

St Thomas More Catholic High School



Behaviour for Learning and Discipline Policy

Policy Written:

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**Adopted By Local Governing
Committee**

30/03/2022

St Thomas More Catholic High School
“Act justly, love tenderly, walk humbly with your God”

St Thomas More Catholic High School Mission Statement

St. Thomas More Catholic High School is a Catholic school, and as such we strive to follow the example of Jesus Christ in our work, worship and relationships.

- **Our aims are:**
- To be a community based on Christian values, notably Love, Justice, Peace, Truth and Tolerance, and to encourage individuals in their commitment to these ideals.
- To provide a secure, welcoming and ordered environment in which individuals learn to value and respect both themselves and others.
- To give individuals the opportunities to develop their full potential as human beings, and to encourage and challenge them to do so.
- To encourage everyone to strive to do their best and to strive for the highest standards in all areas of activity.
- To help children grow into confident, open, resourceful young people with a sense of responsibility and of service.

Aims of the Behaviour Policy

The aims of this policy are to:

1. Promote Gospel values and the teachings of the Catholic Church.
2. Enable the Head Teacher to carry out his responsibilities of maintaining order and good discipline.
3. Have the highest expectations of all student behaviour and attendance so that every individual student can achieve their full potential both academically and personally.
4. Foster mutual respect and prepare learners for the adult world so they can have a successful and happy life.
5. Recognise and celebrate the good behaviour of all students through our rewards programmes and by doing so promote high levels of self-confidence, high expectations and self-worth as well as mental wealth.
6. Promote an environment where students are enabled to become mature young adults who are self-disciplined and accept responsibility for their own actions.
7. Raise student and parent/carers awareness and understanding of our six behaviours for learning through STRIVE which explain the standards of behaviour expected of students at St. Thomas More Catholic High School. This includes how that standard will be achieved, the school rules, rewards for good behaviour and any disciplinary consequences for breaking the rules.
8. Form an excellent and transparent partnership with parents/carers to support the learning of their children.
9. Create consistency of expectations and consequences across the whole school.

STRIVE

Our purpose at St Thomas More Catholic High School is to create an environment in which our students can strive to be the best they can be in all areas. The aim is that students will **STRIVE** to succeed in their everyday actions. All members of staff are expected to actively promote and model St Thomas More's 6 strive behaviours for learning and students at St Thomas More will become familiar with all six strive behaviours for learning:

Standards of Uniform – It is important that our students should take pride in themselves and their school community. Fairness among students is very important and all students will wear their uniform in the correct manner. It creates a positive working atmosphere and it levels the differences and inequalities which can be found between students in non-uniform situations.

Timeliness – Students who succeed at their education always have a high percentage of attendance and their punctuality is excellent; both things mean they utilise their learning time in school. The link between attainment, behaviour and attendance is very clear. It is the responsibility of both the school and parents/carers to ensure that our students attend every day in order to maximise their learning opportunities. If a child is unable to attend school, parents/carers should contact school on the first day of absence by telephone (0191 2588340) or parentmail and give reason for absence and an indication when the student is expected back in school. If the school accepts the reason for absence the appropriate authorised absence code will be recorded. Parents/carers need to advise the Head of Year in writing of any medical appointments which are unavoidable in school time before the absence can be authorised. Unauthorised absence is where the school is not satisfied with the reasons given for the absence or no reasons have been provided.

Attendance below 95% is a cause for concern and the school would expect this only to be the case for students with serious medical issues. Any holiday request during term time will be refused. Leave of absence should only be requested by parents/carers in exceptional circumstances. See attendance policy for more detail.

Respect – It is important that all members of the school community treat each other with respect and dignity. Children have a right to attend school in safety and teachers have a right to work in an environment that allows them to use their skills for the full benefit of their students. Students being disrespectful will never be tolerated. Students and staff should be courteous and respectful at all times. Any display of disrespect will result in a sanction being issued.

Independent Learning – Homework is extremely important as a means to develop students' independent study and organisation skills. Completing work outside of lessons helps consolidate and master learning. Deadlines must be met by students with work completed to the best of their ability. The whole school homework timetable should be followed and subject homework will be set on Classcharts.

Value Learning – Students who strive to succeed will remain on task and concentrate throughout their lessons and complete all work to the best of their ability. It means that all students can learn without disruption and allows the teachers to teach stimulating and interesting lessons to their students.

Equipment - Students who strive to succeed should always arrive at school prepared for the day ahead with the correct equipment for each lesson. This will help develop their own sense of self responsibility and organisation skills for the future. Students will be able to buy equipment in the mornings to ensure they are prepared.

STRIVE Routines for Learning

STRIVE to succeed in all areas!	Routines for Learning
Standards of Uniform	<p>Students who strive to succeed arrive to school in full uniform which includes:</p> <ul style="list-style-type: none"> • White shirt • School tie • School skirt OR traditional mid grey school trousers • Black <u>traditional</u> school shoes • School blazer • Grey/Black ankle socks, black opaque tights • Coat <p>Shirts must remain tucked in at all times.</p>

	<p>Blazers and tie to be worn at all times.</p> <p>Skirts must be no shorter than two inches above the knee and must not be rolled up.</p> <p>Extreme hair styles will not be tolerated; this includes stepped, tramlines, dyed to unnatural colour, anything less than a number 2.</p> <p>No jewellery except for a plain watch and one pair of studs.</p> <p>No facial piercings allowed.</p> <p>No smart watches allowed.</p>
Timeliness (Attendance and Punctuality)	<p>Students who strive to succeed always attend school and arrive on time.</p> <p>Aim for 100% attendance.</p> <p>Arrive to school on time every morning. This means arriving to form class before 8.55.</p> <p>Arrive to every lesson on time and ready to learn.</p>
Respect	<p>Students who strive to succeed respect our school rules, staff and other students to create a peaceful and loving learning environment.</p> <p>Follow instructions from staff, first time, every time.</p> <p>Respond to staff/students in a respectful manner.</p> <p>Be polite and kind at all times.</p> <p>Respect others when they contribute in lessons.</p> <p>Respect everyone's right to learn.</p> <p>Respect school equipment and the school environment.</p> <p>Show respect to our school environment by putting rubbish in the bin.</p> <p>Be honest and take responsibility when you get it wrong.</p> <p>Never walk away from a member of staff. Respond appropriately when you hear the warning "Show respect and make the right choice".</p>
Independent Learning (Homework)	<p>Homework is very important in allowing students to strive to reach their full potential; it develops independent learning from an early age and will result in developing excellent study skills. Homework will be set every night to build up retrieval skills.</p> <p>Complete homework in compliance with the homework calendar.</p> <p>All homework will be completed to a good standard and submitted on time.</p>

Value Learning in the Classroom	<p>Students who strive to reach their full potential value their learning.</p> <p>Arrive to every lesson on time.</p> <p>Sit down immediately and complete reading in silence (KS3) or your retrieval task in silence (KS4) and wait for teacher instructions.</p> <p>Work in silence when asked to do so by your teacher.</p> <p>Put 100% effort into every task set.</p> <p>Complete all work to the best of your ability. STRIVE to complete your best work.</p> <p>Challenge yourself.</p> <p>Show resilience and don't give up when faced with a challenging task.</p> <p>Raise your hand if you wish to speak or ask a question – don't shout out.</p> <p>Be an active learner, participate in class discussions.</p>
Equipment	<p>Arrive at school every day with the following:</p> <ul style="list-style-type: none"> • School Bag • Planner • Reusable water bottle • Pencil case including; <ul style="list-style-type: none"> • 2 x black/blue pen • 1x pink pen • 1x pencil • 1x ruler • 1x rubber • 1x calculator • 1x reading book <p>Mobile phones are a prohibited item. If they are needed for travel purpose then they must be switched off before arriving on the school site and are not to be seen or switched on during the school day.</p>

Rewards and recognition for students who strive to be the best they can be!

Classcharts Positive Points

We want students to be motivated to be the best they can be. We are committed to acknowledging our students who demonstrate good learning routines and meet our 6 strive behaviours for learning. Positive Class Charts points will be issued by staff throughout the day to students who strive to do their best and to those who demonstrate our ethos in action. Students will be able to collect their points and cash them in for a reward from the St Thomas More Reward Store:

REWARD
St Thomas More 'You Are a Star' Pencil
St Thomas More 'You Are a Star' Pen
One Day Early Lunch Pass
One day Early Lunch Pass with a Friend
One day Early lunch Pass with 3 Friends
One week Early Lunch Pass
One Week Early Lunch Pass with a Friend
One Week Early Lunch Pass with 3 Friends
Cookie/Cake from the Dining Hall
Hot Chocolate
Hot Chocolate with a friend
St Thomas More Water Bottle

Certificates/Badges

At the end of each term students will receive the following certificates and badges if they have achieved the following number of points:

- Bronze – 75 points
- Silver – 125 points
- Gold – 200 points
- Platinum – 300 points

Rewards Events

The Top 15 students who achieve the highest points in each year group will be invited to take part in a rewards event (movie/craft/sports) at the end of each term.

Postcards Home

At the end of each term postcards will be sent home to the students who have achieved the highest number of points on Class Charts and also to the next 35 students with the highest number of points.

Coffee with the Head

On a monthly basis students who are making exceptional progress or who have contributed significantly to the extra curricular life of the school will be invited to have coffee with the Headteacher in his office to celebrate their achievement. Nominations are put forward by Heads of Year based on staff feedback.

Head of Year Award

Each month the student with the highest number of points or most improved points will be given a Head of Year Award in assembly.

Ambassador Programme

Students from Year 9 who strive to be the best they can be will have the opportunity to apply to be a whole school ambassador. Students in Year 11 will be eligible to apply to be a form ambassador where they will be allocated a Year 7 or Year 8 form class who they will support. This will be for students who meet all of our behaviour for learning expectations as their role will involve being a role model for other students.

Best Attendance

The form with the best attendance in each year group will receive a termly prize and there will be a certificate for those who achieve 100% attendance in an academic year. Any student who has 100% attendance over 5 years will receive a certificate and a gift voucher.

All Stars

During the final assembly of each year the achievements of students will be celebrated and rewards and certificates will be issued by each department in school.

Tweets

Achievements of students will be tweeted on the school Twitter Account and will be placed on the school website.

As well as regular rewards for achievement the following events take place:

- Year 7 Ceremony of Welcome
- Year 11 End of Year Liturgy and Leavers Assembly
- Year 13 Leavers Liturgy and Celebration
- Year 13 Prom
- Celebration of Achievement Evening (Year 11, 12 and 13)
- Sports Presentations
- End of Year Awards Ceremonies

Consequences for students who do not strive to be their best

When a student behaves inappropriately or disrupts the learning of others there will be consequences for those actions and this will allow our students to understand justice and tolerance. It is essential that staff are consistent across the whole school and all follow the sanctions to show fairness and equality to students.

Negative Classcharts points will be issued for not meeting the expected standards of strive which include the following reasons:

- Lateness to school or lessons throughout the school day
- Missing equipment
- Minor misbehaviour within corridors or around school – for example running, ignoring the one way system, being in school corridors/classrooms at lunch
- Lack of focus/concentration in lessons
- Failure to complete tasks set to a good standard
- Uniform not worn in the correct manner (untucked shirt, no tie, blazer sleeves rolled up)
- Homework late or lacking effort
- Lack of respect shown to staff/students
- Mobile phone switched on or on display during the school day
- Overheard swearing/ use of derogatory or offensive language
- Prohibited jewellery being worn

Detentions

Both detention inside and outside of school hours can be used as a sanction. After school detentions will be issued at the end of the school day for the following day. Parents/ carers will be notified through Classcharts.

Padua (Internal Suspension)

Removal from lessons will be used in the following circumstances:

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

It may be that a student will need to repeat their time spent in Padua if they are not meeting the expectations.

Whole School Behaviour Consequence Chart

Step	Who is responsible?	Action
Step 1	Classroom Teacher Form Tutor	Pre-empt verbally. General warning given such as – “I’ve not got everyone’s attention”. Teacher will wait for everyone to focus. Specific warning – teacher will name student and ask for attention.
Step 2	Form Tutor Classroom Teacher Head of Year	1 st negative point awarded on Classcharts which informs parents. 30 minute after school detention issued to take place the next day where restorative work will be completed. Apology to staff member will be part of restorative work. If equipment is an issue then students will be able to buy equipment before school so that they are prepared for the day ahead. This means students should take responsibility for ensuring they have the correct equipment. Uniform will also be available for students to borrow from the HOY office.
Step 3	Classroom Teacher Head of Department Head of Year	2 nd negative point awarded which informs parents. Relocation within Department if necessary (2 points in same lesson) and 45 minute after school detention issued for the next day where restorative work will be completed.
Step 4	Head of Year/ Assistant Headteacher /Teacher Oncall	3 rd negative point recorded which will inform parents. 1 hour after school detention issued where restorative work will be completed. Student is warned by Oncall staff that if there is a 4 th negative referral they will be removed and placed into Padua for the rest of the day. Padua will last until 4pm. If after 1pm then student will stay until 4pm and make up the rest of their time the following day.

Step 5	Head of Year/ Head of key Stage 3/ AHT	<p>If student refuses to work in Padua then student will be removed to work with Head of Year, Head of Key Stage 3 or member of the Senior Leadership Team.</p> <p>The student will repeat the day in Padua the following day.</p> <p>Continued refusal to follow instructions or continued defiance in this scenario may result in a fixed term suspension.</p>
Step 6	Form Tutor/Head of Year/Head of Department	<p>After a number of negative referrals:</p> <p>Parents contacted by Form Tutor and placed on Green report for at least two weeks.</p> <p>If the negative points are in only one department then HOD will contact home and place student on Department Report and will be reviewed after a fortnight.</p>
Step 7	Head of Year/Head of Key Stage 3/Assistant Headteacher of Pastoral	<p>If no improvement after two weeks on step 6 then student will be placed on Amber Report with Head of Year. Parents informed by HOY. This will be reviewed after a fortnight and if no improvements other interventions will be explored. Pastoral Support Plan will be completed with student and parent. Student will continue on Amber report for two weeks.</p> <p>If no improvement is seen student will be placed on Red Report by Head of Key Stage 3/Assistant Headteacher and reviewed after two weeks. Review of interventions and Pastoral Support Plan.</p> <p>If there is still no improvement then a student may be placed on Purple Report with the Assistant Head – Pastoral (KS3) or Deputy Head (KS4).</p>
Step 8	Head of Year	<p>If a student has a second visit to Padua then parents will be required to meet with Head of Year and a Pastoral Support Plan will be completed and reviewed six weekly.</p> <p>Student will be placed on Amber Report.</p>

Step 9	Head of Key Stage 3/Assistant Headteacher of Pastoral	<p>If a student has a 3rd visit to Padua then parents will be invited into school to meet with the Head of Key Stage 3 or Assistant Headteacher of Pastoral. Pastoral Support Plan will be reviewed and student placed on Red Report. Pastoral Support Plan to be reviewed six weekly.</p> <p>Other possible external interventions explored:</p> <p>Parents and child meet with the Secondary Support Team. Managed move explored. Referral to Trax/Moorbridge</p>
Step 10	Head of Year/Head of Key Stage 3/Assistant Headteacher/Deputy Headteacher/Headteacher	<p>Repeated persistent poor behaviour that results in multiple trips to Padua may result in a fixed term suspension.</p> <p>A one off serious incident may result in a fixed term suspension.</p> <p>Parents will be invited into school when a fixed term suspension is issued on the student's return to school.</p>
Step 11	Headteacher/Governors	<p>A permanent exclusion is when a student is no longer allowed to attend St Thomas More. The decision to exclude a student permanently should only be taken:</p> <p>in response to a serious breach or persistent breaches of the school's behaviour policy;</p> <p>and</p> <p>where allowing the student to remain in school would seriously harm the education or welfare of the students or staff in the school.</p>

Table of possible consequences for more serious behaviour incidents

The purpose of this table is to ensure that both parents and students are aware of the consequences of particular actions. It is hoped that students will learn from mistakes made and be able to move forward from the incident without further escalation. The table should provide consistency and fairness so that all students are aware that a certain behaviour may carry a particular consequence and all such behaviours will be dealt with in the same way.

Possible consequences for more serious incidents (list is not exhaustive). Situations will be dealt with on an individual basis.	Padua (Internal Suspension) followed by restorative work.	Fixed Term Suspension followed by restorative work.	Permanent Exclusion
Missing detention	X		

4 negative points in one day	X		
Leaving a lesson without permission more than once and walking around school	X		
Truancy of lessons and school	X		
Fire alarm misuse	X	X	
Fighting	X	X	X
Persistent refusal to follow instructions	X	X	X
Persistent off task behaviour	X	X	
Vandalism of school property	X	X	X
Selling goods to other students	X	X	X
Defiance of staff	X	X	
Swearing at a member of staff	X	X	
Derogatory language (racial, transgender, sexual, homophobic)	X	X	X
Repeated sexual/homophobic/racist/transphobic harassment/abuse	X	X	X
Bringing the school into disrepute	X	X	X
Online bullying/abuse	X	X	X
Prolonged bullying of a student	X	X	X
Sexual Harassment	X	X	X
Sexual Violence		X	X
Theft of property	X	X	X
Verbally threatening a member of staff		X	X
Bringing a dangerous weapon into school		X	X
Bringing drugs into school		X	X
Smoking inside/outside the school in uniform	X	X	
Dealing drugs in school			X

Assault against another student inside or outside of school		X	X
Physical violence towards staff inside or outside of school			X
Persistent disruptive behaviour where all other interventions have failed			X
Repeated behaviours where all other interventions have failed			X
One off serious incident			X

Suspension and Exclusion

St Thomas More Catholic High School includes exclusion (both fixed-term suspension and permanent exclusion) among its disciplinary sanctions. We aim to keep suspension rates to a minimum. Suspension is used only as a last resort for serious infringements of discipline. The school is conscious of the dilution effect of too many suspensions. Although we accept that a zero rate for suspensions is unlikely in a large secondary school, our aim is to create an atmosphere of prevention which should lead to fewer suspensions year by year. Creative and co-operative ventures involving students, staff, parents and outside agencies have been successful in preventing permanent exclusion for a number of students. These efforts will be continued.

Parents will be informed of the fixed-term suspension firstly by telephone wherever possible and then this will be followed up in writing. Work will be provided for the student to complete at home. A fixed term suspension should be followed by a parental meeting with senior pastoral staff before staged re-integration is allowed. At this meeting, expectations will be made clear about the student's future conduct and students will be placed on red report for a minimum of a week on their return to allow their behaviour to be monitored.

A fixed term suspension - Behaviour which may result in a fixed term suspension include, but are not limited to, incidents such as:

- Physical assault against a student
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a student
- Verbal abuse or threatening behaviour against an adult
- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy
- Bullying
- Racist Abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability

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

Permanent Exclusion - Permanent exclusion will most likely be used for serious one off incidents such as:

- Serious actual or threatened violence against another student or adult;
- Sexual abuse or assault;
- Supplying or use of an illegal drug;
- Carrying an offensive weapon

or as a result of repeated misbehaviour which is not being addressed by other sanctions.

(note – if a student is suspended from school for more than 5 days they will receive full-time education at an alternative education setting from the sixth day)

St Thomas More Catholic High School follows current statutory guidance (Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement: Guidance for maintained schools, academies, and pupil referral units in England, September 2022))

Child on Child Abuse

Child on Child abuse is behaviour by an individual or group, intending to hurt others physically, sexually, or emotionally. Staff are trained to recognise that children are capable of abusing other children. Staff are aware of safeguarding issues from child on child abuse including:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse')
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- sexual violence, (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- sexual harassment, which may be standalone or part of a broader pattern of abuse
- causing someone to engage in sexual activity without consent
- consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- upskirting, and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

This abuse can:

- be motivated by perceived differences e.g. on grounds of race, religion, gender, sexual orientation, disability or other differences
- result in significant, long lasting and traumatic isolation, intimidation or violence to the victim. Vulnerable students are at particular risk of harm

Children or young people who harm others may have additional or complex needs for example:

- significant disruption in their own lives
- exposure to domestic abuse or witnessing or suffering abuse
- educational under-achievement
- involvement in crime

Stopping violence and ensuring immediate physical safety is the first priority of any education setting, but emotional bullying can sometimes be more damaging than physical. School staff, alongside the Designated Safeguarding Lead and/or Deputy, will judge each specific case and will be guided by this policy as well as our Safeguarding and Child Protection Policy, alongside our Anti-Bullying Policy.

Any student found to be involved in child on child abuse may be subject to the sanctions outlined in this Behaviour Policy including, where deemed appropriate, exclusion.

Confiscation of Property and Searching Students

St Thomas More reserves the right to confiscate, retain or dispose of a student's property (i.e. an item which poses a threat to others/an item which poses a threat to good order for learning/an item against the School's uniform rules/an item which poses a health or safety threat/illegal items). Records of confiscated items will be kept and items will be stored safely and returned to the student and or parent as appropriate – normally at the end of the school day. However, illegal items will be handed over to the police.

School staff can search students with their consent for any item. The Headteacher and authorised staff have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item. Prohibited items are items identified as such in current DfE guidance. Current prohibited items include:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- E-cigarettes/Vapes
- Fireworks
- Pornographic images
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, cause personal injury or damage the property of any person (including the student).

The Headteacher and authorised staff can use such force as is reasonable given the circumstances to conduct a search for these "prohibited items". If the student refuses to co-operate with a search without consent for "prohibited items" they may be referred to the police and/or an appropriate sanction in line with the school's behaviour policy can be applied. A second staff member must be present at all times when such a search is conducted and the searchers should be of the same gender as the student whenever possible. Mobile devices can be searched by the Headteacher and authorised staff if content is thought to be inappropriate.

A search must be limited in extent to:

- the removal of and search of outer clothing only i.e. any clothing worn otherwise than wholly next to the skin or immediately over underwear e.g. coat or blazer.
- a student's possessions i.e. goods over which he or she has or appears to have control including bags.
- a search may be conducted on the school site or elsewhere when the student is under the lawful control of the school.
- Safety must be paramount and if the degree of danger/threat posed by a search is unacceptable to a member of staff, then the police should be called.

Prohibited or forbidden items found as a consequence of a search may be confiscated, retained, disposed of or destroyed in line with current DfE guidance [Screening, searching and confiscation; Advice for head teachers, staff and governing bodies, 2018]. A consequence will also be issued in line with the behaviour policy.

Use of reasonable force/restraint

There may be occasions where it is necessary for staff to restrain or use reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. All members of school staff have a legal power to use reasonable force. 'Reasonable' means using no more force than is needed, and reasonable adjustments must be made when dealing with disabled students or students with special educational needs. When a member of staff has restrained a student, s/he must make a written incident report to the Head Teacher the same day. A central record of such incidents will be kept.

Incidents off-site:

St Thomas More is committed to ensuring our students act as positive ambassadors. We therefore expect students to behave well out of school. Students' behaviour should be orderly and respectful of the people and environment around them. Under Section 90 of the Education and Inspections Act 2006, the School has the right to exercise discipline beyond the school premises. This includes misbehaviour:

- on activities arranged by the school such as work experience, educational and sporting events.
- on the way to and from school (including on the buses).
- when wearing the school uniform in a public place.
- which could have repercussions for the orderly running of the school.
- poses a threat to another student or member of the public.
- which could adversely affect the reputation of the school.

The school may investigate instances of poor behaviour out of school and may impose sanctions, including suspension/exclusion, against those who have brought the name of the school into disrepute. Students are expected to wear their uniform correctly on the journey to and from school. When staff have direct control of students out of school (e.g. at a sports fixture, school visit or trip, in proximity to the school gate, at local bus stops), they have the same powers as when in school.

When dealing with students outside the school gates but in **reasonable proximity** to the school, staff may instruct a student to return to school to deal with disciplinary matters. Failure to do so will itself be seen as a serious disciplinary offence.

Reasonable Adjustments

St Thomas More Catholic High School recognises that some students require additional support and/or intervention in order to consistently meet our expectations. St Thomas More may therefore on reflection of our ethos and under the terms of the Equality Act 2010, make 'reasonable adjustments' for those students with special educational needs and/or disabilities, in relation to the procedures set out in this policy. To ensure the school fulfils its statutory duties we will:

- consider the SEND Code of Practice and the school's Special Educational Needs and/or Disabilities Policy when responding to behaviour and considering an appropriate consequence.
- Monitor consequences across the school for any emerging patterns or concern around the behaviour and sanctioning of students with SEND.
- Involve the Assistant Head (SENCO and Inclusion) with all incidents of repeating or serious behaviour to ensure that any unmet needs may be addressed.
- Ensure that consequences include restorative and reflective elements for students with SEND.
- Ensure that pastoral and academic leaders raise students of concern with appropriate staff to investigate issues around SEND.
- Call emergency reviews where students with SEND are clearly struggling to adhere to the school's expectations.

The school has a duty of care to all members of the school community and acknowledges that context can explain, but does not necessarily excuse behaviour that does not meet our standards and expectations. Any reasonable adjustments made will be done on a case by case basis but can in no way represent acceptance of inappropriate behaviour.

Staff Induction/Training

School leaders have a crucial role to play in making sure all staff understand the behavioural expectations and the importance of maintaining them. School leaders should make sure that all new staff are inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all students to participate in creating the culture of the school.

CCTV

St Thomas More Catholic High School reserves the right to use CCTV for the purpose of maintaining a safe, secure and orderly environment, including the management of the health, safety and welfare of the school community. The use of CCTV is covered by the school's CCTV policy.