

Thomas More Catholic School



Mission Statement

To Care for, respect and value all people and our environment.

To Learn that justice and love are the foundations of our Faith.

To make these the guiding principles of our community in its commitment to academic excellence and personal integrity.

To Achieve beyond our highest expectations, creating challenging opportunities, which take us all confidently through the 21st Century.

Behaviour for Learning: Practice and Procedure

This policy has been adopted by the Governing Body of Thomas More Catholic School and is subject to an annual review

At Thomas More Catholic School we believe that all staff are responsible for the behaviour and discipline of pupils at Thomas More Catholic School and should use appropriate strategies and sanctions to maintain an orderly framework within which effective learning can take place.

It is therefore essential that management of behaviour for learning is approached in a positive and consistent manner.

This will ensure that all pupils gain a clear understanding of the boundaries in which they operate and that they have a sense of justice as any reward or sanction is given consistently.

The whole staff body is supported when a collegiate approach is adopted and followed.

Date Reviewed	Spring Term 2020
Review Confirmed by	Full Governing Body
Statutory / Non Statutory	Statutory
Review Frequency	1 Year
Next Review Due	Spring Term 2021

“The key characteristic of the successful policy is the consistency with which staff, having agreed a policy, apply it.” (OFSTED)

Behaviour and Discipline in Schools: advice for Headteachers and school staff (DfE February 2016)

Discipline in schools – teachers’ powers

Key Points:

- *Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).*
- *The power also applies to all paid staff (unless the head teacher says otherwise) with responsibility for pupils, such as teaching assistants.*
- *Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.*
- *Teachers can also discipline pupils in certain circumstances when a pupil’s misbehaviour occurs outside of school.*
- *Teachers have a power to impose detention outside school hours.*
- *Teachers can confiscate pupils’ property.*

Punishing poor behaviour

- *Teachers can discipline pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose a punishment on that pupil.*
- *The decision to punish a pupil must be made by a paid member of school staff or a member of staff authorised by the headteacher*
- *The decision to punish the pupil and the punishment itself must be made on the school premises or while the pupil is under the charge of the member of staff*
- *It must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all the circumstances*

Behaviour and Discipline in Schools: advice for Headteachers and school staff (DfE February 2016)

Rewards

- *Good schools encourage good behaviour through a mixture of high expectations, clear policy and an ethos which fosters discipline and mutual respect between pupils, and between staff and pupils.*
- *Schools should have in place a range of options and rewards to reinforce and praise good behaviour, and clear sanctions for those who do not comply with the school's behaviour policy. These will be proportionate and fair responses that may vary according to the age of the pupils, and any other special circumstances that affect the pupil.*

Rewards

Students are rewarded in the school through achievement points. Points are awarded to students in lessons by classroom teachers and supporting staff members for consistent good behaviour, outstanding work/ homework and positive effort. Achievement Points can also be given outside the classroom for good deeds, charity work, helpfulness or setting a good example.

Students will accumulate points over the year, where rewards will be issued to those who fulfil the reward criteria. Any behaviour points will go against achievement points

Weekly Rewards

Students will be recognised in assembly on a weekly basis. Heads of Year will announce the students that have received the most Achievement Points, for that particular week, at the end of the Assembly.

Termly Rewards

Students will receive letters home depending on how many points they achieve during the term. Achievement points are reset to 0 at the end of every term. This provides students with renewed motivation to try and reach the achievement targets each term.



Accumulated Rewards

Students total points (minus any negative behaviour points) will be monitored at the end of each term where students will be issued with a reward at the end of term Achievement Assembly.

Students will receive a certificate and badge in recognition of their excellent work around the school.

- 25 Points Certificate of Achievement
- 50 Points will receive a Bronze badge alongside a certificate of achievement
- 75 Points will receive a Silver badge alongside a certificate of achievement
- 100 Points will receive a Gold badge alongside a certificate of achievement.
- 150 Points will receive 'Head Teachers Award' badge alongside a certificate of achievement.

Students that reach over 150 House points will automatically be invited to the end of year 'Outstanding Student' meal.

Additional Rewards

Teachers may also reward students with post cards / text messages home / positive letter / subject pupil of the month etc rewards may be issued at **any time** as a reward for effort, good behaviour or contribution to the ethos of the school – either on the premises or off-site **in addition** to any Achievement Points awarded. Additional rewards will vary depending on the department.

House Cup

At the end of the year all house points are totalled together. All points received will also be combined with points received in inter-house sports performances, fundraising and attendance/punctuality points awarded over the year. The house with the highest overall score will win the 'House' Cup.

The 'House Cup' will be engraved and displayed, with the house colours, at reception.

The House Points system will be administered by the Head of Year who will run regular reports, assess pupil's involvement, and provide prizes for pupils within their own Year.

End of Year Reward Trip (Year 7 – 10 only)

Students will be invited to attend the End of Year reward trip if;

- They accumulate the highest amount of conduct points in a specific term (2 places per Year Group each Term)
- They accumulate the highest amount of conduct points throughout the year (Max 5 spaces per Year Group)

Achievement Points

Achievement Points are an integral aspect of the House System and should be used to help to reinforce positive choices both inside the classroom and around school. Achievement Points will be issued through the School's internal computer system (SIMS).

Achievement Points may be given for the following things;

Completing very good work/homework
Contribution to class discussions/ class activities
Regularly setting a good example in lesson (including behaviour)
Effective use of planner throughout the term (Tutor)
Regular commitment to extra-curricular activities
Helpfulness – Assisting with events (E.g. Open evening, tour guide, Tutor assemblies, charity work)
100% Attendance and punctuality throughout the term

Behaviour and Discipline in Schools: advice for Headteachers and school staff (DfE February 2016)

Sanctions

- When poor behaviour is identified, sanctions should be implemented consistently and fairly in line with the behaviour policy. Good schools will have a range of disciplinary measures clearly communicated to school staff, pupils and parents. These can include:
 - A verbal reprimand.
 - Extra work or repeating unsatisfactory work until it meets the required standard.
 - The setting of written tasks as punishments, such as writing lines or an essay.
 - Loss of privileges – for instance the loss of a prized responsibility or not being able to participate in a non-uniform day (sometimes referred to as ‘mufti’ days).
 - Missing break time
 - Detention including during lunch-time, after school and at weekends.
 - School based community service or imposition of a task – such as picking up litter or weeding school grounds; tidying a classroom; helping clear up the dining hall after meal times; or removing graffiti.
 - Regular reporting including early morning reporting; scheduled uniform and other behaviour checks; or being placed “on report” for behaviour monitoring.
 - In more extreme cases schools may use temporary or permanent exclusion.

Sanctions

All adults in this school are responsible for the management of pupils’ behaviour, whether that is in the classroom, corridor, playground, off site, canteen, FLC; if a pupil is wearing Thomas More Catholic School uniform and is seen disrupting behaviour or displaying behaviour that would harm the reputation of the school, then it is the adult’s responsibility to challenge it and then follow it up. Please refer to the Behaviour flowchart in the Staff Handbook in regards to dealing with behaviour. It is important that members of staff remain in the teacher influence area (TIA) as much as possible to ensure effective management of any behavioural incident that occurs.

Depending on the severity of the infringement, the follow up may be a referral to another colleague and / or invoking one of the behaviour for learning stages.

To ignore poor or disruptive behaviour is to condone it.

Behaviour Points

Behaviour Points will carry with them a negative value and will detract from the number of Achievement points gathered by both the individual and the House to which they belong. Behaviour Points are given for the following things;

Uniform Infringements
Disrupting the learning of others, despite warnings by the teacher
Failing to have equipment for lesson
Failing to complete homework
Poor behaviour in corridors, playground, canteen, classroom
Lateness to school/lesson
Poor work/ un-kept books
Failing to follow the instructions of the teacher

At any time when a Behaviour Point is issued a full comment on the situation and the actions taken must be recorded on Sims. Parents should be contacted and spoken to regarding the incident and a comment in the communications log made under the student's profile.

All behaviour will carry a 1-point weighting.

A range of sanctions may be employed as a disciplinary response to poor behaviour – e.g:

- ✓ Verbal reprimand
- ✓ Behaviour Point
- ✓ Contact with parents/guardians
- ✓ Removal from class
- ✓ Loss of privileges – break / school trip etc
- ✓ Repeat unsatisfactory work completed
- ✓ Set an additional written task
- ✓ Confiscation of property
- ✓ School community work
- ✓ Break/Lunchtime detention
- ✓ After School detention
- ✓ Being placed on Report – See below for details
- ✓ School based community service
- ✓ Saturday Detentions (SLT Only)

Subject Teachers

At Thomas More we operate a system in the classroom known as. Warn, Move and Remove.

It is the responsibility of the subject teacher to manage behaviour within lessons via active engagement and through challenging activities. The initial response to inappropriate behaviour is through teaching and learning activities.

Low level disruptive behaviour such as lacking equipment, calling out, not engaging in tasks etc is first and foremost the responsibility of the subject / class teacher and may be dealt with in a variety of ways.

The following strategies are effective in a classroom and may be used by the classroom teacher; these strategies should be used alongside the behavioural points sanctions.

- verbal reprimand (Warn)
- moving seats (Move)
- removal from classroom for short 'time out' period (Remove)
- using Departmental Transfer timetable (Remove)
- contacting home
- note in Planner for parents
- departmental detention / report

Reports

Where a student has accumulated a number of behaviour points during a term they will be placed on report. The student will remain on report until they show effective progress in their behaviour towards the school rules. Depending on the level of report the report will be monitored by the Tutor (White report), the Head of Year (Yellow report or a member of the SLT (Red report)

Behaviour points are reset to 0 at the end of every term. This provides students with the opportunity to start a fresh and move forward.

Students that continue to accumulate behaviour points over a number of terms, despite support and monitoring, may receive further sanctions leading to fixed term/ permanent exclusion.

Behaviour POINTS

50

Fixed term exclusion. PSP Considered.

40

Student & Parental meeting with HOY & SLT member. 2nd day in seclusion. IEP considered. Every 5 behaviour points equals a day in seclusion.

30

Student put on to 'Red' report – Parents called by HOY. A 1 Day in seclusion.

20

Student put on to 'Yellow' report – Parents called by HOY and a detention is issued.

10

Student put on to 'White' report – Spoken to by form tutor with a phone call home.

Behaviour and Discipline in Schools: advice for Headteachers and school staff (DfE February 2016)

Detention;

- Teachers have a power to issue detention to pupils (aged under 18).
- Schools must make clear to pupils and parents that they use detention (including detention outside of school hours) as a sanction.
- The times outside normal school hours when detention can be given (the 'permitted day of detention') include:
 - any school day where the pupil does not have permission to be absent;
 - weekends - except the weekend preceding or following the half term break; and
 - non-teaching days – usually referred to as 'training days', 'INSET days' or 'non-contact days'.
- The head teacher can decide which members of staff can put pupils in detention. For example, they can limit the power to heads of year or heads of department only or they can decide that all members of staff, including support staff, can impose detentions.

Matters schools should consider when imposing detentions

- Parental consent is not required for detentions.
- As with any disciplinary penalty a member of staff must act reasonably given all the circumstances, when imposing a detention.
- With lunchtime detentions, staff should allow reasonable time for the pupil to eat, drink and use the toilet.

Detentions outside school hours

- School staff should not issue a detention where they know that doing so would compromise a child's safety. When ensuring that a detention outside school hours is reasonable, staff issuing the detention should consider the following points:
 - Whether the detention is likely to put the pupil at risk.
 - Whether the pupil has known caring responsibilities which mean that the detention is unreasonable.
 - Whether the parents ought to be informed of the detention. In many cases it will be necessary to do so, but this will depend on the circumstances. For instance, notice may not be necessary for a short after school detention where the pupil can get home safely; and
 - Whether suitable travel arrangements can be made by the parent for the pupil. It does not matter if making these arrangements is inconvenient for the parent.

Detentions are used as a sanction in response to punctuality, poor quality classwork, lack of / or poor-quality homework and behaviour concerns.

Staff may issue 'no notice' detentions but are advised, **if a student is to be detained for a significant period of time (1 hour) after the school day**, as a matter of courtesy and for parental information, to give parents a minimum of 24 hours written notice (text and / or note in Planner)

Parental consent is not required.

Exclusions

Depending on the severity of the infringement, a **fixed term (Internal/ External) or a permanent exclusion** may be issued for the following:

- Pupils who choose to bring offensive / dangerous weapons / objects onto the school premises
- Sexual abuse or assault – this will be referred to the police
- Possession of fireworks, matches, lighters
- Possession of any illegal substance
- Actual or threatened violence against a member of staff or pupil – referred to the police

Exclusions: TMCS will use exclusion (fixed term external or permanent) only as a last resort

The Head teacher is the only member of staff with the authority to issue a fixed term exclusion (in the absence of the HT, the DHTs have the authority to do so)

- 'Fixed term exclusions' are very serious; any disruption to a student's learning denies the child the opportunity to be part of Thomas More Catholic School and therefore part of the learning community.
- If a student is unable to behave appropriately or has seriously challenged the authority of an adult in the school, a fixed term exclusion may be issued.
- The period of exclusion may be from ONE day to FIVE days, depending on the seriousness of the matter and may lead to a 'permanent exclusion'.
- From the first day of a 'fixed term exclusion' the HOY will make arrangements for work to be sent to TMI (Internal) or home (External) for the student to complete and return.
- After the fifth day of exclusion, the Local Authority will make arrangements for the child to receive education.

A fixed term exclusion is issued in very serious circumstances; it may be for a 'one off' incident, or for inappropriate behaviour such as:

- fighting
- bullying – physically / verbally
- persistently failing to attend detention
- damaging property by writing graffiti
- misusing the internet – see 'Acceptable use' policy
- persistent poor behaviour – evidenced by number of Behaviour points received or lack of progress whilst on monitoring report

Behaviour and Discipline in Schools: advice for Headteachers and school staff (DfE February 2016)

Pupils' conduct outside the school gates

- *Teachers have the power to discipline pupils for misbehaving outside of the school premises "to such an extent as is reasonable".*
- *Maintained school' behaviour policies should set out what the school will do in response to non-criminal bad behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school (by a member of the public), including the punishments that will be imposed on pupils.*
- *Subject to the behaviour policy, teachers may discipline pupils for:*
 - *misbehaviour when the pupil is taking part in any school-organised or school-related activity or travelling to or from school*
 - *misbehaviour when the pupil wearing school uniform or in some other way identifiable as a pupil at the school.*
 - *misbehaviour at any time, whether or not the conditions above apply, that could have repercussions for the orderly running of the school or poses a threat to another pupil or member of the public or could adversely affect the reputation of the school*
 - *In all cases of misbehaviour the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.*

Behaviour Outside of the School grounds

Students may receive a fixed term/ permanent exclusion for inappropriate behaviour outside school when wearing Thomas More Catholic School uniform or identified as a Thomas More pupil (Not in school uniform). This will include any of the behaviour outlined in the Exclusions section of this policy or anything which brings the name of TMCS into disrepute.

Behaviour and Discipline in Schools: advice for Headteachers and school staff (DfE February 2016)

Seclusion / isolation rooms

- *Schools can adopt a policy which allows disruptive pupils to be placed in an area away from other pupils for a limited period, in what are often referred to as seclusion or isolation rooms. If a school uses seclusion or isolation rooms as a disciplinary penalty this should be made clear in their behaviour policy. As with all other disciplinary penalties, schools must act reasonably in all the circumstances when using such rooms (see paragraphs 14 and 15). Any use of isolation that prevents a child from leaving a room of their own free will should only be considered in exceptional circumstances. The school must also ensure the health and safety of pupils and any requirements in relation to safeguarding and pupil welfare.*
- *It is for individual schools to decide how long a pupil should be kept in seclusion or isolation, and for the staff member in charge to determine what pupils may and may not do during the time they are there. Schools should ensure that pupils are kept in seclusion or isolation no longer than is necessary and that their time spent there is used as constructively as possible. Schools should also allow pupils time to eat or use the toilet.*

Internal exclusions; All infringements will be taken on a case by case basis. The school will endeavour to keep students in school. AHT/DHT/HT and HOY may issue an internal exclusion, where students will remain in school but out of circulation in TMI (inclusion centre). Students may find themselves in isolation due to an infringement where parents will need to come in and discuss the events with a senior member of staff.

Students in TMI will adhere to a different Time Table where they will have break and lunch at different times to the rest of the school. Work will be provided by the inclusion centre.

Failure to adhere to the rules of the inclusion centre or failure to complete work may result in students receiving an external fixed term exclusion.

Head teacher and Governing Body

'Permanent exclusion'

- The Head teacher is the only person in the school with the authority to exclude a student permanently.
- It is a very serious decision and cannot be taken lightly. The decision to exclude a student permanently may be the result of a number of issues or it can be on the basis of a 'one off' serious misdemeanour.
- Matters regarding permanent exclusion are referred to the Governors' Disciplinary Panel; a meeting will be held with parents / student/s, Head teacher and / or other relevant parties. Matters will be discussed in full and the HT's decision will either be upheld or overturned by the Governing Body.

Full details of the procedure are available from the Main Office.

Below is a list of the reasons for which a student may be permanently excluded; the list is not exhaustive

- persistent disruption to learning and no commitment to changing behaviour
- bringing an offensive weapon into school
- bringing in, or dealing, drugs into school
- serious violent behaviour towards a member of staff or other students or bringing / arranging for others to carry out violence on any member of TMCS

Behaviour and Discipline in Schools: advice for Headteachers and school staff (DfE February 2016)

Confiscation of inappropriate items;

- *There are two sets of legal provisions which enable school staff to confiscate items from pupils:*
- 1) *The **general power to discipline** (as described in the bullets under the heading “Discipline in Schools – Teachers’ Powers” on pages 3 and 4) enables a member of staff to confiscate, retain or dispose of a pupil’s property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully. The legislation does not describe what must be done with the confiscated item and the school behaviour policy may set this out; and*
- 2) **Power to search without consent** for “prohibited items” including:
 - *knives and weapons*
 - *alcohol*
 - *illegal drugs*
 - *stolen items*
 - *tobacco and cigarette papers*
 - *fireworks*
 - *pornographic images*
 - *any article that has been or is likely to be used to commit an offence , cause personal injury or damage to property; and*
 - *any item banned by the school rules which has been identified in the rules as an item which may be searched for.*

The legislation sets out what must be done with prohibited items found as a result of a search.

- *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.*

Confiscated Items

Students may have items confiscated if this is in breach of the school uniform policy.

- ***Items of clothing or jewellery worn in breach of the school uniform may be confiscated.**

In addition, any items brought on to school property that are not part of the Equipment needed – as set out in the introductory pack and student planner – may be confiscated

Any Items confiscated will be kept at the main school office. Students may be given the opportunity to collect the item at the end of the day after a 15 minute detention or parents will be contacted to arrange collection of the items as soon as possible

All items not collected at the end of the term will be disposed of.

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.*
- *Separate advice is available in ‘Use of Reasonable Force – advice for school leaders, staff and governing bodies’. See Associated Resources section below for a link to this document.*

Associated resources

1. *Home school agreements*
2. *Use of Reasonable Force – advice for head teachers, staff and governing bodies*
3. *Screening, Searching and Confiscation – advice for head teachers, staff and governing bodies*
4. *Exclusions Guidance*
5. *Safeguarding*
6. *SEN Code of Practice*
7. *The Government’s former expert adviser on behaviour, Charlie Taylor, has produced a checklist on the basics of classroom management. Teachers can use it to develop between five and ten essential actions to encourage good behaviour in pupils.*

Legislative links

Education Act 1996

School Standards and Framework Act 1998

Education Act 2002

Education and Inspections Act 2006

School Information (England) Regulations 2008

Equality Act 2010

The Education (Independent School Standards) (England) Regulations 2010

Education Act 2011

Schools (Specification and Disposal of Articles) Regulations 2012

The Education (Independent School Standards) (England) Regulations 2012

The School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2016