

ST CUTHBERT MAYNE SCHOOL
Joint Catholic and Church of England 11-18 Comprehensive School
Dioceses of Plymouth and Exeter



St Cuthbert Mayne School
Behaviour & Relationships
Policy

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St Cuthbert Mayne School Behaviour & Relationships Policy

St Cuthbert Mayne School encourages good behaviour through a combination of high expectations, clear policy and an ethos which ensures students are Ready, Respectful and Safe.

St Cuthbert Mayne has in place a range of rewards to reinforce and recognise good behaviour, and clear consequences for those who do not comply with the School's behaviour policy.

This Policy aims to outline the measures by which the school aims to promote good behaviour, self-discipline and respect; prevent bullying; ensure that students complete assigned work; and regulate the conduct of students.

The commitment of staff, students and parents is vital to develop a positive whole school ethos. St Cuthbert Mayne reserves the right to apply this policy to all students at any time a student is recognisable as a St Cuthbert Mayne student, regardless of whether this is before, during or after school hours. The application of this policy is not dependent on whether the student is wearing a school uniform.

The Cuthbert Way

At St Cuthbert Mayne School we call our student behaviour code the 'Cuthbert Way'. To keep it simple we use three words to outline the Cuthbert Way - **Ready, Respectful and Safe**.

We expect all students to be **READY** to learn. This means they come to school in the correct uniform and with the correct Super 7 equipment and PE kit so they are **READY** to take a full and active part in all lessons. This enables them to demonstrate that they are **READY** to be part of our school community and make the most of the learning opportunities provided. They are **READY** to do the right thing even when nobody else is watching. They are **READY** to be courageous and show confidence in embracing new challenges. They are **READY** to be creative, to be inventive, resourceful and visionary. They are **READY** to be compassionate and to reflect the love of God.

We expect all students to be **RESPECTFUL** to all members of the community. This means they have compassion and reflect the love of God by being kind to others and treating others as they wish to be treated. They are **RESPECTFUL** because they have integrity and look after the school environment, even when nobody's watching. They are **RESPECTFUL** because they follow the clear reasonable requests of staff at the first time of asking, speak politely to each other and do not use derogatory language. They are **RESPECTFUL** because they listen carefully to instructions and follow them at the first time of asking. They are **RESPECTFUL** because they respect the personal space of others and keep their hands and feet to themselves.

We expect all students to be **SAFE**. This means that they behave in a way that keeps themselves and others **SAFE** in school, online and in the local community. They promote the core values of compassion by reflecting the love of God and having due regard for the safety of their peers. They are alert to risks and dangers and keep themselves and others **SAFE** by having integrity by doing the right thing even when nobody's watching.

At St Cuthbert Mayne school we expect our parents to work in partnership with us to ensure their

child behaves in a way that is Ready, Respectful and Safe and they fully meet the expectations as outlined in the 'Cuthbert Way'.

First Attention to Positive Behaviour

At St Cuthbert Mayne our first attention is always for best conduct. Promoting positive behaviour is the responsibility of all staff. We regularly celebrate the effort and success of all students in a variety of ways because we recognise that it is essential to developing a positive culture and ethos across the school. Examples of how we celebrate student effort and success include:

- Verbal praise
- Written feedback
- Display of work
- Positive telephone calls & postcards
- Ready to Learn morning assembly presentations
- Attendance Lottery
- Through the school website and on social media
- Praise Points
- Class Charts Reward Shop
- Awarding certificates
- Hot Chocolate Friday
- Celebration of Achievement/Awards Evenings
- Participation in trips and activities
- Leadership responsibilities, e.g. School Ambassadors

Each Head of Year and Tutor has a responsibility to track and share with students the number of reward points achieved within their year group / tutor group on a weekly basis. Names of students who receive the highest number of reward points are displayed publicly for whole school recognition. Students can also monitor their praise points through Class Charts (all students have been provided with their log-on details).

APPENDICES

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Appendix 1 – Roles and Responsibilities

Expectations of ALL Staff - Calm and consistent

- Know and understand the school behaviour policy
- Follow the school behaviour policy consistently
- Model the behaviour you expect to see from students
- Praise students doing the behaviour we want to see more than challenging those who are doing the wrong thing (parallel praise)
- Recognise that the standard you walk past is the standard you accept and if we let students off by not being consistent we let them down
- Understand that behaviour is the responsibility of everybody and take action

Expectations of TEACHERS - Calm and consistent

- Know the names of students in your classes.
- Understand students' special needs and use adaptive teaching
- Ensure that lessons are well planned and all resources are prepared in advance
- Have clear routines for transitions and for stopping the class
- Teach clear and consistent routines
- Meet and greet pupils when they come into the classroom - Strong Threshold
- Display rules in the class - and ensure that the students and staff know what they are
- Display the tariff of rewards in class
- Display the tariff of sanctions in class
- Use the C system consistently and follow through
- Use Class Charts consistently
- Communicate with parents if you need to remove a student from your lesson

Appendix 2 – Ready to Learn Time

The first 40 minutes of every school day is 'Ready to Learn Time'. There are four key priorities for tutors to complete during this time:

On the yards

1. Welcome students into school
2. Check uniform and equipment

In Tutor Bases

3. Complete the register
4. Lead the StCM Mayne Reads Programme

Tutors have an important role in checking that students are properly equipped for lessons at the beginning of each day, and subject teachers at the start of each lesson.

Students should show they are Ready to Learn by wearing the correct school uniform, as well as having their Super 7.

Students should have their Super 7 items and be able to show them to their tutor as part of the morning routines:

1. Black pen
2. Spare black pen
3. Pencil
4. Ruler
5. Rubber
6. Scientific calculator
7. Need to Know Wallet (this includes a red exercise book and Need to Know booklet)

A Super 7 pack can be purchased through ParentPay. The librarians will pass all Super 7 packs to students during Ready to Learn time.

This equipment is compulsory to support learning in lessons. Students are expected to have the Super 7 everyday. All Key Stage 4 students are also expected to bring in their charged Chromebook to all lessons. Equipment will be checked by tutors each morning in Ready to Learn time.

Students who are not in full school uniform and / or who have not got their Super 7, will work for the remainder of the day in the Reflection Room. The day for students working in the Reflection room

finishes at 15:50. Parents will be informed through Schoolcomms.

Appendix 3 – Uniform

All students are expected to wear full school uniform and look smart both in school, and on the way to and from school, or when involved in off-site visits. This helps students to get into the right frame of mind for learning and also gives them a sense of belonging to our school community. It also helps students to get into good habits for when they enter the world of work and may be required to wear some kind of uniform.

There are separate guidelines on dress code for students in the 6th Form.

If parents/carers are unsure about whether an item of uniform is suitable for school they should visit our website or contact us directly prior to purchasing.

At STCM we run a uniform and equipment 'Swap Shop'. The purpose of the StCM Uniform Swap Shop is to enable students to resolve their own uniform and equipment issues before the school day starts. This encourages students to take more responsibility for being ready to learn.

Students are able to swap a valuable item for the piece(s) of uniform and/or equipment they require. Valuable items are placed in a named envelope and locked away during the school day. The valuable items are swapped back for the borrowed uniform and/or equipment at the end of the school day.

The uniform and equipment swap shop is open between 08:15am - 08:40am each morning. The uniform swap shop re-opens at 15:10.

The school's uniform expectations can be found by following the link below:

<https://www.st-cuthbertmayne.co.uk/uniform/>

Students who are not in full school uniform and / or who have not got their Super 7, will work for the remainder of the day in the Reflection Room. The day for students working in the Reflection room finishes at 15:50. Parents will be informed through Schoolcomms.

Appendix 4 – Punctuality

Punctuality to school

At St Cuthbert Mayne School we expect all students to arrive at school and lessons on time. Punctuality is an important life-skill. Research shows that good punctuality and attendance has a positive impact on learning and the subsequent qualifications and outcomes for students.

Students who arrive late to school or late to lessons will miss learning time, learning opportunities and disrupt the learning of others.

Students who arrive between 8:40:01 am - 9am are considered as late to school and will be issued a 10 minute break time detention by the Attendance Improvement Officer. Students must attend and complete a 10 minute break time detention between 11:10 - 11:30am. The latest a student can arrive at the designated classroom will be 11:20am. For example, a student who arrives at 11:15am will complete their break time detention and subsequently leave at 11:25am.

N.B: Students who arrive into school before 08:40 am and do not make it up to the yard before 08:44am will line-up on the Main Drive and will be issued with a 10 minute break time detention. Also, students who fail to make it up to the yards or onto the Main Drive will be viewed as truanting and therefore will work for the rest of the day in the Reflection Room, until 15:50.

Students who arrive after 9:00am (when the register closes) will have their absence recorded as an unauthorised absence (a 'U' code will be used). Students who arrive after 9am, with no valid reason confirmed by a parent / carer, are considered very late to school, therefore, students will work in the Reflection room for the rest of the school day, until 15:50.

Students who arrive after 9:00 am will be required to sign in at the Student Reception.

Punctuality to lessons

Students should arrive at all lessons within five minutes of the bell going. Do Now tasks support students to focus straight away on their learning and these will be available on entry into all classrooms.

Students who arrive at the classroom, after five minutes of the first bell sounding, are late and will be sent to the Reflection Room where they will work until 15:50.

Appendix 5 - Promoting Learning in the Classroom

Promoting Positive Behaviour in Lessons

In lessons we will use a range of strategies to promote positive behaviour. The aims of these strategies are:

1. To enable teachers to **deliver engaging and creative lessons and to experiment and take risks with learning**, without concern for behavioural interruptions as barriers
2. To provide **clarity for students** about acceptable behaviour and the consequences of misbehaviour
3. To encourage students to **take responsibility** for their own actions
4. To reward students for outstanding effort, work and contributions to the school community.
5. To **eliminate disruptive behaviour**, so that there is a culture of learning, achievement and ambition everywhere in the school and no learning time is wasted

The Cuthbert Way - Lesson Expectations

Teach like a Champion (TLAC) and **Learn like a Champion (LLAC)** underpin the learning processes at St. Cuthbert Mayne:

Threshold

Students arrive calmly for their lesson, within five minutes of the first bell, where they will be greeted by their teacher.

Strong Start

Students enter the classroom quietly, place their learning equipment on the desk and complete the **Do Now** activity.

SLANT

- Sit up in your chair
- Listen
- Ask and answer questions
- Nod your head
- Track the speaker

No Opt Out

All students are expected to take part and complete all work as directed by their teacher. Teachers may use **Cold Call** to check understanding throughout the lesson.

Students will also experience **Right is Right, Stretch It** and **Turn & Talk** in the classroom.

Students will experience a **Warm / Strict** approach from staff in the classroom and around the school site.

Mobile Phones are not permitted to be out during the school day. Students using a mobile phone in lessons without the permission of their teacher will have their phone confiscated until the end of the lesson. Phones will be placed on the teacher's desk or a place designated by the teacher.

Appendix 6 - Consequences of behaviour which does not meet expectations

The C - System

Consequences are only to be used when more positive methods of promoting outstanding learning through good behaviour are not working, or after a member of staff has utilised tools from their StCM Behaviour for Learning toolkit. When a member of staff feels they need to resort to a consequence, these are always to be applied impersonally (i.e. it is the negative behaviour that is resulting in the consequence not the student's personality), calmly, fairly, consistently and professionally. **In this school we praise in public (PIP) and reprimand in private (RIP) where possible.**

The aim is to keep all students accessing their learning within the lesson for the full duration of the lesson. We are committed to not allowing the negative behaviour of the minority to continually disrupt the outstanding learning of the majority. For this reason we use the C-System, where students who fail to respond to a C1 warning, by correcting their behaviour, are instructed to leave the classroom and attend the Reflection Room. We also employ a system so that a student can be collected (if deemed a serious incident or a student is refusing to co-operate) and are removed from the classroom.

There is an expectation at St. Cuthbert Mayne, a teacher issuing a C2, will call the parents of the child on the same day. This is to ensure that parents are aware of the context and the behaviour of the child in the classroom. The aim of this conversation is to enable home and school to work in partnership to resolve the problem(s) which are occurring in the classroom.

The C-system processes

- The C-system is used **CONSISTENTLY** by staff when a student is **DISRUPTING** the learning of themselves or others
- Where a student is disrupting the learning of themselves or others, a teacher will issue a **C1 WARNING**, explaining to the student why the C1 has been issued and how they can avoid an escalation to a **C2 REMOVAL**
- Where a student continues to cause disruption to learning, a teacher will issue a **C2 REMOVAL**. The student will be sent to the **Reflection Room**
- If a student refuses to leave a classroom, this will be considered as a serious breach of this policy and is likely to result in the student being suspended from school.

The Reflection Room

The Reflection room is the school's provision for students who fail to meet the Cuthbert Way student expectations. It is important that learning continues for all students regardless of their initial poor choice making. Subsequently, the learning which is completed in the classroom is mirrored in the Reflection room. The resources available to students come from a range of sources, all of which are provided and endorsed by Curriculum Leaders and match the sequencing of learning taking place in classrooms.

We are committed to the inclusion of all and to prevent suspension, students issued with a C2 Removal will attend the Reflection Room. Work will be provided on entry to the Reflection Room. The work completed in the Reflection Room will mirror the work delivered in the classroom. Students will work in the Reflection Room until 15:50. Students who fail to complete their day working in the Reflection room, until 15:50, will be booked into work in the Reflection room the next day they are in school.

Where a student must attend a medical appointment and they are working in the Reflection Room, parents must inform the school and provide medical evidence of an appointment. Without medical evidence, students will need to complete their work in the Reflection Room until 15:50. Failure to complete the day in the Reflection room until 15:50 will result either in suspension or a student being booked into work in the Reflection room the following day.

Students will also work in the Reflection Room when coming back from suspension. This is to ensure improved practices and routines can be established, which will support students to transition successfully back into the classroom.

Parents will be notified using Schoolcomms, where their child is referred to the Reflection room.

A student will be referred to the Reflection room for the following reasons:

- Behaviour which disrupts learning - C2 from a Classroom
- Behaviour which is not respectful or safe
- Refusal to cooperate
- Internal truancy
- Multiple occupancy in a toilet cubicle
- Refusal to hand over a mobile phone
- Incorrect uniform
- Serious incident
- Smoking / vaping in school uniform
- An incident which does not meet the threshold for a fixed term suspension
- Student returning from a fixed term suspension
- Missed 75 minute after-school home learning detention

N.B: Please note that the Senior Leadership team reserves the right to direct a student to the Reflection room should the behaviour of a student(s) falls below the Cuthbert Way student expectations.

Reasonable Adjustments and Targeted Support

At St. Cuthbert Mayne school we want all students to be learning in the classroom, experiencing quality first teaching. In order to achieve this, we come alongside students who are struggling and make reasonable adjustments. Where it becomes clear that a child is having on-going difficulties in managing their behaviour, there are a range of strategies which are used to support students, eg. working in an attachment and trauma aware way. We will always consider whether continual disruptive behaviour is the result of an unmet educational or other need/s, and should we consider this to be the case, whether multi-agency assessment would be appropriate.

Every child is different and all support is tailored to meet the needs of each individual, in the recognition that what works for one child may not for another.

Please find below some of the examples of how we support students both inside and outside of the classroom and make reasonable adjustments:

- RESET
- Managing Behaviour & Emotions training
- Reframe - social skills group
- Active listening for active learning - Communication and interaction group
- Lego therapy
- ELSA - Emotional literacy support assistants
- Design and implementation of a Pupil Passport
- Design and implementation of a Relational Support Plan
- Student Mentoring
- Counselling referral
- Listening referral (LINX)
- Early Help referral
- Kintsugi Hope Wellbeing Group
- Bereavement Support
- Chaplaincy Team Support
- Educational Psychology assessment
- Mental Health Support Team Referral
- DAY Programme - building relationships

Appendix 7 - Promoting Positive Behaviour Around School

The Cuthbert Way - Student Expectations

We expect students to behave sensibly when moving around the school site. We will always look to praise students for behaving correctly around the school site.

We will always look to promote positive behaviour before challenging poor behaviour, for example, where two students are approaching a member of staff, one student has their shirt tucked in and the other student has their shirt hanging out, the approaching member of staff will greet the students, praising the student who has their shirt tucked in before making a reasonable challenge to the other student.

If a student behaves in a way which is not respectful or safe they will be sent to the Reflection Room. There are no warnings for these behaviours, as students have been made aware through the student induction programme of what contributes behaviours which are not respectful or safe.

Appendix 8 - Fixed term suspension & Permanent Exclusions

Only the Headteacher can authorise a Fixed Term Suspension or Permanent Exclusion.

The Headteacher will follow the latest DFE Guidance, when considering a suspension or exclusion to ensure that students are treated fairly and not discriminated against:

<https://www.gov.uk/government/publications/school-exclusion>

Fixed Term Suspension

Fixed Term Suspensions are used when there has been a serious breach of the school Behaviour and Relationship policy.

Suspension from school is a serious consequence. It is crucial that, when suspension is used, the follow-up with students and their parents is thorough and supportive to try and prevent the behaviour from happening again. At the same time, when a student has been suspended, it must be made very clear that subsequent suspensions will likely increase in length and may ultimately result in permanent exclusion.

The school is responsible for providing work to complete during a Fixed Term Suspension. Parents have a duty to ensure their child is not in a public place during school hours.

In exceptional circumstances a long fixed term suspension (up to 45 days) might be used in exceptional circumstances, usually to allow time for new curriculum provision to be put in place (e.g. college placement) as an alternative to permanent exclusion.

Should a student accrue 15 days or more of Fixed Term Suspension in any one term, the Governing Body Disciplinary Committee will meet to review the use of exclusion.

Permanent Exclusion

A Permanent Exclusion is a very serious consequence. A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the student is reinstated by the Governing Body).

The decision to exclude a student permanently will only be taken:

- In response to a serious breach or persistent breaches of the school's behaviour policy;
and
- Where allowing the student to remain in school would seriously harm the education or welfare of the student or others such as staff or students in the school.

When the decision is made to Permanently Exclude a student the Headteacher will contact the students parents to inform them without delay. The school will notify the Local Authority and Social Services if the student has a Social Worker.

The Governing Body Disciplinary Committee meets to review the permanent exclusion.

The procedure following a Permanent Exclusion

The school will provide work for the Permanently Excluded student to complete for the first 5 days of their exclusion. The Local Authority must arrange alternative educational provision for the student by the sixth day.

A Governor's Disciplinary Committee meeting must be held within 15 school days of the permanent exclusion to review it and decide whether to uphold it or to reinstate the student.

Permanent Exclusion Appeals Process

Following the Governor's Disciplinary Committee meeting, which meets following a Permanent Exclusion, to review the process and reasons for exclusion, parents/carers will receive a letter from the Governors as soon as possible after the meeting, giving the reasons for the decision, explaining the parents'/carers' right to appeal to an independent review panel and telling them the date by which they must submit their appeal. Parents/carers will also receive a letter from the Local Authority.

The school should tell parents/carers where to submit the request for a review. If the parents/carers need advice about this, they should contact the Head of Vulnerable Pupils on 01803 206281.

Parents/carers can appeal even if they did not make a case to or attend the Governor's Disciplinary Committee meeting, but they cannot appeal if they miss the deadline (15 school days from the date they were notified).

If parents/carers believe that the exclusion has occurred as a result of discrimination, then they may make a claim under the Equality Act 2010 to the First-tier Tribunal (Special Educational Needs and Disability), in the case of disability discrimination, or the County Court, in the case of other forms of discrimination. They have six months to do this.

Appendix 9 - Serious Incidents

When a serious incident occurs, staff need to complete a statement which clearly details the incident, as dispassionately as possible, as it may be used as the basis of a fixed term suspension or permanent exclusion.

An incident is to be reported using the Sheassure online system as follows:

- Click on 'Key Documents' in daily Staff Notices
- Scroll down and click on 'Staff Accident/Incident Reporting'
- This takes you to Torbay Council Health & Safety Portal
- Click on 'Report on Employee Accident including VATB'
- Follow instructions and complete the form, being careful to clearly identify St Cuthbert Mayne School as the Organisation

A serious incident may be:

- Violence;
- Threatening Behaviour;
- Intimidating Behaviour;
- Extortion;
- Drug Offences;
- Racial Abuse;
- Sexual Abuse;
- Offensive Weapons;
- Swearing and the use of derogatory language (in any language) towards an adult.

Where there is any racist element recorded as an element of the incident, these must be reported to the local Authority using the racist Incident Form.

Appendix 10 - Searching and screening

The school follows the latest guidance from the Department of Education on searching, screening and confiscation. This document can be found by following the link below:

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

Any member of the school staff can search students with their consent for any item.

The Senior Leadership Team as well as any staff authorised by the Head Teacher have the power to

search students or their possessions, without consent, where they suspect the student has a “prohibited item”.

Staff who conduct any search, whether or not items were found, should inform the parents of the search, detailing what item (if any) was found and what action has been taken.

1. Controlled drugs
2. Other substances (which are not believed to be controlled)
3. Alcohol
4. Tobacco (to include e-cigarettes/vapes)
5. Cigarette papers
6. Fireworks
7. Pornographic image
8. Stolen items
9. Weapons or items which are evidence of a suspected offence
10. Items that have been (or are likely to be) used to commit an offence or to cause personal injury or damage to property.
11. Electronic devices which may have been used for reasons of child-on-child abuse

Appendix 11 - Confiscation of items

School staff can seize any prohibited items found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school rules/discipline. Controlled drugs, other substances, stolen items and extreme pornography will be handed to the Police. Alcohol, cigarettes or smoking paraphernalia, fireworks and pornography will be destroyed by the school. Other items banned by the school will be retained and parents/carers may then be invited into school to collect confiscated items. Repeat offenders may have items disposed of by the school immediately. Mobile phones will be returned to the student at the end of the lesson if they are confiscated in lessons. Mobile phones that are confiscated around school will be handed into Main Reception, and students will be able to collect these at the end of the day from the Student Reception.

Appendix 12 - Use of Reasonable Force

The school will follow the latest guidance from the Department of Education with regards to the use of reasonable force. This can be found by visiting:

[Use of reasonable force in schools - GOV.UK](https://www.gov.uk/guidance/use-of-reasonable-force-in-schools)

Any member of staff using reasonable force with a student must complete a CPOMS entry and inform the DSL as soon as possible.