



ST THOMAS MORE CATHOLIC SCHOOL

*To lead those in our care to grow in their faith
and to benefit from an enriching education*

BEHAVIOUR POLICY

PRINCIPLES

'Love is always patient and kind; it is never jealous; love is never boastful or conceited; it is never rude or selfish; it does not take offence, and is not resentful. Love takes no pleasure in other people's sins but delights in the truth; it is always ready to excuse, to trust, to hope, and to endure whatever comes.'

1 Corinthians 13

Whilst being sympathetic to individual students, we will strive to balance, appropriately, the needs of the few with the greater needs of the community.

GENERAL

Whilst being sympathetic to individual pupils, we shall strive to balance appropriately, the needs of the few with the greater needs of the community.

AIMS

Our aim is to be found in the vision statement for the school. We want pupils to be models of good behaviour, responding to adults and to their peers with polite manners and a respectful attitude. We want the school to have a reputation for being strict and insistent upon good behaviour. We want to prevent bullying and ensure that pupils focus on their learning. We expect our pupils to recognise the need to behave in a Christian way and to recognise their duty of contributing towards the building of a cohesive community.

Pupils will be taught to take responsibility for their own actions and to accept the consequences of their choices. We aim to care for the individual, supporting both perpetrators of poor behaviour and victims who suffer because of it. We will not vilify the perpetrator but seek to change their behaviour. Ultimately, we aspire to our young people becoming independent, self-disciplined and self-regulating learners. We will strive to ensure the right balance of reward and sanction to achieve this end.

In compiling our policy the governors have had regard to the appropriate sections of the Education and Inspection Act 2006.

RESPONSIBILITY

The Executive Headteacher and Head of School will be responsible for the implementation and day-to-day management of the policy and procedures.

Staff (including senior staff, teachers, support staff and unpaid staff) will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in advising staff in senior leadership roles on the effectiveness of the policy and procedures. They also have responsibility, with the support of the Executive Headteacher and Head of School, for creating a high

quality learning environment, teaching positive behaviour for learning and implementing the agreed policy and procedures consistently.

The Governing Body, Executive Headteacher, Head of School and staff will strive to ensure that all are treated appropriately and consistently and that the concerns of students are listened to and dealt with. The Governors acknowledge, at the same time, their duties under the Equality Act 2010 and their responsibilities to safeguard and promote the welfare of children, including those with mental health concerns and those with Special Educational Needs (SEN).

Parents and carers will be expected, encouraged and supported to take responsibility for the behaviour of their child both inside and outside the school. The school will encourage parents to work in partnership with the school to assist it in maintaining high standards of desired behaviour and will be actively encouraged to raise with the school any issues arising from the operation of the policy. On their child's entry to the school, parents sign the Home-School Agreement, agreeing to our standards of behaviour and cooperation with any sanctions imposed. Saturday morning detentions are part of the school's disciplinary code and all parents are required to comply with this governor endorsed sanction.

SPECIFIC RESPONSIBILITIES

- The Executive Headteacher will be responsible for ensuring that this policy is implemented and for reporting to Governors on its impact. Inclusion and exclusion figures will be reported to the Governors.
- The Head of School and staff will be responsible for applying the principles identified above when implementing the policy.
- The governors will monitor behaviour in the School using a variety of means.
- Parents are expected to support the sanctions imposed by the School.

PERMANENT EXCLUSION

Permanent exclusion of a pupil could be triggered by a one-off serious incident or an accumulation of behaviours that may fall into the category(ies) below. These behaviours may be out of school or occurring in school. The list below is not necessarily exhaustive.

- Serious or threatened violence.
- Sexual abuse, assault or threat.
- Supplying illegal substances.
- Carrying/secreted an offensive weapon such as a knife.
- Health and safety infringement eg fireworks, computer hacking.
- Gang membership.
- Pornography.
- Inciting violence.
- Robbery or threatened robbery.
- Behaviour not in keeping with British values eg Expressing 'extreme' views.
- Fighting or causing physical harm.
- Bullying behaviour, particularly if repeated.
- Repeated defiant behaviour eg failure to obey legitimate instructions.

WHAT WE EXPECT OF OUR PUPILS:

- To behave at all times in an orderly manner paying due courtesy and respect to other members of the school, adults, other children, visitors and the general public. This includes non-criminal

or criminal bad behaviour; street gang affiliation or bullying, away from school premises, which the school becomes aware of through any source.

- To comply with the modifications that the school has and will put in place in order to ensure that the school is Covid-19 secure. Whilst on premises, pupils should behave in a safe way, avoiding risky behaviour and socially distancing when possible. During online lessons, pupils are expected to behave courteously, responding appropriately to teachers and obeying instructions.
- To respond promptly and obediently, without questioning, to the instructions of staff.
- To be mindful: never malicious, in thought or deed, and never bearing false witness against pupils or staff.
- To show respect for other people's property, the school and its environment.
- To arrive on time for school, lessons and all other scheduled activities in school and to work to the best of their ability.
- To achieve better than 95% attendance each academic year.
- To always be well-presented both in manner and in dress.
- To have pride in themselves.
- To maintain a healthy and active lifestyle.
- To comply with any sanctions.

Any infringement to the expectations of the school is liable to punishment and sanctions, examples of which can be found in the guidelines tariff of sanctions which is issued to staff.

OUR GUIDING PRINCIPLES

- Good behaviour is a prerequisite to quality learning.
- All students have the right to learn and achieve their potential and the responsibility to let others do the same.
- We will deal with any transgression promptly and with respect for the individual.
- We aim to prevent and challenge peer-on-peer abuse so that it is not normalised or trivialised by maintaining a whole-school approach, a culture of respect and by not tolerating wider behaviours, including but not limited to, sexist and sexual bullying, sexual harassment, sexual violence and upskirting.
- The school will encourage parents to work in partnership with the school and will do our best to ensure a good working relationship.
- We will listen to all pupils and respond to their concerns.
- Good behaviour is the responsibility of all staff.
- We will expect our pupils to be ambassadors for the school, behaving well at school but also when travelling to school or from school and in local areas or when participating in school connected events such as trips.
- We recognise that poor behaviour is sometimes the result of unmet needs, special needs or issues of mental health. We will endeavour to recognise the signs and symptoms resulting from these needs and issues, in order to put in place preventative measures to support the individual. Decisions to impose sanctions will take into account such extenuating circumstances and will be proportionate.
- The most effective approach to behaviour management is a positive approach – it is our role to promote the best in every student. Rewards therefore should be balanced with sanctions.

STRATEGY

In order that this aim is achieved, staff at St Thomas More Catholic School will:

- Establish and set out formally, in various documents such as the Pupil Journal, our expectations of what constitutes good behaviour and the standards we expect.
- Reference examples of unacceptable behaviour so that pupils understand what is expected.

- Operate and update for staff, at least annually, a ‘Tariff’ system of guideline punishments for behaviour infringements, thereby promoting consistency. There is obviously some staff discretion to be exercised according to particular circumstances.
- Operate a recording system to note and deter incidents of poor behaviour, facilitating a clear picture of the pupils’ infringements.
- Work to strengthen our Catholic Ethos, encouraging all to live the Gospel values.
- Strive for fairness and consistency in the management of pupils.
- Develop and reinforce positive attitudes towards activities that promote community cohesion.
- Celebrate and reward effort and achievement e.g. through praise and, more formally, through commendations and Epraise points.
- Encourage departments to develop their own complementary policies on behaviour to reinforce school systems e.g. postcards home.
- Place pupils with barriers to learning and/or behaviour difficulties in the Learning Support Centre and Reflection Room. The purpose of these facilities is to help the pupils to: improve their behaviour and relationships; rehabilitate so that the school is able to re-integrate them, in a staged way, into the mainstream.
- Provide staff with regular in-service training which is targeted at enhancing behaviour management skills.
- Support, train and empower staff to use reasonable force to prevent pupils from hurting themselves, hurting others or behaving in a way that is detrimental to the maintenance of good order.
- Empower staff to discipline children both at school and in the local area and on school events and trips that take place outside school.
- Identify those with persistent disruptive behaviour and refer pupils to outside agencies and/or use consultants, if considered appropriate, to support pupils in improving their behaviour.
- Not allow disruptive or challenging behaviour to mar lessons or prevent others from learning.
- Use prefects and a peer mentoring system to model and enforce good behaviour.
- Endeavour to identify signs of extremist or radicalised behaviour and respond, swiftly, by working with the relevant external agencies.

STANDARDS FOR GOOD SIXTH FORM BEHAVIOUR

When entering the Sixth Form of St Thomas More Catholic School students must appreciate that they are joining a learning community. The school expects our Sixth Formers to understand that the school is a place of work and learning, to occur in a quiet and civilised manner. This recognises the rights of other members of our school community to work without interruption and distraction. When Sixth Formers are not taking part in timetabled lessons supervised private study will take place, elsewhere, where Sixth Formers are expected to sign in and use their time effectively. Sixth Formers should also actively seek to become ambassadors within the school, becoming prefects, mentors and positive role models to the younger school community.

The Sixth Form will follow the same behaviour systems as the rest of the school. In addition, however, a **three strike** approach will be followed for those students who cannot meet the school’s expectation for behaviour (including, but not limited to, uniform, punctuality, attendance and work ethic). If a Sixth Form student persistently fails to meet the school’s expectations, that student will no longer be permitted to continue with their course of studies at St Thomas More Catholic School.

This policy will be reviewed on an annual basis:

*This policy was agreed in December 2004
 This policy was reviewed on 7 November 2005
 This policy was reviewed on 18 January 2007
 This policy was reviewed on 22 October 2008
 This policy was reviewed on 27 January 2009
 This policy was reviewed on 28 February 2011*

This policy was reviewed on 31 January 2013
This policy was reviewed on 12 June 2014
This policy was reviewed on 11 February 2015
This policy was reviewed on 1st December 2015
This Policy was reviewed on 28 March 2017
This policy was reviewed on 20 March 2018
This policy was reviewed on 17 March 2020
This policy ws reviewed on 23rd November 2021

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APPENDIX

IMPORTANT SCHOOL RULES (Obey legitimate instructions. Defiance and/or disobedience can lead to exclusion and permanent exclusion in extreme cases. This list is not intended to be exhaustive and applies to, from and at school)

- To be punctual to school and to lessons. We may consider lateness as a disciplinary offence.
- No smoking.
- No illegal drugs or “legal highs”.
- No alcohol, pornography, stink bombs, lasers, fireworks, weapons or any items which can serve as weapons, stolen items, tobacco or other smoking materials, or any other items likely to cause disorder. (All such items may be confiscated). Infringement may lead to permanent exclusion.
- No offensive weapons e.g. a knife, knife blade or razor blade; any other article which has a blade or is sharply pointed such as a metal afro comb; anything which is made, or adapted to cause injury. E.g. a laser; any imitation or real firearms (any infringement is likely to result in permanent exclusion).
- No involvement or association with street gangs (this is likely to result in a permanent exclusion).
- Chewing gum is prohibited and will result in an X.
- Mobile phones and devices with Internet or filming capabilities are banned at all times (7 day confiscation in first instance, 6 weeks in the second instance and a third offence will result in the mobile phone being confiscated and not returned until the last day of the following half term). We reserve the right to pupils if we suspect they are in possession of any banned item. Confiscated items may also be examined for harmful, pornographic or inappropriate content.
- Keep to the left on stairs and corridors and remain silent while moving around the building.
- Uniform to be worn properly and conventionally. (Key Stage 3 and 4 pupils should not wear make-up and Sixth Form students may wear it subtly).
- Headphones not on show, unless during breaktime.

- No hooded sweatshirt tops.
- Earrings should be small gold or silver studs or sleepers, one pair only worn in the lower lobe. No other piercings or tattoos. No other jewellery except a plain watch. Wearable technology is not allowed e.g. Apple watch.
- Hairstyles must be conventional: not exaggerated, lined, or coloured. Eyebrows must be natural. Boys must not have long or untidy hair as judged by the Head of School or appointed staff.
- Books and equipment should be carried in a strong bag (school bag) capable of being closed with a zip or buckle.
- Pupils should carry a reading book.
- No horseplay, play fighting or fighting.
- No incitement to violence, threatening and/or aggressive behaviour (in severe or repeat cases this may lead to permanent exclusion).
- Only small amounts of money (less than £10) should be brought to School in normal circumstances, though it is preferred that pupils bring no money at all. Money must not be lent or borrowed and there must be no buying or selling between peers.
- We reserve the right to search pupils, with or without their consent.

ANTI-BULLYING – sent to Parents March 2017 (paraphrased)

We define bullying as ‘a *persistent* attempt by one person or group to exert control in an anti-social and detrimental way over another person or group’. Bullying behaviour is often, but not necessarily, premeditated and usually forms a sustained pattern of behaviour, rather than being an isolated incident. As there are many forms of bullying, our policy is to examine each incident individually and decide on the appropriate action in each case. Examples of the major different types of bullying are listed in the student Journal but might include: hitting, kicking, teasing, racist or sexist name-calling, ignoring people, interfering with property, cyber-bullying through social networks, etc.

As a general philosophy, the governors and Executive Headteacher are determined that any cases of alleged bullying will be investigated and any bullying will be dealt with efficiently and robustly. We are very aware that incidents at school often have consequences that occur outside school hours and off school premises. Please be reassured that we will deal with all cases of alleged bullying if they involve our students. The governors’ sanctions extend to permanent exclusion in the most severe or repeated cases.

In the first printed section of the pupil Journal, there is a page related to bullying and safeguarding/child protection. This is an indication of how seriously the topic is taken at St Thomas More Catholic School. We ask in the Journal that any cases of bullying are reported to the appropriate Head of Year. However, parents may feel so strongly that they want the reassurance of the issue being passed to and supervised directly by a member of the senior management. Mr Lusardi is the Pastoral Director and Anti-Bullying Tsar in charge of overseeing our anti-bullying measures.

GUIDELINE SANCTIONS

EXAMPLES OF ACTION TO CORRECT POOR BEHAVIOUR

(This list is not intended to be exhaustive).

Action taken:	Implemented by:
Non-verbal communication Word of correction Reminder of normal rules Change of seats Confiscation (confiscated items may be returned at the Head of School’s discretion at a time determined by him) Warning of the consequence of repeated poor behaviour Task to help teacher Use of Journal	Any staff can implement these sanctions where appropriate

<p>Teacher Detention Sent to Head of Year or Senior Leadership Phone call home Letter home Referral to Head of Department Isolation within Department Department Detention Community Service or imposition of a task or tasks</p>	
<p>Use of daily On Report system Litter picking Head of Department Meeting with Family Referral to Reflection room Referral to Head of Year Friday and/or Saturday detention Head of Year Detention Exclusion from school activities Head of Year Meeting with Family Pastoral Support Plan Referral to Mentor Referral to SEN (Special Educational Needs/Additional Needs department)</p>	<p>Middle Managers and Senior Leadership can and should implement these sanctions, where appropriate</p>
<p>Referral to Assistant Head Teacher Referral to Deputy Head Teacher Referral to Head of School Senior Leadership Meeting with Family</p>	<p>Senior Leadership implementation</p>
<p>Placement in Learning Support Centre Fixed Term Exclusion with Re-Integration Meeting Managed moves to other secondary schools Alternative Provision (other education providers)</p>	<p>Head of School, Deputy Head and Pastoral Director</p>
<p>Appearance before Governors' Disciplinary committee Permanent Exclusion</p>	<p>Head of School, Executive Headteacher and Governors</p>

Further information on the use of the X system, Learning Support Centre, Reflection Room and SEN, can be found in the Staff Handbook. There is also a tariff of sanctions.