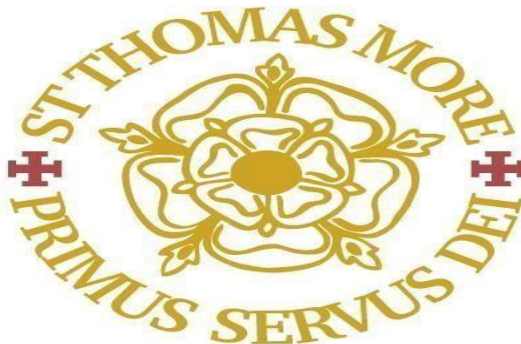




Behaviour for Learning Policy

St Thomas More Catholic Secondary School

‘One body in Christ’



Policy last reviewed: September 2023

Policy renewal: September 2024

Committee responsible: Inclusion

Lead member of staff: V Millar

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Associated Resources

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101597/Behaviour_in_schools_guidance_sept_22.pdf

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1181584/Suspension_and_permanent_exclusion_guidance_september_23.pdf

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching_Screening_and_Confiscation_guidance_July_2022.pdf

https://assets.publishing.service.gov.uk/media/5a7e3237ed915d74e33f0ac9/Equality_Act_Advice_Final.pdf

https://assets.publishing.service.gov.uk/media/5a819959ed915d74e6233224/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

<https://assets.publishing.service.gov.uk/media/5ce6a72e40f0b620a103bd53/supporting-pupils-at-school-with-medical-conditions.pdf>

https://assets.publishing.service.gov.uk/media/5a7dcb85ed915d2ac884d995/SEND_Code_of_Practice_January_2015.pdf

RATIONALE

We are a community based upon the strong Catholic Christian values of Faith, Hope and Love. The ethos of our school is that it promotes inclusion and the valuing of each individual, encouraging self-esteem, self discipline and mutual respect.

As such we expect high standards of behaviour, politeness, courtesy and co-operation from all members of the school community. We encourage and reward good behaviour and work of a high quality. We believe that all members of our community should be able to learn and achieve their full potential in a safe, secure and orderly environment where everyone is treated with respect.

In applying this policy we acknowledge our legal duties under the [Equality Act 2010](#) in respect of safeguarding and in respect of students with special educational needs and disabilities (SEND)

The Department for Education (DfE) advises that a school's behaviour policy should contribute to improving the quality of pupil behaviour. It states that;

The Headteacher of a maintained school must determine measure which aim to:

- Encourage good behaviour
- Secure an acceptable standard of behaviour of pupils
- Promote, among pupils, self-discipline and proper regard for authority
- Prevent all form of bullying (including cyber bullying, prejudice-based and discriminatory bullying
- Ensure that pupils complete any tasks reasonably assigned to them in connection with their educations; and
- Otherwise regulate the conduct of pupils

Behaviour in schools, advice for headteachers and schools' staff, DfE (2022)

Aims

1. To create a positive learning community with a commitment to the continuous development of all our students, staff and resources.
2. To foster positive relationships within the school community and to encourage self-esteem, dignity and respect for others.
3. To provide a curriculum, facilities and resources which enable every individual to develop his/her potential and become a valuable member of society.
4. To provide a safe, welcoming and stimulating environment in which everyone can work in harmony and with purpose.
5. To create an environment which is free from disruption, violence, bullying and any other form of harassment.
6. Have clear rewards and sanctions in place to encourage good behaviour and deal with unacceptable behaviour consistently and fairly.

Objectives

- 1a. Teaching and learning reflects the needs and interests of all students.
- 1b. Lessons are well planned, resourced and imaginative, ensuring engagement and enjoyment of learning.
- 1c. Staff professional development promotes expertise in the classroom as the highest of all priorities.
- 2a. All staff model the behaviour we expect to see in students and particularly so at moments of disagreement.
- 2b. Every student receives respect, understanding and tolerance through the application of each school procedure for promoting good behaviour.
- 3a. To facilitate curriculum provision to meet the individual needs of all students through curriculum planning and high-quality differentiation.
- 3b. Students are routinely and explicitly rewarded for positive behaviour which leads to successful learning.
- 4a. Classrooms are well laid out to promote high quality learning, high levels of pupil engagement and avoid unnecessary disruption.
- 4b. Behaviour for learning expectations are displayed in classrooms and around school.
- 4c. Corridors are an extension of the classroom with teachers and students responsible for promoting positive behaviours in and out of the classroom.
- 4d. Class teachers and support staff to always be in a position to welcome students to a classroom in an organised way ahead of the scheduled start of the lesson.
5. All staff, students and parents to have an awareness of the Behaviour for Learning and Antibullying policy and apply these consistently and fairly.
- 6a. Rewards and Sanctions procedures are made known and promoted to staff, students and parents/carers.
- 6b. Staff apply consistently and calmly the school rules and the stepped behaviour for learning procedure.

- 6c. All students are rewarded for positive behaviour and learning creating culture of reward and positive reinforcement is active in all classrooms.
- 6d. Staff support students in managing their behaviour.

Race, Gender and Disability Equality Monitoring

Does this policy have any implications for race, gender and disability equality?

Yes, because we need to ensure that all pupils of whatever ethnic background or gender or disability feel safe.

If 'yes', will it advantage or disadvantage any particular group?

No, it will not disadvantage any particular group - all students, regardless of background or ability will be treated equally.

How will this policy if relevant, promote good relations?

By improving self-esteem of all students, good relations are encouraged.

(Monitored by: Inclusion Committee)

POLICY INTO PRACTICE

"Love one another as I have loved you"

Our Behaviour for Learning policy recognises the right of **every individual** in our community to teach and to learn without disruption, and to be given opportunities to develop his or her talents in a caring, respectful and supportive environment.

Advice is provided to head teachers and school staff from the Department for Education on developing behaviour policy and explains the powers members of staff have to discipline pupils. The purpose of the guidance is to provide an overview of the powers and duties for school staff. Some key points and considerations identified in the advice are:

- The decision to sanction a pupil is made by a paid member of school staff (but not one who the headteacher has decided should not do so) or an unpaid member of staff authorised by the headteacher
- The decision to sanction the pupil and the sanction itself are made on the school premises or while the pupil is under the lawful charge of the member of staff
- Schools have the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable.
- Parental consent is not required for detentions
- Detentions can be held at any of the following times;
 - any school day where the pupil does not have permission to be absent;
 - weekends during term – except a weekend during, preceding or following the half term break, or
 - non-teaching days – usually referred to as ‘training days’, ‘INSET days’ or ‘non-contact days’, except if it falls on a public holiday, on a day which precedes the first day of term, during the half term break, or after the last school day of the term.

Behaviour in schools; advice for headteachers and school staff, DfE, Sept 2022

The advice states that it is for individual schools to develop their own best practice for managing behaviour in their school. For copies of the documents that outline the specific school expectations listed below, please refer the Appendix 1.

- Uniform expectations
- Our Values
- Recognition Staircase
- Rewarding Positive Behaviour
- Consequence Staircase
- Canteen Expectations
- Out of class expectations
- Break / lunchtime outside activity rules and guidelines
- Consequences for wearing unsuitable jewellery

Good behaviour should be encouraged through a mixture of high expectations, clear policy and an ethos which fosters discipline and mutual respect between pupils, staff and parents. To this end individuals have certain rights and responsibilities which are outlined in the rest of this section.

Student rights

- Students have the right to be treated with respect and care.
- Students have the right to be protected from discrimination, bullying and intimidating behaviour.
- Students have the right to be treated fairly.
- Students have the right to a fresh start.
- Students have the right to be told the truth and to be listened to.
- Students have a right to learn in peace and harmony, free from distracting and disrupting behaviours.

Student responsibilities

- Students should treat each other fairly, giving everyone an opportunity to contribute, and with respect and care.
- Students should be considerate in their actions towards others, and refrain from behaviour which humiliates or hurts others.
- Students should recognise, tolerate and celebrate their individual differences.
- Students should show empathy to others, consider others' feelings and they should forgive others and not bear grudges.
- Students should tell the truth at all times.
- Students should do their best for themselves and for the community, use their talents to help others, show appreciation and humility.
- Students should trust in and promote justice.

Parental responsibilities

As a school we will ensure that parents are kept informed of all aspects of their child's education. This includes their attendance, academic progress, work ethic and behaviour. Parents are asked to support the school in its Mission Statement and are asked along with students to sign a Home-School Agreement as an indication of their support for the school ethos and its Code of Conduct.

Parents have a very important role to play in supporting their child's learning. This includes showing a regular interest in their work, helping to get them organised and celebrating their achievements. In order to help your child achieve these aims we ask you to:

- Ensure your child has excellent attendance and punctuality and is fully equipped for school.
- Work in partnership with the school in the promotion of good behaviour by emphasising the importance of your child's responsibilities.
- Ensure that your child wears correct uniform.
- Praise achievement wherever this may occur – within lessons, regular extra-curricular activities or special events.
- Support the school Homework Policy.

- Contact your child's tutor if there are circumstances or concerns which may affect your child's work or behaviour.
- Attend all Parents' Evenings and relevant Information Evenings. Where this is not possible make alternative arrangements to discuss academic and pastoral progress with relevant staff.
- Attend re-integration meetings after an Isolation, Seclusion or Suspension.
- Try to ensure that there is a quiet place for your child to work at home.

All Staff responsibilities

All staff will be consistent in applying the school's Behaviour policy and ensure that every student is treated with care and respect.

- Greet pupils at classroom door in a positive way at the start of every lesson and tutor time, thus enabling supervision of all areas between lessons and a positive start to the lesson for those pupils arriving on time.
- Dismiss pupils in an orderly way – ensuring that pupils in the corridor are moved on swiftly before releasing more pupils.
- Address lateness – noted accurately on each Bromcom register and follow-up as per school procedure. Pupils detained at the end of a lesson need an email/note sent to the teacher of the next lesson with the exact time they were released.
- A note must be given to any pupil out of lesson for a valid reason.
- Staff to address any problems out of lesson times such as use of wrong stairs, hats on in the building, trainers etc. and follow up any pupils who refuse to follow instructions using a graduated response as per the school discipline procedure.
- Staff are to **record on Bromcom** use of any mobile phone, iPod or other such items if they are out anywhere in the building/school site.
- Form tutors to remind pupils that all people in the school are to be respected and that all adults have authority and can discipline students even if they are not their subject teachers or form tutors/Progress Coordinator.

Heads of Department responsibilities

- Monitor teaching and learning in their department, ensuring that lessons are well-planned.
- Supporting their subject teachers in the management of classroom behaviour and ensure that departmental rewards and sanctions are applied as appropriate.
- Every department should have in place a system of referral whereby a student can be removed from class and placed under the supervision of another teacher within the department.
- Ensuring that work is provided for students who have been Suspended or who are working in the Inclusion Centre.

Progress Coordinator responsibilities

- Ensuring the highest standards of behaviour and achievement within their year group in co-operation with parents/carers.
- Support form tutors in the daily monitoring of students.
- In conjunction with Class teachers, Heads of Department and/or Senior Leaders. For example, Assistant Head for Inclusion / SENDCo) will arrange additional interventions when necessary.

Duty Staff responsibilities

The school has named duty staff, allocated to specific areas of the school site to supervise students before school, at break time, at lunch time and after school.

All duty staff are expected to:

- arrive at their duty area on time ready to start their duty;
- arrange cover if they are not going to be in school for a pre-arranged absence. (In the case of absence due to illness the SLT member of staff responsible for duties will arrange cover);
- ensure the highest standards of behaviour within their allocated duty area;
- deploy themselves sensibly to cover 'hot spots' whilst on duty;
- address any inappropriate behaviour, following up pupils refusing to follow instructions using a graduated response as per the school discipline procedure;
- apply different approaches when differentiating between inadvertent or forgetful unsafe behaviour and deliberately unsafe behaviour;
- report any accident or injury that happens during the break or lunchtime and arrange first aid treatment as appropriate and complete an accident form.

Breaks and lunchtimes

During all breaks and lunchtimes there will be other students who are attending lessons. It is vital that these lessons can be taught with a minimum of disruption caused by those who are on break or lunch.

Therefore, large groups congregating in teaching areas during lunchtimes/breaks is unacceptable. Being found to have done this will lead to a minimum of a red card and the progress co-ordinator may issue a more serious sanction if the level of disruption to lessons was found to be detrimental to effective teaching and learning.

CLASSROOM MANAGEMENT

- Always encourage and reward good behaviour and attitudes. Pupils thrive on praise and it is better to emphasise the positive rather than the negative aspects.
- Speak to pupils at the beginning of each term and remind them what you expect.
- Be consistent and clearly communicate your expectations.
- Ensure that you are prepared at the beginning of the lesson with all the necessary materials.
- Ensure that the work you have planned is appropriate for all members of the group and will keep them occupied for the full hour. Build in a variety of activities for students of all abilities. It is when pupils have inappropriate tasks or are left with 'nothing to do' that disruption begins.

At the beginning of the lesson:

- be punctual and expect punctuality from your pupils;
- greet the pupils at the door and get them into the room quickly; establish consistent routines and ensure that students are sanitising their work stations and their hands before starting work;
- do the register within 10 minutes of the start of the lesson;
- make it clear from the outset that you do not expect to wait for quiet. If pupils continue to talk, it is far more effective to stand and wait for quiet.

Seating arrangements:

- for all classes, prepare a seating plan and ensure that pupils stick to it. This is particularly important to effectively track and trace students;
- classroom layout can contribute to good discipline. Look at your layout and decide if it is one which suit teaching and learning;
- Heads of Department must be given a copy of all of your seating plans (along with registers) in case of your absence;
- do not allow pupils to move around the room without permission for any reason.

Rewards and Sanctions

- Remember to refer to the Recognition, Praise and Reward Staircase and the Consequence Staircase.
- Ensure you focus on the positive in lessons and develop good relationships with students.
- Be sure to reward good attitudes and behaviour.
- Use a graduated response to disruption and follow the Discipline Procedures briefly outlined below and explained in more detail in the **Sanctions** section of this document.
 - 1st Red Card = After school Detention
 - 2nd Red Card = Detention + Department Report
 - 3rd Red Card = Curriculum Isolation + 2 week Department Monitoring Report
 - 4th Red Card = Department Support Plan
 - 5 Red Cards across the curriculum = Pastoral Isolation + 2 week monitoring report

Ending the lesson:

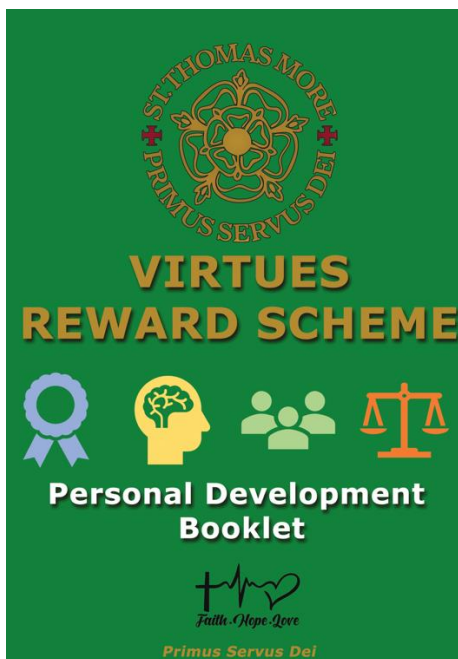
- always keep an eye on the time and leave time for setting of homework, collecting of books, tidying of the room etc;
- follow the timings of the day – release students at their designated time;
- make pupils stand behind chairs to await dismissal;
- dismiss them in an orderly fashion and supervise their exit from the room .

RECOGNITION, PRAISE, REWARDS

We recognise that promoting and rewarding good behaviour, work ethic and achievement is far more productive than sanctions and criticism.

Students can be rewarded for a variety of things and in many different ways. These include; work ethic, academic achievement, contribution to school activities and excellent attendance and punctuality.

The Virtues Reward Scheme

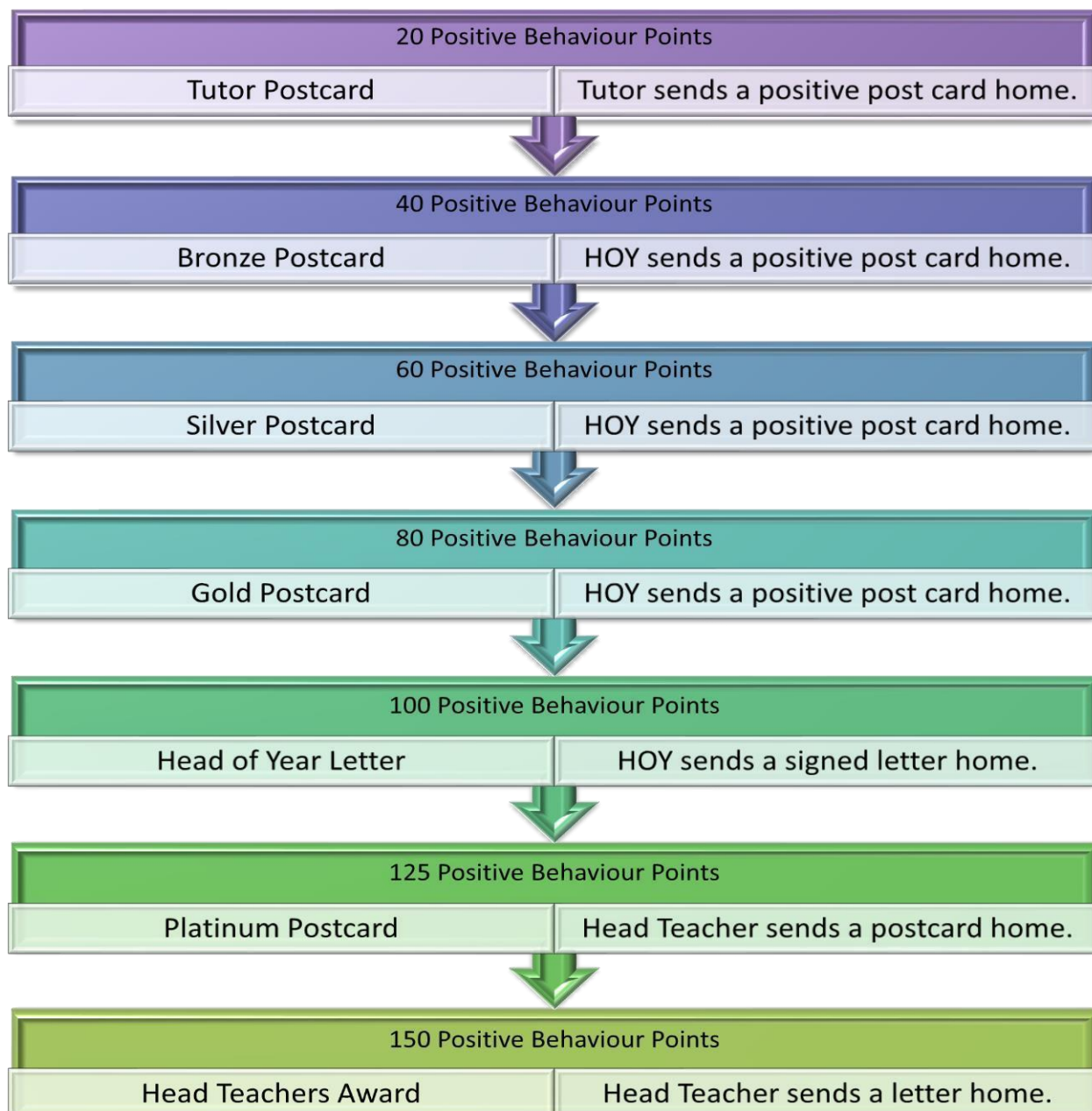


The Virtues Reward Scheme has been introduced this year as a means to enhance student personal development. It is a value-based scheme which is designed to improve student behaviour by increasing their awareness of character traits which fall under the headings of Performance, Intellectual, Civic and Moral Virtues.

By engaging in various different virtuous activities as well as displaying virtuous behaviour, it is hoped our students will develop the Practical Wisdom which enables them to perceive, know, desire and act with good sense, and hence become well-rounded individuals who can achieve highly in all areas of life. Students may be rewarded in turn for their participation, organisation and leading of various different elements of life in school and beyond, with the ultimate aim being that living out these values becomes intrinsic in all of them.

Recording and rewarding achievement points

- Teachers will record positive contributions to lessons on Bromcom via the class register;
- this triggers an email home to parents/ carers at the time each positive point is recorded;
- behaviours are accumulated over the course of the academic year triggering certificates and letters home at designated thresholds.



SANCTIONS

Due to the statutory powers for schools regarding behaviour and discipline, any member of staff in lawful control of children, has the right to regulate students' conduct and impose sanctions. This is outlined in Department for Education guidance.

Behaviour in schools; advice for headteachers and school staff, DfE, Sept 2022

In applying and exercising these powers staff should:

- **Be authorised by the Head teacher**, who may reserve certain sanctions for specific levels of staff
- **If the Head has not given a member of staff authorisation to use a sanction, that member of staff is acting unlawfully if he or she imposes it.**

Exercise their powers 'reasonably and proportionately'. Reasonably means in accordance with general practice. Proportionately means that a sanction is not out of proportion with the actions that it is intended to address.

- Use the **School Values**, the schools **Graduated Response** when reminding students of our behaviour expectations and for the issuing of Red Cards.
- Always be consistent and fair when dealing with behaviour issues in and out of the classroom.
- Always have a graduated response to any poor behaviour.

When poor behaviour is identified, sanctions should be implemented consistently and fairly in line with the behaviour policy. The DfE suggests that schools will have a range of disciplinary measures clearly communicated to school staff, pupils and parents. These **can** include:

- A verbal reprimand and reminder of the expectations of behaviour
- The setting of written tasks such as an account of their behaviour
- Loss of privileges, for instance, the loss of a prized responsibility
- Detention
- School based community service
- Regular reporting including early morning reporting, scheduled uniform checks or being placed 'on report' for behaviour monitoring
- Suspensions; and
- In most serious of circumstances, permanent exclusion

GRADUATED RESPONSE TO DISRUPTIVE BEHAVIOUR

Step 1: Verbal Warning

- Teachers remind students of the positive behaviour we expect from students in school.

Teachers are expected to escalate continuing disruptive behaviours during lessons by following the consequence staircase.

Step 2: Time Out

If students continue to display low level disruptive behaviour during a lesson following a verbal warning they may be asked to take a time out. This triggers an automatic email home to parents/carers alerting them to the fact that a Timeout has been applied and the Low-Level Behaviour that was exhibited in lesson. This may be done in one of two ways.

1. The member of staff may decide that it is not appropriate to place the student in the corridor and may need to give them a Timeout within lesson.
2. The member of staff may decide that the nature of the behaviour being displayed may require a more private conversation after the lesson or can it be dealt with swiftly in the corridor.

Step 3: Phone Call Home

Following repeated disruptive/low level behaviour, staff will make a phone call home to make parents/carers aware. This conversation will focus on how best to move forward and to support students in not escalating to the Step 4. Following contact home, the student should be encouraged to reflect on and discuss the learning behaviours and address the issues that have led to Step 3, rebuilding a positive relationship ready for next lesson. Parents will be made aware if the behaviour persists students will be escalated to a Step 4.

Students who have reached a Step 3 are also referred to the Inclusion Team who will go into lessons and meet with the individual students to support them and develop strategies to avoid reaching a Step 4.

Step 4: 1st Red Card + After School Detention

Afterschool detentions may be issued for behaviour such as:

- regular lateness to lesson
- persistent disruptive behaviour within a lesson
e.g. Persistent chatting during lessons
- one off incidents within a lesson
e.g. Continued arguments over seating arrangements
- persistent low-level disruptive behaviour over a series of lessons
- persistent unsatisfactory work/effort in class

- persistent use of inappropriate language to peers

Parents and Carers will be notified about afterschool detentions via email and/or notification from the schools My Child at School (MCAS) system.

Step 5 – 2nd Red Card and Department Report

All Red Cards should be issued as per the School Discipline Procedure, which requires a graduated response to all incidents.

Red Cards may be issued following verbal warnings and action through previous consequence staircase steps for:

- continued disruptive behaviour within a single lesson
- continued disruptive behaviour over a series of lessons that has previously resulted in an after-school detention
- continued arguing with a member of staff
- continued unsatisfactory work/effort in class
- continued use of inappropriate language to peers
- truancy

Students will be placed on a 2-week department monitoring report. Any praise points or concerns during this 2-week cycle will be shared Parents and Carers.

Parents and Carers will be notified about red cards via email and/or notification from the schools My Child At School (MCAS) system.

Step 6 – 3rd Red Card and Department Isolation (up to 5 lessons)

All Red Cards should be issued as per the School Discipline Procedure, which requires a graduated response to all incidents.

Red Cards may be issued following verbal warnings and action through previous consequence staircase steps for:

- sustained disruptive behaviour within a single lesson
- sustained disruptive behaviour over a series of lessons that has previously resulted in an after-school detention
- sustained arguing with a member of staff
- sustained unsatisfactory work/effort in class
- sustained use of inappropriate language to peers
- truancy

If a member of staff is issuing a Step 6 parents and carers will be invited into school for a reintegration meeting. Parents and Carers will be notified about red cards via email and/or notification from the schools My Child At School (MCAS) system.

Step 7 – 4th Red Card and Department Support Plan

The DSP is designed to support students in their academic progress and support young people who are at risk of becoming disaffected through repeated sanctions within a subject area. The DSP is a school-based, young person-centred approach to address the inclusion of the student in their own target setting. Targets are set for both the students and for the department. The key to this process is regular review of the DSP that enables close monitoring of the student within the school environment.

The DSP is a document that is filled out between the student, parent/carer, HoD and SLT link to the Department. As the student will still be attending normal lessons the class teacher will be involved in target setting.

A DSP:

- is school based
- is time – limited
- has smart targets with practical strategies
- is owned by the school and is overseen by a key member of staff, e.g HoD, SLT link
- follows a standard format
- is agreed with parents/carers

In order to ensure that a DSP is effective for the student and manageable for the Department it is recommended that the Department has clearly followed the Behaviour Policy and implemented other interventions prior to the use of a DSP.

A DSP is time related with the aim of refocusing the student to help them get ‘back on track’ within a subject area. It should be noted that if an individual student is on more than 1 DSP they are superseded by a PSP (Pastoral Support Plan).

A DSP review process should take place every 4 weeks. This will allow for immediate changes and developments to the DSP targets to ensure focussed support for the student.

Please note that should a student have reached a Step 6 in multiple subject areas the Progress Coordinator will place them on a PSP. This will supersede a DSP.

Immediate Red Card

Students may be issued with an immediate Red Card without having been through the consequence staircase for the following reasons:

- insolent behaviour, refusing to follow instructions despite warnings of consequences;
- abuse of equipment;
- unsafe behaviour;
- discriminatory comments to others ;
- failure to follow school procedures (truancy, use of mobile phone, earphones, incorrect uniform)

Students who receive multiple Red Cards within a department or across the school will be issued with further sanctions due to the persistent disruptive nature of their behaviour and the effect that it has on teaching and learning.

Red Cards Across the Curriculum – issued by Progress Coordinators

5 Red Cards – 1-day Pastoral Isolation

- Behaviour Log completed
- Parents/Carers contacted about the continued disruptive behaviour across a number of subjects.
- Subject teachers to supply appropriate work for completion during Isolation
- Moving forward meeting with Progress Coordinator, parent/carer, student and Inclusion staff arranged before student returns to lessons
- Notes to be taken and filed
- 2 week monitoring report
- Positive completion of the report shared with Parents/carers

10 Red Cards – 2 days Pastoral Isolation

- Behaviour Log indicating Isolation completed and shared with appropriate Senior Leader
- Parents/Carers contacted about the continued disruptive behaviour across a number of subjects.
- Subject teachers to supply appropriate work for completion during Seclusion
- Moving forward meeting with Progress Coordinator, Senior Leader, parent/carer, student and Inclusion staff arranged before student returns to lessons
- Notes to be taken and filed
- 2 week monitoring report
- Positive completion of the report shared with Parents/carers

15 Red Cards – 1 days Pastoral Seclusion

- Behaviour Log indicating Seclusion completed and shared with appropriate Senior Leader
- Progress co-ordinator and SLT link consider whether a PSP is appropriate if the student appears to be on a path that may lead to permanent exclusion.
- Parents/Carers invited to a meeting to discuss the reasons for the repeated receiving of red cards.
- Subject teachers to supply appropriate work for completion during Seclusion.
- Moving forward meeting with Progress Coordinator, Senior Leader, parent/carer, student and Inclusion staff arranged before student returns to lessons
- Notes to be taken and filed
- 2-week monitoring report
- Positive completion of the report shared with Parents/car

20 Red Cards – Suspension

- Behaviour Log to be completed and shared with appropriate Senior Leader and Head teacher
- Progress co-ordinator and SLT link consider whether a PSP is appropriate if the student appears to be on a path that may lead to permanent exclusion
- Parents/Carers contacted about the continued disruptive behaviour across a number of subjects.
- Subject teachers to supply appropriate work for completion during the sanction
- Moving forward meeting with Progress Coordinator, Senior Leader, parent/carer, student and Inclusion staff arranged before student returns to lessons
- Notes to be taken and filed
- 2-week monitoring report
- Positive completion of the report shared with Parents/carers

If a student receives in excess of 20 red cards, it will clearly signify that this student has severe difficulties in managing their behaviour and that their behaviour is likely to be causing serious harm to their own or others' education. Any such student would therefore require a highly individualised approach which will be managed by the senior leader in charge of behaviour who will oversee a range of strategies that will be included within the PSP approach.

Isolation and Seclusion

Departmental Isolation

Department Isolation is issued by a subject area following a number of Red Cards from the same teacher in that subject area (see Red cards within a subject section above) or for a more serious behavioural issue within a lesson. This could be due to incident such as:

- a student refusing to follow instructions to the point that the class need to be relocated
- a student needing to be removed from a class

Pastoral Isolation

Pastoral Isolation is normally issued by a Progress Coordinator. A student may receive Pastoral Isolation for misbehaviour in school that has occurred inside or outside the classroom.

Seclusion

Students may receive Seclusion for breaches of the school's behaviour policy that are deemed to be serious misbehaviour. It can be issued as part of a graduated response as outlined previously in the Red Cards across the curriculum section or for serious one of incidents.

Seclusion is seen as a serious sanction as it is a form of internal exclusion with students completing their school day completely separate to the rest of the school community between 1.00pm and 5.00pm.

Misbehaviour is defined as:

- disruption in lessons, in corridors between lessons and at break and lunch times
- noncompliance of classwork or homework
- poor attitude
- incorrect uniform
- fighting
- Red Cards across the curriculum (see section above)
- Foul and abusive language towards staff or pupils

Serious misbehaviour is defined as

- Red Cards across the curriculum (see section above)
- Foul and abusive language towards staff or pupils
- Fighting
- Aggressive or intimidating behaviour towards others
- Off-site truancy
- Possession of banned items

- Selling or distributing prohibited items to other students
- Any form of bullying
- Racist, sexist, homophobic or discriminatory behaviour
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear of intimidation

How Isolation and Seclusion are run

During periods of Isolation (Departmental or Pastoral) and Seclusion students are expected to report to the Inclusion Support Team located in Emmaus wearing full school uniform at the appropriate times:

Department Isolation: Specific lesson times

Students should report to Student Services for the timetabled lesson that they have been isolated from. They should not go to the lesson they have been Isolated from first.

Pastoral Isolation: 9.00am to 3.30pm

Students should report to Student Services at 9.00am. They will remain in Emmaus under supervision for the rest of the school day until 3.30pm

Seclusion: 1.00pm to 5.00pm

Students will be instructed to arrive at school for at 1.00pm in their full school uniform, having already eaten lunch. FSM students will be given lunch at school. They will remain in the Inclusion Room under supervision for the rest of the school day until 5.00pm.

At the start of the Isolation or Seclusion a member of the Inclusion Support Team will explain the expectations of the student whilst they are in Isolation / Seclusion.

The time a student spends in Isolation / Seclusion will be used constructively as they will be provided with work from their lessons to complete as well as being given opportunity for reflection on why they are Isolated / Secluded and how this could be avoided in future. This time also provides opportunity for mediated meetings and reconciliations with staff and students. Students who fail to engage with Isolation or Seclusion satisfactorily could have the sanction extended.

During the Isolation / Seclusion students will have opportunity to use the toilet as well as supervised breaks including lunch at an appropriate time.

After Isolation or Seclusion a Re-integration meeting will be held to review the associated issues and look at measures that can be offered to avoid future incidents. The student will also be on a monitoring report for 2 weeks to build and maintain more positive behaviours and attitudes.

Suspensions and Exclusion

Only the head teacher of a school can suspend or exclude a pupil and this must be on disciplinary grounds. A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently. A fixed period suspension does not have to be for a continuous period.

A suspension can also be for parts of the school day. For example, if a pupil's behaviour at lunchtime is disruptive, they may be suspended from the school premises for the duration of the lunchtime period. The legal requirements relating to suspension, such as the head teacher's duty to notify parents, apply in all cases. Lunchtime suspensions are counted as half a school day for statistical purposes and in determining whether a governing board meeting is triggered.

The law does not allow for extending a suspension or 'converting' suspension into a permanent exclusion. In exceptional cases, usually where further evidence has come to light, a suspension may be issued to begin immediately after the first period ends; or a permanent exclusion may be issued to begin immediately after the end of the fixed period.

- Continued defiance of the school's behaviour Policy or
- A serious one-off breach of the school's behaviour policy

Following a suspension the student and parent will be required to attend a Reintegration meeting to review the incident and discuss the re-integration of the student. Should this meeting be successful the student will return to lessons on a two-week report. Depending on the reasons for the suspension other support may be offered to the student and parent/carer.

Further defiance or disruptive behaviour may lead to **Permanent Exclusion**

11. A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated). The decision to exclude a pupil permanently should only be taken:

- In response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school will seriously harm the education or welfare of the pupil or others in the school.

Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil, movement, DfE, Sept 2022

The head teacher reserves the right to permanently exclude a student for a serious one-off offence.

This may include: (These are examples and not an exhaustive list)

- Acts of Violence
- Threatened Violence
- Being in possession of, bringing onto the school site, supplying, dealing or using illegal substances or any related paraphernalia
- Carrying an offensive weapon
- Any act which puts at risk the health and safety of anyone in the school

When a decision to exclude is made the exclusion procedure is to be followed.

Suspension and Exclusion Procedure

Before a final decision to Suspend or Exclude a student is made the following should take place:

- | | |
|---|---------------|
| <input type="checkbox"/> A thorough investigation of the incident | PC |
| <input type="checkbox"/> Interview separately all students involved and get written statements | PC |
| and ensure they are signed and dated | |
| <input type="checkbox"/> Obtain written accounts from any staff witnesses | PC |
| <input type="checkbox"/> Make a copy of all written accounts | PC |
| <input type="checkbox"/> Check whether the incident may have been provoked, for example by bullying or by racial or sexual harassment | PC/SLT |

For a Suspension:

- | | |
|--|---------------|
| • Parents to be informed by telephone on day of suspension | PC |
| • A follow up letter to be sent stating duration of suspension and reason | Office |
| • Appropriate work is to be sent home | PC |
| • If suspension is longer than 5 days alternative full-time education is to be arranged | SLT |
| • A reintegration meeting is to be arranged with parents/guardians | PC |
| • If parents fail to attend the meeting the student should still be reintegrated and targets set | PC |
| • A written record of the meeting is to be kept and a note made if parents failed to attend | PC |
| • If a student has more than 1 suspension then a Pastoral Support Plan is to be set-up | PC |

For a Permanent Exclusion:

- ☐ The same procedures for gathering and recording evidence apply
- ☐ The students behaviour record should be collated and passed on to the Head PC
- ☐ Parents/guardians to be informed on the day PC/SLT
- ☐ A follow-up letter to be sent within 24 hours stating the reasons and strategies put in place to support the student HT
- ☐ Appropriate work to be provided until the governors meet PC
- ☐ Governors to meet within 15 school days
- ☐ All necessary documentation to be collated in preparation for governors' meeting PC/SLT

Pastoral Support Programme (PSP)

If a student is considered to be at potential risk of permanent exclusion, the school is committed to doing all that it can to avoid that outcome. If a student is receiving a comparatively high number of red cards, or has received a suspension, the Progress Co-ordinator and SLT link will discuss whether they believe the student to be at risk of permanent exclusion, and if so, they will enter into the PSP process.

The PSP is a system whereby the student and their parent(s)/carer(s) are invited in for fortnightly meetings over a series of 3 six week periods.

PSP 1: meetings are held with the Progress Co-ordinator (PC) with a defined set of discussion points and possible interventions to consider.

PSP 2: meetings are held with the year group's SLT link with a defined set of discussion points and possible interventions to consider.

PSP 3: meetings are held with the school's Senior Behaviour Lead with a defined set of discussion points and possible interventions to consider.

If, upon completion of PSP 1, the PC and SLT link consider that the student is no longer at risk of Permanent Exclusion, the PSP will have succeeded and the process will come to an end. If the risk is still present the student will be elevated to PSP 2. Similarly, at the end of PSP 2, a decision will be taken to move back to PSP 1, come off the PSP programme altogether, or if the risk still persists, move onto PSP 3. At the completion of PSP 3, the decision will be taken as to whether the PSP is working and to continue on the programme or move back to PSP 1 or 2, or unfortunately, that the interventions are not succeeding and that a Permanent Exclusion has to be considered.

REPORTS

There are a number of reports used to support student's positive engagement with school.

Report	Issued by	Details
Attendance and Punctuality	Form Tutor	<ul style="list-style-type: none"> This report is carried by the student. Students get them signed by each of their teachers every lesson to show that they have attended the lesson and been on time. These reports are monitored by the form tutor and are used to ensure there are no internal truancy or punctuality issues
Department	Class Teacher	<ul style="list-style-type: none"> These reports stay with the specific subject teacher This report is issued by subject teachers, identifying up to 3 targets that student must focus for 5 lessons of that subject. Subject teachers monitor them over the 5 lessons and are used to ensure students are focused on their learning and avoiding disruptive behaviour in lesson
Behaviour for Learning	Form Tutor Progress Coordinator	<ul style="list-style-type: none"> This report is carried by the student. The report identifies up to 3 targets for the student to focus on to develop more positive engagement with their learning. These reports are monitored by parents, form tutors and Progress Coordinator on a daily basis
Post Isolation	Progress Coordinator	<ul style="list-style-type: none"> This report is carried by the student. The report identifies up to 3 targets, specific to the incident, for the student to focus on that support them to develop a more positive engagement with their behaviour and attitude These reports are monitored by parents, form tutors and Progress Coordinator on a daily basis
Post Seclusion	Progress Coordinator SLT	
Post Suspension	Progress Coordinator SLT	

- It is the pupil's responsibility to hand any physical reports to every teacher at the BEGINNING of each lesson and to collect it at the END of each lesson.
- Teachers will review the student's targets and record a score of 1 to 5 (1 outstanding to 5 unacceptable. If a 5 is awarded then further sanctions from that department will follow.
- Pupils are expected to hand it to parents/carers each evening to read, leave a comment and sign.
- Your tutor will check it the following morning and your year coordinator at the end of each week.

- If your behaviour or work are unacceptably low during this period of time, parents will be asked to visit the school to speak about the matter.

PROHIBITED ITEMS: CONFISCATION AND SEARCHING

Confiscation

School staff can confiscate, retain or dispose of a pupil's property as a disciplinary penalty in the same circumstances as other disciplinary penalties. The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated provided they acted lawfully. Staff should consider whether the confiscation is proportionate and consider any special circumstances relevant to the case.

Behaviour in schools; advice for headteachers and school staff, DfE, 2022

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

The action taken by the school will depend on the nature of the confiscated item. Possible actions include:

- Disposing of the confiscated item
- Returning the confiscated item back to the child
 1. At the end of the lesson
 2. At the end of the school day
- Returning the confiscated item to the student's parent/carer
- Handing the confiscated item into other authorities / agencies

Weapons and knives and extreme or child pornography must always be handed over to the police, otherwise it is for the teacher to decide if and when to return a confiscated item.

Behaviour and Discipline in Schools: Advice for headteachers and school staff DfE (2022)

Searching:

Head teachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent for prohibited items, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

Prohibited items are:

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

Behaviour and Discipline in Schools: Advice for headteachers and school staff DfE (2022)

Head Teachers 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 school deems items that are prohibited on the school grounds that can be confiscated and searched for include: (this are examples and this is not an exhaustive list):

- Chewing gum
- Fizzy Drinks and Energy Drinks
- Sweets and lollipops
- Aerosols
- Laser devices such as pens and pointers
- Lighters
- Cigarettes
- e-cigarette's / Vapes
- Vape fluid
- Any smoking paraphernalia
- Large amounts of money
- Bangers

- Any items being suspected of being sold or distributed to St Thomas More students
- Any item considered to have been stolen
- Any item that is considered to be a danger to the student or others
- Any item that could put the smooth and safe running of the school at risk

STUDENT'S BEHAVIOUR OFF-SITE

In line with the Education and Inspections Act 2006 a teacher may discipline a student for any misbehaviour when the student is:

- taking part in any school-organised or school-related activity
- travelling to or from school
- wearing school uniform
- in some other way identifiable as a student at the school

or misbehaviour at any time, whether or not the conditions above apply that:

- could have repercussions for the orderly running of the school
- poses a threat to another student or adult
- could adversely affect the reputation of the school

Times when misconduct outside of the school premises, including online conduct, that the school might sanction pupils for include:

- when taking part in any school organised or school related activity
- when travelling to or from school
- when wearing school uniform
- when in some other way identifiable as a pupil at the school
- that could have a repercussion for the orderly running of the school
- that poses a threat to another pupil
- that could adversely affect the reputation of the school

Behaviour in schools; advice for headteachers and school staff, DfE, Sept 2022

WORKING WITH OTHER AGENCIES

The school will always co-operate with outside agencies, such as the police and social services. The school will always share information pertinent to on-going investigations and information requests as long as they do not breach an individual's confidentiality.

Any activity of a criminal nature will involve informing the police and the possibility of other services such as social services.

POWER TO USE REASONABLE FORCE

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

Head teachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

Schools can also identify additional items in their school rules which may be searched for without consent. Force cannot be used to search for these items.

Behaviour in schools; advice for headteachers and school staff, DfE, Sept 2022

Appendix 1: St Thomas More Catholic Teaching School Expectations

i. Uniform Expectations

Our uniform can be obtained only from Your School Uniform - see website:

Boys

- Blazer/Jumper with school crest
- White shirt
- School tie
- Black trousers
- Black shoes (canvas shoes or trainer style shoes are unacceptable)
- White polo-shirt with school crest (summer wear only)
- Plain outdoor jacket or coat (no denim or hooded top or fleece like tops)

Boys' PE and Games Kit

- White PE shirt with school crest
- White or black shorts
- White socks
- Trainers with white or clear soles (not black)
- Towel
- Black and gold hooped rugby shirt with school crest
- Black socks
- Black jogging suit
- Football boots

Girls

- Blazer/Jumper with school crest
- White shirt
- School tie
- Black school skirt with crest
- Black tailored school trousers (not fashion)
- Normal coloured tights or dark socks
- Sensible black shoes (fashion, canvas, sandals or trainer style shoes are not acceptable school wear)
- White polo shirt with school crest (summer wear only)
- Plain outdoor jacket or coat (no denim or hooded top or fleece like tops)
- Knee high socks are not permitted

Girls' PE and Games Kit

- White PE shirt with school crest
- School-crested PE fleece

- Black shorts
- White sports socks (for games)
- Black jogging suit
- Towel
- Trainers with white or clear soles (not black)

Jewellery

- Studs only may be worn, one in each ear - small, plain gold or silver
- Earrings or valuable jewellery are not to be worn
- Any nose piercings must have a clear retainer in place
- All jewellery worn to school is at the owner's risk
- The school does not accept any responsibility for any jewellery lost or stolen
- Shoes with stiletto heels will not be tolerated in school under any circumstances as they can cause damage to floors
- Trainers should be worn only outside for Games or PE. They are not allowed in the dining room.
- Outdoor clothing should not be worn in classrooms or in the Library

Hair - Boys and Girls

- Only natural hair colours are permitted
- Extreme hairstyles are not acceptable. These include styles that include shaven lines or patterns carved into hair and eyebrows as well as styles that are extremely short

Make-up

- Make-up is acceptable, providing it is discreet and reasonable

In all cases of school uniform, jewellery, make-up and hair, the school will determine what is reasonable and what is not.

ii. Our Values



Our Values



Being on time



Being dressed correctly



Entering calmly



Being respectful



Following the seating plan



Following all instructions



Making a positive contribution



Working at your best



Valuing your environment



Faith



Hope



Love

Recognition and Reward



Awards Evening
nominations and awards

Assembly prizes awarded
for attendance and achievement

Positive postcards and
letters sent home

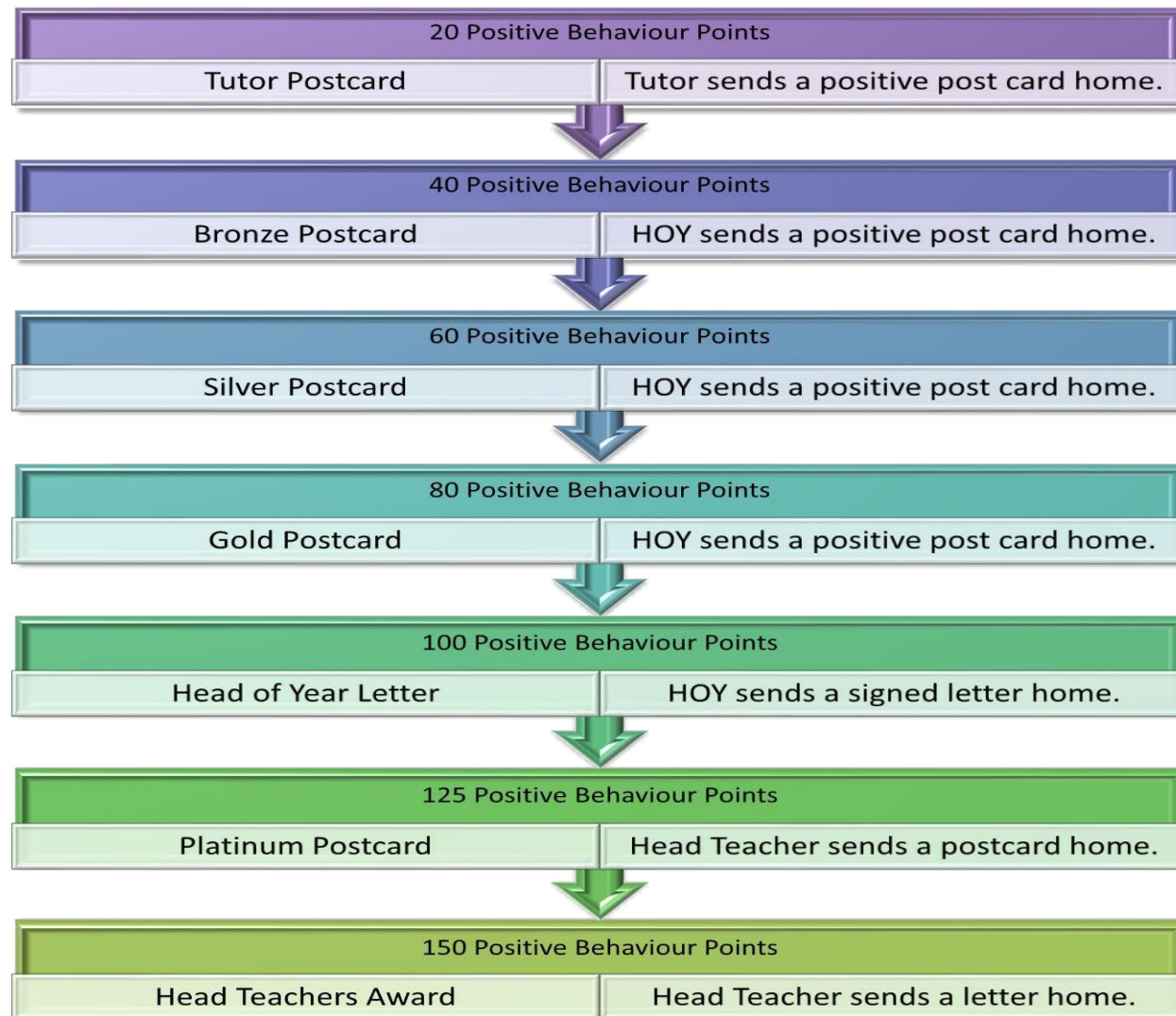
5* Friday nominations and awards
shared with the year group

Positive rewards
recorded on Bromcom











If attitudes are positive – learning is positive

iv Recognising positive behaviour



v. Consequence Staircase

Learning Support: Graduated Consequences

						
Step 1	Step 2	Step 3	Step 4			
Expected every lesson		Action depends on the sanctions issued in the previous lesson				
						
Verbal reminder for expected standards of behaviour and consequences.	2 nd Warning and timeout if required (5 min max)	Phone call home	1st Red Card = Teacher Detention	2 nd Red Card = HoD Detention + Dept. Report	3rd Red Card = Curriculum Isolation	4th Red Card = Department Support Plan (DSP)
	Added to Bromcom by the class teacher. Triggers a direct message home to parent/guardian outlining the specific behaviour leading to 2 nd Warning. <i>There is also the option to add an internal comment to capture context</i>	Logged on Bromcom as a phone call with a brief description of the reason for the phone call home. <i>Explain to parents/guardians that repeated behaviour will lead to student being on the Red Card System.</i>	Set by Class Teacher on Electronic Behaviour Log. Signed by HoD only. <i>1 hr detention to discuss behaviour and plan a way forward</i>	Set by Class Teacher on Electronic Behaviour Log. Signed by HoD and PC. <i>1 hr detention to discuss behaviour and set targets</i> <i>Share outcome of report with parents</i>	Set by Class Teacher on Electronic Behaviour Log. Signed by HoD and PC. <i>Max. of either 2 weeks or 3 lessons whichever happens sooner</i>	Set by Class Teacher on Electronic Behaviour Log. Signed by HoD and PC. <i>Support plan meeting between HoD, Parent/Guardian and student, support by SLT link.</i>
Dangerous incidents, those putting students or staff at risk of harm, should be recorded on behaviour logs, and shared with HoD's and PC's immediately for discussion about appropriate levels of action (Isolation, Seclusion, Suspension)			Red Cards can also be issued for other behavioural incidents around school such as: <ul style="list-style-type: none">- Repeated uniform / jewellery issues- Repeated refusal to follow instructions at break and lunch- Use of mobile phones and electronic devices			



CANTEEN EXPECTATIONS

THANK YOU FOR.....

1. Queuing up calmly and quietly
2. Behaving in a responsible and safe manner at all times, respecting staff and others
3. Remaining sat down in the canteen whilst you eat your food
4. Putting your plate, cutlery and rubbish away, leaving your table clear and tidy
5. Leaving the canteen calmly and quietly via the correct exits (not the fire exit)
6. Listening and being respectful to all
7. Using appropriate language
8. Respecting our school environment

vii. Classroom expectations



OUT OF CLASS EXPECTATIONS

THANK YOU FOR.....

1. Moving calmly and safely around the school site, respecting needs of others
2. Using the one way systems
3. Behaving in a responsible and safe manner at all times
4. Wearing the correct uniform at all times
5. Lining up quietly and calmly on one side of the corridor when waiting to enter the classroom
6. Listening to others and being respectful to all
7. Using appropriate language
8. Respecting our school environment

BREAK / LUNCHTIME OUTSIDE ACTIVITY RULES AND GUIDELINES

Students:

- Basketball can only be played on the designated areas on the courts
- Football can only be played on the courts or on the grass area at the back of the Science block
- Tennis can only be played on the tennis courts once the nets have been put up in the summer term
- No other ball games are allowed to be played once the tennis nets are up
- No ball games are allowed around any other part of the school site due to the risk of window, cars and other property being damaged
- Students should be aware that playing ball games in designated and non-designated areas can put individuals at risk of injury and therefore should always play in a responsible way
- Students at all times should behave in a responsible and safe manner

Out of Bounds Areas:

- All the car park areas
- The path beyond the cold queue and food hatch of the canteen
- Behind the sports hall, main hall and Sixth Form centre
- The lane leading to the school playing field and the playing fields themselves
- The wooded area running down the side of the tennis courts

ix. Consequences for wearing unsuitable jewellery

Consequences for Wearing Unsuitable Jewellery

Rationale: The school is committed to ensuring that the climate for learning is the best that it can be. The rule governing jewellery that can be worn in school is clear.

- Studs only may be worn, one in each ear – small, plain gold or silver
- **Retainers are permitted to keep nose piercings open**

It is important that students who are wearing banned items of jewellery follow a series of consequences that are clear and proportionate. The stages below are designed to encourage students to manage their personal appearance in relation to the school rules on jewellery. In all cases staff will follow the Graduated Response Step Process outlined earlier in the document.

