



St. Cuthbert's
Roman Catholic High School

WHOLE SCHOOL POLICY & PROCEDURES

**PROMOTING POSITIVE BEHAVIOUR
REVIEWED SUMMER 2025**

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'.*

Policy: Promoting Positive Behaviour		
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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. 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.

3. 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 accountability 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 supports the development of appropriate behaviour through positive interventions that are personalised to meet the needs of individual pupils.

4. OUR VALUES

The **St Cuthbert's RC High School Promoting Positive 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.
- [Behaviour Policy Checklist by The... - Flipsnack](#) Checklist written for the Children's society by students who have experienced exclusion and are now an advocate for other young people.

6. ROLES AND RESPONSIBILITIES

(a) The governing body

The governing body is responsible for reviewing and approving the Promoting Positive 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. They will also ensure that the school environment promotes positive behaviour and that staff respond effectively to poor behaviour. Additionally, the headteacher will monitor how staff implement this policy to ensure that rewards and sanctions are applied consistently.

(c) Staff

Staff are responsible for:

- Implementing the behaviour policy consistently.
- Modelling positive behaviour and paying first attention to best conduct.

- Carrying out restorative conversations with students.
- Providing a personalised approach to the specific behavioural needs of students.
- Recording behaviour incidents on Arbor.

The Senior Leadership Team and Pastoral Team will also support staff in responding to behavioural incidents.

(d) Parents

Parents are expected to:

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

7. GENERAL PRINCIPLES OF THE PROMOTING POSITIVE BEHAVIOUR POLICY

At St Cuthbert's RC High School, we teach pupils to:

BE READY, BE RESPECTFUL and BE SAFE

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.

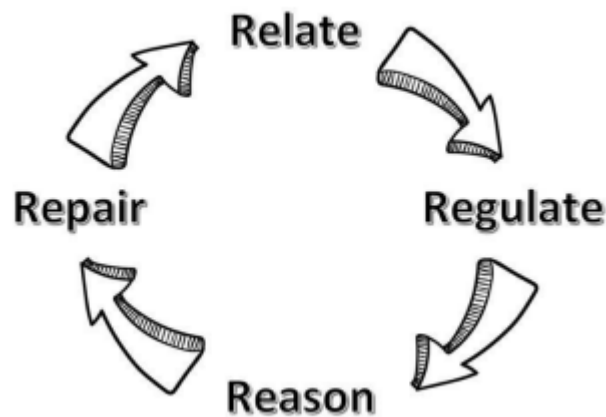
7.1 UNDERSTANDING BEHAVIOUR

How we feel and respond to our emotions through our behaviour is linked to underlying, often unconscious, physiological and emotional processes, which are shaped by brain development. To support children effectively, we must understand and address their underlying developmental needs, not just manage the symptoms. This requires providing them with meaningful relationships that can make a real difference.

- For children to engage socially and with their learning, we need to provide an environment where they feel safe. Children derive their sense of safety from the adults around them.
- When children feel safe, we need to provide them with opportunities to stimulate and strengthen the neurological pathways that support social engagement.

- We need to soothe children and provide them with experiences which calm their defence pathways.

7.2 THEORY AND RESEARCH



Relate

In order to be successful at school, all children need to develop relationships that enable them to feel safe, secure, and positive about who they are. For this to happen, relationships must be at the heart of school life. We aim to promote positive relationships, active engagement, and wellbeing for all pupils. Protection, connection, understanding and care are the cornerstones of these relationships and should be evident in all interactions. Whether it be the whole school, classroom, or at an individual level.

Regulate

Every child will face challenges and at times, experience strong emotions that can block their access to learning and positive social interaction. Recognising these emotions and helping to regulate the child so that these feelings do not become overwhelming is essential for maintaining calmness in both the child and the classroom. When children experience intense emotions, they may need co-regulation to help them calm down. Repeated experiences of co-regulation are necessary for children to develop the ability to self-regulate.

Reason

Once a child is calm or alert, that is regulated, we can engage the thinking part of their brain, allowing reflection and learning to take place. Within a context of safety, security and stability, pupils' brains can effectively engage in and strengthen tasks such as logic, cause and effect, predicting, organising, mental flexibility and working memory.

Repair

Repairing relationships is a vital learning experience. Using a restorative framework helps ensure pupils do not carry guilt, shame, or rejection, and teaches them that they are worthy and deserving of lasting relationships. It supports children in developing greater understanding, empathy and responsibility.

7.3 LANGUAGE AND BEHAVIOUR

We understand that a common and consistent use of language around behaviour is essential in creating clear boundaries for learning how to behave. Poor behaviours should be discussed as the behaviours they are and not be made personal to the child. Most conversations around behaviour should be conducted, in the first instance, by the adult with whom the behaviour occurred. Incidents are then logged formally, which will be recorded on Arbor. It is important we use our records of poor conduct to identify patterns in behaviour that may be linked to other events in the child's life. It is important for all members of the staff at St Cuthbert's to adopt a warm but strict approach when responding to incidents of poor behaviour.

7.4 VISIBLE CONSISTENCY & VISIBLE KINDNESS

These are the visible behaviours consistently exhibited by staff and expected by children. Through these consistent actions, adults will build respectful relationships with pupils:

- Children are greeted at the classroom door and/or in the classroom, daily by their teacher and/or teaching assistant. Members of the Senior Leadership Team and specialist teachers will also meet and greet children and parents at the gate or in other areas of the school.
- Staff will model positive behaviours – being calm, consistent and fair in their treatment of children, parents and colleagues. Adults in school will avoid raising their voice at individuals or becoming emotionally charged.
- Staff will 'pay first attention to the best conduct' and will endeavour to catch children 'doing the right thing' in order to praise and recognise desired behaviours.
- Teachers will use a visible recognition mechanism throughout their lessons (E.G. Recognition Boards).
- Staff will pre-empt poor conduct in order to prevent sanctions.
- Staff will refer to **READY, RESPECTFUL** and **SAFE** when addressing poor conduct.
- Adults will retain ownership and engage in reflective dialogue with pupils.
- All adults will take responsibility for behaviour at our school as poor conduct and unacceptable behaviour will not be ignored.

7.5 REWARDS & POSITIVE NOTICING

Rewards are an important way of recognising effort, achievement and positive behaviour. All students value praise as it encourages them and helps them understand that their efforts are recognised, which in turn builds resilience and persistence. At St Cuthbert's, we place strong emphasis on classroom teachers taking the lead in rewarding students, as it is through these moments of recognition that positive relationships with learning are fostered.

Classroom teachers and form tutors issue CARE achievement points on a daily basis. Students may also receive additional recognition through positive phone calls home, instant rewards such as golden tickets, certificates or postcards, and 'Star of the Week' awards for outstanding contributions in class or with homework. Recognition also extends to contributions made to the wider school community and participation in extra-curricular activities.

Rewards are celebrated weekly during assemblies, recognising achievements in attendance, behaviour and punctuality. At the end of each term, a rewards assembly is held for each year group to celebrate successes. Students are recognised for their contributions to the St Cuthbert's

CARE values, as well as by subject departments and the Pastoral Team for their efforts both in and out of the classroom.

Rewards trips are planned at key points during the academic year to reinforce positive behaviour, effort and engagement. These experiences aim to encourage students to be the best they can be.

8. BEHAVIOUR SYSTEMS

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 system to monitor and respond to low-level behaviour in the classroom:

- **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; their name is ticked.
- **C3 (Consequence):** The member of staff alerts on call for the student to be removed and taken to reflect for the lesson. As a consequence, a 30-minute detention is issued 24 hours later via Arbor.

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, C2, C3 consequence 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 recommended 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 Reflect 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 30-minute detention the following 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 the next 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 30-minute after-school detention the following day. Parents will also receive communication from the class teacher to explain why the C3 behaviour log has been given via phone call. 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-3:30pm).

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 30-minute after-school detention, then they will be required to attend a full lunchtime 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 lunchtime detention, they will then spend a full day in reflect the following day.
- **Stage 4:** If a student fails or refuses to go to reflect 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 reflect.

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 or when students get 5 technological device confiscations. Students who continuously fail to attend Senior Leadership Team 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 truant 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 Reflect, or, depending on their needs, may spend time in either SEND/D.E.N (Discover, Educate, and Nurture).

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/Inclusion).
- 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 been exited from a lesson (C3), 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 booked into Reflect for the day will be provided with a laptop and work will be emailed to them to ensure consistency with the curriculum. In addition, students will complete a reflection task, which will be shared with their teacher(s) to support reintegration and learning.

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 at 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 Cuisin 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 a Senior Leadership Team 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 8:00am 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.

9.PUNCTUALITY

Students are expected to be on time, first time, every time, for both school and lessons.

Late to School

Students should arrive by 8:15am each morning to allow time to be ready for registration at 8:25am.

- If a student arrives between 8:30 am and 8:49am, they will receive a late mark and must attend a 10-minute detention at break time the following day. Failure to attend this detention will result in a 20-minute lunchtime detention the day after that.
- If a student arrives after 8:50 am, this will be recorded as a 'U' (Late after registers close), which will negatively impact attendance and could lead to a Fixed Penalty Notice. The student will also be expected to attend the standard detentions outlined above for being late to school.

If a student has a legitimate reason for lateness, parents should provide evidence to support this.

Late to Lessons

Students have 5 minutes between each lesson to ensure that they arrive on time. If a student is late, this will be recorded by their class teacher. Persistent lateness will result in punctuality reports and parental meetings.

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 program 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.

12.1 RECORDING INCIDENTS OF MISBEHAVIOUR

In addition to informing parents of their child's behaviour, the incident will be recorded on Arbor. Behaviour records will be monitored and reviewed to ensure that appropriate support and intervention is offered.

13. 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.

13. 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: SCHOOL RULES

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.



RULES AND EXPECTATIONS

OUR SCHOOL RULES OF READY, RESPECTFUL AND SAFE ARE USED IN ALL SUBJECTS AND ASPECTS OF SCHOOL LIFE

READY

ALWAYS BE READY TO LEARN. THIS INCLUDES WEARING FULL SCHOOL UNIFORM AND HAVING THE CORRECT EQUIPMENT FOR EACH CLASS



RESPECTFUL

BEING RESPECTFUL TO EACH OTHER. THIS INCLUDES LISTENING AND DEMONSTRATING OUR CARE VALUES TO PEERS AND STAFF AT ALL TIMES



SAFE

KEEPING YOURSELF AND OTHERS SAFE AT ALL TIMES. THIS INCLUDES NOT PUTTING YOURSELF OR ANYONE IN DANGER



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.

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.