



Archdiocese of
Birmingham

St Thomas More Catholic Academy



Behaviour for Learning Policy

Date of Policy:	September 2022
Member of Staff Responsible:	
SLT:	Phil Shufflebotham
Headteacher:	Mark Rayner
Chair of the Academy Representatives:	Rob Ffello
Nominated Academy Representative:	
Date of Policy Review:	September 2024

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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 dignity and 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 instill 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.

Key Documents:

<https://www.gov.uk/government/publications/behaviour-in-schools--2>

<https://www.gov.uk/government/publications/school-exclusion>

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

Home School Agreement (See Appendix 1)

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 Deputy Headteacher, DSL, 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

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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
- Adhere to Home School Agreement (See Appendix 1)

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, 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
4. Contextual safeguarding support

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 team 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 can be rewarded for:

- **R1 – Classroom based reward**
- **R2 – Home learning / Homework / Teams based rewards**
- **R3 – Enrichment / Other achievements representing the academy**

Sims Rewards Monitor:

- Rewards will be entered on to sims in the R Category depending on how they were awarded. Every student will have the opportunity to earn rewards in every lesson, leading to instant notification on the SIMS app.
- HOYs 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 rewards and consequence with the form in order to promote achievement.
- Individual conversations will take place to address high and low scores
- Any student who does not meet academy expectations may receive a range of sanctions starting at B1, at each stage being given the opportunity to "fix" their behaviour choice. If they continue to display unwanted behavior and refuse to follow instructions / show defiance - they may receive a B3 (Lesson Remove) that includes an after school detention on the same day.
- Any student receiving B3 must be dealt with by the class teacher including a targeted discussion including explaining what they did wrong, how they can do better in the future and a comment must be recorded on sims in order to support the HOY/ HOD in analysing the data and reporting to

parents.

Celebration Assembly:

- HOYs will hold Celebration Assemblies at the end of each half term.
- Subject departments will 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
- Head Year awards

Praise Postcards:

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

Attendance Rewards:

- Certificates are issued to students achieving 96% or 100% attendance each half term at the celebration assembly.
- 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 during the Summer 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.

Supporting Behaviour

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

- Instant starter: pace and engagement from the beginning
- Implement strategies outlined with SEND Passports, for relevant students
- Praise – PIP / RIP
- Use of names to cement relationships
- Greet everyone at the door
- Engagement with parents – using the rewards / sanction system
- Give options and choices for behavior – follow the policy
- Short, clear instructions
- Time checks - opportunity for student to “fix”
- 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 - no opt out
- 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
- Remind and refer students to the Home School Agreement

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

Positive 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.

Staff will ensure that students are on task and meeting academy expectations. Failure to meet these standards with reminders and warnings will lead to Behaviour points being recorded in SIMS.

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

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

Type		B Sanction
B1	Formal verbal warning	B1
B2	10 minutes Break/lunchtime	B2
B3	Lesson Remove / After school Detention – Same day	B3
B4	Fixed Term Inclusion – (FTI) Internal	B4
B5	Suspension	B5

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 or higher a B3 in response to a serious misbehaviour:

Behaviour expectations and pupils with Special Educational Needs and/or Disability (SEND)

Staff will promote high standards of behaviour and provide the necessary support to ensure all pupils can achieve and thrive both in and out of the classroom. Staff will consider how a whole-school approach meets the needs of all pupils in the school, including pupils with SEND, so that everyone can feel they belong in the school community and high expectations are maintained for all pupils, creating calm environments which will benefit pupils with SEND, enabling them to learn.

Some behaviours are more likely be associated with particular types of SEND, such as a pupil with speech, language and communication needs who may not understand a verbal instruction. Behaviour will often need to be considered in relation to a pupil's SEND, although it does not follow that every incident of misbehaviour will be connected to their SEND.

When Students Aspire to be More



- Engagement in lessons is excellent
- Exceptional contribution to class learning
- Uses feedback given by the teacher to make higher than expected progress
- Models exemplar work demonstrating excellent understanding
- Models excellent retention of prior learning



- Exceptional homework
- Meet academy deadlines
- Is highly self-motivated to use initiative to extend learning
- Role model high expectations via immaculate uniform, manners at all times



- Makes every effort to ensure others learn
- Represent the academy at key events
- Plan and deliver / lead an Act of Worship
- Exceptional participation in extra curricular activities
- Shows upmost respect to all members of the school

STM Behaviour Choice

Consequence

Classroom Teacher

B1

- Inappropriate talk / chat
- Disturb the learning of others
- Shout out
- Show a lack of work / effort
- Fidget with equipment
- Answer back / challenge
- Question our instructions
- Defiant
- Time waste
- Interrupt
- Make fun of others
- Eat/ chew / drink
- Throw item
- Use a mobile phone
- Play fight

B1: Formal Verbal warning

Phone call / text message to your parents

B2

B2: Teacher Detention Break / Lunch



B3

- Vandalism / Graffiti
- Rudeness to class teacher
- Refusal to follow instructions
- Persistently disturbing learning of others
- Poor corridor behavior / walk off
- Bullying
- Display offensive language
- Rude to any member of staff

B3: Lesson Remove 60 minute detention

Phone call / text message sent home



SLT / Duty Team

B4

- Refusal to co-operate with HOY / SS
- Damage the academy property
- Fail Lesson Remove Room
- Fight
- Truant / Walk out
- Use foul or abusive language to any member of staff
- Display Verbal or threatening
- Discriminatory behaviour
- Smoking / Vape

B4: Fixed Term Inclusion including break and lunch times

5 hours + 1 hour detention

Parental meeting HOY / SLT



SLT

B5

- Fail internal inclusion
- Refuse SLT instructions / sanctions
- Physical assault against another student / member of the academy
- Other serious issues

B5: Fixed Term Exclusion

Parental meeting HOY / SLT



*Sanctions to be issued at the discretion of academy staff

Points to add:

- 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 Duty1@stmca.org.uk in order that the relevant staff are aware that the student is out of lesson
- A lesson remove (B3) should be considered a serious sanction and should only be used when necessary
- B1/2 conversations should take place while the teacher is in the classroom – a student may be taken into the corridor for a teacher / student conversation prior to B3 being issued
- Names of students issued with Stages should not be recorded on the board or other display (PIP and RIP)

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 B3 or B4 must be recorded on Sims

Lesson Removal Process

If a student has demonstrated poor misbehaviour which moves beyond a B2, the classroom teacher will alert the Duty team of the B3 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 moves into FTI

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
 - Individualised pastoral and/or curriculum support (outlined within the PSP)
 - Pastoral Support Plan
 - Fixed Term Inclusion
 - Suspension
- **Five removals from classes in a half term (5) – Stage 1 Form Tutor Report**
 - Pastoral Pupil Passport (PPP) - HOY
 - Phone call to parents/carers
 - Student meets with Student Support and Head of Year
 - Report issued / monitored by form tutor
 - **Five further removals (10) - Stage 2 Head of Year Report**
 - Pastoral Pupil Passport (PPP) Review
 - Letter from the HOY
 - Potential referral to agency support
 - Student and parent/carers meets with Student Support and Head of Year
 - **Five further removals (15) - Stage 3 Deputy Head Report**
 - Pastoral Pupil Passport (PPP) Review
 - Letter from the Deputy Headteacher
 - Potential referral to agency support
 - Student and parent/carers meeting with Head of Year and Deputy Headteacher
 - Fixed term inclusion or Suspension may also be issued

- **Five further removals (20) - Stage 4 Head Teacher Report**

- Pastoral Pupil Passport (PPP) Review
- Pastoral Support Plan implemented, if not already in place
- Potential referral to agency support / AIM
- Student meeting with Headteacher Student and parent/carer meeting with Deputy Headteacher and Headteacher
- Suspension or permanent exclusion may also be issued
- Possible meeting of Governors disciplinary panel

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

Behaviour for Learning Systems, Procedures and Interventions

Patrol

- SLT / Middle Leaders will patrol the corridors every lesson
- They will respond to duty email as quickly as is feasible
- Students should **remain in the classroom** until the SLT member arrives
- Students should be removed by the SLT member in a way to deescalate the situation
- Students must be made aware that they have received a B3 Lesson Removal as a result of their behaviour and that they will have a same day detention with the department
- Students will be accompanied to the Lesson Remove Room
- However, the member of SLT may decide that the incident deems it likely to lead to permanent exclusion, suspension or fixed term inclusion and therefore may take them immediately to the FTI room

Lesson Remove Room

- On arrival, students give in their phones and bags to the LR Room member of staff
- They will be sat in an appropriate place by the member of staff
- Student will complete their work from the B3 lesson / TEAMS / Oak Academy etc
- Students should work silently while in LR
- Students should be given time to de-escalate
- The LRR is for students who have reached B3 during the lesson
- Students may be reminded that a Lesson Remove leads to a detention and contributes towards further sanctions, as detailed in the BfL policy
- If a student has de-escalated then they should return to their normal lesson for the next period
- If they have failed LRR, the Duty Lead / alongside LRR staff will make a decision regarding repeating another hour in LRR or moving to FTI

FTI

- Fixed Term Inclusion is an alternative to suspension
- Pastoral leads may place students here as a result of one-off incidents
- SLT members may bring someone to FTI as a result of being on patrol (See above)
- Students will be provided with work to complete over the day including the access to Microsoft _____

Teams / Oak Academy to access their curriculum content / revision material

- Students will work in silence; however, they should be given the chance to succeed in FTI
- Students will be in FTI from 9am to 4pm
- Students will have separate break and lunch times from their peers

Student Reports:

STAGE 1 : Form Tutor Report Card

- Students are placed on this if they get 5 or more B3's in a half term Form tutor will: log it on Sims & inform parents – two week monitoring period

STAGE 2 : Head of Year Report Card

- Students are placed on this if they fail to improve on stage 1 Report Card after a two week period.
- Head of Year will: log it on Sims, inform and meet parents & set ½ hour after school detention

STAGE 3 : Deputy Head Teacher Report Card

- Students are placed on this if they fail to improve on stage 3 Report Card after a two week period.
- SLT will: Log it on Sims, meet parents, set bespoke targets to the individual time in FTI

STAGE 4 : Head Teacher Report Card

- Students are placed on this if they fail to improve on stage 3 Report or received 20 or more B3
- SLT will: Log it on Sims, meet parents, set bespoke targets to the individual and time in FTI

FURTHER ESCALATION/STRATEGIES

- If a student has 2 good weeks on stage 1 Report Card, they will be removed from it.
- If a student has 2 good weeks on stage 2 Report Card, this will be removed and the student will be monitored closely by the Form Tutor. If a student fails this Report Card after two weeks, they will move to stage 3.
- A failure of stage 3 /4 may also result in a Suspension and or a Governors Disciplinary Panel

Preventing reoccurrence

The school will adopt a range of initial interventions strategies to support students to manage their behavior and reduce the likelihood of suspension and permanent exclusion. This will reinforced to help students understand the impact of their behavior and how we as a school can assist them to meet those expectations as laid out in the Home School Agreement. Some students may need additional support and this will be reviewed proactively including support outside of the classroom in small groups or one-to-one activities.

Example of intervention may include:

- frequent and open engagement with parents/carers, including home visits if deemed necessary;
- providing mentoring and coaching;
- short-term behaviour report cards or longer-term behaviour plans;
- mental health support
- safety plans

- adapted curriculum plans
- engaging with local partners and agencies to address specific challenges such as poor anger management, a lack of resilience and difficulties with peer relationships and social skills.

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"> Persistent lateness to school Off-site at break / lunchtime without permission 	<ul style="list-style-type: none"> Community service Detention issued Education Welfare support Parental interviews Suspension 	<ul style="list-style-type: none"> Form Tutor /HOY
<ul style="list-style-type: none"> Rudeness/ unacceptable / defiant behaviour outside of lesson time 	<ul style="list-style-type: none"> Time in FTI – discretion of HOY/SLT 30 minute after school detention 	<ul style="list-style-type: none"> HOY / SLT
<ul style="list-style-type: none"> Failure of HOY 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 	<ul style="list-style-type: none"> Referred by HOD <ul style="list-style-type: none"> / HOY / SLT
<ul style="list-style-type: none"> Fighting 	<ul style="list-style-type: none"> Fixed Term Inclusion (FTI) Suspension 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 (FTI) Loss of free time 	<ul style="list-style-type: none"> HOY
<ul style="list-style-type: none"> Smoking / Vaping while representing the school 	<ul style="list-style-type: none"> Fixed Term Inclusion (FTI) 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"> Reconciliation / Restorative justice Community service Detention Parental interviews Fixed Term Inclusion (FTI) Suspension Pastoral Support Plan Report Card 	<ul style="list-style-type: none"> HOY/SLT
<ul style="list-style-type: none"> Discrimination, harassment and victimisation. 	<ul style="list-style-type: none"> Reconciliation / Restorative justice Community service Detention Parental interviews Fixed Term Inclusion (FTI) Suspension 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 Report Card Pastoral Support Plan Fixed Term Inclusion (FTI) Suspension External agencies (if warranted) 	<ul style="list-style-type: none"> HOY/SLT
<ul style="list-style-type: none"> Inappropriate online behavior (including bullying, inappropriate language, sharing of inappropriate images / videos (nudes)) 	<ul style="list-style-type: none"> Restorative Justice Community service Detention Parental interview/contact Report Card Pastoral Support Plan Fixed Term Inclusion (FTI) Suspension External agencies (if warranted) 	<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 (FTI) Suspension External agencies (if warranted) 	<ul style="list-style-type: none"> HOY/SLT
<ul style="list-style-type: none"> Sexual Harassment / Violence 	<ul style="list-style-type: none"> Community service Restorative justice Parental communication Fixed Term Inclusion (FTI) Suspension External agencies (if warranted) 	<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 (FTI) Suspension Report Card Pastoral Support Plan 	<ul style="list-style-type: none"> HOY/SLT
<ul style="list-style-type: none"> Failure of SLT Report Card 	<ul style="list-style-type: none"> Fixed Term Inclusion (FTI) Suspension Governors' Disciplinary Panel 	<ul style="list-style-type: none"> SLT Headteacher
<ul style="list-style-type: none"> Failure of Fixed Term Inclusion 	<ul style="list-style-type: none"> Suspension 	<ul style="list-style-type: none"> SLT Headteacher
<ul style="list-style-type: none"> Drinking on the school premises / bringing alcohol in to school 	<ul style="list-style-type: none"> Fixed Term Inclusion (FTI) Suspension 	<ul style="list-style-type: none"> SLT Headteacher
<ul style="list-style-type: none"> Swearing at Staff 	<ul style="list-style-type: none"> Fixed Term Inclusion (FTI) Suspension Report Card Pastoral Support Plan 	<ul style="list-style-type: none"> SLT Headteacher

<ul style="list-style-type: none"> Persistent defiance / non-co-operation of school rules 	<ul style="list-style-type: none"> Report Card Fixed Term Inclusion Suspension 	<ul style="list-style-type: none"> SLT Headteacher
<ul style="list-style-type: none"> Physical contact with a member of staff 	<ul style="list-style-type: none"> Fixed Term Inclusion (FTI) Suspension Permanent exclusion 	<ul style="list-style-type: none"> SLT Headteacher
<ul style="list-style-type: none"> Serious Physical assaults on other students 	<ul style="list-style-type: none"> Fixed Term Inclusion (FTI) Suspension Permanent exclusion 	<ul style="list-style-type: none"> Headteacher
<ul style="list-style-type: none"> Assaults on members of staff 	<ul style="list-style-type: none"> Permanent exclusion 	<ul style="list-style-type: none"> Headteacher
<ul style="list-style-type: none"> Continued behavioural issues of a very serious nature 	<ul style="list-style-type: none"> Permanent exclusion 	<ul style="list-style-type: none"> Headteacher
<ul style="list-style-type: none"> Possession of offensive weapons 	<ul style="list-style-type: none"> Permanent exclusion 	<ul style="list-style-type: none"> Headteacher
<ul style="list-style-type: none"> Possession of illegal substances or banned items 	<ul style="list-style-type: none"> Permanent exclusion 	<ul style="list-style-type: none"> Headteacher

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 8:45am to 3:20pm 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/ vapes
- 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.

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 permanently 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 September 2022 (DFE)

Searching

Searching can play a critical role in ensuring that schools are safe environments for all pupils and staff. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive.

Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed below or any other item that the school rules identify as an item which may be searched for.

The list of prohibited items is:

- Knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers / [vapes](#)
- 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. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.

Also note:

- 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.

St. Thomas More Catholic Academy Home / School Agreement

Home – School Agreement of _____
(PRINT NAME) (FORM)

It is the responsibility of the school to:

- Provide a Catholic environment in which students will develop spiritual and moral values in line with Catholic Social Teachings, and the Catholic ethos of our school;
- Provide the best possible teaching and learning opportunities;
- Ensure the safety of every child is given priority and that a caring, safe and supportive environment is provided that promotes inclusion, community cohesion, learning and well-being;
- Guide students towards becoming inquisitive and independent, taking ownership of their own learning;
- Reward students for their success;
- Contact parents/carers if there is a problem with attendance, punctuality, uniform or equipment;
- Let parents/carers know about any concerns or problems that affect their child's work or behaviour;
- Report to parents/carers on your child's progress;
- Set, mark and monitor home learning and provide facilities for children to do independent study in school;
- Arrange parents/carers' evenings during which progress will be discussed;
- Keep parents/carers informed about school activities through regular letters home, newsletters and notices about special events;
- Ensure that the school behaviour and bullying policies are consistently applied;
- Monitor pupils' behaviour, taking fair and consistent action if necessary and informing parents/carers of any concerns;
- Help students leave school well prepared and ready to make the most of future career/educational opportunities, as a citizen within Modern Britain;
- Listen to parents/carers and work in partnership with them.

It is my responsibility as a parent to:

- Support the spiritual and moral development of my child, and the Catholic ethos of ST Thomas More Catholic Academy
- See that my child maintains good attendance (97% and above) and arrives before 8:50am each day
- Ensure that my child is wearing the correct uniform, as outlined in the school's uniform policy;
- See that my child is properly equipped for school;
- Let the school know about any concerns or problems that might affect my child's work or behaviour;
- Support the school's aims, ethos, policies and guidelines for behaviour and bullying and encourage my child to follow them;
- Support and reinforce sanctions given by the school in response to any breaches of the Behaviour for Learning policy;
- Attend parents/carers' evening and discussions about my child's progress;
- Inform the school when my child is absent from school on the first day of their absence;
- Work in partnership with the school and outside agencies to support my child's progress and well-being;
- Take an interest in my child's school work, looking at their exercise books regularly;
- Encourage my child to participate in the extra-curricular opportunities offered by the school;

- Acknowledge that, as a school, we do not advise that students bring mobile phones to school and we accept no liability for loss, damage or theft of mobile phones;
- Acknowledge that any communication with your child during the school day should be made through the school reception;
- Communicate with all staff at St Thomas More Catholic Academy in a respectful manner;
- Acknowledge that the use of social media by your child is not the responsibility of the school, and support the school in ensuring that your child is a responsible in their use of all social media and technology
- Communicate any concerns about my child and their education or well-being at school through the appropriate pastoral channels and not on social media or online forums.

Signed:_____

It is my responsibility as a student to:

- Support the Catholic values and ethos of my school;
- Attend regularly and punctually, and with a positive attitude, to school and to all lessons;
- Come to school prepared to work, with the correct equipment and the correct uniform at all times, including at the beginning and the end of the school day;
- Respect other members of the school community, demonstrating respect and tolerance as part of an inclusive community, particularly for those with a protected characteristic;
- Accept that bullying, intolerance and discrimination, particularly of those with a protected characteristic, are unacceptable in our school;
- Ensure we do not disrupt the learning of others;
- Follow staff instructions immediately, without questioning;
- Ensure that my mobile phone is switched off during the school day, from 8:50 – 3:20pm, and kept out of sight;
- Conduct myself appropriately in lessons, between lessons, during break, lunch and on their way to and from school;
- Ensure proper and safe use of the school ICT systems as outlined in the acceptable usage policy for ICT;
- Use social media appropriately, ensuring that our digital footprint does not negatively reflect on our own, or the school's reputation;
- Be positive ambassadors for the school at all times;
- Respect the environment of the school and other people's property;
- Complete all work to the highest possible standard and to the agreed deadline;
- Take responsibility for my own learning.

Signed:_____

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

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

Appendix 2

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 Headteacher 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 uniform 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) 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 STM school logo black 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.

Please note that students will be requested to replace lost equipment, equipment in poor condition and defaced equipment.

Boys PE Kit

- Blue / Black Rugby shirt with STM Logo – Advisable for outdoor activities
- Blue Polo shirt with STM Logo – Advisable for indoor activities
- Blue Hoodie with STM logo – Optional to purchase
- Plain black shorts (no branded logos/stripes)
- Black track pants with STM logo – Optional to purchase
- Black plain football socks
- White ankle sports socks (Summer term or indoor activities)
- Trainers (not boots)
- Football boots, shin guards and gum shields, are advisable for outdoor team games

Girls PE Kit

- Blue Polo shirt (either female or unisex fit) with STM Logo – Advisable for indoor activities
- Blue Hoodie with STM logo – Advisable for outdoor activities
- Plain black shorts (no branded logos/stripes)
- Black track pants with STM logo – Optional to purchase

- Black sports leggings (no branded logos/stripes) – Optional to purchase
- Black plain football socks
- White ankle sports socks (Summer term or indoor activities)
- Trainers (not boots)
- Football boots, gum shields and shinpads are advisable for outdoor team games

Please note that all students must bring their PE Kit to all PE 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.
- Aerosols should not be sprayed in school