![St Ralph Sherwin Catholic Multi Academy Trust]

Behaviour Policy
(including anti-bullying policy statement)

Version 2
September 2025

One of three Catholic
Multi Academy Trusts in
the Diocese of Nottingham

Document Provenance

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Version control	**Date**	**Key revisions included**
1	March 2024	This is a new Trust-wide policy for all CMAT schools aligning with national guidance and best practice in regard to embedding a consistent and positive behaviour culture across the CMAT.
2	July 2025	Assault on staff members and pupils added to Section 6.3

'So always treat others as you would like them to treat you; that is the meaning of the Law of the Prophets.' Matthew 7:12

St Ralph Sherwin Catholic Multi Academy Trust Vision

Schools within the St Ralph Sherwin Catholic Multi Academy Trust ensure that each child is treated individually and with respect. We lead by the example of our namesake, Saint Ralph Sherwin, a martyr who risked all for his faith, seeking to do the Lord's will "today rather than tomorrow". All schools within the Saint Ralph Sherwin Catholic Multi Academy Trust share the same collective vision:

Vision

We are a Catholic family of schools, working as one. We aim to ensure:

- The best possible education for every child.
- To provide Catholic formation which inspires all of us to live a life of service modelled on the Gospels.
- To continue to build sustainable and caring communities in which the most vulnerable can flourish.
- To recognise that every member of our community has a vital role to play.

Our Mission

'Growing in faith, serving with love, transforming our world; together in Christ'.

Our Core Virtues

All schools within the St Ralph Sherwin Catholic Multi Academy Trust, and members of our Central Team are guided by three core virtues which underpin everything that we do:

- Trust
- Togetherness
- Kindness

The Trust's Behaviour Policy has its foundations in the teachings of Jesus Christ and the Trust's core mission of growing in faith and serving with love. To that end every school is committed to a culture of celebrating behaviours that foster respect, kindness, community and achieving our full potential. Where behaviours fall below expectation a proportionate and empathetic graduated response will be implemented which encourages an individual to reflect on their actions and the impact those actions have had on others.

1. Introduction and Purpose

1.1. This policy sets out our Trust-wide approach to building and maintaining a culture which celebrates behaviours that reflect our Catholic values whilst addressing, in a consistent and empathetic way, behaviours that have negative consequences or risk harm to others or, an individual, themselves.

1.2. Every school community is unique and as such parts of this policy have been tailored to meet the individual needs of each school community.

2. Scope

2.1. This policy applies to all pupils and students. All staff and visitors are also expected to model behaviour that aligns with this policy. This policy should be read in conjunction with the Trust's Suspension and Exclusion Policy which sets out the consistent sanctions that will be applied should a pupil's conduct fall below expected standards.

2.2. Specifically, this policy is intended to:
- Support the creation of a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment.
- Establish a whole school approach that maintains high standards that reflects the Catholic values at the heart of our schools.
- Supports consistent application of behaviour principles that means pupils are treated fairly, regardless of the school they attend within the CMAT.
- Make explicit what is deemed unacceptable behaviour and the fostering of a culture where this is communicated regularly so that pupils understand the expectations upon them.
- Ensure that bullying and discrimination in all its forms is not tolerated.

3. Legislation and Regulation

3.1. This policy is based on legislation and advice from the Department for Education (DfE) on:
- Behaviour in schools: advice for headteachers and school staff 2022
- 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 pupil referral units in England, including pupil movement 2023
- Use of reasonable force in schools

- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability (SEND) Code of Practice](#)

3.2.   This policy is compliant with the CMATs funding agreement and articles of association.

4.   Positive Behaviour

4.1.   As a Catholic Multi Academy Trust, the foundations of our school culture and curriculum ensures positive behaviours are encouraged and celebrated. Pupils, staff, parents and carers and visitors are expected to model positive behaviours in all their interactions, including outside of school.

4.2.   The curriculum and school day reinforces these behaviours and teaches pupils the damaging impacts of poor behavior and bullying.

4.3.   The CMAT believes that rewards are more effective than punishment in motivating pupils. Schools are committed to promoting and rewarding good behaviour and may do so in a range of ways including:
- Immediate verbal recognition and praise.
- The awarding of ASPIRE points.
- ASPIRE postcards home.
- ASPIRE badges and certificates.
- ASPIRE stickers.
- ASPIRE celebration.
- Contact home by staff text, phone, e-mail and/or letter.
- Recognition & celebration events.

At St Thomas More, our ASPIRE rewards reflect our Mission Statement:

The St Thomas More Mission:

We the St Thomas More family, 'aspire not to have more but be more'.
We aspire not to have the world but be more for the world.
#BeMore

We are **A**uthentic   we seek to find our true vocation and who we really are

We are **S**acred   we are loved and made in the image of God

We are **P**assionate   we strive to grow and be our best selves

We are **I**nspirational   what we do here can help us change the world

We are **R**esilient   for our greatest learning comes when we make mistakes

We are **E**mpathetic   we are called to care for all in our community and the

world

ASPIRE – Rewarding pupils

We want every pupil to always give of their best and for their 'over and above' behaviours to be recognised. All staff are encouraged to make use of praise and rewards to recognise positives and increase motivation and progress.
Our rewards system is known as 'ASPIRE'.
ASPIRE aims to be a rewards system that is applied consistently across the whole school to:

- Recognise achievement in a meaningful and personal way
- Encourage, motivate and shape aspiration, progress and holistic development.

ASPIRE Points - Pupils are awarded with 'ASPIRE Points' in 6 categories. Staff are to accompany the giving of points with verbal/written praise.

A	S	P	I	R	E
Authentic	*Sacred*	*Passionate*	*Inspirational*	*Resilient*	*Empathetic*
'We seek to find our true vocation and who we really are'	'We are loved and made in the image of God'	'We strive to grow and be our best selves'	'What we do here can help us change the world'	'For our greatest learning comes when we make mistakes'	'We are called to care for all in our community and the world'
Personal development Extra-curricular In-form engagement Wider reading PHSE	Behaviour Organisation Punctuality Uniform Equipment Manners Attitude (to peers/staff)	Improved effort Improved attainment Improved behaviour Improved engagement Improved attitude	Attainment Achievement inside of school (e.g. test result) Achievement outside of school (e.g. dance exam) Homework	Endeavour Consistency Application Attitude (to work) Independence Engagement Participation Homework	*Service to the school:* Catholic life of the school Service at school events Student leadership *Service to others and the community:* Kindness Charity work Environmental work Social justice work

ASPIRE Postcards - These are to be awarded for **exceptional work/ contribution** in any category. Each member of staff will have 15 post cards for distribution over the course of the year. The cards are to be posted home and are to be recorded on Arbor – including which 'ASPIRE' category the postcard was awarded under.

ASPIRE Recognition Certificate – These are certificates awarded for the total number of ASPIRE Points given during the academic year. Pupils will go to the relevant member of staff to receive a certificate for their planner. The issuing staff member will ring/email home to share praise with parents and carers.

50 Points	100 Points	150 Points	200 Points	250 Points	300 Points
Form Tutor	Pastoral Manager	Head of Learning	Miss Pimblett	Mrs Lancett	Mr Redfern

ASPIRE Awards - Half-termly awards presented for the highest number of points in each category. Presented by a link member of SLT in our, 'Celebration of the Word', it regularly reinforces the importance of our Mission Statement and expected behaviours at the school.

The following members of staff have responsibility for the following categories:

Authentic – Head of Learning

Sacred – Miss Pimblett

Passionate – Mrs Birch

Inspirational – Mr Redfern

Resilient – Mrs Lancett

Empathetic – Mrs Bennett

The award consists of certificate to keep and take home plus an 'ASPIRE' badge that becomes a part of the uniform for that pupil – a visible marker of achievement.

4.4. Recognising positive behaviours is key to fostering a culture that supports everybody. It is a powerful means of reinforcing the behaviours expected of all pupils in school. Building and maintaining positive behaviours will include:
- Greeting pupils in the morning/at the start of lessons.
- Establishing clear routines.
- Communicating expectations of behaviour in various ways including through notice boards, assemblies, via the website, communication with parents/ carers.
- Highlighting and promoting good behaviour.
- Using positive reinforcement.
- Using positive framing when speaking to students.
- Reconciliation and a chance to start afresh.

5.   Classroom Management

5.1. Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school. This starts with quality first teaching that inspires and maintains the attention of pupils.

5.2. Staff will:
- Create and maintain a stimulating environment that encourages pupils to be engaged.

- Display their departments ASPIRE posters within the classrooms.
- Follow the steps in the behaviour handbook to ensure consistency across departments.

6.   Poor and unacceptable behaviour

6.1.   Whilst the Trust will focus primarily on maintaining a culture and ethos that promotes positive behaviours it is essential that there are systems in place to tackle, on a consistent basis, poor behaviour that detracts from learning, may be harmful to an individual or others or be illegal.

6.2.   **Poor or unacceptable behaviour** is defined as:
- Disruption in lessons, in corridors between lessons, and at break and lunchtimes.
- Deliberate non-completion of classwork or homework.
- Poor attitude to learning or interactions with others.
- Incorrect uniform.

6.3.   **Serious misbehaviour** is defined as:
- Repeated breaches of the school rules despite these having been brought to the pupil's attention.
- Any form of bullying.
- Sexual violence, such as rape or sexual assault (including intentional sexual touching without consent).
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  a) Sexual comments.
  b) Sexual jokes or taunting.
  c) Physical behaviour such as interfering with clothes
  d) Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content.
- Vandalism.
- Theft.
- Fighting.
- Assault on pupils or staff
- Smoking.
- Racist, sexist, homophobic or discriminatory behaviour.
- Possession of any prohibited items including:
  a) Knives or weapons.
  b) Alcohol.
  c) Illegal drugs.
  d) Stolen items.
  e) Tobacco and cigarette papers.
  f) E-cigarettes or vapes.

g) Fireworks.
h) Pornographic images
i) 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 pupil themselves).

7. Bullying

7.1. Bullying behaviour is contrary to the Catholic values which form the foundation of the culture of all our schools and will not be tolerated in any form. Bullying can have a long-term impact on an individual and is:

- harmful to the person who is bullied, and to those who engage in bullying behaviour, and those who support them, and can in some cases lead to lasting psychological damage and even suicide;
- interferes with a pupil's right to enjoy his/her learning and leisure time free from intimidation;
- is contrary to everything we stand for as a Catholic, values driven Trust.

7.2. Bullying is defined as **actions which are intentionally hurtful, repeated, often over a period of time.**

7.3. 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: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, 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 or visual content generated by artificial intelligence (AI).

Signs and Symptoms

7.4.   Staff have been trained to identify behaviours that may indicate a pupil being bullied. Potential signs of a pupil being bullied could include:
- Being frightened of walking to or from school or between classes.
- Not wanting to go into vulnerable areas of the school i.e. toilets, library, dining hall.
- Being unwilling to go to school.
- Becoming withdrawn, anxious, or lacking confidence.
- Sudden changes in behaviour or engagement with others.

Tackling bullying

7.5.   Staff will be vigilant of the above signs and seek to speak to and support any pupil exhibiting these behaviours including encouraging them to report instances of bullying.

7.6.   Curriculum and non-curriculum time will be used to raise the risks and damaging impacts of bullying and to reiterate the actions pupils can take if they are the victim of bullying or see bullying carried out by others.

7.7.   All incidents of bullying will be recorded by staff and addressed promptly. Where a perpetrator of bullying has been identified, their parents/ carers will be contacted and asked to support the school in addressing such behaviour. Where appropriate, the police may be notified.

7.8.   A firm restorative approach will be taken with anybody found to be bullying other pupils or adults including:

- The bully (bullies) will be asked to genuinely apologise, if the victim(s) consents, if not a letter will be written as an alternative.
- The pupil could be placed on report
- A safety plan could be carried out to mitigate incidents.
- Coaching or mentoring as part of a restorative approach.

7.9.   Sanctions including suspension and permanent exclusion will also be considered in line with the Trust's Suspension and Permanent Exclusion Policy.

7.10.   After an incident/incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

7.11.   Those subject to bullying will be offered targeted support which may include additional pastoral support and/or a referral to the schools Inclusion Manager or external agencies.

For further information, please see the school's Anti-Bullying Policy.
We also have a pupil friendly Anti-Bullying Policy, also available.

8.   Graduated Response

8.1   All incidents of misbehaviour will be dealt with promptly in line with this policy. Headteachers and staff will take a graduated response to managing misbehaviour, which will include:
- Constructive reinforcement of the school's values and expectations through assemblies, school masses and through the curriculum.
- Responding to misbehaviour as it occurs so that pupils understand when they have misbehaved and how to resolve the matter.
- Speaking to a pupil on a one-one basis to enable them to understand their actions and the impact it has had.
- Undertaking restorative conversations with the pupil so that they understand the impact of their actions and apologise where necessary.
- Accessing pastoral support and other interventions to support resolution and a return to expected standards of behaviour.
- The issuing of sanctions including removal from the classroom or detention.
- The engagement of parents and carers to establish a united position in addressing misbehaviour.
- The implementation of stronger sanctions as set out on the Trust's Suspension and Permanent Exclusion Policy.

In issuing sanctions these will be proportionate to the incident and consistent with how interventions or sanctions are applied to other pupils.

Sanctions (Interventions to improve behaviour)

At St Thomas More, there is a pupil code of behaviour that outlines our explicit expectations.

It is unfortunately, sometimes necessary, to apply sanctions to those who misbehave in order to help pupils learn from their mistakes.

Sanctions will apply where the balance of probability/weight of evidence demonstrates that the pupil has not followed the school rules. (see Appendix 1)

Wherever possible the individual subject teacher will deal with the problems as they arise, but continued issues and more serious problems will be referred to more senior colleagues (see Appendix 1)

Following sanctions, restorative follow-up work will be undertaken to boost pupil resilience and allow our pupils to learn that failing is human and fresh starts are possible. Pupils will have the opportunity to reflect on how they could have behaved differently, and how their behaviour impacts on others.

Following non-compliance to our school rules, sanctions will normally track the following pattern within the classroom (there may be times where behaviour requires a quicker escalation/jump to a higher sanction):

B1 – Verbal warning given (following non-verbal cues and quiet reminder)

B2 – Detention issued at breaktime/lunchtime (following escalation of behaviour despite warning)

B3 – After school detention/neighbored out/on call (following further escalation of behaviour/work ethic)

In all cases, the behaviour must be logged on Arbor. If a B3 is issued, the subject teacher to contact home to arrange an after-school detention.

Other sanctions/interventions for poor behaviour can include:

- Isolation at break and lunchtime for a fixed period of time
- Parental contact by phone or meeting in school
- Pupil report card
- Pastoral support referral considered

- Searches and Confiscation (when a teacher considers it necessary, they may search for a banned item and confiscate articles).
- Pupils will be expected to pay for lost or damaged equipment and any damage caused by carelessness or vandalism.
- Head of Learning/Head of Department detention
- Headteacher Detention
- Managed move to another school
- Alternative provision for part of the curriculum elsewhere
- Internal Fixed term suspension served in school
- Fixed term suspension served at home
- Pupil and parental interview with members of the SLT
- Pupil and parental interview with Headteacher and/or Governors
- Permanent exclusion

Sanctions can be issued for behaviour both inside and outside of the classroom, this may include corridors, outdoor spaces etc. and may also include behaviours conducted outside of school/outside of school hours.

9. Pupils with additional needs

9.1. The Headteacher and staff have the absolute right to sanction any pupil whose behaviour falls below expectations. Each incident will be considered on its merits, but staff will consider the wider background of the pupil when determining the graduated response to the incident to ensure sanctions are applied consistently and proportionately.

9.2. The Headteacher or staff member will assess the appropriateness of the sanction in the context of the pupil's additional needs and make reasonable adjustments if required. The Headteacher will be the final arbiter of any sanction issued.

9.3. The school's special educational needs co-ordinator (SENCO) may be asked to offer support or advice in regard to a pupil 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.

9.4. When acute needs are identified in a pupil, the school may liaise with external agencies and plan support programmes for that child. Parents/ carers will be engaged in any such discussions.

9.5.   For pupils on a Education, Health Care Plan (EHCP) the school will liaise with the local authority before issuing a sanction that will result in the pupil being off site (e.g. suspension or permanent exclusion). The school should call for an emergency review of the EHC plan.

9.6.   Where a pupil is looked after or previously looked after, the school will liaise with the Virtual Head prior to issuing a sanction that results in the pupil being off site (e.g. suspension or permanent exclusion). Whilst the Trust encourages dialogue with external agencies, the Headteacher remains legally empowered to suspend or exclude any pupil should the misbehaviour be serious enough.

10.   Roles and Responsibilities

The Trust Board and Local Governing Body

10.1.   The Trust Board is responsible for reviewing the Trust's Behaviour Policy and approving any amendments following changes to legislation, best practice, or feedback from Headteachers.

10.2.   The LGB is responsible, alongside the Headteacher, for reviewing the policy in line with the school's ethos and practice. The LGB will review trends in suspensions and permanent exclusions as part of their annual work programme.

10.3.   Ensuring effective training is in place to support staff in managing behaviour within school.

The Headteacher

10.4.   The headteacher is responsible for:
- Ensuring that the school environment encourages positive behaviour.
- Ensuring that staff deal effectively and consistently with poor behaviour.
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils.
- 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 pupils 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 pupils both sanctions and support when necessary.
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy.

Teachers and staff

10.5. Staff are responsible for:
- Creating a calm and safe environment for pupils.
- Establishing and maintaining clear boundaries of acceptable pupil behaviour.
- Implementing the behaviour policy consistently.
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils.
- Modelling expected behaviour and positive relationships.
- Adapting the curriculum and interventions to the specific behavioural needs of particular pupils.
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations.
- Recording behaviour incidents promptly.
- Challenging pupils to meet the school's expectations.

10.6. The senior leadership team (SLT) will support staff in responding to behaviour incidents. It is for teachers and support staff to address behaviour incidents as the occur in the classroom through quality first teaching and targeted interventions.

Parents and carers

10.7. Parents and carers, should:
- Get to know the school's behaviour policy and reinforce it at home where appropriate.
- Support their child in adhering to the school's behaviour policy, and explaining the consequences of poor behaviour.
- Support the school's ethos and work with the school to uphold those expectations.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the class teacher promptly.
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions or reintegration meetings).
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school.
- Take part in the life of the school and its culture.

10.8.   The school 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 constructively address behavioural issues.

Pupils

10.9.   Pupils will be made aware when they start school and on an ongoing basis:
- 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.
- The pastoral support that is available to them, to help them meet the behaviour standards.

10.10. Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture. Pupils will be expected to model high standards to other pupils including pupils younger than themselves, or new to the school. Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement, and implementation of the behaviour policy.

11.   Safeguarding

11.1.   The school recognises that changes in behaviour may be an indicator that a pupil is in need of help, or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

11.2.   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.

11.3.   Interventions will be in accordance with the Trust's Child Protection and Safeguarding Policy.

12.   Reasonable force, searches and confiscation

Reasonable Force

12.1.   Reasonable force is a rare, but on occasions necessary step to prevent a pupil harming others or themselves. Staff have a duty to use reasonable force to prevent a pupil from:
- Causing disorder.

- Hurting themselves or others.
- Damaging property.
- Committing an offence.

12.2.   Any interventions requiring reasonable force will be carried out by trained staff unless child/other children are in imminent danger.

12.3.   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.

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

Searches and Confiscation

12.5.   Searching and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation

12.6.   Any prohibited items found in a pupil's possession as a result of a search, will be confiscated. These items may be returned to pupils after discussion with senior leaders and parents/carers, if appropriate. Illegal items will be retained and stored in a locked cabinet/safe. The police will be informed.

12.7.   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 and has received the appropriate training.

12.8.   Staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search. In exceptional circumstances the staff member carrying out the search may be of the opposite sex. This may occur when:
- 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 pupil; **or**

- It is not reasonably practicable for the search to be carried out in the presence of another member of staff.

12.9. In the exceptional circumstance 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.

12.10. If the member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the Headteacher, Designated Safeguarding Lead (or deputy) who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

12.11. A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil 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 pupil has agreed. Appropriate consideration will be given to the age and needs of pupils (e.g, SEND) being searched and the factors that may influence the pupil's ability to understand what is happening to them and their ability to give informed consent.

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

12.13. 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 pupils or staff at risk.
- Consider whether the search would pose a safeguarding risk to the pupil.
- Explain to the pupil why they are being searched.
- Explain to the pupil what a search entails – e.g. "I will ask you to turn out your pockets and remove your coat".
- Explain how and where the search will be carried out.
- Give the pupil the opportunity to ask questions.
- Seek the pupil's co-operation.

12.14. If the pupil 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 the Headteacher or Designated Safeguarding Lead, to try to determine why the pupil is refusing to comply.

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

12.16. The authorised member of staff can use reasonable force to search for any prohibited items identified in paragraph 6.3 of this policy, but not to search for items that are only identified in the school rules.

12.17. An authorised member of staff may search a pupil's outer clothing, pockets, possessions (outer clothing refers to clothes that don't wholly touch the skin such as a coat, jumper, shoes). A metal detector could be used for this purpose.

12.18. A search can also be carried out on a pupil's bag, locker or desk.

12.19. Except in exceptional circumstances searches should not be carried out on whole classes or year groups. Searches should be targeted on specific individuals based on clear evidence or reasonable suspicion. The indiscriminate use of searches risks undermining the wider positive culture fostered by the school between adults and pupils.

12.20. It will likely be impractical to search a large group of pupils' bags at the same time whilst maintaining privacy of the individual. Searches should be carried out discreetly away from other pupils. Bag searches for example should not be undertaken routinely for example in class, as any personal possessions then become visible causing potential distress or embarrassment.

12.21. All searches for prohibited items, including incidents where no items were found, will be recorded in the school's safeguarding system.

12.22. Parents/carers will always be informed of any search for a prohibited item. A member of staff will tell the parents/carers as soon as is reasonably practicable. This should include what happened, what was found, if anything, what was confiscated, if anything, and what action the school has taken, including any sanctions issued.

12.23. Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be affected emotionally or potentially suffer harm as a consequence of a search and hence whether pastoral support is needed to be put in place.

Strip searches

12.24 Staff in SRSCMAT schools are not authorised to carry out strip searches. Strip searches on school premises can only be carried out by the police in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C. A decision to call the police to undertake a strip search should only be undertaken by the Headteacher following consultation with the Chief Executive or Director of Performance and Standards. Any decision must be on the basis that all other avenues of resolution have been exhausted and that such a search is necessary as the item in question may cause harm to others or the pupil themselves. Any such

search must be undertaken on accordance with the Department for Education advice: [Searching, Screening and Confiscation (publishing.service.gov.uk)](publishing.service.gov.uk)

13.   Off-site misbehaviour

13.1   Sanctions may be applied where a pupil has misbehaved off-site when representing the school or where it is clearly visible that the child attends the school (e.g. when wearing their school uniform). This means misbehaviour when the pupil is:
- Taking part in any school-organised or school-related activity (e.g. school trips).
- Travelling to or from school.
- Wearing their school uniform.
- In any other way identifiable as a pupil of the school.

13.2   Sanctions may also be applied where a pupil 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 pupil.
- Amounts to bullying of a pupil outside of school (e.g. via social media).
- Has a reputational impact on the school or Trust.

13.3   Sanctions for misbehaviour outside the school premises will only be issued when the pupil returns to the school site, unless the pupil is in the lawful control of a member of staff, such as on a school trip (so long as it doesn't generate additional safeguarding risks or escalation in misbehaviour, in which case the sanction should be issued on the return to the school premises).

14.   Suspected criminal behaviour

14.1.   If a pupil is suspected of criminal behaviour, then the matter will be reported to a member of the Senior Leadership Team on the basis that the matter be referred to the police. Any internal investigation will be undertaken in such a way as to preserve evidence to hand over to the police.

14.2.   It will be for the police to take the action it deems necessary. The school can carry on with its own investigations and issue an appropriate sanction, as long as such an investigation doesn't interfere with the police investigation.

14.3.   The Designated Safeguarding Lead should be notified and a risk assessment undertaken in regard to referring the matter to social care, as appropriate.

14.4.   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.

15. Malicious allegations

15.1.   Where a pupil 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 pupil in accordance with this policy. Given the seriousness of the allegation, the presumption will be that a sanction **will** be issued in all but the most exceptional cases.

15.2.   Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil or member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy. Given the seriousness of the allegation, the presumption will be that a sanction will be issued in all but the most exceptional cases.

15.3.   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 pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

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

15.5.   Please refer to our Child Protection and Safeguarding Policy for more information on responding to allegations of abuse against staff or other pupils.

16. Malicious allegations

16.1   As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:
- The de-escalation of behaviour
- The proper use of restraint.
- The needs of the pupils at the school
- How SEND and mental health needs can impact behaviour.

17. Monitoring

17.1.   At a school level, behaviour incidents will be recorded on the school's Management Information and safeguarding systems. This will include data in regard to:
- Behavioural incidents, including removal from the classroom.
- Attendance, permanent exclusions and suspensions.
- Use of pupil support units, off-site directions and managed moves.

- Incidents of searching, screening and confiscation.
- Perceptions and experiences of the school behaviour culture including whether pupils and staff feel safe (drawn from anonymous surveys undertaken periodically).

17.2.   The data should be reviewed routinely by the schools SLT and reported as part of the Headteacher's Report to the LGB.

17.3.   At a Trust level, trends in data will be reported to the Curriculum and Standards Committee to ensure behaviour in schools is being managed effectively, promoting the Trust's Catholic values and ensuring an environment where pupils are able to learn and grow.

17.4.   Analysis of trends will focus on whether any particular cohort of pupils, is disproportionately affected by this policy and what mitigations may be required to ensure the Trust's compliance with its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school and Trust will review its policies to tackle them.

Appendix 1: St. Thomas More School Rules and Behaviour Principles and SRSCMAT Written Statement of Behaviour Principles

The school and Trust's behaviour principles have their foundations in the teachings of Jesus Christ and the Trust's core mission of growing in faith and serving with love. To that end every school is committed to a culture of celebrating behaviours that foster respect, kindness, community and achieving our full potential. Where behaviours fall below expectation a proportionate and empathetic graduated response will be implemented which encourages an individual to reflect on their actions and the impact those actions have had on others.

As a school our school rules and approach to managing behaviour includes:
- Maintaining high expectations of our pupils' behaviour and conduct and applying these expectations consistently and fairly.
- Having consistent simple rules everyone knows and understands.
- Promoting positive and respectful relationships among pupils and staff so that pupils enjoy learning.
- Noticing and recognising behaviour that goes over and above
- Supporting pupils in being resilient to setbacks.
- Ensuring pupils feel safe and intervening promptly to challenge and diminish any bullying or discriminatory behaviours.
- Actively promoting the principles of Catholic Social teaching.
- Expecting staff to model the behaviour they expect from the pupils.
- Applying sanctions when behaviour falls short of the accepted standards; ensuring procedures are followed, and sanctions are applied fairly and consistently, and restoratives practices followed.
- ensure the suspension and exclusions process is applied fairly and consistently.
- ensure the suspension and exclusions process is understood by governors, staff, parents, and pupils

We expect all members of our school community to:

- **Act in a way that helps themselves and others to learn successfully.**
- **Behave in a way that allows everyone to be safe and happy.**

Act in a way that helps themselves and others to learn successfully.

- Pupils must attend every day unless they are too ill to be at school
- Pupils must ensure that they arrive punctually to form time, lessons and Celebration of the Word.
- Pupils must wear our St Thomas More approved uniform and be smart and clean at all times
- Pupils must queue quietly in a line when waiting for a lesson, Celebration of the Word or at lunch.
- Pupils must have the correct equipment, books and kit needed for each school day
- Pupils must have their planner and a reading book in their bag every day.
- Pupils must wait behind their chairs after entering a classroom until they are asked to sit down
- Pupils must listen to all staff and follow instructions promptly
- Pupils must show courtesy, respect and consideration to others at all times

Behave in a way that allows everyone to be safe and happy.

- Pupils must not verbally or physically abuse anyone, as bullying will not be tolerated
- Pupils must listen to senior pupils who are prefects (student leadership team)
- Pupils must follow the one-way system on stairs and corridors
- Pupils must wait for people to leave classrooms before entering
- Pupils must not go over the 'out of bounds' lines in the playground.
- Pupils must not be in an individual toilet cubicle with another pupil
- Pupils must not eat food outside the dining halls
- Pupils may carry a bottle of water but only drink water at the appropriate times and always ask in class
- Pupils must show care and respect for our school and its surroundings and put all litter in the correct bin
- Pupils must not draw graffiti on walls, desks, textbooks, exercise books or any other school equipment
- Pupils must not abuse or misuse any ICT equipment or the network (ICT Code of Conduct)
- Pupils must not leave the school at any time during the school day without permission.
- Pupils must not bring chewing gum, alcohol, cigarettes, e-cigarettes, illegal drugs, harmful/and or illegal material, matches, lighters or any weapon into school
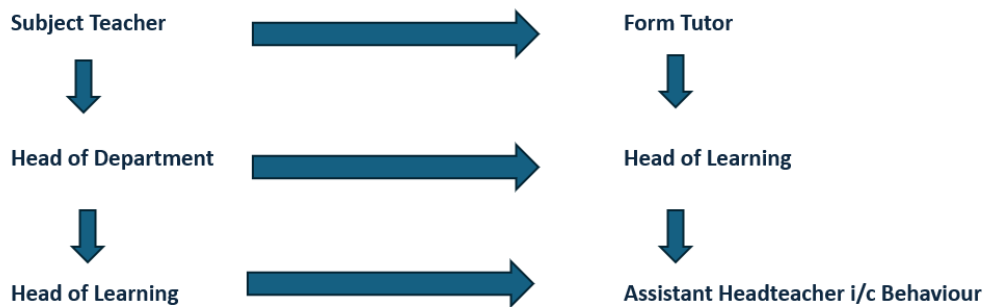
REMEMBER
- If a mobile phone is seen in school, the mobile phone policy will be followed.
- Pupils smoking/vaping (or found with smokers) will face serious sanctions.
- Pupils bringing weapons or banned substances into school will face the most serious of sanctions.

The Referral System

A simple pastoral and discipline framework laid out in a flow chart shows the referral system which operates within the school.
Briefly the referral system follows this pattern.

Subject Teacher → Form Tutor

Head of Department → Head of Learning

Head of Learning → Assistant Headteacher i/c Behaviour

- Departments to follow their Hierarchy of Sanctions (see Behaviour Handbook for guidance) and subject teachers should apply these with pupils who are non-compliant.
- Form tutor must be kept updated with reoccurring issues within subject areas.
- Form tutors will refer pupils causing concern to the Head of Learning.

As a Trust the principles upon which this policy has been developed are that:

o   Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others.
o   All pupils, staff and visitors are free from any form of discrimination.
o   Staff and volunteers set an excellent example to pupils at all times, modelling the behaviours we all want to see in others.
o   Rewards, sanctions. and reasonable force are used consistently by staff, in line with the behaviour policy.
o   The behaviour policy is understood by pupils and staff.
o   The Suspensions and Exclusions Policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions.
o   Pupils are helped to take responsibility for their actions in a restorative way.
o   Families are involved in the handling of behaviour incidents to foster good relationships between the school and pupils' home life.
o   The Trust Board and LGB affirm that violence or threatening behaviour will not be tolerated in any circumstances.