Rewards and Behaviour Policy

Mission Statement
‘Christ is the centre of our school community where we live, love and learn together.’

St Thomas Aquinas School is a Christian community and everyone involved in our community is expected to uphold the Gospel values to help cultivate an atmosphere conducive to learning.

We are committed to developing the full potential of every individual student in an environment of co-operation where all members of the community treat each other with respect and courtesy at all times.

Our core purpose is to create - ‘Committed Learners. Exceptional People.’

This policy has been created to provide a framework for staff, students and parents in developing and maintaining an ethos of exemplary conduct. Such an ethos will enable students to work in, and have responsibility for, a calm, purposeful and orderly environment. It will enable staff to work in, and have responsibility for, an environment where learning and teaching are respected and valued. Finally, the policy will allow parents to have confidence their child is learning in an academic environment and is safe, respected and equally valued.

The policy is underpinned by the values and virtues which are truly represented in our Home School Agreement as this sets out our expectations of students. The Home School Agreement is not an aspiration but a consistent expectation of every student. We believe in our students and we believe each and every one of them wants to conduct themselves to the highest standards and that these high standards will serve them well both at school and into adulthood. The Home School Agreement will enable students to develop habits of excellence and foster a sense of inner discipline, self-regulation and respect for the rights of others.

Values and Virtues

<table>
<thead>
<tr>
<th>Values of the mind</th>
<th>Virtues of the heart</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ready</td>
<td>Integrity</td>
</tr>
<tr>
<td>Respect</td>
<td>Compassion</td>
</tr>
<tr>
<td>Responsibility</td>
<td>Service</td>
</tr>
</tbody>
</table>
Principles

- Every member of staff needs support with behaviour management and every member of staff is responsible for behaviour management.
- We endeavour to foster positive relationships through insisting on courtesy and consideration of others at all times, and being fair and consistent.
- We endeavour to treat everyone as an individual and our responses should not be inflexible to specific individual circumstances.
- We endeavour to avoid confrontation and seek to defuse and address problems by being calm and fair, listening, establishing facts, judging when certain, and using consequences sparingly yet effectively.

Home & School Agreement

- One of the ways of encouraging good behaviour is to ensure that everyone involved in the school has clear expectations; students, parents/carers and school staff. This is why all parties are requested to sign a contract when each student joins the school. The Student, Home & School Agreement was drawn up after consulting with and involving the parents, students, staff and governors of the school. It sets out the values, virtues and principles of the school and shows our commitment to working collaboratively to support excellent behaviour and attendance.

<table>
<thead>
<tr>
<th>Student Agreement</th>
<th>Parent Agreement</th>
<th>School Agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td>I will strive to be a committed learner and an exceptional person. I will do this by:</td>
<td>We shall support the school by:</td>
<td>The school will:</td>
</tr>
<tr>
<td>☐ Keeping the VALUES and VIRTUES of our school, behaving well and respecting all other members of the school community.</td>
<td>☐ Encouraging our child to participate fully in the spiritual and religious life of the school.</td>
<td>☐ Promote full participation in the religious and spiritual life of the school and encourage the practice of moral and spiritual values in accordance with the teachings of the Catholic Church.</td>
</tr>
<tr>
<td>I will demonstrate the values by –</td>
<td>☐ Ensuring that our child has the best possible attendance and punctuality record. We will also ensure our child attends school with the correct equipment for lessons.</td>
<td>☐ Provide as broad and balanced a curriculum as possible together with a broad range of public qualifications which sets out to meet the individual needs of your child.</td>
</tr>
<tr>
<td>☐ Showing respect for everyone and everything in our community</td>
<td>☐ Ensure the school has up to date and accurate contact information. The school cannot accept responsibility if text messages do not get through to you.</td>
<td>☐ Set and mark homework in line with school policy and provide opportunities for homework to be done at school.</td>
</tr>
<tr>
<td>☐ Taking responsibility for my own learning and behaviour</td>
<td>☐ Avoiding absence and not booking holidays during term time.</td>
<td>☐ Provide regular information about your child’s progress through annual reports and Parents’ Evenings.</td>
</tr>
<tr>
<td>☐ Being ready to learn in all lessons</td>
<td>☐ Telephoneing the school on the morning of the first day of absence and providing a letter of explanation on return.</td>
<td>☐ Provide pastoral support for your child’s personal welfare and safety so that they feel secure and a valued member of the school community.</td>
</tr>
<tr>
<td>I will demonstrate the virtues by –</td>
<td></td>
<td>☐ Provide regular information and opportunities for consultation about all matters relating to the life of our school through Parents’ Evenings, Education Evenings, the Friday Letter and other communications.</td>
</tr>
<tr>
<td>☐ Being honest and truthful in all my actions</td>
<td>☐ Ensuring our child is in full uniform including plain black shoes and plain black coat.</td>
<td>☐ Work closely with you as parents, contacting you quickly to deal with any concerns which may affect your child’s progress at school.</td>
</tr>
<tr>
<td>☐ Showing kindness and compassion towards everyone in our community</td>
<td>☐ Ensuring our child follows the school requirements regarding jewellery (including no earrings or piercings and ensuring extreme hairstyles are avoided. (Please note the Local Academy Committee decision is final)</td>
<td>☐ Provide clear guidelines about good behaviour and ensure</td>
</tr>
<tr>
<td>☐ Helping others through my service to school and the wider community</td>
<td>☐ Ensure that no unnecessary items of value are brought into school. PLEASE NOTE MOBILE PHONES, MP3S AND HEAD/EAR PHONES ARE FORBIDDEN AND THE</td>
<td></td>
</tr>
<tr>
<td>SCHOOL ACCEPTS NO RESPONSIBILITY FOR THESE ITEMS. IF SEEN THEY WILL BE CONFISCATED AND ANY LOSS OR DAMAGE WILL NOT BE INVESTIGATED.</td>
<td></td>
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<tr>
<td>□ Supporting the school’s policy and guidelines for good behaviour and the prevention of bullying which involve the administration of appropriate sanctions including 1 hour same night detentions.</td>
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<td></td>
</tr>
<tr>
<td>□ Encouraging our child to work hard to complete schoolwork and homework.</td>
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<tr>
<td>□ Ensuring my child conforms to the bus travel Code of Conduct as detailed in the student journal.</td>
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<tr>
<td>□ Attending Parents’ Evenings and Education Evenings relevant to our child’s progress and wellbeing at school.</td>
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</tr>
<tr>
<td>□ Ensuring our child adheres to all guidelines and instructions regarding behaviour. Accept the school’s right to move students through the disciplinary stages, using Passport placements and Sharing panel provision at schools in the Oaks collegiate if behaviour is deemed to be unacceptable over a prolonged period of time.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Reminding our child that their participation on school trips and activities depends on him/her keeping to the criteria as detailed in the student journal.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Giving permission for my child to participate in offsite school activities.</td>
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<tr>
<td>□ When communicating with staff in the school I agree to communicate in a respectful manner.</td>
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<td></td>
</tr>
<tr>
<td>□ Understand that everything we do in this school is to create a committed learner and exceptional person.</td>
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<td></td>
</tr>
<tr>
<td>The key elements of this home school agreement has been defined even further in our definition of a ‘committed learner’ here at St Thomas Aquinas. The definition below is explored, defined and lived out through ‘The Aquinas Way’ which is training for staff and students on the expectations of our students in the school.</td>
<td></td>
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</tbody>
</table>
St Thomas Aquinas Rewards System

Our rewards system is based on the premise that all students should be commended for good behaviour and on our core purpose which is to ensure all students are ‘committed learners’ and ‘exceptional people’. The rewards system places recognition and appreciation at the heart of it, in order to enable each student to feel valued as a child made in the image and likeness of God with unique gifts and talents. This focus will help build their sense of belonging and self-worth. At St Thomas Aquinas Catholic School, we believe that children are encouraged by praise, reward and celebration of achievement.

Verbal Praise

We all like to know when we are doing well and we encourage members of staff to acknowledge students when they are doing well and living out our core purpose, values and virtues.

House Points

House Points are awarded for ‘committed learners and exceptional people’ and staff select a behaviour listed in the columns to recognise students’ efforts and achievements.

Examples of behaviours worthy of House Points are outlined below. Under each category students will be praised using our values or virtues.

<table>
<thead>
<tr>
<th>COMMITTED LEARNERS</th>
<th>EXCEPTIONAL PEOPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Values (Habits of the mind)</td>
<td>Virtues (Habits of the heart)</td>
</tr>
<tr>
<td>Be Ready. Be Responsible. Be Respectful.</td>
<td>Show integrity. Show compassion. Service to Others.</td>
</tr>
<tr>
<td>Attendance to school.</td>
<td>Fundraising</td>
</tr>
<tr>
<td>Punctuality to school</td>
<td>Participation</td>
</tr>
<tr>
<td>Attitudes to Learning</td>
<td>in</td>
</tr>
<tr>
<td>Ready to learn with appropriate equipment</td>
<td>Masses/Assemblies/Events</td>
</tr>
<tr>
<td>Show Compassion to others</td>
<td>Being an Upstander</td>
</tr>
</tbody>
</table>
**Weekly Awards**

Each week **subject teachers** give a **praise postcard** to one student who has shown attributes of a **Committed Learner** - this will be their **Star of the Week**.

**Heads of Faculty** select one of these students to be the **Faculty Star of the Week**. This is published in the Friday letter and the Head of Faculty ensures the **certificate** is presented to the student and the student is **acknowledged** on the **Faculty notice board**. **Heads of Year** ensures these students are **publically recognised in assembly**.

Each week, **form tutors** give a **praise postcard** to one student in their form who has shown attributes from the **Exceptional People** category - this is their **Star of the Week**.

**Heads of Year** select one of these students to be the **Year Star of the Week** and give a reason for this. This is published in the Friday letter and the Head of Year ensures the **certificate** is presented to the student and the student is **acknowledged** on the **Year notice board**. **Heads of Year** ensure these students are **publically recognised in assembly**.

**Senior Leadership Team** - members of SLT award their Star of the Week for students who demonstrate attributes of either a committed learner or exceptional person.

**Form of the Half Term**

In an Awards Assembly at the end of each half term, **each Head of Year presents a Form of the Half Term award**. The Head of Year keeps students and form tutors up to date on weekly progress during year group assemblies. **Points are allocated based on attendance, punctuality, behaviour data**.

**Termly Awards**

In a **special praise assembly at the end of each term**, students are recognised for the house points they have accumulated during the term.

The students with the **top ‘committed learner’ house points** are recognised with a **special certificate** and a **draw** will be completed for the student who have a certain number of Committed Learner house points. These students will be rewarded with monetary **prizes such as gift cards**.

The students with the **top ‘exceptional people’ house points** will be recognised with a **special certificate** and a draw will be completed for students who have a certain number of Exceptional People house points. The draw winners are rewarded with monetary **prizes such as gift cards**.

**House Awards**

To keep success of Houses/drive healthy competition **House Points are allocated for Sports Competitions plus any other House Competitions/Events**. **Trophy are awarded each Term**.
Community and Belonging Weeks
For the academic year 2019-20 we are establishing **Community and Belonging Weeks** in order to create opportunities for inclusion for all students and staff. The weeks are designed to encourage the students to get involved and take part in a range of activities outside of lessons that build their sense of belonging and create opportunities to develop their understanding of ‘Service to God and Service to others’.

To develop the students’ understanding of servant leadership reflecting on and through examination of Christ’s teachings.

Whole school supporting the B30 Food Bank with collection times in line with the and Community Belonging weeks.

All Faculties’ to lead House competitions and PE to lead Sport Competitions in each term.

Each year group to be allocated named individual students from St Mary’s School in India to support through raising funds which will help pay for their education. Assemblies have a weekly reminder of the students they are supporting. Termly updates from St Mary’s India to share with Year Group.

The Student Leadership Team will have a focus on what they can do to enrich the school environment and sense of service within the school and the wider community.

6th Form students will have the opportunity to achieve the John Paul Award, where they can be witnesses of faith and service within St Thomas Aquinas school and across the MAC.
   - This could involve each student using part of their study days to volunteer as a mentor to younger students who need literacy and numeracy support.

Through assemblies and ‘appreciation’ students are recognised for their service as exceptional people for others.

St Thomas Aquinas Consequence System
The Education and Inspections Act 2006 gives all teachers and other staff in charge of students a power to discipline students for breaches of school rules, failure to follow instructions, or other unacceptable behaviour provided that the sanctions are reasonable and proportionate to the circumstances.

Whilst the majority of students behave well, those students who break our school rules will be subject to consequences. This is because poor behaviour blights the learning and life chances of everyone.

Approach to behaviour
St Thomas Aquinas Catholic School believes that as a school we have the responsibility to teach our students core values and create polite, intelligent and responsible members of society. In order to achieve this, the school has high expectations of all in terms of appearance, learning and conduct.

We aim to support students in achieving these by imposing rules that allow students the right to learn in a safe and very purposeful working environment.
The school’s home school agreement is made explicit to the whole school so that staff, parents and students are aware of expectations. The home school agreement is non-negotiable and there are no excuses for poor behaviour.

Consequences are applied by staff in accordance with the structures outlined and are issued as professionals, without prejudice. On occasions, students and parents will not agree with the reason for the consequence, however, if a consequence is applied / notified, it is the expectation of the school that the student comply. The school is happy to discuss any concerns over these matters, but we hope that parents will support the school in its decision and generally in its work to get the best out of each individual.

Examples of behaviours that would be addressed swiftly and effectively;

**Permanent Exclusion – Sharing Panel Placement**

- Bringing onto school premises or being found in possession of illegal substances.
- Bringing onto school premises or being found in possession of an offensive weapon.
- Physical assault (either inside or outside of school).

**Consequence 5 (C5)**

**Fixed Term Exclusion**

- Smoking or drinking alcoholic beverages on site or while taking part in a school activity.
- Playing with fire alarms or fire extinguisher
- Vandalism
- Bullying or behaviour that is hurtful/harmful to self or others (including racism or homophobic behaviours).
- Threatening others (physical or verbal)
- Deliberate involvement or instigation of conflict
- Sexually inappropriate behaviour
- Stealing or possessing stolen property
- Fighting or physical aggression – no form of fighting or aggressive behaviour will be tolerated
- Wilful disobedience or serious disrespect to an adult

**Consequence 4 (C4)**

**Isolation and Internal Exclusion**

- Failure to address behaviour at C2 level of ‘consequence system’
- Non attendance to C2 consequence
- Cursing ‘loud enough to be heard, loud enough to be punished’ or inappropriate gestures
Abusive and aggressive language towards others
Severe uniform and appearance infringements e.g. dyed hair
Overt disobedience – including refusing to follow instructions
Extreme rudeness to adults
Bullying or behaviour that is hurtful / harmful to self or others
Destructions of another’s property
Threatening others (physical or verbal)
Smoking or drinking alcoholic beverages on site, or on route to or from school whilst in school uniform.

Principal Consequence 3 (C3) – 2 hours every Friday
(This will be monitored Friday to Thursday to give 24 hours notice of a 2 hour detention)

This consequence is for our repeat offenders (please see consequence flowchart).

Centralised – same night detentions
Our role is to serve and support our staff, and to guarantee that they can teach their carefully prepared lessons without the stress of dealing with deliberate defiance and unruly behaviour.

The system is built upon a few simple Principles:

- Consequences are held every day and students do their consequence the same day that they are given it. This means that the consequence of their actions is immediate. Parents are informed via text if their son/daughter is undergoing a consequence that same day.
- Consequences are given consistently for the same reasons everywhere in the school, meaning there are no questions over whether one teacher is ‘easier’ to misbehave with.

The STACS Consequence System is outline in a flowchart on the next page.
This whole school consequence system works alongside the STACS Classroom Behaviour Flowchart which is shown on the next page.
STACS Classroom Behaviour Flowchart

Teacher gives a **reminder** of classroom expectations.

Teacher gives a **warning** of the consequence of being removed from the lesson.

**STUDENT IS REMOVED FROM LESSON** (faculty rota)

**TEACHER TO CLOG**

*Code: C2 - Faculty Removal*

*Action: C2 – 1 hour same night detention*

**STUDENT ATTENDS SAME NIGHT DETENTION IN MAIN HALL**

**TEACHER CAN ATTEND DETENTION IN MAIN HALL FOR RECONCILIATION**

**ISSUE CLOSED**

**STUDENT REFUSES TO MOVE**

**INFORM MAIN RECEPTION FOR 'ON CALL' ASSISTANCE**

**STUDENT DOES NOT ATTEND DETENTION AT END OF SCHOOL**

**SLT TO CLOG AND CALL HOME**

*Code: C4 - iX*

*Action: C4 – 2 day internal exclusion*

**STUDENTS BEHAVIOUR NOT ACCEPTABLE IN DETENTION**

**SLT TO CLOG AND CALL HOME**

*Code: C4 - iX*

*Action: C4 2 day internal exclusion*

**SOCIAL TIME BEHAVIOUR**

Includes playfighting, running on the corridor, and any inappropriate conduct on the corridors, playground etc. These behaviours can happen:

- Before School
- Change over of lessons
- During breaks
- During lunches
- After school

Teacher speaks to student and **issues an appropriate log and informs them of same night detention**

*Code: C1 Log*

*Action: 30 minute same night detention.*

Logs can also be given for defiance where students do not take responsibility for their poor conduct. Teacher **issues a Defiance Log and informs them of same night detention**

*Code: C1 Defiance*

*Action: 30 minute same night detention.*

**STUDENT ATTENDS SAME NIGHT DETENTION IN MAIN HALL**

1) **SWEARING AT A TEACHER**
2) **HEALTH & SAFETY**
3) **REFUSING TO MOVE**

**INFORM MAIN RECEPTION FOR ‘ON CALL’ ASSISTANCE**

**SLT AND LEARNING MENTOR PASTORAL SUPPORT TO CLOG**

*Code: C4 - Breach of HSA*

*Action: C4 - Isolation*
## STACS Disciplinary Stages

<table>
<thead>
<tr>
<th>Stage 1</th>
<th>Head of Year Warning</th>
</tr>
</thead>
<tbody>
<tr>
<td>• I have been presented to the Disciplinary Panel of the school because of my behaviour. It is affecting learning in classrooms and is disruptive to the school community.</td>
<td></td>
</tr>
<tr>
<td>• I agree to follow the home school agreement</td>
<td></td>
</tr>
<tr>
<td>• I agree to improve my behaviour and attitude to learning or be presented to an Assistant Principal.</td>
<td></td>
</tr>
</tbody>
</table>

**Proactive Mentoring and Monitoring**
- Head of Year to monitor on green report for a period of time.
- Head of Year to monitor data and to complete regular parental contact.
- Learning Mentor Pastoral Support for regular interventions.

<table>
<thead>
<tr>
<th>Stage 2</th>
<th>Assistant Principal Warning</th>
</tr>
</thead>
<tbody>
<tr>
<td>• I have been presented to the Disciplinary Panel of the school for a second time because of my behaviour. It is affecting learning in classrooms and is disruptive to the school community.</td>
<td></td>
</tr>
<tr>
<td>• I agree to follow the home school agreement.</td>
<td></td>
</tr>
<tr>
<td>• I agree to a 6 week PASSPORT placement at another school if there is no improvement in my behaviour or conduct.</td>
<td></td>
</tr>
<tr>
<td>• I agree to improve my behaviour and attitude to learning or be presented to a Vice Principal at a Disciplinary Panel.</td>
<td></td>
</tr>
</tbody>
</table>

**Proactive Mentoring and Monitoring**
- Assistant Principal to monitor on orange report for a period of time.
- Head of Year to monitor with Assistant Principal student data and to complete regular parental contact.
- Learning Mentor Pastoral Support for regular interventions.
- Mentoring via planned intervention groups using teen talk & RCADS as appropriate.

<table>
<thead>
<tr>
<th>Stage 3</th>
<th>Vice Principal Warning (PSM Ass. SENDCO to attend where appropriate)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• I have been presented to the Disciplinary Panel of the school for a third time because of my behaviour. It is affecting learning in classrooms and is disruptive to the school community.</td>
<td></td>
</tr>
<tr>
<td>• I agree to follow the home school agreement.</td>
<td></td>
</tr>
<tr>
<td>• I agree that through the ‘sharing panel’ I may be considered for placement at another school if my behaviour or conduct does not improve.</td>
<td></td>
</tr>
<tr>
<td>• I agree to improve my behaviour or be presented to the Head of School and a School Governor at a Disciplinary Panel.</td>
<td></td>
</tr>
</tbody>
</table>

**Proactive Mentoring and Monitoring**
- Vice Principal to monitor on red report for a period of time.
- Head of Year, Assistant Principal and Vice Principal to monitor data and to complete regular parental contact.
- Learning Mentor Pastoral Support for regular interventions.
- Student placed on SEND register (LJE informed). Individual Behaviour Plan developed by PSM.
- Access to pro-active support through SEND centre such as, mentoring, group work, start right and 1:1.

<table>
<thead>
<tr>
<th>Stage 4</th>
<th>Head of School and Governor Warning</th>
</tr>
</thead>
<tbody>
<tr>
<td>• I have been presented to the Disciplinary Panel of the school for a final time because of my most serious behaviour. It is affecting learning in classrooms and is disruptive to the school community</td>
<td></td>
</tr>
<tr>
<td>• I agree to follow the home school agreement.</td>
<td></td>
</tr>
<tr>
<td>• I understand that if there is no improvement then I may be permanently excluded or given an alternative placement.</td>
<td></td>
</tr>
</tbody>
</table>

**Proactive Mentoring and Monitoring**
- Head of Year and Assistant Principal to monitor data and to complete regular parental contact.
- Access to extensive support through SEND centre such as, mentoring, group work, start right and 1:1.

### Permanent Exclusion

**Committed Learners. Exceptional People.**
**Exclusions**

**Internal Exclusion**
Students may spend two or more days in the Internal Exclusion Room completing work. They will leave school at 4pm (only exception being Wednesdays at 3pm).
Parents are expected to attend a reintegration meeting following an internal exclusion. At this meeting a students' behaviour will be reviewed and a reintegration programme and Individual Support Plan may be drawn up.

**Fixed Term Exclusion** - A number of days when students are not permitted to attend school.
There are some occasions when the behaviour of a student is of such a cause for concern that a fixed term exclusion is given by the Principal, Vice Principal or Associate Vice Principal. This sanction would be for either a single serious incident such as violent behaviour or damage to property or where a student has repeatedly failed to follow the required standards of behaviour.
In addition students will also spend some time in the Internal Exclusion Room. This could be prior to the fixed term exclusion during the initial investigation into the incident or behaviour or as part of their integration plan.

Parents are advised that a change in the law makes it explicit that they are responsible for supervising students for the first five days of any period of exclusion. Where an exclusion is for longer than 5 days the school will arrange suitable alternative education.

Parents are expected to attend a reintegration meeting following a fixed term exclusion, at this meeting the student's behaviour will be reviewed and a reintegration programme drawn up.
Where a student has been excluded for 5 days or more (either for one fixed term exclusion or a series of different fixed term exclusions) the student, along with their parent/carer, may be asked to attend a meeting with the LAC Disciplinary Committee.

**Permanent Exclusion**
A decision to exclude a student permanently is a serious one. It will usually be the final step in the process for dealing with disciplinary offences, following a wide range of other strategies which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the student and will normally be used as a last resort.
A decision to exclude permanently can arise:
- a) In response to serious breaches of the schools' behaviour policy.
- b) If allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.
There will however be exceptional circumstances when, in the Principal's judgement, it is appropriate to exclude permanently a student for a first or one off offence.
The Secretary of State for Education has made it clear that she would not normally expect the Governors’ Disciplinary Committee, or an Independent Appeal Panel, to re-instate the student.

**Alternative Provision**
As members of the OAKS Collegiate of 10 schools we participate in the OAKS Sharing Panel which works collaboratively to reduce the number of permanent exclusions and to improve outcomes of students who might otherwise be at risk of permanent exclusion. Sharing Panel is made up of Principals, BSS, EWS, CAHMS, Ed Psych Service and Admissions and Appeals. There are 2 programmes:

**Passport:** A six week early intervention placement for students in Years 7-9. This intervention is successful because it provides a ‘fresh start’ and ‘time to reflect’ for students showing signs of poor
behaviour and disengagement. During the placement students receive regular mentoring support sessions and may complete personal reflection logs. The aim is for successful reintegration to the home school.

**Sharing Panel / Managed Move:** These are indefinite placements at an alternative school with the aim of keeping KS4 students in mainstream education with mentoring support and guidance. Once it has been decided that the move has been successful, students are taken on roll at the new school.

The Principal has the final decision to move a student to passport or managed move. If the Principal feels that this move is necessary from a one off event then this decision is final.

**Uniform**

Wearing a school uniform is an essential part of being part of our school community. We believe that wearing our uniform indicates that students have the highest standards and, this outward sign, indicates that they are proud to be part of St Thomas Aquinas Catholic School (See appendices A for full policy).

**Mobile Phones**

The school cannot accept responsibility for the loss of mobile phones, i-pods or other valuables which are brought to school at the owner’s risk. If these items are brought into school they must be switched off and put away during the school day. If these items are used during the school day, they will be confiscated until the end of the day in the first instance. It is also completely unacceptable for students to use phones or other technological equipment in examination settings, or to humiliate or bully other members of the school community.

**Searching Students**

The Violent Crime Reduction Act 2006 makes it lawful for the Principal and any authorised member of the school staff to search students for knives, weapons, alcohol, illegal drugs, stolen items, tobacco, cigarette papers, fireworks, pornographic images and any article that has been /or is likely to be used to commit an offence, cause personal injury or damage to property. Also any item banned by our school rules. The person carrying out the search must be the same sex as the student and the search must be carried out in the presence of another adult also the same sex as the student.

Staff cannot search a student or a student’s belongings without a second member of staff present. The Principal will involve members of the Leadership Team, in the first instance. This legal power for school staff only extends to searching students for those items listed. A student might reasonably be asked to turn out their pockets or to hand over an item such as a personal music player that is causing disruption, following the school’s normal sanctions.

**Confiscation**

Generally, the aim pursued in confiscating property is maintaining an environment conducive to learning, one which safeguards the rights of other students to be educated. Students have a right to expect that confiscated items, especially those of monetary or emotional value, will be stored safely until they can be returned. In most cases, confiscation is a sufficient sanction, and return of the item at the end of the lesson, school session or school day is adequate time to reinforce the school rule. (see the section on mobile phones). There may be some instances when the school chooses not to return an item to the student.

**Behaviour Outside School**

It is assumed that students’ behaviour meets the expectations of the school when they are representing the school off-site. This includes behaviour during activities arranged by the school, such as work experience placements, educational visits and sporting events also behaviour on the
way to and from school. The use of defamatory or intimidating messages/images inside or outside of school will not be tolerated. Appropriate sanctions will be put in place.

Involvement of Parents
Parents will be involved in discipline cases as appropriate. Individual staff should not involve parents without first informing the Head of Faculty/Head of Year or Assistant Principal. Parents are also encouraged to support good behaviour and positive habits in their children through the school’s ‘Home-School Agreement’, and at parent meetings.

Involvement of Staff
The working of the school’s policies and procedures will be discussed regularly at staff meetings. Staff will also be involved in discussions with students in form/tutor group time. Staff may also be called upon from time to time to identify problems that may be behind any bad behaviour, and to suggest possible courses of action, in addition to identifying areas of success. Training in behaviour management will be provided from time to time and ongoing support offered where necessary.

Involvement of Students
The MVP mentors and other focus groups will be involved in reviewing the school’s rewards and consequence policies/procedures and in the school’s intervention support programmes to reinforce self-discipline and positive attitudes to learning and behaviour patterns. In particular the SENCO, will ensure that the needs of SEN students are properly taken into account, and their participation in the consultation process is assured.

Consultation
The Principal will seek the widest possible agreement for this policy, and will report at least annually to the governing body on its implementation.

Equal Opportunities
All rewards and consequences must be applied fairly and consistently and in accordance with the school’s equal opportunities policy.

Allegations of abuse against staff
Allegations of abuse must be taken seriously. The school will ensure that they deal with any allegations quickly, in a fair and consistent way and in a manner that provides effective protection for the child and supports the person who is the subject of the allegation. Every effort will be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated.
If a student is found to have made a malicious allegation against school staff, the Principal will decide on a course of action that is deemed appropriate and suitable, taking into account all relevant information.

Date of last review: September / October 2019
Review period: 1 year
Date of next review: September 2020
Owner: Behaviour Tom Perry
Rewards Claire Perry
Associate Vice Principal
Assistant Principal
Appendices A

**OUR UNIFORM**

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sweatshirt</strong></td>
<td>Black with red and silver trim at V neck and house name</td>
</tr>
<tr>
<td><strong>Shirt</strong></td>
<td>plain white. This should button up to the neck and be suitable for wearing with a clip on tie.</td>
</tr>
<tr>
<td><strong>Tie</strong></td>
<td>Black, red and silver school tie with house colour</td>
</tr>
<tr>
<td><strong>Trousers</strong></td>
<td>Black School approved, tailored trousers. <em>(no flared trousers/turn ups/skinny/leggings/hipsters/black jeans).</em></td>
</tr>
<tr>
<td><strong>Skirt</strong></td>
<td>Black drop pleat (knee length) available from our uniform suppliers.</td>
</tr>
<tr>
<td><strong>Tights</strong></td>
<td>Plain black opaque tights. <em>Patterned tights are not permitted.</em></td>
</tr>
<tr>
<td><strong>Socks</strong></td>
<td>If worn with a skirt, these must be plain black.</td>
</tr>
<tr>
<td><strong>Footwear</strong></td>
<td>Formal black leather/leather look school shoes with a low broad heel (no wooden/cork). No trainers or logos are allowed and no colours on the shoes. <em>(Black Doc Martin shoes and kickers shoes are acceptable - please check the school website for examples of these).</em> No boots allowed.</td>
</tr>
<tr>
<td><strong>Plain black jacket or outdoor coat. Plain black scarves</strong></td>
<td>Students must wear a plain black jacket or coat that should not contain any logos, pictures or elaborate decoration. Students must not wear denim or leather jackets/coats or hooded/tracksuit tops. No football caps or baseball caps allowed. Students may opt to wear a scarf to school in cold weather - this must be plain black.</td>
</tr>
</tbody>
</table>

**School Bag**

Students need a suitable size bag for carrying equipment and books. Handbags are not permitted. Boys small pouches are also not permitted as they are not suitable for school.

**Jewellery/Make-up**

Students are not allowed to wear make up, nail varnish, acrylic nails or jewellery to school at any time. This includes plastic piercing spacers. The only piece of jewellery allowed is a watch.

**Hair Styles**

Students must ensure their hair is smart in appearance and ensure they do not have lines/patterns shaved into the hair. No large hair accessories should be worn and extreme changes of hair colour are also not permitted.
Summer Uniform
In the summer, students may opt to wear a school red polo shirt, incorporating the school badge and the house name, instead of the traditional shirt/blouse and tie. The school sweatshirt may also be dispensed with during this period. Students electing not to wear the polo shirt must remain in full school uniform.

We expect all students to comply fully with our uniform policy. The final decision as to whether a student’s appearance is appropriate or not rests with the school. Any student who fails to wear appropriate school uniform will have a consequence from those outlined below:

- Report to our uniform store where they will be expected to rectify their uniform and receive a same night 30 minute consequence.
- Go home to rectify their uniform and return to school immediately (parents will be notified of this by a member of SLT as well as an agreed time for when they are expected to return).
- Remain out of lessons for the day.
- Items of inappropriate school uniform may be confiscated and returned to students at the end of the day.

OUR PE KIT
Black/red polo shirt or slim fit shirt, synthetic ‘football shirt’ material, personalised with surname.
Black/red shorts or skirt
Red socks
Red rugby shirt (optional for girls)
Black/red hoody (optional)

UNIFORM SUPPLIERS

<table>
<thead>
<tr>
<th>Kids Essentials</th>
<th>Clive Mark Schoolwear LTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bristol Rd South</td>
<td>38-40 Poplar Rd</td>
</tr>
<tr>
<td>Northfield</td>
<td>Birmingham</td>
</tr>
<tr>
<td>Birmingham</td>
<td>B14 7AD</td>
</tr>
<tr>
<td>B31 2NN</td>
<td></td>
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