

Behaviour Policy



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Governors' Committee Responsible:	The Trinity Catholic School FGB/Headteacher
Nominated Lead Member of Staff:	Steven Wadsley
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Author/s	Steven Wadsley

Approvals

This policy requires the following approvals:

Date Approved	Version	Review Date
September 2021	First Version	September 2024

Behaviour Policy

I. Ethos and Rationale

The aim of our whole school Behaviour Policy is to ensure that all members of our school community understand and live out our Mission Statement:

“To the Glory of God we build our school on faith, love and respect.”

Trinity is a Catholic school in its fullest sense; this policy outlines the key principles and vision in terms of behaviour in school. It aims to embody and live out the teachings of the Gospels and the Catholic Church and to educate the whole child: spiritually, morally, socially and academically. We aim to nurture and develop young people who are able to be upstanding members of our wider Catholic community whilst with us and beyond.

At The Trinity Catholic School, we believe each individual child has the right to feel valued and respected so that they feel a sense of ‘belonging’ in a cohesive and caring community. All members of the school community should work together to maintain an atmosphere conducive to learning with mutual respect, consideration, tolerance and understanding for each other.

So whatever you wish that others would do to you, do also to them, for this is the Law and the Prophets”.
Matthew 7:12

We believe that good behaviour and discipline are essential to successful teaching and learning. We work hard to provide a safe school where students feel included in every aspect of school life and comfortable to voice their opinions. Each student is nurtured through praise, encouragement and a celebration of achievement.

The policy outlines what we expect from all our students in terms of their behaviour, the sanctions that will be enforced if this policy is not adhered to and, as in the example of Jesus Christ, the restoration and forgiveness that is essential.

“If your brother sins, rebuke him, and if he repents, forgive him.” Luke 17:3

We believe good behaviour and self-discipline have strong links to effective learning, and are vital for students to carry with them both during and after their school years.

2. Aims

The Trinity Catholic School believes that all students should be aware of the standards of behaviour that are expected of them, and takes responsibility for promoting these standards. We hope that by encouraging positive behaviour we can promote good relationships throughout the school built on trust and understanding, and that through the use of this policy we can support all of our students in developing a high level of social awareness. Our aim is to ensure that all our students leave Trinity Catholic School with the key skills they need to continue to progress to the best of their ability in life, to be the best person they can be.

Trinity Catholic School promote particular qualities and virtues, including; co-operation, responsibility, courtesy and respect for other people. We hope to meet everyone’s needs so that all can succeed, provide an enjoyable, stimulating and safe environment and develop respect for ourselves, for each other and for our school community.

3. Roles and Responsibilities

3.1 The Governing Body

The governing body have a responsibility for reviewing and approving the behaviour policy. They will review this policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

3.2 The Headteacher

The Headteacher is responsible for reviewing this behaviour policy in conjunction with the governing body. The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

3.3 Curriculum Leaders

Curriculum Leaders are responsible for supporting individual staff in their teams and will monitor behaviour in their department and ensure all sanctions are applied consistently and followed through. They will also be the main line of contact with parents around behaviour issues within the department and coordinate actions around any recurring classes with an intervention programme. The Curriculum Leaders will liaise with tutors, teachers and Progress Coordinators.

3.4 Pastoral Leaders

Progress Coordinators and Assistant Progress Coordinators are responsible for ensuring they have an overview of the behaviour of students in their year group across all subject areas, giving praise for good behaviour and ensuring that all sanctions are applied consistently and followed through. They will conduct investigations and complete reports relevant to any major incidents and be the main line of contact with parents around any behaviour issues. Progress Coordinators will also coordinate actions around any recurring students with an intervention programme and liaise with tutors, teachers, Curriculum Leaders and SLT and communicate these actions to the relevant staff.

3.5 Tutors

Tutors are expected to track the reasons for absence, uniform, religious participation and communication with parents via the contact book or a phone call home. In cases where student's poor behaviour has escalated through this robust approach, Progress Coordinators will liaise with senior leaders to agree a plan for that student.

3.6 All Staff

All staff and volunteers will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. All staff have a significant responsibility, alongside the headteacher, for creating a high quality learning environment and teaching positive behaviour for learning. All staff have a responsibility to teach students the expectations, ethos and rules of the school to ensure that Christ's teaching and the Gospel Values remain central to the life of our school.

Consistent Approach to Behaviour Management - To deal with challenging behaviour staff actions will be measured and consistent throughout the school. It is essential that all staff are familiar with the school's desired expectations in relation to behaviour management in and outside of lessons and are absolutely consistent in their expectations of high standards of behaviour and the application of sanctions and rewards. Staff should ensure they are well prepared for lessons so that teaching and learning activities are enjoyable and matched to the ability of the students, thus reducing any possible opportunity for students to be off task.

The most effective behaviour management is achieved through good relationships between staff and students, characterised by mutual respect. Students very much value staff who actively seek to engage in conversations with them in the corridor and whilst on duty and it is the power of this communication which inspires us all to live out our Christian values.

When a student behaves outside the school's expectations, disciplinary action is usually most effective when it is taken by the member of staff responsible for the student at that time. This normally means that the matter is dealt with swiftly, expectations are reinforced and relationships are maintained. Therefore, preventing an escalation of the problem. Equally, we should acknowledge that praise and reward for positive behaviour are also effective in reinforcing expectations and minimising discipline.

3.7 Parents / Carers

Parents / Carers are expected and supported to take responsibility for the behaviour of their child both inside and outside of school. The school will encourage parents/ carers to work in partnership with the school to assist in maintaining the desired standards of behaviour and attendance.

The school expects parents to support their child's academic, social, personal, emotional and spiritual development by:

- Support the school in line with the Home School Agreement
- Sending their child to school each day punctually suitably clothed, equipped and ready to learn.
- Reading and signing your child's planner.
- Ensuring their child is completing homework set on time.
- Encouraging their child to take part in extracurricular activities.
- Contacting the school with any information which may affect the behaviour of their child.
- Support their child's academic achievement by attending Parents' Evenings and supporting with preparation for examinations.
- Supporting the School's policies and guidelines for behaviour, uniform, mobile phone, ICT usage and school discipline
- Working with the school to support their child's positive behaviour.
- In the case of exclusions, we ask that parents provide appropriate supervision for their child during the time that they are excluded from school and to attend a reintegration meeting at the school with their child.

3.8 Students

The school expects all of its students to take responsibility for their own behaviour and to show respect to each other, to school staff, and anyone else that they may meet. Incidents of bullying, denigration, or bringing intentional harm to other students or staff will not be tolerated. Students are ambassadors to our school even when off school premises and we expect them to act accordingly. They are expected to obey school rules, listen, follow instructions by staff, and accept and learn from any sanction they receive. This extends to any arrangements put in place to support their behaviour such as Pastoral Support Programmes, Conduct Reports or behaviour contracts. The school expects all students to always do their best to exhibit behaviours that follow the teachings and examples that Jesus Christ has set for us.

School work and homework will be well presented and completed to an acceptable standard and handed in on time. Failure to hand in work will lead to disciplinary sanctions. We encourage students to keep their parent/carer appropriately involved in their life in school. Under no circumstances will illegal or inappropriate items be bought into school, and all students will respect and look after the school premises and environment.

4. The Trinity Catholic School Expectations

All students throughout their time at The Trinity Catholic School are expected to follow our school expectations. These are displayed in every room and shared regularly with all students. The aim of this is to give every student the opportunity to be the best person they can be.

- ✓ **Live your faith through your words and your actions**
- ✓ **Be on time to school and all of your lessons**
- ✓ **Even when you doubt yourself, keep on trying your best**
- ✓ **Be kind to others**
- ✓ **Listen to your teachers and to other students**
- ✓ **Be organised**
- ✓ **Have a positive attitude**
- ✓ **Be polite and respectful to others**
- ✓ **Be helpful**
- ✓ **Keep your uniform smart**
- ✓ **Put 100% effort in all that you do**
- ✓ **Get involved in your lessons and around the school**

5. Rewards and Sanctions

We want to help our students to make the right choices. In order to do this, it is important to help the students understand that actions have consequences. Our sanction systems are there to act as mild deterrents to misbehaviour, and as part of how we define and uphold our culture of safety, respect and responsibility. They work best when they are consistent, fair and proportionate. Our rewards are targeted, sincere and also promote our values.

5.1 Rewards

The school policy is to reinforce good behaviour and self-discipline informally through feedback and praise and giving affirmation and recognition to students who model high standards. Students who behave well and meet the school's high expectations should be made to feel appreciated for doing so. In addition to this, the school will formally recognise good behaviour and self-discipline using some of the following examples:

- Regular verbal praise and encouragement
- Nonverbal praise – e.g. thumbs up, positive facial expressions
- Acknowledgement of good work and recognition for good homework produced
- Encouraging staff to praise identified individuals and sharing their work
- Displaying students' work around the learning environment
- Achievement points recognising good work and attitude to learning
- Letters, postcards or phone calls to parents, which in turn will promote a positive working relationship with the family.
- Achievement certificate
- Form tutors will recognise the 'star of the week' – the top achieving student, the most improved and the most unique contribution.

- Recognition in year and key stage assemblies
- House contribution

The simplest and most effective reward that our students can have is praise. In order for praise to be most effective it needs to be specific, sincere and genuinely expressed with appropriate language and tone. This should be personalised through the use of the student's name and consistently used as part of our teaching. It may also be discreet and private at times when appropriate.

5.2 Sanctions

High expectations for learning in the classroom are critical. We have a code of conduct which is displayed in every classroom and outlines the basic expectations for student behaviour in the classroom. Students are aware of the expectations and they must be consistently applied at all times.

Expected Behaviour	Reminder of Expectations	Formal Warning	Final Warning
<ul style="list-style-type: none"> • Teacher is the authority in the room • Sit up straight • Listen to the teacher and speaker • Silent independent work • No disruption to others' learning • Wearing uniform correctly • Homework handed in on time • 100% effort 	<ul style="list-style-type: none"> • Talking during independent work • Calling across the classroom • Not engaged in classwork • Failure to bring equipment • Wearing incorrect uniform • Failing to do homework • Lateness to lesson 	<ul style="list-style-type: none"> • Repeatedly disturbing others despite reminders • Repeatedly shouting out despite reminders • Lack of engagement in work despite reminders • Not following instructions of the teacher • Failure to meet the teachers' expectations 	<ul style="list-style-type: none"> • Persistently disturbing others despite reminders • Persistently shouting out despite reminders • Refusal to do work despite reminders • Refusal to follow teacher's instructions • Persistent failure to meet teachers' expectations
<p style="text-align: center;">ISSUE ACHIEVEMENT POINT TO DESERVING STUDENTS</p>	<p style="text-align: center;">WARN STUDENT BY NAME</p>	<p style="text-align: center;">FORMAL WARNING BEHAVIOUR POINT SANCTION ISSUED</p>	<p style="text-align: center;">SANCTION ISSUED PARENTAL CONTACT REFERRAL TO SUBJECT LEADER/ PROGRESS COORDINATOR</p>

The following sanctions are examples of suitable tools in maintaining good behaviour at The Trinity Catholic School:

- A reprimand at the time.
- A reprimand after the lesson when the student has no audience.
- The student being moved seats in the classroom.
- Lines detailing the offence to be signed by the parent
- Communication with home via the student planner to be countersigned by parent and checked by teacher involved.
- Private lunchtime detention supervised by the teacher involved.
- Temporary removal of disruptive student to sit in another member of staff's class.
- Student supervised as they are made to do unpleasant task, e.g. litter picking, removal of chewing gum from furniture etc.
- Subject Report Card.
- Involvement of parent/ carer.
- Formal after school detention.

If individual teachers' sanctions are deemed insufficient or a student is continually behaving poorly, then further sanctions may be deemed necessary. In such instances the Form Tutor, Progress Coordinator, Curriculum Leader or a member of SLT may, for example;

- Put a student on Report Card for a fixed period
- Isolate in Room MA1/ L4 at lunchtime(s)
- Remove a student from lessons for a fixed period
- Further involvement of parent/ carer
- Agree a behaviour contract
- Make a referral to other agencies, including EWS, BST
- Place a child in isolation in the Elim Centre
- Issue a Fixed Term Exclusion

5.2.1 Detentions

Detentions are used across the school in response to students failing to meet our expectations.

Break time/ Lunchtime detentions Set by the teacher	These can be very salutary and act as an effect deterrent. Teachers should, where necessary, arrange detentions that they can supervise themselves within a reasonable time limit of the incident for which a student is being punished.
After School Detentions Set by the teacher/ subject	If a student fails to attend a break time/lunchtime detention or they have failed to meet the teacher's expectations, they can be placed in an after-school detention with the teacher giving the detention. To put a student in this detention teachers must give 24 hours' notice to parents. (Although this legal requirement has been relaxed, this is still Trinity Catholic School policy.)
After School Detentions Centralised and managed by the pastoral teams	A centralised after school detention is held on Wednesdays 3.30-4.30pm. This is for serious offences or after the failure of a teachers own sanctions to work. Any student failing to attend this detention will be followed up by the Progress Coordinator. If a student fails to attends this detention they will be placed in a SLT detention on a Friday 3.30pm-4.30pm.
Saturday Detentions	Saturday detentions are used for more serious misdemeanours, including possession of a mobile phone in school and persistent lateness to school. These are scheduled on a Saturday 9.00am-

Centralised and managed by the pastoral teams	12.00pm in Elim. Parents/ guardians will be notified by both a letter and phone call.
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6. Serious breach of school rules

Serious breaches of the school rules, or persistent breaches of the school rules will result in a more serious sanction. The following behaviours are regarded as completely unacceptable and will result in disciplinary actions and possibly a period of isolation in Elim or a fixed term exclusion. This will depend on the seriousness of the incident and/or the previous behaviour history of the student. The decision to exclude will always be made by the Head teacher:

- Persistent low level disruption
- Persistent failure to meet the expectations of the school's uniform and behaviour policy
- Physical assault of a student
- Physical assault of a member of staff
- Actual or threatened violence against another student
- Actual or threatened violence against another student
- Making malicious false allegations of staff
- Prolonged defiance of a member of staff
- Verbal abuse towards students
- Verbal abuse/ swearing at a member of staff
- Poor behaviour in isolation (Elim)
- Persistent Truancy from school
- Persistent/ malicious bullying
- Acts of damage/ vandalism with significant cost to the school
- Misuse/supply/ possession of illegal drugs
- Smoking cigarettes/ vaping on school premises
- Possession/ consumption of alcohol in school
- Criminal acts of stealing in/ outside of the school
- Sexual misconduct
- Prejudicial behaviour including; racist, homophobic, disability, gender
- Distributing illegal images amongst the school community
- Recording and/ or distributing anti-social behaviour on a digital device
- Hacking into the school system/ student accounts
- Possession of illegal/ dangerous items
- Purposely setting off the fire alarm
- Unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful in modifying the student's behaviour
- Conduct outside of school that seriously jeopardises the reputation of The Trinity Catholic School.
- Non-attendance at a Saturday detention

This is not an exhaustive list.....

6.1 Elim (Internal Isolation)

Students spending time in Elim will be excluded from their normal lessons and isolated from their peers for up to 10 days depending on the severity of the incident/ involvement. Work will be provided to those students to complete independently. Students will start the day at the normal time 8.50am but will be expected to finish at 4.00pm. Progress Coordinators/ SLT will contact parents to discuss the matter.

6.2 Fixed Term Exclusion (See Exclusion Policy)

The school will exclude students for a fixed period for more serious or persistent serious breaches of the school policy. During this period, students will be provided work but will not be allowed on the school site. The school does not have a 'tariff' of exclusion length for different breaches of the school behaviour policy; instead, there is a principle that there will be an escalating series of sanctions when it becomes clear that the previous level of sanction has not resulted in a change of behaviour. There are, however, certain behaviours that will usually result in a straight fixed term exclusion regardless of the student's previous behaviour record. This is in order to maintain and protect the culture at The Trinity Catholic School.

6.3 Managed Moves

Managed moves are for students; who are at risk of further sanctions, including permanent exclusion and who persistently break the school's rules and require a 'fresh' start at another school.

6.4 Alternative Provision

Alternative Provision is for students; who are at risk of further sanctions, including permanent exclusion and who persistently break the school's rules and require an alternative to their education in a mainstream school.

6.5 Permanent Exclusion (See Exclusion Policy)

The school can take the decision to permanently exclude a student in the following circumstances:

1. In response to a serious breach, or persistent breaches, of the school's behaviour policy; and
2. Where a student's behaviour means that allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school

7. Student Support

We firmly believe in providing an outstanding Catholic education for all students within our school community. We therefore have many strategies to support our students to guide them on the right path and encourage them to make better choices to improve their behaviour. These include:

- Achievement Cards – recognising positive contributions to lessons and the wider school community
- 1:1 mentoring in Elim
- Peer mentoring
- BST support
- Pastoral Support Programme- a 6-week intervention for those students at risk of exclusion
- Emotional Literacy
- Student counselling service
- Anger Management course
- Futures (Careers appointment)
- Enrichment activities bespoke to student's needs
- Roles of responsibility to boost self esteem
- Engagement with Primary Schools
- Alternative curriculum including vocational qualifications
- Part time timetable
- Time out passes/ cards

8. Behaviour outside the school

Where behaviour occurs which is not safe, respectful or responsible outside of the school, an appropriate sanction will be given for bringing the schools' reputation into disrepute, as if the incident had taken place in the school. Students must wear the school uniform correctly when travelling to and from the school and must not be involved in behaviour which could adversely affect the reputation of the school. The expectations of students behaving safely, respectfully and responsibly also apply to trips, visits, sports fixtures or a work experience placement and the same sanctions will be used if necessary.

9. Use of video and CCTV

The school asserts the right to use video capture devices to record students' behaviour during a specific incident. The footage may be used to inform an investigation into an incident. Due to the privacy of other students and GDPR, it is not possible to share the footage with students or parents.

10. Searching and confiscation

The following items are banned from school. This is not an exhaustive, but also includes any other item deemed an offensive weapon or that a person under 16 years should not be carrying:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco, cigarette papers or vape pens
- Fireworks
- Pornographic images
- Any article a staff member suspects has been, or is likely to be used to commit an offence, or to cause personal injury to, or damage to the property of, any person including the student.
- Mobile Phone
- Any recording/ electronic device

Any prohibited items (listed above) found in students' possession will be confiscated. These items will not be returned to the students and parents/ guardian will be contacted. Refusal to cooperate with confiscation is a serious act of defiance and will result in a significant sanction.

As per the government guidance, school staff can search a student for any item banned under the school rules.. Staff have a statutory power to search students or their possessions, without consent and can seize any banned or prohibited item found as a result of a search or which they consider harmful or detrimental to school discipline.

11. Mobile Phones

Mobile phones have **never** been allowed at The Trinity Catholic School. The Senior Leadership Team have school mobiles for student use in emergencies. The Offices can also make a phone available to students in exceptional circumstances also. Where necessary students may be asked to show the contents of their bags, coats and blazers too. All mobile phones are confiscated immediately. Mobile phones are stored in school safes after confiscation and only returned to parents/carers only at our convenience. Students who are found in possession of a mobile phone in school will be issued a Saturday Detention. If the phone is used in school a more serious sanction will be issued, including; a period of isolation or a fixed term exclusion.

12. Reasonable force

Members of staff have the legal power to use reasonable force to prevent students committing an offence, injuring themselves or others, damaging property, or to ensure the safety of students or staff in the classroom.

13. Malicious and unfounded allegations of staff

The Trinity Catholic School will investigate all allegations about staff misconduct and allegations that staff actions have compromised the safeguarding of students (see Safeguarding Policy). If these allegations are proven to be unfounded or malicious, then the school will take disciplinary action against those students involved in making the allegation. This may include fixed term or permanent exclusion, in recognition that this is a serious misdemeanour that could have grave, career threatening consequences for the staff involved and the reputation of the school.

14. Balance of probability

In deciding a sanction, the school will make a decision based on the evidence in relation to the balance of probability. Therefore, a student may be given a sanction for an action/ involvement in an incident that he/she denies. The school will always conduct an investigation which can result in sanctions being decided on several days after the incident.

15. Discretion

No behaviour policy can cover all eventualities. Therefore, the Headteacher reserves the right to use their discretion to help the students make better choices and learn the right lessons in order to meet our school expectations and to uphold the high standards of behaviour at The Trinity Catholic School.

