



Archdiocese of  
Birmingham



# St Thomas More

## Catholic Academy

# Behaviour for Learning Policy

Date of Policy:	June 2026
SLT Responsible:	Phil Shufflebotham
Headteacher:	Mark Rayner
Chair of the Academy Representatives:	Rob Ffello
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## **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.

The policy aims to use a wide range of proactive, preventative and intervention strategies when dealing with behaviour.

The Academy recognises that behaviour, attendance, punctuality and presentation are safeguarding matters. Poor behaviour, persistent absence, emotional dysregulation or sudden changes in presentation may indicate unmet need, vulnerability or wider safeguarding concerns. Staff will record and share concerns appropriately using CPOMS and Arbor systems

### **Key Documents:**

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

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

<http://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.

### Linked Policies

This policy should read in conjunction with the following policies:

- Exclusions Policy
- Safeguarding Policy
- SEND Policy
- Uniform Policy

## 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
- Supports the practical strategies of the policy by holding disciplinary panels as appropriate
- Academy Representatives will review behaviour, suspension and attendance data regularly, including patterns relating to vulnerable groups.

### 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
- Staff will receive regular training relating to behaviour management, safeguarding, de-escalation, restorative practice and SEND-informed approaches

### FORM TUTOR:

- It is important that Form Tutors take the first port of call for pastoral issues - this includes regular communication with parents
- The Form tutor should maintain close communication with pastoral team in order to support with outcomes, attendance, punctuality, Behaviour for Learning (BfL) data, uniform and contact with home
- The Form tutor should identify any barriers to learning and support students in rectifying these either directly or requesting support for pastoral teams.
- The Form tutor must check uniform standards every day and note students who do not have a phone on Arbor. This should be logged as an incident on Arbor, pastoral are to follow up.

### **HEAD OF KEY STAGE/ ASSISTANT HEAD OF KEY STAGE:**

- Analyse and respond to academic and pastoral data to identify, inform and implement pro-active tiered intervention and support strategies to secure improved outcomes
- Support Form Tutors in their role and delivery of the from time program
- 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
- Line Manage Student Support Officers

### **THE WIDER PASTORAL TEAM AND PROGRESS TEAM WILL:**

- Monitor individuals to measure the impact of support and progress, identify underachievement and implement strategies to secure improved outcomes
- Identify students at risk and decide, the most suitable course of action for their support.
- Act on information and referrals from other staff
- Oversee mentoring (both academic and personal), and tailored programmes for individuals who have difficulties with behaviour e.g. anger management, etc
- Liaise with parents and other agencies
- Advise on appropriate alternative curricula
- Communicate with staff regarding students as appropriate
- Make referrals to outside agencies
- Oversee and analyse behaviour records including all behaviour records and academic data
- Use the Safeguarding team and procedures as appropriate

### **STAFF:**

- Ensure that the policy is consistently and fairly applied, in and outside the classroom
- Exercise classroom management that encourages positive behaviour
- Prepare lessons that support all students
- Model in their own actions the expectations the school have for students
- As subject teachers, act in the first instance in dealing with low-level disruptive behaviour and in identifying early causes for concern
- Through form tutor programmes and lesson content encourage the development of social, emotional and behavioural skills
- 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

### **STAFF CONSISTENCY**

- Staff will apply systems fairly and consistently
- Adults should remain calm and professional – unprovokable adult
- Sanctions are not to be negotiated publicly – warm demander
- Restorative conversations should follow incidents that lead to FTI
- Relationships are central to our behaviour management approach – warm demander

### **PARENTS AND CARERS:**

- Take responsibility for their child's behaviour and attendance
- Embrace the use of Arbor to support their child
- Support the school's core beliefs on positive behaviour management
- Support the school in carrying out sanctions and celebrating success
- Support interventions participating in interventions or recommendations made by the school

- Communicate with the school when concerns arise using appropriate channels
- Adhere to Home School Agreement (See Appendix 1)

### **OUTSIDE AGENCIES**

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

- Personal health issues
- Mental health issues
- Bereavement counselling
- Contextual safeguarding support

# CULTURE AND STANDARDS

## CREATING A CALM, SAFE AND ORDERLEY ENVIRONMENT

- From 8am, students will be met at the main entrance and welcomed into the school hall.
- Mobile phone pouches are checked on arrival together with uniform standards
- All students will remain in the hall until the bell at 8.45am. (Some students may go to RISE)
- Meet and greet continues until the end of registration
- Students arriving after the bell at 8.50am remain in the dining room with the attendance team.
- Excellent attendance and punctuality are essential components of a calm, safe and successful school culture hence the focus on ensuring good attendance – see attendance policy
- Students have at least one Act of Worship a week led by SLT
- Form tutors start the morning in prayer before checking phone pouches and uniform
- During the five minute movement time, all students are expected to move purposely and calmly to their lesson.
- All staff should be meeting and greeting every lesson.
- The main building operates a one way system in order to reduce congestion, create calm and purposeful movement and support safeguarding
- At each turnover pastoral and senior staff will ensure presence on corridors and “Angels Walkway”
- Every minute matters – any student who arrives after the second bell will be marked as late (sanctions for lateness are detailed later)
- During each lesson a member of SLT will be on duty with a tablet and radio in order to provide support to staff and react to Duty Support calls
- Should a student need addition pastoral support the teacher should add this on Arbor. A member of pastoral team will come to support the student ASAP.
- A same day detention system is in operation. Same-day detentions are intended to provide immediate reflection, restoration and reinforcement of expectations.
- The Academy will monitor behaviour, suspensions, exclusions and removals by vulnerable and protected groups to ensure fairness, proportionality and compliance with the Equality Act 2010 and to identify trends and inform intervention
- A framework of staged interventions is published – The UNITE Strategy
- The Unite Strategy identifies our universal offer: identification, targeted intervention and extended pathways. Each intervention is logged on Arbor
- An Inclusion meeting will be held every fortnight chaired by the Headteacher with SLT/middle leaders responsible for behaviour, safeguarding, progress, SEN, PP and attendance present. This meeting will formally monitor behaviour, suspensions, exclusions, removals, attendance, safeguarding by vulnerable and protected groups
- A split lunch will support a calm and orderly school – KS4 and KS5 will be on lunch 1 and KS3 will be on lunch 2
- The end of the day will be managed with staff on duty at the front of school and at the gates on Foley Road
- Students attending extra-curricular, enrichment activities or homework club are registered on Arbor. Other students must leave the site by 3.30pm
- Students should not routinely leave lessons for water, toilets or non-urgent matters unless agreed by staff
- Students should take advantage of the break, lunch and transition times (for toilet use) between lessons to avoid leaving during a lesson to maximise their potential in every class.
- If there are a medical issue or it is an emergency staff can log on Arbor using the Duty required function and a member of staff will support the student.
- Reasonable adjustments will be made for students with medical conditions, SEND or identified needs
- A toilet pass will be provided by medical needs.

## 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**

### Arbor

- Rewards will be entered on Arbor 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 Arbor app for parents
- HOKs and HODs will track this data in order to reward students or monitor progress and behaviour accordingly.
- Individual conversations will take place to address high and low scores in order to support students academic progress
- Any student who does not meet academy expectations may receive a range of sanctions on Arbor starting at B1, at each stage being given the opportunity to "fix" their behaviour choice. If they continue to display unwanted behaviour and refuse to follow instructions / show defiance - they may receive a B3 (Lesson Remove) that includes the remainder of the day in Internal Suspension (FTI) plus an after school detention on the same day.
- The member of staff who issued the sanction is expected to have a restorative conversation with the child during the same day after school detention or they may visit FTI to speak to the child during the school day.

### Celebration Assembly:

- HOKS will hold Celebration Assemblies at the end of each term.
- Subject departments will nominate students to receive student of the term
- Any member of staff can nominate a student for a particular act or reason.
- HOKS 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.

### **Attendance Rewards:**

High attendance is a key factor in supporting pupils to achieve their full potential. Regular attendance allows students to fully engage with their learning, build confidence, and make sustained progress over time, which is closely linked to stronger exam outcomes. These achievements help open pathways to further education, training, and a wide range of future careers. These rewards recognise and celebrate good attendance and positive improvements, as consistent attendance also helps young people develop valuable habits such as commitment and reliability, which are highly valued by employers and contribute to improved career prospects and future earnings.

- Weekly 100% attendance reward points +5 points each week (Fri-Thurs resetting each week)
- Termly 100% attendance rewards points +10 each term
- Weekly reward wheel (£20 amazon voucher) for students with 100% attendance (for the week) + 10 treat winners.
- Attendance champions cup, inter house attendance competition.
- Discretionary 'most improved attendance' rewards to be issued by form tutors.

Poor or changing patterns of attendance may be an indicator of safeguarding concerns or unmet need and will be monitored proactively.

### **Punctuality:**

- Improvement in punctuality reward points to be issued via Arbor by form tutors
- Should a student receive 5 late to lessons a notification will alert the DUTY and the student will be collected in FTI to serve a same day detention.
- Repeat patterns of poor punctuality will result in a parental attendance meeting with the EWO.

### **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 HOKs.
- 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.

### **Head Teacher Awards:**

- Every half term a letter and a reward voucher will be sent home to those students whose rewards points are 250 or above their behaviour points.

## Supporting Behaviour in the classroom

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**

#### **Low Level Behaviour Strategies**

- Instant starter: pace and engagement from the beginning
- Implement strategies outlined with SEND Profile, for relevant students
- Use of student names
- Engagement with parents – using the rewards / sanction system
- Give options and choices for behaviour – follow the policy
- Short, clear instructions
- Time checks - opportunity for student to “fix”
- Reinforce confidence: build the belief that they can do it
- Engagement – always on task and always with a focus
- 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 (Whiteboards)
- Walk around and circulate amongst the students (live marking)
- Remind and refer students to the Home School Agreement

#### **Positive behaviour strategies:**

- All rewards or sanctions promised must be recorded on Arbor and must be carried out by the member of staff.
- Seating Plans - Staff should decide on the seating plan for all classes and be recorded on Arbor.
- 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 –
- Staff must act within School Policy - complete consistency
- PIP and RIP should be utilised in all situations: Praise In Public, Reprimand In Private.

It is imperative that staff continue to use the REWARDS system in Arbor which has been embedded into school life and informs future participation on rewards trips/visits.

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	5 minutes Break/lunchtime (where possible)	B2
B3	Lesson Remove – remainder of day in isolation – Same day Detention	B3
B4	Fixed Term Inclusion – (FTI) Internal suspension	B4
B5	Suspension	B5

The consequence system is a sanction process designed to prevent poor choice of behaviour. It should only be used where a student is clearly demonstrating or continuing to demonstrate unwanted behaviour and either impacting on teaching and learning or having another negative impact on school life.

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.

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

Staff will make reasonable adjustments in line with individual support plans (e.g. EHCPs, SEND support plans), including adapting instructions, routines, and consequences where necessary.

The Academy recognises that behaviour may, at times, be a communication of unmet need, anxiety, trauma or emotional dysregulation. Staff will seek to understand underlying causes and provide appropriate support alongside sanctions where appropriate.

Reasonable adjustments do not remove high expectations, but may require adaptation to ensure fairness and equity

### **Rewards and Sanctions Summary**

The following posters are shared with students summarizing the typical behaviours and possible consequences. These are predominantly for behaviour in and around lessons. A more detailed table is provided later in this policy.

## 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
- A self-motivated and resilient learner within the classroom



- Exceptional homework
- Meet academy deadlines demonstrating independence
- Demonstrates independence and self-regulation by completing additional work and research outside of school.
- Role model high expectations via immaculate uniform, manners at all times
- Models resilience / growth mindset



- Makes every effort to ensure others learn
- Represent the academy at key events - Mass, Competitions, Open evenings etc
- Plan and deliver / lead an Act of Worship
- Exceptional participation in extra curricular activities
- Shows upmost respect to all members of the school
- Embraces opportunities such as student leadership - modelling academy values
- Someone who goes above and beyond expectation



Arbor

\*Rewards to be issued at the discretion of academy staff

# STM Behaviour Choice

## Consequence

Classroom Teacher

B1

- Inappropriate talk / chat
- Disturbing the learning of others
- Shouting out
- Show a lack of work / effort
- Answer back / challenge
- Questioning staff instructions
- Defiance
- Wasting time
- Interrupting
- Making fun of others
- Eating/ chewing / drinking
- Throwing an item

**B1: Formal Verbal warning**

**B2: Teacher Detention**

Arbor Alert



\*Duty team to actively encourage students back into lesson

Duty Team

B3

- Rudeness to class teacher
- Refusal to follow instructions
- Persistently disturbing learning of others
- Bullying
- Using offensive language
- Rudeness to any member of staff

**B3: Lesson Remove 30 minute Same Day detention**

Arbor Alert



SLT / Duty Team

B4

- Refusal to co-operate with staff
- Damaging the academy property
- Fighting
- Truancy / Walk out
- Use of foul or abusive language to any member of staff
- Displaying verbal or threatening behaviour
- Discriminatory behaviour
- Smoking / Vaping

**B4: Fixed Term Inclusion including break and lunch times**

**FTI + 30 minutes Same Day detention**



SLT

B5

- Fail internal inclusion
- Refuse SLT instructions / sanctions
- Physically assaulting another member of the academy
- Other serious issues

**B5: Suspension**

Parental meeting  
HOKS / SLT



\*Sanctions to be issued at the discretion of academy staff

## LESSON REMOVAL PROCESS

If a student has demonstrated poor behaviour which moves beyond a B2, the classroom teacher will alert the Duty team via Arbor (Emergency Alert) and a member of duty staff will attend as soon as possible to support the student, where possible to deescalate the situation and resolve the issue. Should the student not comply then they will be escorted to the FTI room where they will stay for the remainder of the day and then complete a same day detention.

While students' lesson remove number are reset each half term, historical behaviour data remains available to inform safeguarding, intervention and risk assessment

### **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
- Assistant / Head of Key Stage Report
- SLT Report
- Support/intervention from the Behaviour Engagement Lead
- Individualised pastoral and/or curriculum support (outlined within the PSP)
- Pastoral Support Plan
- External agencies e.g. Youth Offending Team
- Fixed Term Inclusion
- Suspension

### **Five removals from classes in a half term (5) – Stage 1 Report**

- Pastoral Pupil Passport (PPP) - Member of pastoral team / form tutor
- Phone call to parents/carer
- Student meets with Student Support
- Report issued / monitored by form tutor

### **Ten further removals (15) - Stage 2 Head of Key Stage Report**

- Pastoral Pupil Passport (PPP Reviews)
- Arbor Data Review
- Letter from the AHOKS
- Potential referral to agency support
- Student and parent/carer meets with Student Support / Head of Key Stage

### **Ten further removals (25) - Stage 3 Deputy Head Report**

- Pastoral Pupil Passport (PPP) Review
- Arbor Data Review
- Letter from the Deputy Headteacher
- Potential referral to agency support
- Student and parent/carer meeting with Head of Key Stage and Deputy Headteacher
- Fixed term inclusion or Suspension may also be issued
- Possible meeting of Governors disciplinary panel
- OSD considers should behaviour not improve

A Reintegration meeting to school will be completed by student, parents and school representative following return from every suspension. The purpose of the reintegration meeting is to support a successful return

to school, reduce the likelihood of repeat incidents and strengthen partnership between home and school. This should be logged in the main behaviour file and on CPOMS/ Arbor. A senior member of staff will be present at every Return to School meeting where practical. A pastoral support plan may be put into place at these meetings. However, the meeting should be restorative, review safeguarding issues and curriculum catch up together with a focus on parental partnership.

## **Behaviour for Learning Systems, Procedures and Interventions**

### **Duty Patrol**

- SLT / Middle Leaders will patrol the corridors every lesson
- They will respond to Arbor emergency alerts as quickly as is feasible
- Students should **remain in the classroom** until the SLT member arrives
- Students may 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 spend the remainder of the day in FTI and have a same day detention
- Students will be escorted to the FTI Room

### **Lesson Removes (based in FTI)**

- On arrival, students place their Phone Locker pouch on their desk
- They will be sat in an appropriate place by the member of staff
- Student will complete their work from the B3 lesson / TEAMS / Sparx / Bedrock / GCSE Pod
- Students should work silently while in FTI
- Students may be reminded that a Lesson Remove leads to all day in the FTI room and an automatic Same Day Detention and contributes towards further sanctions, as detailed in the BfL policy
- If they have failed FTI, SLT will make a decision regarding repeating the day
- The purpose of FTI is reflection, restoration and continued learning, not punishment alone
- Students in FTI will continue to access appropriate curriculum work and welfare support throughout the day.

### **Fixed Term Inclusion (FTI)**

- FTI is an alternative to external 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 / Sparx / Bedrock 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 9.20am to 3.50pm
- Students will have separate break and lunch times from their peers
- The purpose of FTI is reflection, restoration and continued learning, not punishment alone. Where appropriate, reflection may be with a member of staff outside of FTI.
- Students in FTI will continue to access appropriate curriculum work and welfare support throughout the day.

### **Preventing reoccurrence:**

The school will adopt a range of initial interventions strategies to support students to manage their behaviour and reduce the likelihood of suspension and permanent exclusion. This will be reinforced to help students understand the impact of their behaviour 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.

Examples 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
- 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.

### **Truancy:**

Should a student truant a lesson or form time this will result in an extended same day detention (1 hour).

If the student complies with handing in their phone/pouch they will be able to return to lessons and come back to serve their detention at the end of the day. If a student continues to refuse reasonable requests to comply, they will then be placed in FTI by Senior Team / Duty Staff for the remainder of the day in addition to the one-hour detention.

Students will be provided with work and expected to catch up on the work missed.

### **6<sup>th</sup> Day provision and Off-Site Direction (As a result of suspension)**

If a student is suspended, school must provide provision from the 6<sup>th</sup> day of the suspension in another school or alternative provision. Where possible, we will organise provision before the 6<sup>th</sup> day. Whilst placed at an alternative school students will be provided with work to access on-line or will be given paper-based work to complete. Attendance will be recorded as 'B- Educated off-site' when in attendance.

### **Off-Site Direction**

Students can be placed on a short-term off-site direction at the discretion of the Headteacher. This will provide a re-set period for the student and they will be directed to another secondary school within the local area. Off-site directions can be up to a maximum of 12 weeks and will be reviewed at regular intervals with both the home and host school and parents. Whilst on an off-site direction student will be dual registered with St Thomas More Catholic Academy remaining as the main school and retains safeguarding responsibility. Students will be marked as 'D- Dual Registered'.

Further details are available in the Alternative Provision Policy.

### **Local Authority Support**

School will work with the LAs Education Reengagement team in supporting the school and family to reduce the risk of permanent exclusion and to ensure the child's needs are appropriately met. This may include making referrals for short term AP placement, holding ROPE meetings (Risk of Permanent Exclusion) and COPE (Consideration of Permanent Exclusion Meeting).

## RESTRICTIVE INTERVENTIONS

The school adopts a safeguarding-first approach to behaviour, where restrictive interventions are minimised and only used as a last resort. Practice is underpinned by:

- Prevention through strong relationships and behaviour support
- Early identification of risk and de-escalation
- A focus on **pupil dignity, safety, and wellbeing at all times**

Restrictive interventions are **not used as punishment**.

Restrictive interventions include **any action that restricts a pupil's movement or liberty**, including:

- Physical restraint (reasonable force)
- Blocking or limiting movement
- Seclusion (supervised withdrawal where a pupil cannot leave)

### When Used

Staff may use reasonable force **only where necessary**, for example to:

- Prevent harm to pupils or others
- Prevent serious damage or disorder
- Prevent criminal behaviour

All use must be **necessary, proportionate, and time-limited**.

### Prevention

The school places strong emphasis on:

- De-escalation strategies
- Positive behaviour support
- Individual risk assessments and behaviour plans
- SEND-informed approaches

Staff are trained to use **non-restrictive strategies as the default**.

### SEND and Vulnerable Pupils

- Individualised behaviour and risk plans are in place where required
- Interventions account for additional physical and emotional risks
- The school takes proactive steps to reduce likelihood of interventions

### Recording and Reporting

- All significant incidents involving force or restriction are formally recorded on CPOMs
- Parents/carers are informed as soon as practicable (usually same day)
- Records include reason, type of intervention, duration, and outcomes
- Staff will have a de-brief with member of SLT and reflect post incident.
- Support for staff and students will be discussed with parents or members of staff as appropriate

### Seclusion

- Used only to prevent serious harm and always supervised
- Never used as a punishment and fully recorded and reported

All staff have a legal power to use reasonable force under Section 93 of the Education and Inspections Act 2006."

# MOBILE PHONES AND PHONE POUCH SYSTEM

The Academy is committed to providing a **safe, calm and purposeful environment** in which all students can learn effectively. In line with this, and in accordance with **Department for Education guidance**, mobile phone use during the school day is restricted. This reflects best practice seen in many schools locally and nationally, where such approaches have led to improvements in behaviour, safeguarding and learning.

## 1. Rationale

The use of mobile phones in school presents a number of risks, including:

- Distraction from learning
- Increased incidents linked to social media and online conflict
- Safeguarding concerns, including inappropriate use of cameras and messaging

The Academy's approach is designed to:

- **Strengthen safeguarding**, particularly in relation to online behaviour
- Ensure students can **focus fully on their learning**
- Maintain a **calm, orderly and safe environment** for all

## 2. Expectations

- Students in **Years 7–11 will be issued with a phone pouch free of charge.**
- If a student brings a mobile phone to school, it **must be secured in the pouch before entering the school site.**
- Pouches will be **checked by staff on arrival and during Form Time.**
- The pouch remains with the student throughout the school day.
- At the end of the day, students will unlock their pouch at designated unlocking stations.

Students who do not have a phone or pouch will be identified and recorded. Students who bring a phone without a pouch will be required to hand their phone in to the school office for collection at the end of the day.

## 3. Use of Mobile Phones

- Mobile phones must **not be seen, heard or used anywhere on the school site** during the school day.
- This includes corridors, social spaces, toilets and outdoor areas.

Any breach of this expectation will be treated as a **serious behaviour matter**.

## 4. Sanctions

- **Any mobile phone seen in school will be confiscated.**
- **Refusal to hand in the mobile phone will normally lead to an suspension (normally will be completed at another school)**
- Confiscated phones will only be returned to a **parent or carer at the end** the next day
- Phones confiscated on a Friday will be returned on the next school day.
- Repeated breaches will result in **escalated sanctions in line with the Behaviour Policy.**

## 5. Damage and Loss

- Students are responsible for the care of their phone pouch.
- **Any damage to the pouch will result in a charge (currently £25) for replacement.**

## 6. Exceptions

- Students with a **medical condition requiring access to a mobile phone** will be supported through an agreed adjustment (e.g. alternative pouch arrangements).
- These arrangements will be agreed in advance with the school and communicated to relevant staff.

## 7. Communication with Students

- In cases of emergency, parents/carers should contact the **school office**, and messages will be passed on promptly.
- In instances where there is a planned absence or a requirement to collect your child before the end of the school day eg, Medical or Dental appointment, this can be reported via the absence line on the morning of the planned absence.

## E-safety

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 and this behaviour policy. This includes the creation, possession or sharing of AI-generated inappropriate, threatening or sexually explicit content. The Academy recognises that child-on-child abuse, including sexual harassment and online abuse, is never acceptable and will never be dismissed as banter or part of growing up.

## 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
- mobile phones
- 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).

The Headteacher 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.

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
- Energy Drinks
- Medicines (which should be stored in the office)
- Aerosols

### **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.
- A witness should be present where possible
- Normally the search would be a same-sex search
- Searches will be conducted with due regard to safeguarding, privacy, dignity and the needs of pupils with SEND.

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.

The Academy will never undertake intimate or strip searches. Any such search will only be carried out by police in line with statutory guidance.

### **Behaviour Beyond the School Gate**

Sanctions may apply to off-site behaviour and behaviour beyond the school day. This includes the following

- travelling to and from school
- online conduct
- social media conflict between students
- behaviour affecting school reputation
- criminal behaviour outside school

## SANCTIONS / Consequences and Responsibilities:

This is not an exhaustive list

Possible behaviours (not exhaustive)	Suggested/Possible <u>consequences</u>	Who?
<ul style="list-style-type: none"> <li>• Persistent lateness to school</li> <li>• Off-site at break / lunchtime without permission</li> </ul>	<ul style="list-style-type: none"> <li>• Punctuality report</li> <li>• Fixed Term inclusion (FT)</li> <li>• Education Welfare support</li> <li>• Parental interviews</li> </ul>	<ul style="list-style-type: none"> <li>• Form Tutor /HOKS</li> </ul>
<ul style="list-style-type: none"> <li>• Rudeness/ unacceptable / defiant behaviour outside of lesson time</li> </ul>	<ul style="list-style-type: none"> <li>• Fixed Term Inclusion (FTI)</li> <li>• Same Day Detention</li> </ul>	<ul style="list-style-type: none"> <li>• HOKS / SLT</li> </ul>
<ul style="list-style-type: none"> <li>• Overt and/or persistent refusal to follow instructions: defiance</li> </ul>	<ul style="list-style-type: none"> <li>• Fixed Term Inclusion (FTI)</li> <li>• Same Day School Detention (SSD)</li> </ul>	<ul style="list-style-type: none"> <li>• HOKS / SLT</li> </ul>
<ul style="list-style-type: none"> <li>• Physicality towards other students</li> </ul>	<ul style="list-style-type: none"> <li>• Fixed Term Inclusion (FTI)</li> <li>• ASD</li> <li>• Suspension</li> <li>• Pastoral Support Plan</li> <li>• Report Card</li> </ul>	<ul style="list-style-type: none"> <li>• HOKS / SLT</li> </ul>
<ul style="list-style-type: none"> <li>• Internal truancy</li> </ul>	<ul style="list-style-type: none"> <li>• 1 hour detention (further defiance will lead to FTI in the first instance)</li> </ul>	<ul style="list-style-type: none"> <li>• HOKS / SLT</li> </ul>
<ul style="list-style-type: none"> <li>• Smoking / Vaping</li> </ul>	<ul style="list-style-type: none"> <li>• Fixed Term Inclusion (FTI)</li> <li>• SSD</li> <li>• Loss of free time</li> </ul>	<ul style="list-style-type: none"> <li>• HOKS / SLT</li> </ul>
<ul style="list-style-type: none"> <li>• Out of control / dangerous behaviour/ health and safety risk</li> </ul>	<ul style="list-style-type: none"> <li>• Fixed Term Inclusion (FTI)</li> <li>• Suspension</li> <li>• Reconciliation / Restorative justice</li> <li>• Detention</li> <li>• Parental interviews</li> <li>• Report Card</li> </ul>	<ul style="list-style-type: none"> <li>• HOKS / SLT</li> </ul>
<ul style="list-style-type: none"> <li>• Bullying (refer to Anti-Bullying Policy)</li> </ul>	<ul style="list-style-type: none"> <li>• Fixed Term Inclusion (FTI)</li> <li>• Suspension</li> <li>• Restorative justice</li> <li>• Parental communication</li> <li>• External agencies (if warranted)</li> <li>• Restorative Justice</li> <li>• Pastoral Support Plan</li> <li>• </li> </ul>	<ul style="list-style-type: none"> <li>• HOKS / SLT</li> </ul>

<ul style="list-style-type: none"> <li>• Discrimination, harassment and victimisation.</li> </ul>	<ul style="list-style-type: none"> <li>• Fixed Term Inclusion (FTI)</li> <li>• Suspension</li> <li>• Restorative justice</li> <li>• Parental communication</li> <li>• External agencies (if warranted)</li> </ul>	<ul style="list-style-type: none"> <li>• HOKS / SLT</li> </ul>
<ul style="list-style-type: none"> <li>• Inappropriate online behaviour (including bullying, inappropriate language, sharing of inappropriate images / videos (nudes))</li> </ul>	<ul style="list-style-type: none"> <li>• Fixed Term Inclusion (FTI)</li> <li>• Suspension</li> <li>• Restorative Justice</li> <li>• Parental communication</li> <li>• External agencies (if warranted)</li> </ul>	<ul style="list-style-type: none"> <li>• HOKS / SLT</li> </ul>
<ul style="list-style-type: none"> <li>• Sexual Harassment / Violence</li> </ul>	<ul style="list-style-type: none"> <li>• Fixed Term Inclusion (FTI)</li> <li>• Suspension</li> <li>• Parental communication</li> <li>• Restorative justice</li> <li>• External agencies (if warranted)</li> <li>• Off-Site Direction</li> </ul>	<ul style="list-style-type: none"> <li>• HOKS / SLT</li> <li>• Headteacher</li> </ul>
<ul style="list-style-type: none"> <li>• Making a malicious allegation against staff</li> </ul>	<ul style="list-style-type: none"> <li>• Fixed Term Inclusion (FTI)</li> <li>• Parental communication</li> <li>• Suspension</li> <li>• Report Card</li> <li>• Pastoral Support Plan</li> </ul>	<ul style="list-style-type: none"> <li>• HOKS / SLT</li> </ul>
<ul style="list-style-type: none"> <li>• Failure of SLT Report Card</li> </ul>	<ul style="list-style-type: none"> <li>• Fixed Term Inclusion (FTI)</li> <li>• Suspension</li> <li>• Governors' Disciplinary Panel</li> </ul>	<ul style="list-style-type: none"> <li>• SLT</li> <li>• Headteacher</li> </ul>
<ul style="list-style-type: none"> <li>• Failure of Fixed Term Inclusion</li> </ul>	<ul style="list-style-type: none"> <li>• Repeated time in FTI</li> <li>• Suspension</li> </ul>	<ul style="list-style-type: none"> <li>• SLT</li> <li>• Headteacher</li> </ul>
<ul style="list-style-type: none"> <li>• Drinking on the school premises / bringing alcohol in to school</li> </ul>	<ul style="list-style-type: none"> <li>• Fixed Term Inclusion (FTI)</li> <li>• Suspension</li> </ul>	<ul style="list-style-type: none"> <li>• SLT</li> <li>• Headteacher</li> </ul>
<ul style="list-style-type: none"> <li>• Damage of school Property / vandalism</li> </ul>	<ul style="list-style-type: none"> <li>• Fixed Term Inclusion (FTI)</li> <li>• Suspension</li> </ul>	<ul style="list-style-type: none"> <li>• SLT</li> <li>• Headteacher</li> </ul>
<ul style="list-style-type: none"> <li>• Theft</li> </ul>	<ul style="list-style-type: none"> <li>• Fixed Term Inclusion (FTI)</li> <li>• Suspension</li> </ul>	<ul style="list-style-type: none"> <li>• SLT</li> <li>• Headteacher</li> </ul>
<ul style="list-style-type: none"> <li>• Swearing at Staff / verbal abuse of staff</li> </ul>	<ul style="list-style-type: none"> <li>• Fixed Term Inclusion (FTI)</li> <li>• Suspension</li> </ul>	<ul style="list-style-type: none"> <li>• SLT</li> <li>• Headteacher</li> </ul>
<ul style="list-style-type: none"> <li>• Incident of Persistent defiance / non-cooperation of school rules</li> </ul>	<ul style="list-style-type: none"> <li>• Fixed Term Inclusion (FTI)</li> <li>• Suspension</li> <li>• Report Card</li> <li>• Governors' Disciplinary Panel</li> </ul>	<ul style="list-style-type: none"> <li>• SLT</li> <li>• Headteacher</li> </ul>
<ul style="list-style-type: none"> <li>• Physical contact with a member of staff</li> </ul>	<ul style="list-style-type: none"> <li>• Fixed Term Inclusion (FTI)</li> <li>• Suspension</li> <li>• Permanent exclusion</li> </ul>	<ul style="list-style-type: none"> <li>• Headteacher</li> </ul>

<ul style="list-style-type: none"> <li>• Indecent behaviour / Sexual Assault or abuse</li> </ul>	<ul style="list-style-type: none"> <li>• Suspension</li> <li>• Permanent exclusion</li> </ul>	<ul style="list-style-type: none"> <li>• Headteacher</li> </ul>
<ul style="list-style-type: none"> <li>• Actual or threatened violence against another student</li> </ul>	<ul style="list-style-type: none"> <li>• Suspension</li> <li>• Permanent exclusion</li> </ul>	<ul style="list-style-type: none"> <li>• Headteacher</li> </ul>
<ul style="list-style-type: none"> <li>• Threats of violence against staff</li> </ul>	<ul style="list-style-type: none"> <li>• Suspension</li> <li>• Permanent exclusion</li> </ul>	<ul style="list-style-type: none"> <li>• Headteacher</li> </ul>
<ul style="list-style-type: none"> <li>• Serious Physical assaults on other students</li> </ul>	<ul style="list-style-type: none"> <li>• Suspension</li> <li>• Permanent exclusion</li> </ul>	<ul style="list-style-type: none"> <li>• Headteacher</li> </ul>

- This is not an exhaustive list and there may be other situations where the Headteacher makes the judgment that suspension or exclusion is an appropriate sanction.
- The Exclusion Policy provides further guidance for suspensions and permanent exclusions.
- St Thomas More will normally permanently exclude in relation to drugs/ illegal substances instances. Drug incidents can involve situations involving illegal and other unauthorised drugs. This includes substances that are believed to be controlled drugs or legal highs.
- Students will normally 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.
- St Thomas More will also normally permanently exclude for possession of offensive weapons and assaults on members of 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.

In all instances regarding suspension or permanent exclusion, the Academy will consider its duties under the Equality Act 2010, the Children and Families Act 2014 and current DfE statutory guidance.

### 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;
- Support the schools "Phone Locker" approach and remind my child to follow the rules
- 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;
- 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
- Wear full academy uniform – failure to do so may result in being sent home to change
- Make sure my smartphone is securely locked in my Phone Locker pouch throughout 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 reasonable staff instructions promptly and respectfully.
- 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\*