values-based approach that recognises how our relationships with one another, both as a school community and as individuals, can enhance both academic and social learning. It serves as a cornerstone of our commitment to community cohesion.

As such, this policy should be read in conjunction with our SEND Policy, Safeguarding Policy, and Anti-Bullying Policy. Department for Education (DfE) guidelines, as well as leading international educational research, such as the Education Endowment Foundation’s ‘Improving Behaviour in Schools’ recommendations, have been taken into consideration in the formulation of this policy.

This relational approach to behaviour management recognises that:

- All behaviour is a form of communication
- Concerning behaviour can be a signal for support
- Understanding our emotions is a key aspect of managing behaviour
- Learners can learn to self-regulate their own emotions and behaviour with the support of skilled adults
- Learners need high expectations, clear rules and boundaries to feel safe

2. AIMS OF THE POLICY

- To create a culture of exceptionally good behaviour: for learning, for the school community and for life.
- To ensure that all learners are treated fairly, shown respect and to promote positive relationships with the whole school community.
- To teach learners to take responsibility for their own behaviour and to be responsible for the consequences of it.

The purpose of this policy is to provide clear, practical procedures for staff and learners that recognise behavioural norms and positively reinforce them. Our policy promotes self-esteem and self-discipline, and it supports the development of appropriate behaviour through positive interventions that are personalised to meet the needs of individual pupils.

3. RATIONALE AND BELIEFS

At St Cuthbert's RC High School, we believe that the most powerful tool in managing behaviour is creating an environment where children feel valued, safe, and secure as they move through school into adult life. We aim to achieve this through a warm but firm approach that promotes positive relationships and a sense of connection between pupils and staff.

This approach also relies on fostering a positive school culture and climate. One that encourages connection, inclusion, respect, and a sense of value for all members of the school community. For most children, this can be achieved through something as simple as acknowledging them, letting them know that they are seen, valued, and that we care about who they are and what they do.

We fundamentally believe that being fair does not mean everyone gets the same (equality), but rather that everyone gets what they need (equity). We also recognise that every behaviour a child demonstrates is a form of communication, and that each pupil has individual and unique needs. While most children will thrive with universal support, some require additional help.

We are committed to ensuring that our curriculum is accessible to all children. We aim to do this by making sure the curriculum is inclusive, differentiated, and designed to support every pupil in reaching their full potential within a nurturing environment.

A whole-school relational approach ensures that children form positive relationships with both adults and peers, helping them to always feel safe. It also means that staff feel valued, supported, and secure in their roles.

4. OUR VALUES

The St Cuthbert's RC High School Behaviour Policy is rooted in the belief that:

‘Catholic schools, while providing a quality education, hold up Christian values to children, inviting them to build their own lives on them.’ Pope John Paul II (Feb 1997)

A high standard of behaviour is expected at all times. This expectation upholds the school's strong reputation and is grounded in our Catholic values, especially in Jesus' command that we should:

‘Love God and our neighbour as we love ourselves’ (Luke 10:27) and ‘Treat each other in the way we would like to be treated ourselves.’ (Matthew 7:12)

All members of the school are to be treated with great respect, and we emphasise self-discipline, courtesy and consideration for others.

Students are expected to embody the school’s **CARE** values in all aspects of school life. These values are:

Catholic – We help others whenever we can and strive to be outstanding ambassadors for our faith, our school, and our community.

Aspiration – We continually seek to improve ourselves and improve the world in which we live.

Respect – We always make the right choices and treat others as we would like to be treated ourselves.

Excellence – To be the best that we can be in everything that we do, making the most of our God-given talents.

5. LEGISLATION AND STATUTORY REQUIREMENTS

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies and student referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and student referral units in England, including student movement - 2023](#)
- [Use of reasonable force in schools](#)
- [Supporting students with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its students.
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate students' behaviour, publish a behaviour policy and a written statement of behaviour principles, and grant schools the authority to confiscate students' property.
- DfE guidance explaining that maintained schools must publish their behaviour policy online.

6. DEFINITIONS

At St Cuthbert's RC High School, all pupils are expected to uphold our school rules of Ready, Respectful and Safe whilst living out our CARE values of Catholic, Aspiration, Respect and Excellence. Behaviour that falls below these expectations will be addressed through the school's behaviour systems and recorded appropriately on Arbor where necessary.

6.1 Misbehaviour

Misbehaviour is any behaviour that disrupts learning, undermines the school's culture or falls below the standards expected of all pupils. This includes, but is not limited to:

- Disruption to learning within lessons
- Failure to follow a reasonable instruction from a member of staff
- Low-level disruption, including calling out, distracting others or refusing to engage with learning
- Poor attitude towards learning or a lack of effort
- Failure to complete classwork or homework without good reason
- Arriving late to school or lessons without an authorised reason
- Incorrect school uniform or equipment
- Use of inappropriate language
- Failure to follow classroom routines and expectations
- Misuse of school equipment or property
- Possession or use of mobile phones or other technological devices contrary to the school's Technological Device Policy
- Behaviour that disrupts the orderly running of the school

These behaviours will normally be addressed through the school's C1-C5 Behaviour System, alongside restorative conversations where appropriate.

6.2 Serious Misbehaviour

Serious misbehaviour is behaviour that places others at risk, significantly disrupts learning, damages the reputation of the school, or represents a serious breach of the school's Behaviour Policy.

Examples include, but are not limited to:

- Persistent or repeated breaches of the Behaviour Policy.
- Refusal to follow reasonable instructions from members of staff.
- Truancy or leaving lessons or the school site without permission.
- Bullying, including cyberbullying.
- Any form of child-on-child abuse.
- Physical assault or fighting.
- Threatening, intimidating or abusive behaviour.
- Verbal abuse directed towards pupils or staff, including foul or offensive language.
- Sexual violence or sexual harassment.
- Abuse within intimate personal relationships between children.
- Upskirting.
- Initiation or hazing activities.
- Discriminatory behaviour, including racism, sexism, homophobia, transphobia, disability discrimination, misogyny, misandry or discrimination against religion or belief.
- Vandalism or deliberate damage to property.
- Theft.
- Smoking, vaping or possession of tobacco products on school premises.
- Possession, use or supply of alcohol, illegal drugs or other prohibited substances.
- Possession of offensive weapons or prohibited items.
- Malicious or inappropriate use of technology or social media.

- Behaviour which compromises the safety or wellbeing of members of the school community.
- Conduct which brings the school into disrepute.

Serious misbehaviour will normally result in immediate intervention by a member of staff, an On Call response where appropriate, and may lead to a C4 (Reflect placement), C5 (Suspension), Off-Site Direction or Permanent Exclusion, depending upon the severity of the incident.

6.3 Prohibited Items

Students must not bring prohibited items onto the school site. These include, but are not limited to:

- Knives or offensive weapons.
- Alcohol.
- Illegal drugs or controlled substances.
- Stolen items.
- Tobacco, cigarettes, cigarette papers, vapes or e-cigarettes.
- Fireworks.
- Laser pens.
- Pornographic or indecent images.
- Any article that has been, or is likely to be, used to commit an offence or cause injury or damage.
- Any item listed within Appendix B of this Behaviour Policy.

In addition, mobile phones and other technological devices are prohibited from being used during the school day unless an authorised medical exemption has been agreed in line with the school's Technological Device Policy.

Any prohibited item may be searched for, confiscated and, where appropriate, handed to the police or other relevant authority in accordance with statutory guidance and the school's Searching, Screening and Confiscation procedures.

7. ROLES AND RESPONSIBILITIES

(a)The governing body

The governing body is responsible for reviewing and approving the Behaviour Policy.

The governing body will also review this Promoting Positive Behaviour Policy in collaboration with the headteacher and will monitor its effectiveness, holding the headteacher to account for its implementation.

(b)The Headteacher

The headteacher is responsible for reviewing this policy in collaboration with the governing body and for approving it. Additionally, the headteacher will:

- Ensure that the school environment encourages positive behaviour
- Ensure that staff deal effectively with poor behaviour
- Monitor how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensure that all staff understand the behavioural expectations and the importance of maintaining them
- Provide 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
- Offer 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
- Ensure this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensure 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

(c) Staff

Staff are responsible for:

➤ 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 particular pupils
- Recognising hidden stressors for vulnerable pupils, such as young carers or looked-after children, to ensure empathetic and supportive responses to their behaviour
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Using de-escalation techniques and positive behaviour management strategies to try to minimise and prevent the need for restrictive interventions
- Recording behaviour incidents promptly (see appendix 3 for a behaviour log)
- Challenging pupils to meet the school's expectations

➤ The senior leadership team (SLT) will support staff in responding to behaviour incidents.

(d) Parents

Parents are expected to:

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

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

(e) Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- 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 rewards they can earn 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 and will be provided with repeated induction sessions wherever appropriate.
- Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

8. BEHAVIOUR SYSTEMS

We recognise that clear structures with predictable outcomes have the greatest impact on behaviour. Our school's principles for behaviour set out the expectations, relentless routines, and visible consistency that all children and staff follow. These principles are based on the work of Paul Dix and his book 'When the Adults Change, Everything Changes.' Good behaviour is acknowledged sincerely rather than simply rewarded. Children are praised publicly and reminded privately.

The school has three simple rules: Be Ready, Be Respectful, and Be Safe, which are reinforced by the St Cuthbert's RC High School values of Catholic, Aspiration, Respect, and Excellence. These rules can be applied to a variety of situations and are taught and modelled explicitly.

We also recognise that some children in our setting have additional needs that should be met to help them achieve and succeed at school. In such cases, these children will have bespoke positive behaviour plans to support and reinforce our behaviour expectations.

This section outlines the steps staff should take when addressing poor behaviour in the classroom. Sanctions should always:

- Make it clear that poor conduct and unacceptable behaviour affect others and impact the wider school community.
- Not be applied to a whole group in response to the actions of individual pupils.
- Be consistently applied by all staff to ensure that both children and staff feel supported and secure.

It must always be made clear that it is the behaviour that is unacceptable, not the child. Any sanction should address the behaviour itself and should never be personal.

Staff should use a calm, measured, and respectful approach when addressing poor conduct, allowing the child time and space to process the conversation afterward. Adults should avoid being drawn into or reacting to secondary behaviours, as these are often used by children to distract from the initial issue or to escalate the situation further.

We adopt the following C1-5 system to monitor and respond to behaviour in the classroom and around school:

- **C1 (Chance):** The student has the choice to stop misbehaving, but their name goes on the board.
- **C2 (Choice):** The student has made the wrong choice, and their name is ticked for a second time on the board. The student will also be required to complete a short restorative conversation either at the end of the lesson or at a convenient time during the lesson.
- **C3 (Consequence):** The member of staff alerts on call for the student to be removed and taken to the C3 room for the remainder of the lesson. The student's name will also be ticked on the board for a third time. As a consequence, a 20-minute detention is issued on the same day via Arbor, and students will have to complete a restorative by the member of staff who has issued the C3.
- **C4 (Internal Isolation):** A student demonstrates misbehaviour that warrants being placed in our internal isolation unit (reflect) for a period of time. The member of staff who sees the behaviour demonstrated by the student will alert on-call immediately so that the incident can be picked up and investigated.
- **C5 (Suspension or Off-Site Direction):** A student demonstrates serious misbehaviour that warrants being suspended or placed on an off-site direction. The member of staff who sees the behaviour demonstrated by the student will alert on-call immediately so that the incident can be picked up and investigated.

A consistent and transparent behaviour management system is essential to maintaining a positive and productive learning environment. At our school, all teachers are required to implement the C1-C5 system across all classes and year groups. This structured approach ensures clarity for students and supports staff in managing behaviour effectively.

Teachers must be very clear with students about the stage they are at within the system. It is policy that a visual record of C1, C2, and C3 be displayed on the whiteboard during lessons to reinforce transparency and accountability.

Reaching a C3 can sometimes trigger an On Call response, which will mean that the student will be removed from the lesson and taken to the C3 room for the remainder of that period. All C3 incidents must be recorded on the student's behaviour log to help the school track patterns of disruption and take appropriate action.

Any student who receives a single C3 in a day will be required to attend a 20-minute detention the same day. If a student receives two C3s in one day, they will be placed in Reflect for the remainder of the day due to the seriousness of their behaviour and will also be expected to attend their after-school detention on the same day.

8.2 DETENTIONS

Our aim in implementing this detention system is to improve behaviour and end the disruption to learning that inevitably occurs when students aren't meeting our high expectations in class. Detentions are an important part of delivering a clear message to students that any inappropriate behaviour will not be tolerated and will have consequences. Therefore, If a student gains a C3 behaviour log, the student will be issued with a 20-minute after-school detention on the same day. Parents will also receive communication from the class teacher to explain why the C3 behaviour log has been given. During the detention, pupils are expected to reflect on the choices they have made and have a restorative conversation with the staff member issuing the detention so that we can support our pupils in realigning poor behaviour choices. The above system will run from Monday to Friday (3:00pm-3:20pm).

We understand that on rare occasions, a student might forget to attend their detention or choose not to go. If this does happen, then the following procedures will be in place:

- **Stage 2:** If a student has missed their 20-minute after-school detention, then they will be required to attend a 40-minute detention the following day. It is the student's responsibility to make sure that they attend this detention of their own accord.
- **Stage 3:** If a student misses that 40-minute detention, they will then spend a half a day in reflect and will also be required to complete a 40-minute detention on the same day.
- **Stage 4:** If a student fails or refuses to go to reflect or complete the 40-minute detention the following day, they could be issued with either an off-site direction day at another school or a further sanction. A parental meeting will also be required as part of the reintegration process for failing or refusing to complete either part of the stage 3

detention. Upon the student's return, they will be required to complete the original stage 3 detention that they failed to complete.

In addition to the information above, there will also be a 1-hour Senior Leadership Team detention after-school on a Friday. These detentions will only be issued by members of the Senior Leadership Team for either unacceptable behaviour demonstrated at social times, for getting 5 incorrect uniform logs, for being late to lesson 10 times in a week, or for when students get 5 technological device confiscations. Students who continuously fail to attend SLT detentions could have some off-site direction days at another school and will be required to have a parental meeting.

8.3 TRUANCY

Students found truanting during the school day will be placed in Reflect for the remainder of that day. If a student is caught truanting during Period 5 (P5), they will be placed in Reflect for the rest of the day and for the entire following school day. This policy is in place to ensure accountability and to support students in making positive choices about their education

8.4 REMOVAL FROM CLASSROOMS

In response to serious or persistent breaches of this policy, the school may remove a student from the classroom for a limited period. The student may be placed in the C3 room, Reflect, or, depending on their needs, may spend time in the ARC.

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

Removal from the classroom is a serious sanction and will only be used in response to significant misbehaviour. Staff will implement removal only after other behavioural strategies have been tried, unless the behaviour is so extreme that immediate removal is necessary.

Removal can be used to:

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

Students will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Students should be reintegrated back into the classroom as soon as it's appropriate and safe to do so. The school will consider what support is needed to help a student successfully reintegrate back into the classroom and meet expected behaviour standards. Parents will also be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for students who are frequently removed from class, such as:

- Short term behaviour report cards (Form Tutor, HOY or SLT).
- Long term behaviour plans (Student Support Plan).
- Student support units (Reflect/ARC).
- Multi-agency assessment (Early Help/SEND).
- Individual behaviour support plans.
- Targeted pastoral interventions.
- Mentoring or counselling.
- Involvement of external agencies (e.g. educational psychologists or behaviour specialists).
- Adaptations to the learning environment or timetable.

Staff will record all incidents of classroom removal in the behaviour log, including details of the incident, the reason for the removal, and any relevant protected characteristics of the student.

8.5 REFLECT

The school's Reflect room is used for students who have truanted or have been booked in due to other serious behaviours. It serves to temporarily remove students from the wider school community while ensuring that their learning is not negatively impacted.

Students who are booked into Reflect for the day will be provided with written work to ensure consistency with the curriculum.

During their time in Reflect, students will not participate in social time but will have a supervised 50-minute lunch break.

The SEND department must be informed if any student with identified SEND needs is placed in Reflect, to ensure that reasonable adjustments are made. This may include a hybrid approach, the use of assistive resources, or scheduled rest breaks.

8.6 PUPIL PLACEMENTS

When placement in Reflect has not successfully improved a student's behaviour, the student

may be directed to attend another local school for up to five school days.

When a student is referred to another school, the following procedures will be followed:

- Parents/carers are notified.
- Transport arrangements to the other school's internal exclusion facility will be discussed and agreed.
- The appropriate referral form is completed and emailed to the receiving school, including the student's basic details.
- Work will be provided by our school to ensure continuity in learning.
- The student will complete their work and have lunch at the host school (FSM can be arranged by St Cuthbert's RC High School if required).
- Following the placement, a reintegration meeting must be held with the student, their parent/carer, and a member of the Pastoral Team.

8.7 SUSPENSION AND PERMANENT EXCLUSION

The school may use a suspension or permanent exclusion in response to serious incidents, which may include:

- Persistent disruptive behaviour, including truancy and failure to engage with offered support.
- Defiance towards staff, including the use of foul or abusive language.
- Physical violence or threatening behaviour towards members of the school community.
- Bringing illicit substances onto school premises.

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

8.8 OFF-SITE MISBEHAVIOUR

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

- Taking part in any school-organised or school-related activity (e.g., school trips).
- Travelling to or from school.
- Wearing school uniform.

- In any other way identifiable as a student of our school.

Sanctions may also be applied for off-site misbehaviour at any time, regardless of the above conditions, if the behaviour:

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

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

8.9 ONLINE MISBEHAVIOUR

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

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

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

8.10 SUSPECTED CRIMINAL BEHAVIOUR

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

When establishing the facts, the school will take care to preserve any relevant evidence to be handed over to the police.

If it is decided to report the matter, the report will be made by the headteacher, a member of the senior leadership team, or the pastoral lead.

The school will not interfere with any police action. However, it may continue its own investigation and enforce sanctions, provided this does not conflict with police procedures.

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

8.11 TECHNOLOGICAL DEVICE POLICY

In today's digital age, technological devices such as mobile phones, tablets, and smartwatches are a common part of everyday life. While these tools can enhance learning when used appropriately, they can also pose significant distractions within the school environment. Our Technological Device Policy is designed to create a focused, respectful, and safe learning space for all students. By setting clear expectations for the use of personal devices on school grounds, we aim to minimise disruptions, protect student wellbeing, and support effective teaching and learning. All students, staff and families are expected to be familiar with and adhere to this policy to ensure a consistent and fair approach across the school community.

All students must continue to ensure that their mobile phones and other related devices are switched off and out of sight before entering the school grounds. Only students with medical exemptions (such as those who have been medically diagnosed with diabetes) will be permitted to have access to their phone during the school day.

- If a student is found to be using a mobile phone or a related device on school grounds, the phone and/or related device(s) will be confiscated and taken to the Student Services office.
- Students will then be able to collect their item(s) from the Cuisine at the end of the school day. This rule will not apply if they have had their mobile phone, or a related device, confiscated five times or more under the new change to the policy.
- If a student refuses to hand over their mobile phone and/or related device(s), that student will be placed in reflect for a full day. Failure or refusal to go into reflect will result in a further sanction.

The number of times a student has their mobile phone confiscated will continue to be tracked and monitored. If a student has had their mobile phone or another technological device confiscated *five times or more*, the student will be issued with an SLT detention and, after that detention, the student's parent or carer will be required to collect the device from school after every future confiscation. The student's parent or carer will be able to collect the device from school reception, which is open from 8am to 3:45pm, Monday to Friday.

Liability reminder – please read:

Please note that any student who brings a mobile phone, smartwatch or related devices, or any other costly items onto school premises, does so entirely at their own risk. The school is not liable for any loss, damage or theft of phones or related devices, including any intentional or unintentional breakage or any other forms of damage. The school would advise that

parents and carers take precautions in making sure that their child's phone or related devices has the appropriate insurance cover (e.g. as 'additional items' to your main home and contents insurance cover) should they bring any such items into school.

8.12 PUNCTUALITY

Punctuality is a fundamental expectation at St Cuthbert's RC High School and plays a vital role in ensuring that students are ready to learn and able to achieve their full potential. Arriving on time to school and to every lesson demonstrates respect for learning, minimises disruption to others, and ensures that students do not miss important instructions, teaching, or opportunities to succeed.

Repeated lateness has a detrimental impact on students' academic progress, personal organisation, and the learning environment of others. It also places additional demands on staff and interrupts the smooth running of lessons. Students are therefore expected to arrive at school and to every lesson punctually, fully equipped, and ready to engage in learning.

Late to School and Lessons

Any student who arrives late to school or to a lesson without an authorised reason will receive a late mark, which will be recorded on Arbor. This provides an accurate record of punctuality and enables the school to monitor patterns of lateness and provide support where necessary.

Where a student receives 10 or more late marks within a single school week, they will receive a one-hour Senior Leadership Team (SLT) detention, which will take place on Friday of that week. Parents or carers will be informed of the detention and the student's punctuality record.

Students who continue to demonstrate persistent lateness may be subject to further intervention and support, including meetings with parents or carers, punctuality monitoring, and additional sanctions where appropriate.

9. SUPPORTING PUPILS WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

At St Cuthbert's RC High School, we recognise that some pupils' behaviour may be influenced by an identified or emerging Special Educational Need or Disability (SEND). We are committed to creating an inclusive environment where all pupils are supported to achieve success whilst maintaining high expectations of behaviour.

Some pupils with SEND may communicate distress, anxiety, sensory overload or unmet needs through their behaviour. Whilst SEND does not remove a pupil's responsibility to meet the school's behaviour expectations, it is recognised that some behaviours may be linked to

an individual's additional needs. Consequently, behaviour incidents will always be considered on an individual basis.

When responding to behaviour incidents involving pupils with SEND, staff will consider whether the pupil's additional needs may have contributed to the behaviour displayed. This does not mean that expectations are lowered; rather, it ensures that responses are fair, proportionate and in line with the school's legal responsibilities.

In fulfilling its duties under the Equality Act 2010 and the Children and Families Act 2014, St Cuthbert's will:

- Make reasonable adjustments where appropriate to remove barriers to learning and behaviour.
- Use its best endeavours to meet the needs of pupils with SEND.
- Ensure that the provision specified within an Education, Health and Care (EHC) Plan is implemented.
- Work collaboratively with parents/carers, the Local Authority and external agencies to support pupils effectively.

The school is committed to identifying potential triggers before behaviour escalates. Staff will utilise available information, including one-page profiles, Behaviour Support Plans, risk assessments and professional advice, to ensure that appropriate strategies are consistently implemented.

Where appropriate, reasonable adjustments may include:

- Seating plans tailored to individual learning or sensory needs.
- Planned movement or regulation breaks.
- Access to the ARC or another agreed safe space to support emotional regulation.
- Adapted behaviour support strategies or individual behaviour plans.
- Adjustments to uniform expectations where supported by medical or sensory needs.
- Additional adult support, pastoral mentoring or regular check-ins.
- The use of visual prompts, structured routines or adapted communication.
- Staff training to ensure a consistent understanding of individual pupils' needs.

These strategies are designed to support pupils in meeting the school's expectations whilst promoting independence, self-regulation and positive behaviour.

9.2 Behaviour Sanctions and Reasonable Adjustments

St Cuthbert's maintains high expectations for all pupils, including those with SEND. Consistency is fundamental to ensuring fairness, safety and positive behaviour across the school.

Before applying a behaviour sanction, staff will consider whether:

- The pupil understood the school's expectation or instruction
- The pupil was able to regulate or modify their behaviour at that time
- The behaviour was directly linked to their identified SEND
- Any reasonable adjustments have been implemented appropriately.

Where appropriate, reasonable adjustments may be made to how a consequence is delivered. However, reasonable adjustments do not mean that behaviour expectations are removed or that pupils are exempt from the school's behaviour policy.

Where behaviour places others at risk, seriously disrupts learning, or compromises the safety and orderly running of the school, appropriate sanctions may still be applied.

Decisions will always be proportionate, individualised and made in accordance with statutory guidance.

9.3 Identifying Emerging SEND Needs

Where a pupil demonstrates persistent or escalating behavioural difficulties, the school will consider whether these behaviours may indicate an unidentified Special Educational Need or Disability.

The SENDCo, alongside pastoral leaders and relevant staff, will review available evidence and determine whether further assessment or intervention is appropriate.

This may include:

- Observations within lessons
- Discussions with parents/carers
- Review of behaviour and attendance data
- Pastoral support through Behaviour Improvement Panels (BIPs), reintegration meetings or other support processes

- Referrals to external agencies, including Educational Psychology, Health Services or other specialist professionals where appropriate.

Support plans will be developed collaboratively with pupils, parents/carers and external professionals where necessary and reviewed regularly to ensure they remain effective.

9.4 Pupils with an Education, Health and Care (EHC) Plan

Where a pupil has an Education, Health and Care (EHC) Plan, St Cuthbert's RC High School will ensure that the provision specified within the plan is implemented and reviewed appropriately.

Where concerns arise regarding a pupil's behaviour, the school will work closely with parents/carers, the SENDCo, the Local Authority and relevant external professionals to ensure appropriate support is in place.

Where it is considered that a pupil's needs have changed significantly, or existing provision is no longer sufficient to meet those needs, the school may request an early or emergency annual review of the EHC Plan through the Local Authority.

Throughout all behaviour processes, the school remains committed to balancing high expectations with appropriate support, ensuring that every pupil is treated fairly, consistently and with dignity whilst maintaining a safe, calm and purposeful learning environment for all.

10. CULTURE & STANDARDS IN THE CLASSROOM

Students should be welcomed at the classroom door by the teacher every time. Teachers are encouraged to use positive scripting and consistent language aligned with school rules and CARE values, e.g.:

- Good morning/afternoon.
- Are you ready to achieve excellence today?
- This is a great opportunity to be the best that you can be.
- Catholic / Aspiration / Respect / Excellence.

This also provides an opportunity to build positive relationships with key students through intentional conversation, e.g.:

- Good morning/afternoon.
- Did you play at the weekend? Did you win?
- Great lesson on Tuesday! Let's see more of the same today.

10.1 STOP, CHECK & CORRECT

At the threshold of every lesson, we set the tone for excellence. As part of our **"Stop, Check, Correct"** approach, students are respectfully asked to pause before entering the classroom for a quick uniform check. This moment reinforces our high standards and ensures every student is ready to learn. Any uniform issues or behavioural concerns are addressed calmly and consistently, helping students reset and step into the learning environment with purpose and pride. Any student that arrives to lesson in the incorrect uniform will receive a uniform log on Arbor.

10.2 DOOR TO DO NOW

Learning starts the moment students enter the classroom. All students are expected to enter in silence, go straight to their allocated seat, and take out the correct equipment. The first task is simple but powerful: begin the *Do Now* activity displayed on the board. This calm and focused start sets the tone for a successful lesson and ensures everyone is ready to engage, learn, and achieve.

10.3 SEATING PLANS

Students are expected to sit in their assigned seats, as set on Arbor. Seating plans are thoughtfully designed to maximise focus, support effective learning, and minimise disruption. These placements are based on learning needs, group dynamics, and classroom consistency, ensuring every student has the best chance to thrive.

10.4 ACTIVITY TRANSITIONS

All transitions, whether between activities or when receiving books and materials, are carried out calmly and with purpose. Clear, consistent routines are embedded and explicitly taught, ensuring that every movement in the classroom supports focus, minimises downtime, and maintains a climate of learning.

10.5 POSITIVE FRAMING OF INSTRUCTION

Staff give clear, concise instructions that are positively framed to promote cooperation and respect. Expectations are communicated with clarity and confidence, focusing on what students *should* do rather than what they shouldn't do. Reinforcing a calm, proactive, and supportive learning environment.

10.6 NO OPT OUT CULTURE

Every student is expected to engage and there's no opting out of learning. Staff use strategies such as cold calling, using names, and a "no hands up" approach to ensure full participation. A variety of inclusive teaching methods are used to involve all learners. Students are encouraged to actively track the teacher, remaining alert and attentive. This means, for example, no heads on desks and eyes forward, so that everyone is ready to think, respond, and succeed.

10.7 CONSISTENCY IN BEHAVIOUR MANAGEMENT

All staff apply the behaviour system with fairness, clarity, and consistency. The C1, C2, and C3 system is used to remind students to reflect on and correct their behaviour, with each stage clearly communicated and visible in the classroom. Staff use a range of strategies, including verbal and non-verbal cues, positive reinforcement, and praise to guide students towards making the right choices and maintaining a focused, respectful learning environment.

10.8 THE LEARNING ENVIRONMENT

Teachers and students will take pride in maintaining a purposeful, tidy, and engaging classroom environment. Displays, board work, and resources are kept organised and relevant to support learning. A well-managed space reflects high expectations and reinforces a culture where students feel valued, focused, and ready to learn.

10.9 END AND SEND

At St Cuthbert's RC High School, we know that when our transitions are successful, our lessons are at their best. Shared routines for how students exit any classroom ensure smooth endings to lessons, support fluent and orderly corridor transitions, and create calm, purposeful starts to subsequent lessons. Consistent end-of-lesson routines reinforce clarity and expectations for all students.

Dismissing Students from Classrooms

Begin by giving the verbal instruction to "**pack away.**" Students should remain seated while closing their books, tidying away equipment, and clearing their desks. If books are being collected, they should be passed to the end of each row and then from the back to the front

in an orderly manner. Once all books have reached the front, students should wait quietly for the next instruction.

Teachers should then follow the micro-script below to support **"End and Send."**

1. **Ask students to stand:**

"Please stand quickly and quietly behind your chairs."

Narrate positives to reinforce expectations, e.g., "Jack is standing quietly behind his chair," or "Flora looks ready to move to her next lesson." Where appropriate, use whole-class reminders such as: "Ready, Respectful, Safe."

2. **Give direction for transition:**

Remind students where they are going and how you expect them to transition, e.g., "It is Week A. Your next lesson is Science. Please use the yellow stairs to move safely to the second floor."

3. **Dismiss students in a controlled way:**

Move to the door so you can monitor the corridor. Only after the bell has gone should you begin dismissing students' row by row using both verbal and non-verbal cues.

Point to the row and say:

"This row is showing me they are ready for their next lesson/break/lunch/home time. Please leave quickly and quietly."

Repeat for the remaining rows.

Once all students have left, remain on the corridor to greet your next class.

11. FORM TIME

At St Cuthbert's RC High School, form time is a cornerstone of our students' holistic development, supporting their academic, personal, social, and spiritual growth. Each week, form time is carefully structured to include a variety of key sessions that build skills, character, and community:

- A weekly assembly to inform, inspire, and celebrate.
- A Skills for Life lesson, focusing on essential personal development and wellbeing.
- A literacy session to enhance reading, writing, and communication skills.
- A Standards and Culture session that reinforces our values and behavioural expectations.
- A Collective Worship session that nurtures students' spiritual life and reflection.

Form time routines are anchored in our **"Stop, Check, Correct"** approach, promoting focus and respect from the moment students enter. Therefore, to ensure all students start the day

ready to learn, every form time begins with a uniform and equipment check. Any missing items will be recorded on Arbor, helping to maintain high standards and personal responsibility.

Tuesdays feature an extended Skills for Life (PSHE) session, reflecting the importance of personal development within the curriculum and providing students with valuable life skills.

Each session begins with form groups gathering to reflect together on the prayer slide, fostering a sense of community and spiritual grounding before moving on to the planned activities.

Throughout the year, students engage in meaningful initiatives such as Lenten pledges and charitable events, encouraging generosity, empathy, and social responsibility in line with our Catholic ethos.

Additionally, students have the opportunity to participate in the CARE Challenge, which is a school-wide personal development programme that rewards consistent effort, attendance and achievement in lessons. Those who complete the challenge will be recognised with a significant prize, honouring their commitment and dedication.

This comprehensive form time framework ensures students receive consistent support and guidance, helping them develop into well-rounded individuals who embody the values of St Cuthbert's RC High School.

12. INFORMING PARENTS OF THEIR CHILD'S BEHAVIOUR

If a child's behaviour results in them needing time to cool off followed by a restorative conversation, parents will be notified.

If a child's behaviour is consistently poor, such as being disruptive to their own learning or that of others, or posing a risk to their own or others' safety, then parents will be invited to attend a formal meeting.

At the discretion of the Headteacher or Headmistress, appropriate next steps will be decided, monitored, and progress evaluated over a specified period. This may include temporary or permanent exclusion.

Throughout the process, clear communication between the school and parents will be maintained to support the pupils in improving their behaviour.

13. SUPPORTING PUPILS FOLLOWING A SANCTION

At St Cuthbert's RC High School, we believe that behaviour sanctions should be educational rather than purely punitive. Every sanction should provide an opportunity for pupils to reflect on their behaviour, restore relationships where appropriate and make positive changes moving forward.

Following any significant behaviour sanction, staff will support pupils in understanding:

- Why their behaviour did not meet the school's expectations
- The impact their behaviour had on others
- How similar situations can be managed more successfully in the future
- The strategies and support available to help them succeed.

The level of support provided will be proportionate to the seriousness and frequency of the behaviour.

Support may include:

- Restorative conversations with staff or affected pupils
- Reintegration meetings following suspension or prolonged removal from lessons
- Behaviour Improvement Panel (BIP) meetings where behaviour has become persistent or is placing the pupil at risk of further sanctions
- Individual behaviour support plans and reasonable adjustments where appropriate
- Regular pastoral check-ins with the Head of Year, Assistant Head of Year, SENDCo or Senior Leadership Team
- Monitoring through behaviour reports with personalised behaviour targets
- Access to pastoral support through the ARC or other agreed interventions
- Referrals to internal or external support services where appropriate.

Pupils returning from suspension will complete a formal reintegration meeting with their carer and either their Assistant Head of Year, Head of Year, or member of the Senior Leadership Team before returning to lessons wherever possible. The purpose of this meeting is to review the incident, identify any support required and agree clear expectations for a successful return to school.

Where behaviour continues to be a concern despite these interventions, further support and graduated responses may be implemented, including additional pastoral meetings, external agency involvement or consideration through the school's Behaviour Improvement Panel

14. SEARCHING, SCREENING AND CONFISCATION

To maintain a safe, calm and orderly environment, St Cuthbert's RC High School reserves the right to search pupils and their possessions where there are reasonable grounds to suspect that they may be carrying a prohibited or banned item, or any item that may compromise the safety, welfare or good order of the school.

Searching, screening and confiscation procedures will always be carried out in accordance with the latest Department for Education (DfE) guidance and with due regard to the safeguarding, dignity and welfare of the pupil.

Authorised members of staff may search a pupil or their possessions where:

- There are reasonable grounds to suspect that the pupil is in possession of a prohibited item
- The pupil has agreed to the search
- Legislation permits a search without consent

Wherever possible:

- Searches will be carried out by a member of staff of the same sex as the pupil
- Another member of staff will be present as a witness
- Searches will be undertaken respectfully, proportionately and away from other pupils

In exceptional circumstances, where there is an immediate risk of serious harm, searches may be undertaken without these usual arrangements where permitted by legislation.

14.1 Searching Possessions

Authorised members of staff may search a pupil's possessions, including:

- Bags
- Lockers
- Desks
- Any other property under the pupil's control

Searches will only take place where there are reasonable grounds to believe that prohibited or banned items are present or where the pupil has provided consent.

14.2 Confiscation of Items

Any prohibited or banned item discovered during a search will be confiscated immediately.

This includes, but is not limited to:

- Knives or offensive weapons
- Illegal drugs or controlled substances
- Alcohol
- Tobacco products, cigarettes, vapes and e-cigarettes
- Fireworks
- Stolen property
- Pornographic or indecent material
- Any item likely to be used to cause injury, commit an offence or damage property
- Mobile phones or other technological devices being used contrary to the school's Technological Device Policy

Items will be dealt with in accordance with statutory guidance and, where appropriate, handed to the police or other relevant authority.

Where an item is not illegal but has disrupted the orderly running of the school, the school reserves the right to confiscate the item and determine when, or if, it should be returned. Parents or carers may be required to collect confiscated items from school.

14.3 Recording and Communication

All searches for prohibited items, whether or not an item is found, will be recorded appropriately and reported to the Designated Safeguarding Lead (DSL) where required.

Parents or carers will be informed as soon as reasonably practicable following any search for a prohibited item. The school will explain:

- The reason for the search
- Any items found or confiscated
- Any sanctions applied
- Any further support or safeguarding action required

14.4 Safeguarding

Following any search, the school will consider whether the circumstances indicate that the pupil may be at risk of harm or require additional support.

Where appropriate, the Designated Safeguarding Lead (DSL) will be informed immediately and support will be provided in line with the school's Safeguarding and Child Protection Policy.

15. PUPIL TRANSITION

15.1 Inducting New Pupils

St Cuthbert's RC High School is committed to ensuring that all new pupils experience a positive and successful transition into the school community.

All pupils joining the school will receive an induction programme appropriate to their point of entry. This will introduce pupils to:

- The school's Catholic ethos and CARE values
- Behaviour expectations and routines
- The C1-C5 behaviour system
- Rewards and recognition
- Safeguarding procedures
- Key members of staff and pastoral support available

Where appropriate, additional transition arrangements will be made for pupils with SEND, vulnerable pupils or those joining the school outside of the normal admission process. This may include enhanced transition visits, personalised timetables, additional pastoral support or meetings with parents/carers and external agencies.

15.2 Transition Between Year Groups

Effective transition between year groups is essential to maintaining high standards of behaviour and ensuring continuity of support.

During the summer term, pastoral leaders, Heads of Year, Assistant Heads of Year, the SEND team and relevant members of staff share important information regarding pupils' pastoral, behavioural and safeguarding needs.

This may include:

- Behaviour records
- Attendance information
- Safeguarding information (where appropriate)
- One-page profiles and SEND adjustments
- Behaviour Support Plans
- Information regarding pupils accessing ARC, DEN or other support
- Successful behaviour strategies and reasonable adjustments

This ensures that staff are fully prepared to support pupils from the first day of the new academic year and that pupils experience consistent expectations throughout the school.

16. STAFF TRAINING

Maintaining a calm, safe and purposeful learning environment requires a consistent whole-school approach. St Cuthbert's RC High School is committed to ensuring that all staff receive regular training to enable them to implement the behaviour policy confidently, fairly and consistently.

All new staff receive behaviour training as part of their induction programme before working with pupils independently.

Training includes, but is not limited to:

- The school's Behaviour Policy and C1-C5 behaviour system
- Classroom routines and behaviour expectations
- Restorative approaches and behaviour conversations
- Effective de-escalation techniques
- Safeguarding responsibilities
- Recognising and supporting pupils with SEND
- Understanding how trauma, attachment and mental health may influence behaviour
- The lawful use of reasonable force and restrictive interventions
- Behaviour recording using Arbor
- The use of Reflect, ARC and other pastoral provisions
- Professional conduct and consistent application of school expectations

Behaviour management forms a key part of the school's ongoing programme of Continuing Professional Development (CPD). Staff receive regular updates throughout the academic year to ensure that expectations remain consistent and reflect current statutory guidance and school priorities.

17. MONITORING ARRANGEMENTS

17.1 Monitoring and Evaluating Behaviour

The Senior Leadership Team regularly monitors behaviour across the school to ensure that the Behaviour Policy is implemented consistently and remains effective.

Behaviour information is routinely collected through Arbor and other school systems, including:

- Behaviour incidents (C1-C5)
- Classroom removals and Reflect placements
- Suspensions and permanent exclusions
- Attendance and punctuality
- Truancy incidents
- Detention attendance
- Incidents involving discriminatory language or behaviour
- Safeguarding concerns linked to behaviour
- Use of reasonable force or restrictive interventions
- Searches, screening and confiscation
- Referrals to the ARC and Behaviour Improvement Panels

Behaviour data is analysed regularly by the Senior Leadership Team, Heads of Year and pastoral leaders to identify patterns, trends and emerging concerns.

Analysis considers:

- Individual pupils
- Year groups
- Vulnerable groups, including pupils with SEND, disadvantaged pupils and pupils with EHC Plans
- Location of incidents
- Time of day
- Curriculum areas
- Types of behaviour
- Effectiveness of interventions

The findings are used to:

- Evaluate the effectiveness of the Behaviour Policy
- Identify pupils requiring additional support
- Review pastoral provision
- Inform staff training
- Improve behaviour systems and routines
- Ensure consistency across the school
- Fulfil the school's duties under the Equality Act 2010

Behaviour data is reported regularly to governors and used as part of the school's wider programme of school improvement, ensuring that decisions are evidence-informed and centred on securing the best possible outcomes for all pupils.

18. MONITORING THIS POLICY

This policy will be reviewed by the headteacher and full governing body or appropriate committee at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data.

19. LINKS WITH OTHER POLICIES

This behaviour policy is linked to the following policies:

- Safeguarding and Child Protection Policy.
- SEND Policy.
- Anti-bullying Policy.
- Physical Intervention Policy.
- Online Safety Policy.
- Searching and Confiscation Policy.
- Uniform Policy

APPENDIX A: C1-5 Behaviour System

We expect that young people within our school are always Ready, Respectful and Safe. Students are regularly reminded of these standards and expectations through interactions with staff in lessons, on corridors, at social times and assemblies.

The rules and expectations are explicit around school and staff will use the language of Ready, Respectful and Safe to help teach students recognise and reflect on where their behaviour may have been unacceptable.

Below are the types of behaviours you would see within the C1-C5 system:

C1-5 Behaviour System – Examples

<u>C1-5 Types of Behaviour</u>			
<u>Behaviour Type</u>	<u>Examples</u>	<u>Action</u>	<u>Communication</u>
C1 Behaviour	- Late to lesson by more than 6 minutes - C1 - Late - Moving out of your seat without permission - C1 - Disruptive Behaviour - Deliberately sitting in the wrong seat - C1 - Disruptive Behaviour - Not in full uniform – C1 – Not in Full Uniform - Refusing to move to the correct seat - C1 - Refusal to Follow Instruction - Talking during the lesson when you're not supposed to - C1 - Disruptive Behaviour - Shouting out - C1 - Disruptive Behaviour - Not engaging with the task or completing the work set - C1 - Refusal to Follow Instruction - Not following instructions that the class teacher has set - C1 - Refusal to Follow Instruction - Making silly noises or attention seeking	Staff will remind students that they are now on a C1 and that any further demonstration of the examples listed, will result in a C2 being awarded.	No further communication required other than the awarding of a C1 to the student. <u>This will only be logged on Arbor by the class teacher.</u>

	comments - C1 - Disruptive Behaviour • Answering back or questioning instructions - C1 - Refusal to Follow Instruction • Passing notes or throwing small bits of paper - C1 - Disruptive Behaviour • Minor squabbles or playfighting with friends - C1 - Disruptive Behaviour • Graffiti on books - C1 - Refusal to Follow Instruction		
C2 Behaviour	• Repeatedly moving out of your seat without permission - C2 - Refusal to Follow Instruction • Repeatedly sitting in the wrong seat - C2 - Refusal to Follow Instruction • Repeatedly refusing to move to the correct seat - C2 - Refusal to Follow Instruction • Repeatedly talking during the lesson when you're not supposed to - C2 - Disruptive Behaviour • Repeatedly shouting out and not putting your hand in the air - C2 - Disruptive Behaviour • Repeatedly not engaging with the task or completing the work set - C2 - Refusal to Follow Instruction • Repeatedly not following instructions that the class teacher has set - C2 - Refusal to Follow Instruction • Repeatedly making silly noises or attention seeking comments - C2 - Disruptive Behaviour • Repeatedly answering back or questioning instructions - C2 -	Staff will remind students that they are now on a C2 and that any further demonstration of the examples listed, will result in a C3 being awarded.	No further communication required other than the awarding of a C2 to the student. Staff should encourage students to use their time-out passes to regulate should they require this from their one-page profile. <u>This will only be logged on Arbor by the class teacher.</u>

	Refusal to Follow Instruction - Repeatedly passing notes or throwing small bits of paper - C2 - Disruptive Behaviour - Repeatedly having minor squabbles or playfighting with friends - C2 - Disruptive Behaviour		
C3 behaviour	- Persistent C1/C2 behaviours have been demonstrated throughout the lesson - C3 - Persistent Disruptive Behaviour - A student has accrued 5 uniform correction logs - SLT - 5 Uniform Corrections - A student has accrued 5 technological device confiscations - SLT - 5 Technological Device Confiscations - A student demonstrates concerning social time behaviour - SLT - Concerning Social Time Concern Behaviour	Staff will inform the student that they are now on a C3 and that they will have a 20-minute detention the same day. Staff will also ring on-call should they need the student to be removed from the lesson. Staff will also need to attend the restorative after-school with the student in the detention. Should a student hit the trigger points within the graduated behaviour response, then the student will either be placed on a pastoral report or a department report, depending on what's most appropriate.	<u>Staff to log the C3 behaviour</u> on Arbor stating what the C1, C2 and C3 was for. <u>Only SLT will log any SLT behaviour types on Arbor.</u>
C4 Behaviour	Going on a member of staff's computer - C4 - Using a Member of Staff's Computer	Staff to ring for on-call immediately so that the student will be removed	<u>Staff to log on Arbor under the appropriate behaviour type if the behaviour has</u>

	• Rude language directed at a member of staff - C4 - Using Rude Language to a Member of Staff • Foul and abusive language is used towards another student - C4 - Using Foul and Abusive Language to a Student • Verbal abuse/threatening behaviour against a pupil - C4 - Verbally abusing and Threatening Another Pupil • Sexist, Racist, Homophobic, disablist, ageist or sexual comments made - C4 - Making a Sexist Comment, C4 - Making a Racist Comment, C4 - Making a Disablist Comment, C4 - Making an Ageist Comment & C4 - Making a Sexual Comment • Graffiti on tables - C4 – Vandalism • Truancy (refusal to go to lessons) - C4 - Truancy • Walking out of class - C4 - Walking out of Class • Failure to attend a lunchtime detention – This will automatically log on Arbor • Damage to the classroom/equipment - C4 - Unacceptable Behaviour • Smoking on the school site (including e-cigs) - C4 - Smoking • Found in possession of cigarettes, lighter, vapes - C4 - Possession of a Substance • Unintentional contact with a member of staff because of a fight/assault - C4 - Unacceptable Behaviour • Theft - C4 - Theft	from the lesson or situation. The student will then receive a further sanction (time in reflect) based on the information supplied by the teacher. Should a student hit the trigger points within the graduated behaviour response, then the student will either be placed on a pastoral report or a department report, depending on what's most appropriate.	<u>happened within their lesson. Staff will also need to email the HoY, HoD, AHoY & SLT link for the relevant year group so that the appropriate sanction can be implemented.</u> Reflect, HoY, AHoY or SLT will also log if the behaviour demonstrated has happened outside of lesson. Parents will be informed of the student's behaviour via the class teacher or the pastoral team, depending on whether the incident has happened outside or inside of a lesson.
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	- Poor behaviour in the community (this includes reported antisocial behaviour whilst travelling to/from school) - C4 - Unacceptable Behaviour - Bullying - C4 - Bullying - Refusal to handover a technological device - C4 - Refusal to Hand Over Device - Walking off when being spoken to by a member of staff - C4 - Walking off from a Member of Staff - Vandalism - C4 - Vandalism - Fighting - C4 - Fighting - Inappropriate use of social media or online technology (this could include filming/circulating of a fight/assault) - C4 - Unacceptable Behaviour - Not following the one-way system and responding to staff when redirected - C4 - Unacceptable Behaviour - Dangerous behaviour in the corridor during transitions - C4 - Unacceptable Behaviour		
C5 Behaviour	- Foul and abusive language (containing expletives) directed at a member of staff - C5 - Directing Foul and Abusive Language to a Member of Staff - Verbal abuse/threatening behaviour against a pupil - C5 - Verbally Abusing and Threatening Another Pupil - Repeated Sexist, Racist, Homophobic, disablist, ageist or sexual comments made - C5 - Repeated Sexist Comments, C5 -	Staff to ring for on-call immediately so that the student will be removed from the lesson or situation. The student will then receive a further sanction (an off-site direction or a suspension) based on the information supplied by the teacher. The student will also be out of	<u>Only SLT, HoY & AHoY will log this behaviour on Arbor.</u> Any staff involved with an incident <u>must</u> email the relevant SLT, HoY & AHoY links so that the correct information is gathered before logging. Parents will be informed of the student's behaviour via the the pastoral team and a

	Repeated Racist Comments, C5 - Repeated Disablist Comments, C5 - Repeated Ageist Comments & C5 - Repeated Sexual Comments • Truancy (refusal to go to reflect) - C5 - Refusal to go to Reflect • Failing reflect and all adjustments or requirements for the individual student were met - C5 - Failing Reflect • Repeated smoking on the school site (including e-cigs) - C5 - Repeated Smoking • Physical assault of a teacher - C5 - Physical Assault on a Member of Staff • Unintentional contact made with a member of staff as a result of a fight/assault (depending on severity) - C5 - Unintentional Assault of a Member of Staff • Repeated Theft - C5 - Theft • Poor behaviour in the community (this includes reported antisocial behaviour whilst travelling to/from school) – (Depending on Severity) - C5 - Unacceptable Behaviour • Repeated bullying - C5 - Repeated Bullying • Threat or use of an offensive weapon or prohibited item - C5 - Threat or use of an Offensive/Prohibited Weapon • Fighting (Depending on severity) - C5 - Fighting • Assault - C5 - Assault • Inappropriate use of social media or online	circulation whilst the incident is being investigated. Student's will be placed on a pastoral report.	reintegration meeting must take place.
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	technology (this could include filming/circulating of a fight/assault) (Depending on severity) - C5 - Unacceptable Behaviour Drugs brought on site and found on person - C5 - Drugs		
Neutral Behaviour/Reports	- A student demonstrates behaviour on the graduated response system that warrants a Form Tutor or Department Report - A student demonstrates behaviour on the graduated response system that warrants a HoY/AHoY Report - A student demonstrates behaviour on the graduated response system that warrants a SLT Report - Incident has been investigated due to an incident taking place	Relevant staff to monitor pupils on report and liaise with the relevant staff regarding escalating or deescalating a student on report.	<u>Either form tutors, curriculum leaders, HoY, AHoY or SLT will log this on Arbor. The relevant staff will also inform carers that a student is on report as well as how they are doing on report.</u>

APPENDIX B: BANNED ITEMS

The following items are “banned items.”

- Alcohol.
- Tobacco and e-cigarettes.
- Drugs and any illegal substances.
- Prescription medicines without the patient’s name, date of prescription, dosage and name of drug.
- Over the counter or other non-prescription medicines without a parental note of authorisation.

- Solvents.
- Volatile substances.
- Aerosols.
- Matches.
- Cigarette lighters and any other smoking paraphernalia.
- Fireworks.
- Knives.
- Firearms.
- ICT virus equipment and external storage devices.
- Any object that could potentially cause injury.
- Laser pens or any laser pointing device.
- Indecent or offensive images stored in any format.

Additional Banned Items

- Chewing gum.
- Fizzy drinks.
- Energy drinks.
- Hooded tops.
- Excessive make up (false eye lashes).
- Artificial (false) nails.
- Jewellery in excess of one small pair of studs and a wristwatch.

APPENDIX C: SEARCHING, SCREENING & CONFISCATING ITEMS

Please refer Searching, Screening and Confiscation Policy mentioned earlier within this document.

School Guidelines in relation to Bladed Articles/Weapons (including replicas)

Any student found in possession of a bladed article or weapon (including replicas) of any type or size could face Permanent Exclusion. At the very least he/she will receive a Fixed Term Suspension. All students found in possession of a bladed article or weapon (including replicas) will automatically be referred to the police and will be dealt with accordingly. In law fireworks such as “bangers” etc. are classed as firearms. St Cuthbert’s RC High School operates a zero-tolerance approach in relation to fireworks. The Local authority’s Weapons Protocol will be initiated and a potential referral into children’s social care JWT,

APPENDIX D

RESTORATIVE CONVERSATION FRAMEWORK

Purpose

At St Cuthbert's RC High School, we believe that behaviour is best improved through strong relationships, high expectations and consistent restorative practice.

A restorative conversation is not intended to replace a sanction. Instead, it provides an opportunity for pupils to understand the impact of their behaviour, repair relationships where appropriate and successfully reintegrate into learning.

Every significant behaviour incident should conclude with a restorative conversation once the pupil is calm and ready to engage.

Principles

Restorative conversations should always be:

- Calm
- Respectful
- Non-confrontational
- Focused on behaviour rather than the child
- Solution focused
- Conducted privately wherever possible

Staff should avoid arguing, raising their voice or becoming drawn into secondary behaviours.

The Five-Step Conversation

1. Reconnect

Begin by rebuilding the relationship.

Examples include:

"I'm pleased we're able to talk."

"Today is a fresh start."

"Let's talk about what happened so we can move forward."

The aim is to reduce anxiety and demonstrate that the conversation is about improvement rather than punishment.

2. Explore

Allow the pupil to explain events.

Suggested questions:

- Tell me what happened.
- What happened just before the incident?
- What were you thinking at the time?
- What were you hoping would happen?

Staff should listen without interruption before clarifying any inaccuracies.

3. Reflect

Support the pupil in understanding the impact of their behaviour.

Questions may include:

- Who has been affected?
- How do you think they feel?
- How has this affected learning?
- How has this affected you?
- Was your behaviour in line with our CARE values?

This stage encourages empathy and accountability.

4. Repair

Support the pupil in identifying how relationships can be repaired.

Questions include:

- What could you have done differently?
- What needs to happen now?
- Is there anybody you need to apologise to?
- What support would help you make a better choice next time?

Repair may involve:

- verbal apology
- written apology
- restorative meeting
- repairing damaged property
- agreeing future expectations

5. Reset

End every conversation positively.

Examples include:

"Thank you for being honest."

"I know you can make a better choice next time."

"Let's make today a fresh start."

"I'm looking forward to seeing you succeed."

The aim is that every pupil leaves believing they can be successful.

Staff Expectations

All staff will:

- remain calm throughout the conversation
- actively listen
- avoid confrontation
- focus on behaviour rather than character
- reinforce school expectations
- encourage pupils to take responsibility
- end positively
- record any agreed actions where appropriate

Restorative Conversation Micro-Script

Reconnect

"Thank you for talking with me today."

↓

Explore

"Tell me what happened."

↓

Reflect

"Who has been affected by what happened?"

↓

Repair

"What can you do to put this right?"

↓

Reset

"Thank you. Let's move forward positively."

Expected Outcomes

Effective restorative conversations should enable pupils to:

- understand the impact of their behaviour
- take responsibility for their actions
- rebuild relationships
- develop strategies for future success
- return to learning quickly
- contribute positively to the school community

This appendix should be used alongside the C1–C5 Behaviour System and should underpin all restorative practice across the school.

APPENDIX E

GRADUATED BEHAVIOUR RESPONSE FRAMEWORK



PURPOSE

The Behaviour Response Framework provides a clear and consistent graduated approach to behaviour management at St Cuthbert's RC High School. It ensures that all pupils experience predictable routines, fair consequences and appropriate support whilst maintaining high expectations.



OUR APPROACH IS UNDERPINNED BY:



CONSISTENCY

All pupils experience the same high expectations.



FAIRNESS

Reasonable adjustments are considered whilst maintaining high expectations.



RELATIONSHIPS

Sanctions are accompanied by restorative practice that rebuilds relationships and promotes positive behaviour.



SUPPORT

Behaviour is viewed as communication. Pupils receive the right level of intervention at the earliest opportunity.



EVERY MEMBER OF STAFF WILL:

- Apply the C1–C5 Behaviour System consistently
- Follow the agreed behaviour scripts
- Complete restorative conversations
- Record behaviour accurately on Arbor
- Communicate concerns promptly with pastoral leaders
- Escalate concerns when thresholds are met
- Ensure reasonable adjustments are considered for pupils with SEND

PLEASE NOTE:

This framework should be used in conjunction with the C1–C5 Behaviour System, the Restorative Conversation Framework (Appendix D) and the Graduated Behaviour Thresholds (Appendix F).

APPENDIX E

Behaviour Expectations

At every stage staff will:

- remain calm
- use positive language
- apply sanctions consistently
- focus on behaviour rather than the child
- provide opportunities to regulate
- complete restorative conversations
- record behaviour accurately on Arbor
- communicate with parents where required

Graduated Pastoral Support

Behaviour does not stop with sanctions. Where concerns persist, support should increase.

Behaviour Pattern	Intervention
Repeated C3s	Form Tutor Report
Continued concerns across lessons	Department Report
Behaviour across several subjects	Head of Year Report
Persistent behaviour	Assistant Head of Year Report
Behaviour not improving	Behaviour Improvement Panel (BIP)
Attendance / Family concerns	Early Help Assessment
SEND indicators	SEND Assessment / Reasonable Adjustments
High risk of suspension	Behaviour Support Plan
Mainstream strategies unsuccessful	ARC / Off-Site Direction / Managed Move
Serious incident	Suspension
Persistent serious behaviour despite extensive support	Permanent Exclusion considered

Staff Responsibilities

Every member of staff will:

- Apply the C1–C5 Behaviour System consistently.
- Follow the agreed behaviour scripts.
- Complete restorative conversations.
- Record behaviour accurately on Arbor.
- Communicate concerns promptly with pastoral leaders.
- Escalate behaviour concerns when threshold criteria are met.
- Ensure reasonable adjustments are considered for pupils with SEND.

Leadership Responsibilities

Pastoral leaders will:

- Monitor behaviour trends weekly.
- Review pupils reaching intervention thresholds.
- Meet regularly with Heads of Department.
- Engage parents early.
- Coordinate Behaviour Improvement Panels.
- Monitor the impact of interventions.
- Review pupils at risk of suspension or permanent exclusion.

Guiding Principles

Our behaviour response is underpinned by four key principles:

Consistency

All pupils experience the same high expectations regardless of the member of staff involved.

Fairness

Reasonable adjustments are considered whilst maintaining consistently high expectations.

Relationships

Sanctions are accompanied by restorative practice that rebuilds relationships and promotes positive behaviour.

Support

Behaviour is viewed as communication. Pupils receive the right level of intervention at the earliest opportunity to promote long-term success.

APPENDIX F – GRADUATED BEHAVIOUR THRESHOLDS

Stage	Typical Trigger	Intervention
Universal	Low-level classroom behaviour	C1–C3 Behaviour System
Monitoring	Repeated C3s / detentions	Tutor / Department Report
Pastoral	Persistent concerns	HOY/AHOY Report
Intensive	Repeated Reflect / suspension risk	Behaviour Improvement Panel
Targeted Support	SEND / family / attendance concerns	Early Help / SEND Support
Alternative Provision	Universal support unsuccessful	ARC / Off-Site Direction / Managed Move
Serious	Serious one-off incident	Suspension / Permanent Exclusion consideration