

St Thomas More Catholic Academy

Behaviour for Learning Policy

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Headteacher	Mr M Rayner

LINKS TO OTHER POLICIES

- [Anti-Bullying Policy](#)
- [Attendance Policy](#)
- [Drug Education Policy](#)
- [Equal Opportunities Policy](#)
- [Safeguarding and Child Protection Policy](#)
- [SEND Policy](#)
- [Exclusion Policy](#)
- [e-safety Policy](#)

St Thomas More Catholic Academy
All Saints Catholic Collegiate

United in Faith, Love and Learning

Mission Statement

Christ is at the heart of our community, where everyone is known and loved.

In fulfilling our mission we are a school of prayer. We live as a community of love, peace and reconciliation, valuing everyone's dignity as a child of God to promote and celebrate the growth and achievement of the whole person

INTRODUCTION

PURPOSE

The purpose of this policy is to produce a working document which reflects the current needs of the school and its motto of 'Aspire To Be More'. The policy is intended to build upon previous practice and has been the result of review, evaluation and consultation with a number of stakeholders.

AIMS

The policy aims to put strategies in place which help develop a positive culture of praise and reward within the school, where students feel empowered and are able to successfully manage their own behaviour. This policy reflects the Catholic ethos of the Academy in which all members of our community have a responsibility to:

- Promote peace and reconciliation
- Value everyone's dignity as a true child of God
- Create a positive environment enabling us all to excel
- Serve each other in a spirit of understanding, helpfulness, forgiveness and joy

RATIONALE

The rationale behind the policy is that behaviour is a choice: students learn that positive and negative behaviour leads to positive and negative consequences respectively.

Equally important is that the policy is rooted in respect – where staff speak and act courteously to students and so educate students to show similar respect towards staff and each other.

It is important that all stakeholders, that is, staff, students and parents understand that when a student behaves unacceptably, it is the behaviour that is seen as unacceptable, not the child.

The policy aims to instil a sense of 'ownership' and responsibility for behaviour from all: staff, students and parents. The school aims to communicate and work with parents in order that parents may have a true picture of their child's behaviour and can contribute to their success as much as possible.

It is important that staff understand the importance of using a wide range of preventative and intervention strategies when dealing with behaviour. It is important to remember that teaching and learning go hand in hand with behaviour and that it is often the well-planned, correctly pitched and engaging lessons which promote positive behaviour: 'Behaviour for Learning'.

All decisions regarding matters of discipline will ultimately reside with the Headteacher.

Home School Agreement (See Appendix 4)

A home school agreement has been established and sets out the expectations for students, parents and the school. It is in planners and is signed annually by parents, students and form tutors.

ROLES AND RESPONSIBILITIES

This policy is based on the belief that promoting positive behaviour is the responsibility of the community as a whole. The policy will have an impact on learning when everyone applies it comprehensively and consistently.

Specific roles are as follows:

THE GOVERNING BODY (Academy Representatives):

- Ensures that all aspects of the policy promote equality for all students and addresses individual needs
- Monitors and evaluates the implementation of the policy by receiving reports and data
- Supports the practical strategies of the policy by holding disciplinary panels for students and their parents when there are serious concerns

THE HEADTEACHER AND THE SENIOR LEADERSHIP TEAM:

- Provide structures and training to support staff in ensuring the policy is consistently and fairly applied
- Ensure that the policy promotes equality for all students and addresses individual needs
- Monitor sanctions and rewards to ensure that they are consistent and so that both progress and concern can be highlighted effectively
- Support the practical strategies of the policy by: dealing with serious referral issues, setting up and leading teams i.e. Inclusion team, attendance team, providing communication systems with parents and outside agencies, providing appropriate class groupings and timetable arrangements, allocating appropriate resources to support the systems.

FORM TUTOR:

- It is important that Form Tutors take the first line of responsibility for pastoral issues - this includes regular communication with parents when there are concerns regarding a student's progress
- The Form tutor should maintain close communication with the Head of Year in order to support with outcomes, attendance, BfL data, uniform and contact with home

HEAD OF YEAR :

- Analyse and respond to academic and pastoral data to identify, inform and implement pro-active intervention and support strategies to secure improved outcomes
- The Head of Year should deal with medium level to serious level misbehaviours on a day-to-day basis. They should also support Form Tutors where efforts have been made to gain parental support but have not proved successful
- Communicate with parents/carers re: concerns and provide advice or support for families
- Monitor individuals or groups to allow for early intervention and review of support provided
- Liaise with Assistant Headteacher, Pastoral team, Inclusion Manager, subject departments and SENCo to provide effective communication links

TEACHERS AND TEACHING ASSISTANTS:

- Ensure that the policy is consistently and fairly applied, in and outside the classroom
- Exercise classroom management that encourages positive behaviour, including the implementation of de-escalation techniques

- Prepare lessons that support all students in their learning so that vulnerable students do not feel excluded
- Model in their own actions the expectations the school have for students – including mobile phones, punctuality, dress etc
- As form tutors or subject teachers, act in the first instance in dealing with low-level disruptive behaviour and in identifying early causes for concern
- Through tutor programmes and lesson content encourage the development of social, emotional and behavioural skills

SUPPORT STAFF:

- Support the Catholic ethos of the school and the values that it places at its core.
- Ensure that the policy is applied consistently outside the classroom as well as in lessons
- Provide role models for students in their own actions and dealings with others
- Support staff involved in disciplinary, attendance or reward procedures by providing clerical and administrative assistance

PARENTS AND CARERS:

- Take responsibility for their child's behaviour and attendance
- Support the school's core beliefs on positive behaviour management
- Support the school in carrying out sanctions and celebrating success
- Communicate with the school when concerns arise

SUPPORT FOR STUDENTS:

Some students will need extra support to manage their behaviour so they can avoid escalating problems and possible exclusion. The school will provide, in addition to the regular teaching of positive behaviour, rewards and sanctions, structures designed to ensure early identification of students at risk and their support.

THE PASTORAL TEAM:

- Will monitor individuals to measure the impact of support and progress, identify underachievement and implement strategies to secure improved outcomes
- Will identify students at risk and decide, in conjunction with the Inclusion Manager, the most suitable course of action for their support. This may include referral to an outside agency or for the process of EHC to be started
- The team will act on information and referrals from other staff through the Heads of Year/curriculum area. The team will act as 'gatekeepers' to avoid ad hoc and inappropriate referrals being made
- Will provide mentoring (both academic and personal), and tailored programmes for individuals who have difficulties with behaviour e.g. anger management, etc
- Will liaise with parents and other agencies
- Will advise on appropriate alternative curricula

- Will advise those staff who need to know when behaviour difficulties are due to family circumstances e.g. bereavement, illness, imprisonment within any legal restrictions or data protection regulations

OUTSIDE AGENCIES:

The school will act as part of a wider community of support. Some students will benefit from referral to another agency for:

1. Personal Health issues
2. Mental Health issues
3. Bereavement Counselling

The support outlined above will be provided within the following context:

- The school will contact parents sooner rather than later. Early intervention should help to avoid exclusion
- The school will work within the wider community and communicate with and take advice from other professional bodies
- All referrals will be mindful of a child's SEND where appropriate and the school will therefore act in accordance with the policy for SEND
- Heads of Department, Heads of Year and the Inclusion Manager will monitor students regularly to ensure that no child 'slips through the net' and that all concerns are identified at an early stage
- All support programmes will contain targets for improvement and regular review. The school should be in a position to respond in a flexible manner to a child's changing need, particularly when programmes are not deemed to be successful

Rewards:

The overall aim of all staff should be to encourage all students to make their best effort and achieve their full potential.

Students should be rewarded for:

- Effort or achievement
- Making a positive contribution to any aspect of school life
- Improved attitude, behaviour or approach

Sims Rewards Monitor:

- Rewards will be entered on to sims and tracked lesson-by-lesson using a graded system from 1 to 4. Every student will begin the lesson with a 2 (a Good learner) and can 'convert' this to a 1 (an Outstanding learner) by producing excellent work and applying maximum effort.
- HOYs, Inclusion Manager and HODs will track this data in order to reward students or monitor progress and behaviour accordingly.
- Form tutors will promote each form's BfL score within the form room in order to promote achievement. Individual conversations will take place to address high and low scores
- Emails will be sent weekly by Assistant Headteacher to students who have received an BfL score average

- Any student who does not meet the expected standards with behaviour, achievement or effort will receive a 3 (Requires Improvement) at the end of the lesson (or a 4 in incidents of very poor behaviour which result in being removed from the lesson via Lesson Remove.) These incidents will result in the appropriate sanction being issued, as outlined below.
- Any student receiving 3 must be dealt with by the class teacher and a comment must be recorded on sims in order to support the HOY/ HOD in analysing the data and reporting to parents. This does not necessarily warrant a detention but the teacher should use professional judgement in issuing the suitable consequence.
- Each half term students who have received good or better average scores will be acknowledged through a variety of activities within 'rewards week' including extended break time, reward raffles and / or enrichment or rewards trips visits off site.

Celebration Assembly:

- HOYs will hold Celebration Assemblies at the end of each half term.
- Subject departments can nominate students to receive particular credit/rewards for effort or achievement.
- Any member of staff can nominate a student for a particular act or reason.
- HOYs can reward students and/or forms for their excellent, or improved, attendance.
- Acts of charity will also be acknowledged within Celebration Assemblies.

Praise Postcards:

- Praise Postcards are awarded to students by any teacher/department in recognition for a variety of reasons, either academic or pastoral.

The Headteacher's Award:

- The Headteacher's Celebration Event will be held each half term
- Students will be awarded as a result of achieving the lowest BfL score averages in their respective year groups.
- Students will receive a reward in recognition of their effort and achievement.
- In KS4, rewards (vouchers) will be used to reward progress and effort.

Attendance Rewards:

- Certificates are issued to students achieving 96% or 100% attendance each half term at the celebration assembly.
- Students achieving 100% attendance for the whole year will also receive a badge.
- Praise Postcards are awarded to those students who have improved their attendance.
- Prizes for attendance will also be issued during Celebration Assemblies.

Awards Evening:

- Awards Evening will be held at the end of the Spring term as a celebration of the achievements of individual students:
 - Students will be invited to attend Awards Evening, with their parents, if they have been nominated to receive an award in recognition of their achievements or effort by subject departments or HOYs.

- All staff will attend the Awards Evening, as will a guest speaker.
- Certificates and/or prizes will be awarded to those students who receive an award for their effort or achievements within subject areas.
- Trophies will also be awarded to students for individual contributions or reasons.

Department Nominations:

- Each department will showcase the work, efforts and achievement of their students.
 - Students' work will be displayed under a department-relevant banner (English Extraordinaire; Maths Master; Technology Treasure etc)
 - Vouchers and rewards will be in line with the Gifts and Hospitality Policy

ASPIRE TO BE...

Maintain uniform standards

No trainers; no hoodies or round neck jumpers under blazers; outside coats off when inside, no phones in school time

On time to school and lessons

Punctuality is expected.

Ready to Cooperate & Learn

Defiance and refusing to follow instructions is not tolerated.

Equipment and homework for all lessons

Pen, pencil, ruler and planner are non-negotiables for all lessons.

Faith. Excellence. Respect.

In order to establish and reinforce high standards and expectations, staff will model the non-negotiables of:

- PIP/RIP
- Instant starters
- Meet / Greet

Building Positive Relationships is Imperative

Low Level Behaviour Strategies – Strategies

- Instant starter: pace and engagement from the beginning
- Praise – PIP / RIP
- Use of names to cement relationships
- Greet everyone at the door
- Engagement with parents
- Give options and choices for behaviour
- Short, clear instructions
- Time checks
- Inclusion: treat your class as a team
- Reinforce confidence: build the belief that they can do it
- Engagement – always on task and always with a focus

- Talk, don't shout. Create a calm atmosphere
- Hand signals – non-verbal communication (visual as well as verbal)
- Don't allow students to be passive; give no opportunity to fail
- Be the leader in your classroom; walk around and circulate amongst the students
- Remove barriers
- "If you don't know it, move on" Reinforce constant engagement
- Show respect in order to model the behaviours that you expect

Five Key Qualities of The Most Outstanding Teachers And Staff:

1. Firm, fair, clear boundaries
2. Excellent interpersonal skills
3. Learning through fun, interesting, engaging lessons
4. High level performance consistently
5. Exude confidence

Staff will ensure that **MORE** is being complied with by students as they enter. Failure to meet these standards with reminders and warnings will lead to at least a 3.

It is imperative that staff continue to use the REWARDS system which has been embedded into school life.

In incidents of poor behaviour, a student can enter at any level of the staged system below. The strategies above will have been used before this staged approach:

		Sims No
Stage 1	Formal verbal warning	1 / 2
Stage 2	Moved in class / 2 minute break outside	1 / 2
Stage 3	5 minutes Break/lunchtime	3
Stage 4	10 minutes Break/Lunchtime	3
Stage 5	LR & Departmental Detention	4

The consequence system is a sanction process designed to prevent Level 3/4/5 behaviours. It should only be used where a student is clearly demonstrating or continuing to demonstrate one of the descriptors that constitute Level 3/4/5 behaviour. At all points, staff should share with students the reason for the sanction in order to ensure that students can take ownership of their behaviour and accept responsibility. Strategies for positive resolution must also be implemented.

Over reliance of these consequences will create a negative ethos within the classroom and prevent constructive relationships being established.

- It is essential that where unacceptable behaviour is observed, an escalation through previous strategies is observed
- The use of whole class sanctioning is not appropriate
- The following is a list of behaviours which may warrant a 3/4/5:
 - Unwilling to follow the teacher's instructions
 - Not listening or paying attention

- Distracting others
 - Interrupting repeatedly while someone is speaking (teacher/student)
 - Rude or disrespectful comments to others
 - Blaming others for poor behaviour
 - Off task or wandering in lesson
 - Arguing with the teacher or other students
 - Misuse of other people's property
 - Swearing at others or to the teacher
 - Not completing, or refusing to complete, work
-
- Students should never be sent out of lessons for behaviour, to get water, to go to the toilets, to see other staff, meetings etc.
 - Clearly if there are a medical issues or it is an emergency students can be sent to the appropriate place but an email should be sent to Duty@stmca.org.uk in order that the relevant staff are aware that the student is out of lesson
 - Only 1 student should be sent out of a lesson (Stage 2) at any one time
 - Stage 2 conversations should take place while the teacher has "1 foot in, 1 foot out" of the classroom
 - Names of students issued with Stages should not be recorded on the board or other display (PIP and RIP)

Behaviour for Learning

St Thomas More Catholic Academy

<p>Outstanding Learner</p> <p>1</p>	<ul style="list-style-type: none"> • Makes every effort to ensure that others learn • Engagement in lessons is excellent • Is highly self-motivated and will use initiative to seek to extend learning • Exceptional contribution to class learning • Uses feedback given by the teacher to make higher than expected progress • Shows upmost respect towards all members of the school • Immaculate behaviour at all times • Immaculate uniform
<p>Good Learner</p> <p>2</p>	<ul style="list-style-type: none"> • Does not interrupt the learning of others and celebrates their success • Engagement in lessons is good and allows the lesson to flow smoothly • Classwork shows care and attention • Effort is consistent throughout the lesson • Makes a positive contribution to class learning • Uses feedback given by the teacher to improve learning • Shows respect towards all members of the school • Behaviour contributes to positive learning • Uniform is worn with pride • Has essential equipment for lessons.
<p>Needs Improvement</p> <p>3</p>	<ul style="list-style-type: none"> • Reminders to maintain effort are needed • Engagement in lessons is inconsistent; does not always take an active part in lessons • Classwork usually shows some care and attention • Homework is usually handed in, although not always by the deadline • May require some teacher support to stay on task • Attempts on occasion to make a positive contribution to class • Rarely uses feedback from the teacher to help with learning • Is respectful to most members of the school community • Behaviour is inconsistent; reminders are needed to meet the school expectations • Is sometimes missing essential equipment for lessons
<p>Unsatisfactory</p> <p>4</p>	<ul style="list-style-type: none"> • Removed from the lesson

These BFL descriptors are 'best fit' or holistic: students do not need to achieve every bullet point in the box to achieve the score

The reasons for a 3 or 4 must be recorded on Sims

Lesson Removal Process

If a student has demonstrated poor behaviour which moves beyond Stage 5, the classroom teacher will alert the Duty team and a member of duty staff will collect the student. They will be escorted to the Lesson Reflection Room (LRR)

- If Lesson Remove LR is PASSED: student attends their next lesson as normal and completes department detention.
- If Lesson Remove is FAILED: student remains in LRR.

Students will complete a Lesson Reflection Sheet each time they are placed in LRR. This will be reviewed with the HOY and / or Student Support.

The Removal log will be reviewed and analysed daily. The analysis will be at pupil, year group, and department level.

At the end of every half term a 'fresh start' is given to all students, subject to the discretion of the Pastoral team. However, historical data will still be used to inform long term intervention, strategies and consequences.

Lesson Remove Escalation:

In conjunction with the sanctions outlined below, students will also receive additional sanctions and/or support which could include:

- Positive Report
 - Form Tutor Report
 - Head of Year Report
 - SLT Report
 - Support/intervention from the Behaviour Engagement Lead
 - Support via Trailblazer
 - Individualised pastoral and/or curriculum support (outlined within the PPP)
 - Pastoral Support Plan
 - Fixed Term Inclusion
 - Suspended Exclusion
 - Fixed Term Exclusion
-
- **Ten removals from classes in a half term (10)**
 - Pastoral Pupil Passport (PPP)
 - Phone call to parents/carers
 - Letter from the **HOY**
 - Student meets with Student Support and Head of Year
 - **Ten further removals (20)**
 - Pastoral Pupil Passport (PPP) Review
 - Letter from the **AHT**
 - Student and parent/carers meet with Student Support and Head of Year
 - **Ten further removals (30)**
 - Pastoral Pupil Passport (PPP) Review
 - Letter from the **Headteacher**
 - Student and parent/carers meeting with Head of Year and Assistant Headteacher
 - **Ten further removals (40)**
 - Pastoral Pupil Passport (PPP) Review
 - Pastoral Support Plan implemented, if not already in place
 - Student meeting with Headteacher
 - Student and parent/carers meeting with Assistant Headteacher and Headteacher
 - **Possible meeting of Governors disciplinary panel**

Fixed Term Inclusion and/or Fixed Term Exclusion may be issued if Lesson Removes are persistently received by a student.

A Return To School Contract or Pastoral Support Programme must be completed by student, parents and school representative following return from every FTE. This should be logged in the main behaviour file. The Headteacher will be present at every Return to School meeting where practical.

Scoring 3 in lessons Escalation:

BLUE REPORT CARD: Form Tutor Report Card

Students are placed on this if they get 8 or more 3s in any given week

Form tutor will: log it on sims & inform parents

GREEN REPORT CARD: Head of Year Report Card

Students are placed on this if they fail to improve on Blue Report Card after a one week period. (No more than six 3s should be recorded)

Head of Year will: log it on sims, inform and meet parents & set ½ hour after school detention

RED REPORT CARD: SLT Report Card

Students are placed on this if they fail to improve on Amber Report Card after a two week period. (No more than four 3s should be recorded)

SLT will: Log it on Sims, meet parents, set bespoke targets to the individual and set SLT Remove for day

FURTHER ESCALATION/STRATEGIES

- If a student has 2 good weeks on Green Report Card, they will be removed from GRC.
- If a student has 2 good weeks on Amber Report Card, this will be removed and the student will be monitored closely by the Form Tutor. If a student fails this Amber Report Card after two weeks, they will move to Red Report Card.
- If a student has 2 good weeks on Red Report Card, this will be followed by 1 week on Green Report Card. If a student fails this week, they will return directly to Red Report Card.
- A failure of Red Report Card may also result in a Fixed Term Exclusion and or a Governors Disciplinary Panel

An email with details of students on Green, Amber and Red reports will be sent to all staff each week.

Behaviours, Consequences and Responsibilities:

PLEASE SEE THE BUILDING POSITIVE RELATIONSHIPS PAGES FOR NON-NEGOTIABLES

Suggested behaviours (not exhaustive)	Suggested <u>consequences</u>	Who?
<ul style="list-style-type: none"> ➤ Breaking STM rules ➤ Poor effort – ➤ Disruptive fidgeting ➤ Inappropriate interruptions ➤ Disrupting others ➤ Disrespecting others ➤ Bad language ➤ Wandering around the classroom ➤ chewing 	<ul style="list-style-type: none"> ➤ Verbal warning ➤ Note to parent in planner ➤ Move seat ➤ Phone call home (log on sims) ➤ Dept sanction: <ul style="list-style-type: none"> • Community service • Break detention • Lunch detention ➤ Report Card ➤ Likely to be a 3 on Sims <p style="text-align: center;">This could become a 4 and Lesson Remove LR if behaviour escalates in lesson</p>	<ul style="list-style-type: none"> ➤ Class Teacher
<ul style="list-style-type: none"> ➤ Persistently arguing back / rudeness to staff in lesson ➤ Constantly stopping others from working 	<ul style="list-style-type: none"> Lesson Remove LR ➤ Removal / Lesson Remove LR ➤ Phone call home (log on Sims) ➤ Dept sanction: <ul style="list-style-type: none"> • After school detention ➤ Parental phone call ➤ Parental interview ➤ Letter to parents/invite support ➤ Dept. Detention ➤ Parent interviews ➤ Departmental Report Card ➤ Report card ➤ Likely to be a 4 on Sims 	<ul style="list-style-type: none"> ➤ Class Teacher ➤ Possible HOD involvement -
<ul style="list-style-type: none"> ➤ Repeated lack of class work / homework 	<ul style="list-style-type: none"> ➤ Letter to parents/invite support ➤ Detention issued (1 of the following): <ul style="list-style-type: none"> • Break detention • Lunch detention • After school detention ➤ Parent meeting ➤ Departmental Report Card 	<ul style="list-style-type: none"> ➤ Class Teacher ➤ Possible HOD involvement -
<ul style="list-style-type: none"> ➤ 8 or more 3s on sims in one week 	<ul style="list-style-type: none"> ➤ Form Tutor Report Card 	<ul style="list-style-type: none"> ➤ Form Tutor/HOY
<ul style="list-style-type: none"> ➤ Failure of Green Tutor Report Card 	<ul style="list-style-type: none"> ➤ Head of Year Amber Report Card ➤ 30 minute after school detention 	<ul style="list-style-type: none"> ➤ HOY

<ul style="list-style-type: none"> ➤ Persistent lateness to school ➤ Off-site at break / lunchtime without permission ➤ Out of bounds at break / lunchtime 	<ul style="list-style-type: none"> ➤ Community service ➤ Detention issued ➤ Education Welfare support ➤ Parental interviews ➤ Suspended Exclusion ➤ Fixed Term Inclusion 	<ul style="list-style-type: none"> ➤ HOY
<ul style="list-style-type: none"> ➤ Rudeness/ unacceptable / defiant behaviour outside of lesson time 	<ul style="list-style-type: none"> ➤ 30 minute after school detention 	<ul style="list-style-type: none"> ➤ HOY / SLT
<ul style="list-style-type: none"> ➤ Failure of HOY Amber Report Card 	<ul style="list-style-type: none"> ➤ Senior Leadership Team Red Report Card ➤ Fixed Term Inclusion 	<ul style="list-style-type: none"> ➤ SLT
<ul style="list-style-type: none"> ➤ Overt and/or persistent refusal to follow instructions: defiance 	<ul style="list-style-type: none"> ➤ Fixed Term Inclusion ➤ Suspended Exclusion 	<ul style="list-style-type: none"> ➤ Referred by HOD / HOY / SLT
<ul style="list-style-type: none"> ➤ Fighting 	<ul style="list-style-type: none"> ➤ HOY Removal ➤ Fixed Term Inclusion ➤ Fixed term exclusion ➤ Pastoral Support Plan ➤ Report Card 	<ul style="list-style-type: none"> ➤ HOY / SLT
<ul style="list-style-type: none"> ➤ Internal truancy 	<ul style="list-style-type: none"> ➤ Fixed Term Inclusion ➤ Loss of free time 	<ul style="list-style-type: none"> ➤ HOY
<ul style="list-style-type: none"> ➤ Smoking while representing the school 	<ul style="list-style-type: none"> ➤ Fixed Term Inclusion ➤ Loss of free time 	<ul style="list-style-type: none"> ➤ HOYS
<ul style="list-style-type: none"> ➤ Out of control / dangerous behaviour / health and safety risk 	<ul style="list-style-type: none"> ➤ HOY Removal ➤ Fixed Term Inclusion ➤ Fixed term exclusion ➤ Pastoral Support Plan ➤ Report Card 	<ul style="list-style-type: none"> ➤ HOY/SLT
<ul style="list-style-type: none"> ➤ Bullying (refer to Anti-Bullying Policy) 	<ul style="list-style-type: none"> ➤ Restorative Justice ➤ Community service ➤ Detention ➤ Parental interview/contact ➤ HOY Removal ➤ Report Card ➤ Pastoral Support Plan ➤ Fixed Term Inclusion ➤ Fixed term exclusion 	<ul style="list-style-type: none"> ➤ HOY/SLT
<ul style="list-style-type: none"> ➤ Homophobic, Racist remarks 	<ul style="list-style-type: none"> ➤ Community service ➤ Restorative justice ➤ Parental communication ➤ HOY Removal ➤ Fixed Term Inclusion ➤ Fixed term exclusion 	<ul style="list-style-type: none"> ➤ HOY/SLT
<ul style="list-style-type: none"> ➤ Making a malicious allegation against staff 	<ul style="list-style-type: none"> ➤ Fixed Term Inclusion ➤ Suspended exclusion ➤ Fixed term exclusion ➤ Report Card ➤ Pastoral Support Plan 	<ul style="list-style-type: none"> ➤ HOY/SLT

➤ Failure of SLT Red Report Card	<ul style="list-style-type: none"> ➤ Fixed Term Inclusion ➤ / Fixed term exclusion ➤ Governors' Disciplinary Panel 	<ul style="list-style-type: none"> ➤ SLT ➤ Headteacher
➤ Failure of Internal Exclusion	<ul style="list-style-type: none"> ➤ Fixed term exclusion 	<ul style="list-style-type: none"> ➤ SLT ➤ Headteacher
➤ Drinking on the school premises / bringing alcohol in to school	<ul style="list-style-type: none"> ➤ Fixed Term Inclusion ➤ Fixed term exclusion 	<ul style="list-style-type: none"> ➤ SLT ➤ Headteacher
➤ Swearing at Staff	<ul style="list-style-type: none"> ➤ Fixed Term Inclusion ➤ Suspended exclusion ➤ Fixed term exclusion ➤ Report Card ➤ Pastoral Support Plan 	<ul style="list-style-type: none"> ➤ SLT ➤ Headteacher
➤ Persistent defiance / non-co-operation of school rules	<ul style="list-style-type: none"> ➤ Report Card ➤ Fixed Term Inclusion ➤ Suspended Exclusion ➤ Fixed term exclusion 	<ul style="list-style-type: none"> ➤ SLT ➤ Headteacher
➤ Physical contact with a member of staff	<ul style="list-style-type: none"> ➤ Fixed Term Inclusion ➤ Suspended exclusion ➤ Fixed term exclusion ➤ Permanent exclusion 	<ul style="list-style-type: none"> ➤ SLT ➤ Headteacher
➤ Serious Physical assaults on other students	<ul style="list-style-type: none"> ➤ Fixed Term Inclusion ➤ Suspended exclusion ➤ Fixed term exclusion ➤ Permanent exclusion 	<ul style="list-style-type: none"> ➤ Headteacher
➤ Assaults on members of staff	<ul style="list-style-type: none"> ➤ Permanent exclusion 	<ul style="list-style-type: none"> ➤ Headteacher
➤ Continued behavioural issues of a very serious nature	<ul style="list-style-type: none"> ➤ Permanent exclusion 	<ul style="list-style-type: none"> ➤ Headteacher
➤ Possession of offensive weapons	<ul style="list-style-type: none"> ➤ Permanent exclusion 	<ul style="list-style-type: none"> ➤ Headteacher
➤ Possession of illegal substances or banned items	<ul style="list-style-type: none"> ➤ Permanent exclusion 	<ul style="list-style-type: none"> ➤ Headteacher

School Rules And Classroom Expectations

Attitude + Attendance + Appearance = Attainment

The highest standards of behaviour and dress are expected.

- A classroom is a place of learning; we enter in an orderly fashion and take care of the classroom equipment.
- We come to lessons properly equipped, prepared to work and in full school uniform.
- We speak kindly and respectfully to each other.
- We follow the instructions of staff for our learning and our safety.
- Smoking is strictly forbidden – both at school and while travelling to and from school.
- The school buildings and grounds should be kept clean and tidy. Rubbish is to be put in the bins provided.
- The school does not allow jewellery to be worn (ie rings and necklaces). Girls can, however, wear one small gold or silver stud in the traditional position in each earlobe but will not accept responsibility for it when it must be removed for sport. Facial and tongue piercings are not acceptable on grounds of health and safety. Students who break the rule and wear jewellery will be told to remove it. The school will not accept responsibility for safe keeping of jewellery that students have had to remove.
- **Students are not allowed to use mobile phones and other electronic equipment inside the school buildings between 9:05 and 3:10. Any items seen inside the buildings will be confiscated and kept securely until the end of the day.**
- The school will not accept responsibility for personal items lost at school.
- Students are not allowed to ride, or bring, skateboards or scooters to school. Students should not ride their bikes within the school grounds.
- We should stop what we are doing and pay attention when a teacher talks to us.
- We should not eat in lessons or take any action which might distract ourselves or others.
- If we arrive late we should explain why and expect to be detained if we have no good reason.
- We should record all homework in our Student Planner.
- We should follow instructions about putting things away, including at the end of the lesson, and leave the room tidy for the next lesson.
- We should not have chewing gum in school.

WE SHOULD STRIVE TO BE AN OUTSTANDING LEARNER

Restorative Justice: Restorative approaches in schools give children the tools to resolve conflict themselves, building a better school community, and life skills which they take with them into their families, communities and future employment. Staff (including the Heads of Year, Inclusion Manager, Student Support Officers, SEN team, SLT) will complete restorative justice, where appropriate, in order to resolve situations positively.

Internal truancy: Any student who is caught truanting lessons will be placed in to LRR. They may remain there for the remainder of the school day and parents will be informed. This will also result in a 4 on the sims record and will contribute to further consequences, as outlined above. (Lesson Remove Escalation)

After school detention: Any student who misses the after school detention without agreement or acceptable reason will receive a 4 on sims.

E-safety incidents: St Thomas More has an Acceptable Use Policy which is signed by all students and parents. Any breach of this policy will be dealt with in accordance with the e-safety policy.

Mobile phones: students are not permitted to use mobile phones on the main school site from 9:05am to 3:10pm or in any lesson. Any mobile phone seen during the school day will be confiscated.

The following items are banned and therefore are not allowed in school. Should any student be found in possession with any of the items outlined on the list, the item will be confiscated and the appropriate behaviour consequence will be issued.

- An article to which section 139 of the Criminal Justice Act 1988 applies (knives, sharp objects and blades etc).
- An offensive weapon, within the meaning of the Prevention of Crime Act 1953; which may be used to cause harm or damage.
- Alcohol, within the meaning of section 191 of the Licensing Act 2003.
- A controlled drug, within the meaning of section 2 of the Misuse of Drugs Act 1971, which section 5(1) of that Act makes it unlawful for a pupil to have in their possession; Equipment related to any controlled drug or its use.
- Legal highs
- A stolen article.
- Cigarettes/e-cigarettes/vapours
- Matches/lighters
- Laser pens
- Offensive material (pornographic, homophobic, racist etc)
- Chewing gum
- Aerosols should not be sprayed in school

This is not an exhaustive list

Our responsibility to safeguard and promote the welfare of young people is of paramount importance and we believe that safer students make more successful learners.

Assertive behaviour strategies:

- Staff must carry things through – be it a sanction or a reward. All rewards or sanctions promised must be recorded and must be carried out by the member of staff.
- Body Language - Staff should try to make eye contact with students and use the student's name. Where appropriate staff may get down to eye level to talk to students individually
- Seating Plans - Staff should decide on the seating plan for all classes.
- Relationship with students - Staff should avoid taking bad or disruptive behaviour personally – they should aim to take a step back and handle the situation as objectively as possible. Staff should condemn the behaviour and NOT THE STUDENT - where possible - and quickly and efficiently respond to the specific disruptive behaviour that is happening at the time.
- Staff must act within School and Departmental Policy - complete consistency and a united front are the best ways to tackle persistent low level disruptive behaviour. Not responding in the same way will leave students uncertain of the rules/boundaries and may lead them to question authority.
- PIP and RIP should be utilised in all situations: Praise In Public, Reprimand In Private.

St Thomas More operates a zero tolerance policy in relation to drugs/ illegal substances.

Students will be permanently excluded for possession, use or distribution of these substances either whilst at school, travelling to/from school, or attending any event as a student of St Thomas More. Drug incidents can involve situations involving illegal and other unauthorised drugs. This includes substances that are believed to be controlled drugs or legal highs.

• St Thomas More also operates a zero tolerance policy in relation to the possession of offensive weapons and will permanent exclude for possession of offensive weapons

• St Thomas More operates also zero tolerance approach to assaults on members of staff and will permanent exclude for assaults on staff.

St Thomas More will not tolerate physical assaults on other students and students may be permanently excluded.

• Continued behavioural issues of a very serious nature despite a support programme and previous sanctions can also result in permanent exclusion.

Searching, screening and confiscation Advice for headteachers, school staff and governing bodies February 2014 (DFE)

Searching

- School staff can search a pupil for any item if the pupil agrees. The DfE guidance states:
“School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.”
- Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Searching with consent

Schools' common law powers to search:

- School staff can search pupils with their consent for any item.

Also note:

- Schools are not required to have formal written consent from the pupil for this sort of search – it is enough for the teacher to ask the pupil to turn out his or her pockets or if the teacher can look in the pupil's bag or locker and for the pupil to agree.
- If a member of staff suspects a pupil has a banned item in his/her possession, they can instruct the pupil to turn out his or her pockets or bag and if the pupil refuses, the teacher can apply an appropriate punishment as set out in the school's behaviour policy.
- A pupil refusing to co-operate with such a search raises the same kind of issues as where a pupil refuses to stay in a detention or refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances, schools can apply an appropriate disciplinary penalty.

Searching without consent

What the law says:

What can be searched for?

- Knives or weapons, alcohol, illegal drugs and stolen items; and
- Tobacco and cigarette papers, fireworks and pornographic images; and
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, 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.

Can I search?

- Yes, if you are a headteacher or a member of school staff and authorised by the headteacher.

Under what circumstances?

- You must be the same sex as the pupil being searched; and there must be a witness (also a staff member) and, if at all possible, they should be the same sex as the pupil being searched.
- There is a limited exception to this rule. You can carry out a search of a pupil of the opposite sex to you and without a witness present, but only where you reasonably believe that there is a risk that serious harm will be

caused to a person if you do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.

When can I search?

- If you have reasonable grounds for suspecting that a pupil is in possession of a prohibited item.

Establishing grounds for a search

- Teachers can only undertake a search without consent if they have reasonable grounds for suspecting that a pupil may have in his or her possession a prohibited item. The teacher must decide in each particular case what constitutes reasonable grounds for suspicion. For example, they may have heard other pupils talking about the item or they might notice a pupil behaving in a way that causes them to be suspicious.
- In the exceptional circumstances when it is necessary to conduct a search of a pupil of the opposite sex or in the absence of a witness, the member of staff conducting the search should bear in mind that a pupil's expectation of privacy increases as they get older.
- The powers allow school staff to search regardless of whether the pupil is found after the search to have that item. This includes circumstances where staff suspect a pupil of having items such as illegal drugs or stolen property which are later found not to be illegal or stolen.
- School staff can view CCTV footage in order to make a decision as to whether to conduct a search for an item.

During the search

- The person conducting the search may not require the pupil to remove any clothing other than outer clothing.
- 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but 'outer clothing' includes hats; shoes; boots; gloves and scarves.
- 'Possessions' means any goods over which the pupil has or appears to have control – this includes desks, lockers and bags.
- A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

Also note:

- The power to search without consent enables a personal search, involving removal of outer clothing and searching of pockets; but not an intimate search going further than that, which only a person with more extensive powers (e.g. a police officer) can do.

Use of force

- Members of staff can use such force as is reasonable given the circumstances when conducting a search 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. Such force cannot be used to search for items banned under the school rules.

After the search

- Schools' general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so.

Also note:

- The member of staff can use their discretion to confiscate, retain and/or destroy any item found as a result of a 'with consent' search so long as it is reasonable in the circumstances. Where any article is thought to be a weapon it must be passed to the police.
- Staff have a defence to any complaint or other action brought against them. The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.

Items found as a result of a ‘without consent’ search

- A person carrying out a search can seize anything they have reasonable grounds for suspecting is a prohibited item or is evidence in relation to an offence.
- Where a person conducting a search finds alcohol, they may retain or dispose of it. This means that schools can dispose of alcohol as they think appropriate but this should not include returning it to the pupil.
- Where they find controlled drugs, these must be delivered to the police as soon as possible but may be disposed of if the person thinks there is a good reason to do so.
- Where they find other substances which are not believed to be controlled drugs these can be confiscated where a teacher believes them to be harmful or detrimental to good order and discipline. This would include, for example, so called ‘legal highs’. Where staff suspect a substance may be controlled they should treat them as controlled drugs as outlined above.
- Where they find stolen items, these must be delivered to the police as soon as reasonably practicable – but may be returned to the owner (or may be retained or disposed of if returning them to their owner is not practicable) if the person thinks that there is a good reason to do so.
- Where a member of staff finds tobacco or cigarette papers they may retain or dispose of them. As with alcohol, this means that schools can dispose of tobacco or cigarette papers as they think appropriate but this should not include returning them to the pupil.
- Fireworks found as a result of a search may be retained or disposed of but should not be returned to the pupil.
- If a member of staff finds a pornographic image, they may dispose of the image unless its possession constitutes a specified offence (i.e. it is extreme or child pornography) in which case it must be delivered to the police as soon as reasonably practicable. Images found on a mobile phone or other electronic device can be deleted unless it is necessary to pass them to the police.
- Where an article that has been (or could be) used to commit an offence or to cause personal injury or damage to property is found it may be delivered to the police or returned to the owner. It may also be retained or disposed of.
- Where a member of staff finds an item which is banned under the school rules they should take into account all relevant circumstances and use their professional judgement to decide whether to return it to its owner, retain it or dispose of it.
- Any weapons or items which are evidence of an offence must be passed to the police as soon as possible.

Statutory guidance for dealing with electronic devices

- Where the person conducting the search finds an electronic device they may examine any data or files on the device if they think there is a good reason to do so. Following an examination, if the person has decided to return the device to the owner, or to retain or dispose of it, they may erase any data or files, if they think there is a good reason to do so.
- The member of staff must have regard to the following guidance issued by the Secretary of State when determining what is a “good reason” for examining or erasing the contents of an electronic device:
 - In determining a ‘good reason’ to examine or erase the data or files the staff member must reasonably suspect that the data or file on the device in question has been, or could be, used to cause harm, to disrupt teaching or break the school rules.
 - If inappropriate material is found on the device it is up to the teacher to decide whether they should delete that material, retain it as evidence (of a criminal offence or a breach of school discipline) or whether the material is of such seriousness that it requires the involvement of the police.

Also note:

Telling parents and dealing with complaints

- Schools are not required to inform parents before a search takes place or to seek their consent to search their child.
- There is no legal requirement to make or keep a record of a search.
- Schools should inform the individual pupil’s parents or guardians where alcohol, illegal drugs or potentially harmful substances are found, though there is no legal requirement to do so.
- Complaints about screening or searching should be dealt with through the normal school complaints procedure.

Entry And Exit Procedures For All Classroom Teachers

ENTRY

1. Stand by your door on the corridor to greet students courteously.
2. Students enter room quietly and purposefully. A learning activity should be available to engage students (Instant Starter).
3. Students take their places, in accordance with the seating plan, with the correct equipment and prepared for learning. Coats on back of chairs.
4. Teacher checks standards.
5. Teacher takes register at the start of the lesson.

EXIT

1. Students pack away in plenty of time when instructed by the class teacher to do so.
2. Students tidy up and check tables and floor for litter.
3. Students stand behind chairs.
4. Teacher stands by door and exit one row/group at a time.

STUDENTS SHOULD BE SUPERVISED AT ALL TIMES ON CORRIDORS AT LESSON CHANGE-OVER.

Staff should always promote the school's policy of PIP and RIP (Praise In Public, Reprimand In Private)

APPENDIX 1

Dear Parent/Guardian,

At St Thomas More Catholic Academy we aim to focus on student progress and positive rewards within the framework of our mission statement. However, to carry out these aims successfully we must ensure that all of our students meet our standards and expectations via our Behaviour for Learning Achievement Grades and Student Code of Conduct.

Our 'Behaviour for Learning' Policy provides a positive, consistent structure for students to work within. The policy promotes a positive environment of uninterrupted learning and incorporates the Student Code of Conduct which is underpinned by respect for all members of the school community.

In a learning environment/classroom setting:

Students enter the classroom and are allocated a 2 on their registers however, during the lesson, students can achieve a 1 in acknowledgement of excellent attainment and attitude.

I am exceptionally pleased with the number of 1 grades that your child has been issued with this week. These grades indicate that your child is consistently demonstrating high aspirations through their hard work and positive attitude and I would like to formally commend their efforts.

We believe that it is important for parents to be included in the praise of our students as it is only with your support that we can continue to make a difference. I am proud to be able to communicate that your child is making the most of their educational opportunities and if you would like any further information about these grades then please do not hesitate to contact me.

Many thanks for your continued support.

Yours Sincerely,

Assistant Headteacher

APPENDIX 2

HOMEWORK STRATEGIES

Please check your department's homework policy.

Some strategies that can help you to manage the prompt completion and handing in of homework.

- ✓ Set relevant tasks
- ✓ Use homework for preparation for next lesson/consolidation
- ✓ Research tasks
- ✓ Differentiated tasks
- ✓ Set tasks with time limits
- ✓ Ensure students record homework in planner with deadline
- ✓ Make homework the focus at start of lesson
- ✓ Keep a homework register
- ✓ Set clear deadline for completion
- ✓ Establish policy of notes from parents for any excuses
- ✓ Ensure all understand
- ✓ Clear explanations
- ✓ Set before end of lesson
- ✓ Prepare writing frame
- ✓ After school homework club
- ✓ Ensure that LSPs assist SEN students with recording of details.
- ✓ Remind of appropriate homework support

Please refer to the Homework Policy for further details.

APPENDIX 3

After School Detentions

- Pastoral detentions will take place on any identified afternoon from 3:10 until 3:40pm.
- Extended detention (for those who have been issued more than 1) will end at 4:10pm
- Department detentions will take place within individual department areas and parents will be notified by the relevant staff.
- Students sent home to change uniform will be required to make this time up during an ASD on the same afternoon with SLT.
- Any student who fails to attend the after school detention will receive a 4 on sims.

APPENDIX 4

HOME - SCHOOL AGREEMENT

St. Thomas More Catholic Academy

Home – School Agreement of _____

(print name)

(Form)

It is the responsibility of the Academy:

- To provide a Catholic environment in which pupils will develop spiritual and moral values
- To provide a safe and secure environment in which pupils can develop academic, sporting and cultural talents
- To develop in the academy a true sense of community
- To establish effective partnership and communication with parents

It is my responsibility as a parent:

- To support the spiritual and moral development of my child
- To ensure my child attends the academy in full uniform and is properly equipped for the day
- To support the authority and discipline of the school
- To take an active interest in my child’s academic progress by supporting the school’s homework programme and by attending parent’s evening and other relevant activities where possible
- To ensure that I am fully aware of the school policies by referring to the academy website

Signed: _____

It is my responsibility as a pupil:

- To respect and support the Catholic values of my school
- To attend in full uniform and arrive promptly and properly equipped for each day
- To accept the authority of the school
- To do my best at all times

Signed: _____

* The ‘Behaviour For Learning’ Policy can be found on the school website*

APPENDIX 5

St Thomas More Catholic Academy

Uniform Policy

In order to maintain our high standards; all students are to follow the policy set out below, please note that modifications will not be accepted and that the headmaster reserves the right to determine the suitability and appropriateness of all uniform issues.

Uniform

- Blazer: black blazer with embroidered school badge.
Blazer and school badge can be bought separately if preferred.
- Shirt: plain white shirt with a top button that can be fastened.
- Tie: St Thomas More tie available from school office and school suppliers.
- Boys Trousers: plain black or dark grey trousers worn with black socks. (no cords, jeans, fashion trousers or lycra)
- Girls Trousers: black trousers (no cords, jeans, fashion trousers or lycra/stretchy/legging-style) worn with black socks.
- Girls Skirt: grey knee length school skirt (no lycra) worn with black tights or black ankle socks.
- Jumper : optional item, traditional school grey v neck.

Shoes

- Shoes must be black leather (or leather looking) and of a traditional school shoe style.
- Please see the 'St Thomas More Catholic Academy Shoe Guide'.
- If the shoes have laces, the laces must be black.
- Suede, canvas, trainers, pumps, boots of any type are not acceptable school footwear.

Coats

- Outdoor coats must be recognised as an 'outdoor garment'.
- Hoodies, tracksuit tops and sweatshirts are not acceptable school coats.

Hats

- Hats are not to be worn on the school premises.

Bags

- Bags should be big enough for A4 folders, books, planner and pencil case.
- A separate bag is needed for PE Kit.

Equipment

- Planner: All students will be provided with a school planner. This will be used for noting down each lesson focus and homework. It will also be used as a communication tool between form tutors and parents. Parents are to sign the planner each week.

Please note that students will be requested to replace lost equipment, equipment in poor condition and defaced equipment. Replacements can be bought, from the school office, at cost price.

P.E. Kit

Plain black shorts (no branded logos/stripes).

AND/OR

Plain black tracksuit bottoms (no branded logos/stripes) available from P.E. department.

AND/OR

Girls may wear plain black leggings with STMCA logo (available from P.E department) – no other leggings will be allowed.

Plain blue polo shirt, St Thomas More Logo advised. (No other branded logos).

AND/OR

St Thomas More Blue Rugby Top (Advisable for outdoor activities) available from P.E. department.

- St Thomas More Black Sweatshirt is available as an optional item from the P.E. department.
- St Thomas More Black Hooded P.E. top is an optional item available from the P.E. department.
- Trainers (Please see 'St Thomas More Catholic Academy Trainer Guide').
- Football boots, gum shields, shin pads are advisable for outdoor team games.
- Plain black football socks or plain white sports sock (no other socks will be accepted as P.E. Socks).
- Boys Swimming - swimming trunks and swimming cap (swim shorts are not permitted).
- Girls Swimming - swimming costume and swimming cap.
- P.E. bag should be a drawstring bag, separate to their school bag.

Please note that all students must bring their P.E. kit to all P.E. lessons, even if they are excused.

Individual Expectations

- Hair / make-up Hair and make-up must be in keeping with a professional environment
Make-up, nail colour and hair must be of a natural colour only
Minimum length for boys must be a number 2 clipper setting.
extreme hair styles are not permitted, including tram lines.
- Jewellery Boys - wrist watch only.
Girls - wrist watch and one set of gold or silver small stud earrings in the traditional position.

Please be aware that the following items have always been prohibited:

- Hooded tops/sweatshirts.
- Pumps, trainers or boots as school uniform footwear.
- Energy drinks.
- Chewing gum.
- Laser pens.
- No aerosols should be sprayed in school

School Uniform Suppliers

The National Schoolwear Centre
99-101 Stafford Street

Sportsland/Trutex
Western Road

Class Uniform
Longton