



HOLY TRINITY

A Catholic and Church of England Voluntary Academy
The Hallam Schools' Partnership Academy Trust

Behaviour Policy

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 work positively to resolve conflict and rebuild relationships
- High standards of behaviour are achieved to 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 all understand our system of rewards and sanctions

Legislation and statutory requirements

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

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

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

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

Roles and responsibilities

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

- reviewing this behaviour policy in conjunction with the headteacher
- monitoring the policy's effectiveness and holding the headteacher to account for its implementation.

All staff are responsible for

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

The headteacher is responsible for

- reviewing this behaviour policy and its implementation in conjunction with the Ethos, Welfare and Admissions Committee.
- ensuring that the school environment encourages positive behaviour
- ensuring that staff deal effectively with behaviour that falls short of our expectations
- monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently
- ensuring that staff are supported in dealing effectively with behaviour that falls short of our expectations

The Senior Leadership Team are responsible for

- promoting high 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 any behaviour that falls short of our expectations

Heads of Standards and the primary leader are responsible for

- monitoring the behaviour of pupils in their year group and developing increasingly effective strategies for dealing with any behaviour that falls short of our expectations
- supporting staff in achieving and maintaining the expected standards of behaviour in lessons and around school
- building relationships and working with parents and other agencies to support pupils so that they can meet behaviour expectations
- supporting pupils in order to help them meet our behaviour expectations.

Student Support Staff are responsible for

- responding promptly to behaviour incidents
- supporting the work of heads of standards and the primary leader on a day to day basis
- building relationships and working with parents and other agencies to support pupils so that they can meet behaviour expectations.
- being proactive so that, wherever possible, incidents are avoided.
- supporting pupils in order to help them meet our behaviour expectations.

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.

We build a positive, aspirational climate and promote good behaviour by

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

Repentance, Forgiveness, Reconciliation

- Pupils will always be given the opportunity 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.

What do we reward?

Focus	Effort and commitment in order to progress and achieve
Attendance	A good attendance record (96% minimum) and punctuality record
Inspiration	Aiming high in order to achieve the standards expected
Team Spirit	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?

- Achievement points (secondary) and dojos (primary)
- Letters and text messages home which praise success, eg progress, achievement, service, attitude to learning, improved behaviour
- Positive marking which highlights success
- Recognition and celebration in assemblies
- Success boards
- Recognition and celebration in the school newsletter
- Celebration events and trips

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

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 along corridors; 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 on your desk 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
- Put up your hand if you wish to speak
- Be sensible at all times
- Record all your homework in detail, complete it and hand it in on time

The Sanctions we use

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

When applying sanctions, ensure that the behaviour and not the pupil is sanctioned. Always maintain a non-confrontational response, remaining calm and modelling the behaviour we expect from pupils.

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

	Primary	Secondary
C1	A verbal warning is given for first behaviour, spotlighting the behaviour and reminding the pupil of the school expectation which is not being met.	
C2	If a C1 behaviour is repeated or a further C1 behaviour takes place, the consequence is raised to C2	
	the pupil is moved to amber on the traffic light system	The name is written on the board. This is an opportunity for pupils to take responsibility and avoid a sanction
C3	If a further behaviour takes place, the consequence is raised to C3	
	A dojo is lost and 5 minutes of break time is lost or the child may be sent to another classroom. The pupil is moved to red on the traffic light system. Parents are sent a slip to inform them of their child's behaviour	A behaviour point is issued, the pupil is removed to alternative classroom and a detention is issued.
C4	If a further negative behaviour takes place, the consequence is raised to C4	
	A dojo is lost and lunchtime play is spent in the time-out room. Parents are contacted by phone. In extreme circumstances, an internal exclusion, external exclusion or twilight session may be given.	If a pupil refuses to move to an alternative classroom, the incident is serious or there is further poor behaviour in the alternative classroom, "On Call" is used. The pupil is removed from the classroom and spends the rest of the day in seclusion. Parents will be contacted to inform them of this and the pupil will be required to complete a twilight session at the end of the same day. Failure to complete this consequence in line with our expectations will result in an exclusion for that session.

Sanctions for persistent failure to meet school 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.
- A period of time spent in seclusion.
- 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 Headteacher:

- Fixed term exclusion
- Permanent exclusion from school.

Serious misbehaviour

Serious misbehaviour will lead to the higher level sanctions applied including fixed term exclusion or permanent exclusion

Serious misbehaviour is defined as:

- Sustained challenge to the authority of a member of staff
- Bullying, harassment or abuse verbal, written or via forms of electronic communication, including acts of racism and homophobic or discriminatory behaviour.
- Physical abuse of and violence or threats of violence towards staff or pupils
- Persistent breaches of Holy Trinity rules
- Acts of vandalism
- Indecent behaviour
- Sexual abuse or assault (any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation)
- Carrying an offensive weapon (“any article made or adapted for causing injury to the person; or intended by the person having it with him or such use by him”)
- Conduct likely to bring the school into disrepute
- Malicious Fire alarm
- Arson
- Possession of banned substances (including Knives or weapons, alcohol, illegal drugs, stolen items, tobacco, cigarette papers, e cigarettes, fireworks, pornographic images and 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)
- Theft
- Dangerous behaviour which may harm a pupil or member of staff
- The use of electronic technology to record, without permission of a member of staff, images of buildings, pupils or staff of Holy Trinity, irrespective of location
- Uploading to the internet images or written content concerning Holy Trinity without the permission of a member of the Senior Leadership Team.

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
- Be carried out in accordance with our physical intervention policy

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
- Physical intervention 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 13th February 2020 and is due for review before 13th February 2023.



13th February 2020

Signature
Head Teacher

Date



13th February 2020

Signature
Chair of Committee

Date