



HOLY TRINITY

A learning community providing Catholic and Church of England education for all

Behaviour Policy and Written Statement of Behaviour Principles

Written Statement of Behaviour Principles

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

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

Policy Rationale

Our relationships are founded on mutual respect which is at the heart of our distinctive ethos of our Catholic and Church of England community.

We aim to promote self-discipline, self-respect, honesty, fairness, mutual respect, and co-operation with all members of the school community.

We believe that it is important for pupils to understand their responsibilities as members of the community as well as their rights. These provide a framework from which we can establish a calm and purposeful environment that maintains the rights of the teacher to teach, and the rights of the pupils to learn.

Objectives

The purpose of this policy is to ensure that:

- Staff and pupils have a clear understanding of the high standards of behaviour expected within our community
- Staff have effective strategies to support pupils when behaviour falls short of our expectation and we work positively to resolve conflict and rebuild relationships
- High standards of behaviour enable all pupils to learn in a supportive, nurturing environment
- At all times our interactions with pupils and each other reflect our Christian ethos
- We are always conscious of the need for our community to be inclusive
- all members of the community understand that alongside rights we have responsibilities
- All staff have a consistent approach to behaviour management
- We are all clear about what we consider to be unacceptable behaviour, including bullying
- We are all understand our system of rewards and sanctions

Roles and responsibilities

The governing body, through the Ethos, Welfare and Admissions Committee, is responsible for

- reviewing and approving the written statement of behaviour principles (appendix 1),
- reviewing this behaviour policy in conjunction with the headteacher

- monitoring the policy's effectiveness and implementation.

The headteacher is responsible for

- reviewing this behaviour policy and its implementation in conjunction with the Ethos, Welfare and Admissions Committee, giving due consideration to the school's statement of behaviour principles (appendix 1).
- ensuring that the school environment encourages positive behaviour
- ensuring that staff deal effectively with behaviour that falls short of our expectations

The Senior Leadership Team are responsible for

- establishing the standards of behaviour within school and for monitoring the implementation of this policy

Subject Leaders are responsible for

- monitoring the behavioural climate in their subject area, supporting staff in achieving the appropriate standards and developing increasingly effective strategies for dealing with behaviour that falls short of our expectations

All staff are responsible for

- implementing the behaviour policy consistently,
- modelling positive behaviour,
- ensuring that, when challenging unacceptable behaviour, they seek to maintain pupils' self esteem
- maintaining good behaviour both in classrooms and around school
- providing a personalised approach to the specific behavioural needs of pupils,
- recording behaviour incidents on SIMs and / or CPOMS as appropriate.

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

Parents are expected to

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with relevant staff promptly

Approach

Our staff are provided with training on managing behaviour as part of their induction process. Behaviour management also forms part of continuing professional development.

Building a positive, aspirational climate and promoting good behaviour by

- consistently rewarding and promoting good behaviour and a strong work ethic
- celebrating and rewarding attainment, progress and attendance
- making clear to pupils what is expected of them so that they can be successful and earn praise and rewards
- consistently upholding rules and non-negotiables so that they become the norm for all pupils
- encouraging and rewarding involvement in school life
- applying the rewards system consistently
- building confidence and self-esteem through acknowledgement of achievement and positive relationships
- informing parents of their children's good behaviour, achievements and attendance.

What do we reward?

Focus	Effort and commitment in order to achieve or succeed
Attendance	A good attendance record (96% minimum) and punctuality record
Inspiration	Aiming high and achieving the standard of work expected from them.
Team Work	Service to their class, the school and to the wider community
Honesty	Recognising mistakes so that pupils can learn from them and rebuild relationships

How do we reward?

- Pupils are given achievement points (secondary) and dojos (primary)
- Letters and text messages are sent home which praise success, eg achievement, service, effort, improved behaviour
- Positive marking which highlights success
- Achievements are celebrated in form time/assemblies
- Good progress, attitude to learning and attendance are celebrated through termly progress assemblies
- Achievements are publicised on success boards
- Achievements are celebrated in the school newsletter
- Celebration events and trips take place

It is very important that all staff apply the rewards system in a consistent, fair and equitable way.

Unacceptable Behaviour

- Pupils will always be given a chance to reflect on their behaviour
- Pupils will be encouraged and helped to make apologies to other pupils or staff they may have offended, and shown how they can keep school rules
- Pupils will make reparations as appropriate.

Our non-negotiable Code of Conduct

- Be punctual at all times
- Wear full school uniform correctly at all times
- Have your planner at all times (secondary phase)
- Be respectful at all times
- Mobile phones, ipods, earphones, chewing gum & energy drinks are not allowed.

We will confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Expectations around school

- Walk to lessons, never push or barge past anyone
- Always walk on the left on corridors and stairs
- Be ready to help members of our school community or visitors, e.g. by holding doors open
- Follow instructions from members of staff
- Line up in single file in an orderly manner outside each classroom

Expectations in Class

- Arrive on time
- Enter the classroom in a quiet and orderly manner
- Go to your place, as instructed by the teacher
- Bring all equipment you need in a suitable bag
- Put your Planners out at the beginning of every lesson (secondary)
- Start your "Do it now" task straight away
- Listen carefully
- Follow all instructions given
- Work hard and involve yourself actively in the lesson
- Ask if you need help
- Help each other when it is appropriate but don't distract or annoy anyone
- Put your hand up to ask or answer questions
- Be sensible at all times
- Record all your homework in detail, complete and hand it in on time

Sanctions – dealing with unacceptable behaviour

Sanctions offer us a way of encouraging pupils to work within the boundaries we have set them. When a sanction is applied it is essential that it is completed, but it is important that confrontations are avoided, that positive relationships are maintained and that pupils understand that the behaviour is being punished but that positive regard is maintained.

How should sanctions be applied?

- Make the sanction clear, make clear to pupils what is expect of them and clarify how a pupil's misbehaviour is failing to meet that expectations.
- Explain why the behaviour is unacceptable – this allows pupils to look at their behaviour more rationally.
- Offer a positive alternative to misbehaviour – this allows pupils a 'way-out'.
- Give an explicit warning – this allows the pupil a chance to amend their behaviour before a sanction is applied.
- Sanction the behaviour, not the pupil.
- Apply sanctions in clear steps – start at a low level and gradually build up if the pupil is continuing not to conform.
- Maintain a non-confrontational response, remaining calm so that the pupil can respond and remain calm
- Try to keep sanctions private – if it is at all possible sanction pupils in a quiet, individual way.

The Sanctions we use

Where a pupil does not comply with expectations the following consequences are applied:

	Primary	Secondary
C1	Verbal warning given for the first C1 behaviour, spotlighting the behaviour they are doing and reminding them of what the school rules are	Choice – verbal warning. Pupils are given an opportunity to make a choice about their behaviour
C2	If a C1 behaviour is repeated this will now become a level C2 and they will also be moved to amber on the traffic light system	Challenge – name on board. This is an opportunity for pupils to take responsibility and avoid a sanction
C3	If a C2 behaviour is repeated this will now become a level C3. A dojo will be lost and 5 minutes of break time will be lost or the child can be sent to another classroom. They will be moved to red on the traffic light system. Parents will be sent a slip to inform them of their child's behaviour	Consequence – behaviour point issued, pupil removed to alternative classroom, detention
C4	If a C3 behaviour is repeated this will now become a level C4. A dojo will be lost and lunchtime play will be spent in the time out room. Parents will be contacted by a phone call home. In extreme circumstances, an internal exclusion, external exclusion or twilight session may be given.	On Call –If a pupil refuses to move to an alternative classroom or the incident is serious "On Call" is used. The pupil is removed from the classroom and is sent home to return at the end of the day for a twilight session.

All sanctions are issued in the spirit of our core values of repentance, forgiveness and reconciliation, in line with the ethos of Holy Trinity.

Sanctions:

- Reprimands to make pupils aware of their unacceptable behaviour.
- Behaviour points are given as a sanction for not conforming to expectations.

- Detentions are used as a more serious sanction, and can be set by any member of school staff.
- Removal to a different classroom if pupils continue to fail to meet expectations
- Heads of Department may use subject specific reports to monitor individual pupil behaviour within their subject area
- Form tutors monitor pupil behaviour through a form tutor report if there is an accumulation of poor Attitude to Learning grades on school reports
- Heads of standards and Key Stage Coordinators may monitor pupil behaviour and / or engagement through a target report.
- Twilight sessions (3.00 – 5.00).
- Withdrawal from class for a period of time.
- Letters home to parents to make them aware of serious concerns.
- Invitations to parents to come into school to discuss particular problems.

The following sanctions can only be applied by the Deputy Headteacher or the Headteacher:

- Fixed term exclusion
- Referral to the local authority SWAPP panel (to try to make a fresh start by spending a period of time in a different school)
- Referral to the local authority Fair Access Panel where an alternative school will be sought
- Permanent exclusion from school.

Serious misbehaviour

Serious misbehaviour will lead to the higher level sanctions applied including fixed term exclusion and possible referral to the local authority Fair Access Panel (to be considered for a move to a different school) or permanent exclusion

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault (any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation)
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco, cigarette papers, e cigarettes
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of any person

Any prohibited items found in pupils' possession will be confiscated. These items will not be returned to pupils.

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

Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy and the linked policies listed below. The headteacher will also consider the pastoral needs of staff accused of misconduct.

Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint 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

Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater for the needs of the pupil.

The school's special educational needs co-ordinator will evaluate 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.

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

To ensure a consistent approach to behaviour management and the sharing of effective practice to meet the needs of individuals, information related to pupil behaviour issues may be shared with relevant staff and with new settings for those pupils transferring to other schools.

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process. Behaviour management also forms part of continuing professional development.

Required Outcomes

- All staff and pupils work within a climate of mutual respect and tolerance
- All members of our community feel valued, respected and included
- All staff and pupils are safe both physically and emotionally
- Our strategies for managing behaviour are consistent and effective
- Effective learning takes place
- The Christian ethos of our school is evident in all interactions

Links to Other Policies and Documents

- SEND Policy
- Exclusions Policy

- Safeguarding Policy
- Dealing with Allegations of Abuse Policy
- Abuse of Substances Policy
- E safety Policy
- Searching, screening and confiscation guidance (DfE 2018)

Policy Review

This policy will replace the previous policy and will be reviewed in by the Ethos, Welfare and Admissions Committee of the Governing Body every 3 years.

The policy was last reviewed and agreed by the Ethos, Welfare and Admissions Committee on 15th March 2018 and is due for review before April 2021.



15th March 2018

Signature
Head Teacher

Date



15th March 2018

Signature
Chair of Committee

Date