

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 your 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
- 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).

Half termly year group rewards assemblies will take place to recognise those students in the following awards categories:

- All students with 100% Positive to Negative points ratio on ClassCharts
- Top 10 Highest total number of positive points awarded in each year group
- Tutor Group Attitude Towards Learning Award - Behaviour, Attendance & Home learning
- Supporting the School's Core Values
- Overall recognition for excellence
- All students with 100% attendance
- Tutor group Award - Highest overall attendance

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 Reflection Room

A student will be referred to the Reflection room if they do not meet the school's behaviour expectations. The length of time they are required to work in the Reflection Room will be dependent on the reason for the referral, as well as their attitude, engagement and behaviour whilst working in the Reflection Room.

We operate a tiered consequence system:

Reflection 1 Consequence (R1) - A minimum of 1 full lesson + 1 social time (break or lunch)

R1 behaviours include:

- Lateness to lesson with no valid reason
- Uniform infringements - **once rectified**
- Appearance infringements - Nails, Eye Lashes, Nose piercings, Hooped earrings etc - **once rectified**
- Missed break time detention
- Lateness to school after 09:20am with no valid reason

Reflection 2 Consequence (R2) - Rest of the day finishing at 3:10pm

R2 behaviours include:

- Behaviour which disrupts learning - C2 from a Classroom
- Behaviour which leads to a second R1 consequence in a day
- Out of class anti social behaviours
- Behaviour which is not respectful or safe
- Refusal to cooperate with staff or instructions
- Multiple occupancy in a toilet cubicle
- Returning from a suspension
- Failure to arrive within 5 minutes of the R1 consequence being issued
- Continued non compliance in the Reflection Room despite being on an R1 consequence

Reflection 3 Consequence (R3) - Rest of the day finishing at 3:50pm

R3 behaviours include:

- Internal truancy
- Serious incident
- Incorrect uniform and refusal to rectify this uniform
- Vaping / smoking (both in school and travelling to and from school)
- Bringing in a prohibited item: Mobile phone / smart device, vape, tobacco, etc.
- Any R2 consequence logged after 2:00pm (Automatic 3:50pm finish)
- Refusal to leave a classroom after being issued with a reflection room consequence
- Failure to arrive within 5 minutes of the R2 consequence being issued
- Continued non compliance in the Reflection Room despite being on an R2 consequence

Reflection 4 Consequence (R4) - Fixed Term suspension

R4 behaviours include:

- Refusal to hand over a mobile phone or smart device
- Refusal to report to the Reflection Room following a referral to this provision
- Continued non compliance in the Reflection Room despite being on an R3 consequence

Student expectations in the Reflection Room

- Arrive promptly (within 5 minutes) following the issuing of your Reflection Room consequence
- Enter your allocated room at the first time of asking.
- Collect a work pack, food order form and classwork sheet and settle quickly at your allocated desk.

- Complete the minimum work expectation every lesson, working continually throughout each lesson.
- Comply with all staff requests throughout your time working in the Reflection Room
- Remain in the room, only leaving when permission has been given, for example to use the toilet.

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 the end of their scheduled time. If they leave before their scheduled end time 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.

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, e.g. 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
- 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
- Family Help referral
- Bereavement Support
- Chaplaincy Team Support
- Educational Psychology assessment
- Mental Health Support Team Referral

- School Nurse (0-19 Service)
- Barnardos

8. 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).

9. 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.

10. 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 the child's social care, if appropriate.

11. 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 family help
 - Refer to the children's social care
 - Report to the police

12. 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.

13. 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.

14. 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.

15. 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:am - 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 9:00 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.

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 two lessons to include a social time (R1 consequence). If a parent subsequently provides a reason for their child's lateness which the school deems valid, then the student will return to their timetabled lessons at the start of the next lesson.

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 be issued with an R1 consequence and work in the Emmaus Centre for two lessons and a social time.

16. Mobile Phones

Mobile Phones and Smart Technology

From **1st September 2026**, St Cuthbert Mayne School is a **mobile phone and smart technology free environment** for students.

Student Expectations

Students **must not bring** mobile phones or smart technology onto the school site. This includes:

- Mobile phones
- Smartwatches (e.g. Apple Watch, Samsung Galaxy Watch, Fitbit Sense/Google Pixel Watch)
- Wearable devices capable of making or receiving calls (e.g. earphones/headphones and smart glasses, smart rings)
- Devices capable of recording audio or video (e.g. including earphones/headphones and smart glasses)

Students **must not** bring a mobile phone or any smart technology on to the school site.

Students **must not** have a mobile phone or smart technology on their person at any time during the school day. This includes bags, blazer pockets, trouser pockets or tucked into skirts. **The only exception to this is for the one child who needs to have their mobile phone on them as a life saving device to manage their Diabetes. They will be asked to complete a pre-agreed exception form.*

Mobile phones and smart technology **must not be used for learning activities** or anywhere on the school site during the school day.

Approved Exceptions

A pre-agreed exception will be made for any student who needs to bring a phone to school for safety, medical or vulnerability reasons e.g. they are a young carer. In these circumstances, parents will be asked to complete a Pre-agreed exception Google Form. These students will be expected to hand their Mobile Phone/Smart Technology into their HOY/PSO at the start of the school day and collect it at the end of the day. These will be secured in a secure safe that will be purchased over the summer holidays for HOY/PSO.

Students with a pre-agreed exception that need to access their Mobile/Phone or Smart Technology during the day, will do this under the supervision of their HOY/PSO.

Students **may bring** a mobile phone on school trips, where this has been authorised, for safety reasons.

Sixth Form

Sixth Form students may bring their mobile phones and smart technology to school but use is restricted to the Common Room and C3 only. Failure to adhere to this will result in them having their mobile phone or Smart Technology confiscated and parents will be asked to collect inline with school policy. Sixth Form students should keep their mobile phones and smart technology switched off and in bags outside of the Common Room and C3 areas.

Staff and Visitors

Staff may only use their mobile phone or smart technology in the Staff Room or in a private work space. Smart Watches are fine for staff to wear but notifications should be muted. The staff code of conduct will be updated to reflect this.

Contractors visiting the school during term time will be expected to adhere to this policy

The Site Team will operate on radio Channel 1 during term time

If a Student is found to have a Mobile Phone or Smart Technology

If a mobile phone or smart technology is seen or heard during the school day **by any member of staff** (In lessons and around site) the following consequences will apply:

1. Mobile phone or smart technology **must be confiscated** by the member of staff and handed into Reception
2. This must be logged on Class Charts
3. The student will be sent to Reflection until 3:50pm
4. Through the Class Charts notification, parents will be asked to collect their child's mobile phone or smart technology at their convenience between 3:45pm - 4:30pm.
5. Parents will not be able to give permission for their child to collect their mobile phone or smart technology on their behalf.
6. If a student refuses to co-operate they will automatically be suspended for a minimum of 2 days

Refusal to Comply

Any student who refuses to hand over a mobile phone or smart technology when requested will receive a **minimum two day suspension**.

17. 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](#)

17.1 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.

17.2 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
- 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.

18. 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.

19. 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:

- Mobile phones / devices
- 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 or smart technology **must be confiscated** by the member of staff and handed into reception. Through the Class Charts notification, parents will be asked to collect their child's mobile phone or smart technology at their convenience between 3:45pm - 4:30pm. Parents will not be able to give permission for their child to collect their mobile phone or smart technology on their behalf.

20. 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 incidences which involve reasonable force and restrictive intervention will be recorded on a standalone document held by the Headteacher. Parents must be contacted by staff as soon as possible after the incident, on the same day, of the actions taken and next steps.