



ST THOMAS MORE CATHOLIC SCHOOL

Behaviour Policy

This policy should be read in conjunction with:

- Suspension & Exclusion Policy
- Safeguarding & Child Protection Policy
- Attendance Policy

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Policy Overview

The aim of this policy is to ensure that all pupils at St Thomas More learn in a safe and secure environment. The policy outlines high standards of behaviour that support good learning.

As a Catholic school we hold the principles of Christian teaching at the heart of our interactions, and our school motto of 'Doing the right thing for the right reasons' underpins our interactions with all.

Canon law outlines the role of schools in helping parents to educate their children. We therefore see the development and formation of our young people as a shared responsibility between ourselves and our families.

It is the statutory responsibility of Governors, the Head Teacher and all staff to promote excellent behaviour and discipline in every part of school life to enable outstanding teaching and learning to take place and for all of our pupils to reach their potential. As such we have used the DfE guidance 'Behaviour in Schools' [2022] to inform our policy. This, in line with the Equality Act of 2010, is done without discrimination towards any pupil or member of staff and any discriminatory behaviour within our school community will not be tolerated.



1. Key Principles

There are five key principles that underpin our behaviour policy:

Principle 1: We are a polite, respectful and civilised community; we rarely raise our voices and we show love to our pupils.

In practice this means:

- All members of staff and families model the behaviours we expect of our pupils.
- Interactions between staff and pupils are calm, polite and controlled.
- We have a relentless focus on praise in all interactions with pupils; aiming to recognise positives in all.
- Our pupils are guided to adopt these behaviours and are guided to reflect and correct their behaviour where they fall short of these expectations.
- All members of the community carry out everyday tasks that visibly show our respect for each other: holding doors open, saying please and thank you, addressing each other by our names etc.

Principle 2: We focus on de-escalation; dealing with behaviour at the level of which it first presents.

In practice this means:

- We show love to our pupils, focusing on the behaviour, not the child.
- Staff therefore adopt strategies during encounters with pupils which seeks to stabilise, slow or reduce intensity of the situation.

Principle 3: As part of our focus on de-escalation, we accept apologies from pupils; we forgive them, we return to learning based conversations and we view every interaction as a fresh start.

In practice this means:

- Staff recognise that the pupils in our care are developing adults who need guidance, modelling and teaching how to meet our expectations of behaviour.
- We acknowledge that as young people, pupils will not always get things right, but the opportunity to reflect and apologise for any slip in behaviour allows for a situation to be resolved quickly.
- Quick resolution means that there should be no damage to relationships between staff and pupils as every interaction is an opportunity for a fresh start.

Principle 4: The recording or sharing information of a behavioural incident is not in itself dealing with the behaviour; it is simply a record of the event.

In practice this means:

- Staff should follow the behaviour response framework to ensure consistency of approach and fairness to pupils.
- Recording of behaviour is for information purposes only. The member of staff dealing with a behavioural incident is responsible for applying a consequence in line with the framework.

Principle 5: For cohorts, groups and individuals, strategic interventions are designed and implemented by the Pastoral Team based upon records inputted by staff.

In practice this means:

- The Pastoral Team uses behaviour data to respond to incidents on a daily, weekly and longer term basis.
- Where behaviour trends develop, and initial actions have not led to a change, the Pastoral Team will use the behaviour data to inform targeted work with individuals.



2. STM Behaviour Curriculum

Overview

Our behaviour curriculum outlines the rules and expectations that we have at St Thomas More. We refer to this as a curriculum to underpin the notion that pupils' behaviour is 'taught not caught'. We are committed to teaching pupils how to behave in a way that allows them to develop their character, grow into responsible and polite adults, and appreciate the importance of a consistent focus on civilised and respectful interactions.

Just as we plan any curriculum, our behaviour curriculum has key concepts that are underpinned by a shared understanding with crucial learning for each strand. By outlining our expectations in this way, it allows us to teach, assess, interleave and revisit key areas as appropriate.

Whole School Implementation

All staff have the responsibility to implement the behaviour curriculum in their day-to-day interactions with pupils. This ensures consistency and fairness for our pupils.

The behaviour curriculum is taught explicitly to all pupils during the first week of the Autumn Term. This is planned by the Pastoral Team to ensure that all key concepts and crucial learning are revisited and pitched according to pupils' age and needs. Following this, a bespoke plan is developed by the Pastoral Team for each year group that ensures the most appropriate crucial learning is revisited and interleaved throughout the academic year.

Bespoke Interventions

We acknowledge that some pupils may require greater support in adhering to aspects of the behaviour curriculum. Where this is the case the Pastoral Team will plan and deliver bespoke sessions to support pupils. These sessions will be time limited and linked to pupils' specific needs.

Any pupil returning from a suspension will be required to participate in a planned behaviour curriculum session, linked directly to the behaviour that resulted in their suspension.

Additional Notes

Mobile Phone / Earbud Use

- Staff should model the expected behaviour of pupils linked to mobile phones; we should therefore not routinely be using mobile phones in sight of pupils.
- Exceptions to the rule regarding mobile phones / earbud include:
 - Use prior to the start of the school day, for example while pupils are sitting quietly in their pastoral room. Phones / ear pods must be put away at 0840 when the tutor arrives.
 - Use at the end of the day, for example if walking to the bus & contacting parents.
 - Sixth form pupils can use mobile phones / earbuds in the Sixth Form area, however if silent study is taking place they must be put away.
 - Year 11, 12 & 13 are allowed to use mobile phones / ear pods during break time in the canteen only.
- Pupils should not be allowed to charge mobile phones / ear pods in any lesson or office.

Music in Lessons / Ear pods

- Pupils are not allowed to listen to music at any point during any lesson.



STM Behaviour Curriculum

Key Concept	Always Respectful	High Standards	Civilised Conduct	Active Learning
Shared Understanding	<p>Respect is at the centre of our community; we recognise that our behaviour is a way of demonstrating our respect for each other; when we get it wrong we apologise and move on.</p>	<p>We have high standards of ourselves and each other; we recognise that the way we present ourselves symbolises our commitment to these high standards.</p>	<p>We are a civilised community where civilised conduct is the norm; this means we adhere to set routines which ensure our school runs smoothly and remains a pleasant place to learn.</p>	<p>Our main focus is learning; we therefore behave in a way that ensures our learning is enhanced & not disrupted.</p>
Crucial Learning	<p>Be a caring and considerate member of the school community; accept responsibility if you make a mistake and apologise.</p>	<p>Wear your school uniform correctly and with pride. Key points:</p> <ul style="list-style-type: none"> • Shirts tucked in • Correct footwear • Unrolled skirts. 	<p>Maintain pride in our school site:</p> <ul style="list-style-type: none"> • Don't drop litter • Tidy away after lunch • Don't graffiti 	<p>Be prepared & equipped for learning; work hard and complete tasks (including homework) to the best of your ability.</p>
	<p>Never behave in a disrespectful, discriminatory or derogatory way to anyone in our school community.</p>	<p>Appropriate tone, volume and language used at all times.</p>	<p>Be in the right place at the right time; punctuality is a vital life skill.</p>	<p>Actively listen & respond; give the teacher 100% of your attention.</p>
	<p>Visibly show your respect:</p> <ul style="list-style-type: none"> • Address staff as Sir / Miss • Say good morning / afternoon to each other • Say please and thank you. • Stand and be silent when staff enter the room • Follow instructions from staff from the first time of asking • Hold doors open for each other 	<p>No jewellery, no acrylic nails / varnish / gels or fake eyelashes.</p> <p>Makeup kept to an absolute minimum [KS3 & KS4].</p>	<p>Walk on the left & leave / enter via the nearest external door.</p>	<p>Consistently meet the 'STM Standard' in all your work.</p>
		<p>Mobile phones should be stored out of sight and on silent. They should be put away immediately if requested.</p>	<p>Line up quickly & orderly in all instances you are required to do so.</p>	<p>Aim to use toilets during a break / lunchtime to avoid disruption to learning.</p>



3. Policy Implementation: Roles & Responsibilities

In line with our mission as a Catholic school to support families with the education of their child, all members of our school community have a responsibility to shape the culture for behaviour within our school and reinforce the high expectations we have of all pupils. To ensure full and effective implementation of our behaviour policy, all stakeholders are asked to adhere to the points below:

Families

- Reinforce the expectations that the school has for all pupils through your work at home.
- Engage positively with school when they contact you regarding your child.
- Address any concerns directly with school, and not through pupils.
- Adhere to the Bishop Wilkinson Parental Code of Conduct [Appendix 1]

Pupils

- Always be committed to showing yourself in the best possible light.
- Follow the behaviour expectations of school in the classroom and all other spaces.
- Acknowledge when you have got something wrong, apologise and accept any consequence gracefully.
- Adhere to the STM Behaviour Curriculum.

Staff

- Help to develop the ethos and culture of the school by embodying the Gospel Values in our interactions with pupils.
- Act as role models in all interactions with staff and pupils.
- Deal with behaviour at the level of which it first presents.
- Maintain our Catholic values in every interaction we have with members of the school community.
- Always be committed to viewing our pupils in the best possible light, show love, kindness and guide pupils when they get things wrong.
- Forgive pupils and view every interaction as a fresh start.
- Adhere to the expectations of the school, reinforcing consistency and fairness.
- Address any instances of poor behaviour, in and outside of the classroom.
- Teach and reinforce the behaviour curriculum. This is as important as any other lessons we teach our pupils.

Pastoral Team

- Support staff to adhere to the policy consistently, providing training and support where necessary.
- Work collaboratively to plan, embed and review the implementation and teaching of the Behaviour Curriculum.
- Ensure that relevant information is shared with staff which may inform their response to a situation.
- Investigate all serious incidents thoroughly and impartially.
- Ensure that any reasonable adjustments are put in place when dealing with incidents referred to them, particular for pupils with additional needs [SEND].

Governors

- Hold legal responsibility for the discipline of the school.
- Uphold & implement the Governor's Statement on Behaviour [See Appendix 2].
- Delegate responsibility for the day-to-day management to the Head Teacher, Senior Leadership Team and



staff.

- Monitor behaviour trends and oversee plans to ensure that all school stakeholders are effective in encouraging positive behaviour.



4. Daily Routines

St Thomas More is a large secondary school and as such, there are basic routines that we have in place in order to support calm, effective and orderly behaviour around the site. Therefore, we have a set of key operational procedures in place to support this. Pupils are expected to adhere to these procedures and staff actively support these.

In a similar way to the teaching of our Behaviour curriculum, the contents of our daily routines are taught to pupils and revisited at key points. This is led by our Assistant Head Teacher with responsibility for behaviour.

Our STM daily routines are outlined in Appendix 3.



5. Behaviour Management

Overview

Behaviour management is the responsibility of all staff during curriculum time and in all areas of the school at social times. To support each other and to ensure a fair and consistent approach, the school has two behaviour management frameworks.

- Managing behaviour during curriculum time [Appendix 4]
- Recording incidents & typical response for out of lesson behaviours [Appendix 5]

The frameworks provide an overview of the processes we expect staff to follow during curriculum time and examples of typical responses to behaviours we see in and out of the classroom. It is important that all staff are familiar with the frameworks and adhere to them in order to support consistency. However, staff should always be cognisant of the situation and the child and take this into account where appropriate.

Praise & Rewards

Encouraging positive behaviour is at the heart of our approach to behaviour management. Staff should strive to seek out and pay attention to good conduct and recognise when pupils are getting things right.

In the classroom and around school this can look like the following:

- Staff verbally acknowledging pupils' efforts and behaviours with a positive word.
- Sharing pupils work with others, including peers.
- Recording a positive note in the pupil's planner.
- Issuing merits to recognise their behaviours.
- Issuing Praise Postcards or phone calls home to further communicate how proud we are of the behaviours displayed.

We ask staff to aim to:

- Award merits in every lesson
- Award at least one postcard every lesson
- Contact home to recognise exceptional achievement / conduct or progress
- Nominate pupils for further rewards and recognitions from our Pastoral Teams and Senior Leaders

Our merit system is key to acknowledging pupils' behaviours, efforts and positive contributions to the school. Pupils are issued merits through our management information system [Arbor] and parents can track these achievements through the Arbor Parent app.

Merit totals are monitored and form part of our whole school House System where collective efforts are recognised and shared through whole school assemblies, house competitions and trophies.

Across the school pupils are celebrated more widely in a range of ways and opportunities. Our key strategies include:

- Cause for applause station [led by our rewards lead]
- Applause on the doors [used by all staff & noted by leaders school walks]
- Weekly letters home from the leadership team
- Friday Head Teacher treats
- Merit certificates
- Awards celebration evening [led by our rewards lead]
- Weekly contact home from Pastoral and Senior Leaders



7. Managing Behaviour During Curriculum Time

Behaviour during curriculum time is first and foremost the responsibility of the classroom teacher. This approach is fundamentally underpinned by three of our key principles.

Principle 1: *We are a polite, respectful and civilised community; we rarely raise our voices and we show love to our pupils.*

In practice this means:

- *All members of staff and families model the behaviours we expect of our pupils.*
- *Interactions between staff and pupils are calm, polite and controlled.*
- *We have a relentless focus on praise in all interactions with pupils; aiming to recognise positives in all.*
- *Our pupils are guided to adopt these behaviours and are guided to reflect and correct their behaviour where they fall short of these expectations.*
- *All members of the community carry out small tasks that visibly show our respect for each other: holding doors open, saying please and thank you, addressing each other by our names etc.*

Principle 2: *We focus on de-escalation; dealing with behaviour at the level of which it first presents.*

In practice this means:

- *We show love to our pupils, focusing on the behaviour not the child.*
- *Staff therefore adopt strategies during encounters with pupils which seeks to stabilise, slow or reduce intensity of the situation.*

Principle 3: *As part of our focus on de-escalation we accept apologies from pupils, we forgive them, we return to learning based conversations and we view every interaction as a fresh start.*

In practice this means:

- *Staff recognise that the pupils in our care are developing adults who need guidance, modelling and teaching how to meet our expectations of behaviour.*
- *We acknowledge that as young people, pupils will not always get things right, but the opportunity to reflect and apologise for any slip in behaviour allows for a situation to be resolved quickly.*
- *Quick resolution means that there should be no damage to relationships between staff and pupils as every interaction is an opportunity for a fresh start.*

This means that the vast majority of behaviour issues should be dealt with effectively at the classroom level. However, we recognise that there may be some persistent issues where staff and pupils need further support to change their behaviours. In the first instance, staff will seek support from their department, and when that fails to address the issue effectively, further support will be sought from the wider Pastoral Team.

The following table outlines the expectations of staff and the possible consequences for poor behaviour. The table should be followed from left to right and the possible consequences should be followed from top to bottom.



Managing Behaviour During Curriculum Time [Excerpt]

Class Teacher	Department	Pastoral Team
<p>Teachers are responsible for behaviour management within their own classroom & should utilise the strategies below to support consistency across the school.</p> <p>Before the lesson:</p> <ul style="list-style-type: none"> ● Seating plan, class profile & lesson resources prepared ● Standing on threshold; positive welcome to the classroom ● Curriculum adaptations considered & planned ● Do Now task prepared & ready for entry <p>During the lesson:</p> <ul style="list-style-type: none"> ● Adhere to whole school standard routines ● Focus on praise & high expectations of all - issuing merits and praise postcards ● Positive & enthusiastic manner ● Hands up for silence ● Clear instruction & check for understanding ● Circulate the room <p>In response to poor behaviour [hierarchical]:</p> <ol style="list-style-type: none"> 1. Repeat instruction & provide an expectation reminder 2. Clear warning with clarity of expectation 3. 1:1 conversation [in or out of lesson] 4. Time out [limited to 5 / 6 minutes] <p>As a consequence to poor behaviour [hierarchical]:</p> <ol style="list-style-type: none"> 5. Detention [break / lunch / after school] 6. Contact home 7. Written consequence [Section from Behaviour Curriculum x1 only] 8. Seek support from department 	<p>When support is required, teachers should work within their department to increase the level of monitoring and challenge posed to pupils.</p> <p>Before the lessons:</p> <ul style="list-style-type: none"> ● Quality assure teacher's preparation and offer support as required ● 1:1 conversation with the pupil ● Contact home ● Conversation with whole class ● Arrange withdrawal of specific pupils [departmental] ● Arrange additional in class support or lesson visits by other staff <p>During the lesson</p> <ul style="list-style-type: none"> ● Visit the class or arrange for others to visit ● Remove pupil [department isolation] <p>In response to continued poor behaviour / possible consequence [not hierarchical, Departments can use their professional judgement]:</p> <ul style="list-style-type: none"> ● Department detention ● Department report [time limited with contact home [maximum of 4 weeks / 2 cycles of timetable] ● Department isolation ● Written consequence [Section from Behaviour Curriculum x1 only] ● Seek support from pastoral team 	<p>When departmental support [over time maximum 2 cycles of timetable] has failed and specific issues persist, the department should seek support from the pastoral team.</p> <p>Before the lesson:</p> <ul style="list-style-type: none"> ● 1:1 conversation with the pupil ● Contact home ● Conversation with whole class ● Arrange withdrawal of specific pupils [behaviour base] <p>During the lesson</p> <ul style="list-style-type: none"> ● Visit the class or arrange for others to visit <p>In response to continued poor behaviour HOH / DHOH / Progress Leaders:</p> <ul style="list-style-type: none"> ● Pastoral report ● Meeting with family ● Joint review of class / possible class move ● Whole school detention <p>If serious issues persist HOH / SLT:</p> <ul style="list-style-type: none"> ● Isolation ● Behaviour support plan ● SLT report ● Work with external agencies ● Suspension
<p><i>If urgent assistance is required email assistance@stthomasmore.org.uk</i></p>		



8. Teacher Led Response & Consequences

A significant part of managing behaviour during curriculum time focuses on the authority of the individual teacher and leaders in the curriculum area. This is because staff have a responsibility to ensure that standards of behaviour are high in their own area and demonstrate to the pupils that when there are examples of poor behaviour they will deal with it. This reinforces the teacher's authority.

As outlined in the framework staff should respond and then follow the consequences in response to behaviour exhibited by pupils, if required. Staff are advised that these strategies are hierarchical and should be used in this order of escalation.

In response to poor behaviour [hierarchical]:

1. Repeat instruction & provide an expectation reminder
2. Clear warning with clarity of expectation
3. 1:1 conversation [in or out of lesson]
4. Time out [limited to 5 / 6 minutes]

As a consequence to poor behaviour [hierarchical]:

5. Detention [break / lunch / after school],
6. Written consequence [Section from Behaviour Curriculum x1 only]
7. Contact home
8. Seek support from department

The information below clarifies expectations linked to the set consequences:

a. Detentions

Detentions will take place at:

- Breaktime
- Lunchtime
- After school

Detention Guidelines:

- All detentions should be written in pupil's planners to support pupil's organisation and inform parents of detentions. This should include: the date, time, location and duration of the detention. For pupils on report, detentions should also be written on their report.
- All lunchtime and after-school detentions should be recorded on Arbor to aid pupils' organisation.
- For breaktime detentions, please ensure detentions are limited to a maximum of 10 minutes to ensure pupils are granted sufficient time to go to the toilet [on a Friday, this will need to be slightly less]
- For lunchtime detentions, please ensure detentions are limited to a maximum of 30 minutes and ensure pupils are granted sufficient time to get lunch and go to the toilet.
- As part of any detention staff should have restorative conversations with the pupil around the behaviour that has led to this consequence.
- Pupils should be supervised throughout the duration of their detention. They should not be left alone under any circumstances.
- Pupils should be given meaningful tasks to complete during their detention, this could include:
 - Catching up on homework,
 - Completing lesson work
 - Written consequences would **not** be a suitable task for pupils to complete during their detention
- For an after school detention, staff should aim to give parents 24 hours notice by writing the date, time and location of the detention in the pupil's planner. Where this is not possible, parents / carers must be contacted to notify them of the detention.



b. Contact Home

Contact home can be used to engage parental support with issues arising in lesson time. This phone call should be brief and for information sharing.

Any information pertinent to teachers before contacting home will be found on pupil's profiles in Arbor. There is no requirement to log phone calls unless staff feel something that has been discussed needs to be shared with the Pastoral Team.

Staff must use a school phone to contact home rather than a personal device. Staff are welcome to use phones throughout the building - including SMT / ML offices, where needed, to facilitate contact. The only exception to this would be on a school trip.

c. Written Consequences

Written consequences should only be used after other tools have been utilised. Written consequences may consist of writing up a section (s) of the Behaviour Curriculum but should be limited to a maximum of one copy of the whole curriculum.

Written consequences should not be doubled if pupils do not initially complete them; a different consequence should be completed, or if appropriate, assistance sought.



9. Assistance Required

Leaders in the school will staff the assistance required system. This system is designed to provide support to staff in urgent situations, where pupils potentially need removing from a lesson. In most cases this will be after all strategies by the teacher or the department have been exhausted. Or alternatively, in a situation where a pupil is posing a risk to themselves or others and needs to be removed from the curriculum area.

As outlined above staff should always aim to deal with their own behavioural issues, demonstrating to pupils that they have the authority to do so. Furthermore, in line with principle 4:

Principle 4: *The recording or sharing information of a behavioural incident is not in itself dealing with the behaviour; it is simply a record of the event.*

Staff should not use this support system as a threat to pupils; it is unlikely that pupils will even be aware of this system.

Assistance required is **not**:

- An alternative to teachers dealing with behaviour in their classroom
- An alternative to department support
- A reporting system in itself
- A 'threat' to be used with pupils
- A reporting system for late pupils
- A non-urgent information sharing system

If used, leaders will determine if a pupil is returned to their lesson or removed. In all instances, the classroom teacher will be expected to apply a consequence in line with the severity of the behaviour, demonstrating to the pupils that they are dealing with the behavioural incident.

The Pastoral Team will take responsibility for monitoring the use of 'assistance required' and will ensure any whole school consequence is applied for pupils if appropriate and support is in place for staff.



10. Typical Responses by Staff

As part of our approach to managing whole school behaviour it is important that there is commonality in response from staff. As part of our behaviour response frameworks both in curriculum time and out of lessons we have a typical response section. This aims to exemplify common behaviours and how staff are expected to respond in the first instance, how to follow up a request and what to do if an issue persists.

It is important to note that all three of these stages could take place within one exchange and not necessarily over a period of time. The examples in the frameworks can be applied to most contexts and are based on principles 1 and 2:

Principle 1: *We are a polite, respectful and civilised community; we rarely raise our voices and we show love to our pupils.*

Principle 2: *We focus on de-escalation; dealing with behaviour at the level of which it first presents.*

It is important that if staff find themselves dealing with a situation that is not exemplified in the typical response framework they respond in a principled based way: being calm and respectful, focused on de-escalating and dealing with the behaviour at the levels it first presents. In addition, staff should be cognisant of any additional needs of the pupil. If staff are unsure, particular in out of lesson instances, they are advised to walk away and seek support from a colleague.

Our typical response frameworks can be found on the following pages.

The Role of the Pastoral Team

Once an incident has been referred to the Pastoral Team they will take responsibility for liaising with the member of staff to ensure clear communication is part of our response framework. In most cases, it will remain appropriate for the member of staff to apply an appropriate consequence and the Pastoral Team will simply support with this.

When an incident has been referred to the Pastoral Team and support is required, the team will:

- Support / ensure the pupil apologises to the member of staff
- Support the member of staff to implement an appropriate sanction

When an incident is deemed more serious and the Pastoral Team apply a whole school consequence, the team will:

- Ensure the outcome of the incident is reported back to the member of staff
- Communicate with the pupils family
- Implement a whole school consequence and ensure the pupil completes it
- Support / ensure the pupil apologises to the member of staff



Typical Response Framework [Curriculum Time]

Example Behaviour [During Curriculum Time]	Typical response		
	First response	Follow up response if required	If the issue persists
Repeated instances of forgotten equipment	<ul style="list-style-type: none"> ● Provide equipment ● Verbal reminder of the Behaviour Curriculum 	<ul style="list-style-type: none"> ● Clear timescale for improvement given [direct pupils to Welfare to purchase equipment] ● Seek support from the pupil's tutor 	<ul style="list-style-type: none"> ● Consequence issued & record on Arbor [L1 Lack of Equipment] ● Contact home
Lateness to lesson / pastoral	<ul style="list-style-type: none"> ● Welcome pupil to lesson, engage immediately in work / learning ● Verbal reprimand after the lesson or at an appropriate time 	<ul style="list-style-type: none"> ● Log minutes late on Arbor through the register. 	<ul style="list-style-type: none"> ● Weekly Pastoral Late to Lesson detentions ● Seek support from the pupil's tutor ● Consequence issued & record on Arbor [L1 Late to Lesson] ● Seek support from the Pastoral Team
Refusing to follow a reasonable request within a lesson. Repeated disruption of a lesson.	<p>See response hierarchy:</p> <ul style="list-style-type: none"> ● Repeat instruction & provide an expectation reminder ● Clear warning with clarity of expectation ● 1:1 conversation [in or out of lesson] ● Time Out 	<p>See consequence hierarchy</p> <ul style="list-style-type: none"> ● Detention [break / lunch / after school] ● Written consequence [Section from Behaviour Curriculum x1 only] 	<ul style="list-style-type: none"> ● Where there is persistent defiance which is preventing learning from taking place: <ul style="list-style-type: none"> ○ Contact home ○ Seek support from Department ● If urgent assistance is required, use the STM-AssistanceRequired@stm.bwcet.com email group.
Serious Incident	<i>If urgent assistance is required email: STM-AssistanceRequired@stm.bwcet.com</i>		



Typical Response Framework [Out of Lessons]

Example Behaviour [Out of Lessons]	Typical Response		
	First Response	Follow up response if required	If the issue persists
Mobile Phone misuse / Incorrect uniform [inc jewellery]	<ul style="list-style-type: none"> • Verbal reminder of Behaviour Curriculum given daily during Pastoral linked to uniform, jewellery & mobile phones • Request to comply is issued daily during pastoral 	<ul style="list-style-type: none"> • Item confiscated for the remainder of the day if it is identified after Pastoral [this should be given straight to the HoH] 	<ul style="list-style-type: none"> • Record as a Behaviour Incident on Arbor if repeated incidents occur [L1 Mobile Phone] • Consequence issued if repeated issues occur • If the pupil refuses to hand over confiscated item, refer to Pastoral Team and record on Arbor [L5 Defiance / Disrespect of Staff]
Use of inappropriate language in conversation with peers / Poor behaviour on the yard	<ul style="list-style-type: none"> • Verbal reminder of Behaviour Curriculum • Request to comply 	<ul style="list-style-type: none"> • Second opportunity to comply provided • A final warning that if the pupil does not comply, there will be a consequence 	<ul style="list-style-type: none"> • Consequence issued / Logged on Arbor [L3 Swearing / L3 Unruly Behaviour Around School] • Refer to Pastoral Team
Refusing to follow a reasonable request	<ul style="list-style-type: none"> • Verbal reminder of Behaviour Curriculum • Request to comply 	<ul style="list-style-type: none"> • Second opportunity to comply provided • A final warning that if the pupil does not comply, there will be a consequence 	<ul style="list-style-type: none"> • Consequence issued
Refusing to complete a set consequence	<ul style="list-style-type: none"> • Verbal reminder of Behaviour Curriculum • Rearrange the detention / set a new deadline for the consequence 	<ul style="list-style-type: none"> • Seek support from the pupil's tutor • Contact home 	<ul style="list-style-type: none"> • Notify the Pastoral Team who will deploy an appropriate action / consequence



Argumentative behaviour directed at member of staff	<ul style="list-style-type: none"> ● Verbal reminder of Behaviour Curriculum ● Request to comply 	<ul style="list-style-type: none"> ● Allow the pupil time out to de-escalate the situation ● Second opportunity to comply provided 	<ul style="list-style-type: none"> ● Contact home OR ● Notify the Pastoral Team who will deploy an appropriate action / consequence
Walking away from staff	<ul style="list-style-type: none"> ● Verbal reminder of Behaviour Curriculum ● A polite, direct request for the pupil to stop. 	<ul style="list-style-type: none"> ● Allow the pupil to walk away and use a phrase such as: <i>'If you are choosing to walk away you need to be aware this will be followed up.'</i> ● Notify the Pastoral Team 	<ul style="list-style-type: none"> ● The Pastoral team will take responsibility for ensuring the pupil is collected, an apology is given and a consequence applied [in liaison with the teacher].
Serious Incident	If urgent assistance is required email: <i>STM-AssistanceRequired@stm.bwcet.com</i>		



11. Recording Behaviours

Consistency in recording incidents is vital in order to monitor behaviour patterns of individuals and groups. When recording incidents it is important that staff remember Principle 4 and 5.

Principle 4: *The recording or sharing information of a behavioural incident is not in itself dealing with the behaviour; it is simply a record of the event.*

Principle 5: *For cohorts, groups and individuals, strategic interventions are planned by the Pastoral Team based upon records inputted by staff.*

It is unrealistic to expect that every time a member of staff deals with an incident they will have time to record it on the MIS system. However, where there is a pattern of low level behaviours, or more serious behaviours are exhibited, incidents should be recorded on Arbor.

When logging an incident on Arbor, there are 43 generic statements to choose from. When an incident is recorded, the generic comment will be shared with parents / carers via the Arbor Parent app to allow families to have conversations about pupils' behaviour at home.

Consistent recording of behaviour is vital to enable the Pastoral Team to use this data in their daily behaviour review meetings and weekly behaviour strategy meetings to put interventions in place with key pupils or allocate support where help is needed. This information will also be used to inform discussions during the Pupil Conferences linked to both individual and cohort priorities.

The full list of behaviour comments are listed on the following page.



Merits/Postcards/Phone Calls Home	[-1 point]	[-3 points]	[-5 points]
Positive contribution Acts of kindness Excellent classwork or homework Supportive & kind towards peers or staff	Late to lesson / school Lack of equipment Uniform Homework [Level 2 / -1 points] Poor effort throughout the lesson Low-Level Disruption Eating / chewing Out of bounds Mobile Phone Unkind behaviour towards others	Severe disruptive behaviour [removed from class] Severe disruptive behaviour Unruly behaviour around school Damage to school property Swearing Refusal to enter moved room Failure to complete sanction/detention/consequence [Level 4 / - 3 points] Defiance / disrespect of staff	Banned Item Vaping / Smoking Theft Internal Truancy/Leaving lesson without permission' Bullying - disability Bullying - homophobic / transphobic / biphobic Bullying - racist Bullying - physical Bullying - other Derogatory Language Homophobic incident Racist incident Sexualised language Verbal abuse of pupil Physical assault on a pupil Fighting [equal blame] Verbal abuse of staff Physical assault of staff Other severe / serious incident

Work Flows

The level of severity of the incident will dictate who will be alerted to this behaviour incident.

- Parents / carers will receive all of the behaviour incidents logged for their child along with the generic comment to support them in discussing behaviour exhibited in school with their child at home.
- Pastoral Tutors will receive all -1 incidents for pupils in their Pastoral group and will take the lead on discussing these behaviours with pupils in their pastoral care.
- All Heads of Department will receive notifications of all -3 and -5 incidents recorded for their department to enable them to support colleagues in managing behaviour in their curriculum area.
- Heads of Houses will receive all -3 and -5 incidents for their House.
- Pastoral Senior Leaders will receive all -3 and -5 incidents for the whole school.
- Senior Leaders will receive all -5 incidents.



Homework

Staff should continue to record homework set in Arbor, this allows families to monitor the work pupils are required to complete.

When a pupil does not complete their homework, staff should use the 'Homework' comment in Arbor.

This acts as a tool for Progress Leaders to monitor trends and plan interventions. It is not a requirement that staff give an automatic consequence every time a homework is not completed. Staff are expected to consider the context of the situation and the pupils. For example:

- Is the pupil vulnerable? If this is the case, homework completion might have been difficult for the pupil.
- Is this the first instance of missed homework? If this is the case, there may be a genuine reason.

When teachers notice a pattern of missed homework by a pupil they should refer to the consequences in the managing behaviour during curriculum time framework, numbers 5 to 8:

In response to poor behaviour [hierarchical]:

1. Repeat instruction & provide an expectation reminder
2. Clear warning with clarity of expectation
3. 1:1 conversation [in or out of lesson]
4. Time out [limited to 5 / 6 minutes]

As a consequence of poor behaviour [hierarchical]:

5. Detention [break / lunch / after school],
6. Written consequence [Section from Behaviour Curriculum x1 only]
7. Contact home
8. Seek support from department



12. On Report System

The reporting system is one feature of our wider behaviour management strategy. It is designed to be hierarchical in nature, demonstrating to pupils that as they move through the stages there is a gradual increase in monitoring and removal of privileges.

The table below outlines the different types of reports, the expectations of staff and pupils and exit criteria.

When a pupil successfully completes a report, at any level [with the exception of the Headteacher's Report], they come off report - there is no need for them to also satisfactorily complete reports lower in the hierarchy too.

When a report is successfully completed, the report lead will contact home to confirm this with families and celebrate the progress made in the pupil's behaviour.

However, if a pupil's behaviour deteriorates once again, they will return to report at the level that they were previously on unless a significant amount of time has elapsed.



Whole School 'On Report' Overview

Report Title	Assigned By	Rationale / Reason	Guidance for Staff	Expectations of Pupils	Exit Criteria	Report Template Link
Curriculum [Printed on Blue Card]	HoD	Engagement / attitude / poor work quality / behaviour issues in specific subject area	<p>HoD to agree duration of initial report in line with lesson frequency.</p> <p>Report can be extended if targets are not met to a maximum of 4 weeks / 2 cycles of timetable</p> <p>Letter issued to parents [Appendix 7]</p> <p>Targets must be specific to the pupil and targeted at the issue.</p> <p>Dept link to complete report tracker.</p> <p>Pupils must report to the department link after each lesson, department link to contact home if there is an issue that requires family support.</p>	<p>Report handed to teacher at the start of the lesson to complete.</p> <p>Strive to meet targets in each lesson.</p> <p>Report to the department link at the end of every lesson.</p> <p>Get your report signed by a member of your family after every lesson.</p>	<p>Targets met over agreed durations or exceeded maximum time</p> <p>[in which case refer to HOH]</p>	Department Report 2025 [Blue]
Tutor [Printed on Green Card]	HoH	Attendance / punctuality / organisation / homework	<p>Targets must be specific to the pupil and targeted at the issue.</p> <p>HOH to complete report tracker</p> <p>Tutor to monitor daily.</p> <p>Tutor to contact home, if deemed appropriate.</p>	<p>Report handed to your tutor at 0845 every morning for daily check and 1:1 conversation.</p> <p>Report handed to teacher at the start of the lesson to complete.</p> <p>Strive to meet targets in each lesson.</p> <p>Get your report signed by a member of your family each evening.</p>	<p>Targets met over agreed durations or exceeded maximum time</p> <p>[in which case refer to HoH]</p>	Pastoral Report 2025 [Green]



Report Title	Assigned By	Rationale / Reason	Guidance for Staff	Expectations of Pupils	Exit Criteria	Report Template Link
Progress Lead [Printed on Blue Card]	AHT	Progress / homework / poor work quality	<p>Targets must be specific to the pupil and targeted at the issue.</p> <p>AHT to complete report tracker</p> <p>Progress Leader to monitor daily.</p> <p>Progress Leader to contact home, if deemed appropriate.</p>	<p>Report handed to your Progress Lead at 0845 [in their office] every morning for daily check and 1:1 conversation.</p> <p>Report handed to teacher at the start of the lesson to complete.</p> <p>Strive to meet targets in each lesson.</p> <p>Get your report signed by a member of your family each evening.</p>	<p>Targets met over agreed durations or exceeded maximum time</p> <p>[in which case refer to AHT/HOH as appropriate]</p>	Progress Leader Report 2025 [Blue]
DHoH [Printed on Yellow Card]	HoH	<p>Attendance /behaviour / attitude / one off incident</p> <p>Escalation from multiple Dept reports</p>	<p>Targets must be specific to the pupil and targeted at the issue.</p> <p>HoH to complete report tracker</p> <p>DHoH to monitor daily.</p> <p>DHoH must contact home once a pupil is placed on report and then a minimum of once a week to discuss progress made.</p>	<p>Report handed to your DHoH at the start of morning break [11.10am] for daily check and 1:1 conversation.</p> <p>Report handed to teacher at the start of the lesson to complete.</p> <p>Strive to meet targets in each lesson.</p> <p>Get your report signed by a member of your family each evening.</p>	<p>Targets met over agreed durations or exceeded maximum time</p> <p>[in which case refer to HoH]</p>	Deputy HOH Report 2025 [Yellow]



Report Title	Assigned By	Rationale / Reason	Guidance for Staff	Expectations of Pupils	Exit Criteria	Report Template Link
HoH [Printed on Yellow Card]	HoH / AHT	Ongoing or persistent behavioural / attendance / attitude concerns One off incidents	Targets must be specific to the pupil and targeted at the issue. HoH to complete report tracker HoH to monitor daily <ul style="list-style-type: none"> 08.45am 1:1 conversation & review of targets 12.25pm 1:1 conversation and lunchtime isolation applied where targets are not met. HoH must contact home once a pupil is placed on report and then daily if appropriate.	Report handed to your HoH at: <ul style="list-style-type: none"> 08.45am for daily check and 1:1 conversation. 12.25pm for checking Report handed to teacher at the start of the lesson to complete. Strive to meet targets in each lesson. Get your report signed by a member of your family each evening.	Targets met over agreed durations or exceeded maximum time [in which case refer to AHT as appropriate]	HoH Report 2025 [Yellow]
AHT [Printed on Orange Card]	AHT	Persistent behavioural / attendance / attitude concerns One off incidents Return from suspension	Targets must be specific to the pupil and targeted at the issue. AHT to complete report tracker AHT to monitor daily <ul style="list-style-type: none"> 08.45am - 1:1 conversation & review of targets 11.10am - 1:1 conversation & review of targets 12.25pm - pupil isolation & afternoon plans agreed [possible further isolation if required] HoH must contact home once a pupil is placed on report and then daily if appropriate.	Report handed to AHT at: <ul style="list-style-type: none"> 08.45am for daily check and 1:1 conversation. 11.10am for checking 12.25pm for checking Lunchtime isolation completed daily. Report handed to teacher at the start of the lesson to complete. Strive to meet targets in each lesson. Get your report signed by a member of your family each evening.	Targets met over agreed durations or exceeded maximum time [in which case refer to DHT as appropriate]	AHT Report 2025 [Orange]



Report Title	Assigned By	Rationale / Reason	Guidance for Staff	Expectations of Pupils	Exit Criteria	Report Template Link
DHT [Printed on Purple Card]	AHT / DHT	Significant behavioural / attitude concerns. Return from repeat suspension / at risk of PEx	Targets must be specific to the pupil and targeted at the issue. DHT to complete report tracker DHT to monitor daily <ul style="list-style-type: none"> 08.45am - 1:1 conversation & review of targets 11.10am - pupil isolation 12.25pm - pupil isolation & afternoon plans agreed [possible further isolation if required] DHT must contact home once a pupil is placed on report and then daily.	Report handed to DHT at: <ul style="list-style-type: none"> 08.45am for daily check and 1:1 conversation. 11.10am for checking / isolation 12.25pm for checking / isolation Report handed to teacher at the start of the lesson to complete. Strive to meet targets in each lesson. Get your report signed by a member of your family each evening.	Targets met over agreed durations or exceeded maximum time [in which case refer to HT for PEx consideration]	DHT Report 2025 [Purple]
HT [Printed on Pink Card]	DHT	Significant risk of PEx	Pre PEx meeting held with pupils & family. Targets must be specific to the pupil and targeted at the issue. DHT to complete report tracker HT to monitor daily <ul style="list-style-type: none"> 08.45am - 1:1 conversation & review of targets 11.10am - pupil isolation 12.25pm - pupil isolation & afternoon plans agreed [possible further isolation if required] HT must contact home once a pupil is placed on report and then daily.	Report handed to HT at: <ul style="list-style-type: none"> 08.45am for daily check and 1:1 conversation. 11.10am for checking / isolation 12.25pm for checking / isolation Report handed to teacher at the start of the lesson to complete. Strive to meet targets in each lesson. Get your report signed by a member of your family each evening.	Targets met over agreed durations or exceeded maximum time [in which case refer to Governor Disciplinary Panel for PEx]	



13. Serious Incidents & Response

Serious Incidents

Serious incidents are those which are a significant breach of our expectations and may put the safety of pupils or community at risk. These include but are not limited to:

- Abuse of a member of staff [such as directly swearing at them]
- Truancing both in school and out of school
- Vaping / Drug / Alcohol use
- Fighting
- Discriminatory language
- Threatening behaviour

These incidents are deemed to be so serious that they will be dealt with directly at a whole school level. Staff should report any such instances to the Pastoral Team.

Incidents that Require Investigation

The large majority of serious incidents will require a thorough investigation. An investigation should be overseen by the AHT behaviour who may appoint another member of staff to act as the lead in relation to the investigation.

In such instances the following record sheets should be used:

- Pupil Statement [Appendix 8]
- Staff Statement [Appendix 9]
- Communication Record [Appendix 10]

The AHT/ lead investigator should:

- Isolate the pupil[s] directly involved, providing them an opportunity to write their statement
- Issue pupil / staff statement sheets to those involved and set a clear deadline for completion
 - It must be made clear to them to state where it happened, when it happened, which individuals were there and full details of what occurred.
 - They are not to discuss the situation with anybody before completing the statement.
 - Phones should be taken from the pupil(s) and they are to be supervised whilst completing the statement. The member of staff who supervises this should sign the statement also.
 - Any member of staff who were witnesses should share their written statement [appendix 9] with the member of staff overseeing the investigation.
- The AHT should liaise with the lead on the investigation to speak with the witnesses regarding the statements made, to ensure that all relevant information is collected and then ensure that the statements are signed.
- The lead on the investigation will then discuss with the DHT / HT the most appropriate sanctions to apply.
- Families will then be contacted to inform them of the incident / outcome where appropriate. This should include any victim involved in the incident.

Once the incident is closed, all communication sheets should be shared with Pastoral Admin and transferred to pupils' electronic record.

Whole School Consequences



In response to a serious incident, the Pastoral Team will make appropriate use of the range of whole school consequences. To ensure these consequences are viewed as serious by pupils, only the Pastoral Team can refer pupils to these.

Our whole school consequences are as follows:

Whole School Detention [Daily]

- These take place daily on a Monday - Friday between 3:35pm to 4:35pm and Friday from 2.50pm to 3.50pm in the Behaviour Base
- It is staffed by the Pastoral Team
- The AHT behaviour takes responsibility for registers, tracking attendance and liaising with families
- During this detention pupils are required to work silently on a task set by the member of staff

Lunchtime Isolation

- This is staffed every lunchtime by senior leaders and the Pastoral Team
- This take place in Behaviour Intervention Room
- Any pupils on AHT / DHT / HT report will automatically be required to attend lunchtime isolation
- The AHT behaviour is responsible for registers and tracking attendance.

Isolation [Behaviour Base]

- Isolation in the Behaviour Base should be a last resort and in response to a serious incident.
- Pupils referred to this should be considered for a Behaviour Improvement Plan.
- Time spent in the Behaviour Base, in response to a serious incident, should be time limited and focused on education linked to our behaviour curriculum.
- Senior leaders and HoH can refer pupils to the Behaviour Base.
- The AHT behaviour is responsible for monitoring referrals, registers, interventions and quality of experience.
- A copy of the Behaviour Base protocols can be found in appendix 11.

Suspension & Permanent Exclusion

- Only the Head Teacher can make the decision to suspend or exclude a pupil.
- In instances where a pupil is at risk of either, a thorough investigation should be carried out [refer to Suspension & Exclusion policy]

Behaviour Interventions

A key part of our work to support pupils is by using the behaviour curriculum to support them to reflect upon their actions and manage a change in behaviour. Therefore, we will carry out bespoke, targeted interventions with individuals as part of our response to poor behaviour, alongside any appropriate consequences.

Our whole school behaviour interventions are as follows:

Behaviour Improvement Plan

- Where persistent behaviour issues are displayed a Behaviour Improvement Plan may be put in place by the Pastoral Team.
- The BIP will incorporate the full range of support in place to help a pupil meet our behaviour expectations. This may include:
 - Directed interventions sessions
 - Work with our Educational Welfare Officer



- Referral to external agencies
- Support for families
- A copy of our Behaviour Improvement Plan template can be found in appendix 12.

Behaviour Intervention Sessions

- Intervention sessions will be led by our Behaviour lead or a member of staff.
- All interventions will be linked to our Behaviour Curriculum.
- Following a serious incident or suspension, as part of our work to support pupils, an intervention session is deemed as compulsory.

Other interventions may include:

- Mentoring / Counselling
- Parental meetings
- Meeting with other relevant professionals or stakeholders
- Support from Progress Leaders
- Referrals to external agencies
- Pastoral reports
- Team Around the Family meetings [TAFs]
- Managed moves
- Alternative Provisions [Part-time or Full time]

All behaviour interventions will be logged on our Behaviour Wave Tracker.



14. Behaviour Off Site

Where pupils misbehave on the way to or from St Thomas More, near the school's premises, or where they can be identified as a member of our school community [wearing school uniform], then our expectations and consequences still apply.

In dealing with such circumstances, the school will take into consideration:

- The severity of the misbehaviour / breach of the policy
- The extent to which the school's reputation has been affected
- The effect that the behaviour has had, or may have, on other pupils or members of the school community
- The extent to which the behaviour has implications for the orderly running of the school
- Whether the behaviour occurred when the pupil is identifiable as a member of the school community [in school uniform].

In such instances, the usual protocols for investigating an incident will take place, including getting statements from all pupils involved or present. Families will be informed of such instances and made aware of agreed consequences.

Social Media & Mobile Phone Communication

Behaviour off site includes the use of social media or communication via mobile phones or other electronic devices.

Where there is a misuse of social media or other communication that affects the school community or members of it then our expectations and consequences apply.



15. Searching, Screening and Confiscation

Ensuring school staff and pupils feel safe and secure is vital to establishing calm and supportive environments conducive to learning. Using searching, screening and confiscation powers appropriately is an important way to ensure pupils and staff welfare is protected and helps schools establish an environment where everyone is safe.

This section of our policy has been written in line with the 2022 Searching, Screening and Confiscation advice for schools.

At St Thomas More Catholic School, staff have the authorisation of the Head Teacher to search for prohibited items.

The list of prohibited items are:

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

If at any point for the safety of the individual child or other children it is deemed necessary to carry out a search of outer clothing, pockets, possessions, desks or lockers the following procedures will be followed:

- Parents / carers will be informed

Where a body search may be required then pupils will be with at least two members of staff of the same sex as the pupil

There is no authorisation for staff to search pupils in any other way.

Staff may confiscate jewellery, ear pods and mobile phones if a pupil persistently refuses to remove / put away the given item. In such instances staff will:

- Place the confiscated item in an envelope
- Label the envelope with the pupils name & a list of items placed inside
- Hand the envelope to the HoH
- HoH to keep a record of items confiscated to track frequency.
- Confiscated items will generally be returned to pupils at the end of the same day, however, persistent infractions could result in items being held until parents / guardians collect from school.





16. Suspensions and Permanent Exclusions

For the vast majority of pupils at St Thomas More, suspensions and permanent exclusions may not be necessary, as other strategies can manage behaviour.

However, if approaches towards behaviour management have been exhausted, then suspensions and permanent exclusions will sometimes be necessary as a last resort. This is to ensure that other pupils and teaching staff are protected from disruption and can learn in safe, calm, and supportive environments.

At St Thomas More the Head Teacher will make all decisions regarding suspensions and permanent exclusions. In the absence of the Head Teacher, this is delegated to the Deputy Head Teacher.

Further information can be found in our Suspensions and Exclusion policy.



Appendix

1. Parental Code of Conduct [BWCET]

At St Thomas More school we believe there exists excellent relationships with parents, carers and others in the wider community, based on mutual respect, a drive for continual improvement, willingness to listen and a commitment to support our families and children. We are fortunate in having caring and supportive parents and carers who understand the importance of maintaining good working relationships and ensuring effective communication between home and school for the benefit of all.

Children, and their parents and carers, can expect our staff to be fully committed to ensuring that every child receives a first-class education. All children will be fully supported and encouraged to thrive in every aspect of their academic and social development. They will be safeguarded and cared for during their journey through our school.

Staff will be supported by Senior Leaders, the Headteacher, Governors and Trust Board to provide an outstanding environment for both academic and social excellence for all children.

We understand that on occasions there may be challenges for individual children and their families. Our staff are well-trained and equipped to deal with those challenges, and to offer guidance, expertise and support. We will work with parents and carers to overcome those challenges and spend time supporting them. We ask that during more challenging times, the conversations our parents and carers have with our staff remain mutually respectful and do not create barriers. The care, safeguarding and development of the children remain our priority during those times.

This Parent and Carer Code of Conduct has been developed to ensure that we are clear in our expectations of the role of parents and carers in maintaining a caring and supportive educational environment with good working relationships and effective communication and can protect our staff, parents, carers and all members of the school community during any communication or meetings. Our staff should not fear harassment or intimidation and safeguards are in place to ensure all staff feel protected and supported, as well as other parents and carers.

If parents or carers behave in a way which is not consistent with this Code of Conduct, the school will address this in a reasonable and appropriate way. We will always explain to you what action we are taking and why. This may include writing to or meeting with parents or carers whose conduct gives the school cause for concern. If the conduct issues persist or is particularly concerning, the school may take a range of actions to secure the safety and best interests of the school community. This may include restricting communication or requiring the parent not to enter the school premises.

We would expect that parents and carers would make all persons responsible for collecting children aware of this Code of Conduct.

The school expects parents and carers to:

- ✓ *Respect the caring ethos of the school.*
- ✓ *Understand that parents and teachers need to work together for the benefit of our children.*
- ✓ *Work with the school to build relationships with its staff.*
- ✓ *Talk to us if you have any concerns about any part of your child's education and development – we want to hear from you.*
- ✓ *If you have a concern and wish to make a formal complaint, please ensure that you follow the school's policies and complaint procedures. Please refer to the Complaints Policy on the school website, which includes details of how we will deal with serial and unreasonable complaints.*
- ✓ *Demonstrate in your own behaviour that all members of the school community should be treated with respect by setting a good example in your own speech and behaviour.*



- ✓ *Understand that even if divergent views exist, all should remain calm and respectful and be mindful that we are all working together for the child's best interests.*
- ✓ *Approach school staff to inform them of any issue and allow them time to investigate and then resolve issues according to school policy.*
- ✓ *Understand that the school needs to be able to maintain arrangements for the orderly running of the school meaning that appointments cannot be arranged on demand and that the school will not be able interrupt daily teaching arrangements to meet parents or carers without notice other than in an emergency.*
- ✓ *Seek to clarify a child's version of events with the school's view in order to bring about a peaceful solution to any issue.*
- ✓ *Support the school in addressing your child's behaviour, especially where it could lead to conflict.*
- ✓ *Understand that the school is responsible for curriculum and timetabling matters.*
- ✓ *Dress appropriately when accessing school premises, including not wearing clothing which may be viewed as offensive.*
- ✓ *Complete all consent, contact and medical forms and inform us straight away if anything changes.*
- ✓ *Make sure your child has the right clothing for any activity they are involved in. Attend Information Evenings, school events and Parents' Evenings wherever possible or re-arrange if necessary to share information about your child's development.*
- ✓ *Only take photographs and videos under the direction and supervision of senior leaders within the school with the subject being your child. No images or videos should be shared on social media.*
- ✓ *Switch off electronic equipment, including mobile phones, cameras and iPads while on school premises.*
- ✓ *Sign in and wear a visible visitor's badge while on school premises. Those without an enhanced DBS will be supervised at all times.*

The following behaviours will not be tolerated:

- × *Disruptive behaviour which interferes or threatens to interfere with the operation of a classroom, office or other area of school grounds.*
- × *Loud or offensive language, swearing, cursing or displaying temper.*
- × *Threatening to or carrying out actual bodily harm to a member of school staff, governor, visitor, parent/carer or pupil.*
- × *Damaging or destroying school property.*
- × *Sending abusive or threatening emails, text/voicemail/phone messages or other written communication. This includes issues which consume an inordinate amount of staff time.*
- × *Post defamatory, offensive or derogatory comments regarding the school or any of the pupils/parents/staff at the school on Facebook or other social media sites.*



- × *The use of physical aggression towards another adult or child. This includes physically punishing your own child on school premises.*
- × *Remaining on school premises or in school reception for an unreasonable time after a visit or after being asked to leave.*
- × *Chastising or harassing someone else's child.*
- × *Smoking, vaping or consuming alcohol or drugs whilst on school property.*
- × *Bringing dogs (except assistance dogs) on to school premises.*



2. Governor's Statement on Behaviour

Governor's Statement on Behaviour

The Governors at St Thomas More Catholic School wish to maintain the highest standards of civilised behaviour in the school. In achieving this end, the Governors seek the support of parents and carers for the Head Teacher and Staff.

The Governors wish all parents and guardians to know that they expect the Head Teacher and staff to maintain a caring atmosphere in the school where the pupils can feel happy and secure and work to the best of their ability. The Governors believe that this atmosphere presently exists in the school, which is free from the misbehaviour mentioned below.

The Governors believe that the school is blessed with caring parents and guardians and well-behaved, well maintained pupils. The school policy is to encourage this positively by encouragement, praise and example.

The Governors believe that, in order to enable effective teaching and learning to take place, good behaviour in all aspects of school life is essential. It seeks to create a caring and learning environment by:

- *Promoting excellent behaviour and discipline*
- *Promoting self-esteem, self-discipline and respect for authority with relationships based on mutual respect*
- *Encouraging consistency of response to both positive and negative behaviour*
- *Providing a safe environment; free from disruption, violence and bullying*
- *Supporting the Head Teacher and Staff when faced with challenging behaviour*
- *Encouraging a positive relationship with parents and carers to ensure that they play their part in the implementation of the school's policy and procedures*

However, the Governors wish to emphasise to all parents and pupils that failure to conform to the high standards, expected of all pupils, may result in permanent exclusion by the Head Teacher. For example, if a pupil:

- *Persistently misbehaves and/or persistently disrupts the learning of others and therefore taking up an inordinate amount of staff time;*
- *Abconds from lessons and/or the school site and thereby puts themself at risk*
- *Misbehaves in any way while on the Head Teacher's report;*
- *Absolutely refuses to conform to reasonable requests by a member of staff;*
- *Makes a malicious allegation against a member of staff;*
- *Swears at, or is personally insolent to a member of staff;*
- *Makes a physical assault on another member of the school community;*
- *Makes a serious, unprovoked verbal assault on another pupil;*
- *Is involved in the bullying of another pupil;*
- *Is involved with illegal, non-prescribed drugs, or those substances referred to as "legal highs", during the school day. This includes being in possession, supplying or using drugs;*
- *Involved with supplying or using alcohol, cigarettes [or similar] and e-cigarettes [vapes];*
- *Brings an offensive weapon, or an article that could be used as such to school;*
- *Is involved in the sharing of pornographic material or is involved in inappropriate sexualised behaviour;*
- *Threatens, harasses or is involved in sexual misconduct towards any member of the school community;*
- *Vandalises school property;*
- *Deliberately activates the school fire alarm without cause, thereby disrupting the school population;*
- *Uses social networking media or alternative digital communication inappropriately with respect to the school or its members.*
- *Misbehaves whilst on Head Teachers Report*



The list above provides examples for which permanent exclusion may be deemed appropriate, however it is not possible to foresee all possibilities and permanent exclusion may result from any similar serious misdemeanour. It is our wish that parents understand the importance we place on high behavioural standards and support us in our determination to maintain them.



3. STM Daily Routines



STM Daily Routines		
Time	Activity	Routine
0800	Before school	<p>Gate Duty</p> <ul style="list-style-type: none"> ● SLT will staff gate duty ● 08:40 front gate is locked ● Walk to yard & blow whistle [Tuesday] <p>Pupils Entry to School</p> <ul style="list-style-type: none"> ● Pupils have the following options when they arrive on school site: <ul style="list-style-type: none"> ○ Sit in their pastoral room ○ Gather on the yard ○ Sit in the dining hall / Sixth form centre ● Pod may serve food in the morning , if so, serving must stop at 08:35 am ● HoH will blow the whistle at 8.40am on yard ● There is no need for pupils to line up <p>Late Pupils</p> <ul style="list-style-type: none"> ● The main school gates will be closed at 08:40 am. ● Any pupils arriving after this time will enter school via the 'late gate' and will be classed as late. ● The Education Welfare Officer will monitor the 'late gate' and record the names of any pupils arriving late to school. ● The Education Welfare Officer will inform pupils that they are required to attend a 30 minute detention that night, as a consequence. ● Any pupils arriving very late to school [after 09:00 am] will be required to report directly to reception. ● At reception, very late pupils will be recorded and issued with a 1 hour detention that night. ● In all instances of an after school detention due to lateness, a text message will be sent to parents informing them of the detention. ● Any pupils who normally get a school bus home will be responsible for making alternative arrangements to get home.
0845	Pastoral	<p>Standard Routines</p> <ul style="list-style-type: none"> ● Tutors should be in the room at 08:40 - stand on threshold to welcome pupils ● Pastoral begins at 08:45 ● Pupils should remove outdoor coats, ensure uniform is correct, remove any jewellery ● Tutors should always begin pastoral by taking the register & saying good morning to their class ● Tutors to deliver 'This Week in Pastoral' ● All staff to ensure classroom doors are open & lights are on ● All staff to use the 'hands up for silence' signal ● Pastoral Tutors provide all pupils with a daily reminder about uniform / jewellery & mobile phones ● Pupils to stand behind chairs before they are dismissed - tutor to complete final check of uniform / jewellery ● Dismiss pupils ready to start Lesson 1 at 09:10 ● Walk to the door & guide pupils out of the classroom [signs of each door with closest exit] ● Remain on threshold of classroom
0845	Assembly Day	<p>Standard Routines</p> <ul style="list-style-type: none"> ● Tutors should inform pupils of their assembly day prior to the set day arriving



		<ul style="list-style-type: none"> ● Tutor walks pupils to the assembly at 08:45 ● Whilst lining up for entrance to the hall tutors should check uniform / jewellery and ensure their class is silent ● Tutors to complete registration in the assembly hall. ● Aim to start 08:50 ● Tutors should stand near to their tutor group and ensure their pupils are silent & actively listening ● Tutors should support with the dismissal of rows at the end of the assembly ● Tutors to ensure that pupils are guided towards an appropriate exit to avoid congestion in the corridors. Tutors need to make a professional judgement here, for example: <ul style="list-style-type: none"> ○ Exit via DT doors onto yard & across to English / RE ○ Exit via RE stairs & across yard ○ Exit via PE doors, walk down stairs & into science or across the yard
<p>Lessons</p>		<p>Standard Routines</p> <ul style="list-style-type: none"> ● All staff should typically be stood on the threshold waiting for the pupils to arrive; lateness to lessons should not be the norm by staff <ul style="list-style-type: none"> ○ This means that at break time / lunch time staff will need to leave department areas prior to the end of the session ● All staff should stand on the threshold <ul style="list-style-type: none"> ○ This allows staff to supervise busy communal areas - encouraging pupils to move swiftly to their lesson ○ There should be agreements with department areas if key spots require covering, for example, in areas where there are toilets a member of staff could move from their threshold to supervise these with the support of colleagues ● Teachers should have a clear and consistent routine for pupils linked to organisation of the classroom, for example: <ul style="list-style-type: none"> ○ First pupil in gives out exercise books or resources ● All staff to ensure classroom doors are open & lights are on ● Do Now Task - there should always be a short [10 minutes], accessible task for pupils to complete as they enter the room <ul style="list-style-type: none"> ○ This should be on display or handed to pupils as they enter ● Staff should complete the register while pupils are completing their Do Now task [within first 10 minutes of the lesson] ● The main body of the lesson should begin after the 10 minute Do Now task ● All staff to use the 'hands up for silence' signal ● Staff should not dismiss pupils early, lessons should run for the full hour [if on duty see below] ● All lessons should end with pupils standing behind their desks - staff should check uniform / jewellery and end with the school prayer [all are encouraged to say the prayer out loud]. ● Staff should walk towards the door first and then invite pupils to leave in an orderly manner [one row as a time] ● Staff should guide pupils towards the closest exit <p>Pupils Arriving Late</p> <ul style="list-style-type: none"> ● Pupils should be welcomed, sat down quickly & begin their Do Now or equivalent task ● Staff should amend their register, recording the number of minutes late the pupils is ● Staff should seek an appropriate time for a private conversation with the pupil regarding their punctuality ● Staff should follow the typical response identified on the framework for consistent lateness ● All late minutes accrued will be calculated on a Thursday and pupils will have a detention to make up the time missed on a Friday night after school. ● If deemed appropriate or there is a persistent issue, staff should seek support from the Pastoral Team



	<p>Pupils Leaving the Classroom</p> <ul style="list-style-type: none"> ● Any pupils leaving the classroom for any reason must have the teacher’s corridor pass [unless they have a timeout card] ● Staff should not send pupils ‘on jobs’ such as collecting photocopying / delivering books to other colleagues ● Pupils can use the toilets during lessons but staff need to apply a consistent professional judgement ● All trips to the toilets during lessons should be logged on Arbor. ● The only toilets available during lessons are the ones located in the Dining Hall. All other toilets are locked during lesson times ● Pupils should not be given permission to access the water station during lesson time ● Pupils should not be given permission to see their HoH / DHoH / AHT during lesson time <ul style="list-style-type: none"> ○ If they are required the HoH / DHoH / AHT will collect them ● Pupils should not be sent to First Aid during lesson time - staff should email firstaid@stthomasmore.org.uk if they deem a situation serious enough and await a response.
<p>Movements</p>	<p>Standard Routines</p> <ul style="list-style-type: none"> ● Staff should take collective responsibility for their area ● All staff should typically be stood on the threshold waiting for the pupils to arrive; lateness to lessons should not be the norm by staff <ul style="list-style-type: none"> ○ This means that at break time / lunch time staff will need to leave department areas prior to the end of the session ● All staff should stand on the threshold <ul style="list-style-type: none"> ○ This allows staff to supervise most communal areas - encouraging pupils to move swiftly to their lesson ○ There should be agreements with department areas if key spots require covering, for example, in areas where there are toilets a member of staff could move from their threshold to supervise these with the support of colleagues ● Staff that are not teaching the following period are still required to stand on the threshold and support in their curriculum area <p>Pupil Movement</p> <ul style="list-style-type: none"> ● By the nature of above, pupils should be sent in the right direction for their next lesson ● Pupils should not access the water station during movement ● Pupils can go to the toilet during movement <ul style="list-style-type: none"> ○ See above, staff are asked to take collective responsibility for their area & move pupils on as quickly as possible <p>Staff Movement or Return from Duty [*]</p> <ul style="list-style-type: none"> ● There will be instances where staff need to move classrooms & therefore cannot be on the threshold ● While moving these staff should continue to support a smooth transition by moving pupils on / supporting colleagues ● Staff should liaise with others, so there is a familiar routine in place, for example <ul style="list-style-type: none"> ○ Ask a colleague to stand between two classroom & ensure pupils know they can enter & sit down quickly
<p>Break</p>	<p>Staff Routines</p> <ul style="list-style-type: none"> ● Staff on duty should dismiss their teaching groups / leave meetings 2 - 3 minutes prior to the end of the lesson to ensure they are on their duty point for the start of break ● If staff have a planned absence, they are to take responsibility for organising their own duty cover



	<ul style="list-style-type: none"> ● Teaching staff should ensure their teaching groups are aware of their duty day & have a routine in place to ensure a smooth start to the lesson while they complete duty [see * above] <p>Break Time Running Routines</p> <ul style="list-style-type: none"> ● Dismiss pupils at 11:13 ● Arrive at duty point at 11:15 ● When on duty be proactive [see below] ● HoH/6 or DHoH/6 blow the whistle at 11:22 ● All staff get pupils in straight lines - if line is too long, make another ● The second whistle will be blown at 11:25 at the latest ● Lines should be let in one at a time. ● Staff should look behind them & check doors for overcrowding and stop lines if needed ● The last line in each area should be asked to pick up litter ● HoH/6 or DHoH/6 to check yard is clear of pupils before leaving ● Staff should be on their thresholds by 11:25 <p>Toilets</p> <ul style="list-style-type: none"> ● Pupils should use the closest toilet at the start of break as they exit the building, ● When on the yard, pupils can access English [Girls], RE [Boys] staff will be on duty to manage this ● They should not go to the toilet on the way to lessons. <p>Active Duty</p> <ul style="list-style-type: none"> ● All staff should be active participants on their allocated duty day ● This means staff should: <ul style="list-style-type: none"> ○ Be constantly moving around the yard / duty area ○ Closely monitoring the behaviour of pupils ○ Challenge behaviour early before it escalates/monitor uptake ○ Separate and spread out large groups ○ Be visible/make presence clear ○ Monitor litter / ask pupils to pick up dropped litter ○ Duty staff should be spread out to ensure good coverage of staff throughout the duty area <p>Break Activities</p> <ul style="list-style-type: none"> ● Year 11 / 12 / 13 only can access the canteen ● No football or other sport on the MUGA ● Pupils should not access the school field & sit on the correct side of the benches ● If pupils are staying in with a member of staff they must be supervised at all times; no pupils should be in classroom alone ● Pupils can access the Library, they will need a pass to do so [stored in the staffroom] <p>Wet Break Routines</p> <ul style="list-style-type: none"> ● HoH / Ho6th are responsible for emailing all staff if there is to be an indoor break ● This email should be sent no later than 11:00 ● Year 11 / 12 / 13 <ul style="list-style-type: none"> ○ Can be dismissed at the usual time to go to the canteen ○ Year 12 / 13 can access the Sixth Form Centre ● Year 7 / 8 / 9 / 10 <ul style="list-style-type: none"> ○ 5 minutes in current classroom [supervised by teacher] ○ 5 minutes movement [all staff on threshold / staff movement]
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	<ul style="list-style-type: none"> ○ 5 minutes in new classroom [supervised by teacher]
<p>Lunchtime</p>	<p>Standard Routines</p> <ul style="list-style-type: none"> ● Pupils to go straight to their pastoral room to drop bags off ● There is no opportunity to return to the room - pupils should take what they need with them ● Classroom doors should be locked by teaching staff after 10 minutes ● HoDs should check rooms are locked ● Staff should unlock their rooms 5 minutes before the end of lunch to ensure they are there ready to welcome pupils for registration ● Staff should be on their thresholds by 1325 <p>Lunch Routines</p> <ul style="list-style-type: none"> ● Sixth form pupils can start to access the canteen 15 minutes prior to the start of lunch if they are 'free' ● Set rota for first / second etc lunches ● Any pupils can access the outdoor dining area ● The outdoor dining area [Pod] should stop serving at 13:20, after this pupils should be sent to the dining hall <p>General Yard Routines</p> <ul style="list-style-type: none"> ● Duty staff to take responsibility for orderly lines for entry to dining hall ● Pupils should not access the school field & sit on the correct side of the benches <p>Lining up at End</p> <ul style="list-style-type: none"> ● House lead blows whistle at 13:22 ● The second whistle will be blown at 11:25 at the latest ● Same routine as break time <p>Lunchtime Activities</p> <ul style="list-style-type: none"> ● Unless involved in a set activity pupils should be outside ● Arranged sport by year group will take place on the MUGA ● All pupils attending an extracurricular club must <ul style="list-style-type: none"> ○ Have a Dinner pass to enter the hall [these are available in the staffroom] ○ Ideally use the Pod for their lunch ○ Ideally go for lunch prior to starting their activity - entering from the yard <p>Toilet Access</p> <ul style="list-style-type: none"> ● When on the yard, pupils can access English [girls] and RE [boys] - staff will be on duty to manage this ● Students can also access toilets in the Dining Hall but only whilst in the Dining Hall for lunch ● They should not go to the toilet on the way to lessons. <p>Wet Lunch Routines</p> <ul style="list-style-type: none"> ● HoH / Ho6th are responsible for emailing all staff if there is to be an indoor break ● This email should be sent no later than 12:15 ● All classroom based extra-curricular / interventions are automatically cancelled <ul style="list-style-type: none"> ○ Activities in the gym, sports hall, drama studio, music room [all non-teaching / pastoral spaces] can go ahead ● Pupils should leave their lesson & be directed straight to their pastoral room ● Pupils should remain in their own pastoral room ● Staff can support by sitting with their pastoral group ● Duty team should meet at the dining hall / maths cross roads asap ● Duty team will collect pupils by zone when it is their time to walk to the dining hall



	<ul style="list-style-type: none"> ● Pupils should line up along the maths corridor ● After lunch pupils should return to their pastoral room via an indoor route ● During wet lunches all toilets can be used by pupils
<p>End of day</p>	<p>Standard Routines</p> <ul style="list-style-type: none"> ● See end of lessons ● Duty staff should let classes out at 15:32 to ensure they are at their duty point on time ● All pupils walking home should leave via the front gate <p>Active Duty</p> <ul style="list-style-type: none"> ● All staff should be active participants on their allocated duty day ● This means staff should: <ul style="list-style-type: none"> ○ Each take responsibility of a line / year group ○ Ensure pupils are lined up in a single file line. ○ The line should be monitored to ensure pupils are lining up sensibly. <p>Front Buses</p> <ul style="list-style-type: none"> ● Pupils should leave via the front gate & stream onto the buses ● The HoH / DHoH should take responsibility for giving the buses permission to leave <p>Back Buses</p> <ul style="list-style-type: none"> ● Pupils should line up on the yard and await instruction to walk to their bus ● The HoH / DHoH should take responsibility for giving the buses permission to leave



4. Behaviour Management Framework: Recording of Incidents & Managing Behaviour During Curriculum Time

Behaviour Management Framework at St Thomas More

Key Principles:

There are 5 key principles that underpin our behaviour policy:

1. We are a polite, respectful and civilised community; we rarely raise our voices and we show love to our pupils.
2. We focus on de-escalation; dealing with behaviour at the level of which it first presents.
3. As part of our focus on de-escalation we accept apologies from pupils, we forgive them, we return to learning based conversations and we view every interaction as a fresh start.
4. The recording or sharing information of a behavioural incident is not in itself dealing with the behaviour; it is simply a record of the event.
5. For cohorts, groups and individuals strategic interventions are planned by the pastoral team based upon records inputted by staff.

Purpose

The behaviour management framework is designed to support classroom teachers with managing the behaviour of pupils in lessons. It does not compromise the whole behaviour response framework which our pastoral team monitors and implements based upon whole school trends and individual pupils' needs.

Managing Behaviour During Curriculum Time

Class Teacher	Department	Pastoral Team
<p>Teachers are responsible for behaviour management within their own classroom & should utilise the strategies below to support consistency across the school.</p> <p>Before the lesson:</p> <ul style="list-style-type: none"> • Seating plan, class profile & lesson resources prepared • Standing on threshold, positive welcome to the classroom • Curriculum adaptations considered & planned • Do Now task prepared & ready for entry <p>During the lesson:</p> <ul style="list-style-type: none"> • Adhere to whole school standard routines • Focus on praise & high expectations of all - issuing merits and praise postcards • Positive & enthusiastic manner • Hands up for silence • Clear instruction & check for understanding • Circulate the room <p>In response to poor behaviour [hierarchical]:</p> <ol style="list-style-type: none"> 1. Repeat instruction & provide an expectation reminder 2. Clear warning with clarity of expectation 3. 1:1 conversation [in or out of lesson] 4. Time out [limited to 5 / 6 minutes] <p>As a consequence of poor behaviour [hierarchical]:</p> <ol style="list-style-type: none"> 5. Detention [break / lunch / after school] 6. Written consequence [Section from Behaviour Curriculum x1 only] 7. Contact home 8. Seek support from department 	<p>When support is required, teachers should work within their department to increase the level of monitoring and challenge posed to pupils.</p> <p>Before the lessons:</p> <ul style="list-style-type: none"> • Quality assure teacher's preparation and offer support as required • 1:1 conversation with the pupil • Contact home • Conversation with whole class • Arrange withdrawal of specific pupils [departmental] • Arrange additional in-class support or lesson visits by other staff <p>During the lesson</p> <ul style="list-style-type: none"> • Visit the class or arrange for others to visit • Remove pupil [department isolation] <p>In response to continued poor behaviour / possible consequence [not hierarchical], Departments can use their professional judgement]:</p> <ul style="list-style-type: none"> • Department detention • Department report [time limited with contact home [maximum of 4 weeks / 2 cycles of timetable] • Department isolation • Written consequence [Section from Behaviour Curriculum x1 only] • Contact home from department leaders • Seek support from the pastoral team 	<p>When departmental support [over time maximum of 2 cycles of timetable] has failed and specific issues persist, the department should seek support from the pastoral team.</p> <p>Before the lesson:</p> <ul style="list-style-type: none"> • 1:1 conversation with the pupil • Contact home • Conversation with whole class • Arrange withdrawal of specific pupils [Behaviour Base] <p>During the lesson</p> <ul style="list-style-type: none"> • Visit the class or arrange for others to visit <p>In response to continued poor behaviour HOH / DHOH / Progress Leaders:</p> <ul style="list-style-type: none"> • Pastoral report • Meeting with family • Joint review of class / possible class move • Whole school detention <p>If serious issues persist HOH / SLT:</p> <ul style="list-style-type: none"> • Isolation • Behaviour Improvement Plan • SLT report • Work with external agencies • Suspension
<p><i>If urgent assistance is required email: STM-AssistanceRequired@stm.bvcet.com</i></p>		

Typical Response Framework [Curriculum Time]

Example Behaviour [During Curriculum Time]	Typical Response		
	First Response	Follow up response if required	If the issue persists
Repeated instances of forgotten equipment	<ul style="list-style-type: none"> • Provide equipment • Verbal reminder of the Behaviour Curriculum 	<ul style="list-style-type: none"> • Clear timescale for improvement given [direct pupils to Welfare to purchase equipment] • Seek support from the pupil's tutor 	<ul style="list-style-type: none"> • Consequence issued & record on Arbor [L1 Lack of Equipment] • Contact home
Lateness to lesson / pastoral	<ul style="list-style-type: none"> • Welcome pupil to lesson, engage immediately in work / learning • Verbal reprimand after the lesson or at an appropriate time 	<ul style="list-style-type: none"> • Log minutes late on Arbor through the register. 	<ul style="list-style-type: none"> • Weekly Pastoral Late to Lesson detentions • Seek support from the pupil's tutor • Consequence issued & record on Arbor [L1 Late to Lesson] • Seek support from the Pastoral Team
Refusing to follow a reasonable request within a lesson. Repeated disruption of a lesson.	<p>See response hierarchy:</p> <ul style="list-style-type: none"> • Repeat instruction & provide an expectation reminder • Clear warning with clarity of expectation • 1:1 conversation [in or out of lesson] • Time Out 	<p>See consequence hierarchy</p> <ul style="list-style-type: none"> • Detention [break / lunch / after school] • Written consequence [Section from Behaviour Curriculum x1 only] 	<ul style="list-style-type: none"> • Where there is persistent defiance which is preventing learning from taking place: <ul style="list-style-type: none"> ◦ Contact home ◦ Seek support from Department • If urgent assistance is required, use the STM-AssistanceRequired@stm.bvcet.com email group.
Serious Incident	<p><i>If urgent assistance is required email: STM-AssistanceRequired@stm.bvcet.com</i></p>		



5. Behaviour Management Framework: Typical Response Framework

Behaviour Management Framework at St Thomas More

Purpose
 Our typical response framework has been designed to support consistency in response to common behaviour issues that arise outside of the classroom. It also aims to provide clarity of understanding linked to categorisation of the recording of behavioural incidents.

Typical Response Framework [Out of Lessons]

Example Behaviour [Out of Lessons]	Typical Response		
	First Response	Follow up response if required	If the issue persists
Mobile Phone misuse / Incorrect uniform [inc jewellery]	<ul style="list-style-type: none"> Verbal reminder of Behaviour Curriculum given daily during Pastoral linked to uniform, jewellery & mobile phones Request to comply is issued daily during pastoral 	<ul style="list-style-type: none"> Item confiscated for the remainder of the day if it is identified after Pastoral [this should be given straight to the HoH] 	<ul style="list-style-type: none"> Record as a Behaviour Incident on Arbor if repeated incidents occur [L1 Mobile Phone] Consequence issued if repeated issues occur If the pupil refuses to hand over confiscated item, refer to Pastoral Team and record on Arbor [L5 Defiance / Disrespect of Staff]
Use of inappropriate language in conversation with peers / Poor behaviour on the yard	<ul style="list-style-type: none"> Verbal reminder of Behaviour Curriculum Request to comply 	<ul style="list-style-type: none"> Second opportunity to comply provided A final warning that if the pupil does not comply, there will be a consequence 	<ul style="list-style-type: none"> Consequence issued / Logged on Arbor [L3 Swearing / L3 Unruly Behaviour Around School] Refer to Pastoral Team
Refusing to follow a reasonable request	<ul style="list-style-type: none"> Verbal reminder of Behaviour Curriculum Request to comply 	<ul style="list-style-type: none"> Second opportunity to comply provided A final warning that if the pupil does not comply, there will be a consequence 	<ul style="list-style-type: none"> Consequence issued
Refusing to complete a set consequence	<ul style="list-style-type: none"> Verbal reminder of Behaviour Curriculum Rearrange the detention / set a new deadline for the consequence 	<ul style="list-style-type: none"> Seek support from the pupil's tutor Contact home 	<ul style="list-style-type: none"> Notify the Pastoral Team who will deploy an appropriate action / consequence
Argumentative behaviour directed at member of staff	<ul style="list-style-type: none"> Verbal reminder of Behaviour Curriculum Request to comply 	<ul style="list-style-type: none"> Allow the pupil time out to de-escalate the situation Second opportunity to comply provided 	<ul style="list-style-type: none"> Contact home OR Notify the Pastoral Team who will deploy an appropriate action / consequence
Walking away from staff	<ul style="list-style-type: none"> Verbal reminder of Behaviour Curriculum A polite, direct request for the pupil to stop. 	<ul style="list-style-type: none"> Allow the pupil to walk away and use a phrase such as: <i>'If you are choosing to walk away you need to be aware this will be followed up.'</i> Notify the Pastoral Team 	<ul style="list-style-type: none"> The Pastoral team will take responsibility for ensuring the pupil is collected, an apology is given and a consequence applied [in liaison with the teacher].
Serious Incident	<i>If urgent assistance is required email: STM-AssistanceRequired@stm.bwcet.com</i>		

Recording Behaviours

The table below provides examples of behaviours linked to our key recording tools, whilst not an exhaustive list it aims to provide clarity:

Merits/Postcards/Phone Calls Home	- 1	- 3	- 5
Positive contribution Acts of kindness Excellent classwork or homework Supportive & kind towards peers or staff	Repeated mobile phone misuse Repeated incidents of Incorrect school uniform Use of inappropriate language in conversation with peers Lateness to lesson / pastoral Repeated instances of forgotten equipment Repeated Low level disruption Repeated poor behaviour out of lessons	Refusal to complete consequence Overt refusal to cooperate Argumentative behaviour directed at a member of staff Significant disruption of lesson Significant poor behaviour out of lessons	Walking away from a member of staff, after reminders to conform Swearing directly at a member of staff Internal truanting Vaping / Drug Use Fighting / discriminatory use of language / threatening behaviour

Homework

All set homework should be recorded in pupils' planners. When a pupil does not complete their homework, staff should use the 'L2 Homework' incident should be logged in Arbor. Staff should take context into account when deciding whether a consequence is appropriate.



6. Curriculum Report: [Letter to Families](#)



ST THOMAS MORE CATHOLIC SCHOOL, BLAYDON UPON TYNE
HEADTEACHER: MRS J TURNER

Date:

Notification of Curriculum Report

Dear Parent / Guardian,

Pupil:	
Tutor Group:	
Subject:	

I am writing to let you know that’s behaviour has fallen below our expected standard in the subject area listed above.

He / she will therefore be placed on the curriculum report for the forthcoming lessons. This will allow me to monitor their behaviour and set targets for improvement. You will of course be able to see this report and track their progress.

Can I ask that you discuss this with your child and reinforce the importance of good behaviour in all lessons.

Please do not hesitate to contact me via the school house email addresses if you require any further clarification.

Yours sincerely

Head of Department

ST THOMAS MORE CATHOLIC SCHOOL,
CROFTDALE ROAD,
BLAYDON,
TYNE & WEAR,
NE21 4EQ

0191 499 0111
info@stthomasmore.org.uk
www.stthomasmore.org.uk



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7. Pupil Statement

Pupil Name:		Pastoral:	
Incident details: [date / time]		Date:	
Details: <i>What led up to the incident? Who was involved? What did you see / hear / do?</i>			



Pupil Signature:		Date:	

<i>Details: What led up to the incident? Who was involved? What did you see / hear / do?</i>



Name of pupils / class involved			
<i>Details: What led up to the incident? Who was involved? What did you see / hear / do?</i>			
Staff Signature:		Date:	



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9. Communication Record

Communication Record

Staff Name / Initials

Pupil Name

Pastoral

Date

In person meeting

Phone call

with

NOTES

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Actions

Notes into Arbor

Formal Response Needed

Assign to



Behaviour Policy

Further Investigation

No Further Action

Flag

Other



10. Behaviour Base Protocol

Behaviour Base Protocols	
0800	Email sent to all staff to notify them of who will be in the Behaviour Base for that day
0800-0845	Behaviour Base Lead liaises with teaching staff to collate work for pupils in the base.
0845	Pupils arrive at the Behaviour Base. On arrival, pupils must: <ul style="list-style-type: none"> ● Store coats / bags in the lockers provided. ● Mobile phones must be switched off and placed in the Mobile Phone box. ● Pupils' uniform / jewellery will be checked before they are seated.
0845-0855	Registers updated on Arbor for the day by the Behaviour Base Lead.
0855	Behaviour Base Lead reads out the 'Rules of Expectation' Script to pupils.
0900	Pupils are allocated their set work and directed to complete this in silence.
0900-0930	Behaviour Base Lead calls home for each parent / carer of pupils in the Behaviour Base. The call should include: <ul style="list-style-type: none"> ● Information about why pupils are in the Behaviour Base ● The duration of their stay in the Behaviour Base ● An overview of the work that they will be completing in the Behaviour Base ● An overview of the expectations & aims of the day ● An overview of interventions that will be completed in the Behaviour Base
0930-onwards	Pupils continue to complete work independently to enable the Behaviour Base Lead to complete 1:1 interventions with individual pupils on a rotation. Throughout the day, all interventions should be logged on pupils' Behaviour Improvement Plan / Behaviour Tracker When Behaviour Interventions are not being completed, Behaviour Base Lead will circulate the room, support students' with their learning and ensure students are completing sufficient work.
Break	Pupils remains in the Behaviour Base during breaktime
Lunch	Pupils remains in the Behaviour Base during lunchtime



1530	Pupils clear away their workstations and stand behind their chairs for dismissal.
1535-1435	Behaviour Base Detention [where issued]

Toilets

- Pupils [unless they have a toilet pass] will be taken to the toilets at various points in the day by the Behaviour Base Lead outside of social times [i.e. breaks and lunchtimes].

Lunch Orders

- Lunch orders will be taken mid-morning and emailed to the Catering Team. A member of staff from the Catering Team will bring lunch orders up to the Behaviour Base.



11. Behaviour Improvement Plan Template

Behaviour Improvement Plan St Thomas More School



Student Name	Pastoral /Year Group	Date of BIP:
D.O.B	Gender:	Contact Details:
Pupil Premium (Y/N)	SEN Status:	Medical (Y/N)
Reason for BIP:		
Key Pupil Information / Context		
<p>Context:</p> <p>Things That Can Support XXX:</p> <p>Things that XXX can struggle with:</p>		
Behaviour Traits Exhibited:		
Barriers to Learning		
Classroom Adaptations:		



Support Currently In Place:		
Targets Set:		
1	2	3
BIP Completed By: XXX		

Review [DATE]:		
Update on Behaviour / Progress:		
Update on Support in Place:		
Updated Targets Set:		
1	2	3
BIP Completed By: XXX		