

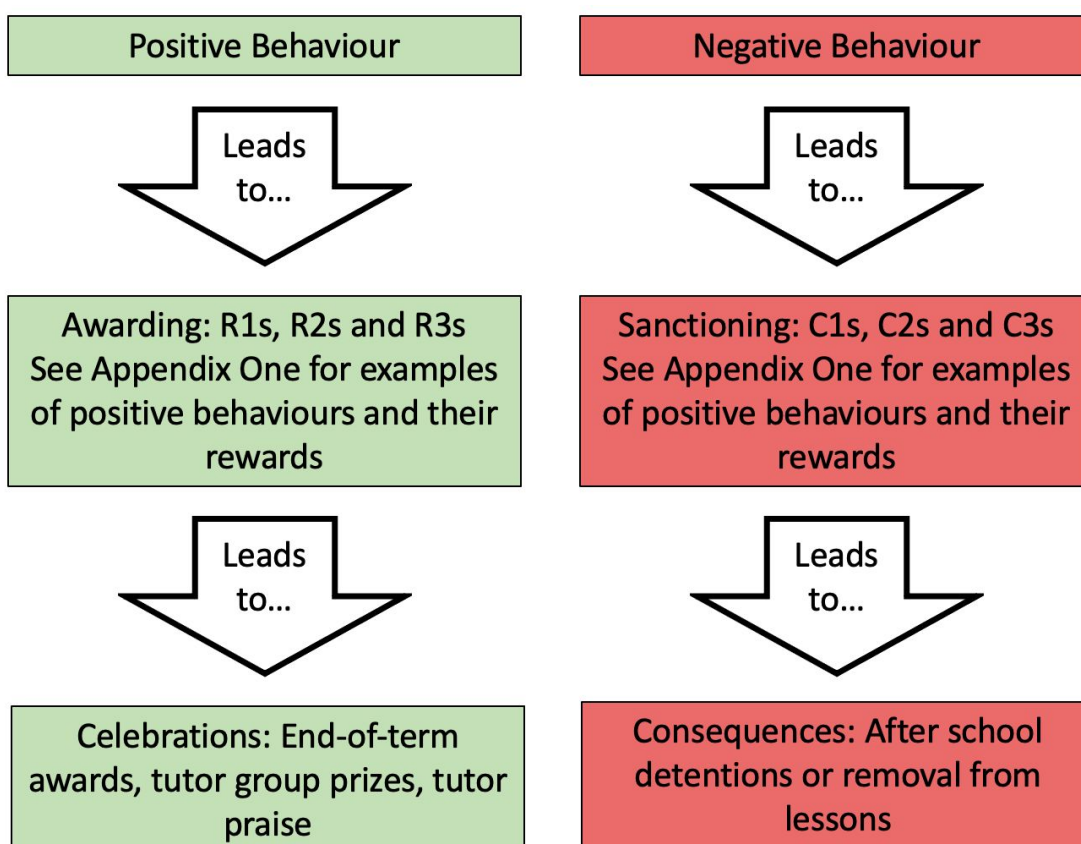
Name of policy	Behaviour Management Policy
Date approved	November 2020
Date to be reviewed	September 2021

Introduction

Good behaviour in all aspects of school life is necessary to enable effective teaching and learning to take place. School leaders, in consultation with the staff, will undertake systematic monitoring and conduct regular reviews of the behaviour management policy and procedures in order to evaluate them to ensure that the operation is effective, fair and consistently applied. The Headteacher will keep the governing body informed.

The governing body will regularly review this policy and associated procedures, to ensure its continuing appropriateness and equity. The review will take place in consultation with the students, staff and parents.

The diagram below, gives a visual representation of how behaviour is managed at the school.



Principles

This policy is based on the following principles:

- Everyone who is part of the Trinity Academy community has the right to learn and work without threat or fear, including online
- Trinity Academy's behaviour management policy will be simple, consistent and fairly applied in line with the Equalities Act 2010.
- Trinity Academy has an ethos of success and respect, whilst understanding that its staff and students all have different needs
- Trinity Academy staff have an important role to play in teaching students the importance of respect, co-operation and self-discipline
- Happy students and staff make for a positive learning environment and therefore, high expectations are the norm.
- Challenging behaviours are often a symptom of unmet needs

Encouraging Positive Behaviour

- Everyone in the school community should model the highest standards of care and respect
- Positive behaviour is everyone's responsibility
- Use of the Rewards Policy is fundamental to achieving a positive learning environment and to celebrate the effort, progress and success of every child.
- Staff should constantly look for and praise students displaying behaviours the community values and endorses

Responsibilities

One of the core Trinity values is care and respect for ourselves, our community and our environment (Heart). The behaviour of students in the school is, therefore, the responsibility of everyone.

Students are responsible for their own behaviour and it is the role of all adults in the school to encourage and reward positive behaviour – to look for instances where children make the right decisions and to catch them doing the right things. This allows the school to foster a positive working environment. It also helps teachers and students to develop the strong relationships that are needed when things go wrong and negative behaviours are to be addressed. The management of behaviour of students in a classroom environment is first and foremost the responsibility of staff. We strongly believe that students who are not ready to learn or who are disrupting the learning of others cannot stay in the classroom and should be removed. This should not be done lightly, must be done calmly and communicated clearly with care and respect for the student involved. Staff must follow correct procedures.

Persistent poor behaviour should be referred to the tutor in the first instance and escalated to the appropriate Head of Phase/ Pastoral Support Leader (PSL). The parents or carers of any student with persistent poor behaviour will be asked to meet with pastoral leaders to ensure a consistent approach is applied at home and school and to explore any other circumstances or issues that might be contributing to the behaviour.

In cases of extreme behaviour the middle leader/ PSL should discuss the matter with a member of the Senior Leadership Team.

In order to uphold our values, both rewards and sanctions need to be consistently applied by all staff, to all students.

Code of Conduct

Head: a place of learning

1. The learning of all students is paramount – behaviour that impedes the learning of the individual or groups of students is not allowed
2. Students must be punctual to school and to lessons
3. Students line up calmly outside a classroom before being invited in
4. Students should have all essential equipment for lessons (see equipment list within the uniform policy)
5. Students are expected to engage in their learning, with rewards for those who do and sanctions for those who do not
6. Students should try their best on all pieces of work
7. Truancy from lessons carries an immediate sanction

Heart: a place of Care and Respect

1. Students should take pride in their appearance and wear correct school uniform – uniform and equipment checks will happen every morning
2. Good manners will be shown at all times. Everyone will always demonstrate consideration for other people, their safety and their property
3. Any member of the community will be spoken to with the utmost care and respect
4. Bad language is always offensive anywhere, anytime
5. Any kind of abuse or bullying is unacceptable and should be reported to a teacher straightaway. Bullying – physical or verbal – and violent conduct will not be tolerated and will always be dealt with severely.
6. Students care and respect for the environment is shown by :
 - a. Keeping the school and its immediate surroundings litter free. We ask students to pick up any litter they pass and not to drop any themselves
 - b. Keeping all equipment, including textbooks, tables, chairs and subject-specific equipment (musical instruments, lab equipment etc.) in good condition. We will sanction any instances of vandalism or graffiti firmly
 - c. Reducing any unnecessary waste (including use of single-use plastics) and by recycling wherever possible.
7. No smoking
8. Drugs and illegal substances are banned – see separate Drugs, alcohol and tobacco policy
9. Food and drink can only be consumed in designated areas. Beyond purchases from the school dining room, students should only drink water on the school site
10. Mobile phones/ music devices are not allowed to be used or seen at any point during the school day unless specifically requested by a member of staff
11. Students must not bring the following onto the school site:
Offensive weapons e.g. guns, knives, and dangerous sprays

Racist materials
Pornographic materials
Lighters, matches, fireworks, pocket lasers
Computer software

12. Given the fact that there are no lockers, we advise against bringing the following items:
- Valuable or expensive items including mobile phones (because of the security risk)
 - Large personal items which cannot be used in school and are awkward to store
 - Large amounts of cash (please note we are a cashless school)

Soul: A place of engagement

1. Outside of the classroom, Students conduct themselves as ambassadors for Trinity Academy
2. All designated adults' instructions are to be followed immediately
3. The correct clothing must always be worn eg sport kit, dance shoes etc
4. School rules apply on any school event – e.g. trips, visits, sports fixtures, concerts/performances, journeys to and from school, co-curricular activities etc.

This code of conduct applies to all members of the school community inside school, travelling to/from school, on the school playing fields and at sports facilities, attending any school fixture, trip or event, and any interaction between members of the community outside of school, including over the internet or other communication technology interactions.

The final interpretation of any of these rules always rests with the Headteacher. The Headteacher's decision is final.

The Rewards (R) System

Trinity Academy recognises that student achievement, endeavour and improvement should be rewarded. This is done through a tutor point system with tutor points awarded for:

- 'Head': effort and achievement in curricular work
- 'Heart': actions that show care and respect for the individual, the community and the environment
- 'Soul': engagement and achievement in the co curricular provision – especially the performing arts and sport.

All reward points are logged onto SIMS by the awarding staff member. Rewards are viewable to students and parents on the school's VLE (Firefly). Rewards can escalate, as shown in Appendix One

Monitoring and Celebrating the Awarding of Tutor Points

The accumulation of rewards will also be shown on reports. The number of R1s, R2s and R3s issued by staff will also be closely monitored to ensure consistency across the Academy. Tutor points are visible to students and parents on the school's VLE

and form tutors will congratulate members of their form for specific awardings of tutor points.

At the end of each half term, the form group with the highest number of tutor points will receive collective prizes. Tutor points are given out to individuals as well for particular competitions and there will also be a graduated series of individual acknowledgements. The Senior Leadership Team will monitor the awarding of rewards to ensure consistency across the teaching staff, subjects, and micro cohorts.

Other Forms of Positive Praise

Recognition and praise is given in a variety of ways, such as:

- Verbal praise
- Written comments in exercise books and/or planners
- Reports
- Effort grades
- Weekly assemblies
- End of term/phase celebration assemblies
- Displaying work
- Praise postcards
- Headteacher's postcards
- Meeting with Headteacher
- Reports in newsletter
- Phone calls and emails home

The Consequence (C) System

The consequence (C) system is used to deter activities and behaviours that will reduce learning and damage the school community/environment and instil good habits of behaviour. It is used to apply a consistent response to behaviour by staff and is expected to be well known and held in high regard by students, so that low level disruption is eliminated in lessons. The system will apply to any student who is the cause of others not being able to learn to their full potential or who is demonstrating a lack of respect or disregard for an individual or the school and its community. The consequence system will usually be applied sequentially, however steps may be skipped depending on the nature of the incident. Please see Appendix One for details of the consequence system.

Throughout the sanction process it is imperative that positive strategies are explored with the student to help the student to progress. A discussion of the student's behaviour directly will, wherever possible, be carried out through a structured conversation, including expectations of what positive behaviour looks like, and the setting of structured targets.

Monitoring of the Awarding of Consequences

It is the role of the PSL to monitor students' behaviour, particularly students who receive multiple C2s and C3s. In line with the Equality Act 2010, we will do all we can to ensure that this policy does not discriminate, directly or indirectly.

The issuing of multiple C2s and C3s will be a flag for intervention by the pastoral team with individualised programmes put in place. The number of C2s and C3s issued by staff will also be closely monitored to ensure consistency across the school. The school's SENDco will also monitor the issuing of sanctions to students with additional needs and intervene as appropriate.

The Senior Leadership Team will monitor the awarding of consequences to ensure consistency across the teaching staff, subjects, and micro communities.

Other Relevant Details

Please see Appendix Two for details about the following:

- Same day detentions
- Use of Room 2
- How the schools deals with poor punctuality
- The schools approach to the use of mobile phones
- How this policy links to fixed and permanent exclusions
- How the school approaches investigations, searches and confiscations

Other Sanctions

The following sanctions, in addition to those above and fixed and permanent exclusions, may be awarded by the Headteacher, or Deputy Headteacher following specific poor behaviours:

- Community service (carrying out a useful task around the school site)
- Withdrawal from a particular lesson or peer group
- Withdrawal from the ICT system of the school
- Withholding of participation in a school trip or sports event
- Withdrawal of lunchtime or break-time privileges
- Saturday detention

Policies Linked to Behaviour Management Policy

- Exclusion policy
- Attendance policy
- Anti-bullying policy
- Drugs, alcohol and tobacco policy

Appendix One

The Reward (R) point system

R1 (one tutor point)	<p>To encourage positive behaviour around school, teachers are expected to award between 20 and 30 R1s per week.</p> <p>R1 Head may be awarded for the following:</p> <ul style="list-style-type: none">● Excellent effort in class work or homework● Production of very high-quality class work or homework● Showing academic curiosity and independence● Improvement in attainment/progress <p>R1 Heart may be awarded for the following:</p> <ul style="list-style-type: none">● Helping a member of the school community● Improving the school environment (for example, picking up litter without being asked)● Volunteering for activities in class or around school● Representing the school <p>R1 Soul may be awarded for the following:</p> <ul style="list-style-type: none">● Achievement in a co-curricular club● Effort in a co-curricular club● Acts of leadership, reflection or self-betterment
R2 (three tutor points) – Escalation from an R1	<p>This is an escalation from an R1. R2s are awarded much more infrequently than R1s in order to keep their perceived value high amongst students. R2 rewards can be given for:</p> <ul style="list-style-type: none">● Repeat or accumulation of R1 achievements over a sustained period of time● A single act (outlined above) by a student that provides an excellent demonstration of the school's values of 'Head, Heart and Soul'● 100% attendance in a term
R3 (five tutor points and a meeting with the Headteacher) – Escalation from an R2	<p>R3s represent an escalation from R2 but are rarely awarded so that they have the highest perceived value amongst students. R3 rewards can only be given for:</p> <ul style="list-style-type: none">● Repeat or an accumulation of R2s● An outstanding contribution to the school community and exceptional demonstration of the school's values of 'Head, Heart and Soul'.● 100% attendance in a year

The Consequence (C) System

<p>C1 Warning</p>	<p>In lessons, this is a verbal caution for a student who is affecting the learning of others. Examples of sanctionable behaviour include:</p> <ul style="list-style-type: none"> ● Failure to follow school/ classroom routines ● Interrupting others ● Speaking without permission in lessons ● Distracting behaviours ● Misuse of equipment ● Uniform infractions during school day <p>C1 warnings are not recorded centrally on the school management system. Any member of staff can issue a C1. The issuing of C1s are not monitored.</p>
<p>C2 Routines – Same day detention (30 minutes)</p>	<p>A student will be awarded a C2 Routines detention for one of the following single events:</p> <ul style="list-style-type: none"> ● Lack of equipment for a school day ● Inappropriate uniform at the start of school day ● Late to school ● Talking in assembly, line up, or another routine where expectation of silence has been communicated ● Chewing gum in school <p>C2 Routines are recorded centrally on the school management system (SIMS) at an appropriate point within the school day by the member of staff awarding the sanction. Any member of staff can issue a C2 30. The day-to-day awarding of C2 30s are monitored by PSLs. Concerns are raised to form tutors where appropriate..</p>
<p>C2 Same Day Detention (60 minutes) – Escalation from a C1</p>	<p>This is a sanction issued for continued disruptive behavior following a C1 warning or immediately for direct acts of defiance or failure to achieve expected standards. Examples of sanctionable behaviour include:</p> <ul style="list-style-type: none"> ● Repetition of C1 offences ● Refusal to follow instructions (defiance) ● Challenging a C1 in an inappropriate manner ● Failure to complete homework on time or to the required standard ● Failure to complete classwork to an expected standard ● Antisocial behaviour – showing disregard to others or school equipment <p>C2 Same Day Detentions are recorded centrally on the school management system (SIMS) at an appropriate point within the school day by the member of staff awarding the sanction. Any member of staff can issue a C2. The day-to-day awarding of C2s are monitored by PSLs. Concerns are raised to form tutors where appropriate.</p>
<p>C3 Isolation (in room 2) – Escalation from a C2</p>	<p>This is a sanction issued for the continuation of poor behaviour following the awarding of a C2 Same Day Detention. Alternatively, this sanction may be immediately applied for an individual event that has the potential to significantly disrupt a lesson or endanger another member of the community, either emotionally or</p>

physically. It may lead to a fixed term exclusion (see below).

Examples of sanctionable behaviour include:

- Continuation of poor behaviour following C2 sanction
- Abusive language towards others
- Overt disobedience
- Violent behaviours
- Dangerous behaviours
- Extreme rudeness to adults
- Truancy

C3 Isolation sanctions are recorded immediately on the school management system (SIMS). Any member of staff can issue a C3. The day-to-day awarding of C3s are monitored by PSLs and the Head of Phase. Concerns are raised to form tutors where appropriate.

Appendix Two

Same Day Detentions

The C2 detention is a same day detention. It is conducted centrally in an allocated classroom and runs for between 30 minutes and an hour (depending on the sanction). Parents will be informed of the detention via email at approximately 2.30pm. Rearrangements of detention will only be granted for circumstances deemed appropriate by the supervisor. Examples of reasons for rearranging a detention include medical appointments (with note/ evidence provided), an external obligation or a sporting fixture. Same Day Detentions will take priority over co-curricular activities, interventions and other in-school activities. Wherever possible, members of staff awarding Same Day Detentions are expected to visit the detention room and engage in a restorative conversation with the sanctioned student. If the member of staff is not available, this conversation will happen with the Head of Year, Pastoral Support Lead (PSL) or another middle or senior leader.

Exclusion Room ('Room 2' in the temporary accommodation)

Room 2 is used to remove students from circulation in the school community. The length of time a child spends in room 2 will depend on the incident and the child's demeanor. When in room 2, work will be provided and students are expected to complete it in silence. Failure to comply with the rules of room 2 may lead to a fixed-term exclusion.

Room 2 may also be used for a period of time for the following reasons:

- A quiet reflection period to allow students to calm down before returning to lessons
- When an investigation is being conducted, the process of which might be compromised if students were in contact with other peers.

Punctuality

Students arriving late to school (after exactly 8.30am) will be awarded a C2 Routines detention and will go straight into form time or lessons. They will sit a Same Day Detention of 30 minutes at the end of the school day. The PSL will monitor punctuality, identify serial offenders and develop action plans in collaboration with parents and carers to improve punctuality

Mobile phones

Mobile devices must be switched off and stored out of sight from the time students arrive on site in the morning until they leave school at the end of the school day. If seen/heard in the first instance, the phone will be confiscated and must be collected by the child at 4.15pm. If seen/heard for a second time, the phone will be confiscated and parents/carers contacted to arrange a convenient time to collect the phone. If seen/heard for a third time, the student loses the right to have a phone on the school premises.

Fixed Term Exclusion

The Headteacher can decide to exclude a student from school for up to 45 days in a school year for serious breaches of the school's discipline policy. If the Headteacher is absent then the Deputy Headteacher can make this decision. All Fixed Term Exclusions will result in an immediate phone call home to explain the incident that has occurred (to be communicated with the parent before the student is sent home). This will then be followed up with a letter from the Headteacher explaining, in detail, the reasons for the exclusion and inviting parents/carers to a reintegration meeting following the exclusion. Fixed Term Exclusions will be carried out in accordance with Government guidance (see Exclusions Policy).

Permanent Exclusion

This represents the sanction of last resort. It is recommended by the Headteacher and authorised by the governing body. The decision to permanently exclude a child is a very serious one. It is the final option in the process of dealing with disciplinary offences when other strategies have been tried and failed. It may also be used for one-off cases when the offence is deemed serious enough. Permanent exclusions will be carried out in accordance with Government Guidance (see Exclusions Policy).

Investigations, Searches and Confiscations

Sometimes it may be necessary for a member of staff to investigate when a serious offence is thought to have taken place. When investigating, the following points may apply:

- Internal investigations can inadvertently prejudice investigations by Social Services or the Police. If it is suspected that a serious offence is a matter for either organisation, staff should stop the internal investigation immediately and refer the matter to the Headteacher and/or the designated safeguarding lead
- Students involved in, or witness to, an incident may be interviewed and asked to provide written statements relating to the matter
- CCTV cameras may be checked to provide evidence of the facts
- No premature judgements should be made and evidence should be clearly and systematically gathered
- Students may be isolated from peers during an investigation

Sometimes it may be necessary for a child's property to be searched. This may be because there is a suspicion that a student is in possession of a prohibited object. In such circumstances:

- A search will be carried out by the Headteacher or a member of staff authorised by the Headteacher (often a Deputy Headteacher or PSL)
- The search should be conducted with the student present and another adult
- Searches will be done in a manner that minimises distress and embarrassment and by a member of the same sex
- Before the search, consent should usually be sought from the student. Refusal to allow a search may result in an appropriate sanction

- Where there is a suspicion that a student is in possession of knives or weapons, alcohol, illegal drugs or stolen items, the student's possessions may be searched without his or her consent
- If searching clothing, a student can only be asked to remove outer clothing, such as coats, jumpers and shoes and turn out their pockets.
- Any items that are not permitted in school can be confiscated. Any confiscated items thought to be a weapon will be passed on to the police
- The school does not require the consent from parents to search their child and may not inform parents before or after a search takes place. When confiscatable objects are found, and especially for the possession of knives or weapons, alcohol, illegal drugs or stolen items, parents must be contacted