

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



St Cuthbert Mayne School
Behaviour and Relationships Policy

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Behaviour and Relationships Policy

1. Introduction

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'.

2. Aims:

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Outline our system of rewards and consequences
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

3. Legislation, statutory requirements and statutory guidance

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

[Behaviour in schools](#)

[Searching, screening and confiscation](#)

[The Equality Act 2010](#)

[Keeping Children Safe in Education](#)

[Suspension and permanent exclusion](#)

[Use of reasonable force in schools](#)

[Supporting pupils with medical conditions at school](#)

[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 pupils

Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property

[DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

4. Definitions:

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, at break and lunchtimes
- Non-completion of classwork or home learning

- Poor attitude
- Rudeness and disrespectful behaviour
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour such as interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking / Vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited/banned items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - E-cigarettes or vapes
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

5. Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence

Prejudice-based and discriminatory, including: Racial Faith-based Gendered (sexist) Homophobic/biphobic Transphobic Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Link to [Anti-Bullying Policy](#)

6. Roles and Responsibilities

6.1 - The Governing Body is responsible for:

- Reviewing and approving the written statement of behaviour principles (appendix 1)
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

6.2 - The Head Teacher is responsible for:

- Reviewing this policy in conjunction with the Governing Body
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils

are being disproportionately impacted by this policy

6.3 - ALL Staff are responsible for:

- Creating a calm, consistent and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly onto ClassCharts
- Challenging pupils to meet the school's expectations
- The senior leadership team (SLT) will support staff in responding to behaviour incidents.
- 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

6.4 - ALL TEACHERS are responsible for:

- Knowing the names of students in their classes.
- Understanding students' individual needs and use adaptive teaching strategies to support these needs
- Ensuring that lessons are well planned and all resources are prepared in advance
- Having clear routines for transitions and for stopping the class
- Teaching clear and consistent routines
- Meeting and greeting pupils when they come into the classroom - Strong Threshold
- Displaying rules in the class - and ensure that the students and staff know what they are
- Displaying the tariff of rewards in class
- Displaying the tariff of consequences in class
- Using the C system consistently and follow through
- Using Class Charts consistently
- Communicating with parents if you have removed a student from you lesson

6.5 - ALL PARENTS AND CARERS are responsible for:

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

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

6.6 - ALL PUPILS

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

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who arrive mid way through the year.

7. Rewards and Consequences

7.1 - Responding to positive Behaviours - First Attention to Positive Behaviour

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

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

Promoting positive behaviour and praising excellent work is the most important aspect of our Behaviour and Relationships Policy. At St Cuthbert Mayne our first attention is always for best conduct as it is important that pupils are recognised and rewarded for positive behaviour,

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

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. We celebrate positive pupil behaviour

through:

- Verbal praise
- Written feedback
- Displaying of work in classrooms and around the school
- Positive telephone calls
- Postcards & Letters home
- Ready to Learn morning assembly presentations
- Attendance Lottery
- Golden Ticket Lottery
- Celebration assemblies
- Through the school website and on social media
- Class Charts Praise Points
- Class Charts Reward Shop
- Awarding certificates
- Hot Chocolate Friday
- Celebration of Achievement/Awards Evenings
- Participation in rewards 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).

7.2 - Responding to misbehaviour

- When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.
- Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.
- All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.
- When giving behaviour consequences, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.
- The school may use 1 or more of the following sanctions in response to unacceptable behaviour:

7.3 - Consequences of misbehaviour

Consequences will only be used when more positive methods of promoting outstanding learning 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. Where possible we will always try to praise in public (PIP) and reprimand in private (RIP).

7.4 - The C - System

Our aim is to keep all students accessing their learning within their lessons, however, we will not allow negative behaviour of the minority to disrupt the outstanding learning of the majority. For this reason we use a consequence system (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 cooperate) and removed from the classroom.

There is an expectation at St. Cuthbert Mayne, that 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 process:

- 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.

Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

7.5 - The Reflection Room

The Reflection room is the school's provision for students who fail to comply with the school's Behaviour and Relationship policy. A student sent to work in the Reflection Room will be required to work in this provision for the remainder of the school day until 3:50pm for any of the following reasons:

- C2 from a classroom - Behaviour which disrupts learning
- Out of lesson behaviours which are not respectful or safe
- Refusal to cooperate or comply with staff requests
- Internal truancy
- Lateness to school after 9:20am with no valid reason
- Lateness after 5 minutes to tutor, lesson or collective worship without a valid reason
- Multiple occupancy in a toilet cubicle
- Refusal to hand over a mobile phone
- Incorrect uniform and refusal to rectify the issue
- 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 the student(s) fall below the Cuthbert Way student expectations.

It is important that learning continues for all students, subsequently, the work which is completed in the Reflection Room mirrors the work being completed in the classroom. Work will be provided on entry with the resources coming 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.

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 the appointment. Without evidence, students will need to complete their work in the Reflection Room until 3:50pm. If they leave before 3:50pm without evidence they will be required to complete a full day in the Reflection Room until 3:50pm the next day they are in school.

If a pupil refuses to either enter, complete work or walks out of the Reflection Room, they will be issued with a fixed term suspension. Home will be contacted and the length of suspension confirmed. The student will complete a full day in the Reflection Room until 3:50pm on their return to school.

A student will work in the Reflection Room when coming back from suspension to ensure improved practices and routines can be established. This will support them to transition successfully back into the classroom. Parents will be notified using Schoolcomms, where their child is referred to the Reflection room.

Behaviour Policy amendment (February 2026)

7.5b – The Reflection Room

Trial period relating to how the **Reflection Room** will operate at the end of the school day.

Trial period: Monday 9th February 2026 – Friday 27 February 2026

What is changing?

During this trial period, students who are issued with a **Reflection Room consequence** during **Lessons 1–4, break or lunchtime** will be allowed to leave at **3:10pm**, rather than the usual **3:50pm**. This is provided they meet all expectations throughout the day.

This change is intended to:

- Encourage more positive behaviour and cooperation when directed to work in the Reflection Room
- Promote increased engagement with learning while in the Reflection Room
- Support a calmer and more focused learning environment within the Reflection Room
- Reduce further potential negative choices due to the reluctance to stay for an additional 40 mins

What must students do to leave at 3:10pm?

To qualify for the earlier finish time, students must meet **all** of the following expectations:

- Behaviour is logged during lessons 1 - 4 or during break or lunch time.
- Arrive promptly to the Reflection Room (within five minutes of the consequence being issued)
- If pre-booked to work in the Reflection room for the day, arrive by **8:55am**
- Hand in their mobile phone immediately on arrival
- Enter their allocated room at the first request
- Collect the correct work pack and settle quickly at their desk

- Complete all work set and engage with learning throughout the day
- Follow all staff instructions and not disrupt others
- Remain seated unless permission is given (e.g. to access the toilet or collect resources)

What happens if expectations are not met?

If a student does **not** meet any of the above expectations, they will be required to remain in the Reflection Room until **3:50pm**.

Additionally, any Reflection Room consequence issued during **Collective Worship or Lesson 5** will automatically finish at **3:50pm**, as there is limited time remaining in the school day to complete their consequence.

How will parents be informed?

Parents/carers will be notified via **ClassCharts / SchoolComms** during the school day if their child is required to stay in the Reflection Room until **3:50pm**.

Why are we trialling this change?

This trial is designed to reinforce the message that **positive behaviour, cooperation and engagement** are recognised and rewarded, while maintaining clear and consistent expectations for all students.

At the end of the trial period, we will review its impact before deciding whether to make the change permanent.

End of Behaviour Policy amendment (February 2026)

7.6 - 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:

- Emmaus Centre
- Reduced time working in the Reflection Room (EHCP)
- 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

7.7 - Emmaus Centre

For those students with more complex needs or who are persistently poorly behaved and show little improvement following school consequences and interventions may be considered to work in the Emmaus Centre for a period of time.

The Emmaus Alternative Provision Centre - Strategic Objectives:

- To support the whole child based on the needs presented. This may include addressing SEMH and underlying learning needs ahead of the curriculum gaps that will be resolved before full reintegration.
- Create a culture of inclusive and relational practice to support attachment and relationships
- To complete a comprehensive testing of learning and barriers to learning
- To provide alternative vocational studies and strategic interventions
- To minimise the impact of highly dysregulated children on the wider school environment
- Children will have a comprehensive assessment, plan, do and review SEN support cycle.
- Parents will meet with the SEND team to build a plan of individual support for the child
- Individual places within the Emmaus Centre Place will be reviewed after 6 weeks.

8. Responding to misbehaviour from pupils with SEND

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload

8.1 - Adapting consequences for pupils with SEND

When considering a behavioural consequence for a pupil with SEND, the school will consider whether:

- The pupil was unable to understand the rule or instruction
- The pupil was unable to act differently at the time as a result of their SEND
- The pupil was likely to behave aggressively due to their particular SEND

8.2 - Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

9. Off-site misbehaviour

Consequences may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil 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 pupil of our school

Consequences may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

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

Consequences will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

10. Online misbehaviour

The school can issue behaviour consequences to pupils for online misbehaviour when:

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

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

11. Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the

incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the Headteacher or Safeguarding Lead will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce consequences, as long as it does not conflict with police action.

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

12. Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

13. Malicious allegations

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

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to consequence 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 (LADO), where relevant) will consider whether the pupil 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 pupils accused of misconduct.

Please refer to our child protection and safeguarding policy below for more information on responding to allegations of abuse against staff or other pupils.

14. 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 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.

15. Uniform

All students are expected to wear full school uniform and look smart both in school, 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.

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

<https://www.st-cuthbertmayne.co.uk/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 any items.

Uniform Swap shop

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 3:10pm

Students who are not in full school uniform during morning line up and / or who have not got their Super 7, will be sent to work in the Reflection Room. Should the uniform be rectified during the day, the student will return to their timetabled class at the start of the next lesson. If the pupil refuses or the uniform cannot be rectified, then the student will be required to work in the Reflection room for the remainder of the day finishing at 3:50pm. Parents will be informed through Schoolcomms of the late finish.

16. 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 8:40:01am - 9:20am are considered as late to school and will be issued a 10 minute break time detention by the Attendance Improvement Officer. Students must 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 to complete this detention.

Students who arrive into school before 08:40 am but fail to make it onto the yard for morning line up by 08:45am will line-up on the Main Drive and will be issued with a 10 minute break time detention. 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 3:50pm

Students who arrive after 9:10am (when the register closes) will have their absence recorded as an unauthorised

absence (a 'U' code will be issued). Students who arrive after 9:20am (end of the morning Ready to Learn session) 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 3:50pm. If a parent subsequently provides a valid reason/evidence for their child's lateness into school during the day, then the student will return to their timetabled lessons at the start of the next lesson.

Students who arrive after 9:00 am will be required to sign in at the Student Reception before making their way to their tutor base to join morning Ready to Learn Time.

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 3:50pm

17. Promoting Learning in the Classroom

17.1 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

17.2 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.

18. Mobile Phones

Mobile Phones are not permitted to be out during the school day. Students caught 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 and returned to students at the end of the lesson.

If a student refuses to hand in their mobile phone when requested, they will be placed to work in the Reflection Room for the remainder of the day until 3:50pm.

Students seen using their mobile phone outside of the classroom, during social times or lesson transitions, will have their phone confiscated and placed into School Reception for the remainder of the day. Failure to comply and hand in their phone when requested will result in the student being placed into the Reflection Room for the remainder of the day until 3:50pm.

19. 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:

[School suspensions and permanent exclusions](#)

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.

20. 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.

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.

21. Searching, screening and Confiscation

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:

[Latest guidance on 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”.

Prohibited Items:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- E-cigarettes or vapes
- Fireworks
- Pornographic images
- Electronic devices which may have been used for reasons of child-on-child abuse
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item. A member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened

- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any consequences that have been applied to their child

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.

22. Use of Reasonable Force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents/carers

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

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.