



St Thomas More

Catholic School



St Bernadette
Catholic School



St Catherine Laboure
Catholic School



St John Fisher
Catholic School



St Therese
Catholic School



Bishop Wilkinson
Catholic Education Trust

Proud to be part of Bishop Wilkinson Catholic Education Trust

Croftdale Road
Blaydon
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NE21 4BQ

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Catholic School



Prospectus



Bishop Wilkinson
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Welcome from our Chief Executive

Bishop Wilkinson Catholic Education Trust supports and partners with five secondary schools, one middle school, forty-one Primary and one first school in the west of our Diocese.

Our designated schools are located in four different Local Authorities: Northumberland, Gateshead, Sunderland and Durham. Within our Trust we have a Centre For Teaching, a National Computing Hub, a National MFL Hub and a national accredited NPQ (National Professional Qualification for Headship and Leadership) provider.

As Chief Executive Officer of the Bishop Wilkinson Catholic Education Trust I never cease to be amazed by the hard work, commitment and dedication of our staff within the Trust with regard to health, care, well-being and academic progress of our wonderful students.

Our Trust is brimming with talent and expertise which is provided by our excellent Headteachers, staff and Trust central team. Through these dedicated people, we are able to focus on and help advise and support schools so they can create environments and opportunities that will allow transformational leadership and teaching to develop, grow and make a difference.

Nick Hurn, CEO

Bishop Wilkinson Catholic Education Trust



I am delighted to offer you a warm welcome to our prospectus and to our community. I hope it helps you discover something of who we are, what we do and what we stand for.

St Thomas More is a school that is proud of its traditions and Catholic values. We believe strongly in the importance of collaboration and are proud to be part of the Bishop Wilkinson Catholic Education Trust. Catholic Education offers a unique opportunity to place the teachings of the church at the forefront of our work and to focus on the education of the whole child.

We are a school that does the right thing for the right reason; we strongly believe in God's interest in individuals and the belief that we can all enter into personal relationships with God.

Community is something that we place great emphasis on. There are many different things that we, as a community, want from our school: we want our children to be successful academically; we want them to develop good moral attitudes; indeed, we want them to fulfil their potential in many different ways.

As Head Teacher, I am immensely proud of the St Thomas More community. We truly believe that all people have an amazing capacity to do great things. The pursuit of excellence is not an option, it is our mission, our vocation, our very purpose.

Aiming to be the best we can be in all aspects of our work, St Thomas More is a challenging, supportive and welcoming place to learn and to work; it is a hugely rewarding and enjoyable place to be. If you would like to come to visit you are very welcome.

Kind regards

Jillian Turner – Head Teacher

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Head Teacher:
Mrs J Turner

Deputy
Head Teacher:
Mr D Shield

Deputy
Head Teacher:
Mrs C Lennox

Chair of
Governors:
Mr C Saunders

Number of students
on roll:

1479

Number of students
in Year 12 and 13:

248

Target number of students
for Year 7 in 2022-2023:

250

Croftdale Road
Blaydon
Tyne and Wear
NE21 4BQ

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St Thomas More has a long established mission, linked to the Gospel Values and our belief in educating the whole child. The Gospel Values encourage us all to be a good neighbour to those in need and to be of service to others, regardless of our position or responsibility.

Our values are intrinsically linked to our school mission statement and our drive to ensure all members of our community reach their full potential.

Our Mission Statement

Our mission statement encapsulates what we are about as a school and what we strive to achieve.

It recognises that each person is unique, yet made in the image of God and can reach their full potential, whatever that may be.



Our Motto: Regis servus dei prius

For us as a community our motto represents the view that the teachings of our religion are more important than worldly goods and a materialistic viewpoint that many people have in the modern world.

On July 6th 1535 Sir Thomas More was brought to the place of execution at Tower Hill. The King had forbidden More to make a speech before he was beheaded. However, he announced to the crowd that he went to his death for his faith in the Holy Catholic Church as ‘the King’s good servant but God’s first’.

Regis servus dei prius translates as, **The King’s good servant, but God’s first** and are the last reported words of St Thomas More.

In practice, this translates to all members of the school doing the right thing for the right reasons. We do not take the easy option, we value integrity, moral purpose and our mission to educate the whole child.



Our Principles

The principles of St Thomas More Catholic school were created by staff many years ago and we stand firm to these today.

We are committed to achieving excellence in all that we do and our principles govern the way that we operate.

At crucial points leaders and staff use these principles as a reference point when making decisions.

They act as a guide to ensure we do the right thing.



1. *The Catholic Faith is at the heart of what we do. Our Christian principles provide a well understood moral code by which we operate. Opportunities are provided to further the spiritual development of the community at whatever stage an individual is.*
2. *Our school is an organisation that reflects on what it does with a view to achieving constant improvement and development.*
3. *Our school experience should be an enjoyable one. This requires the provision of the highest possible quality learning environment.*
4. *Our school has high expectations in all areas. There is a belief that we all can succeed, whatever their individual circumstances.*
5. *Our school is a civilised place: there is an atmosphere of mutual respect; members of the community are well behaved, display good manners and work for the common good.*

6. *Our school accepts its responsibility as a member of its wider community. Developing links with parishes, the local community, other educational establishments and other partners in order to further the wider educational aims of the region.*
7. *Our students have access to a broad, engaging, well sequenced and deeply thought out curriculum. The curriculum equips them to take their places as productive members of society through the provision of the necessary knowledge, concepts, skills and attitudes.*
8. *Our school is inclusive. The skills and experience of the staff are valued and utilised in the attempt to achieve excellence; no group of students is discriminated against. We will always care for the individual whilst being mindful of our responsibility to the whole school community.*
9. *Teaching and learning are the core activities. The provision of the highest quality classroom experience is of paramount importance. As a part of this experience learners are encouraged to take intellectual risks to enhance their learning, to develop the skills necessary to become autonomous learners, and to take responsibility for their learning.*
10. *Learners are encouraged to develop lively enquiring minds, the ability to question and the ability to argue rationally, in order to cope with the demands of a complex, fast changing modern society.*
11. *Our staff are central to the school's success. There are opportunities for staff to develop their skills throughout their career, they are supported and valued in their work.*
12. *Our school is committed to the development of educational practice through the development of partnerships with others in the wider community.*
13. *The parents of students at the school are encouraged to be involved in their child's education and have the opportunity to acquire the skills necessary to support their child at school.*





Chaplaincy and Catholic Ethos

Chaplaincy

We believe Chaplaincy is about walking alongside people, building relations, being present for people and being a presence around school.

It is about accompanying and supporting the school community and individuals within it on their life journey, wherever it may take them.

We are very blessed to have a number of Priests who visit the school regularly to say Mass, visit lessons and celebrate the various events that punctuate the liturgical calendar.

Our welcoming Chapel is located in a central area of the school and is accessible to staff and students at all times. The Chapel emphasises to us that Christ is at the centre of our lives and our school and is a place of retreat for all when needed.

Prayer, Liturgy and Worship

Each week the school has an allocated theme linked to the liturgical calendar and the Gospel reading.

This theme is part of our weekly and daily liturgy and collective worship for staff and students. We use our theme to provide opportunities for reflection on the messages within the Gospel and to embrace the power of prayer.

As a school we gather weekly for either a whole school or house assembly. These are formal occasions where students are invited to reflect on the weekly theme and pray together as a community.

On special Feast Days and at key points in the school year we share in the celebration of a whole school Mass. Sometimes this is in the school hall or one of our local Churches. The music, readings, drama and dance are coordinated through the chaplaincy and always serve to make these celebrations such wonderful occasions.

There are prayers held every week in the chapel for students and staff, with opportunities for both quiet, private prayer and shared experiences in organised prayer groups. In addition, all students attend class mass with their tutor group followed by a shared lunch.

On a daily basis staff pray with students in pastoral time and at the end of each lesson.



Retreats

Each year group experiences a retreat of some form throughout the academic year.

This supports students to deepen their faith.

The school enjoys an excellent relationship with the Youth Village and there are several opportunities for students to visit with their friends to experience the range of activities they offer.

These are very well attended and prove to be a fabulous opportunity for students to reflect on their faith in a more intimate and relaxed way.

The Youth Mission team supports our work and ensures that students of all ages are given the opportunity to understand the role of faith in their lives.



The St Thomas More Experience

Being part of the St Thomas More community is an enriching experience for staff and students alike.

We pride ourselves on being a caring school that places students wellbeing and academic progress at the heart of everything we do.

St Thomas More is a civilised community where respect for another underpins all our interactions.

We recognise that our school is more than just a building, it is a place that offers unique opportunities to our students, staff and wider community.

Our students experience a calm, purposeful and consistent learning environment. We talk to our students with respect and expect the same from them in all interactions.



What makes us special?

Relationships and Respect

- *Our whole school is based on the notion of community and civilised behaviour. We are a caring community that places significant value on the importance of relationships. We love each other, we respect each other and we care deeply about each others' personal wellbeing.*
- *A key part of our work as a school ensures that all students have someone they can talk to; someone they know will always be there for them. Typically, this is their pastoral tutor. However, it could be anyone in the school.*
- *Relationships really are what makes St Thomas More special. From the one to one interaction to the House system, we always strive to ensure that all members of the community feel valued and respected.*

Classroom Experience

- *Every classroom at St Thomas More enjoys a welcoming and academically challenging environment which supports students to grow and thrive.*
- *Our whole school approach to the curriculum and teaching and learning ensures a consistent experience for all of our students, underpinned by a thorough understanding of individual needs.*
- *Students tell us that the experience they have in the classroom supports them to acquire new learning, develop their understanding and extend and practise their skills.*

Faith in Action

- *Faith in action plays a key role in our personal development framework. We want students to value the importance of helping those who are in need. One of the key strands within our personal development curriculum is 'living in the wider world' and allows our students to consider how they interact with those around them to help create a society with the gospel values at its heart.*
- *For us, putting our faith into action means loving our neighbours as ourselves, even when they live in a different part of the world or have different beliefs. Much of our faith in action work is centred around the Liturgical calendar, and perhaps the most exciting time of the school year is during Lent when we focus on Almsgiving.*
- *All students will experience the joy of giving through our wider curriculum programme and our whole school drive to ensure our faith leads to action that supports others.*



Pastoral Care

Pastoral care is of the utmost importance to us and our mission to ensure all students are cared for and reach their full potential.

As a large school it is important that our pastoral care is organised into smaller and more manageable units, in order to ensure a personalised approach to each child's care. Each student therefore will be a member of our four Houses and then a pastoral group of around 30 to 31 students.

Each House is led by a Head of House, supported by a Deputy Head of House. When students are in Sixth Form, they remain attached to their House but their main point of contact is generally the Sixth Form team.

This structure ensures that each student is placed under the special and particular care of a pastoral tutor who monitors wellbeing, attendance, punctuality and academic progress. The pastoral tutor ensures that positive attitudes to learning and general engagement with school life, including involvement in extra-curricular programmes, are meeting our high expectations.

For families within our school community the main point of contact will always be the child's Head of House. This is the person that knows each child individually and can therefore ensure a personal response.

Families are encouraged to use the House email system or call the school on 0191 499 0111 for any contact with the pastoral team.

 St Bernadette	s_stbqueries@stthomasmore.org.uk
 St Catherine Laboure	s_stclqueries@stthomasmore.org.uk
 St John Fisher	s_stjfqueries@stthomasmore.org.uk
 St Therese	s_sttqueries@stthomasmore.org.uk
Sixth Form	s_6frmqueries@stthomasmore.org.uk

Personal Development

The personal development of all our students is at the heart of our mission as a school and we provide a wide range of education, information and opportunities which enable our students to develop their interests and talents, and to flourish as young people.

Our personal development curriculum is equitable with all other curriculum areas, but also extends beyond a formal, taught curriculum. The taught curriculum has been built around key themes, linked to the statutory requirements, but also the needs of our students and their context.

The curriculum has been developed to incorporate key requirements linked to SMSC, British Values, Citizenship, Relationships and Sex Education, protected characteristics, the Character Framework and the Gatsby Benchmarks. Our curriculum also provides opportunities to develop our Ethos, linked to our Catholic Faith and to develop students as learners, explicitly supporting key skills such as literacy and effective revision.

We firmly believe in the education of the whole child and do all that we can to enable each and every child in our care to see themselves as God sees them, to realise their potential, and to leave us as confident, well rounded citizens who are a credit to their communities.

Our personal development programme encompasses both a formal, taught curriculum and wider opportunities and experiences for our students and supports them in all of the key areas below, and much more.

Personal Development at St Thomas More Catholic School						
The personal development of our students is at the heart of our mission as a school and we provide a wide range of education, information and opportunities which enable our students to develop their interests and talents, and to flourish as young people. We firmly believe in the education of the whole child and do all that we can to enable each and every child in our care to see themselves as God sees them, to realise their potential, and to leave us as confident, well rounded citizens who are a credit to their communities.						
'...develop each member of the school community so that everyone involved can reach their full potential in the light of the teaching of Christ and the values portrayed in the Gospels.'						
EXTRA CURRICULAR						
Students in our school enjoy a vast array of extra curricular opportunities which support their talents, leadership and interests. Participation rates are high and we are responsive to our students' interests.						
OUR PASTORAL SYSTEM The House System is the bedrock of our school and each family is aligned to a house. A sense of community, healthy competition and a deep sense of care characterise our houses and leaders work tirelessly to ensure the welfare and wellbeing of each child in their care.	WIDER CURRICULUM Our Wider Curriculum is a taught curriculum which supports our students to develop the knowledge, skills and attributes needed to help them flourish as individuals, and to make valuable contributions to society both now, and in the future. Lessons are delivered by pastoral tutors who are in a unique position of knowing the strengths, talents and vulnerabilities of their students well. They adapt the curriculum to the needs of their students to support them as individuals in their personal development. We have 5 strands to our formal, taught curriculum:				OUR PASTORAL PROGRAMME Our daily pastoral programme compliments our Wider Curriculum and provides greater opportunities to gather as a community and to respond to emerging trends within and beyond our school environment.	
	Health and Wellbeing	Relationships and Sex Education	Living in the Wider World	Developing Learner Attributes and Skills		Ethos@STM
	Mental Health Physical Health Wellbeing	Family Friends Relationships	British Values Citizenship CEIAG Economic Education	Character Development Literacy Academic Skills		Prayer SMSC Extra-Curricular
	Equality and Inclusion					
Equality and inclusion are central to our ethos and are evident right across our personal development approach. From educating students about equality, including the protected characteristics, to ensuring that all of our community experiences and contributes to an inclusive environment. We value each and every member of our community as a child of God.						
Faith, Ethos and Community						
We are first and foremost a family of faith, a community. This underpins our commitment and duty to support every child to embrace and develop their talents and reach their potential. Students in our school reflect the gospel values, engage in reflection and prayer, and embrace their responsibility towards our school and wider community.						

At St Thomas More we want all students to develop a love of learning and enjoy all aspects of the taught curriculum.

With this in mind we focus on ensuring that students experience consistency in their learning through well structured schemes work which are delivered through high quality lessons.

Students at St Thomas More enjoy their lessons and thrive on the challenge we pose; they want to learn.

Our curriculum is built upon a shared understanding of the key facets that support effective learning and academic success. To support our staff and students we make use of a common vocabulary when discussing, debating and implementing our curriculum. The key terms we use are as follows:

- **Key Concepts:** these are the big ideas that underpin a subject's curriculum. They are used to sequence the curriculum and ensure that students have a concrete foundation for future learning.
- **Crucial Learning:** this is the most important learning that students need to secure at given points within a subject. Crucial learning informs assessments and forms the basis of feedback to students in terms of what they have secured and the next steps they need to take.
- **Make it Stick:** this is our common approach to interleaved learning and retrieval practice. This ensures that students do not forget what they have learnt.
- **Performance Strand:** this refers to the explicit teaching of exam based strategies that students require to succeed in formal examinations.
- **Learner Attributes:** these are the academic behaviours that underpin effective learning. Staff support students to develop these through modelling, support and reflection.

This common curriculum language is a key part of our work in ensuring students understand the progress they are making. We want students to understand the learning process to help them to become more confident and autonomous over time.

The taught curriculum is made up from a wide range of subject areas that ensures students have access to a broad and balanced curriculum.

We know that students have different interests and passions and we hope that our broad range of subjects allows students to enjoy their current loves and explore new opportunities.

Religious studies forms a core part of our curriculum throughout all key stages. This is supported by our ethos teams and linked to wider school opportunities such as missionary and charity work.

As a school we place great emphasis on the value of Key Stage 3 and ensure that our curriculum structure offers students a broad and balanced range of subjects in Year 7, 8 and 9. Throughout Key Stage 3 we make greater use of ability groups as students move from Year 7 to 8. In Year 9, the very large majority of subjects are taught in ability groups.

As students move into Key Stage 4 we ensure that all students have access to the English Baccalaureate whilst offering subjects that will support them in their next steps.

We offer a robust suite of GCSE and Vocational subjects that support our students and we firmly believe that our approach supports students to enjoy their time at St Thomas More and achieve highly.

At Key Stage 5 we offer a range of qualifications to our students and are proud to be one of the few schools that offer T-Levels. Our Key Stage 5 curriculum is built around the same principles as Key Stage 3 and 4, ensuring that students achieve as highly as they can.



At St Thomas More we recognise that reading is vital to success in life and we are deeply committed to promoting a love of reading among students.

We expect all students to carry a reading book with them as part of their equipment each day. This can be a text brought from home or one that is borrowed from our school library which is open to students before and after school as well as during break times. We promote reading for pleasure during morning pastoral sessions and literacy features as part of our Wider Curriculum lessons.

Our school librarian is available to students to help them to select appropriate texts for them to enjoy and each month, we display 'books of the month' which are texts some of our students have read and enjoyed and are available to borrow.

English lessons in year 7 begin with an introduction to the key concepts associated with reading for meaning. Students focus on developing their comprehension and sharing reading recommendations.

Students across Key Stage 3 receive fortnightly reading lessons which allow for group reading and the sharing of stories selected from a wide range of authors and covering a wide range of topics and themes. We believe that discussions can promote engagement and support those who are reluctant to read.

All students sit an online literacy test at least once each academic year to ensure that they are reading at a level that is in line with their chronological age. We use this data to identify those who would benefit from increased support.

For those students that require support with their reading we have a targeted approach to intervention that ensures that they are prioritised for support. These interventions are bespoke to the needs of the child and range from use of online programmes to small group guided reading sessions or being paired with a reading buddy.



Our Wider Curriculum is the formally taught strand of our personal development programme and is designed to support students' broader development and equip them for the next stage of their lives.

We aim to support students to develop their character as individuals and build resilience and confidence to succeed in the wider world, so that they are fully prepared for their next steps.

Students learn how to keep themselves safe and how to lead healthy lifestyles supported by a wide range of opportunities to do so. They are also prepared for life in modern Britain by ensuring that they understand how to be responsible, active and respectful citizens and that they fully embrace and celebrate what we hold in common as well as respecting our differences.

The Catholic Ethos of the school underpins all of our work in this area and students are regularly supported to engage in reflection, prayer and to apply the Christian values in all that we do.

Relationships and Sex Education is delivered through the lense of our Catholic Faith, in line with the DfE requirements. Further details can be found in our whole school policy.

Curriculum Provision

Our Wider Curriculum is the element of personal development that is explicitly taught to students as a timetabled lesson. For this weekly session, students are taught in their pastoral groups, reflecting the importance of the relationship between the student and their tutor as they support them to develop as young people.

The curriculum is built and sequenced around five key strands. These concepts form the foundation of curriculum planning and our interleaved approach to remember more for longer.

Our key strands are as follows:

Health and Wellbeing Education	This will cover both physical and mental health as well as personal hygiene and keeping safe online. As well as in the wider curriculum, this will be delivered through Wellbeing Wednesday's.
Relationships and Sex Education	This will cover healthy relationships, sexual health, puberty, sex education and keeping safe and relationships with friends and family.
Living in the Wider World	This will provide our students with the opportunities to be educated about things that will serve them in the wider world and will include citizenship and careers.
Developing Learning Attributes and Skills	This strand is bespoke to STM and will teach students how to develop their learner attributes so they can become effective independent learners. It will also cover key skills such as reading for pleasure and literacy to facilitate their wider learning.
Ethos at STM	Ethos at STM covers all of our religious services and key themes in the Catholic calendar such as Advent and Lent. It will also cover other school activities such as inter house, and enrichment week that allows students to develop their skills through the Ethos of our school.



Extra Curricular at St Thomas More

We are extremely proud of our extra curricular programme at St Thomas More and pride ourselves on offering as many opportunities as possible to our students.

We make it our aim to encourage all students to sign up to an extra curricular club when they join the school and use our pastoral programme to promote and encourage this further.

Each term our Progress Leaders analyse attendance at our extra curricular activities and contact students and families to encourage participation. We ask all families to support us with this endeavour.

Our Range of Activities

We have a wide range of activities available to students that aim to offer something for all interests.

Each year we actively talk to a range of students to evaluate the opportunities that we offer. We see great demand for sporting activities, musical ensembles, drama groups, reading groups, debate clubs as well as our dungeons and dragons club and our well supported Duke of Edinburgh's Award Scheme.

Students will be provided with an updated timetable at the start of each term by their pastoral tutor.

Trips and Visits

- *On top of our fantastic extra curricular programme our students are fortunate to have a wide range of trips and visits available to them each academic year and we are thankful to our staff for making this happen for our students.*
- *For example, Each year we have our annual ski trip to Austria, with often over 100 students enjoying the adventures it offers. We also have an annual trip to Normandy for our Year 7 students where many students get their first opportunity to travel abroad independent of their family and get to experience many European cultural highlights and cement friendships with their peers.*
- *Within our school calendar we ensure that all students experience whole school events and we pride ourselves on our over 25 year tradition of a whole school sponsored walk in the Autumn Term, our whole school cinema trip as a Christmas treat to students and our Sports Day events in the Summer.*



School uniform is a key part of our identity and visibly demonstrates our commitment to being part of our school community.

We are proud to say that students at St Thomas More wear their uniform with pride and respect.



Key Stage 3 and 4 School Uniform

Below is a useful checklist for families when purchasing school uniforms.

BOYS STANDARD UNIFORM	GIRLS STANDARD UNIFORM
Royal Blue blazer badged with St Thomas More School logo	Royal Blue blazer badged with St Thomas More School logo
St Thomas More School Tie	Blue Kilt OR Harrow Grey Trouser
Blue Shirt	Black / Flesh Coloured Tights (not patterned) OR White / Black Socks
Black Trousers	Blue Revere Blouse
White / Black Socks	Sensible Black Shoes (No Boots)
Sensible Black Shoes (No Boots)	
BOYS SPORTSWEAR	GIRLS SPORTSWEAR
AKOA Navy / Cyclone Polo Shirt	AKOA Navy / Cyclone Polo Shirt
AKOA Navy / Cyclone Shorts AND / OR Navy Tracksuit Bottoms	AKOA Navy / Cyclone Shorts AND / OR AKOA Navy / Cyclone Skort AND / OR AKOA Navy Leggings AND / OR AKOA Navy Tracksuit Bottoms AND / OR
AKOA Navy Rugby Shirt	
AKOA Navy / White Sports Socks	White Sports Socks
Trainers	Trainers

OPTIONAL ITEMS
PLEASE SEE UNIFORM RULES ABOVE

Navy V Neck Cotton Jumper	AKOA Navy / Cyclone Hoodie
Navy / Black or Grey Coat	AKOA Navy / Cyclone Mid Layer top
Navy / Grey / Black Hat	

Key Stage 5 School Uniform

In Key Stage 5 we continue to ask students to wear a standard uniform.

Below is a useful checklist for families when purchasing school uniforms.

BOYS STANDARD UNIFORM	GIRLS STANDARD UNIFORM
Black Trousers	Black Trousers / Skirt: Banner Thornton Black Skirt or Trutex Twin Pleat Skirt or black trousers
Black Blazer with school initials	
White Shirt	Black Blazer with school initials
Maroon Jumper *	White fitted Blouse
School 6th Form Tie	Sensible Black Shoes (No Boots)
White / Black Socks	Black / Flesh Coloured Tights (not patterned) OR White / Black Socks
Sensible Black Shoes (No Boots)	Maroon Jumper *
Coat – Navy Blue or Black *	Coat – Navy Blue or Black *

* Neither the jumper nor the coat must be worn instead of the blazer only as an addition. They are not compulsory, but no other jumper or coat can be worn

Uniform can be purchased from:
Emblematic | website: emblematic.co.uk | Tel: 0191 270 1449 | email: customerservices2@emblematic.co.uk
or
Salto UK | website: saltouk.com | Tel: 01661 835240 | email: enquiries@saltouk.com

We also work with the Gateshead West Pre Loved Uniform Scheme (gatesheadprelovedschooluniform.com) who are working within the local community to tackle uniform poverty and reduce the number of clothes going to landfill unnecessarily.

GOVERNORS' POLICY ON BEHAVIOURAL STANDARDS

The Governors at St Thomas More School wish to maintain the highest standards of civilised behaviour in the school.

In achieving this end the Governors seek the support of parents and carers for the Head Teacher and Staff. The Governors wish all parents and guardians to know that they expect the Head Teacher and staff to maintain a caring atmosphere in the school where the students can feel happy and secure and work to the best of their ability.

The Governors believe that this atmosphere presently exists in the school, which is free from the misbehaviour mentioned below. The Governors believe that the school is blessed with caring parents and guardians and well-behaved, well maintained students. The school policy is to encourage this positively by encouragement, praise and example.

The Governors believe that, in order to enable effective teaching and learning to take place, good behaviour in all aspects of school life is essential.

It seeks to create a caring and learning environment by:

- Promoting excellent behaviour and discipline.
- Promoting self-esteem, self-discipline, respect for authority with relationships based on mutual respect.
- Encouraging consistency of response to both positive and negative behaviour.
- Providing a safe environment free from disruption, violence and bullying.
- Supporting the Head Teacher and Staff when faced with challenging behaviour.
- Encouraging a positive relationship with parents and carers to ensure that they play their part in the implementation of the school's policy and procedures.

However, the Governors wish to emphasise to all parents and students that failure to conform to the high standards, expected of all students, may result in permanent exclusion by the Head Teacher.

For example, if a student:

- Persistently misbehaves and/or persistently disrupts the learning of others and therefore taking up an inordinate amount of staff time.
- Misbehaves in any way while on the Head Teacher's report.
- Absolutely refuses to conform to reasonable requests by a member of staff.
- Makes a malicious allegation against a member of staff.
- Swears at, or is personally insolent to a member of staff.
- Makes a physical assault on another member of the school community.
- Makes a serious, unprovoked verbal assault on another student.
- Is involved in the bullying of another student.
- Is involved with illegal, non-prescribed drugs, or those substances referred to as "legal highs", during the school day. This includes being in possession, supplying or using drugs.
- Involved with supplying or using alcohol, cigarettes (or similar) and e-cigarettes (vapes).
- Brings an offensive weapon, or an article that could be used as such to school.
- Is involved in the sharing of pornographic material or is involved in inappropriate sexualised behaviour.
- Threatens, harasses or is involved in sexual misconduct towards any member of the school community.
- Vandalises school property.
- Deliberately activates the school fire alarm without cause, thereby disrupting the school population.
- Uses social networking media or alternative digital communication inappropriately with respect to the school or its members.

The list above provides examples for which permanent exclusion may be deemed appropriate, however it is not possible to foresee all possibilities and permanent exclusion may result from any similar serious misdemeanour. It is our wish that parents understand the importance we place on high behavioural standards and support us in our determination to maintain them.

Sharing Concerns

Every school has to provide parents with the opportunity to raise concerns about curriculum related matters.

The school has adopted the following arrangements to enable parents to exercise this right:

Stage 1 (Informal)

Concern expressed by parents can be discussed with those directly involved, i.e. Teacher / Head Teacher.

Stage 1 (Formal)

Written letter to the Head Teacher.

Stage 2 (Formal)

If the matter is not fully resolved, it may be referred to the Governing Body for their consideration.

You may contact the Governing Body through the Correspondent, name and address available from the Head Teacher. This complaint must now be put formally in writing stating:

- (i) The nature of the complaint.
- (ii) The name of the student involved.
- (iii) The class or group to which the student belongs.

Stage 3 (Formal)

If you are still not satisfied, the matter will be referred to the LEA designated officer (except in the case of Religious Education) who will refer the matter finally to the panel of LEA members.

The Head Teacher will give you details on how to do this.

Stage 4 (Formal)

If the complainant is still dissatisfied, the complaint may be referred to the Secretary of State for their consideration.

Public Access to Documents

Under the Education (School Curriculum and Related Information) Regulations, 1989, the Head Teacher is required to make available information relating to the curriculum provision of the school.

Relevant documents may be seen and acquired at the school on request to the Head Teacher.

