



St Thomas More Language College

Serving God, Striving for Excellence

Behaviour for Learning Policy



Introduction

St Thomas More Language College is a Catholic community where our Mission Statement and Catholic ethos underpin all aspects of the behaviour of students and staff. We expect all members of the College to support our Mission Statement. We expect all students and staff to actively care for other members of the College community and contribute to their safeguarding, well-being and success.

In order to enable effective learning and teaching to take place the highest standards of behaviour in all aspects of College life are expected. We anticipate that unacceptable behaviour will always be confronted and that everyone at St Thomas More Language College will feel empowered to challenge anyone behaving in a way that is not in line with our Mission Statement, ethos and rules.

We hope to create firm discipline within a positive caring atmosphere and develop supportive relationships between students and staff. Discipline and relationships will be guided by the College's Catholic ethos. St Thomas More Language College recognises the importance of treating students as individuals, created in God's image, with a unique and important contribution to make to the College and to society.

We believe that students need and welcome the security of clear boundaries and expectations. It is important that rules, procedures and strategies to which we aspire are clearly understood and modelled by all members of St Thomas More Language College; and that they are applied consistently, remembering that there needs to be some flexibility in the use of sanctions to take account of individual circumstances. The success of this policy is of paramount importance and as such it is the responsibility, and indeed relies upon the full involvement of all students, staff, parents and governors – every member of the College community – all being supportive and co-operating with each other to ensure its success.

This policy explains the systems that will be implemented to promote and encourage our students to behave well, work hard and be successful (rewards and incentives) and also explains the actions to be taken if a student does not meet our expectations or adhere to College rules (consequences).

Principles of the Policy

There is an irrefutably strong relationship between effective learning and teaching, attendance and positive behaviour and this policy is initially based upon these fundamental positive principles:

- a) The foremost contributor to good student behaviour is a positive and invigorating College atmosphere with well-paced and appropriately challenging lessons for all. (See T&L Policy) The principles of the policy are for students to achieve their best by being free to learn in a stimulating, encouraging, supportive, friendly and rewarding atmosphere.

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- b) Students who attend regularly are more likely to behave well. There is more continuity to their learning and they tend to have a greater attachment to the School. St Thomas More has rigorous systems to maximise attendance. (See Attendance Policy)
- c) Every incident of misbehaviour in the College should be seen as educative. Students will be encouraged to learn constructively from their mistakes.

Our policy is based on the premise that:

- We are all created in the image of God
- It contributes to the SMSC development of all
- Each student has the right to learn
- Each teacher has the right to teach without interruption
- Every parent has the right to information about their child's behaviour and to work in partnership with the College to encourage high standards
- Each participant in this partnership needs to be aware of these standards
- Every student is equal and should be treated as such at all times

The policy has three elements; rewards, rules (as the "keys to success") and consequences as its foundation.

Aims of the Policy

- a) To create a caring and purposeful learning environment in St Thomas More Language College where all can serve God and strive for excellence.
- b) To support the SMSC development of all and to support the common good at St Thomas More Language College.
- c) To clarify what is meant by "good behaviour and discipline" and ensure success through the highest standards of behaviour towards each other and towards all members of the College.
- d) To motivate students by using a variety of rewards to recognise effort, hard work, achievement, contribution to community and good behaviour in a structured way thus valuing their own and others contributions so that they can grow spiritually, socially, personally and academically.
- e) To promote and develop confidence, self-esteem and self-discipline with due regard for authority and positive relationships based on mutual respect, support and safety for all students.

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- f) To encourage students to take responsibility for their own actions and ensure that they act as responsible members of the College, giving positive impressions within it and to the wider community.
- g) To ensure consistency of response and equality of treatment to both positive and negative behaviour.
- h) To help develop proactive young citizens with an understanding and respect for the rules needed to live in a vibrant, successful and well-ordered Catholic community. **Roles and Responsibilities**

Students are expected to:

- Abide by the Home-College agreement and its rules for behaviour and learning. (See Student Planner)
- Have a positive approach to College life
- Be positive ambassadors of the College through their exemplary behaviour on their way to and from College and when representing the College on educational trips
- Be ready to learn by ensuring regular attendance and being punctual to all lessons with the correct equipment
- Follow instructions at the first time of asking co-operating with other students and staff
- Work to the best of their ability and effort at all times and allow others to do the same
- Be polite and respectful to other members of the College community
- Adhere to the College Uniform rules as stated in the student planner including on the way to and from the College
- Respect and value each other and their environment
- Ensure that they make time to complete all independent or home learning (H/L) tasks set
- Follow the Articulation Project
- Support our Mission Statement and Ethos
- Promote the health and safety of others and support the safety of all
- Attend Departmental and whole College detentions

Good behaviour will be reinforced by the rewards systems and by involving students in the College's decision making processes.

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Staff are expected to:

- Meet the relevant standards of their position e.g Teaching Standards for teaching staff as well as all other policies
- Abide by the Home College agreement and support this behaviour for learning policy at all times
- Be positive ambassadors of the College through their professionalism at all times
- Encourage good behaviour from students and colleagues; leading by example and using positive language
- Be a role model at all times
- Support students and colleagues; demonstrate good team spirit and go “the extra mile”
- Be ready to teach by having good attendance and by being punctual to lessons
- Respect each other and their environment
- Treat all students fairly and equally seeking to raise their self-esteem and develop their full potential. (Reasonable adjustments to be made in line with Disability and Equalities Legislation - See STMLC Disability & Equalities Policy)
- Adhere to the Learning and Teaching Policy to ensure high quality delivery central to positive student behaviour and make use of the classroom management procedures
- Undertake thorough planning to provide challenging, interesting and relevant lessons appropriate to the age, ability and any individual needs of all students
- Create a safe, pleasant and effective learning environment
- Take every opportunity to promote and reward good behaviour, achievement and effort when deserved
- Use rules and consequences outlined in this policy clearly and consistently
- Intervene promptly when they encounter poor behaviour or unexplained absence
- Form good relationships with parents liaising regularly to help them support their child’s learning and to share any concerns about their child’s education, welfare or behaviour
- Act in ‘Loco Parentis (In place of a parent) assuming parental responsibility, duties and obligations of care and supervision of the child whilst at college and on educational visits
- Role model the articulation project
- Log all phone calls to parents/carers e.g. date, time and details

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- Inform parents/carers if a phone call is being recorded and/or is being carried out in the presence of a colleague
- Be supportive of our Mission Statement and Ethos

Parents/Carers are expected to:

- Abide by the Home College agreement
- Be ready to support the College behaviour for learning policy by reinforcing College rules
- Regularly discuss their child's learning and life at College
- Share concerns about their child's education, welfare and behaviour with the College
- Support their child's independent or home learning
- Engage in dialogue with the College regarding their child's progress and attend parent's evenings /support College functions
- Encourage their child to be an ambassador of the College at all times
- Ensure that 100% attendance is strived for their child wherever possible
- Inform the College of any absence on a daily basis by phone or text before 8.30am
- Ensure their child arrives at College on time
- Ensure their child is in full College uniform and wears the uniform in accordance with the uniform policy and student planner
- Support the College's decision with regards to their child whilst having an entitlement to be fully informed about and question those College decisions regarding their child's behaviour
- Support the whole College detention system and ensure their child attends detentions (see appendix 4)
- Support our Mission Statement and Ethos
- Accept that College staff have the responsibility of 'Loco Parentis' for their children whilst at College and on trips
- Accept that telephone calls made to and from the College may be recorded

Systems and Routines for Learning

All of the College's policies and systems support the Behaviour for Learning Policy. Some particularly relevant features are:

- A Special Educational Needs Department that works closely with our EAL co-ordinator, will assist all students in accessing the curriculum at an appropriate level.
- We recognise that competence in the key skills of literacy and numeracy enables access to learning. St Thomas More Language College will seek to ensure that all students have functional skills in these aspects, appropriate to their academic potential. Students identified as underachievers or for whom the home environment is not conducive to study will be encouraged to attend booster sessions in these areas.
- A student pastoral support system based upon Tutors/PALS/SLT for all students will encourage collaboration, teamwork and a strong sense of community and mutual responsibility amongst each year group and tutor group.
- Our enrichment programmes will ensure that all students can access activities that motivate them, building their self-confidence and sense of belonging.
- Our detention system ensures students have the chance to rectify situations before they escalate with students being given the opportunity to attend two departmental detentions before they are referred to ML detentions, accumulate two late arrivals to school before attending Late detentions. Senior Leadership Detentions are given when prior detentions are not attended. Students are expected to attend detentions and parents to support the college with the systems in place. (see appendix 4)

Rules/Keys to Success

Students' College Code of Conduct/Rules

To help us achieve our aims we have agreed a set of rules for around the College (see student planner) – these form part of our Behaviour for Learning Policy and students are expected to follow this code at all times.

A few of these rules will be entitled “keys to success” and are listed below:

- Support the College Mission Statement, Motto, Ethos and Articulation Project (see Appendix 5)

<ul style="list-style-type: none">• Follow staff instructions and be polite to staff and students at all times
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<ul style="list-style-type: none">• Uniform must be worn correctly at all times

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- Be prompt as possible to lessons and tutor times
 - Enter and leave classrooms in an orderly fashion
 - Ensure cameras, Mobile phones, iPods or MP3 players should not be brought in to the College. If they are they should be switched off and not visible during the College day
 - Students should not bring canned drinks and chewing gum are not allowed in college
 - Put all litter into bins
 - Stay on task and allow others to do so
- Abide by the no touching policy, students are to fully respect the personal space of all others and keep their hands to themselves

These rules are to be displayed in all teaching rooms.

Rewards and Incentives

At St Thomas More Language College we believe **ALL** children are motivated to learn by praise, reward and celebration of achievement and challenge. Students should always be commended for good behaviour. Staff should recognise student's special achievements and share information with other colleagues. Comments should be logged on the student's record in Sims and Insight/PARs.

We strive to use praise to reprimand/consequences in the ratio of roughly 5:1. Positive behaviour will be reinforced by the rewards system and also through involving students in the College's decision making processes/Student Voice.

Consequences

Any student breaking our rules will be challenged and may receive a consequence. There will be a graduating scale of sanctions to be applied according to the professional judgement of staff. These will include:

- Verbal reprimand

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- Detentions (varying length from 30 – 120minutes)
- Written reprimand
- Withdrawal of privileges
- Parental involvement
- Community service (Approved by the PAL and or SLT)
- Referral to senior staff
- Exclusion from lessons; Isolation in H7, internal exclusion in the SSC or external exclusion
- Referral to the Tri-Borough Education Unit (GEC) short term provision

Confronting all incidents and acting consistently when applying sanctions ensures the deterrent effect of our Behaviour for Learning Policy. We recognise that it is never the person themselves but always their actions, which have led to the sanction. We will use restorative justice techniques to address most situations.

It is not possible to link a specific sanction to a particular offence in all cases. The specific circumstances of each offence must be taken in to account when deciding upon sanctions, all 'contextual' information will be sought.

To support the individual needs of the students, the College will look to utilise the use of H7 for an immediate response and internal exclusions prior to any external exclusion, up to a maximum of three occasions. Each case will be considered individually but prior incidents will be taken in to account when deciding on the type and length of any exclusion, either internal or external.

Parents will be informed by letter, student planner, text/telephone of their child's behaviour. In any serious cases of misbehaviour students may be sent home (excluded) and parents invited into school to discuss the situation. Parents play a vital role in the behaviour for learning policy and St Thomas More Language College pledge to keep parents informed should their child be giving cause for concern.

Bullying

Please refer to Bullying Policy

Referral System

The following types of misbehaviour may be dealt with by the class teacher or member of staff encountering them:

- Minor disruption
- Swearing
- Chatting in class
- Mild answering back to staff
- Overly boisterous behaviour
- Dropping litter
- Having mobile phones/electrical devices on show/being used (see appendix 6)
- Not wearing uniform properly
- Non completion of independent learning tasks (H/L)
- Minor name calling
- Forgotten or incorrect equipment
- Chewing gum at any time or eating/drinking in class
- Not following the hands off policy
- Poor behaviour on the way to or from the College
- Poor behaviour on the way to lessons or at break times.

The following types of incident must be referred by a member of staff to their line manager/HOD/PAL (unless they are themselves senior staff):

- Repeated disruption in class
- Repeatedly challenging the authority of a member of staff
- Serious offensive language/minor physical assault
- Vandalism
- Truancy
- Smoking
- Poor behaviour on the way to or from the College

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- Poor behaviour on the way to lessons or at break times
- Refusal to attend departmental/whole college detentions
- Exposing one's self to others or causing a public offence

If the following types of incident occur, the assistance of a senior member of staff must be sought immediately:

- Use of obscene/offensive language directed towards a member of staff
- Assault on a member of staff
- Serious assault on another student
- Fights between students
- Persistent bullying, sexual, racial or other harassment
- Any suspicion/possession of a weapon or any other dangerous item that threatens the safety of others
- Information regarding the possession of a knife/weapon being carried in and out of the college
- Any suspicion/possession of illegal drug or alcohol, supply or abuse
- Offensive cyber incidents that may be deemed a criminal offence
- Incidents of a sexual nature – whether physical and or emotional / mental (e.g. harmful, harassment, violent, abusive, and or through the distribution of material)
- Incidents of a harmful nature, whether physical and or emotional / mental (e.g. harassment, violent, abusive, and or through the creation, promotion and or distribution of material)

All incidents of misbehaviour must be managed using the College's behaviour reporting and referral system – SIMS.

The Governing Body seeks to maintain the highest standards of behaviour within the college. The expectations of the parents, and indeed of the law, are that a positive learning environment is created and maintained. It is recognised that, since inclusion is concerned with the promoting the best possible learning environment for each and every pupil, exclusions play an important part in the college's duty to safeguard the educational interests of all.

Exclusions of pupils from the college will take place when a serious incident has taken place, when there is a history of repeated poor or disruptive behaviour, or when allowing the pupil to remain in the college would seriously harm the education or welfare of other pupils. In spite of the fact that in all cases of exclusions, the college will advise parents in such a way as to enable them to understand its implications and their rights in the matter, pupils may be excluded from the college on either a fixed term basis or permanently, without the prior step of meeting the parent.

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Appendix 1

Exclusions

- a) Exclusions occur when a student's behaviour results in their removal from lessons for a designated length of time. Exclusions may be internal, fixed term or, in exceptional circumstances, permanent.
- b) The Head Teacher will follow the DCSF guidance on Exclusions. A full copy of this is available on the Department for Education website.
- c) We recognise that exclusions cause disruption to students learning, which might negatively influence their future behaviour. In all but exceptional circumstances, fixed term exclusions at St Thomas More Language College will be limited to 3 school days.
- d) There will be a re-integration meeting with the student and their parent / carers after some internal exclusions and every fixed term exclusion. It is hoped that fixed term exclusions will have the desired effect and that pupils will be reintegrated in to the college community. In exceptional cases, the Head Teacher will impose a permanent exclusion.
- e) In rare cases, the Head Teacher may have to consider permanent exclusion. Sometimes this will be for an isolated incident. However, for students known to be at risk of permanent exclusion, a range of strategies may be implemented as appropriate:
 - Agreed PSP = Pastoral Support Plan with parent present
 - Assessment of needs (social, emotional and learning) (contextual information)
 - Alternative curriculum offers
 - Allocation of Learning Mentor/College Counsellor/Student Support Manager
 - Interview with Head Teacher
 - Interview with Governors
 - Attendance at RBKC/Bi-Borough Education Centre for a set period of 5 weeks
 - Managed move to an alternative school/students home borough PRU
 - Or other serious reasons at the Head Teachers discretion
- In general, exclusion from the college will be used when other sanctions have clearly not worked and a pupil has consistently failed to accept college rules and discipline. However, it should be noted that the Head Teacher may exclude a pupil from the college, either on a fixed term basis or permanently, as circumstances dictate, for a one off offence, committed **on or off the premises**, relating to possession or use of any form of weapon; violent, harmful or threatening behaviour of any nature; possession, use or supply of illegal drugs; incidents of a sexual nature or any form of behaviour that brings the college in to disrepute.

The Head Teacher may exclude a pupil permanently from the college for persistent breaches of the behaviour for learning policy and or serious isolated incidents.

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Behaviour likely to result in fixed term or permanent exclusion:

- Persistent and seriously disruptive behaviour
- Putting oneself outside the care and control of the college
- Confrontational language and or behaviour - obscene language/actions towards student or staff including obscenity, offensive, racist, sexist or homophobic and blasphemous language/actions
- Actions against the school's distinct Catholic ethos
- Serious vandalism
- Bringing the College into disrepute within the community (local & wider)
- Theft
- Fighting/Assault
- Inciting other people to harm themselves or others in anyway
- Inciting other people to incite other people to harm themselves or others in anyway
- Making false allegations, or giving false evidence against other people, which is motivated by malicious intent or otherwise
- Inviting / inciting others outside the College to inflict harm upon / threaten St Thomas More Students
- Incidents of a sexual nature, whether physical and or emotional / mental (e.g. harmful, harassment, violent, abusive, and or through the distribution of material)
- Incidents of a harmful nature, whether physical and or emotional / mental (e.g. harassment, violent, abusive, and or through the creation, promotion and or distribution of material)
- Or other serious reasons at the Head Teachers discretion

In the cases of the possession or use of illegal drugs, the Head Teacher will, after weighing the particulars of the situation, impose a fixed term or permanent exclusion.

In cases of the supply of illegal drugs, the Head Teacher will normally impose a permanent exclusion.

In cases of the possession, use, misuse or supply of alcohol, tobacco, volatile substances or medication, or any other such legal drug, the Head Teacher will, after weighing the particulars of the situation, impose the disciplinary sanction he deems most appropriate; this may entail the imposition of a fixed term or permanent exclusion.

Behaviour more likely to result in permanent exclusion rather than fixed term:

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- Anything under fixed term exclusions judged to be of a serious nature or repetitive.
- Repeatedly putting themselves outside the care and control of the college
- Physical assault upon a member of staff
- Serious physical assault upon another student
- Use or possession of illegal substances
- Possession of a dangerous weapon e.g.: knives, guns (list is not exhaustive) in and out of the College
- Carrying a potentially dangerous weapon/implement on the journey to or from College
- Bringing a potentially dangerous weapon/implement on to the College site
- Actual, intended or threatened use of a potentially dangerous weapon/implement on the College site
- Posing a serious and/or repeated health and safety risk to oneself or and others
- Repeated incidents of serious misbehaviour e.g. Failure of PSP
- Sexual misconduct
- Criminal offences committed on the College site, whilst representing the College or whilst on the way to and from the College
- Inciting other people to harm themselves or others in anyway
- Inciting other people to incite other people to harm themselves or others in anyway
- Making false allegations, or giving false evidence against other people, which is motivated by malicious intent or otherwise
- Inviting / inciting others outside the College to inflict harm upon / threaten St Thomas More Students
- Incidents of a sexual nature, whether physical and or emotional / mental (e.g. harmful, harassment, violent, abusive, and or through the creation, promotion and or distribution of material)
- Incidents of a harmful nature, whether physical and or emotional / mental (e.g. harassment, violent, abusive, and or through the creation, promotion and or distribution of material)
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- Or other serious reasons at the Head Teachers discretion

The procedures that will be followed in these situations are as follows (these are set out in greater detail in the DCSF guidance):

Fixed term exclusion (up to 45 days per academic year):

- The Head Teacher makes the decision after consultations with SLT and or; members of the pastoral team and or; headteacher colleagues
- Ms Graham, Associate Head Teacher will make the decision for exclusions less than 6 days
- Students are excluded by the Head teacher for serious breaches of the College rules
- Telephone contact is made with the parents, where possible

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- A letter is sent to the parents with an explanation of their rights, including their right of appeal, with a copy to the Chair of the Governing body
- Teaching staff must provide work for the student
- The College must comply with required levels of student supervision
- The parents and student must attend a formal re-integration meeting (however, we recognise that this may not always be possible and we do not want the student to be disadvantaged as a result of this not being possible)
- The College will follow at all times the guidance issued by the Secretary of State
- The local authority is informed from day 6 of any exclusion

Permanent exclusions:

- The Head Teacher makes the decision after consultations with SLT and or; members of the pastoral team and or; headteacher colleagues
- A letter is sent to parents with an explanation of their rights, including their right to appeal, with a copy to the Chair of the Governing body
- Teaching staff must provide work for the excluded student until any appeals have been heard and a final decision is reached
- A governing body hearing will be convened to deliberate upon the exclusion; the parents, student and the College will be expected to attend

The Head Teacher, supported by relevant staff will present the case for a permanent exclusion. The parents and student will be able to make representations to the Governing body and relevant persons.

The Governors can either:

- Uphold the permanent exclusion
- Re-instate the student

If the Governors uphold the decision to permanently exclude, the parents do have the right to lodge an appeal with the Local Authority. The LA will convene an independent review panel to hear the case.

The panel can:

- Uphold the permanent exclusion
- Recommend the Governing Body to reconsider their decision
- Direct the Governing Body to reconsider their decision (if the school has acted illegally, irrationally or where there are flaws in procedures)

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If the Governing Body decides after reconsideration that their final decision is to uphold the College's permanent exclusion the College will be directed to pay £4000 towards the cost of finding an alternative placement for that young person.

Appendix 2

Report Card Systems

Below is a staged approach of how the system could work if a consistent approach is adopted by all. Despite the fact pupils are on report any inappropriate behaviour recorded on the report card must also be dealt with by the classroom teacher with regards to a suitable consequence.

Any pupil on report would be recorded on SIMS with details of how long they are on report for etc.

Green Report: TUTOR

For persistent issues concerned with home learning, uniform, mild misbehaviour e.g.: chatting, boisterous behaviour, answering back, forgotten equipment, non-completion of class work/homework, minor name calling. The above misdemeanours could result in exclusion as well as the issuing of a red report card.

Yellow Report: PAL

For failure to meet targets set by Form Tutor or for following offences e.g.: repeated disruption, challenging members of staff, serious offensive language, minor physical assault on pupil, truancy, poor behaviour to and from school. The above misdemeanours could result in exclusion as well as the issuing of a red report card.

Red Report: LM/SLT

For failure to meet targets set by PAL on Yellow report or for following offenses e.g.: use of obscene/offensive language to members of staff, minor assault on a member of staff or student, fight between students, persistent bullying, sexual, racial harassment, theft, possession of weapon etc. The above misdemeanours could result in exclusion as well as the issuing of a red report card.

Red report also used by SLT for Academic monitoring of Year 11 Students

Blue Report: EPA/MWA

Used to support students on PSPs – Pastoral Support Plan.

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Appendix 3

Recommended Report Card System

Stage	Card	Action Points
Stage 1	Green report 2-4 weeks	Reporting to Form Tutor PAL informed by Tutor Tutor contacts parents by phone Targets agreed and set Parents sign report card each evening Tutor contacts parents at the end of week for progress report Pupil is removed from report if successfully met targets
		IF TARGETS ARE NOT MET THE STUDENT MOVES TO STAGE 2
Stage 2	Yellow report 2-4 weeks	Reporting to PAL PAL contacts parents and invites them in for a meeting At meeting agree and set targets for student Parent sign report card each evening PAL contacts parents at the end of week for progress report At the end of monitoring period PAL meets parents to discuss progress Pupil is reduced to green report if successfully met yellow targets
		IF TARGETS ARE NOT MET THE STUDENT MOVES TO STAGE 3
Stage 3	Red report 2-4 weeks	Reporting to SLT/LM/PAL Pupils could be excluded and placed on report on return from exclusion PAL contact parents Meeting in school arranged At meeting agree and set targets for student Parent sign report card each evening PAL contacts parents at the end of week for progress report At the end of monitoring period PAL meets parents to discuss progress Pupil is reduced from red report if successfully met targets and will go to yellow

IF TARGETS ARE NOT MET THE STUDENT MOVES TO STAGE 4		
Stage 4	Blue report PSP Period of time set by HOI & SSC manager	<p>On report to - Head of Inclusion [HOI]</p> <p>Monitored by HOI with support of Student Support manager [SSM]</p> <p>HOI, SSM, PAL & SLT meet with parents</p> <p>Outside agencies can be invited to meeting</p> <p>Targets agreed and set (3 different review periods set)</p> <p>Pupil & Parent made aware of seriousness of PSP and consequences of failing PSP eg: Permanent exclusion/managed move to alternative provision</p> <p>SSM contacts parents at end of each week for progress report</p> <p>End of each monitoring period SSM meet with parents to discuss progress. SSM will meet HOI.</p> <p>If each period of review is successful rewards will be issued</p> <p>If a student fails each review period HOI will liaise with the Head teacher and SLT as to outcome of failing PSP</p>
Stage 5		Possibility of Off-site provision/Managed Move to Alternative Provision/Permanent Exclusion

H7: Referrals by a Senior Member of staff

- Missed SLT detentions
- 2 Call Outs in a day
- 3 Call Outs in a week
- Short term response to uniform misdemeanours
- Repeated uniform infringements
- Cooling off following an incident
- Persistent poor behaviour/not following college rules and expectations

Notification of H7 will be by letter/text to parents/carers

Appendix 4

Whole College Detention System

Detentions of more than 20 minutes:

Please note: The school will endeavour to contact parents via text /email / or phone if a student is detained for more than 20 minutes without notice (i.e. for detentions given on the day). STMLC also recognizes that detaining students after school for reasons other than for formal detention is also sometimes necessary. If students are detained for more than 20 minutes for purposes other than a formal detention, the school will endeavour to contact parents via text /email / or phone.

Stage 1: Teacher sets detention for up to 45 minutes. Detention to be written in student planner / Phone call / text home.

Failure to attend 1st Detention

Stage 2: Teacher with support of HOD gives 2nd detention of 60 minutes. Detention written in student planner/ Phone call home/text home. (A chance to rectify the situation)

Failure to attend 2nd Detention

Stage 3: Student given 90-minute Middle Leaders Detention on Thursday afternoon evidence of previous detention in student planner and written in to the office log with dates.

Failure to attend ML Detention (Curriculum time disruption)

Stage 4: Student given 2hr SLT Detention on Tuesday afternoon

Failure to attend SLT Detention

Stage 5: Student will re-sit their SLT detention the following week and will be referred to H7 the day after SLT detention; if H7 rules are not adhered to students will receive an internal exclusion. Internal exclusions and external exclusions less than 6 days (CGR)

Stage 6: Student Externally Excluded over 6 days (TPA)

Stage 7: Student Permanently Excluded (TPA)

Late Detentions will continue to run on Friday afternoons (SLT/PALS)

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Appendix 5

The Articulation Project 2013

'The Ten Commandments of Communication'

'I am my body'

'Our every word and gesture betrays our fullest self.'

FOR REFLECTION:

- The way we talk and the language we employ, our body language and our outward actions, all signify our values and beliefs. ***Preach the Gospel at all times, when necessary use words.***
- How do we desire to be read, understood, perceived, judged and valued? ***We can free ourselves from anger and others by forgiving ourselves and them.***
- Do we reflect the body of Christ in our communication with the world? Or do we betray him by our actions? ***To talk of spirituality, love and forgiveness is to talk about our intelligence made visible in our actions.***

I recognise the importance of articulating myself at all times in a manner that makes our Catholic ethos of Love and Forgiveness visible. I understand that by doing so, I am developing the skills of communication that will enable me to leave STMLC as someone who is free to live out all the Gospel values as an articulate, confident and capable member of society supporting the common good.

I THEREFORE PROMISE TO STRIVE TO KEEP TO THESE COMMANDMENTS:

- 1.) I will only use **acceptable language** that builds up others and myself. I will not **swear** or use **derogatory language** to anyone, including my family and friends in and around College.
- 2.) I will endeavour not to use **any slang or informal language** when communicating in lessons.
- 3.) I will remember that **tutting or kissing my teeth** at another student or a member of staff is not acceptable.
- 4.) I will ensure that my communication with other students in lessons is **supportive and encouraging** of the learning process. I will never **jeer or make fun** of anyone during lessons.
- 5.) I will enter all classrooms and acts of worship in a **formal, calm and orderly** fashion.
- 6.) Boys – I will wear my **trousers around my waist**, using a belt if necessary. Girls – I will wear my **skirt at an appropriate length**.

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- 7.) I will greet staff and visitors that I meet around school **politely and with a smile**. I will also **hold doors open** for people whenever I can.
- 8.) I will endeavour to **speak up** when communicating in a lesson so that my teacher and others can hear me clearly.
- 9.) I will make sure I am not talking, **calling out or interrupting** when my teacher, a visitor or a student is addressing the class.
- 10.) I will try to learn to be more **aware, patient and tolerant of all others** by taking a deep breath when I am upset or angry and thinking before I act. I will free myself from **anger and frustration** by striving to **love and forgive** myself and others.

Appendix 6

We hope to work in partnership with students and their parents to ensure that our College day is not interrupted by the use of mobile phones, I Pods or other personal items of this nature.

At St Thomas More Language College we recognise that Mobile phones allow our students to stay in touch with, and be contacted by, their family, parents and carers on the way to and from the College. They are also a useful tool in emergency situations and can allow a greater sense of independence for students whilst for parents maintaining a greater sense of safety. At St Thomas More we want to ensure that mobile phones continue to provide this support however there have been occasions when rather than a benefit mobile phones have become a nuisance in the College.

There are a number of risks associated with students' use of mobile phones. Supervising a young person's use of their mobile phone is far harder than the use of a family computer because phones are rarely shared and may be always on. It is very easy for students to create and circulate content that may include inappropriate content. Once forwarded content is almost impossible to control and can easily be passed on. Moreover, mobile phones can be used for cyber-bullying in a number of different ways: making nasty calls; sending unpleasant text messages; taking and sharing images or videoing and sharing acts of bullying.

By recognising the benefits of mobile phones whilst acknowledging the risks associated with misuse/abuse of mobile phones we have agreed that students may bring mobile phones into the College, however the following conditions must be consistently and unconditionally followed.

The phone must be switched off immediately once the student enters the College premises. If students are seen with their phone out or on show whilst on the college premises at any time during the college day the following will occur:

- 1.) The first time a phone is confiscated it will be handed in and logged at the College office and returned at the end of the same day by the PAL or a member of SLT
- 2.) If the phone is confiscated for a second time, it will be handed in, logged at the College office, and kept for a minimum period of one week before being returned to the student. A member of SLT or the PAL will return the phone. If a parent wishes to collect the mobile phone earlier, we will require the collection in person from the college office. Parents will receive a letter explaining the confiscation of the mobile phone via their child.
- 3.) If the phone is confiscated a third time, it will be handed in, logged at the College office, and kept until a parent or Carer can come to the college to collect it. The PAL or a member of SLT will give the phone back.

Student details will be logged so that we can keep track of those persistently ignoring the College rules.

If a student is caught with a phone and does not follow the instructions of a member of staff to hand over the phone, a member of senior staff will issue the student with an immediate exclusion for failing to follow the college rules.

If a student's mobile phone disrupts a lesson in any way, including if a student is caught texting or emailing in class the phone will be immediately confiscated and parents will be requested to collect it from the College (as per letter sent). We will then ask parents to support us in ensuring the student will not have a phone on the College premises in the future

If we discover any acts of cyber-bullying, as described above we will treat these in a serious manner. The Head Teacher will exclude a pupil from the college, either on a fixed term basis or permanently as circumstances dictate, for involvement in the production or maintenance of, or contributions to, websites or any other social or electronic media, either on or off the college premises, the contents of which might damage the good name of the college, or any individuals within it.

The mobile phone will also be kept as evidence of cyber-bullying and any data thereon may be copied and kept, for example, offending e-mails, text messages or video messages and we will contact the police as appropriate.

We ask parents to be vigilant and to support us by contacting the College immediately if they become aware of any cyber-bullying incidents involving their child or other children at the College. We as a College have a legal duty to have measures in place to support the person being bullied and to apply disciplinary sanctions to the pupil doing the bullying. If cyber-bullying is serious and a potential criminal offence has been committed, the College will consider contacting the Police. Criminal offences here include harassment and stalking, threats of harm or violence to a person or property, and any evidence of sexual exploitation. Through our PSHCEE programme we will endeavour to raise awareness with students of the harm that cyber-bullying can cause to their peers and the risks associated with chatting on line but ask that parents are also pro-active in working with their children to minimise the problems that may arise by taking prompt action to alert the College of possible issues. We also ask that parents do not contact their children during the College day via their child's mobile phone but make contact through the College office.

Finally, students are responsible for their mobile phone. A mobile phone brought in to the College is at their own risk, if their phone is damaged or stolen, the College is not liable.

By working together, we can ensure that mobile phones do not become items that will have to be banned completely from the College premises

A table of actions for inappropriate use of phones, tablets etc

A student is caught in possession of a phone that is in view	Phone removed and handed to the College office for collection at the end of the day. If second time phone will be kept for a minimum of one week. If student is a persistent offender parents will be asked to come in to the college and collect the phone.
A phone rings or is visible in a student's hand in class	Phone confiscated and passed to College office (labelled) Phone returned at the end of the day if it is the first time of happening. If second time phone will be kept for a minimum of one week. If student is a persistent offender parents will be asked to come in to the college and collect the phone.
Student refuses to hand over item	Senior staff will issue an immediate exclusion for refusal to follow college expectations/rules.
A student uses a phone in class or in the College to speak or text	Phone confiscated and placed in the College office. If second time phone will be kept for a minimum of one week. If student is a persistent offender parents will be asked to come in to the college and collect the phone.
Student uses their phone to communicate with a parent or another person in response to a situation in the College	This may involve a student who contacts home to discuss a situation that has arisen during the course of a day and therefore results in a misinterpretation of events. In this case the phone will be confiscated and parental support will be requested. Parent will be asked to come in to the college to collect the phone.
A student records images of a fight or altercation or records images to ridicule or intimidate	This will result in fixed term exclusion and parents will be asked to attend an interview in College to prevent further misuse and collect the confiscated phone. If it is discovered that images have been transferred to other digital media e.g. You tube etc. or investigations show this is part of a wider bullying or intimidation campaign the exclusion may be longer or indeed permanent and where necessary the police will be informed.
A student records an unauthorised picture or video clip of a teacher or other member of staff	Actions as above and the teacher concerned also reserves the right to take further independent action

<p>Inappropriate text messages are sent during College hours including messages of a threatening or bullying nature</p>	<p>The context and nature of the message will be crucial in determining the level of action. If the message is repeated behaviour or part of a wider bullying campaign rather than a one off situation then the consequences will be more severe. In all cases parents will be asked to attend the College for an interview and the police may be involved.</p>
<p>Involvement in the production or maintenance of, or contributions to, websites or any other social or electronic media, either on or off the college premises, the contents of which might damage the good name of the college, or any individuals within it.</p>	<p>The Head Teacher will exclude a pupil from the college, either on a fixed term basis or permanently as circumstances dictate.</p>

At all times the College will consider each set of circumstances on a case-by-case basis before action is taken. All contextual information will be taken in to consideration.

We do of course recognise the enormous benefits that mobile phones can provide when used correctly and we will continue to update and review this policy.

Appendix 7

College Uniform List/Policy

At St Thomas More Language College we are proud to be a uniform wearing school. We expect a high level of professional dress at all times that reflects our ethos as a Catholic College that seeks to serve God and strive for excellence. Full college uniform applies to and from the college at all times.

Boys: Years 7 – 9

- Blazers ▶ Plain black with school badge on breast pocket. This must be worn every day at all times with sleeves down.
- Trousers ▶ Plain dark grey trousers worn on the waist with a belt. No jeans or cords.
- Shirts ▶ White or grey and tucked into trousers all the way round at all times. Top buttons should be done up at all times.
- Pullovers ▶ Plain grey v-neck. No other form of jumper or cardigan acceptable (optional)
- Socks ▶ Plain black or grey
- Shoes ▶ Black leather shoes with black soles. No trainers, converse, canvas or boots. Laces must be black, no coloured laces or tag allowed.
- Ties ▶ **THE SCHOOL CLIP ON TIE MUST BE WORN AT ALL TIMES.** Top button must be done up to allow the clip on tie to stay in place. All years **MUST WEAR A CLIP ON TIE.**

Girls: Years 7 – 9

- Blazers ▶ Plain green with school badge on breast pocket. This must be worn every day at all times with sleeves down.
- Skirts ▶ Grey pleated knee length worn on the waist.
- Shirts ▶ Shirts must be white, tucked into skirts all the way round and top button done up. Summer open neck white blouse tucked into skirts all the way round. Pupils will be told when summer uniform is allowed.
- Pullovers ▶ Plain green v-neck jumper (optional)
- Socks/Tights ▶ **Plain** black opaque tights with winter uniform. White ankle length socks to be worn with summer uniform only.
- Shoes ▶ Black flat heeled shoes with black soles. No trainers, converse, canvas or boots. Kicker boots are not permitted for girls. Laces must be plain black no coloured laces or tags allowed.

Ties ▶ **THE SCHOOL CLIP ON TIE MUST BE WORN AT ALL TIMES.** Top button must be done up to allow the clip on tie to stay in place. All years **MUST WEAR A CLIP ON TIE.**

Years 10 – 11

- Blazers ▶ Black with school badge on breast pocket. This must be worn every day at all times with sleeves down.
- Skirts (Girls) ▶ Grey pleated knee length worn on the waist.
- Trousers (Boys) ▶ Plain dark grey trousers worn on the waist. No jeans or cords.
- Shirts ▶ Shirts must be white long sleeved in the winter, tucked in for all pupils and top button done up. Boys are allowed to wear grey/white shirts. Summer open neck blouse for girls tucked into skirts all the way round. Pupils will be told when summer uniform is allowed.
- Pullovers ▶ Plain black v-neck jumper for all pupils, no cardigans.
- Socks/Tights ▶ Girls: Plain black opaque tights with winter uniform. Plain black ankle socks for girls with summer uniform. No over the knee socks.
Boys: Plain black or grey socks for boys.
- Shoes ▶ Black flat heeled shoes with black soles for girls. Black leather shoes with black soles for boys. No trainers, converse, canvas or boots. Laces must be black, no coloured laces or stitching. Kickers **MUST** be plain black and all tags removed. No Kicker boots for girls.
- Ties ▶ **All students must wear the school CLIP ON TIE.** Top button must be done up to allow the clip on tie to stay in place.

All Year Groups

- Belts ▶ All belts must be black.
- Coats ▶ There is no uniform coat; however students should wear a 'proper' waterproof coat that is black. Coats must be large enough so blazers can be worn **under** the coat. No sports jackets, no logo's, leather or fur collars on coats/jackets. No body warmers.
Students wearing unsuitable coats will be told not to bring them again and may have them confiscated.
- Hats ▶ Plain black hats may be worn to and from school in the winter but must be removed once on the school premises. Baseball style caps are not allowed at any time.
- Gloves/Scarves ▶ Black or green with no logos.
- Jewellery ▶ All pupils are permitted to wear one small signet ring and one chain with a religious symbol worn under the shirt. Girls are permitted to wear one pair of small plain Gold/Silver studs in each ear. Any other form of body piercing is not allowed. All jewellery must be removed for P.E.

Make Up/Nails ▶ Make-up and nail varnish are **NOT** allowed. False nails or French tips or any other form of decoration / accessory are not permitted.

Hair ▶ Boys must be clean shaven and appearance must be of a high standard. No gel, mouse or wax. Boy's hair styles should be neat, tidy and a uniform length all over. Boy's hair should not be too short or too long and girls with long hair must keep it fully tied back at all times. Students are not allowed to come to school with **dyed hair or extreme hairstyles. Hair designs are not permitted.** The only accessory girls can wear on their head is a plain black thin alic band. Girls are not to wear fancy hair accessories. No head bands or other head wear permitted.

Bags – Year 7-9 ▶ Years 7 to 9 must all have the black St Thomas More official bag which must NOT be written on.

Bags – Year 10-11 ▶ Year 10 & Year 11 can either have the black St Thomas More official bag or a dark coloured bag. All bags must be large enough to fit an A4 size folder in. (no small Nike/Just do it bags allowed)

PE Kit –

- Black tracksuit bottoms with STM logo
- Plain black shorts
- Black jumper with STM logo
- White polo with STM logo
- Change of socks (white)
- Trainers. To be worn at PE only
- STM black material drawstring bag (7,8,9)

General Equipment for All Pupils

- Black/blue pens
- Green Pen
- Red pen for underlining
- Highlighter
- Pencils (at least 2)
- Rubber, Ruler, Sharpener
- Calculator
- Student Planner – To replace will cost £10
- Bible
- Geometry Set

- Novel

Other Information

- Bags ▶ Plastic drawstring bags, small Nike/Just do it bags are NOT permitted.
- Footwear ▶ Trainers, canvas shoes and any shoes with coloured laces, soles, stitching and logos are not permitted.

If there is any doubt about whether a particular uniform item is acceptable parents should check with the school before purchasing. The school reserves the right to ban certain unforeseen items / hairstyles that may come in as fads or fashion items and therefore are not specifically stated in our uniform code. Students who attend school with incorrect uniform/hairstyles may entail a period of internal exclusion until the situation is rectified. Inappropriate items will be confiscated.

Request to vary any aspect of this Policy to meet the needs of individual students e.g. for medical, religious or genuine family traditions based on cultural and social reasons, will be carefully considered on a case-by-case basis. However, in adopting this policy, the Governors have taken steps to ensure that it is fair and reasonable, is non-discriminatory and acceptable to the majority. It would not be practical or productive to vary the rules except in the most compelling of circumstances.

In implementing this policy, we also consider our safeguarding policy and policies and guidance within that policy. We also take into account the most updated DFE Guidance on Exclusions: Exclusion from maintained schools, academies and pupil referral units in England, Statutory guidance for those with legal responsibilities in relation to exclusion, September 2017.

Person responsible for Policy:

Senior Leadership Team / FG

Policy update: Full Governors

18 October 2021

Policy to be reviewed: October 2022 or as deemed needed – it is worth noting that this policy in particular, with our safeguarding policies (like all policies) are kept under ongoing review.