



CAMBRIDGE  
MATHS SCHOOL

## Cambridge Maths School Behaviour Policy

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## Introduction

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We, the students, and staff of Cambridge Maths School, commit to creating an inclusive, respectful, and stimulating



academic environment. This constitution underpins that commitment by highlighting our school's values.

Our mission is to empower the most able mathematicians from all backgrounds to realise their potential within an inspiring, inclusive, and supportive learning community.

We commit to promoting academic excellence, diversity, and mutual respect while encouraging our shared passion for lifelong learning. We value curiosity, teamwork, and resilience, supporting productive struggle as a path to growth.

Every member of our school community is treated with dignity, ensuring all voices are valued and respected, regardless of background.

We foster an atmosphere where individual passions and academic excellence flourish in a bias-free, collaborative, and innovative setting.

By recognising achievements and respecting learning barriers, we provide inclusive support for diverse needs. This includes, but is not exclusive to, race, gender, sexual orientation, neurodiversity, special educational needs and religion.

By valuing different cultures and progressive ideas, we promote mutual understanding and respectful dialogue.

At Cambridge Maths School, we believe that understanding the consequences of our choices is essential for making better decisions. As a result, our behaviour policy is rooted in the principles outlined here in the CMS constitution.

**We, the students and staff of Cambridge Maths School, pledge to uphold this constitution, to ensure we are a community where everyone is able to thrive and contribute to our school's success.**

***Our mission is to empower the most able mathematicians from all backgrounds to realise their potential within an inspiring, inclusive, and supportive learning community. We do this by following our school values.***

At CMS, we believe that understanding the consequences of our choices is essential for making better decisions. Our behaviour policy is rooted in the principles outlined in the CMS constitution. We, the students, faculty, and staff of Cambridge Maths School, commit to creating an inclusive, respectful, and stimulating academic environment.

Our constitution promotes academic excellence, diversity, and mutual respect while encouraging passion in lifelong learning. We value curiosity, teamwork, and resilience, supporting productive struggle as a path to growth. Every member of our school community is treated with dignity, ensuring all voices are valued and respected, regardless of background.

We foster an atmosphere where individual passions and academic excellence flourish in a bias-free, collaborative, and innovative setting. By recognising achievements and respecting learning barriers, we provide inclusive support for diverse needs. This includes, but is not exclusive to, race, gender, sexual orientation, neurodiversity, special educational needs and religion.

Valuing different cultures and progressive ideas, we promote mutual understanding and respectful dialogue. We pledge to uphold a community where everyone thrives and contributes to our school's success.

## Aims of the Policy

The policy aims to maintain CMS as a disciplined and supportive community where all members, regardless of ethnic or religious background, gender, appearance, sexuality, or ability, can learn and feel safe and encouraged. It acknowledges our legal duties under the Equality Act 2010.

The objectives are:

- Ensure that all members of the CMS community – students, staff, parents/carers, and Governors – understand their role in creating a safe, stimulating, encouraging, and rewarding atmosphere.
- Clarify the standards of behaviour and commitment CMS expects from students, ensuring staff approach behaviour in a positive, fair, and consistent manner.
- Support and promote the development of responsibility in students, fostering positive relationships based on mutual respect, support, and safety.
- Provide a clear, easily understood framework for behaviour expectations.
- Support staff in recognising, preventing, and addressing harmful behaviour in line with the ELA Child-on-Child Abuse Framework.

## Rewards and celebrating achievements

Cambridge Maths School believes that acknowledging students' demonstration of positive attributes is the most effective way to develop intrinsic motivation. This will be achieved by logging a 'CMS point' on Edulink, but, more importantly, through positive, personal interactions between staff and students. Parents and students can track progress of CMS points through Edulink.

CMS points will be rewarded for, but not limited to good work, effort, supporting others, contributing to the school community etc.

CMS points	All Year Groups	All Year Groups	Year 12	Year 13
<b>25 Points</b>	Bronze Pin Badge presented by form tutor  Postcard sent home and Certificate awarded	Celebration Assemblies at the end of each term led by the Head of School to recognize points awarded during the term, as well as other notable student contributions.  SHINE Awards presented during celebration assemblies for exceptional academic efforts, such as projects and attending lectures.	Linked to ATL and points  <5 behaviour points +50 points  Opportunity for discounted experience	Linked to ATL average less than 2:  Opportunity for independent study at home, limited to a maximum of 5 hours per week. Application must be submitted to the Head of School outlining qualifications for this privilege and specifying desired time slots.
<b>50 Points</b>	Silver Pin Badge presented by Mr Banham (Deputy Head)  Banham Experience and Certificate awarded			
<b>125 Points</b>	Gold Pin Badge presented by Mrs Hargraves (Head of School)  Lunch experience and Certificate awarded			
<b>200 Points</b>	Platinum Pin Badge presented by the SLT  Voucher or CMS mug and Certificate awarded			

## Managing Poor Behaviour

Poor behaviour is taken seriously and is subject to sanctions recorded through issuing Behaviour Points via Edulink. Each Behaviour Point equates to one detention. Consistently poor behaviour may result in more severe consequences, including exclusion. A single serious incident can lead to immediate and potentially permanent exclusion.

## Sanctions and consequences

Our approach to managing behaviour involves a structured system of escalating sanctions:

Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
CMS expectations not being met/ defiance/ anti-social behaviour.	If student continues to not meet expectations after behaviour conversation/ is defiant/ shows poor anti-social behaviour.	If student receives 3 detentions/ behaviour points over a course of 6 weeks.	Unacceptable behaviour persists and student receives 6 detentions/ behaviour points over a course of 6 weeks.	Poor standards persist/ repeat offenses despite intervention(s).
Behaviour conversation between student and teacher.	Detention set through Edulink.  If behaviour persists within the same lesson, then the teacher can send the student to the Head of School's office.  Conversation with tutor regarding behaviour.	Communication with parents/ carers and a meeting organised to discuss behaviour and next steps.	Communication with parents/ carers and a meeting organised to discuss behaviour. During the meeting a written contract will be created.	Termination of place through meeting with Deputy Head and Head of School.

## Behaviour Support

Students who are having difficulties improving their behaviour will be given additional support personalised to their needs. Support given will be personalised to the student, but may include some or all of the following:

- Regular contact with parents/carers.
- Senior Leadership mentoring.
- Tutor mentoring.
- A restorative approach.
- Outside speakers; an inspirational experience.
- A focus on positive aspects of a student's behaviour.

## Behaviour contract (stage 4)

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A Behaviour Contract is written with both the parents/ carers and student, and it lasts for a maximum of 6 weeks. It involves a student being set personalised targets to achieve, these targets are personalised to their needs. The contract is given to each teacher at the start of the lesson and the teacher writes a comment on whether the targets have been met at the end of each lesson.

Students may have a behaviour contract that is monitored during break and lunch; therefore, they will need to hand it in to an allocated senior leader.

Contracts are reviewed by an allocated senior leader at the end of each day and then reviewed by parents at the end of each week. Contracts will be formally reviewed at 2-week intervals by the allocated senior leader, the student, and parents/ carers.

If there is some poor behaviour recorded on the contract, an emergency review may take place. The school will decide on whether this should happen.

Failure to pass a contract may result in permanent exclusion.

## Additional Guidance

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- Students contribute to our school guidelines and this document is a working document to ensure we respect and adapt to our community needs. This document is found around site and on our Student Teams.
- The school reserves the right to confiscate phones/ devices if impacting learning or being used for inappropriate activity.
- The school reserves the right to withhold the privilege of any student to take part in organised extra-curricular activities (including clubs, trips, Year 13 ball, events etc) if behaviour has been poor.
- Students will complete school work or environmental work when in detention.
- Issues related to attendance and punctuality appear in the Attendance Policy.
- Students are expected to wear their lanyards with ID cards on school site and whenever they are on a school visit for safeguarding purposes, if a student were to lose their ID card, they must repurchase one for £10.
- Further detail on misuse of technology can be found in the Acceptable Use Policy.

## Recording Peer on Peer Abuse Serious Incident Protocol

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Incidents of sexualised behaviour will be coded amber (see appendix A); for example, cyber/ virtual bullying with a sexual element or unwanted flirting, gesturing or making sexual remarks about someone's body, clothing or appearance.

1. Statement taken from the alleged victim.
2. Statement taken from the alleged perpetrator.
3. The school will engage with appropriate external bodies/ professionals.
4. A face-to-face meeting with victims' parents/ carers will be arranged, which will be minuted with agreed outcomes. This will be followed up in writing.
5. A face-to-face meeting with perpetrators' parents/ carers will be arranged, which will be minuted with agreed outcomes. This will be followed up in writing.
- 6\*. School DSL will complete a serious incident report, which will be submitted to the DCEO.
7. Supported action guided by DCEO and external bodies/professionals

\*Step 6, the serious incident report must be completed within 24 hours if the incident being reported and as a result may be completed prior to steps 3-5.

Incidents of serious sexualised behaviour will be coded red (see appendix A); for example, an emerging pattern (one or more previous report) of telling sexually offensive jokes or physical contact with another's intimate areas.

## Reducing the Risk of Peer on Peer Abuse

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**RSHE** – (known as PD at Cambridge Maths School) delivered during tutor time to all students and during our accelerate slots. This is in a lesson or assembly style.

**RESEARCH AND TRAINING** – Lead DSL ensures that relevant and up to date research and training is shared across all stakeholders.

**REPORTING & RECORDING** – A number of platforms/ staff are available to deal with any reports of abuse. All reports are logged through the behaviour system and MyConcern.

## Malicious Allegations

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Where a student makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the student who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

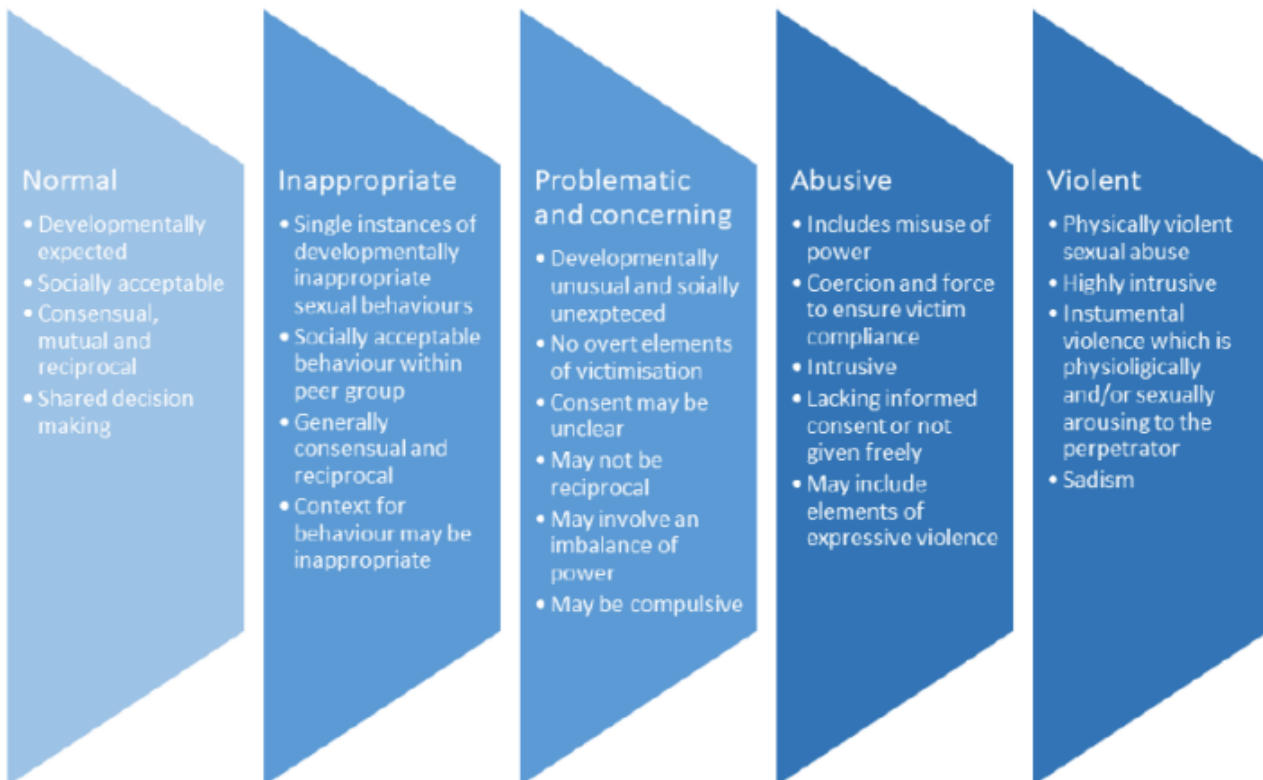
The school will also consider the pastoral needs of staff and students accused of misconduct. Please refer to our Child Protection and Safeguarding Policy for more information on responding to allegations of abuse against staff or other students.



Appendix A - Harassing behaviour of a sexual nature – Assessment Tool

Sexualised behaviour should be seen as a continuum, ranging from 'normal' to 'inappropriate' and 'abusive' (Hackett, 2010).

Using the information you've gathered, consider where the child or young person's behaviour sits on the continuum:



## Appendix B – CMS Anti-bullying Policy

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Bullying is defined as persistent, deliberate attempts to hurt or humiliate someone. One-off incidents, whilst they may be very serious and must always be dealt with, do not fall within the definition of bullying. Bullying is repetitive, meaning either that an individual conducts the same pattern of bullying behaviour towards different children or that one or more children are targeted to bear the brunt of repeated bullying behaviour from an individual or a group. Bullying can be carried out physically, verbally, emotionally or through the use of technologies.

Bullying can include persistent, deliberate attempts to hurt or humiliate someone through:

- Emotional - Excluding and tormenting others.
- Physical - Pushing, kicking, hitting, punching or any use of violence.
- Racist - Racial taunts, graffiti, gestures.
- Sexual - Sexual harassment in any form is bullying e.g., unwanted physical contact, sexually abusive comments.
- Homophobic - Because of, or focussing on, the issue of sexual orientation.
- Verbal - Name-calling, sarcasm, spreading rumours, teasing.
- Cyber - All types of communication technologies, such as e-mail, texting, messaging, and social networking.
- Prejudice - On the grounds of different interests (or difference/ inferior economic status) i.e., students can be bullied for being interested in things considered 'uncool' by a group or 'in-crowd', including prejudice against students with SEND.
- Bullying in any form is unacceptable. It can occur in any school institution, even the most caring, and is always unacceptable and will be dealt with. The school is strongly committed to ensuring that bullying does not take place. Where issues of bullying take place out of school and the school is made aware of this, and then it may be necessary to act on that information to ensure the positive welfare of students in school. It may be that parents/ carers (or other agencies such as the police) are contacted to pass on information that has been given to the school. It may also on occasion be necessary to take some actions in school to ensure good conduct of students at school.
- The school e-safety policy also sets out how students can keep safe when on-line or using electronic media, and how the school may respond in instances involving inappropriate use of such media.

### How Issues of bullying may be followed-up

If bullying is found to occur it must always be dealt with. When staff are aware of this, they must always follow it up, either directly or through referral or a MyConcern to the DSL. It is usually the case that issues of bullying or potential bullying would be highlighted to the tutor or senior leadership team. Where verbal and/or physical bullying occurs, the sanctions would be in line with the behaviour policy. Appropriate sanctions will be used for any other forms of bullying. All bullying incidents will be logged on MyConcern or Edulink as behaviour.

The aims must always be:

1. To stop the bullying.
2. To support the victim.
3. To change the behaviour of the person bullying.
4. To bring some form of reconciliation between the offender and victim.

### Action to be taken when bullying is suspected

If bullying is suspected we talk to the suspected victim, the suspected bully and any witnesses. If any degree of bullying is identified, we support the victims in the following way:

- By offering them an immediate opportunity to talk about the experience with the students and an appropriate member of staff.
- Informing the victims' parents.
- By offering continuing support when they feel they need it.
- By taking steps described below to prevent more bullying.

We also discipline, yet try to help the person bullying in the following ways:

- By talking about what happened, to discover why they became involved.
- Informing the parents of the offending behaviour.
- By continuing to work with the offending student in order to correct their bullying activities and attitudes.
- By taking disciplinary steps described below to prevent more bullying.
- By working with students to achieve restorative justice.
- Disciplinary steps for a student involved in bullying.
- They will be warned officially to stop offending and appropriate sanctions will be given, depending on the individual circumstances.
- The parents of the offending student will be informed.
- If they do not stop bullying, they may be isolated within school during break and lunchtime or excluded for a fixed period.
- If they then carry on, they will be recommended for a longer fixed period of exclusion.
- As with any persistent poor behaviour, an escalating scale of support and sanctions will be used such as a managed move, alternative provision or in very serious cases permanent exclusion.

Issues involving bullying will be logged, and these logs will be reviewed to check for patterns and trends.