



ST THOMAS MORE

Behaviour for Learning Policy

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Aims

This policy aims to:

- clearly set out how we expect students and adults to behave.
- encourage good behaviour and respect for others.
- secure an acceptable standard of behaviour of students.
- promote, among students, self-discipline and proper regard for authority.
- prevent all forms of bullying (including cyberbullying, prejudice-based and discriminatory bullying).
- ensure that students complete any tasks reasonably assigned to them in connection with their education.
- provide clear guidelines to ensure consistency.
- identify roles and responsibilities for those involved with behaviour management.
- support our students to recognise the need to behave in a Christian way and to understand their duty of contributing towards the building of a cohesive community.
- outline our system of rewards and sanctions.

At St Thomas More, all behaviour management comes from a position of love and caring for community and those in it. Students will be taught to take responsibility for their own actions and to accept the consequences of their choices. In order to be 'the best version of themselves', ultimately, we aspire to our young people becoming independent, self-disciplined, self-regulating learners. We will strive to ensure the right balance of rewards and sanctions to achieve this end.

The consistent and fair implementation of the measures outlined in this behaviour policy is central to an effective whole-school approach to behaviour. Consistent implementation helps to create a predictable environment.

By having simple, clear and well communicated expectations of behaviour and providing staff with bespoke training on the needs of the students at the school, behaviour can be managed consistently so that both students and staff can thrive, achieve and build positive relationships based on predictability, fairness and trust.

To achieve these aims, a response to behaviour may have various purposes. These include:

- **deterrence:** sanctions can often be effective deterrents for a specific student or a general deterrent for all students at the school.
- **protection:** keeping students safe is a legal duty of all staff. A protective measure in response to inappropriate behaviour, for example, removing a student from a lesson, may be immediate or after assessment of risk.
- **improvement:** to support students to understand and meet the behaviour expectations of the school and reengage in meaningful education. Students will test boundaries, may find their emotions difficult to manage, or may have misinterpreted the rules. Students should be supported to understand and follow the rules. This may be via sanctions, reflective conversations or targeted pastoral support.

Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting students with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking or vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Carrying or suspected of carrying items that are prohibited on the school grounds that can be confiscated and searched for.

Roles and responsibilities

The Local Academy Council (LAC)

The LAC is responsible for reviewing and approving this behaviour policy. The LAC is also responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

The headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the LAC. The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently. The headteacher (or those acting in the capacity of headteacher) can only make the decision to suspend/exclude a student.

Leadership team

The senior leadership team will be highly visible, with leaders routinely engaging with students, parents and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported.

The senior leadership team will support staff in responding to behaviour incidents, and if necessary, calling home to arranging meetings where behaviour falls below expectations. Each Year group has an attached member of the Senior Leadership Team (SLT) to support the Head of Year (HoY) with behaviour.

Staff

Staff have an important role in developing a calm and safe environment for students and establishing clear boundaries of acceptable student behaviour. Staff should uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships, so that students can see examples of good habits and are confident to ask for help when needed. Staff should also challenge students to meet the school expectations and maintain the boundaries of acceptable conduct.

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Focusing on rewarding positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular students
- Recording behaviour incidents (firstly on Classcharts, major incidents on a Green incident form)
- Provide parent/carers with information if a student is removed from a lesson for poor behaviour

- Meet with parents with the aim to support students with their behaviour in school as teacher or form tutor.
- Greet pupils at the 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 Classcharts. 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. This can also be placed on Classcharts in the note section.
- Staff will provide students with an 'out of lesson pass' if they need to leave the room.
- 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 on Classcharts
- Staff are to record (where possible) all behaviour, both positive and negative, on Classcharts as soon as possible to aid in providing a clear chronology of behaviour, helping to keep parents and the pastoral team up to date.
- Staff are to record/report the use or possession of any banned items they become aware of in school.

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.
- Monitor Classcharts data for their department and raise concerns through Heads of Year or line managers as appropriate
- Ensuring that work is provided for students who have been Suspended or who are working in the Learning Recovery (isolation).

Progress Coordinator (Heads of Year) 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.
- Arrange additional interventions, when necessary, to support academic progress

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 Classcharts
- 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 warning 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.

Parents

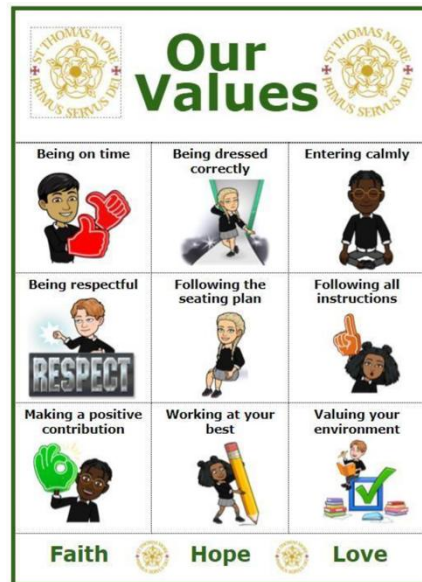
The role of parents is crucial in helping the school develop and maintain good behaviour. To support the school, parents should get to know the school's behaviour policy. Parents have an important role in supporting the school's behaviour policy and should reinforce the policy at home as appropriate.

Parents are expected to:

- Support their child in adhering to the student code of conduct
- 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 a Suspension.
- Try to ensure that there is a quiet place for your child to work at home.
- Read and sign the Home-School Agreement at the start of September (or when joining the school)
- Discuss any behavioural concerns with the class teacher promptly
- Parents must support the sanctions imposed by the school (see Supporting Detentions Document)
- By enrolling their child at the school, parents agree to support the school's sanction system. If there is a concern about a sanction that has been issued, parents are required to contact the member of staff responsible for issuing the sanction, to try and resolve the issue. The school however has the right to enforce a sanction as stated in the [Behaviour in Schools Advice for headteachers and school staff](#) without parental consent. Our aim is to work with parents and try to resolve any issue where possible.

Students

Students are expected to follow the school's rules and values shown below.



The following is an example of how these can be applied around the school. This is by no means an exhaustive list.

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.

The School Uniform

It is expected that all students attending St Thomas More wear the correct uniform (see 'STM Uniform Policy' and 'Uniform and Behaviour Guide' for more information). As part of good student discipline, parents are expected to support the school by ensuring their child is dressed in the correct uniform before leaving for school each morning.

Students who fail to meet the uniform standards will be dealt with in the following way:

- Loan of an item to resolve the uniform issue temporarily (if available).
- Sent home to rectify the uniform if they live close enough, or if parents are able to support by bringing in the correct uniform to school.
- Isolated for the day if they are unable to correct the issue as stated above.

In extreme circumstances, it may be necessary to suspend a student who refuses to wear the correct uniform. The school will always seek to work with parents where there is a genuine reason for the uniform not being worn correctly. However, the expectation remains that students attend school properly dressed each day.

Students who claim they are not aware of the uniform rules, or who say they have not previously been challenged on a specific uniform item, will still be dealt with according to the steps outlined above. All information on uniform requirements is regularly published and communicated to parents and carers.



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

www.YourSchoolUniform.com

For a more detailed information on the school uniform, please see our specific 'STM Uniform Policy'.

Behaviour management

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

Positive behaviour reflects the values of the school, readiness to learn and respect for others. It is established through creating an environment where good conduct is more likely and poor conduct less likely. At St Thomas More, behaviour is taught to all students, so that they understand what behaviour is. This requires positive reinforcement when expectations are met, while sanctions are required where rules are broken. Positive reinforcement and sanctions are both important and necessary to support the whole-school culture.


ST THOMAS MORE
CATHOLIC SECONDARY SCHOOL

BEDFORD CATHOLIC SCHOOLS
A TRULY UNIQUE JOURNEY

1
STEP

2
STEP

3
STEP



1. Warning

2. Time Out (2-3 minutes outside the room)

3. Sanction (30 min detention after school)

4. SLT Support

Step 1: Warning (No detention)

- **What happens?** Your teacher will give you a calm and clear warning about your behaviour.
- **What should you do?** Take a moment to think about your behaviour and adjust it before anything else happens.
- **Reminder:** Your warning will be recorded.

Step 2: Time Out (2-3 minutes outside the classroom)

- **What happens?** Your teacher might ask you to step outside the classroom for a short break (no more than 3 minutes).
- **Why?** This time is for you to calm down and refocus. Your teacher will have a quick chat to help you get back on track.
- **Key point:** It's not a punishment, just a chance to reset your behaviour.
- **Reminder:** Your time out will be noted

Step 3: 30-Minute Detention

- **What happens?** If the behaviour continues, you will get a 30-minute detention. The detention is on the same day unless it is period 5. P5 detentions will move over to the next day.
- **Reminder:** Your detention will be recorded and we will log your attendance.

Step 4: Senior Leadership Involvement (Extra 30 minutes detention added to step 3)

- **What happens?** If your behaviour still doesn't improve, your teacher will call the Senior Leadership Team (SLT) for support so they can continue to teach.
- **What's next?** SLT will decide whether you need to leave the classroom and you will receive an additional 30-minute detention.

EVERYTHING WILL BE RECORDED AND SENT HOME ON CLASSCHARTS

Routines

Routines are used to teach and reinforce the behaviours expected of all students. Repeated practices promote the values of the school, positive behavioural norms, and certainty on the consequences of unacceptable behaviour.

Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. At St Thomas More, staff are expected to use and refer to [Charlie Taylor's checklist](#) to help enable them to manage behaviour in the classroom. With this they are also expected to:

- Make links to our school core values of Faith, Hope and Love
- 'Meet and greet' students at the start of lessons
- Follow the 'End and Send' routines at the end of lessons
- Plan and teach lessons which are appropriate and support all learners including any SEND information
- Highlighting and promoting good behaviour following the 'WalkThurs' strategies
 - Positive relationships
 - Establishing expectations verbally and non-verbally
 - Signal, Pause, Insist (hand up for silence)
 - Positive framing
 - Rehearse routines.
 - Choices and consequences
- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- Create and maintain a stimulating environment.

At St Thomas More, our aim is for every child to receive the best education and opportunities possible. To achieve this, we insist that all pupils are able to learn and be at school without fear of disruption or disturbance to their learning. To ensure this, we require all students to follow our simple rules and expectations.

Classroom expectations and a support system are in place to ensure good behaviour, and that learning can take place effectively.

Additional Guidelines:

Opportunities to Correct Behaviour:

- Students are given every opportunity to avoid detention through our step-by-step warning system. However, if they are unable to correct their behaviour, they are expected to attend the detention issued.

Teacher Discretion on Sanctions:

- While we have a structured system of warnings and steps to aid students in modifying their behaviour, there are situations where a sanction will be applied immediately, without prior warnings. This is in cases where the behaviour is of such severity that it warrants an immediate response.
- Ultimately, it is at the teacher's discretion to decide whether a student's actions warrant a sanction. However, in general, our aim is to provide warnings where appropriate.

Rewards and sanctions

At St Thomas More we will use a range of rewards and sanctions to ensure that standards are maintained.

Positive behaviour will be rewarded with:

- Verbal Praise
- Badges, certificates and stickers
- ClassCharts Points
- ClassCharts digital badges
- Student names in the weekly Tutor PowerPoint
- Letters or phone calls home to parents
- Special responsibilities/privileges
- End of term rewards assembly
- Non-uniform day
- Vouchers for collecting positive points

For more information, please refer to our 'STM Rewards Policy'.

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand and reminder of the expectations of behaviour
- Sending the student out of the class (SLT support)
- Expecting work to be completed at home, or at break or lunchtime
- Setting of written tasks such as an account of their behaviour
- School based community service, such as tidying a classroom
- Detention at break or lunchtime, or after school on the same day
- Referring the student to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour contract (Passport to Learning PTL or Pastoral Support Programme PSP)
- Putting a student 'on report' through ClassCharts or on paper
- Withdraw from lesson (Learning Recovery)
- Suspension or Exclusion

An accumulation of detentions over an hour will result in an isolation and a behaviour monitoring report. If a student fails to turn up to a sanction, it will escalate to the next sanction. Continually missing sanctions will result in exclusion from school.

We expect all parents to support us in the operation of detentions.

What the law allows

Teachers can sanction students whose conduct falls below the standard which could reasonably be expected of them. This means that if a student misbehaves, breaks a rule or fails to follow a reasonable instruction, the teacher can apply a sanction for that student.

Detentions

The school operates a same day, after school, detention system. Detentions are logged on ClassCharts so that students can see when they need to attend. Parents will be kept informed of detentions via ClassCharts.

Students who fail to attend a detention, unless providing a valid reason, will be booked into Learning Recovery (isolation) on the next available day along with having to still complete the after-school detention. Pastoral Support Officers (PSOs) and HoY, where possible, will contact home to inform parents along with logging this on ClassCharts

Detentions issued during period 5 will always rollover to the following day to ensure that parents are given enough notice.

Remove Room

Removal is where a student is required to spend a limited time out of the classroom at the instruction of a member of staff. This is to be differentiated from circumstances in which a student is asked to step outside of the classroom briefly for a conversation with a staff member and asked to return following this. At St Thomas More, removal allows for continuation of the student's education in a supervised setting. The continuous education may differ to the mainstream curriculum but will still be meaningful for the student.

Removal from the classroom is a serious sanction and therefore students who have been removed from a lesson will receive a 1 hour after school detention on the same day. They will be allowed to go to their next lesson, provided they are ready to return. Students should only be removed from the lesson in which they have been disruptive and for no longer than necessary. The length of removal will be dictated by the pastoral member of staff dealing with the student.

Removal should be used for the following reasons:

- to maintain the safety of all students and to restore stability following an unreasonably high level of disruption;
- to enable disruptive students to be taken to a place where education can be continued in a managed environment; and
- to allow the student to regulate and become calm in a safe space.

The teacher requesting SLT support is responsible for contacting home and discussing the issue with the parent. They will also plan, with the pastoral team, to reintegrate the student into the next lesson. Staff cannot refuse to have a student back in their next lesson following a removal unless authorised by the headteacher

Learning recovery and exclusions

For serious breaches in the school behaviour policy, the school may need to suspend or exclude students. Information on this can be found in the suspension and exclusion policy. The school recognises that the best place for students to learn is in the classroom and therefore looks to support students in learning from their mistakes, rather than solely punishing them for misbehaviour. We therefore use Learning Recovery (LR) in response to some inappropriate behaviour to safeguard students and keep them in education. Students placed here are provided with work and expected to complete it during the day. The LR room is used as an alternative to suspensions to support students in changing their behaviour.

Escalation from Detentions to Suspension

To maintain high standards and consistency in behaviour management, the following structured escalation route is now in effect from September 2025.

Repeated Detentions Will Lead to Learning Recovery:

- Every 10 detentions accumulated by a student will now automatically trigger 1 full day in Learning Recovery (isolation).
- These detentions will be tracked centrally on ClassCharts, and they do not need to be consecutive.

This measure aims to interrupt persistent patterns of poor behaviour and provide students with an opportunity to reset.

Escalation from Learning Recovery to Suspension

If a student accrues 5 days in Learning Recovery, they will receive a 1-day Fixed Term Suspension (FTS). Further accumulations of Learning Recovery days will lead to increasing suspensions:

- 2nd trigger: 2-day suspension
- 3rd trigger: 3-day suspension
- 4th trigger: 4-day suspension
- 5th trigger: 5-day suspension

This creates a maximum cumulative total of 15 suspension days from repeated Learning Recovery breaches.

Suspension to Headteacher's Panel Referral:

- On reaching 10 suspension days in total, students will be referred to the Headteacher's Behaviour Panel.
- Parents and students will receive a formal warning that 15 suspension days will result in referral to the Governors' Disciplinary Committee to determine if the student can remain at STM.

Communicating to Students and Parents:

- Students will be regularly reminded of these staged consequences.
- Conversations with parents should stress that this is a structured and measured process, not a sudden reaction.
- By enrolling at STM, students and parents agree to follow the behaviour policy, and this escalation system is now part of it.

Off-site behaviour

Sanctions may be applied where a student has misbehaved off-site. Here are just some examples of times outside the school premises, including online conduct, that might warrant a sanction for misbehaviour:

- 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 repercussions for the orderly running of the school.
- that poses a threat to another pupil
- that could adversely affect the reputation of the school.

Malicious allegations

Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the student in accordance with this policy. Please refer to our 'Safeguarding Policy' for dealing with allegations of abuse against staff or for more information on responding to allegations of abuse.

Physical restraint

In some circumstances, staff may use reasonable force to restrain a student to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

Detailed advice is available in [Use of Reasonable Force – advice for school leaders, staff and governing bodies.](#)

Training

Our staff are provided with training on managing behaviour, as part of their induction process and ongoing CPD. Behaviour management training continues throughout the year and consists of the following:

- Inset day updates
- Induction training
- Targeted intervention/support
- Policy reminders
- Current themes or national trends
- Specific requests

Student support

The school recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student.

The school's special educational needs co-ordinator will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis. The following are examples of the support which can be put in place:

- frequent and open engagement with parents, including home visits if deemed necessary.
- providing mentoring and coaching.
- short-term behaviour report cards or longer-term behaviour plans.
 - Tutor support - PTL (passport to learning)
 - PSO Support – PSP 1 (pastoral support programme)
 - HoY Support – PSP 2 (pastoral support programme)
 - SLT Support – PSP 3 (pastoral support programme)

Managed Moves and Off-Site Directions

At St Thomas More, we use managed moves and off-site directions as strategies to support students in improving their behaviour and reintegrating successfully into mainstream education. These interventions are used with the intention of giving students the opportunity to reset and return to their home school with improved behaviour and a positive outlook.

Off-Site Directions

Off-site direction involves temporarily placing a student in another educational setting for a period of six weeks. The aim is for the student to return to their home school at the end of this period, having benefited from additional support and guidance. During this time, the student's attendance is recorded using Code D, indicating that they are absent with permission to attend the off-site setting.

Key principles of off-site directions at our school include:

- Duration: Off-site directions are set for an initial period of six weeks.
- Planning for Return: From the start of the placement, a clear plan is established to help the student return to their home school after the six-week period.
- Safeguarding Considerations: We will always aim to maintain the placement for the full six weeks unless there is a significant safeguarding concern or serious incident that requires the student to return earlier.

- **Combination of Support:** In some cases, a combination of part-time alternative provision and continued mainstream education may be used, depending on the student's individual needs.

Managed Moves

If a student responds well during their six-week off-site placement, there may be discussions to turn the placement into a managed move, with the agreement of all parties involved (the student, parents/carers, the home school, and the receiving school). A managed move would result in the student transferring permanently to the new school. However, this is not guaranteed and will be considered only if it is in the best interest of the student.

The goal of both off-site directions and managed moves is to offer targeted interventions, allowing students the opportunity to improve their behaviour in a different environment while still having the prospect of returning to their original school.

It is important to note that all off-site directions are initially planned for six weeks, with a clear framework in place to support the student's return at the end of that period unless otherwise agreed.

Monitoring and evaluating school behaviour

The school collects data from the following sources:

- behaviour incident data, including on removal from the classroom
- attendance, permanent exclusion and suspension data
- use of student support unit, off-site directions and managed moves
- incidents of searching, screening and confiscation
- anonymous surveys for staff, students, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

Data is used in pastoral meetings to judge the effectiveness of support and interventions. Where trends and patterns emerge, information is shared and acted upon to help support students.

Data is shared regularly with the headteacher and governors

Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time

Types of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, inappropriate touching, any anti-LGBTQ remarks
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing

Any case of alleged bullying will be investigated, recorded and any bullying will be dealt with efficiently and robustly. Incidents of bullying at school often have consequences that occur outside school hours and off school premises. We will deal with all cases of alleged bullying if they involve our students.

More information can be found in the school Anti-bullying policy.

Searching and Confiscation

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.

Possession of any prohibited items. These are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article a staff member 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 student)

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 banned on the school grounds that can be confiscated and searched for include (these are examples and 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
- Banger or firecracker
- 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

This list is non-exhaustive and is intended to offer examples rather than be complete or definitive.

Any prohibited or banned items found in students' possession will be confiscated. These items might not be returned to students.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to students after discussion with senior leaders and parents, if appropriate.

The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated.

Detailed guidance for schools can be found in [Searching, screening and confiscation at school](#).

Mobile Phones and electronic devices

Mobile telephones, headphones and wearable electronics are not permitted and will be confiscated.

These can only be collected by parent/carers after the fourth confiscation:

- **1st offence** = student collection from reception at the end of the day and logged on Classcharts
- **2nd offence** = student collection from reception at the end of the day and logged on Classcharts
- **3rd offence** = student collection from reception at the end of the day and logged on Classcharts. Form tutor **alerted and they will now collect the phone from the student each day for a week.**
- **4th offence** = parents to come into school to collect the phone from reception and meet with the HOY. The phone will not be returned until the meeting has taken place.

For more details on mobile phones and their usage, please see our mobile phone policy.

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.

Policy review

This behaviour policy will be reviewed by the headteacher and full LAC every year. At each review, the policy will be approved by the headteacher.