

**ST. THOMAS MORE HIGH SCHOOL
ACADEMY**

Statutory Behaviour and Discipline Policy

The School's Mission Statement

To inspire, To learn, To achieve,

To keep our Catholic ethos at the centre of our lives,

*To fulfil our educational potential, welcoming all and reaching out to the wider
world,*

To truly be God's servant first.

Commitment to equality:

We are committed to providing a positive working environment which is free from prejudice and unlawful discrimination and any form of harassment, bullying or victimisation. We have developed a number of key policies to ensure that the principles of Catholic Social Teaching in relation to human dignity and dignity in work become embedded into every aspect of school life and these policies are reviewed regularly in this regard.

This Behaviour and Discipline Policy has been approved and adopted by the Local Governing Committee of St Thomas More High School on 16th November 2022 and will be reviewed annually in November 2023.

Signed by Mr Daniel Cauchi, Chair of the Governing Body:

Signed by Headteacher:

SAFEGUARDING & CHILD PROTECTION POLICY FOR ST THOMAS MORE HIGH SCHOOL

KEY CONTACTS WITHIN THE SCHOOL SEPTEMBER 2022

DESIGNATED SAFEGUARDING LEAD

NAME: MR GEOFF MASON

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DEPUTY SAFEGUARDING LEAD

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NOMINATED GOVERNOR FOR SAFEGUARDING AND CHILD PROTECTION

NAME: DANIEL CAUCHI

DESIGNATED LEAD FOR LAC

NAME: MR PHILLIP MAXFIELD

CONTACT NUMBER: 01702 606764

KEY CONTACTS WITHIN THE DIOCESE OF BRENTWOOD

NAME: Mr Rob Simpson (Diocesan Director of Education)

CONTACT NUMBER: 01277 265284

KEY CONTACTS WITHIN THE LOCAL AUTHORITY

<p>MASH+ Children's Social Care, Southend Borough Council: Where the school has concerns for the safety and welfare of a child or young person.</p> <p>OUT OF OFFICE HOURS: To make URGENT referrals</p>	<p>01702 215007</p> <p>mash@southend.gov.uk</p> <p>0345 606 1212</p>
<p>SAFEGUARDING & CHILD PROTECTION CO-ORDINATOR and LOCAL AUTHORITY DESIGNATED OFFICER (LADO): Where there are concerns/allegations in respect of people working with children</p> <p>SAFEGUARDING ADVISOR:</p>	<p>ALLISON FRANCIS 01702 534539 allisonfrancis@southend.gov.uk</p> <p>SHARON LANGSTON 01702 534591 safeguardingforchildren@southend.gov.uk(unsecure) safeguardingforchildren@southend.gcsx.gov.uk(secure)</p>

“Catholic schools need to be places where everyone feels valued for their innate dignity, even if young people are struggling to find themselves.”

From ‘Learning to Love’

Behaviour and Discipline Policy

‘Love your neighbour as yourself’ – Mark 12:31

Preamble

- The School’s Behaviour and Discipline policy arises from its Mission Statement and the values embedded in the school’s Catholic ethos.
- The way pupils are expected to behave and the way they are treated at St Thomas More School are implicit in the Christian Gospel values that are at the heart of our school community and faith. The school believes this enables and encourages pupils to move towards a more mature Christian awareness and exercise of self-discipline. The changing emphasis as pupils move through the school reflects development towards this goal. There is throughout an emphasis on reconciliation and forgiveness, tempered with the need for personal responsibility and good order in a large community.
- Our practice is therefore based on encouragement (praise, rewards), discipline (teaching, rules, sanctions) and leadership and responsibility. (The school reward system is outlined in the guidance document **Pupil Support Manual** for staff and the Student Code of Conduct)
- The **Student Behaviour Code of Conduct** is outlined in all pupils **personal planner**, both main school and Sixth Form, emphasising the high expectations the school has for its pupils.

Introduction

‘treat others as you would want them to treat you’- Matthew 7:12

- The School’s Behaviour and Discipline Policy draws upon the statutory guidance given by the Department of Education as set out in ‘The Behaviour and Discipline in schools, advice for head teachers and school staff’- January 2016.
- Behaviour in Schools: Advice for Headteachers and school staff- Sept 2022
- This guidance refers to legislation as set out in
 - Education Act 2002
 - Education and Inspectors Act 2006
- The DfE guidance-January 2016 provides advice to head teachers and school staff on how to develop the school Behaviour and Discipline Policy and explains the powers members of staff have to discipline pupils.
- Keeping Children Safe in Education-Sept 2022
- Anti-Bullying DfE guidance July 2017
- Exclusions from Maintained Schools and Academies- DfE Guidance September 2022

‘Every school must have a Behaviour and Discipline Policy (which must include the school rules). School rules for students can be found in the Student Planner under the ‘Behaviour Code of Conduct for Students.

Key points of this school Behaviour and Discipline Policy - namely that

- Teachers have the **statutory authority** to discipline pupils for misbehaviour which occurs in school and, in some circumstances, outside of school.

- The power to discipline also applies to all paid staff (unless the head teacher says otherwise) with responsibility for pupils, such as teaching assistants.
- The Headteacher and Governing Body will ensure there is a strong Behaviour and Discipline Policy (including the use of rewards and sanctions) in order to support staff managing behaviour and to support effective teaching and learning.
- The Governing Body will ensure that arrangements are made to safeguard and promote the welfare of pupils at St Thomas More School.

A. PURPOSE

Our school is a Christian community which we are all part of and have a duty to care for. Each one of us has a responsibility for making our individual contribution towards creating and sustaining a healthy, kind and harmonious school. We all strive to help make our school a safe, orderly and happy working community. The promotion of Gospel values enables a positive culture of student self reflection and self discipline in order to develop outstanding and respectful behaviour.

The School Behaviour and Discipline Policy Aims

- To keep all members of the school community safe
- To promote good behaviour, self-discipline and respect;
- To promote high standards of teaching and learning
- To promote high standards of pupil achievement and attainment
- To ensure that pupils complete assigned work;
- To promote the pupils personal and social development
- To prevent bullying of all types;
- To regulate the conduct of pupils through sanctions.- Section 89 (1) of the Education and Inspection Act 2006

When deciding what these measures should be, the Headteacher has taken into account the Governing Body's statement of behaviour principles as set out below. The Headteacher will take into account any guidance, notification or policies provided by the Governing Body which may include the following:

- screening and searching pupils;
- the power to use reasonable force and other physical contact;
- the power to discipline beyond the school gate;
- when to work with other local agencies to assess the needs of pupils who display continuous disruptive behaviour; and
- pastoral care for staff accused of misconduct.
- Child on child abuse

The School's Behaviour and Discipline Policy will be placed on the school web site and publicised to all staff.

B. LEADERSHIP AND MANAGEMENT

- The development of the Schools Behaviour and Discipline Policy is overseen by the Director of Behaviour, Safeguarding and Pastoral Wellbeing Team as delegated by the Headteacher and Governors.
- Contribution to the Policy is also made by members of the schools Strategic Leadership Team and SENCO.
- All policies are ratified annually by the Local Governing Body of the school.
- The Headteacher, in liaison with the Chair of Governing Body, will make the final decision on high level sanctions such as suspensions and permanent exclusions.
- The Behaviour and Pastoral Team deals with the day-to-day behavioural systems.
- The Designated Safeguarding Lead and Deputy Safeguarding Lead in liaison with the Headteacher deals with all matters relating to Safeguarding and Child Protection.
- The academic Pupil Progress Team are responsible for academic progress and all matters relating to the students attitude for learning.

Developing the School Policy

- In developing the Behaviour and Discipline Policy the school will ensure that it is clear and well understood by staff, parents and pupils and is consistently applied.
- **All staff undergo training at the beginning of each academic year and are required to read and sign of the Behaviour Policy along with other key Safeguarding policies.**
- The ten key aspects of good school practice that the DfE sets out as being most effective, and contributing to improving the quality of pupil behaviour were considered.
 - that there is a consistent approach to behaviour management;
 - that there is strong school leadership in all aspects of policy implementation;
 - that there is effective behaviour for learning through classroom management;
 - a positive rewards and sanctions system is in operation;
 - that behaviour strategies and the teaching of good behaviour takes place;
 - effective CPD for staff development and support takes place;
 - clear pupil support procedures and system have been drawn up;
 - supportive liaison with parents and outside agencies takes place;
 - effective management of pupil transition;
 - well organised resources and facilities relating to the management of pupil behaviour are in place.
- The School's Behaviour and Discipline Policy encompasses sanctions that can be taken against pupils who are found to have made malicious accusations against school staff. (Refer to the School's Allegations of Abuse against Staff Policy to be found on the school website).
- The Behaviour and Discipline Policy acknowledges the School's legal duties under the Equality Act 2010 with regard the safeguarding of its pupils and special consideration given to those pupils with special educational needs.

Discipline both in and out of School

Key Points

- Teachers have '**statutory authority to discipline pupils**' whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).

- The power also applies to all paid staff (unless the head teacher says otherwise) with responsibility for pupils, such as teaching assistants.
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of school.
- Teachers have a power to impose detention outside school hours.
- Teachers can confiscate pupils' property.

Consequences for Poor Behaviour

What the law allows:

- Teachers can discipline pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose a sanction on that pupil.
- To be lawful, the sanction (including detentions) must satisfy the following three conditions:
 - The decision to reprimand a pupil must be made by a paid member of school staff or a member of staff authorised by the head teacher;
 - The decision to sanction the pupil and the consequence itself must be made on the school premises or while the pupil is under the charge of the member of staff; and
 - It must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.
- A consequence must be proportionate (see flow diagram appendix 1). In determining whether a consequence is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be reasonable in all the circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.
- The Headteacher may limit the power to apply particular sanctions to certain staff and/or extend the power to discipline to adult volunteers, for example to parents who have volunteered to help on a school trip.
- The school acknowledges that corporal punishment is illegal in all circumstances.
- The school will consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff will follow the schools' safeguarding policy. They will also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school will consider whether a multi-agency assessment is necessary.

C. SCHOOL SYSTEMS AND SOCIAL NORMS

Behaviour and sanctions

- The School Behaviour and Discipline Policy consistently and fairly applied, underpins effective education. **School staff, pupils and parents will all be clear of the high standards of behaviour expected of all pupils at all times.** The Behaviour and Discipline Policy will be supported and backed-up by senior staff and the Headteacher.

- The school encourages good behaviour through a mixture of high expectations, clear policy and an ethos which ‘fosters discipline and mutual respect’ between pupils, and between staff and pupils.
- The school has in place a range of options with ‘**rewards to reinforce and praise good behaviour**’, and clear sanctions for those who do not comply with the school’s Behaviour and Discipline Policy. These will be proportionate and fair responses, that may vary according to the age of the pupils, and any other special circumstances that affect the pupil.
- When poor behaviour is identified, ‘**sanctions are implemented consistently and fairly**’ in line with the Behaviour and Discipline Policy. The school has a wide range of disciplinary measures clearly communicated to school staff, pupils and parents.
- The full range of sanctions and consequences available to staff at St Thomas More School can be seen in the Student Behaviour Code of Conduct in the School Planner.

Pupils’ conduct outside the school gates – teachers’ powers

What the law allows:

- Teachers have the power to discipline pupils for misbehaving outside of the school premises “to such an extent as is reasonable” – (Section 90 of the Education and Inspections Act 2006).
- The School will respond to non-criminal misbehaviour and bullying which occurs off the school premises and is witnessed by a staff member or reported to the school. Incidents will be dealt with in context of the school’s normal sanction procedures and taking into account the nature of the incident.
- Subject to the Behaviour and Discipline Policy, teachers may discipline pupils for:
 - misbehaviour when the pupil is:
 - taking part in any school-organised or school-related activity or
 - travelling to or from school or
 - wearing school uniform or
 - in some other way identifiable as a pupil at the school.
 - or misbehaviour at any time, whether or not the conditions above apply, that:
 - could have repercussions for the orderly running of the school or
 - poses a threat to another pupil or member of the public or
 - could adversely affect the reputation of the school.
- In all cases of misbehaviour the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.
- In response to criminal behaviour of pupils from the school, the school will liaise directly with the Police and associated support agencies.

Exclusions

Exclusion is a disciplinary sanction issued only by the Headteacher, the result of which is that a pupil is not allowed to attend the School. There are two forms of exclusion – suspension and permanent exclusion.

Suspensions

This is in response to serious misconduct that threatens and/or undermines the maintenance of discipline and/or the welfare of others within the School. The suspension emphasises the

unacceptability of the behaviour to the pupil, parents and others within the school community and allows time to pass and issues to be considered by all parties.

The Behaviour and Discipline Policy of the School applies to all of a pupil's activity that is associated with it. Consequently, the School will take action against a pupil where their behaviour reflects poorly upon the School and/or affects others associated with the school (particularly other pupils), even when that behaviour takes place outside the confines of the School or outside the normal school day. For behaviour outside school, but not on school activities, the School may exclude a pupil if there is a clear link between that behaviour and maintaining good behaviour and discipline amongst the pupil body as a whole. Pupils' behaviour in the immediate vicinity of the School and/or on a journey to or from school can also be grounds for exclusion.

The decision to suspend will be made in line with the **principles of administrative law i.e. be lawful; rational; reasonable; fair; and proportionate.**

The decision to suspend is based on the application of the civil standard of proof (**balance of probabilities**) i.e. is it more probable that the pupil has done what they are alleged to have done. This is quite different from the criminal standard of proof (**beyond reasonable doubt**).

A pupil will be given an opportunity to present their case before a decision is taken to suspend. This is usually in the form of a written statement or a statement taken by the person interviewing the pupil.

When considering whether to suspend, the Headteacher will assess the following:

- If the behaviour meets the criteria of serious misconduct as detailed in the School's Behaviour and Discipline Policy.
- If the behaviour meets the criteria as outlined in the DfE guidance 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement- Sept 2022'
- If there is a prior history of related misconduct or serious misconduct i.e. a pattern of behaviour.
- Mitigating factors such as whether the pupil has SEND; LAC/PLAC; mental health issues; been subject to bullying; or has suffered bereavement. (**See Appendix 2**).

Parents will be notified of a suspension as soon as possible, usually by telephone, followed by a letter from the Headteacher. In terms of notice, the suspension can begin on the same day as the incident which led to the decision to exclude. The Local Authority will also be notified of the suspension and (as appropriate) the pupil's social worker and Virtual School Head (VSH).

Whilst suspended, parents must ensure that their child is not in a public place during normal school hours without reasonable justification. Parents may be prosecuted in the event that this duty is breached.

The length of a suspension is usually up to 5 days but can be longer. Even though a pupil is not allowed in school, they should still be receiving an education. The School will therefore make

reasonable steps to set and mark work. If a pupil is suspended for more than 5 days, the School has a duty to provide suitable, full-time education from the 6th day.

A pupil can only be suspended for a maximum of 45 days in in one school (academic) year.

When a pupil returns from suspension, they will be required, along with their parents, to attend a re-integration meeting. The meeting is an opportunity to discuss in more detail the events that led to the suspension, how it can be avoided in the future, and any appropriate support that should be explored and/or put in place. A pupil support plan if appropriate may be put in place.

Permanent Exclusion

This is in response to a serious breach or persistent breaches of the School's Behaviour and Discipline Policy and where allowing the pupil to remain in school, would seriously harm the education or welfare of the pupil or others in the school. Following completion of the process, the pupil is removed from the School's roll.

The law does not allow for extending a suspension or 'converting' a suspension into a permanent exclusion. In exceptional cases, usually where further evidence has come to light, a further suspension (or permanent exclusion) may be issued to begin immediately after the first suspension.

In terms of alternatives to a permanent exclusion, the School is aware that off-rolling is unlawful. Ofsted defines off-rolling as:

"...the practice of removing a pupil from the school roll without a formal, permanent exclusion or by encouraging a parent to remove their child from the school roll, when the removal is primarily in the interests of the school rather than in the best interests of the pupil."

Challenging Exclusions

In the case of a suspension, parents can refer it to the Governing Committee (refer to **Appendix 3**). The Trust has delegated all of its suspension functions to the Local Governing Committee(LGC) who, when required, will form a committee consisting of at least three Local Governors.

In the case of a permanent exclusion, the Governors must meet to consider the exclusion. Parents have a right to refer the exclusion to an Independent Review Panel (IRP) - DfE Guidance - Suspension and Permanent Exclusion from Schools 2022.

Detention

The most common sanction used by the school is a detention.

- Detentions may be issued for break, lunch and/or after school
- In terms of after school detentions there is **no requirement** to provide 24 hours notice. In such instances parents will be contacted to notify them on the detention.
- During detentions, pupils should complete curriculum work and/or maybe required to undertaken community-based work.

Types of Detentions

- Attitude for learning- Respect card (see student planner)
- Punctuality to school
- Persistent lateness to class
- Departmental detention
- After school detention for more serious behavioural issues
- Headteachers detention

All formal detentions are logged by staff on SIMS.

What the law allows:

- Teachers have the power to issue detention to pupils (aged under 18).
- The School makes it clear to pupils and parents that it uses detention (including detention outside of school hours) as a sanction.
- The times outside normal school hours when detention can be given (the 'permitted day of detention') include
 - any school day where the pupil does not have permission to be absent;
 - weekends - except the weekend preceding or following the half term break; and
 - non-teaching days – usually referred to as 'training days', 'INSET days' or 'non-contact days'.
- The Headteacher will decide which members of staff can put pupils in detention.

Matters the school considers when imposing detentions

- Parental consent is not required for detentions, however the school will normally under its detention guidelines give parents at least 24 hours' notice before a detention is set for safeguarding reasons.
- The school communicates detentions to parents by a written confirmation in the pupil's school planner, which is then signed by the parent as confirmation.
- As with any disciplinary sanction, the school will ensure that a member of staff acts reasonably when imposing a detention.
- With lunchtime detentions, staff will allow reasonable time for the pupil to eat, drink and use the toilet.

Detentions outside school hours

- The School will not issue a detention when there are concerns that '**a child's safety is compromised.**' When ensuring that a detention outside school hours is reasonable, staff issuing the detention will consider the following points:
 - Whether the detention is likely to put the pupil at risk.
 - Whether the pupil has known caring responsibilities which mean that the detention is unreasonable.
 - Whether the parents ought to be informed of the detention. In many cases it will be necessary to do so, but this will depend on the circumstances. For instance, notice may not be necessary for a short after school detention where the pupil can get home safely; and

- Whether suitable travel arrangements can be made by the parent for the pupil. It does not matter if making these arrangements is inconvenient for the parent.

D. CONFISCATION OF INAPPROPRIATE AND BANNED ITEMS

What the law allows:

- There are two sets of legal provisions which enable school staff to confiscate items from pupils:
 - The **general power to discipline** enables a member of staff to confiscate, retain or dispose of a pupil's property as a sanction, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully (section 94 of the Education and Inspections Act 2006). The legislation does not describe what must be done with the confiscated item, a decision will be made based on individual incidents: and
 - Power to search without consent for "prohibited items" (Section 550ZA (3) of the Education Act 1996).
 - including:
 - knives and weapons
 - alcohol
 - illegal drugs
 - stolen items
 - tobacco and cigarette papers
 - fireworks
 - pornographic images
 - any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and
 - any item banned by the school rules which has been identified in the rules as an item which may be searched for.
- Weapons, illegal drugs and extreme or child abuse material will always be handed over to the police, otherwise it is for the school to decide if and when to return a confiscated item.
- With regard to advice on confiscation and what must be done with prohibited items found as a result of a search, the school makes reference to the DfE advice for Headteachers, staff and Governing Bodies- 'Searching, Screening and Confiscation at School January 2018'.

E. POWER TO USE REASONABLE FORCE

- Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.
- Headteachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks,

pornographic images or articles that have been or could be used to commit an offence or cause harm.

- The School identifies additional items in their School Planner which may be searched for without consent. Force **cannot** be used to search for these items.
- With regard the use of reasonable force the school refers to the DfE advice for school leaders, staff and Governing Bodies- 'Use of Reasonable Force'.
- The school sets out its guidelines for staff on reasonable force in its 'Use of Reasonable Force Policy.'

F. PUPIL TRANSITION INTO SCHOOL BEHAVIOURAL SYSTEMS

- On entry to the school all students are made aware of the school rules which are outlined in their personal student planner and is explained in form by the students Form Tutor.
- This includes guidance on the following:
 - School uniform policy
 - School equipment list
 - School Behaviour: Code of Conduct, which includes:
 - Expectations for Behaviour, including respect for pupils, staff and the school environment
 - 'Bullying'
 - Technology- electronic equipment rules
 - Banned items
 - Punctuality and Attendance
 - Personal appearance
 - School routines
 - Attitude for Learning
 - Health and Safety- fire drills, lockdown
 - Medical emergencies
 - Relationships etc
 - Rewards and Sanctions
 - Extended Learning (homework)
 - Green pen marking policy
 - VESPA diagnosis and self assessment
 - Praise card pages
 - Respect card pages
 - Daily Calendar
- Themed assemblies, guest speakers and workshops reinforce school behaviour, safeguarding and pastoral matters
- These themes are further reinforced in CPSHE programme year 7 to 11 and sixth form.
- Parents are invited to information/transition evenings where school rules and expectations are reinforced.

Reintegration after sanctions have been given

- Parents are invited into school for a meeting following sanction of various levels where deemed appropriate by the school
- School rules and behavioural systems are reiterated, and students reminded of the high expectations of behaviour

- Following a suspension a back to school meeting with parents and the school takes place and depending on the reason for the suspension a variety of monitoring will be discussed and implemented.
- This may include a Pupil Support Plan, a monitoring card or any reasonable intervention which ensures a smooth transition back into school.

G. CHILD ON CHILD ABUSE

- The school takes 'child on child abuse' very seriously as respect and relationships in a Catholic school are at the heart of our Catholic ethos.
- The school strives to educate and prevent 'child on child abuse' and whilst bullying can never be totally prevented, the school ensures that pupils feel confident to report any matters and they are dealt with and recorded with rigour.
- Child on child abuse and bullying generally is covered:-
 - All Safeguarding Policies (see website)
 - School Code of Conduct in the school planner
 - Assemblies/Workshops and guest speakers
 - Anti bullying week
 - Meticulous incident logs of Bullying (all types), a specific 'Child on Child' log and a Restorative Practice log.
 - These logs are checked by the school governor safeguarding link and signed off termly.
 - Child Help line numbers can be found in the Students planner
 - A CEOP button can also be used if a student feels they are being abused on line
 - A Bully button allows students to report if they are feeling bullied which is sent directly to the Safeguarding Team for immediate action
 - Student and parental surveys

H. CLASSROOM EXPECTATIONS

- **LESSON DISCIPLINE : BEHAVIOURAL CURRICULUM**
 - **Good classroom control emanates from well planned, well researched, 'differentiated' and suitably challenging lessons where students are engaged in and are enjoying their education and where the teacher is constantly seeking to 'hone' his or her skills learning as a teacher. Reflective practice is therefore an essential element to the teacher's craft.**
 - The teacher should have a clear understanding of the difference between **teaching and learning** and the balance between the two within any lesson or programme of lessons, which should have proper student-achievement as its aim and not teacher convenience.
 - The teacher should therefore have a clear understanding of his or her students, i.e. target grades, any special needs, etc. which can be found on SIMS.
 - Students need structure, praise and achievable goals, with a need to understand there is a relevant and important outcome to their efforts.

- Rewards are invaluable in motivating students, either departmental or the School's house merit system.
- A proactive classroom presence rather than merely reactive ('fire fighting') presence is also essential in avoiding unnecessary discipline situations.
- Enthusiasm, energy and the desire to motivate are also key elements in engaging children to your lesson.
- A calm and 'business like' manner where the teacher is in control is essential.
- Unnecessary shouting, negative criticism, humiliation and over use of the detention system only serve to alienate and marginalise students who then respond negatively, creating a negative feeling of resentment.
- A firm but fair manner is the key to gaining respect and winning the students over. Students have a keen sense of justice. Explaining sanctions to them, talking and listening to their views create an atmosphere of trust.
- Remember, the teacher is the adult and the professional; the students are children and will make mistakes which we have a responsibility to correct. We are to teach right from wrong.
- The School advocates the best use of the SEAL (Social, Emotional Aspects of Learning) approach to learning wherever possible.
- However, despite our best efforts children at times may misbehave at worrying levels of seriousness. **So, what support and sanctions are available to us?**

- **WHAT ARE THE SANCTIONS AND CONSEQUENCES FOR BREAKING THE SCHOOL RULES**

- **General points**

1. Any uncertainty must be discussed with the Head of Department, Director of Behaviour and Safety, Pupil Support Team or the Pupil & Community Support Officer.
2. Punishments and sanctions should always be:
 - fair,
 - proportionate,
 - consistent,
 - communicated
 - moving through stages of increasing severity as appropriate.
 (Always, particular circumstances must be taken into account).
3. In order for the above to be met it is essential to know the students. The following information is readily available on SIMS and is automatically recorded on individual teachers mark books.
 - Medical conditions,
 - Risk assessments, is the student on a risk assessment?
 - SEND register, what are the particular needs?
 - More Able and 11+ passes
 - Subject target-grade
 - Vulnerable groups; ethnicity; EAL; PPG-Disadvantaged (FSM, Ever6, LAC/PLAC); CIN
 - Etc.
4. If the behaviour causing concern is persistent or serious then the parents should be informed early and kept informed. The School places great value upon its partnership

between home and school. However, before a parent is contacted **both** the Pupil Progress Mentor and the Pupil Support Mentor **must** be informed of this intention and the concern discussed with them. This is because there may be underlying issues that it is important or essential to know about. A brief note should be made that the parent has been contacted and of what has been discussed and agreed. This should be sent to the Pupil Support Mentor for the student's file.

Sanctions during Lessons, Form Time and Around School (see Appendix 1)

Teacher

- Instructing a student to stand outside the classroom door is not a punishment and should only be done in extreme circumstances to defuse a situation. The student should not be left alone outside for more than 5 minutes and should be stood where the teacher can see him.
- A reprimand during or after the lesson with the possibility of the misdemeanour rectified at a stated time. (Typical behaviour leading to such a sanction/punishment might be minor talking in class or minor graffiti on a text book, which might require the book to be covered by the next lesson.)
- Extra work given at break or lunchtime, detention with no notice given. (Typical behaviour leading to such a sanction/punishment might be more persistent talking during the lesson or a repeated failure to bring equipment.)
- The Respect Card is carried by all students within the student planner and works on the principal of 3 infringements equals a sanction. The card covers uniform, school equipment litter/chewing gum and respectful attitude to staff and fellow students. A teacher may sign the student's card if a rule has been breached. On the third infringement a lunchtime withdrawal, which overrides all other activities, is given. It is then the responsibility of the student to attend the withdrawal. Failure to do so results in an automatic after School Detention for 1 hour. (See Respect Card see **Appendix 4**).
- A Departmental Detention after school set and overseen by the teacher. Typical behaviour leading to such a sanction is repeated disruption to a lesson or rudeness, failure to hand in completed extended learning tasks of a suitable standard. It would not be unreasonable to allow the occasional extended learning task-defaulter a further opportunity to complete the task before issuing the detention.
- A Pastoral Detention set and overseen by PSM after school. Typical behaviour leading to such a sanction is repeated disruption to a lesson or rudeness, failure to attend a school time detention (and any behaviour not covered by the respect card system).

Head of Department

- For problems that cannot be addressed by the classroom teacher, the student should be referred in the first instant to the Head of Department (HOD). Typical behaviour leading to such a referral might be persistent disruption or persistent failure to hand in extended learning tasks.

- In addition to a departmental detention a student may be placed on a departmental monitoring card in order to monitor improvement.
- For serious breaches of the school rules the HOD may wish to refer the student to the Pupil Support Mentor in order to discuss more serious sanctions.

Pupil Progress Team

- Attitude for Learning: - where class teacher and Head of Department (HOD) still experience low level disruption caused by poor attitude for learning then the HOD should refer to Pupil Progress Mentor (PPM)
- The Pupil Progress Team will discuss possible interventions to limit the impact on the teaching and learning of staff and students.
- Continued misbehaviour will result in a referral to the Behaviour Team

Pupil Support Team

- A Behaviour Monitoring Card (issued by Pupil Support Mentor).
- A temporary internal seclusion with a senior member of staff may be implemented in order to withdraw the student from general circulation for example following persistent disruption in an individual teachers class whilst a support plan is put in place or whilst investigations into a serious incident require students to be kept apart for safeguarding or behavioural reasons. This time is kept to a minimum and work is always provided.
- A Pastoral Support Plan for individual students, which would include strategies to improve behaviour
- A MASH or Early Help referral form to be completed by the Community and Support Officer.
- Parental Meetings to discuss concerns.
- Extended Days (agreed by the Director of Learning for Behaviour and Safeguarding).
- A period of isolation following suspension agreed by the Behaviour Team as part of an reintegration programme following a suspension.
- Internal Seclusion as an alternative to suspension (agreed by the Director of Learning for Behaviour and Safeguarding). Typical behaviour leading to such a sanction might be physical violence to another student by a vulnerable child who suspension at home would leave them further vulnerable.
- **Physical intervention or physical contact as a disciplinary option is absolutely forbidden and will not be tolerated by the School or Governing Body. Corporal punishment is a criminal offence.**
- If there are any major incidents in which a student is threatening violence, or is being violent and physical intervention may be required a senior member of staff should be called immediately either by sending a student or a colleague to reception for an SLT call out. Talk to the student calmly to try to defuse the threat. Incidents such as this are extremely rare.

ATTITUDE FOR LEARNING

ATTITUDE for LEARNING at St. Thomas More Simple, Consistent Classroom Expectations Following 4 clear 'NON-NEGOTIABLE' key rules in EVERY CLASSROOM, in EVERY SUBJECT, with EVERY TEACHER:

1. NOT INTERRUPT the teacher or another student.
2. REMAIN SEATED unless I ask or have been told to move.
3. Present work to the best of my ability
4. COMPLETE ALL classwork and extended learning
5. Not use an ELECTRONICAL DEVICE without permission.

ATTITUDE for LEARNING Below describes a student who is doing everything they can in lessons at STM. Therefore, you will achieve 4 out of 4 on your Progress Report for 'attitude for learning' when these are reported home to your families at the end of each term. Description of Pupil

- I always listen when a teacher is talking/ raise my hand to ask a question and listen to others.
- I always have an excellent attitude and commitment to learning and achieving.
- I always work very well with others and respect their feelings and values.
- I always work very well on my own.
- I always enjoy being challenged and stretched and always ask questions to move my learning forward.
- I always take advantage of the learning opportunities during the lesson.
- I always complete extended learning on time.

Recognising your role in, and the impact of, LOW LEVEL DISRUPTION: MAIN TYPES OF DISRUPTION IDENTIFIED BY TEACHERS SURVEYED ACROSS THE COUNTRY

- Talking and chatting
- Disturbing other children
- Calling out
- Not getting on with your work
- Fidgeting or fiddling with equipment
- Not having the correct equipment
- Purposely making noise to gain attention
- Answering back or questioning instructions
- Using mobile devices
- Swinging on chairs

FAILURE TO FOLLOW our Simple, Consistent Classroom Expectations and therefore showing a poor '**ATTITUDE for LEARNING**'

- Your Break &/or Lunchtimes will be lost.
- The Head of Department & Teacher will speak to you together and your parents will be contacted.
- You will Lose your time Afterschool and will not leave when everyone else does.
- You will go on a Departmental monitoring card reporting to the Head of Department & signed by your parents.
- A sanction as shown on the Respect card page of your planner

Parents will be informed that this is now being passed onto the Pupil Progress Team.

- **RESPECT CARD PAGE IN STUDENT PLANNER (SEE APPENDIX 4)**

Guidelines for Teachers

- Every student has a page in their Planner to record Respect infringements.
- When a teacher picks up an infringement of any of the rules, he/she will write on the student's respect page, the number of the rule broken, the date and then initial. If the student fails to produce or does not have a planner the teacher should then record the students name and form on SIMS with 'N/C' (no card). This is then a Pastoral Detention on a Thursday.
- The teacher who completes the third infringement will then record the lunchtime detention on SIMS using the red respect card box on the homepage timeline (as described earlier).
- The student's name and form will then be logged and a 30 minute lunch time detention will be served with the Pupil Support Team.
- This same process continues for 3,6,9,12,15 HITS, which should then be added onto SIMS and actioned by the Pastoral Team. The respect has a set of sanctions, with increase in their severity as we moved through the system.
- Completing all 15 HITS is highly unlikely as it is a major cause for concern. These cases have already been discussed by the Pastoral Team **in year hub meetings** and consequences/plan/support put in place on an individual basis.
- Any student who does not turn up will receive a further sanction from their Pupil Support Team.

DETENTION DATA

- The year group teams include the Pupil Progress Team, Pupil Support Team and Form Tutors, will then monitor and sanction any action required.
- The monthly SLT report will also include the breakdown of detention set.
- The Governors report will include the termly oversight of detentions set during that period.
- The detention system will be overseen by the Pupil Support Team.

J. ANTIBULLYING POLICY

The schools Safeguarding and Anti bullying Policy draws upon the DfE guidance- Preventing and Tackling Bullying as well as the **Keeping Children Safe document- September 2022.**

Objectives

- To create an ethos which encourages all to disclose and discuss incidents of bullying behaviour in confidence.
- To create an ethos that acknowledges, accommodates and respects a diversity in the school community across the nine grounds covered by the equality legislation.
- To affirm the right of all within the School to live a life free from bullying.

- To raise awareness of bullying as an unacceptable form of behaviour with school management, teachers, pupils and parents.
- To ensure that the School's CPSHE programme raises awareness of the factors associated with bullying behaviour as well as developing appropriate knowledge, skills and behaviours.
- To take practical actions to prevent incidents of bullying behaviour e.g. to ensure comprehensive supervision and monitoring measures through which all areas of school activity are kept under observation.
- To put into effect procedures for reporting and recording incidents of bullying behaviour.
- To put into effect procedures for investigating and dealing with incidents of bullying behaviour.
- To develop a programme of support for those affected by bullying behaviour and those involved in bullying behaviour.
- To work with, and through, the various local agencies in countering all forms of bullying and anti-social behaviour.

Definition of Bullying 'Bullying' is deliberate and repeated negative behaviour (verbal, psychological or physical) undertaken by an individual (or group of individuals) against any person. Isolated or 'one-off' incidents of negative behaviour, for the purposes of this policy, **do not** fall under the definition of 'bullying'.

Types of Bullying/Abuse

Physical	Emotional	Sexual	Neglect
Unexplained injuries	Parents conveying to their child that they are worthless and unloved	Inappropriate sexualised behaviour or knowledge for age	Poor hygiene
Injuries on certain parts of the body (see body image)	The child being silenced by parents and not able to have their opinion heard	Wary of adults / running away from home	Untreated medical conditions
Injuries in various stages of healing	Parents imposing developmentally inappropriate expectations	Eating disorders / depression / self harm	Constantly hungry / stealing food / requesting loans from school
Injuries that reflect an article used	Failure to thrive	Unexplained gifts or money	Over eats when food is available
Flinching when approached	Attention seeking behaviour	Physical pains	Poor attendance and / or frequently late into school without explanation
Wanting arms and legs covered even in hot weather	Low self esteem	Bedwetting	Incorrect fitting uniform and clothing
Behavioural extremes	Apathy	Sexually transmitted diseases	Dressed inappropriately for the weather conditions
Unusual responses to witnessing violence	Depression / self harm	DOES NOT HAVE TO BE PHYSICAL CONTACT	Poor growth
Crying / instability	Substance use		
Fearful of home			

Signs of Bullying

- Anger.
- Anxiety.
- Distress.
- Frustration.
- Panic attacks.
- Depression.
- Change of friendship groups.
- Lack of friends.
- School rejection.
- 'Illness' at certain times or on certain days.
- Change in the standard of work. • Withdrawal/sudden lack of confidence/self-esteem.
- Shame and feelings of worthlessness.
- Loss of trust in friends and their inability to support and protect.
- Excessive tearfulness or sensitivity to criticism.
- Increased irritability and nervousness.
- Fear of being out of sight of adults.
- Unexplained changes in mood.
- Increased aggressiveness.
- Bullying others.
- Substance abuse.
- Eating problems.
- Unexplained absences

Tackling Bullying

- All staff undergo Safeguarding training during which bullying, how to deal with it and reporting is covered.
- Staff should be role models in the way they address and deal with all students as is befitting of their professional status as set out in the Staff Code of Conduct
- All staff are given a weekly duty day, and whilst on duty have had guidance on being vigilant and proactive for any potential bullying or inappropriate behaviour child on child.
- The Senior Leadership Team are also on duty each day at the beginning, at break, lunch and after school to ensure students safety, good behaviour and to identify any students being treated inappropriately.
- All staff are clear that they have a responsibility to report any behaviour which could be interpreted as child on child or other bullying behaviour through the same Safeguarding referral channels.
- Serious bullying may warrant consideration for suspension or permanent exclusion.
- **(See Appendix 6)**

Support

The school draws upon a variety of outside agencies to help support, educate and intervene with students that have behavioural, emotional, physical or social concerns identified by the school or other partner agencies. See table below.

Outside Agencies used in School

School Nurse	Gemma Lodge
Attendance officer at LA	Kimberley Stevens
Education Psychologist	Tina Axup
Connexions Advisor	Elaine Munson
School Counsellors	Siobhan Withers/Debbie Livermore/Jannah Merenda

Agencies	Purpose
School Nurse	Drop in service Liaising regarding care plans Reviews for LAC Advice giving to pastoral staff Attending Parents Support session
School Nursing Team	Immunisations
Local Authority Attendance Officer	Attendance issues
Ed Psychologist	Discussion, observations and one to one work with students
Early Help Family Support	Family support and one to one support for students for a variety of different issues, including; -Youth offending service -Drug and alcohol service -Family support -Domestic violence -Internet safety -Anger management -Careers support -Educational psychologists
Connexions	Careers advice in groups and 1:1 work. Liaising with STM careers advisor
Social Workers	LAC, Safeguarding & Child Protection
Local Safeguarding Children's Board (LSCB)	Advice and training. Information sharing regarding activities and course on offer in Local area. Network support meetings
Looked After Children Social Workers, Achievement Officers	PEP meetings. LAC meetings, Staff training for designated person
Fire Prevention Service	Assemblies for students
Youth Offending Service	Early intervention and post crime support
LA Healthy Schools Advisor	Prince Charming Presentations
Open Road	Drug and alcohol support for young people

There are lots of external organisations that provide support and advice about bullying:

- Anti-Bullying Alliance
- Bullying UK
- Bullybusters
- Childline
- The Diana Award
- Internet Matters
- Kidscape
- The UK Safer Internet Centre

- UK Council for Child Internet Safety (UKCCIS)

K. PRAISE AND REWARDS (see Appendix 4)

- The school recognises the importance of praise, rewards and responsibility in the development of individual students
- The school recognises good behaviour and achievement in a number of ways:-
 - Kind words of encouragement and praise
 - A Praise Card page in the student planner for kind community acts
 - Academic Merits for good work in lessons which culminate into a Bronze, Silver or Gold merit award when a certain number of merits are reached
 - Termly year group celebration assemblies which recognises student achievement throughout the term through certificates and badges
 - Extended Learning awards are presented to individuals during form time
 - End of term Presentations assemblies occur at the end of Autumn, Spring and Summer Terms. Students are awarded commendation certificates for their contribution to the life of the school or colours for outstanding representation or achievement in both sporting and non sporting activities in the school.
 - Annual prize giving awards are given for each subjects for students in the lower and upper school alongside the GCSE, BTEC and A level certificates.
 - A broad enrichment programme to engage students of all year groups is in place with a diversity of clubs, activities and trips available to all year groups.
 - Student Leadership is encouraged to give students the opportunity to take responsibility- Form Captains, Sports Captains, Chaplaincy Captains, ECO Captains and Mental Health mentors are all applied and voted for in each year group, year 7 to 13.
 - A long established Prefect system with a Head, Deputies, Senior Prefects and normal Prefects available for application in year 10 to 11.
 - Sixth Formers can apply to be School Captains and they oversee the Student Council made up of representatives from all year groups.
 - The School Council feeds back to members of the Senior Leadership Team and ideas are discussed at SLT meetings.

Appendices

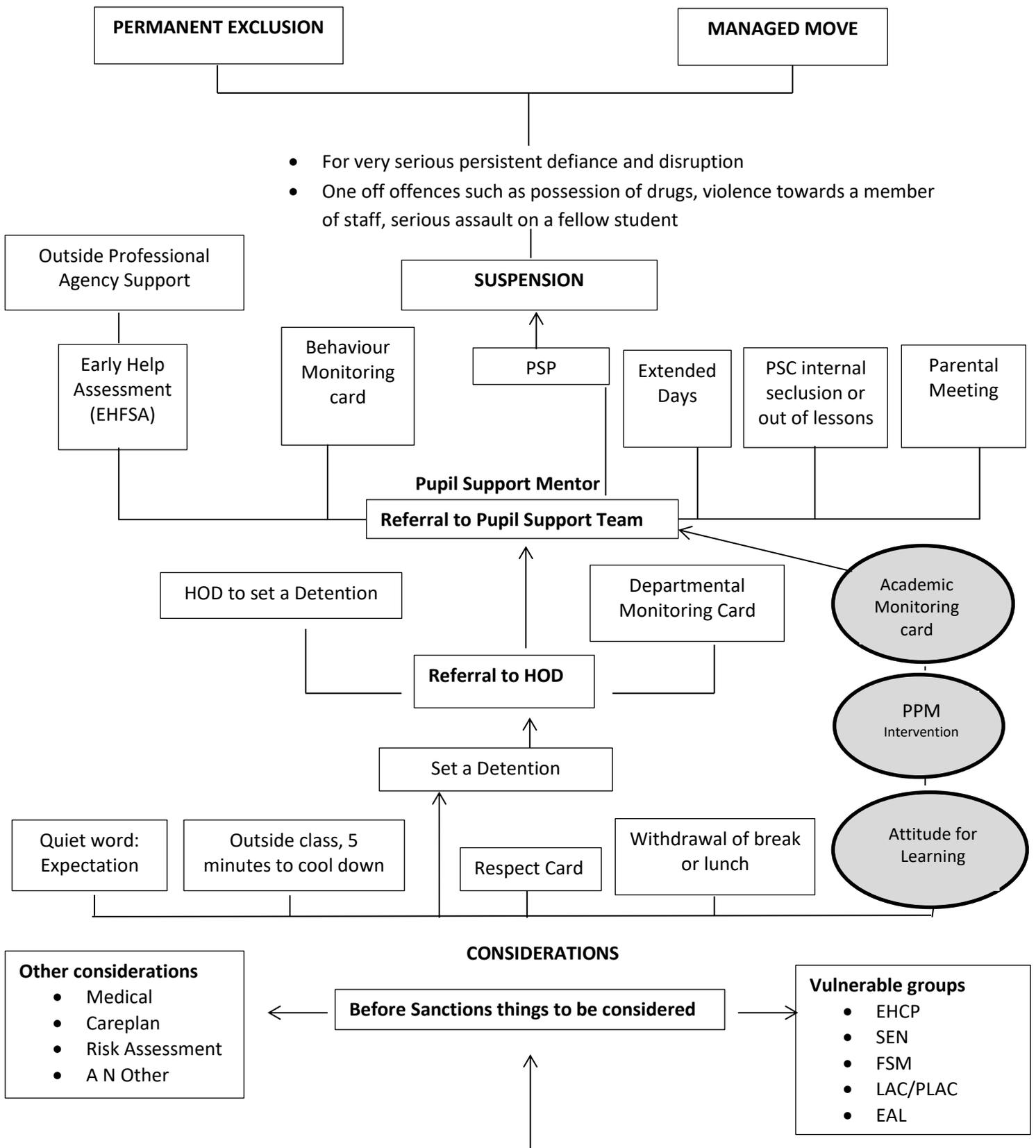
- The School's Behaviour and Discipline Policy makes reference to a number of linked school policies and guidance documents. These are listed below and should be specifically referred to in relation to clarification of school policies.
 - Safeguarding and Child Protection Policy'
 - Anti-Bullying Policy
 - Pupils Misuse of Drugs Policy'
 - Guidance Sexual Violence and Sexual Harassment and Sexual Bullying Policy
 - Use of Reasonable Force Policy'
 - "Allegation of Abuse against Staff Policy'
 - 'E-Safety Policy'
 - Student Planner- sets out the school rules for pupils and parents to read. To be reinforced by Form Tutors and members of the Pastoral/Behaviour Team.
 - Staff 'Pupil Support Manual' – sets out the pupil procedures, systems and routines relating to the school's duty to ensure the safety, wellbeing and

happiness of all the pupils in its care. This includes pastoral support, sanctions, rewards, safeguarding procedures and school rules

Each of these Safeguarding Policies is based upon the most recent guidance from the DfE which is quoted within the policies.

'I came so that you may have life, and live it to the full' – John 10:10

APPENDIX 1 - BEHAVIOUR SANCTIONS

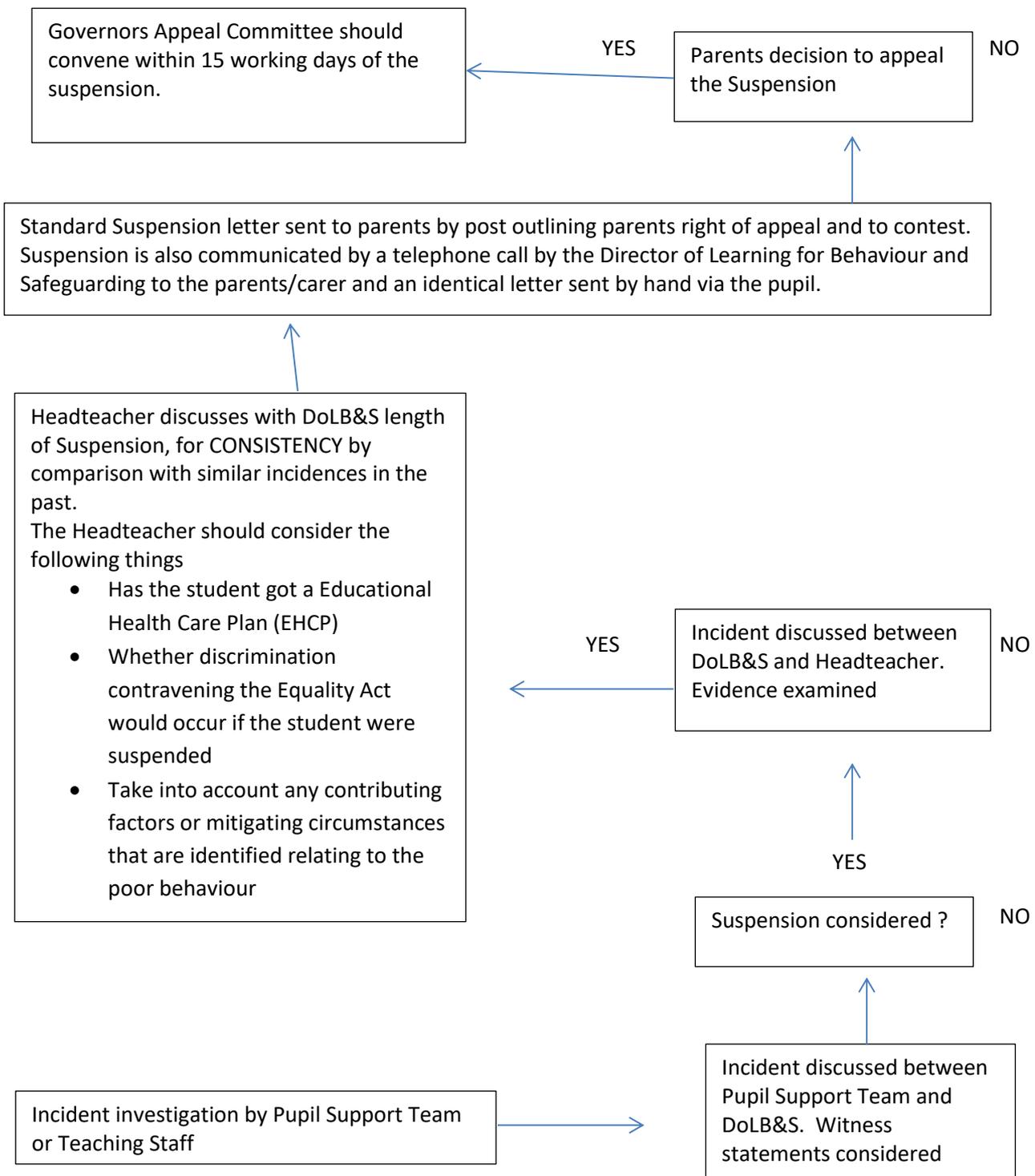


Attitude for Learning

Classroom Management : Class Teacher- Punishments and Sanctions should always be

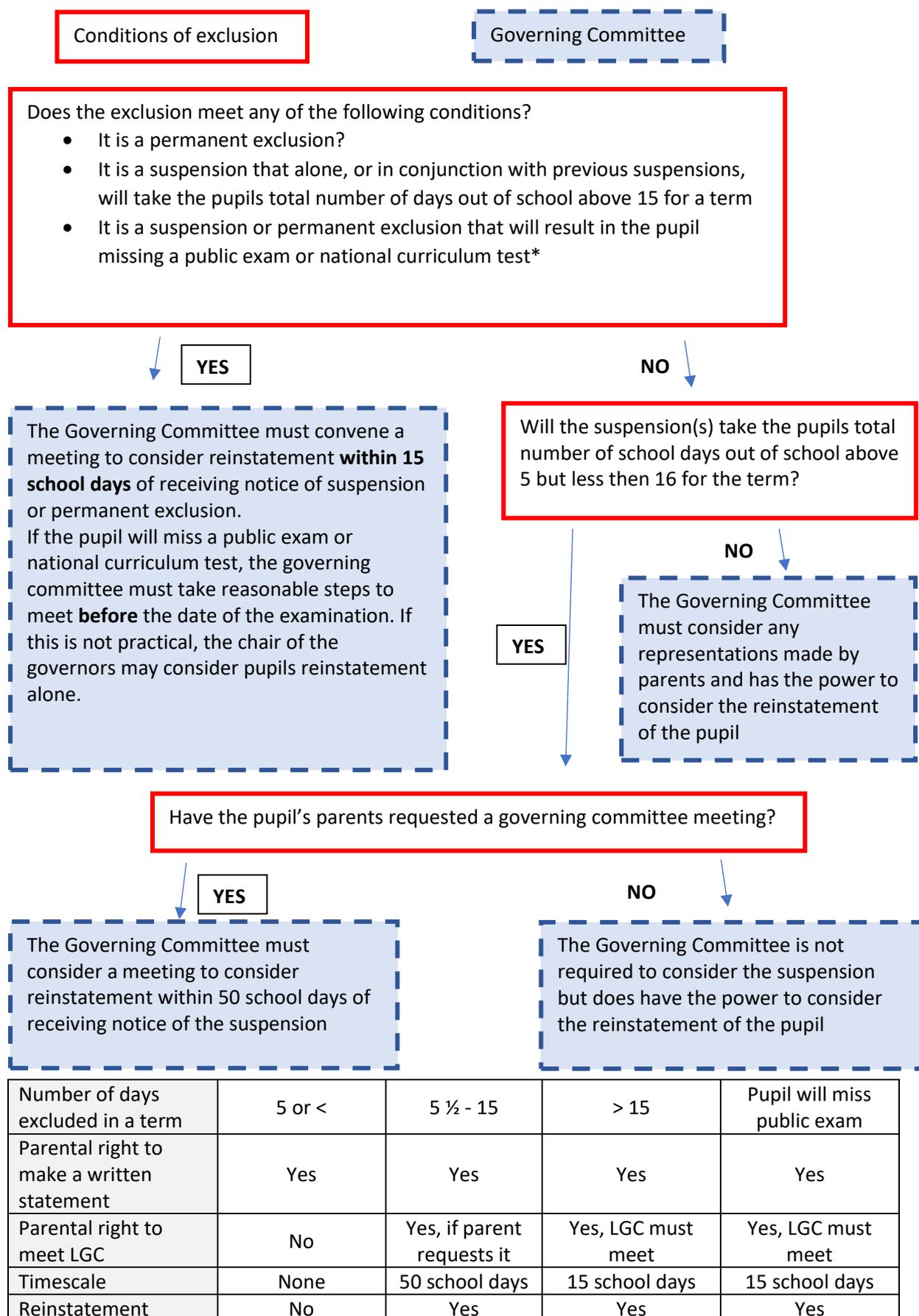
- Fair
- Proportionate
- Consistent
- Communicated
- Moving through stages with increase severity

**APPENDIX 2 - PROCEDURES FOR CONSIDERATION OF SUSPENSION AT
ST THOMAS MORE HIGH SCHOOL**



This flow diagram outlines the procedure for Suspensions only and links in with DfE Guidance on exclusions from maintained schools, academies and pupil referral units in England. On return to school after a Seclusions a ‘back to school’ meeting will always take place between the school, parent and student to outline expectations. The student will then be placed on a behaviour monitoring.

APPENDIX 3



APPENDIX 4

<u>PRAISE CARD</u>							
<u>ST.THOMAS MORE</u>							
<u>Autumn term</u>							
For acts of kindness above and beyond the expected							
PRAISE 1		PRAISE 2		PRAISE 3		FRONT OF Q PASS	Parent to sign
DATE		DATE		DATE			
SIGN		SIGN		SIGN			
PRAISE 4		PRAISE 5		PRAISE 6		ENTERED INTO PRIZE DRAW	Parent to sign
DATE		DATE		DATE			
SIGN		SIGN		SIGN			
PRAISE 7		PRAISE 8		PRAISE 9		£2 ADDED TO CANTEN FOOD ACCOUNT	Parent to sign
DATE		DATE		DATE			
SIGN		SIGN		SIGN			
PRAISE 10		PRAISE 11		PRAISE 12		VOUCHER AWARDED	Parent to sign
DATE		DATE		DATE			
SIGN		SIGN		SIGN			
PRAISE 13		PRAISE 14		PRAISE 15		NON UNIFORM / TRIP SELECTION	Parent to sign
DATE		DATE		DATE			
SIGN		SIGN		SIGN			

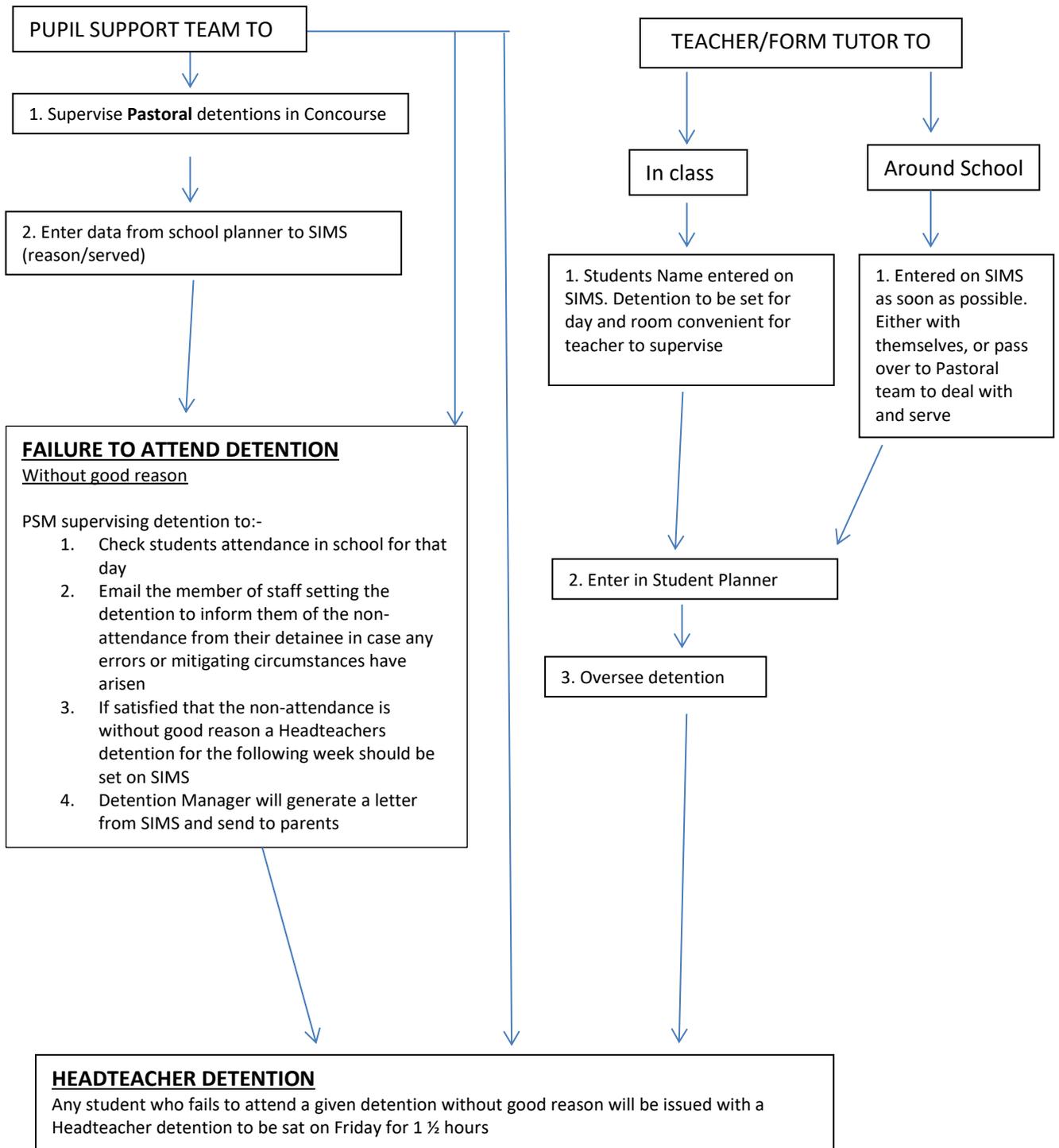
RESPECT CARD

ST. THOMAS MORE ATTITUDE FOR LEARNING NON-NEGOTIABLE RULES AUTUMN TERM

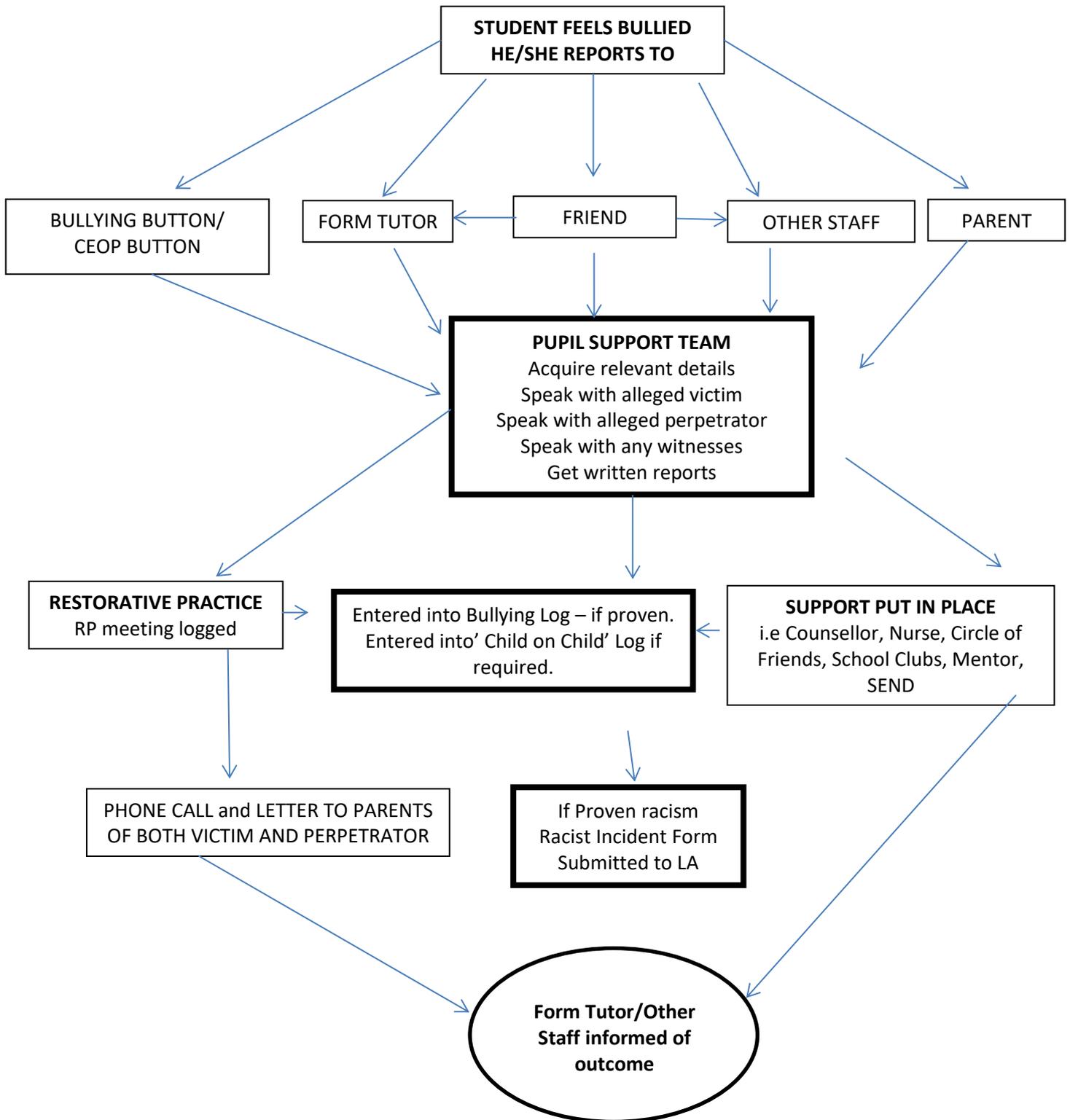
1. UNIFORM
2. EQUIPMENT
3. PUNCTUALITY
4. RESPECT IN SCHOOL

INFRINGEMENT 1		INFRINGEMENT 2		INFRINGEMENT 3		LUNCHTIME DETENTION	Served/Parent to sign
RULE		RULE		RULE			
DATE		DATE		DATE			
SIGN		SIGN		SIGN			
INFRINGEMENT 4		INFRINGEMENT 5		INFRINGEMENT 6		AFTER SCHOOL DETENTION 30 Mins	Served/Parent to sign
RULE		RULE		RULE			
DATE		DATE		DATE			
SIGN		SIGN		SIGN			
INFRINGEMENT 7		INFRINGEMENT 8		INFRINGEMENT 9		AFTER SCHOOL DETENTION 45 Mins	Served/Parent to sign
RULE		RULE		RULE			
DATE		DATE		DATE			
SIGN		SIGN		SIGN			
INFRINGEMENT 10		INFRINGEMENT 11		INFRINGEMENT 12		SENIOR LEADER DETENTION 90 Mins	Served/Parent to sign
RULE		RULE		RULE			
DATE		DATE		DATE			
SIGN		SIGN		SIGN			
INFRINGEMENT 13		INFRINGEMENT 14		INFRINGEMENT 15		FURTHER SANCTION IN LINE WITH BEHAVIOUR POLICY	Served/Parent to sign
RULE		RULE		RULE			
DATE		DATE		DATE			
SIGN		SIGN		SIGN			

APPENDIX 5 - Detention System



APPENDIX 6 - Dealing with Bullying and/or Racism



STUDENT PLANNER BEHAVIOUR CODE OF CONDUCT – Appendix 7

INTRODUCTION : PURPOSE

Our school is a Christian community, which we are all part of and have a duty to care for. Each one of us has a responsibility for making our individual contribution towards creating and sustaining a happy, kind and harmonious school. The following rules and procedures have been designed to help to make our school a safe, orderly and happy working community. They assist students by developing self-discipline so that at all times Students strive to behave in a safe, courteous, constructive and Christian manner.

RELATIONSHIPS

Students must treat each other, visitors and staff at all times with courtesy and respect. Your teachers and members of staff at St Thomas More High School are dedicated to you achieving your potential. They will show you respect – we expect the same to be returned. (Harassment or attempted intimidation of a teacher, or any member of school staff, as well as failure to follow their requests will not be tolerated: such actions will lead to serious consequences). Anybody who engages in bullying will face a range of sanctions up to and including permanent exclusion.

A student may not hurt another student by word, action or gesture. ‘Play fighting’ and hurtful ‘jokes’ are forbidden. The bullying of another student by word or deed, by an individual or group is strictly forbidden and will always be regarded as most serious misconduct. Bullying can be described as deliberately hurtful behaviour that is repeated over a period of time and is difficult for the person being bullied to stop. It is important to note that bullying also includes:- the taking of, or deliberate damage to somebody’s property, cyber-bullying through the use of defamatory or intimidating messages or images via any form of electronic communication technology in particular social networking sites or any other messaging service, either inside, or outside school, the harassment of another student or person in relation to their age, race, religious belief, special educational needs or disabilities, sexual orientation and gender.

If at any time you feel that you are being bullied it is important that you tell someone, so that we can listen to your concerns and take action to ensure that the bullying stops. On the school website there are two buttons which you can click if you have a concern. Either the Bullying button, which immediately flags up to a senior teacher or the Police CEOP button, if you are concerned about online safety/grooming. Both should be used responsibly. We understand that telling can be difficult, however the following advice should help. You can talk to your parents and ask them to contact the school; your Form Tutor; Pupil Support Mentor or Director of Behaviour and Safeguarding. You may also use the help line numbers that can be found in this planner. This will allow you to raise any concerns that you may have, or allow you to show responsibility for others, by raising your concern about the bullying of another student. Once you have raised an issue relating to bullying, we will monitor the situation very closely on a daily basis (if required) for a long period of time if necessary, to ensure that the bullying has completely stopped. Restorative Practice is commonly used to resolve differences and is led by one of the Pupil Support Team.

Students must also realise that aggression of any kind cannot be tolerated. Violence towards another student, or carrying, or use of weapons, or instruments as weapons may lead to permanent exclusion. Please note that laser pens are not permitted in school as their inappropriate use can cause injury to others and may therefore be regarded in such context as a weapon.

Our school takes seriously anything which may have an impact on school life. Accordingly, any social networking by a St Thomas More pupil, whatever their age or status in school, which has a negative impact on this school, its community, its vision or ethos or any individual connected to our community, may face permanent exclusion and Police intervention.

Religious worship

We are a Catholic community and students must therefore show the utmost respect for the prayer life of our school, and in particular, must behave in an appropriate manner during assemblies, prayer, and school Masses. Any misconduct in relation to the religious ethos of our school will be regarded as most serious.

Bearing false witness

Students must always be careful not to bear false witness against another student or member of staff, or to misrepresent an incident or information. Bearing false witness always leads to breakdown in trust, and therefore should not happen and will not be tolerated.

PUNCTUALITY AND ATTENDANCE

Excellent punctuality and attendance are required if you are to achieve your full potential at school.

You must therefore arrive in school no later than 8.35am when the whistle goes for students to move into registration. If you arrive late (after 8.45am), you should enter by the East Gate and sign the Late Gate register. A 15-minute Late Detention will be set if no reason or explanation is given. When the whistle goes, students must move immediately and quietly to registration or lessons. On the first day of an absence where no prior notification has been given, a letter from your parents must be sent to the school explaining the absence or they must contact the school via telephone (preferable) **or** via School Gateway. On your return to school after an absence, your parents must contact the school in writing with the particular reason for the absence. Parents whose children are on a school register have a duty to ensure that their children attend regularly and if they fail to do so, they may be prosecuted under the terms of the 1993 Education Act.

As from 1st September 2013, the amendments make clear that Headteachers may not grant any leave of absence during term time unless there are exceptional circumstances. A leave of absence form should be requested from the School Office and submitted to the Headteacher in advance of the absence requested.

No student may leave site without express permission. If for any reason you need to leave the school early, or during the day, you must bring a signed and dated letter from your parents, obtain a member of staffs counter-signature and bring it to the school reception when signing out.

PERSONAL APPEARANCE

Students are ambassadors both within school and within the wider community. Their personal appearance and in particular their uniform creates a positive image both for themselves and the school.

Students should therefore wear the full and correct school uniform to and from school, on school journeys, when representing the school and whilst in school. All uniform should be clearly marked with the student's name. Jewellery is not allowed, even if covered up. Earrings or studs will be confiscated. Nail varnish, hats, hoods, tracksuit tops, durags, bandanas, headphones and airpods should **not** be worn in school.

Extreme hair styles are not allowed. Unnatural colour dyed hair is not allowed along with stepped hair, shaven heads, or hair which is so long it falls over the face. Hair which hides part of the shirt collar at the back or hides the face must be tied back at all times. The school retains the right to use discretion as to what the Headteacher or Behaviour Team, deem acceptable with regard to hairstyles.

No student should wear articles of clothing which partially or fully cover their face.

SCHOOL ROUTINES

Journeys to and from school

Students should wear full school uniform whilst in the local community, particularly on the journey to and from school, have a responsibility to ensure that their appearance and conduct reflects in a positive way on the school. Students should be mindful to be respectful to members of the public, fellow students and property, especially in local shops and around houses near the school. Students should not swear or use vulgar or offensive language and should not block pavements or road crossings to the detriment of the public.

Smoking is prohibited and the bringing of cigarettes, e-cigarettes, vapes etc into school is forbidden as are lighters and matches. A Suspension may be considered for breach of these rules.

Whilst the school does not have legal responsibility for students travelling to and from school, it is concerned with the welfare of our students, the reputation of the school and the maintaining of good behaviour and discipline. Disciplinary action may be taken if any student misbehaves outside of school.

E-Scooters are forbidden to be brought into school.

In the Classroom

Students should follow all school rules specific to their class lessons and the teachers instructions should be followed at all times. Students are expected to display a positive Attitude to their Learning and should not disrupt the learning of others. Students should always be 'Equipped to Learn' by bringing whatever equipment is required for a particular lesson. Students should speak and treat each other with courtesy at all times. A calm entry and exit into class, as well as when lining up should take place. Students should not call out questions and answers but raise a hand and wait for permission to speak from the teacher. Students should always have a positive work ethos and be engaged in the learning. Graffiti on personal equipment or furniture will not be tolerated.

Students will not be allowed to leave the class unless given specific permission by the teacher and their planners signed.

Student Planner

The Student Planner provides daily communication between the student, school and parents/carer and is signed each week by the parents/carers and Form Tutor. Students should always have their Planner with them and should keep it up to date. Replacement planners can be paid for via School Gateway and collected from the School Office.

Movement around School

Students should walk around the school on the left-hand side of the corridor in a calm and quiet manner. Students should not run, push, eat or drink whilst in the corridors. Students should show patience whilst ascending and descending staircases and should not endanger fellow students or staff by their actions.

When examinations are taking place, students should be mindful of any notices which request them to be silent or to find an alternative route.

Playground, Astroturf, Tennis & Basketball Cage and Fields

The Playground, Astroturf, Tennis, Basketball Cage and the Field areas are a valuable resource for students. Appropriate and respectful behaviour is expected at all times, whatever activity students are engaged in. Litter should be placed in the bins provided, keeping the environment clean and tidy. Students may be asked to help by picking up litter even if it they didn't drop it. Litter duty may be used as a sanction for pupils on detention. All areas are supervised by Duty staff and students should ensure they follow all instructions given by staff. Students are forbidden to play in socks or bare feet and should

wear appropriate footwear at all times. Any misbehaviour or failure to follow these rules may result in being banned from using these outdoor spaces.

Playground – a tennis ball or small football (size 2) should be used.

Astroturf – only those intending to play football may be around the Astroturf, no interfering with goalposts, nets, fencing, gates etc. is allowed. Only specific astro shoes or moulded studs should be worn as footwear on the Astroturf.

Tennis & Basketball cage – only those intending to play tennis or basketball may be around the cage. No interfering with posts or nets (tennis or basketball) is allowed.

Field – the field is 'Out of Bounds' when the red flag is flying. When the field is in use the same rules apply as the Astroturf.

Lockers

All students are given the opportunity to hire a locker for their time at school, where they can store their belongings securely throughout the day. A master key is held in reprographics for any student that loses or forgets his key and can be accessed under the supervision of a Prefect or member of staff. A replacement locker key can be obtained for a fee via School Gateway.

Health and Safety

Fire Drill Procedure:- The school regularly runs fire drills which are denoted by a continuous alarm bell sound. On hearing this alarm, students under the direction of their teacher should vacate the room they are in following a planned route which is displayed in that classroom. Students should exit the building calmly, quietly by the exit identified and proceed to the playground where they will be registered at the muster point by their Form Tutor. All belongings should be left in the classroom.

Lockdown Procedure:- In the event of lockdown, the intruder alarm will be activated, not the fire alarm. This signifies an immediate threat to the school. All students must stay in classrooms or enter the nearest classroom and classroom doors and windows locked, blinds drawn, lights switched off and students should sit quietly out of sight. Staff and students should remain in lockdown until it has been lifted by a senior member of staff or emergency services.

Banned and Illegal Items in School:- It is absolutely forbidden to bring to school any of the following:- Cigarettes, matches/lighters, fireworks, any illegal substances including drugs and alcohol, or to engage in the misuse of legal substances or prescription medication, any weapon or dangerous implement, any toy weapon (BB/Nerf guns), metal combs, laser pen, vapes or shisha pen, E-cigarette, chewing gum, skateboards, e-scooters and aerosol spray (which may cause breathing difficulties). Any student in possession of, using, selling, supplying, under the influence of or involved in alcohol, illegal drugs, misuse of legal drugs or use of weapons may be permanently excluded from the school.

In the event of any of these items being confiscated they will be kept in the school safe and parents informed. The Police may additionally be contacted for their advice on next steps with regard the law.

Electronic Equipment:- Students should not bring into school expensive electronic equipment as these cause temptation for theft. This includes mobile phones, tablet devices including e-readers, smart watches, airpods, radios and computer games. A payphone is available for student's emergency use at reception.

Mobile phones should not be brought into school. The decision to provide your child with a mobile phone to give parents/carers reassurance that they can contact their child whilst travelling alone on public transport or journeys to and from school, is made on the understanding that the phone must be switched off completely whilst at school, not merely silenced or on divert or vibrate.

In order to reduce the risk of theft or loss during the school day, students who carry mobile phones must keep them concealed, not advertise that they have them, and mark them clearly with their name.

During examinations, we will continue to follow JCQ guidance (as found on the school website).

St Thomas More, the Governing Body and school staff accept no responsibility for replacing mobile phones or electronic equipment that are lost, stolen or damaged whilst on or travelling to the school premises, or on school sponsored functions.

If a student is seen with or using a mobile phone on school premises during the school day, the phone will be confiscated to a secure place in school. On a first offence, the phone will be returned at the end of the school day and a letter will be sent home. If a student breaks this rule again, the phone will be confiscated to a secure place in school, parents/carers will be informed who then may collect the phone during office hours. Repeated infringements would be seen as a breach of this Student Behaviour Policy and further sanctions may follow.

It should be noted that it is a criminal offence to use a mobile phone to menace, harass, or offend another person. The school may involve the police if such an event occurs.

No large sums of money should be brought into school. All money and other items must be kept with the student at all times and should not be left in coats or bags. Dinner Money, School trips and equipment can be paid for via School Gateway (www.schoolgateway.com) or via the free app (iPhone and Android devices only).

Accidents and Medical Conditions

Any Student feeling unwell or has an accident, should report to the medical room at Reception, which is manned by trained First Aiders. All medication is kept at reception under the agreement of parents/carers. Any relevant Student medical information must be kept up to date by informing the school and this information is kept by the school on file and reviewed each term.

REWARDS AND SANCTIONS

Rewards

The school has a rewards system in place to encourage positive academic engagement and good behaviour. On a daily basis, students can be awarded a House Merit for classroom achievement in the lesson and can also be awarded for contribution to and representation for the school. All House Merits and House Demerits have an impact on Total House Merits. A Merit can also be awarded for thoughtful and community spirited actions outside of lessons in and around school.

A PRAISE card is also used to recognise **acts of kindness above and beyond the expected**. If a student collects enough PRAISE marks then this will allow them to achieve further rewards in recognition of this.

Sanctions

With rights and privileges in any school community comes the need for responsibility. School rules are in place for the good of the school community and the individuals in it. Any breach of the Student Behaviour Code of Conduct results in a sanction which should serve as a reminder that we all belong to the same community, with the same values and the same aims as laid out in our Mission Statement.

Various levels of sanction are in place for failure to follow school rules or procedures. A student's Respect Card will be marked if there is breach of the non-negotiable rules of uniform, lateness, disrespect for the school community – towards the school environment and staff. The sanctions given for a breach of the non-negotiables on the Respect Card are cumulative over the term. Students might be given a detention at a lunchtime in the first instance, moving to an after-school detention and beyond for continuous infringements.

Detentions can also be given by class teachers and Head of Department. Students may also be placed on a Departmental or Pastoral Monitoring Card for support and this usually follows a meeting with parents in school.

For more serious misbehaviour, persistent breaches of Respect Card non-negotiable rules or failure to attend a detention, a Senior Leader detention can be set on a Friday evening after school or a Headteacher detention on a Saturday morning.

In the event of a serious incident in school such as fighting, extreme rudeness to a member of staff, bullying etc., students may be removed and placed in isolation in the schools Pupil Support Centre (PSC). For very serious incidents, the Headteacher may give a Suspension or consider Permanent Exclusion.

Communications between parents and school

1. Access information- All information which parents require beyond what is already provided, and to which they have statutory right may be inspected or obtained from the school, appropriate notice having been given.
2. Pastoral Concerns- Where parents have a query or anxiety initially they should contact the Pupil Support Mentor for your year group.
3. Planner- The planner is a key means of daily communication between school, students and parents. It is essential for all emergency contact information to be up to date.
4. Questionnaires. From time to time the school offers parents the opportunity to express their views via a questionnaire.
5. Website. This contains a great deal of information and will answer many of your questions.

School Policy on Relationship and Sex Education

Our school follows the guidance given by the Bishops Conference of England and Wales with regard to Relationships and Sex Education (RSE). We recognise parents are the first educators of their children. It is a privilege and responsibility for parents to inform and educate their children. The school complements the work of parents and parish so that students acquire the knowledge and understanding necessary to lead responsible Catholic lives. Details of the RSE programme for each year group can be found on the school website.

School Policies

School Policies can be accessed on the school website: these can be used to seek clarification on matters of school policy.