



Behaviour Policy 2020 - 2021

This policy applies to
St Thomas More Catholic Academy
&
Sixth Form College

part of The Holy Spirit Catholic MAC

Policy Ratified by the Education Standards Committee on: 13th July 2020

Full Board/Committee: July 2020

Next Review: July 2021



At St Thomas More Catholic Academy & Sixth Form College, we have very high expectations not only of pupils' academic standards but also of their behaviour. The starting point of our expectations is the basic Christian premise that all individuals are equal in the eyes of God and that all, therefore, are worthy of respect. The attitude of all staff towards pupils is based upon this principle. Similarly, this attitude is one that we seek to foster within students and in our expectations of their behaviour towards all staff and towards each other.

As a school we aim to develop the whole child in accordance with the Jesuit Values set out below:

Students in our school are growing to be.....	Our school helps students to grow by....
Grateful for their own gifts, for the gift of other people, and for the blessings of each day; and generous with their gifts, now and in the future.	By encouraging them to know and be grateful for all their gifts, developing them to the full so that they can be generous in the service of others.
Attentive to their experience and to their vocation; and discerning about the choices they make and the effects of those choices.	By promoting the practice of attentive reflection and discerning decision making: in teaching, in the examen, prayer and retreats; and through the practice and example of school leaders and staff.
Compassionate towards others, near and far, especially the less fortunate; and loving by their just actions and forgiving words.	By being compassionate and loving in the way pupils are treated, especially when a pupil is in trouble; and by opening pupils eyes to those who suffer poverty, injustice or violence.
Faith-filled in their beliefs and hopeful for the future.	By passing on the living and faith-filled tradition of Jesus Christ; by having persevering faith in the pupils, and by encouraging them in turn, to have faith and hope in themselves and others
Eloquent and truthful in what they say of themselves, the relations between people, and the world.	By developing an eloquent language which pupils can use to understand and articulate their emotions, beliefs, and questions, encouraged by the example of their teachers to be truthful in the way they represent themselves and speak about the world.
Learned , finding God in all things; and wise in the ways they use their learning for the common good.	By the breadth and depth of the curriculum; by excellence of teaching, and the creation of opportunities to become more learned and wise
Curious about everything; and active in their engagement with the world, changing what they can for the better.	By leading pupils to be curious about the universe and all human activity, and to take increasing responsibility for their own learning, and by providing opportunities for them to be active in the life of the school, the Church, and the wider community
Intentional in the way they live and use the resources of the earth, guided by conscience; and prophetic in the example they set to others.	By being a school community which is intentional in its way of proceeding to build-up quality of life; and which is prophetic in the way it offers an alternative vision of education and the human person rooted in the gospel.

The aims of the behaviour policy are;

To promote values and attitudes based upon the Gospel and the teachings of the Catholic Church.

To put into practise Jesus' commands to love, to hope and to forgive.

To generate a sense of mutual respect and personal responsibility among all members of the school community in preparation for life beyond school.

To provide a stimulating, supportive and safe environment in which everyone can fulfil his or her potential.

To prepare students as responsible individuals for life outside the school community.

To provide a framework which clearly defines acceptable and unacceptable behaviour, rewards and sanctions and offers support for students to improve and modify their behaviour at all stages.

Following a consultation with all staff in the spring term 2020, the behaviour policy has been updated to reflect more of a restorative approach. This will lead to a harmonious learning community where students are able to self-regulate their own behaviour, attitude and learning. The four key features of our restorative approach are:

**Respect
Responsibility
Repair
Reintegration**

All students, without exception are expected to;

- Say please and thank you
- Follow instructions first time, every time without argument
- Make eye contact and answer appropriately when spoken to
- Wear their uniform correctly to show pride in yourself and your school.
- Hold the door open for someone coming behind them.
- Put their litter in the bin

Behaviour summary

Stage	Behaviour	Staff Response...
First Warning	<ul style="list-style-type: none"> Failure to follow instructions Disorganisation Failure to comply with classroom expectations Failure to comply with learning expectations 	<ul style="list-style-type: none"> Make eye contact Use reduced vocabulary and voice command to issue the warning: 'This is your first/ second warning. If you do not stop (STATE BEHAVIOUR) I will issue a C2 and your parents will be informed that your behaviour is unacceptable.'
Second Warning	<ul style="list-style-type: none"> Repetition of unacceptable behaviour 	<ul style="list-style-type: none"> Keep it short, sharp and move on!
C2	<ul style="list-style-type: none"> Repeated poor behaviour as outlined above despite two warnings being issued Low level disruption Lack of engagement in learning Producing a quality of work during lessons which is significantly below your capability 	<ul style="list-style-type: none"> Issue the C2 and ask the student to see you at the end of the lesson (or another suitable time). Keep it short, sharp and move on! Record the C2 on SIMs. During the 1-1 meeting: Explain why you are not happy with the student's behaviour Be clear about what you expected and what you expect in future Listen to any explanation the student has to offer Agree a way forward End the meeting positively confirming that the incident is behind you and you have confidence the behaviours will not be repeated
C3	<ul style="list-style-type: none"> Repeated poor behaviour as outlined above despite a C2 being issued Disruption which interferes with the learning of fellow students Rudeness Lack of compliance Use of bad language when talking to fellow students Refusal to fully engage in learning 	<ul style="list-style-type: none"> Issue the C3 and explain why and that you will arrange for the Learning Mentor to meet the student. Keep it short, sharp and move on! Record the C3 on SIMs. During the 1-1 meeting the Learning Mentor will: Ask the student to explain what happened Discuss why the behaviours warranted a C3 being issued Agree a plan for improved behaviour next lesson Agree a plan for the student to repair the relationship with the class teacher End the meeting positively ensuring the student feels they can make a fresh start
C4	<ul style="list-style-type: none"> Repeated poor behaviour as outlined above despite a C3 being issued Significant disruptive behaviour Refusal to engage in the expectations of behaviour and learning outlined by the teacher Any single significant incident of poor behaviour which demonstrates a lack of respect or regard for the expectations of the school 	<ul style="list-style-type: none"> Issue the C4 and explain why. Direct the student to the relevant C4 alternative classroom as per the faculty C4 rota Confirm the student must attend an after school detention the following day. This will be on a Tuesday or Thursday in the hall. Record the C4 on SIMs and notify the HoF/ HoY. Before or during the detention the HoF/ HoY (as appropriate) will: Speak with the student about their behaviour in the lesson Agree a plan for improved behaviour next lesson Clearly explain the consequences of the student not behaving in future End the meeting positively ensuring the student feels they can make a fresh start
C5	<ul style="list-style-type: none"> Repeated poor behaviour as outlined above despite a C4 being issued Any single serious incident of poor behaviour which demonstrates a lack of respect or regard for the expectations of the school and causes disruption and upset to fellow students and staff 	<ul style="list-style-type: none"> Issue the C5 and call the member of staff 'on-call' Record the C5 on SIMs. Whilst working in the BLU the Learning Mentor will: Meet with the student to discuss what happened Agree five steps in writing for improved behaviour next lesson Facilitate a meeting between the teacher and student to repair the relationship End the meeting positively ensuring the student feels they can make a fresh start

C2 Roles and responsibilities

- Class teacher records the C2 on SIMs and provides a brief description of the misdemeanour where appropriate
- Class teacher has an informal discussion with the student either during the lesson or at the end of the lesson if appropriate regarding the reasons that led to the C2. Class teacher will agree a way forward with the student
- Learning Mentor will be aware of the C2 from SIMS (once it is recorded by the class teacher) and will communicate the C2 to parents/carers using the standard text template on SIMS

C3 Roles and responsibilities

- Class teacher records the C3 on SIMs and provides a brief description of the misdemeanour where appropriate
- Learning Mentor will be aware of the C3 from SIMS and will arrange to meet with the student at an appropriate time outside of lesson time.
- Learning Mentor communicates the C3 to parents using the standard text template on SIMS
- Learning Mentor facilitates a brief conversation with the student and member of staff involved prior to the next lesson

C4 Roles and responsibilities

- Student is removed from the classroom and sent to work in another classroom within the faculty (as per the faculty C4 rota)
- Class teacher records the C4 on SIMs and provides a brief description of the misdemeanour where appropriate.
- Class teacher must contact parents to discuss the details and circumstances of the incident.
- Learning Mentor will be aware of the C4 from SIMS and will arrange to meet with the student at an appropriate time outside of lesson time.
- Learning Mentor sets the date and time of the after school detention (45 mins). This is recorded in the student planner.
- Learning Mentor communicates the C4 to parents using the standard text template on SIMS
- Learning Mentor facilitates a brief conversation with the student and member of staff involved prior to the next lesson
- C4 detentions (45 mins) will take place on a Tuesday (KS3) or Thursday (KS4) evening in the hall from 3.10pm – 3.55pm.
- C4 detentions will be supervised on a rota by HOFs, HOYs, Seconds in faculty, Thirds in faculty and Learning Mentors (see separate rota).
- Learning Mentor to coordinate the meeting between student and HOF or HOY before the next lesson.
- Where a student does not turn up for their C4 detention, it moves to a C5 and will be actioned by the Learning Mentor as above.

C5 'On call' Roles and Responsibilities

The expectation of the member of staff on –call is to walk around the school to proactively monitor the behaviour of students in and out of lessons and support staff with promoting the highest standards of behaviour at all times.

C5 removal from a lesson procedure

- Class teacher calls Reception for 'On –Call' or sends a runner to reception to request 'On-call'
- Reception calls the duty member of staff on their mobile phone
- Class teacher logs the incident on SIMS as a C5 and provides details about the incident at their earliest convenience
- On call member of staff reports to the location of the on-call and removes the student from the room and escorts student to the BLU. On –Call member of staff provides a brief description of the incident to the BLU Manager
- Student records their account of the On-Call incident to the on-call member of staff.
- On-call member of staff makes a judgement regarding the length of time the student needs to be in the BLU. Usually this would be 1 lesson. If the student needs more time to reflect, if the situation requires further investigation or if it is the second time in the BLU that day/week, then the on-call member of staff can extend this.
- BLU Manager informs the relevant Learning Mentor of the on-call incident
- Learning Mentor communicates the details of the C5 detention to student and confirms this with parents and carers.
- Learning Mentor liaises with the BLU Manager to book student into the BLU for the next lesson with the teacher associated with the C5
- Class teacher is responsible for providing suitable class work for the student to complete in the BLU. This must be in line with the work that students are ordinarily completing in class. The work should be readily available for the BLU Manager on request.
- Class teacher must also communicate with parents regarding the details and circumstances of the incident.
- Learning Mentor communicates with the class teacher and/or Head of Faculty/Head of Year in a timely manner to update them on the agreed plan for reintegration for the student into his/her future lesson.
- If a student does not turn up to a C5 detention with SLT, this moves to a day in isolation in the BLU the following Monday. Communication takes place on the Friday evening with parents/carers by the SLT member in the BLU.

Repeat on call will be monitored by Learning Mentor and HOYs over time with appropriate involvement of parents/carers and alternative interventions.

Consequences

The over-riding principles of consequences are:

- They follow the school's restorative approach to behaviour management
- They are most effective when applied fairly and consistently by all staff;
- They must be reflective so that the student knows the reason for the sanction and how to improve their behaviour;
- They should minimise the likelihood of recurrence of the behaviour;
- They should allow the focus to remain on learning so that the behaviour issues can be discussed at the end of the lesson or at an alternative appropriate time with the class teacher and/or learning mentor
- The outcome of the sanction is to ultimately improve the relationship between teacher and students and to modify the student's behaviour so that effective learning continues
- The classroom teacher is responsible for maintaining high standards of behaviour and ensuring the behaviour policy is applied consistently
- Students should only be removed from lessons if the behaviour steps have been followed except if the behaviour is compromising their own safety or the safety of others
- No whole class sanctions

COVID-19

As students learn to adjust to the new expectation and routines needed to prevent the spread of Covid 19 in schools, failure to socially distance or follow hygiene protocols will be addressed using the behaviour sanctions outlined in this policy. Expectations will however be age appropriate and children will be given as much support as necessary to learn to follow the new and unfamiliar rules in place

A typical C5 incident could be but is not limited to:	Sanction to be decided by:	At the discretion of the SLT the sanction could be :
Truantiing a lesson	Faculty Leader / Head of Year	Isolation for one day Isolation for an extended period of time Fixed term exclusion Fixed term exclusion which could lead to permanent exclusion at the discretion of the Principal (Refer to Drugs Policy) Isolation which may lead to Fixed term exclusion Governors Panel Internal exclusion (located in the Sixth Form or at another school in the MAC)
Truantiing school	Faculty Leader / Head of Year	
Leaving school premises without permission	Faculty Leader / Head of Year	
Smoking on school site or in uniform outside of school	Faculty Leader / Head of Year	
Swearing directly at a member of staff	Head of Year/Head of Year	
Abusive and aggressive language towards others	Faculty Leader / Head of Year	
Repeated or severe uniform infringements (e.g. leggings, jeans)	Faculty Leader /Head of Year	
Persistent refusal to follow instructions	Head of Year/Head of Faculty	
Extreme rudeness to adults/threatening behaviour towards staff	Faculty Leader / Head of Year	
Vandalism	Faculty Leader / Head of Year	
Threatening other students (physical or verbal)	Faculty Leader / Head of Year	
Playing with fire alarms / Fire Extinguishers	Faculty Leader / Head of Year	
Bullying or behaviour that is hurtful or harmful to others (including racism and homophobic bullying)	Faculty Leader / Head of Year	
Bringing school into disrepute	Faculty Leader / Head of Year	
Sexual misconduct	Faculty Leader / Head of Year	
Deliberate involvement or instigation of conflict	SLT	
Alcohol related incidents	SLT	
Drug related incidents	SLT	
Stealing or possessing stolen property	SLT	
Fighting or physical aggression (peer to peer)	SLT	
On-going persistent disruptive behaviour	SLT	
Bringing onto school premises or being found in possession of an offensive weapon	SLT	
Physical assault on a member of staff	SLT	
Serious incident of misbehaviour	SLT	

The list is not exhaustive. The school also reserves the right to involve the police should evidence of a criminal act be discovered. See appendix 2 regarding Principal's powers to exclude

Expectations of Staff

All staff should apply the policy consistently and all breaches of the policy should result in the appropriate sanction being given. Staff should only record on SIMS the highest level of consequence reached in the lesson. For example, should a student move through the phased consequences from a warning to a C2, to a C3 and then to a C4 or C5, then only the C5 should be recorded on Sims and the consequence should be the C5 consequence.

Students should not be sent out of lessons to stand in the corridor unsupervised. However, staff may wish to talk to a student outside of the classroom for a brief period and then allow them back into the lesson.

Uniform

Wearing a school uniform is an essential aspect of being part of our school community. We believe that wearing the uniform indicates that students have the highest standards and, this outward sign, indicates that they are proud to be part of St Thomas More Catholic Academy and Sixth Form College.

Mobile Phones

The school cannot accept responsibility for the loss of any mobile or electronic device and/or other valuables which are brought to school at the owner's risk. If these items are brought into school they must be switched off and put away during the school day. If these items are seen during the school day, a warning is given. Repeat offenders will have their electronic device confiscated until the end of the day in the first instance. It is unacceptable for students to use electronic devices to or other to humiliate or bully other members of the school community. (See Mobile Phone Policy)

Searching, screening and confiscation with students (please also refer to the Mobile Phone Policy and Sexting Procedure)

The information below is based on guidance from the Department for Education; Searching, screening and confiscation (2014).

School staff can search students with their consent for any item. Principals and staff authorised by the Principal have the power to search students or their possessions, without consent, where they suspect the student has a “prohibited item”.

The guidance also allows authorised persons to examine data on electronic devices if they think there is a good reason to do so. In determining a good reason to examine or erase the data or files, the authorised staff member must reasonably suspect that the data or file on the device in question has been, or could be, used to cause harm, to disrupt teaching or could break school rules.

In cases of suspected indecent images the phone will be confiscated and the incident referred to Social Services or the Police (see Appendix 5 of the Mobile Phone/Electronic Device Policy, Section 27 of the Safeguarding/Child Protection Policy and the Online Safety Policy)

Prohibited items are:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Lighters / matches
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for (see Appendix 6 Banned items)

Where possible, two members of staff will be present during a search.

Searches can be performed on both the school site and anywhere the member of staff has lawful control or charge of the student (e.g. school trip).

Members of staff can use such force as is reasonable, given the circumstances, when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm e.g. chewing gum, correction fluid. Such force cannot be used to search for items only banned under the school rules.

Students who are in the BLU are required to hand in their mobile phones/electronic devices at the start of the day and these will be kept until the end of the day in a secure container.

Confiscation

School staff can seize any prohibited items found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline e.g. the unauthorised sale of goods between students is prohibited in school. Electronic devices such as mobile phones can be confiscated by staff if there is reason to believe they contain inappropriate data. In cases of suspected indecent images, the incident will be referred to Social Services or the Police.

Electronic devices such as mobile phones can be confiscated by staff if there is reason to believe they contain inappropriate data. As stated previously, authorised staff are allowed by law to search the electronic device. A decision will then be made to see if a referral needs to be made to Warwickshire Multi Agency Safeguarding Hub for advice about whether or not a response by the Police and/or Children’s Social Care is required. In cases of suspected indecent images, the phone will be confiscated and the incident referred to Social Services or the Police. In both cases the School will take advice on whether the phone can be returned or needs to be retained until the Police and/or Social Services have viewed the image, files or data.

Controlled drugs, other substances, stolen items and extreme pornography will be handed to the Police. Alcohol, cigarettes or smoking paraphernalia, fireworks and pornography will be destroyed by the School. Other items banned by the School will be retained until the end of each term. Parents/carers may then collect items. Repeat offenders may have items disposed of by the School immediately.

In addition to the items listed above in the section 'Searching Students' the following items are not allowed in school and will be confiscated:

- Lighters / matches
- BB guns / imitation firearms
- Blades
- Laser pens
- Catapults
- E Cigarettes

Use of Reasonable Force (Department of Education 2013)

Reasonable force is force that is used either to control or restrain. This can range from guiding a student to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury. The term 'reasonable force' means using no more force than is needed.

Use of reasonable force means either passive physical contact, such as standing between students or blocking a student's path, or active physical contact such as leading a pupil by the arm.

All school staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others or damaging property. Reasonable force should only be used if these criteria are met.

Members of staff should not put themselves at risk. A member of staff would not be seen to be failing in their duty of care by not using force to prevent injury, if doing so threatened their own safety.

Behaviour Outside School

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

Fixed Term Exclusion

Following a serious incident, a Fixed Term Exclusion may be an appropriate form of consequence for a student. This involves a period of time away from school at home and serves as an opportunity for the student to reflect on the incident and the reasons for the consequence as part of our restorative approach. Class teachers are required to set work for the student to complete under minimal supervision. The work provided should be in line with the work that students are ordinarily completing in class and should be provided in a timely manner on request.

Internal Exclusion

A Fixed Term Exclusion for a serious incident isn't always the most appropriate form of consequence for a student or their family. In these circumstances, the Senior Leadership Team may decide on an alternative consequence by way of an Internal Exclusion. This involves a period of time away from the main school, similar to a Fixed Term Exclusion, at an appropriate, alternative location e.g. Sixth Form, or MAC Feeder school. This provides students with an opportunity to reflect on the reasons for an Internal Exclusion as part of our restorative approach, Class teachers are required to set work for the student to complete under minimal supervision. The work provided should be in line with the work that students are ordinarily completing in class and should be provided in a timely manner on request.

Fixed Term Exclusion/ Internal Exclusion Re-admittance meetings

When students return to school following an internal exclusion or fixed term exclusion, a re-admittance meeting will take place, usually with the Head of Year and a member of the Senior Leadership Team or Principal. In this meeting, there will be a conversation with the student and his/her parents/carers about the seriousness of the incident.

If the student does not accept the behaviour was unacceptable and make a commitment not to repeat the behaviour, the fixed term exclusion may be extended.

The student will be expected to give an undertaking that this behaviour will not be repeated. Strategies and support to help the student improve will also be discussed and agreed, in order that the student has the opportunity to ensure that such behaviour will not reoccur. Heads of Year will communicate any relevant information regarding the reintegration of a student following an Internal or Fixed Term Exclusion with teaching staff.

Governors' Disciplinary Panel

If a student persistently disruptive a number of fixed term exclusions and behaviour shows no sign of improvement, he/she will be asked to attend a Governors' Disciplinary Panel with their parent/carer. This Panel will discuss the student's disciplinary record and draw the student's attention to governors' expectations and concerns. The student's behaviour will be monitored carefully after the Governors' Panel and the student and parents/carers will be expected to engage fully in any strategies recommended by the Panel e.g. referral to outside agencies, participation in Early Help or Triple P (Parenting) Programme. If a student's behaviour does not improve, they may become at risk of permanent exclusion from the school.

Off Site Behaviour Placements

In agreement with other secondary schools in the Nuneaton and Bedworth authority, students may be placed on short term behaviour placement at other establishments. This will involve students spending time in another school, possibly in an isolation area or equivalent. The host school will provide appropriate work.

Managed Transfer

Students who continue to experience behavioural issues, despite the tiered system of interventions, may be recommended for a Managed Transfer. This will involve the student moving to another school in the Nuneaton and Bedworth area on a trial basis. This is part of the Northern Area Behaviour Partnership. They would, however, still officially remain on the roll at St Thomas More Catholic Academy and Sixth Form College until a decision was reached with the placement school to officially place the student on their roll. Managed Transfers will be considered under the following circumstances:

- A student persistently fails to follow the school's Behaviour Policy despite the tiered intervention/support outlined in the school policy.
- A student whose behaviour has not improved despite this intervention.
- A student is involved in a serious breach of the school rules and their actions have put the safety of staff and other students at risk.
- A student has received multiple Internal or Fixed Term Exclusions.
- A student is at risk of Permanent Exclusion.

Equal Opportunities

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

Sixth Form

This policy does not apply to the Sixth Form College as there is a separate code of conduct in place for sixth form students. However, the principles behind this policy will be referred to when dealing with serious incidents.

Rewards

Most students will work to the best of their ability every lesson and we should expect nothing less than this. Research indicates that rewards overall have a much greater impact on an individual's behaviour than sanctions. We should be consistent in our approach to rewards and be careful not to overlook students who always perform well in favour of those whose behaviour is more erratic. The merits system runs completely independently of the sanctions system; a student could gain a merit for an outstanding piece of homework and then a C3 for behaviour all in the same lesson.

In any one lesson, students could achieve several merits for different reasons but only one award per attribute set out below. It would therefore make sense to award merits at the end of the lesson rather than beforehand. Students should be rewarded with merits on a regular basis for positive behaviours using the step system below:

MERITS	Description of Attributes
<p>M1 – Student works to the best of their ability and engages fully in their learning (1 merit)</p>	<ul style="list-style-type: none"> • Consistently high standards of work • Consistently high standard of effort • High knowledge test score • High quality extended answer • Active contribution to lesson discussion • Actively contributes to reading and literacy in class • Autonomous learning in prep time
<p>M2 – student shows extra kindness and empathy to fellow students and staff (2 merits)</p>	<ul style="list-style-type: none"> • Being kind and empathetic to staff • Seeking help for another student • Exceptional politeness and helpfulness outside of lessons • Being kind and empathetic to each other • Supporting charitable events • Students respect their school environment
<p>M3 – student shows very positive character in their approach to work and their school life (3 merits)</p>	<ul style="list-style-type: none"> • Representing the school at school (eg interview panel, open evening, representing school in sports team, participation in House events) • Producing work of exhibition standard • Impressive exam performance • Participation in House Activities • Participation in Assemblies • Service to the school community over a period of time (e.g. student council, student mentoring, paired reading)
<p>M4 – student dedication and support beyond school – in other schools, the parish and the community (4 merits)</p>	<ul style="list-style-type: none"> • Reading, serving, playing a musical instrument in Mass at school • Representing the school e.g. sporting teams, drama productions, maths challenges etc • Reading, serving, playing a musical instrument in Mass in their Parishes/Places of worship • Show exceptional dedication to high level performance recognised outside the school • Organising charitable events
<p>M5</p>	<ul style="list-style-type: none"> • Representing the school at a county or national level e.g. sports • Sustained and exceptional contribution to the Catholic life of the school • Sustained and exceptional contribution to social action • Exemplary leadership in a position of responsibility e.g. senior prefect team, leading liturgy • Sustained and exceptional contribution to the learning culture at St Thomas More through contribution over time to a range of sporting, academic, musical or artistic achievements

Number of merits	Reward
25	Form tutor Text Home
50	Head of Year Text Home
100	Bronze Certificate + pin badge + letter home from Head of Year
150	Silver Certificate + pin badge + letter home from SLT
200	Gold Certificate + pin badge + letter home from Principal
250	Platinum Certificate + pin badge + letter home from Principal
300	Invitation to educational visit Presentation Awards Evening

In addition to the merits and rewards outlined above, students who receive the highest number of merits each term are entered into a prize draw for a £50.00 voucher. This starts at 0 merits at the start of each term to give every student a chance to achieve a voucher.

Students achieving 100% attendance are awarded with an attendance certificate at the end of each term at a celebration assembly. In addition to this those students will be awarded 20 merits. There is a also a prize draw each term for students who achieve 96%+ attendance. Each lucky recipient will be awarded a £10 voucher.