



**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.*

*Approved and Reviewed by SLT*

*September 2025*

**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.

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

Signed by Headteacher:

**“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’**

**‘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 pupils’ [personal planners for year 7-11](#) and this is reviewed and signed off by both parents and students.
- The [Student Behaviour Code of Conduct](#) is also reviewed with all 6<sup>th</sup> Form students at the start of the academic year and [signed off by students and form tutors](#).
- The [Student Behaviour Code of Conduct](#) emphasises the high expectations the school has for its pupils and is also available via the school website.

## **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 - February 2024](#)
- This guidance refers to legislation as set out in
  - Education Act 2002
  - Education and Inspectors Act 2006
  - [Keeping Children Safe in Education 2025](#)
- [DfE guidance on Anti-Bullying - July 2017](#)
- Schools’ policy on Sexual Violence, Sexual Harassment and Sexual Bullying- see part 5 KCSIE sept 2022
- [Suspensions and Permanent Exclusions from Maintained Schools and Academies- DfE Guidance August 2024](#)
- [The DfE guidance on Searching, Screening and Confiscation- July 2022](#)
- [Southend City Councils Code of Conduct under provision of the Education Penalty Notice Regulations 2004-September 2024](#)

**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:**

- 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 promote and sustain the building of professional and positive relationships.
- 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 Headteacher and Governors.
- Contribution to the Policy is also made by members of the schools Strategic Leadership, Attendance and Pastoral Teams and the SENDCo.
- 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 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 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 off 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.
  1. That there is a consistent approach to behaviour management.
  2. That there is strong school leadership in all aspects of policy implementation.
  3. That there is effective behaviour for learning through classroom management.
  4. A positive rewards and sanctions system is in operation.
  5. That behaviour strategies and the teaching of good behaviour takes place.
  6. Effective CPD for staff development and support takes place.
  7. Clear pupil support procedures and system have been drawn up.
  8. Supportive liaison with parents and outside agencies takes place.
  9. Effective management of pupil transition.
  10. Well organised resources and facilities relating to the management of pupil behaviour 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](#).
- 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 90/91 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 Behaviour which does not meet expectations**

##### **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 reinforced 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 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 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 undertake community-based work.

## Types of Detentions

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

All formal detentions are logged by staff.

## 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 July 2022.
- Schools Searching, Screening and Confiscation Policy- 2023



## 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

- Prior to and on entry to the school all students are made aware of the school rules which are outlined in their [transition guide](#) and [personal student planner](#). These are also explained on their transition evening and in form by the students Form Tutor.
- The information provided includes guidance on the following:
  - School uniform policy
  - School equipment list
  - Student Code of Conduct, which includes:
    - General Conduct
    - Relationships
    - Religious Worship
    - Bearing False Witness
    - Punctuality and Attendance
    - Personal appearance
    - Journeys to and from school
    - Classroom non-negotiables
    - Attitude for Learning in the classroom
    - Movement around the school
    - Behaviour outside
    - Prohibited items in school
    - Expensive items
    - Mobile technology
    - Buying and selling in school
    - Rewards
    - Sanctions
  - Extended Learning
  - Praise card
  - Respect card
- Themed assemblies, guest speakers and workshops reinforce school behaviour, safeguarding and pastoral matters
- These themes are further reinforced in Personal Development programme year 7 to 11 and sixth form.

### 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.
  - A [CEOP button on the school website](#) can also be used if a student feels they are being abused online.
  - A [Bullying button \(also on the school website\)](#) 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. SEXUAL VIOLENCE, SEXUAL HARASSMENT AND SEXUAL BULLYING**

St Thomas More High School is committed to maintaining a learning environment free from sexual violence, sexual harassment and sexual bullying. This means the following are prohibited:

- All forms of sexual assault
- Unnecessary and unwanted physical behaviour which has a sexual element, such as brushing against someone or pushing against someone, interfering with someone's clothes or making sexual gestures
- Sexual comments about someone's appearance, telling sexual stories, using sexualised or sexist names, use of unwelcome sexual innuendo and spreading rumours of a sexual nature
- Sexual 'jokes', taunting or cat-calling
- Displaying pictures, photos or drawing of sexual content
- Online behaviour which has a sexual element, such as sharing indecent images or pornography, sexual comments on social media and coercion or threats to engage in sexual acts online or offline

Sexual violence, sexual harassment and sexual bullying of or by any member of the school community, on or off the school premises, is not acceptable and it will never be tolerated.

If your child experiences sexual violence, sexual harassment or sexual bullying, you should report to a senior member of staff that is designated for Safeguarding.

## **Definition of Sexual Violence, Sexual Harassment and Sexual Bullying**

**Sexual Violence** refers to the following sexual offences as defined in the Sexual Offences Act 2003.

- Rape- a person (A) commits an offence if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to this penetration, and A does not reasonably believe that B consents
- Assault by penetration –A person (A) commits an offence if s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration, and A does not reasonably believe and B consents

- Sexual assault- A person (A) commits an offence if s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching, and A does not reasonably believe that B consents.

In order to **consent**, a person must have the freedom and capacity to make that choice.

**Sexual Harassment** includes, but is not restricted to, the following and can happen online or offline.

- sexual comments such as lewd or sexual remarks about appearance, telling sexual stories, using sexualised or sexist names, use of an unwelcome sexual innuendo and spreading rumours of a sexual nature
- sexual ‘jokes’, taunting or cat-calling
- unnecessary and unwanted physical behaviour which has a sexual element, such as brushing or pushing against someone, interfering with someone’s clothes or making sexual gestures
- displaying pictures, photos or drawing of sexual content
- online behaviour which has a sexual element, such as sharing indecent images of pornography, sexual comments on social media and coercion or threats to engage in sexual acts online or offline.

**Sexual Bullying** is the general term used to describe any behaviour where sex or gender is used to degrade someone. It includes all of the examples outlined above and may also include homophobic language.

**THE SCHOOLS SEXUAL VIOLENCE, SEXUAL HARASSMENT AND SEXUAL BULLYING POLICY 2025-2026 CAN BE SEEN IN FULL ON THE SCHOOL WEBSITE.**

## **I. ATTENDANCE AND PUNCTUALITY**

St Thomas More High School believes that high attendance at school is central to raising standards in education, ensuring all students can fulfil their potential and benefit from their education. Absence from lessons leaves children vulnerable to falling behind, and lower achievement and that high absence rates can be a potential safeguarding indicator.

- Attendance and punctuality is monitored very closely with a dedicated staff team. Where attendance falls below of is in danger of falling below National thresholds of attendance the school works with the Local Authority Inclusion and Access Team to provide support in order to encourage students to return to school.
- Where attendance is irregular and unauthorised or there are unauthorised leave of absence (holidays) or students are suspended/permanently excluded and are seen in public places during this period, the latest guidance gives schools and Local Authorities the power to set penalty notices.
- St Thomas More refers to ‘The Southend on Sea City Councils Code of Conduct under the Provision of The Education (Penalty Notices) Regulation 2004 updated and published in September 2024.

### **Sanctions**

Our school will make use of the full range of potential sanctions – including, but not limited to, those listed below – to tackle poor attendance. Decisions will be made on an individual, case-by-case basis.

### **Penalty notices**

The headteacher (or someone authorised by them), local authority or the police can fine parents for the unauthorised absence of their child from school, where the child is of compulsory school age, by issuing a penalty notice.

If the school issues a penalty notice, it will check with the local authority before doing so, and send it a copy of any penalty notice issued.

Before issuing a penalty notice, the school will consider the individual case, including:

- Whether the national threshold for considering a penalty notice has been met (10 sessions of unauthorised absence in a rolling period of 10 school weeks)
- Whether a penalty notice is the best available tool to improve attendance for that pupil

- Whether further support, a notice to improve or another legal intervention would be a more appropriate solution
- Whether any obligations that the school has under the Equality Act 2010 make issuing a penalty notice inappropriate

A penalty notice may also be issued where parents allow their child to be present in a public place during school hours without reasonable justification, during the first 5 days of a suspension or exclusion (where the school has notified the parents that the pupil must not be present in a public place on that day).

Each parent who is liable for the pupil's offence(s) can be issued with a penalty notice, but this will usually only be the parent/parents who allowed the absence.

The payment must be made directly to the local authority, regardless of who issues the notice. If the payment has not been made after 28 days, the local authority can decide whether to prosecute or withdraw the notice.

If issued with a **first** penalty notice, the parent must pay £80 within 21 days, or £160 within 28 days.

If a **second** penalty notice is issued to the same parent in respect of the same pupil, the parent must pay £160 if paid within 28 days.

A **third** penalty notice cannot be issued to the same parent in respect of the same child within 3 years of the date of the issue of the first penalty notice. In a case where the national threshold is met for a third time within those 3 years, alternative action will be taken instead.

### Notices to improve

If the national threshold has been met and support is appropriate, but parents do not engage with offers of support, the school may offer a notice to improve to give parents a final chance to engage with support.

Notices to improve will be issued in line with processes set out in the local code of conduct for the local authority area in which the pupil attends school.

They will include:

- Details of the pupil's attendance record and of the offences
- The benefits of regular attendance and the duty of parents under [section 7 of the Education Act 1996](#)
- Details of the support provided so far
- Opportunities for further support, or to access previously provided support that was not engaged with
- A clear warning that a penalty notice may be issued if attendance doesn't improve within the improvement period, along with details of what sufficient improvement looks like, which will be decided on a case-by-case basis
- A clear timeframe of between 3 and 6 weeks for the improvement period
- The grounds on which a penalty notice may be issued before the end of the improvement period

## J. CLASSROOM EXPECTATIONS

- **LESSON DISCIPLINE: BEHAVIOUR CURRICULUM**
  - Good classroom control emanates from well planned, well researched, adaptive and suitably challenging lessons where students are engaged in and are enjoying their education and where the teacher is constantly seeking to improve their skills as a teacher. Reflective practice is therefore an essential element to teaching.
  - 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 their students, i.e. target grades, any special needs, etc.

- 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 merit system.
- A proactive classroom presence rather than merely reactive 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 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.
- The school advocates the best use of the SEAL (Social, Emotional Aspects of Learning) approach to learning wherever possible.
- When behaviour continues to be or is excessively disruptive then the school sets out a range of sanctions for staff to use consistently and fairly

## WHAT ARE THE SANCTIONS AND CONSEQUENCES FOR BREAKING THE SCHOOL RULES

### General points

1. Any uncertainty must be discussed with the Head of Department, Senior Leaders, 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
  - Other protected characteristics
  - Attendance and Punctuality
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 them.
- 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 textbook, 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, along with failure to complete required tasks in lesson)
- [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.
- 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 the PSAs and 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, negative behaviour shown around school (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 to Learning: - where class teacher and Head of Department (HOD) still experience disruption caused by poor attitude to learning then the HOD should refer to Pupil Progress Mentor (PPM) and/or Lead Pupil Progress Mentor (LPPM).
- 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 teacher's 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
- C-SPOC or Early Help referral form to be completed by the Community and Support Officer.
- Parental Meetings to discuss concerns.
- Extended Days.
- A period of isolation following suspension agreed by the Behaviour Team as part of a reintegration programme following a suspension.

- Internal Seclusion as an alternative to suspension. 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 TO LEARNING**

### **ATTITUDE to LEARNING** at St. Thomas More Simple, Consistent Classroom Expectations

Following 5 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 ELECTRONIC DEVICE without permission.

**ATTITUDE to 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, DISRUPTION:

The main types of disruption identified by teachers surveyed across the country were:

- 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 to 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](#)**

### **Guidelines for Staff**

- Every student has a page in their planner to record Respect Card infringements.
- When a student infringes any of the rules, a staff member will write on the student's respect card. They will record the number of the rule broken, the date and their initial. If the student fails to produce or does not have a planner the teacher should then record/report the students name and form, and this will be passed to Pastoral who will issue an appropriate sanction.
- After 3,6,9,12 or 18 Respect Card marks, a specific sanction is incurred and this is outlined on the [respect card](#). The respect card has a set of sanctions, with increase in their severity as students move through the system.
- Incurring 18 Respect Card marks is highly unlikely as this would signify a major cause for concern. These cases will have already been discussed by **in year hub meetings** and consequences/plan/support put in place on an individual basis.
- Any student who does complete their assigned sanction 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.

## **K. 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 2025](#).

### **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 Personal Development 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'.



## **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 – see Appendix 5**

- 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.

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)

## **L. PRAISE AND REWARDS (see planner)**

- 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

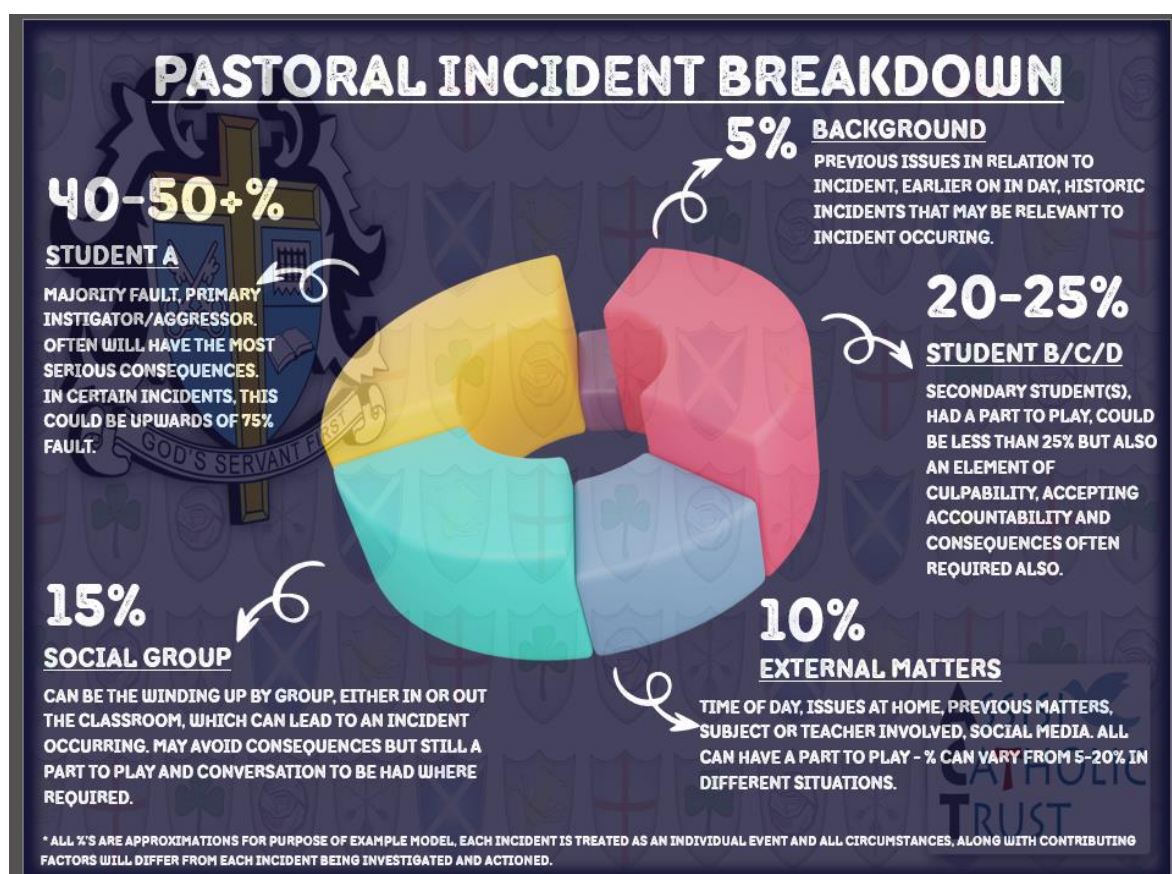
- A Praise Card page in the student planner for kind community acts
- Academic Merits for good work in lessons which culminate into a Bronze, Silver or Gold merit award when a certain number of merits are reached
- Termly year group celebration assemblies which recognises student achievement throughout 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 subject for students in years 7-10.
- 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, Caritas Captains and Well-being leaders 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 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.

## **J. BEHAVIOUR CURRICULUM**

- The school recognises the concept that behaviour in school should be taught through students' time with us.
- We look to educate students on our key 'Positive Behaviours' (Annex 6), which are the expected standard both in classrooms and around school, this are posted on all classroom doors and regularly refereed to by teachers in class, duty staff, along with assemblies and information to parents also.
- We look to work strongly in the following areas to ensure the best behaviour outcomes for our students; Relationships, Education, Praise, Sanction, Consistency, Persistence
- From this, students should be fully aware of what behaviours we are looking for from them in school and when representing the school in the community and importantly why these behaviours should be shown also.
- This is further reinforced and developed by the use and referral to the Gospel Values (Annex 7), which enable us to educate students on their behaviour and link to the Catholic Ethos of the school, strengthening the element of taking responsibility and accountability for actions in regarding to behaviour.
- Our Behaviour Curriculum links also to both Praise and Reward, students are aware that positive behaviours link to praise and there will be consequences for negative behaviours shown.
- Consequences for behaviour can be seen on our Behaviour and Consequence Table (Annex 8), along with Behaviour Sanctions (Annex 1) for staff and students to refer to in cases of negative behaviours and the potential action taken that can be taken.
- We look to work on a situation of certainty of consequence, rather than always severity, ensuring parental communication is used when discussing behaviour issues with students.
- We aim that our Behaviour Curriculum will promote a positive, safe, and respectful learning environment, where we support students to develop self-discipline, responsibility, and social skills, ensuring consistent behaviour expectations across the school community and build positive working relationships with peers and staff.
- The overall outcome of a working Behaviour Curriculum is evidenced by looking for sustained, consistent positive behaviours that improve through a student's journey with us, from Year 7 to Year 11 and beyond in 6<sup>th</sup> form also. With a school aim on ensuring we do our very best to ensure students gain education in their academics, but also behaviourally in school to be able to take into society.
- Our structure of Behaviour Curriculum is also heavily linked to an area of Relational Practice.

## K. RELATIONAL PRACTISE

- An all-round emphasis on building positive, trusting and working relationships between staff and students as the foundation of behaviour management.
- Build an emotionally safe environment where students feel understood and valued.
- Promote empathy, respect, and understanding alongside high behaviour expectations.
- Expectations framed within respect for others' feelings and perspectives.
- Understanding the needs and backgrounds of all students in school and working with these to best support, educate and manage each and every student as an individual.
- Foster peer recognition and building community through shared values and respect.
- Encourage students to take responsibility for their actions through reflection and restorative conversations.
- Train staff in relational approaches such as active listening, de-escalation techniques, and trauma-informed practices, along with the importance of restorative practises.
- Apply restorative practice principles that focus on repairing harm and restoring relationships rather than punitive measures alone
- Ensuring all incidents are thorough investigated by Pupil Support Team, taking into accounts views and actions of all sides, aiming to build trust, empathy and an understanding of other peoples thoughts, words and actions, while also taking responsibility for their own behaviour and actions and linking this to Restorative Practise in an effort to avoid continuation or escalation of issues arising. (See below – Pastoral Incident Breakdown Example)
- Aiming to remove any pre-conceptions, elements of bias or prejudice around students in school and ensure students are being treated with fairness, proportionality and consistency.
- Use relational approaches to understand causes of behaviour and collaboratively create solutions with the students
- Ensure staff model positive relational behaviour and maintain professional empathy and encourage staff collaboration to share insights and strategies about student wellbeing.



## 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			

## 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	Various (part of nursing team)
Attendance officer at Local Authority	Jayne Adams
Educational Psychologist	Tina Axup
Connexions Advisor	Abigail Tisdall
School Counsellors	Sinead Withers/Jannah Merenda
MHST allocated Counsellor	Sarah Clarke
Health Improvement Practitioner Specialist	Kelly Marks
Children and Young People (Healthy Schools)	

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
Educational 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
Health Improvement Practitioner	Specialist healthy schools advice
Open Road	Drug and alcohol support for young people

### Additional & Linked Policies

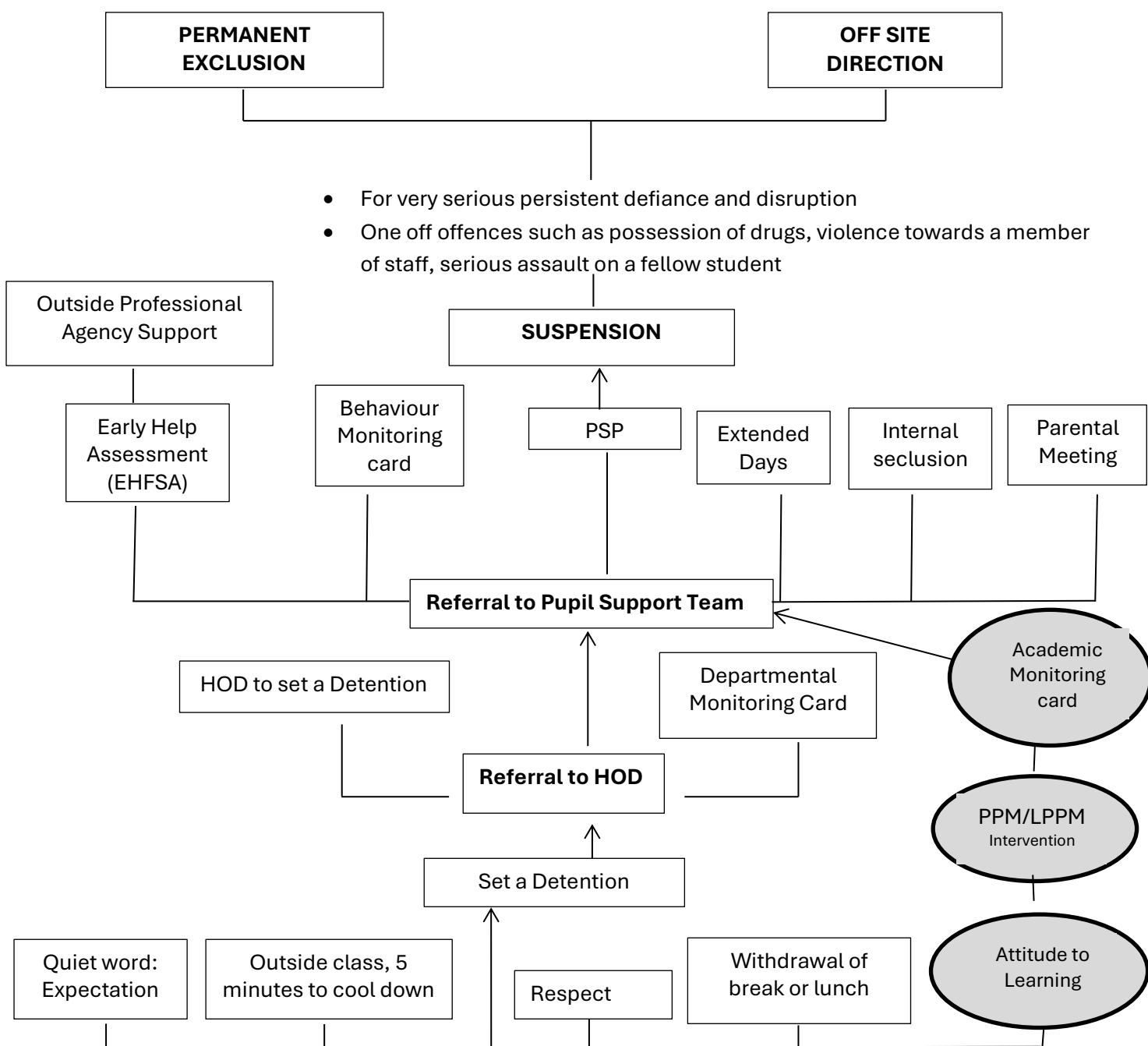
- The School's Behaviour and Discipline Policy makes reference to a number of linked school policies and guidance documents. These are listed below and should be specifically referred to in relation to clarification of school policies.
  - Safeguarding and Child Protection Policy
  - Anti-Bullying Policy
  - 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

- Online Safety Policy
- Child Protection Policy
- Attendance Policy
- [Student Planner](#)- sets out the school rules for pupils and parents to read. Reinforced by staff.
- 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 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



## CONSIDERATIONS

### Other considerations

- Medical
- Care plan
- Risk Assessment

### Before Sanctions things to be

### Vulnerable groups

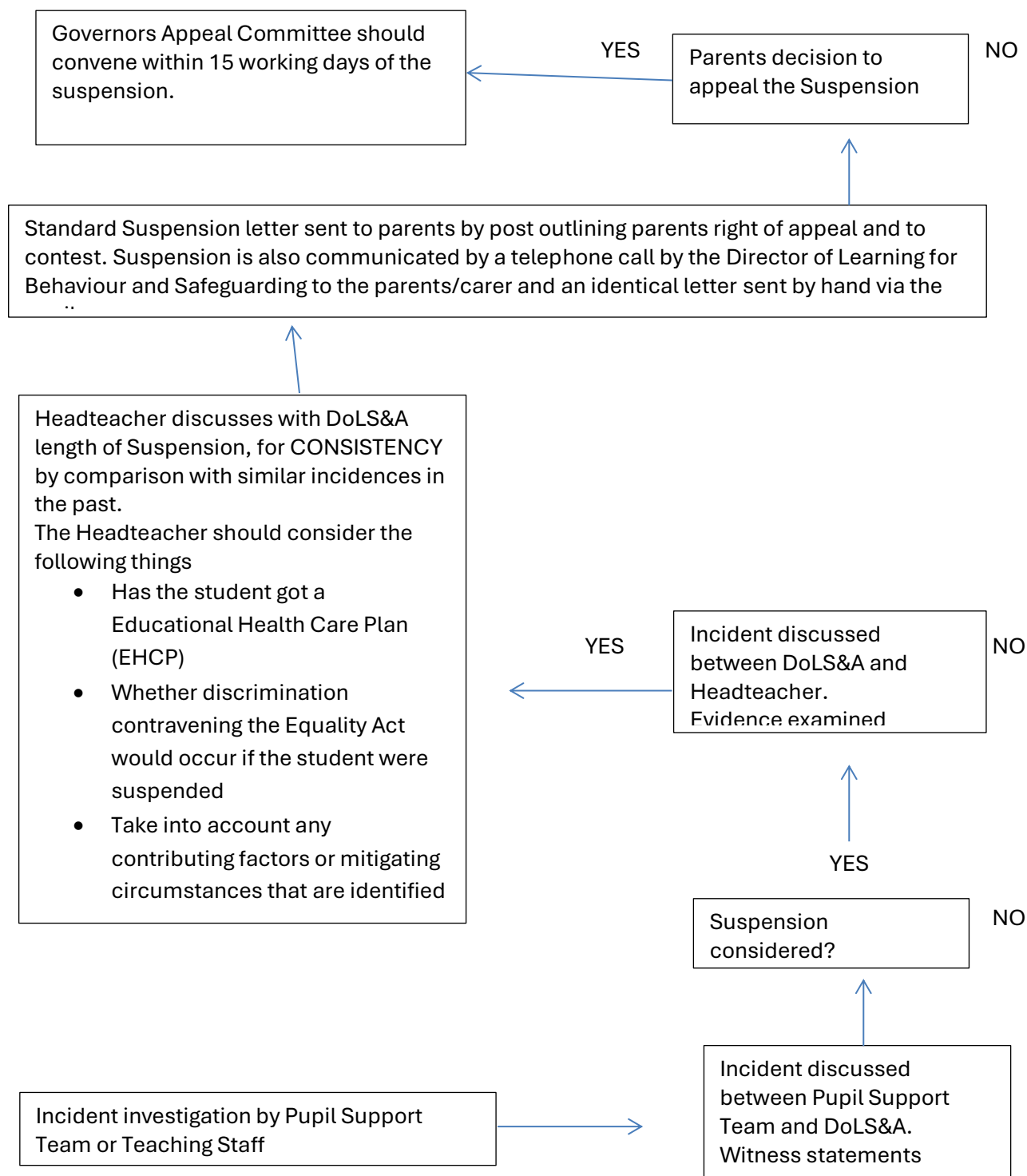
- EHCP
- SEN
- FSM
- LAC/PLAC
- EAL

### Attitude to 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 – Challenging Permanent Exclusions

Conditions of exclusion

Governing Committee

Does the exclusion meet any of the following conditions?

- It is a permanent exclusion?
- It is a suspension that alone, or in conjunction with previous suspensions, will take the pupils total number of days out of school above 15 for a term
- It is a suspension or permanent exclusion that will result in the pupil missing a public exam or national curriculum test\*

YES

NO

The Governing Committee must convene a meeting to consider reinstatement **within 15 school days** of receiving notice of suspension or permanent exclusion. If the pupil will miss a public exam or national curriculum test, the governing committee must take reasonable steps to meet **before** the date of the examination. If this is not practical, the chair of the governors may consider pupils reinstatement alone.

Will the suspension(s) take the pupils total number of school days out of school above 5 but less than 16 for the term?

NO

The Governing Committee must consider any representations made by parents and has the power to consider the reinstatement of the pupil

YES

Have the pupil's parents requested a governing committee meeting?

YES

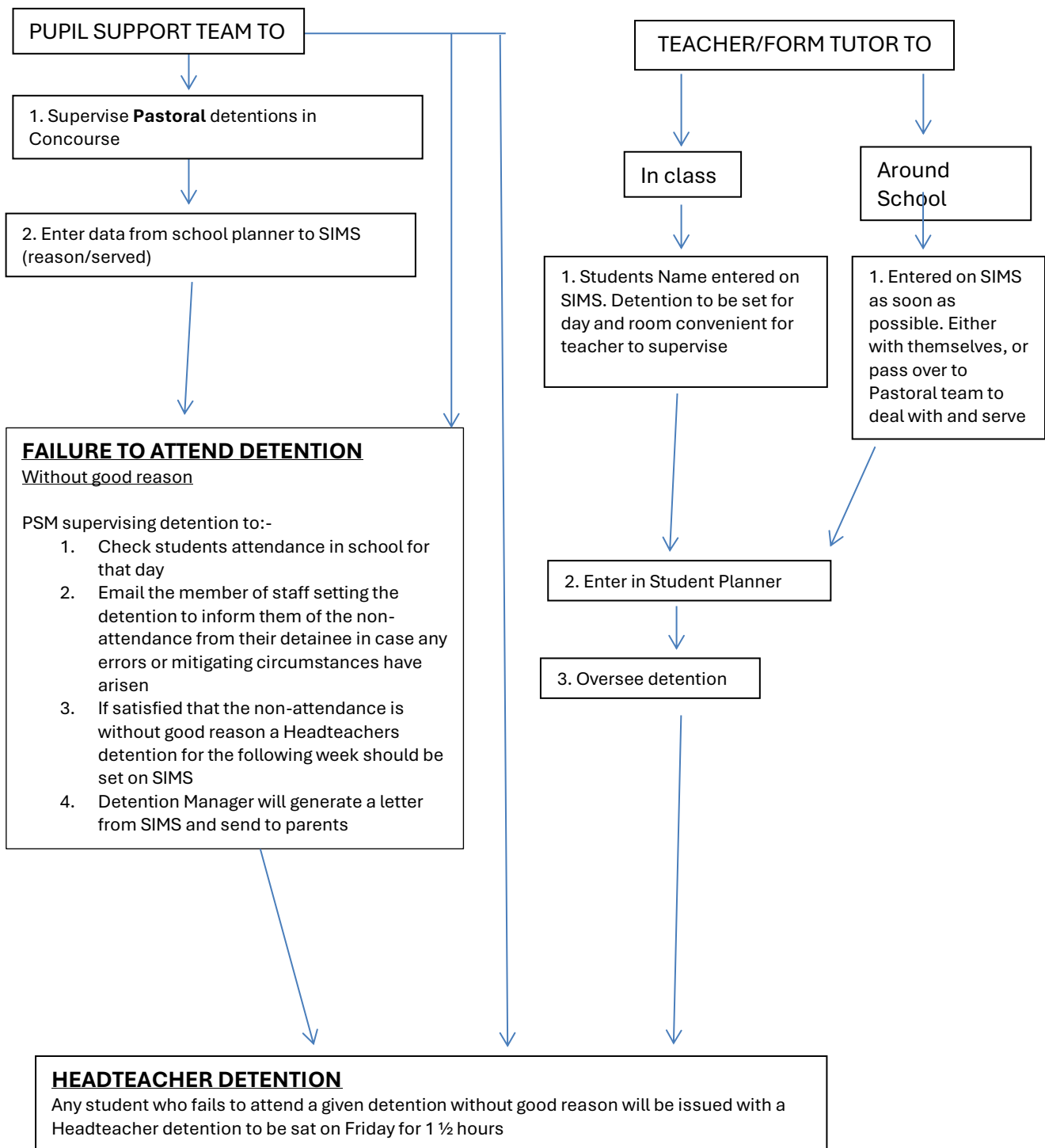
NO

The Governing Committee must consider a meeting to consider reinstatement within 50 school days of receiving notice of the suspension

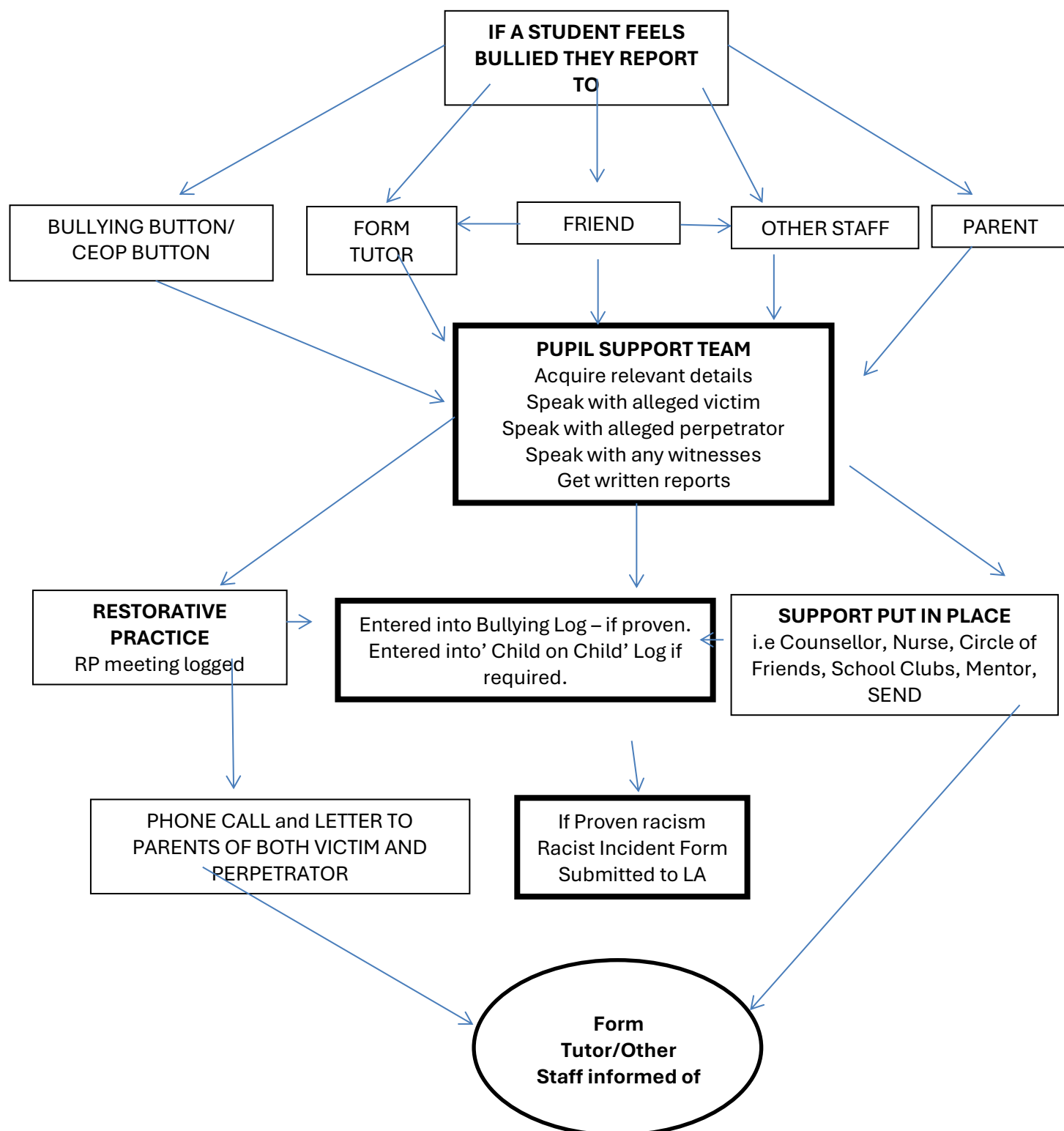
The Governing Committee is not required to consider the suspension but does have the power to consider the reinstatement of the pupil

Number of days excluded in a term	5 or <	5 ½ - 15	> 15	Pupil will miss public exam
Parental right to make a written statement	Yes	Yes	Yes	Yes
Parental right to meet LGC	No	Yes, if parent requests it	Yes, LGC must meet	Yes, LGC must meet
Timescale	None	50 school days	15 school days	15 school days
Reinstatement	No	Yes	Yes	Yes

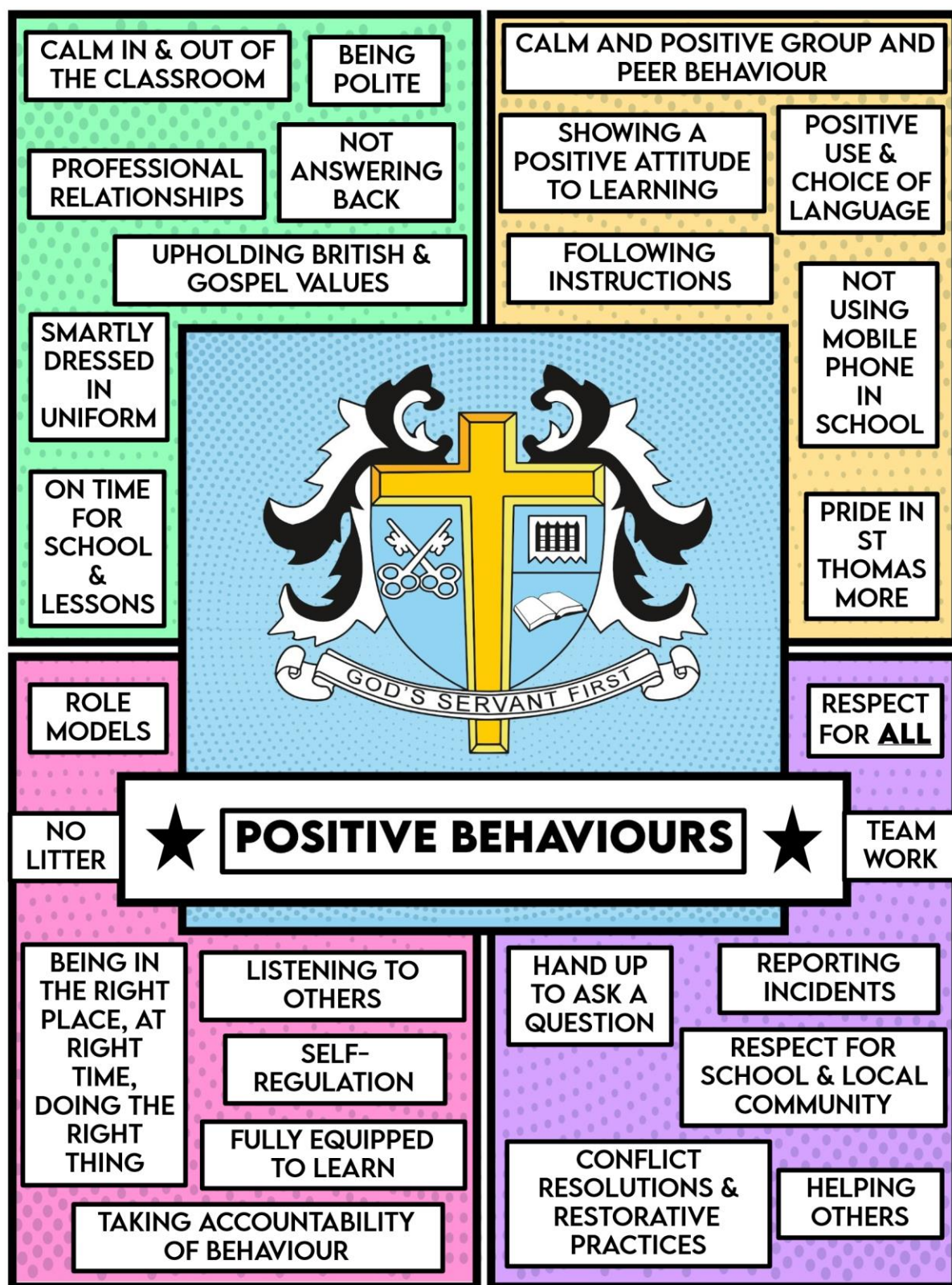
## APPENDIX 4 - Detention System



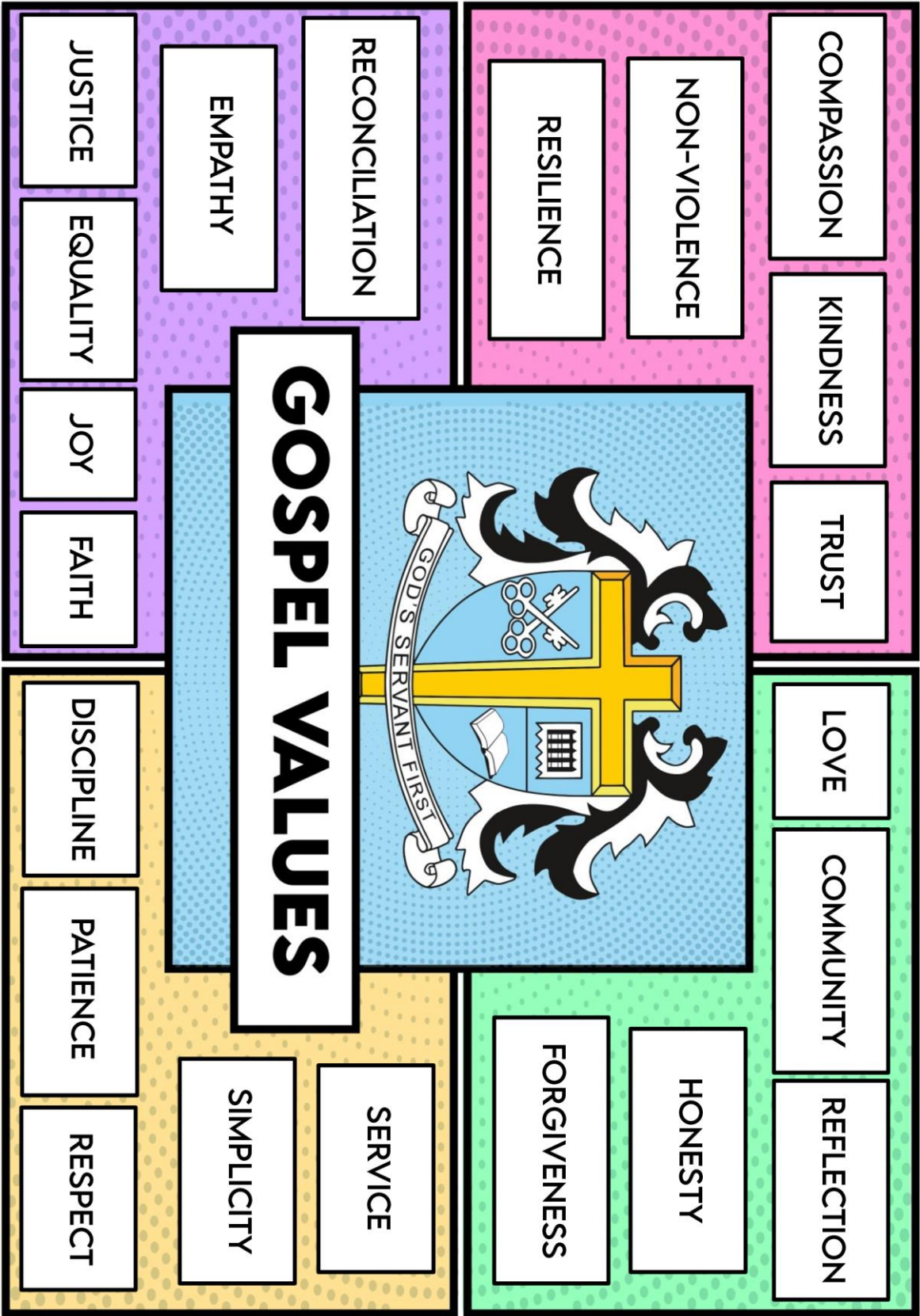
## APPENDIX 5 - Dealing with Bullying and/or Racism



## APPENDIX 6 – St Thomas More Behaviour Curriculum – Positive Behaviours







## APPENDIX 8 – St Thomas More Behaviour Curriculum – Consequence Table

Level	Examples	Consequence Options	Staff
1 – Low Level Disruption	<ul style="list-style-type: none"> <li>Unprepared for learning (lack of equipment, planner, PE Kit etc)</li> <li>Late to lesson</li> <li>Late to registration</li> <li>Incorrect school uniform</li> <li>Low level disruption to learning</li> <li>Homework not complete</li> <li>Low level disruption around the school premises</li> </ul>	<ul style="list-style-type: none"> <li>Warning</li> <li>Conversation at the end of class</li> <li>Behaviour Point on SIMS</li> <li>Respect Card Mark</li> <li>Late mark on register</li> <li>15 min detention with class teacher</li> </ul>	Class Teacher Duty staff Form Tutor
2 – Persistent disruption to learning	<ul style="list-style-type: none"> <li>Mid-Level disruptive behaviour</li> <li>Failure to follow instructions</li> <li>Preventing learning</li> <li>Stopping the teacher teaching</li> <li>Homework repeatedly unacceptable or not complete</li> <li>Persistent level 1 activities, where level 1 consequences and/or discussions with the student are not effective</li> </ul>	<ul style="list-style-type: none"> <li>Behaviour points on SIMs with note attached</li> <li>Contact with parent/carer (email)</li> <li>Respect Card Mark</li> <li>30 min detention with class teacher</li> </ul>	Class teacher HOD PSA PPM Form Tutor TH
3 – Defiance of school rules	<ul style="list-style-type: none"> <li>Persistent swearing</li> <li>Derogatory language</li> <li>Persistent inappropriate language /backchat</li> <li>Constant disruption</li> <li>Leaving lesson without permission</li> <li>Minor damage to school property</li> <li>Continued persistent level 2 activities, where a class teacher/ departmental consequence insufficient</li> <li>Walking away from member of staff</li> </ul>	<ul style="list-style-type: none"> <li>Behaviour Point and note on SIMs</li> <li>Contact with parent/carer (phone call)</li> <li>HOD/HOY Detention</li> <li>45 min Pastoral Detention</li> <li>PPM Monitoring</li> <li>Form Tutor Monitoring Card (Internal)</li> <li>SLT Callout</li> </ul>	Class teacher HOD PSA PPM Form Tutor TH MH/GM
4 – Aggressive behaviour/ major breaches	<ul style="list-style-type: none"> <li>Intimidating use of homophobic or racist language or behaviour directed at a person.</li> <li>Swearing at staff</li> <li>Banned items</li> <li>Truancy</li> <li>Physical aggression</li> <li>Leaving the school site without permission</li> <li>Bullying</li> <li>Persistent level 3, where a pastoral/department consequence is not appropriate</li> </ul>	<ul style="list-style-type: none"> <li>Behaviour points on SIMs with note attached</li> <li>Contact with parent/carer (meeting)</li> <li>Pastoral Monitoring (External w/parents)</li> <li>60 min SLT Detention</li> <li>Suspension (1 day)</li> <li>Isolation/PSC</li> </ul>	PSA PPM HOD TH MWa MH/GM GAC
5 – Serious misconduct/ illegal activities	<ul style="list-style-type: none"> <li>Dangerous behaviour towards self/staff/other students</li> <li>Possession of drugs/alcohol/smoking on premises</li> <li>Physical assault</li> <li>Theft</li> <li>Serious damage to school property</li> <li>Possession of dangerous/illegal weapons</li> <li>Blatant disregard of Stage 4 consequences and/or continued Stage 4 behaviour</li> </ul>	<ul style="list-style-type: none"> <li>Behaviour points on SIMs with note attached</li> <li>Contact with parent/carer (meeting (GM/GAC))</li> <li>Behaviour Monitoring (PSA/PSM/TH/SLT)</li> <li>90 min Saturday Detention</li> <li>Isolation/PSC</li> <li>Suspension (2+ days)</li> <li>Managed Move</li> <li>Alternative Provision</li> </ul>	PSM PPM MH/GM MWa GAC



#### APPENDIX 9 – INCIDENT REPORT FORM

NAME: \_\_\_\_\_ FORM: \_\_\_\_\_

DATE OF INCIDENT: \_\_\_\_\_ TIME/LESSON: \_\_\_\_\_

WHERE DID IT TAKE PLACE: \_\_\_\_\_

Who was involved? Other witness/people who can help?

Describe exactly what happened (the facts and the cause) What if anything did you do? Were you just a witness? How were you involved?

SIGNED: \_\_\_\_\_ DATE: \_\_\_\_\_

#### TO BE COMPLETED BY PASTORAL DEPARTMENT

##### Action taken *please tick*

- ☐ Discussed with student
- ☐ Detention
- ☐ PSP
- ☐ Yellow Card

- ☐ Internal Isolation
- ☐ Letter to Parent
- ☐ Restorative Practice
- ☐ Red Card

- ☐ Parent phoned
- ☐ Monitoring Card
- ☐ Suspension  
(# of days.....)

Interviewed/Supervised by.....

## **APPENDIX 10 – St Thomas More Student Planner – Student Code of Conduct**

### **Introduction**

Our school is a Catholic 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, underpinned by Gospel Values, have been designed to help to make our school a safe, orderly, and happy working community. They assist students by always developing self-discipline so that students strive to behave in a safe, courteous, constructive, and Christian manner. The Student Code of Conduct should be read in conjunction with the schools Behaviour and Discipline Policy, found on the schools' website along with the other school policies.

### **General Conduct**

Pupils will be expected to:

- Be polite to all members of the school community and to all visitors to the school.
- Promote an inclusive and tolerant environment.
- Report any incidents of bullying or sexual harassment to a member of staff.
- Always be ready to offer help and support to others.
- Move around the school in a quiet and orderly manner.
- Always wear the school uniform correctly.
- Attend all lessons and other school activities punctually.
- Accept the school's sanctions in line with the Behaviour Policy.
- Take pride in the school environment and keep it tidy.
- Not bring to school any prohibited items, including drugs, alcohol, cigarettes, vapes and knives, in line with the school's Searching, Screening and Confiscation Policy.
- Not swear or use offensive language.
- Not engage in gambling or games of chance.
- Show consideration for school property and the property of others.
- Adhere to this code of conduct any time they are representing the school, including when wearing uniform off the premises.

### **Relationships**

Students must always treat each other, visitors, and staff 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 carers and ask them to contact the school; talk to your Form Tutor; or another member of staff. 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, daily (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 any object used as a weapon may lead to permanent exclusion. Please note that lasers 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 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 (96%+) are required if you are to achieve your full potential at school. Government statistics show that a total absence of three weeks over the course of one year reduces your chance of achieving your target grades by 10%.

A total absence of five weeks (80%) reduces your chance of achieving the target grades by a third. Whenever the school receives reference requests from employers or higher education institutions, *we are always required to comment on your attendance and punctuality*. In many cases, we are asked to provide detailed statistical information about your record over the previous year.

You must therefore arrive in school no later than 8.35am when the whistle goes for students to move into registration at 8.40am. If you arrive late (after 8.45am), you should enter by the sixth form entrance near the green gate, where you will be met by a senior member of staff and asked to sign the Late Gate register. A 15-minute Late Detention will be set if no valid reason or explanation is given. When the whistle goes, students must move immediately and quietly to registration or lessons. If you arrive after 9.10am you will need to sign in late at reception and will be marked as a U (Late after registration has closed) and an after-school detention will be set if no valid reason is given.

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 Attendance Officer and submitted to the Headteacher in advance of the absence requested for exceptional circumstances.

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/carers to the

Attendance Officer to countersign 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 create 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 can cause personal injury and therefore 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.

Hair is to be kept clean and tidy. Long hair must be tied back. Hair should be of a natural colour. Unnatural coloured hair or various coloured hair is not allowed. The school retains the right to use discretion as to what the Headteacher or Behaviour Team, deem acceptable regarding hairstyles. No student should wear articles of clothing which partially or fully cover their face.

### Journeys To and From School

Students should wear full school uniform whilst in the local community, particularly on the journey to and from school, and have a responsibility to ensure that their appearance and conduct reflects positively on themselves, their families and our school. Students should be respectful to members of the public, fellow students and the property of others, especially in local shops and around houses and roads 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.

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 bringing the school and themselves into disrepute.

### In The Classroom

NON-NEGOTIABLE RULES	
<b>I WILL...</b>	
1. <b>NOT INTERRUPT</b> THE TEACHER OR ANOTHER STUDENT	
2. <b>REMAIN SEATED</b> UNLESS I ASK or HAVE BEEN TOLD TO MOVE	
3. <b>PRESENT MY WORK TO THE BEST OF MY ABILITY</b>	
4. <b>COMPLETE ALL</b> CLASS or EXTENDED LEARNING <b>WORK</b>	
5. <b>NOT USE ANY ELECTRONIC DEVICE</b> WITHOUT PERMISSION	

ATTITUDE for LEARNING at ST. THOMAS MORE	
Grade	Description of Pupil
4	<b>I ALWAYS</b> <ul style="list-style-type: none"><li>★ listen when a teacher is talking/ raise my hand to ask a question and listen to others.</li><li>★ am well prepared with my equipment and positive attitude, ready to commit to learning and achieving in lessons.</li><li>★ work very well with others and respect their feelings and values.</li><li>★ work very well on my own.</li><li>★ enjoy being challenged and stretched and always ask questions to move my learning forward.</li><li>★ take advantage of the learning opportunities during the lesson.</li><li>★ complete extended learning on time.</li></ul>

3	I <b>USUALLY</b> do the above.
2	I <b>OCCASIONALLY</b> do the above.
1	I <b>RARELY</b> do the above.

### **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 as they move around school. Students should always be respectful of others' personal space and belongings.

When examinations are taking place, students should be mindful of any notices which request them to be silent or to find an alternative route. Students will ask for permission to leave class and their planners signed by the teacher.

### **Behaviour Outside**

The Playground, Astroturf, Basketball Cage and the Field areas are a valuable resource for students. Appropriate and respectful behaviour is always expected, 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 always wear appropriate footwear to avoid personal injury. 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) may be used for small skills based games.

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.

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 told by staff or the red flag is flying. When the field is in use the same rules apply as the Astroturf. Students must not stray onto adjacent fields not owned by St Thomas More, approximately keeping in line with the astroturf.

### **Prohibited Items in School**

It is absolutely forbidden to bring to school any of the following:- Cigarettes, vapes, matches/lighters, fireworks, any weapon or dangerous implement including toy weapons, metal combs, laser pen, vapes, chewing gum, e-scooters and aerosol spray (which may cause breathing difficulties), any other drug related paraphernalia and any illegal substances including drugs and alcohol, or to engage in the misuse of legal substances or prescription medication. Suspension may be considered for breach of these rules. 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 & carers informed. The Police may additionally be contacted for their advice on next steps with regard the law.

### **Expensive Items**

Students should not bring into school expensive items, including but not limited to electronic equipment as these cause temptation for theft. This includes mobile phones, laptops, tablet devices including e-readers, smart watches, airpods, etc. The school holds no liability for damage or theft of any expensive items brought into school.

## Mobile Technology

**Mobile phones should not be brought into school.** The decision for a student to carry a mobile phone on the journey to or from school 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.

To reduce the risk of theft or loss during the school day, students who carry a mobile phone 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 expensive items 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 Code of Conduct and further sanctions may follow.

It should be noted that it is a criminal offence to use an electronic device to menace, harass, or offend another person, this includes the videoing, photographing, or sharing of images. The school may involve the police if such an event occurs.

## Buying and Selling In School

The bringing of items into school to sell or to use the school premises to buy and sell items is forbidden. Items should not be brought into school to buy, sell or post using online selling platforms. The school will not take responsibility if any such items brought in against advice are lost, damaged or stolen.

## Rewards

The school has a rewards system in place to encourage positive academic engagement and good behaviour. Daily, 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 this Student 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 lunchtime in the first instance, moving to an after-school detention and beyond for continuous infringements.

Students may also be placed on a Departmental or Pastoral Monitoring Card for support, and this usually follows a meeting with parents or carers in school.

For more serious misbehavior, 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 or defiance to a member of staff, failing to follow instructions, bullying, etc., students may be removed and placed in isolation with senior staff. For very serious incidents, the Headteacher may give a Suspension or consider Permanent Exclusion.