

# Behaviour for Learning Policy and statement of behaviour principles 2026

St Thomas More Language College



<b>Approved by:</b>	T Papworth	<b>Date:</b> January 2026
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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.

## 1. Aims

This policy aims to:

- › Create a positive culture that promotes excellent behaviour, ensuring that all students have the opportunity to learn in a calm, safe and supportive environment where all can serve God and strive for excellence.
- › Establish a whole-college approach to maintaining high standards of behaviour that reflect the values of the college
- › Outline the expectations and consequences of behaviour
- › Provide a consistent approach to behaviour management that is applied equally to all students
- › Define what we consider to be unacceptable behaviour, including bullying and discrimination and 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.
- › Good behaviour will be reinforced by the rewards systems and by involving students in the college's decision-making processes.

## 2. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- › [Behaviour in schools: advice for headteachers and school staff 2024](#)
- › [Searching, screening and confiscation: advice for schools 2022](#)
- › [The Equality Act 2010](#)
- › [Keeping Children Safe in Education](#)
- › [Suspension and permanent exclusion from maintained schools, academies and student referral units in England, including student movement](#)
- › [Use of reasonable force in schools](#)
- › [Supporting students with medical conditions at school](#)
- › [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- › [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)

In addition, this policy is based on:

- › Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy
- › [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

This policy complies with our funding agreement and articles of association.

## 3. Definitions

**Misbehaviour** is defined as:

- › Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- › Non-completion of classwork or home learning
- › Poor attitude
- › Incorrect uniform

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence/sexual assault
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments
  - Sexual jokes or taunting
  - Physical behaviour such as interfering with clothes
  - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited/banned items. These are:
  - Knives or weapons
  - Any item that could be used as a weapon or looks like a weapon
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - E-cigarettes or vapes
  - Fireworks
  - Pornographic images
  - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student)
  - Smart phones

## 4. Anti-Bullying Policy

**Bullying** is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including:	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality) <ul style="list-style-type: none"><li>• Racial</li><li>• Faith-based</li><li>• Gendered (sexist)</li><li>• Homophobic/biphobic</li><li>• Transphobic</li><li>• Disability-based</li></ul>
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

All students are encouraged to feel that it is right to tell someone if they are being treated unkindly or if they think someone else is being treated in an unkind way. These incidents of unkind behaviour are recorded on Arbor as a neutral event. Where bullying is suspected to be happening, it will be dealt with quickly and appropriately. Whilst it is the responsibility of all staff within the academy to reinforce the anti-bullying strategy and support the victims of bullying, investigations into such incidents will be undertaken by the Pastoral and academic lead (PAL) or a member of SLT as quickly as possible.

Staff suspecting an incident of bullying/unkind behaviour should:

- Record any unkind behaviour on Arbor/Cpoms
- If it has occurred several times on purpose, reassure the young person that their concerns are being taken seriously and will be investigated
- avoid labelling students as 'a bully' and 'a victim' – after an incident both students may need support to rebuild and reinforce self-image and esteem or restorative facilitation
- contact the relevant PAL as soon as possible with further details of the incidents

The PAL/HOY will record the incident details on Arbor and CPOMS. All reported incidents of persistent unkind behaviour or bullying should be investigated using the following procedure:

- appropriate students will be interviewed by the relevant PAL and statements will be taken
- copies of statements and any supporting evidence gathered will be stored electronically using CPOMS
- details of all actions taken will be recorded on CPOMs under 'Actions'

## 4.1 Roles

### The PAL/HOY will:

- provide advice, support and assistance to any student who reports bullying. Where wider family support is required, it will be delivered through the Early Help process or Pastoral Support
- Monitor Arbor for reports from members of academy staff on individual students who are causing concern (both recipients and perpetrators of bullying)
- ensure that unkind behaviour/ bullying is a standing item at SLT meetings. These will focus on the issues presented during the term to ensure appropriate tracking and intervention for all students
- where appropriate (if the student and victim agree) use restorative practice strategies to allow the victim to explain the consequences of the perpetrator's actions to them face to face. Where used, this will be conducted in a safe and supported environment with PAL's. Agreements would then be reached which would allow a new relationship to be established
- refer vulnerable students to appropriate services, e.g. Counselling/School Nurse/SENCo/Student Support
- in collaboration with the HT and other staff, seek opportunities to promote the anti- bullying strategy at STMLC e.g. via assemblies, displays and promotion of national awareness campaigns

### The Senior Leadership Team will:

- respond to student and parent voice to review and amend anti-bullying practices.
- monitor, review and update anti-bullying policy and report incidents of bullying in order to ensure the safety of all members of the academy
- ensure that all staff have a clear understanding of the STMLC anti-bullying policy through leading safeguarding updates throughout the year
- ensure that the policy is implemented through relevant staff meetings
- strive to enhance the quality of safeguarding work in relation to bullying and link this to the personal development program to create a culture where unkind behaviour is challenged
- formally consult parents about their child's safety and well-being once a year, for example, through parents' evening surveys, student voice surveys

### Governors will:

- ensure that an anti-bullying policy is in place and is reviewed annually
- ensure that any serious incidents of bullying are communicated in the termly governors' report

### Parents and carers will:

- regularly speak to their child in order to promote a social conscience and awareness that reporting unkind behaviour/ bullying is the right thing to do
- be aware of and support the school's anti-bullying policy and procedures and use these to assist their child in understanding the impact of unkind behaviour/bullying behaviour
- support the school's actions in dealing with proven cases of unkind behaviour/bullying
- work with the academy in order to support their child in developing positive responses to incidents of unkind behaviour/ bullying consistent with the academy's anti-bullying procedures.
- engage in the Early Help/Education Welfare process if wider support is required

- be responsible for monitoring their child's e-communication and social media use. Should cyber-bullying occur, parents are responsible for ensuring that the appropriate reporting mechanism is used. For example, the report features on Facebook, red flag on YouTube or report to the local police.

#### **4.2. Appeals Process for Bullying Incidents**

At all times the Academy will seek to work with parents and students to ensure that incidents of unkind behaviour/ bullying are dealt with to the satisfaction of all concerned. If at this point an agreement cannot be reached, the matter may be dealt with through the formal complaint's procedure detailed on the website.

#### **4.3 Promoting the Anti-Bullying Policy, Culture and Ethos**

STMLC has a clear protocol for sustainable promotion of the anti-bullying policy and developing a school-wide culture and ethos which supports tackling unkind behaviour/bullying. This is multifaceted through:

- staff development session to discuss policy updates and support staff in delivering the curriculum
- appropriate citizenship/PHSCE studies embedded as part of the curriculum; students will be shown that unkind behaviour/bullying in any form is unacceptable.
- the use of tutor time, assemblies, RSE/SMSC programmes all of which develop discussion, raise awareness and understanding of the impacts of unkind behaviour/ bullying
- cyber bullying mentors/ anti-bullying week activities which take place throughout the year promoting the anti-bullying message throughout the community

### **5. Roles and responsibilities**

#### **5.1 The local governing board**

The local governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

#### **5.2 The headteacher**

The headteacher is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of students
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all students to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer students both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of students are being disproportionately impacted by this policy

#### **5.3 Staff**

Staff are responsible for:

- › Creating a calm and safe environment for students
- › Establishing and maintaining clear boundaries of acceptable student behaviour
- › Implementing the behaviour for learning policy consistently
- › Communicating the college's expectations, routines, values and standards through teaching behaviour and in every interaction with students
- › Modelling expected behaviour and positive relationships
- › Providing a personalised approach to the specific behavioural needs of particular students
- › Considering the impact of their own behaviour on the college culture and how they can uphold college rules and expectations
- › Recording behaviour incidents promptly (see appendix 3 for a behaviour log)
- › Challenging students to meet the college's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

#### **5.4 Parents and carers**

Parents and carers, where possible, should:

- › Get to know the college's behaviour policy and reinforce it at home where appropriate
- › Support their child in adhering to the school's behaviour policy
- › Inform the school of any changes in circumstances that may affect their child's behaviour
- › Discuss any behavioural concerns with the class teacher / form tutor promptly
- › Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- › Raise any concerns about the management of behaviour with the college directly, while continuing to work in partnership with them
- › Take part in the life of the college and its culture

The college will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy and working in collaboration with them to tackle behavioural issues.

#### **5.5 Students**

Students will be made aware of the following during their induction into the behaviour culture:

- › The expected standard of behaviour they should be displaying at school
- › That they have a duty to follow the behaviour policy
- › The school's key rules and routines
- › The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
  - Students are awarded house points via the whole school Arbor system
  - Students house points are accumulated each term and students are rewarded with a Bronze/Silver/Gold awards as well as a Head Teachers award
  - Students house points are accumulated and the house with the most achievement points each term will be rewarded with an afternoon of treats and an own clothes day
  - Students will be rewarded with attendance certificates, achievement certificates and effort certificates
  - Students will also receive nominations for Student of the Week and awarded a certificate and lapel badge (this is highlighted in the weekly newsletter)
  - House points will also be deducted for poor behaviour, non-attendance to detentions, escalation of sanctions, lateness to school

- The pastoral support that is available to them to help them meet the behaviour standards

Students will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Students will be supported to develop an understanding of the school's behaviour policy and wider culture.

Students will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for students who are mid-phase arrivals.

## 6. School behaviour curriculum

At STMLC we set the highest standards of behaviour for our students.

Students are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all students to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all students can meet behavioural expectations in the curriculum.

### 6.1 Mobile phones

Students in Years 7-11 are not allowed smartphones in School. Any smartphone brought into School will be confiscated and kept until a parent is able to collect the phone after a week. Repeated incidents will incur longer periods of confiscation.

Students are permitted, however, to bring a 'brick' phone to School. A brick phone is defined as one without the ability to access the internet. In this case, the phone must be switched off upon entering the college grounds. Students who are seen on their brick phone anywhere in the school will receive a sanction.

## 7. Serious sanctions

### 7.1 Detention

Any member of staff may issue a subject or whole college detention. Members of the SLT may issue an SLT detention for 2hours on a Tuesday. Whole school detentions will occur each afternoon

Students can be issued with detentions during break, lunchtime or after school.

The college will endeavour to inform the student's parents/carers;

When imposing a detention, the college will consider whether doing so would:

- Compromise the student's safety
- Conflict with a medical appointment

- › Prevent the student from getting home safely
- › Interrupt the student's caring responsibilities

## 7.2 Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the student from the classroom for a limited time.

Students being removed from the classroom will have received 3 warnings before a request is made for the student to be removed from the lesson. Students will have their names on the board as a visual reminder of behaviour warnings given. A member of staff on duty each period will be asked to collect the student from a classroom for a set period of time. Parents and carers will be notified of this removal the same day.

Students who have been removed will continue to receive education under the supervision of a member of staff. This education will be meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove students from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- › Restore order if the student is being unreasonably disruptive
- › Maintain the safety of all students
- › Allow the disruptive student to continue their learning in a managed environment
- › Allow the disruptive student to regain calm in a safe space

Students who have been removed from the classroom are supervised by the Student Support Manager. Students **must** be set work to do while they are out of the classroom.

Students will not be removed from classrooms for prolonged periods of time without the explicit agreement of the SLT Line Manager.

Students should be reintegrated into the classroom as soon as it is appropriate and safe to do so. The college will consider what support is needed to help a student successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents/carers will be informed by the subject teacher that their child is removed from the classroom.

The college will consider an alternative approach to behaviour management for students who are frequently removed from class, such as:

- › Meetings with alternative professionals
- › Parental meeting
- › Suspension from school
- › Use of teaching assistants
- › Short-term behaviour report cards
- › Long-term behaviour plans
- › Student support/Inclusion off site provision (1-5 days – partnering schools & 3-5 week provisions at KECE)
- › Multi-agency assessment

Staff will record all incidents of removal from the classroom in Arbor, along with details of the incident that led to the removal, and any protected characteristics of the student.

## 7.3 Suspension and permanent exclusion

The college can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

The decision to suspend (6 days or more) or exclude will be made by the headteacher and only as a last resort.

Please refer to our exclusions policy for more information.

## **8. Responding to misbehaviour from students with SEND**

### **8.1 Recognising the impact of SEND on behaviour**

The college recognises that students' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a student's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a student's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from students with SEND, especially where their SEND affects their behaviour, the college will take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled student being caused by the college's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of students with SEND ([Children and Families Act 2014](#))
- If a student has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the college must co-operate with the local authority and other bodies

As part of meeting these duties, the college will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will consider the specific circumstances and requirements of the student concerned. The college within reason will anticipate triggers of misbehaviour as below:

- Short, planned movement breaks for a student with SEND who finds it difficult to sit still for long periods of time
- Adjust seating plans to allow students with visual or hearing impairments to sit in sight of the teacher
- Adjust uniform requirements for a student with sensory issues or who has a skin disorder
- Training for staff in understanding conditions such as autism

### **8.2 Adapting sanctions for students with SEND**

When considering a behavioural sanction for a student with SEND, the school will consider whether:

- The student was unable to understand the rule or instruction
- The student was unable to act differently at the time as a result of their SEND
- The student was likely to behave aggressively due to their particular SEND

If the answer to any of these is 'yes', it may be unlawful for the school to sanction the student for the behaviour.

The school will then assess whether it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

### **8.3 Considering whether a student displaying challenging behaviour may have unidentified SEND**

The school's special educational needs co-ordinator (SENCO) may evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

#### **8.4 Students with an education, health and care (EHC) plan**

The provisions set out in the EHC plan must be secured and the school will co-operate with local authorities and other bodies.

If the school has a concern about the behaviour of a student with an EHC plan, it will contact the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

### **9. Supporting students following a sanction**

Following a sanction, the school will consider strategies to help the student to understand how to improve their behaviour and meet the expectations of the school.

- Reintegration meetings
- Daily contact with the Pastoral Lead
- A report card with personalised behaviour goals
- Change of timetables/classes/tutor group
- Time out of college within partnership provisions
- Suspension from school

### **10. Student transition**

#### **10.1 Inducting incoming students**

The school will support incoming students to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

#### **10.2 Preparing outgoing students for transition**

To ensure behaviour is continually monitored and the right support is in place, information relating to student behaviour issues may be transferred to relevant staff at the start of the term or year.

Students transitioning to new schools/colleges/sixth forms will receive support and guidance and all files uploaded and sent on accordingly.

### **11. Training**

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The needs of the students at the school
- How SEND and mental health needs can impact behaviour

Behaviour management will also form part of continuing professional development.

## **12. Monitoring arrangements**

### **12.1 Monitoring and evaluating behaviour**

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions, suspensions and exclusions
- Use of Alternative provisions, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, students, governors, directors and other stakeholders (via anonymous surveys)

The data will be analysed every term by T Papworth, Headteacher.

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of students are identified by this analysis, the school will review its policies to tackle them.

### **12.2 Monitoring this policy**

This behaviour policy will be reviewed by the headteacher and the FGB at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the FGB.

## **13. Links with other policies**

This behaviour policy is linked to the following policies

- Exclusions policy
- Child protection and safeguarding policy
- Physical restraint policy

## **Appendix 1: written statement of behaviour principles**

- Every student understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All students, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to students at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by students and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- Students are helped to take responsibility for their actions
- Families and carers are involved in the handling of behaviour incidents to foster good relationships between the school and students' home life

The LGB also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

## **Appendix 2: Steps to managing poor behaviour**

- A verbal reprimand and reminder of the expectations of behaviour
- Setting of written tasks such as an account of their behaviour
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school
- Loss of privileges – for instance, the loss of a prized responsibility
- School-based community service, such as tidying a classroom
- Referring the student to a senior member of staff
- Letter or phone call home to parents/carers
- Agreeing a behaviour contract
- Putting a student 'on report'
- Removal of the student from the classroom
- Suspension
- Permanent exclusion, in the most serious of circumstances

Personal circumstances of the student will be taken into account when choosing sanctions, and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

## **Appendix 3: Responding to behaviour**

### **7.1 Classroom management**

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- Create and maintain a stimulating environment that encourages students to be engaged
- Display the behaviour curriculum or their own classroom rules
- Develop a positive relationship with students, which may include:
  - Greeting students in the morning/at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement

## 7.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a student needs help or protection.

We will consider whether a student's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information

[Child Protection and Safeguarding Policy.pdf](#)

## 7.3 Responding to good behaviour

When a student's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded via the positive rewards policy alongside:[STMLC Rewards Policy 2025\\_2026.docx](#)

- Verbal praise
- Communicating with home via a phone call or written correspondence
- Certificates, prizes, ceremonies or special assemblies
- Positions of responsibility, such as prefect status or being entrusted with a particular decision or project
- Whole class or year group rewards

## 7.4 Responding to misbehaviour

When a student's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so students know with certainty that misbehaviour will always be addressed.

De-escalation techniques, including the use of pre-arranged scripts and phrases, can be used to help prevent further behaviour issues arising.

All students will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and considered.

When giving behaviour sanctions, staff will also consider what support could be offered to a student to help them to meet behaviour standards in the future.

The school may use 1 or more of the following sanctions in response to unacceptable behaviour: (see appendix 2)

## 7.5 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with students. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a student from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents/carers (see appendix 3 for a behaviour log)

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the student, including SEND, mental health needs or medical conditions.

## 7.6 Searching, and confiscation

Searching, and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

### Confiscation

Any prohibited items (listed in section 3) found in a student's possession as a result of a search will be confiscated. These items will not be returned to the student.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to students after discussion with senior leaders and parents/carers, if appropriate.

### Searching a student

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the student, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the student can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**

- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the student; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and make sure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the student. During this time the student will be supervised and kept away from other students.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the student is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the student has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other students. The search will only take place on the school premises or where the member of staff has lawful control or charge of the student, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other students or staff at risk
- Consider whether the search would pose a safeguarding risk to the student
- Explain to the student why they are being searched
- Explain to the student what a search entail – e.g. “I will ask you to turn out your pockets and remove your scarf”
- Explain how and where the search will be carried out
- Give the student the opportunity to ask questions
- Seek the student’s co-operation

If the student refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact a member of the SLT, to try to determine why the student is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the student. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the student harming themselves or others, damaging property or causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a student’s outer clothing, pockets, possessions, desk or locker.

‘Outer clothing’ includes:

- Any item of clothing that isn’t worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes or boots

## **Searching students’ possessions**

Possessions means any items that the student has or appears to have control of, including

- Outdoor coats
- Blazers

### ➤ Bags

A student's possessions can be searched for any item if the student agrees to the search. If the student does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a student's possessions when the student and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

### **Informing the designated safeguarding lead (DSL)**

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a student was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

### **Informing parents/carers**

Parents/carers will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

### **Support after a search**

Irrespective of whether any items are found as the result of any search, the school will consider whether the student may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

### **Strip searches**

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the student's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the student(s) involved. Staff retain a duty of care to the student involved and should advocate for student wellbeing at all times.

### **Communication and record-keeping**

Where reasonably possible and unless there is an immediate risk of harm, before the strip search takes place, staff will contact at least 1 of the student's parents/carers to inform them that the police are going to strip search the student, and ask them whether they would like to come into school to act as the student's appropriate adult. If the school can't get in touch with the parents/carers, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for information about the role of the appropriate adult).

The student's parents/carers will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

### **Who will be present**

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the student, except in urgent cases where there is risk of serious harm to the student or others.

One of these must be the appropriate adult, except if:

- The student explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees

If this is the case, a record will be made of the student's decision and it will be signed by the appropriate adult.

No more than 2 people other than the student and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlements and welfare of the student
- Not be a police officer or otherwise associated with the police
- Not be the headteacher
- Be of the same sex as the student, unless the student specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the student specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the student could be seen by anyone else.

### **Care after a strip search**

After any strip search, the student will be given appropriate support, irrespective of whether any suspected item is found. The student will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the student may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any student(s) who have been strip searched more than once and/or groups of students who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

## **7.7 Off-site misbehaviour**

Sanctions may be applied where a student has misbehaved off-site when representing the school. This means misbehaviour when the student is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a student of our school

Sanctions may also be applied where a student has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another student
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the student is under the lawful control of a staff member (e.g. on a school-organised trip).

## **7.8 Online misbehaviour**

The school can issue behaviour sanctions to students for online misbehaviour when:

- It poses a threat or causes harm to another student
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The student is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the student is under the lawful control of a staff member.

## **7.9 Suspected criminal behaviour**

If a student is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, a member of the school's SLT will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

## **7.10 Zero-tolerance approach to sexual harassment and sexual violence**

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to early help
  - Refer to children's social care
  - Report to the police

Please refer to our child protection and safeguarding policy for more information  
[Child Protection and Safeguarding Policy.pdf](#)

## **7.11 Malicious allegations**

Where a student makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the student in accordance with this policy.

Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the student in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the student who made the allegation needs help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and students accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other students.

## **Appendix 4: Exclusions, Suspensions & Permanent Exclusions**

### **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, suspension 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, Suspensions 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 Suspension. It is hoped that Suspensions 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 /TBAP 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, sexual or threatening behaviour of any nature; possession, use or supply of illegal drugs, 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.

#### **Behaviour likely to result in suspension 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
- Inviting / inciting others outside the College to inflict harm upon / threaten St Thomas More Students
- 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 suspension:**

- Anything under Suspensions 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**
- Inviting / inciting others outside the College to inflict serious harm upon St Thomas More Students
- Or other serious reasons at the Head Teachers discretion

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

**Suspension (up to 45 days per academic year):**

- The Head Teacher makes the decision in consultation with Senior Managers and RBKC/KCEC/OAT advisors
- Ms Pape Deputy 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 immediately
- 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

- 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 in consultation with Senior Managers and RBKC/KCEC/OAT advisors
- 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)

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.