



**Trinity High School**

**& SIXTH FORM CENTRE**

**Part of Bordesley Multi Academy Trust**

**BEHAVIOUR MANAGEMENT  
HANDBOOK  
(COVID.19)**

**Autumn 2021**

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# VISION AND VALUES

## Vision

At Trinity, everything we do revolves around our vision that every student leaves Trinity with the skills, results and personal qualities to enable lifelong success. We have an aspirational, inclusive culture of 'Excellence for All.'

## Values

Underpinning our vision and culture are our three core values of pride, ambition and excellence. We have a smart, healthy school and all strategies that we employ align fully with our core values; these are delivered with clarity and rigour at all times.

- **Pride: We are relentlessly positive about our school, ourselves and those around us. We are respectful, polite and honest at all times; we develop others.**
  - **Presence:** we are where we are supposed to be as punctuality is at the core of safeguarding. We take pride in high attendance as this is the foundation for all learning.
  - **Appearance:** we are smart at all times, wearing the school uniform with pride. We lead by example and present ourselves as ambassadors of Trinity High School.
  - **Respect:** we are polite and respectful to each other, embracing our differences as a community. We have a zero tolerance approach to bullying as safety is paramount.
  - **Equipment:** we are well-prepared for our learning as we take our studies seriously. Preparedness is a key life skill.
  
- **Ambition: We have high expectations and we never give up. We do what we say we'll do and we do not make excuses; we do what it takes for as long as it takes.**
  - **Purpose:** everything we do at Trinity has a clear purpose. We do not discriminate between activities as everything is a step to success towards achieving excellence.
  - **Goals:** our personal and organisational goals drive our determination to succeed. We establish short and long-term goals which we review on a regular basis.
  - **Self-belief:** we know that we will not achieve our goals in life if we do not have self-belief. We are ambitious but we believe that anything is possible.
  - **Connections:** we establish and develop strong connections with those that are going to help us to achieve excellence; we value advice and support.
  
- **Excellence: We act as role models and we achieve excellent results. No-one gets left behind as we are united in our belief that Trinity delivers excellence for all.**
  - **Quality:** everything we do at Trinity is of high quality. We do not believe in cutting corners or looking for the easy option.
  - **Skills:** we know that academic achievement is not the only measure of excellence as personal, social and economic skills underpin lifelong success.
  - **Results:** success relies on having a range of options available. We know that goals may change and we deliver excellent results to ensure that flexibility is not something to fear.
  - **Reputation:** our reputation in school and in the community is a key measure of success. Excellence is closely tied to the reputation we build of ourselves.

# PRAISE AND REWARDS POLICY

At Trinity, we celebrate those that go 'over and above' our expectations for good behaviour. We don't reward those that are meeting minimum expectations, as this is expected of all, but we make a big deal of praising those that go over and above as this is aspirational role modelling.

## Verbal Praise

Verbal praise to students is invaluable and must be used constantly by teachers. This is the main form of praise used in the school and promotes intrinsic, long-term rewards rather than material, short-term rewards. Excellent behaviour should be rewarded with verbal praise as much as possible, to highlight students who are doing well. Verbal praise should also detract from negativity as staff are looking for positives to highlight and make an example of rather than negatives.

## Praise Points

Form tutors promote rewards system during tutor time. This is done by sharing with students praise points on Bromcom. All staff reward positive behaviour through Bromcom and all points are treated directly as house points. Students can earn points for demonstrating Trinity's values of pride, ambition and excellence. This can be in lessons or around the school- staff are encouraged to openly use praise points in Bromcom as much as possible. Points can be awarded to individuals or to whole classes and groups. Heads of Year and House Leaders use Bromcom to monitor and to celebrate student excellence through regular assemblies.

## Half-Term Heroes

The Half-Term Heroes board is situated in the reception area and is a great focal point for all visitors to the school. Half-Term Heroes are nominated by members of staff for specific reasons that relate to the school's values of pride, ambition and excellence. Students who receive this award receive a certificate and a letter or phone call home, with a photograph taken in front of the board. Half-Term Heroes represent the very best of Trinity and they show how strong our values are.

## Praise Postcards

Praise postcards are issued when students have really impressed a member of staff with their demonstration of the Trinity values of pride, ambition and excellence. Staff can **nominate** two students a week. Names are collated on a spreadsheet in Teams, administered by GS who sends the postcards home.

## Praise Letters

These are only issued where a student has excelled in academic work, contribution to the school or community or extra-curricular contribution. These may be awarded for a wide range of reasons. The draft letter must be forwarded to JER who will arrange for it to be formatted prior to being signed by ADW and addressed by the admin team and logged on Bromcom.

## Certificates

Throughout the year students may be awarded subject, faculty, SMSC, Year, attendance, achievement or participation certificates. These may be awarded for a wide range of reasons. Draft certificates must be forwarded to the admin team for formatting.

## Phone Calls

These will only be made where academic work, contribution to the school community or extra-curricular contribution and/or achievement is outstanding. Staff make Heads of Year aware before making calls and use Bromcom to check home numbers and parental salutation. On completion of the call, staff update the Communication Log in Bromcom.

**Sports & Performing Arts Ties**

These will be awarded to students whose contribution to the extra-curricular life of the school through sport and/or the performing arts is outstanding. To be eligible for one of these ties students must show a high level of commitment and dedication over a sustained period of time. Half colours are awarded at the end of the summer term (usually to Year 9) and full colours are awarded at the end of the summer term (to year 10). In addition to their commitment to the wider life of the school, students receiving these ties are expected to consistently model high standards of attitude and behaviour across all aspects of school life. Extra-curricular limited during COVID pandemic.

**Presentation Evening Nominations**

Each year every faculty is invited to nominate students from each year group for the subjects in which they teach. These are collated by Heads of Faculty and given to LG. Student nominees are presented with letters by SLT in December inviting them to Presentation Evening, held on the last Thursday evening of the Autumn term. Parents/carers are invited to the evening to celebrate their child's achievements. All students will receive a certificate, voucher, medal, 100 Bromcom praise points. Some students will receive trophies or plaques for specific awards. Suspended during COVID December 2020 and unsure for December 2021.

## THE THREE R'S OF CLASSROOM MANAGEMENT: ROUTINES, RESPONSES, RELATIONSHIPS

More than sanctions, the most successful teachers are those that follow the school's routines, provide the right responses to difficult situations and build the right relationship with students.

### **Routines (staff - in this order)**

1. How we talk to students
2. How we teach students
3. How relentless we are about students' learning
4. How relentless students are about their own learning
5. How we respond to students when their behaviour does not meet our expectations
6. Students' aspirations for themselves
7. Student behaviour
8. Student achievement

### **Routines (students)**

- Presence: we are where we are supposed to be
- Appearance: we present ourselves with pride in our school
- Respect: we don't swear, we don't answer back, we don't discriminate
- Equipment: we are always ready to learn

### **Responses**

1. Remove emotion from your response to behaviour - frustration, anger, upset, bitterness or fear will feed the poor behaviour and make it worse; respond with deliberate calm
2. Be 'certain' in your approach - know the school routines so that students are certain of what their good or not so good behaviour will result in
3. Remove the audience - correct all poor behaviour in private
4. De-escalate situations - body language, hand signals, calm approach, humour (always 100% professional)
5. State the positive - this will help with de-escalation and help to build trust
6. Enable a positive response - students too often dig their heels in as they can see no way out; offer them a way out
7. Use the language of choice - "if you choose to...you can be certain that..."
8. Focus on the original issue - when things are escalating, take the student back to the original behaviour issue before dealing with secondary behaviours
9. Focus on the immediacy of the consequence (and cooperation) rather than the weight of punishment
10. Don't be too harsh on yourself - if you deal with something inconsistently, apologise and get back to consistent habits and routines

### **Relationships**

Build trust and positive relationships:

- Visible consistency - relentlessly positive but always challenging inconsistency
- Visible kindness - recognising 'over and above', conversations, connections
- Presence around school - all students know who you are and know what you will do
- Never withdraw support - children are children and they need your support
- Patience and resilience - never forget who the adult is

## CLASSROOM CONSEQUENCES

We employ a range of behaviour management strategies based around reinforcing the values of the school. When a student chooses to not respond to this, we use the following system:

**Formal warning:** if normal behaviour management techniques are not working, a formal warning must be issued. This warning must not be displayed anywhere or logged but must take the form of a quiet word with the student involved if this is possible at 2m. Where persistent poor behaviour is seen then individual students to be referred to Head of Subject or Director of Faculty.

**Final warning with class teacher action:** this is likely to involve a quiet word outside the classroom at 2m or a change of seat. (Seating plan amended on Bromcom). This stage is not formally logged unless this behaviour is a persistent concern.

**Teacher detention:** Teacher detentions, where possible, should be completed on the same day, arranging the time and place directly with the student. Teacher detentions MUST be logged on Bromcom. If unable to arrange the teacher detention then it can be booked into a school detention system, making sure for ACTION you indicate Teacher Detention

**Faculty action** (includes teacher detention): The Head of Subject/Faculty is notified so that appropriate follow-up action can be issued. This might be a more senior level warning from HoS or DoF or contact home via phone or email. Senior leader detention is an option, this can be organised through liaison with HoY. All actions need to be recorded on Bromcom.

**Call Out:** If a student's behaviour is such that the lesson cannot continue without them being removed the student callout protocol should be issued immediately. This may result in a member of staff removing the student from the classroom. Consequences will be actioned by HoY/SLT depending on the severity of the incident. Call Out should be used in only the most serious of circumstances and staff will be advised if this is not the case.

The focus of the Classroom Consequences system is correction. No action should be issued without the teacher's clear and consistent commitment that it should correct the student's behaviour for the future.

Classroom do's	Classroom don'ts
<ul style="list-style-type: none"><li>- Let everyone know that you enjoy your job</li><li>- Know that how you behave is more important than how they behave</li><li>- Poor behaviour generates a cool, emotionless response</li><li>- Excellent behaviour generates passion, enthusiasm and excitement</li><li>- Record names on the board to celebrate excellent behaviour</li></ul>	<ul style="list-style-type: none"><li>- Assume that children 'know how to behave by this age'</li><li>- Always jump to heavy punishment- this is a short-term fix</li><li>- Respond emotionally</li><li>- Humiliate students- this leads to fuelling negative fame and reputation</li><li>- Record names on the board to 'celebrate' poor behaviour</li></ul>

## APPLYING THE CLASSROOM CONSEQUENCES

### What types of behaviour should be dealt with?

Having been issued with appropriate warnings, the following examples of behaviour may escalate through the consequences above.

- Disrupting teaching and learning
- Failure to cooperate with requests
- Out of seat without permission
- Disturbing other students
- Refusing to work
- Answering back
- Calling out/not listening to others
- Graffiti in book/on work
- Eating in lessons interfering with other students' property or work
- Not wearing a mask correctly or Inappropriate use/wearing of mask
- Not sanitizing hands or messing about with hand sanitizer

Teachers must always look to de-escalate situations and state the positive. Students should only progress through the classroom consequences when staff actions are having no impact. Issues should be dealt with at a teacher level as much as possible to ensure that the teacher-student relationship remains strong and power is not removed or passed to a more senior member of staff.

### What happens if a student continues to behave inappropriately, having been given a teacher detention?

If the behaviour continues, faculty action should be actioned. If a student's behaviour has escalated beyond the point it has become impossible to teach the rest of the class, a callout should be issued. At all these points clear warnings should be given to the student explaining with certainty what the unacceptable behaviours are and what the consequence will be.

### Can consequences be given for more serious but not extreme behaviour?

Yes, examples of behaviour that are more serious behaviours include:

- Threatening language or behaviour towards another student
- Leaving the lesson without permission
- Damaging property

### What happens if a student is late to my lesson?

Lateness must always be recorded on the register. If a student is more than 10 minutes late, this will be picked up by the HoY. Lates can be recorded by entering an L on the register you then have an option to enter the number of minutes late. To amend a register once taken click on the 'Protect' this will allow you to overwrite changes.

### What is meant by "Faculty Action"?

Faculties have many things at their disposal to deal with persistent poor behaviour. All Faculties are different, and all students are different, so these consequences leave it up to the discretion of the Director of Faculty. Possible options include: withdrawal from lesson(s) within the year bubble if this is managed by the faculty ; phone call, email or letter home (**always** consult Head of Year and ensure note is attached to student record in Bromcom and a copy of the letter attached in student's central file in Bromcom).

## SIX LESSON ROUTINES

1. Meet and greet (when you are able to in COVID times) - always ensure that students have a positive, orderly entrance to the classroom with an engaging activity ready for them to begin once they have entered. Stand on the corridor, with the door open, managing the corridor at the same time.
2. Get the class silent and ready for instruction - use of countdowns (embellish with “five- thank you ... for facing me; four - ... you are ready to learn, excellent; three...etc.); if you are using digital countdowns to manage transitions, make sure they are fast paced (with the hundredths of seconds visible) to maintain pace. Insist on ‘eyes on me’- this will not be maintained for the whole lesson- this clear, simple instruction acts as an immediate reminder of what you want to achieve and doesn’t involve thought or conversation.
3. Setting the class to work:
  - a. Time and task - give the time/deadline before the task so the students can listen and begin time planning as they do so.
  - b. Resources - what will the individuals or groups needs for this task and where will they find the resources?
  - c. Outcomes - what do you want to see at the end of the allocated time, or what is the success criteria that you have structured or, better, agreed with the class?
  - d. Grouping - individual work in silence, paired work, groups, seating arrangements etc.
  - e. Stop signal - a reminder that you will use the countdown or a specific hand gesture when you want to speak to them as a class.
4. Eliciting success criteria - involve the students in this stage of the process. What will a good one look like?
5. Reinforce routines - have three clear routines for behaviour that is specific to your working space, for example if you are in a workshop or science lab. Make sure that these routines are displayed clearly and reinforced each lesson- not a full lesson at the beginning of the course. Drip feed and reinforce through display.
6. At the end of lessons in COVID times, ask students to stand behind their chairs and leave in an orderly fashion hand sanitizing as they go. If present at beginning of lesson students should be asked to hand sanitize as they enter the classroom.

## CALL-OUT PROTOCOL

There is a rota of staff available each lesson (subject to cover requirements) for call-out in the event of serious misbehaviour. Staff must be alerted via the General Office via a note sent with a student/s.

Send a responsible student with a Call-Out Request (copies available from the General Office) to the General Office, or make a telephone call. TEAMS or email should not be used for these purposes as immediate support or student removal is unlikely to happen if the message is not seen.

On notifying the member of staff on Call-Out the General Office will call a member of the call-out team or SLT if the student has been removed from an earlier lesson. The member of staff on Call-Out will undertake to attend the incident without delay to minimise the disruption to learning.

On arrival, staff will ask the member of staff what action is needed and will, if required, withdraw the student from the classroom. **The teacher using Call-Out must ensure that the matter is serious enough for this action to occur.** The class teacher MUST complete a full record of the circumstances leading to the request for a Call-Out on Bromcom. **This must be done as soon as possible so the person undertaking the call out can issue consequences.**

The member of staff will usually return a student to their next lesson unless deemed inappropriate to do so, for example where a student is clearly distressed. In such circumstances the student will be placed in Pitstop, SEND or Isolation, dependent on need, for the remainder of the day to complete their work. This will be following a conversation with the Head of Year, LG, or SLT.

Call - out must be used as a last resort – too frequent use will damage relationships and also diminish the impact of this as a means of managing behaviour. Directors of Faculty must work with members of staff to improve their behaviour management skills and Heads of Year/SLT/SEND staff will support and advise staff who are having difficulties with individual students who are causing issues around the school.

### **When should I issue Senior Staff Call-Out?**

This is for extreme behaviour only.

- Refusing to hand over a mobile phone or other banned item (this may result in the removal of the item rather than the removal of the student but the consequence will be the same)
- Swearing or threatening behaviour which is directed towards a member of staff
- Physical violence towards another student
- Racist or homophobic remarks
- Dangerous behaviour
- Dangerous COVID behaviours

## MOBILE DEVICE CONFISCATION PROCEDURE

All mobile phones must be switched off, inside a bag once they begin the entering the buildings. Any student seen using a mobile phone after entry to school buildings must expect to have it confiscated in accordance with the Mobile Phone Policy. This also applies to any electronic or smart devices, including smart watches, speakers and earphones. This includes breaks and lunches.

### Scenario 1: Compliance

The member of staff reminds the student of the mobile phone policy and the student hands over the device to the member of staff. The student then collects the device at the end of day from their HoY and no further action is taken. If the student is a repeat offender, the Head of Year may choose to get involved.

### Scenario 2: Non-Compliance

The member of staff reminds the student of the mobile phone policy and the student refuses to hand over the device to the member of staff. In accordance with the expected staff actions, the student is then given the chance to make a positive choice and hand over the device.

If the student still refuses to co-operate, Call-out protocol is actioned. If the student then hands the phone over to the member of staff who comes to support. Consequences will be issued by HoY for refusing to co-operate with a member of staff. The student remains in the lesson.

If the student refuses to co-operate with this member of staff, Head of Year or SLT must be alerted immediately to deal with the situation, further consequences will be issued.

### The Logistics

Confiscated devices to be placed in an envelope containing a completed confiscated item slip. **Please hand YEAR 9 only into student services. Phones confiscated from years 10 & 11 to be given to GS for students to collect from there.**

## PROCEDURE FOR CALLING FOR HELP IN AN EMERGENCY

This procedure is to be followed if there is an emergency situation in your classroom or around the school, and you need immediate support from the Leadership Team, or urgent medical assistance.

### SERIOUS INCIDENT - APOLLO

In the event of a serious incident, in which you feel the well-being of students or staff is under threat you **MUST** get a message to the General Office **IMMEDIATELY**. This can be by phoning or sending a student. Please do not use TEAMS, as there is no way of knowing if it has been received. Please tell the office you have an **APOLLO** situation. Examples will be where a student becomes completely uncontrollable, a weapon is produced, etc.

The General Office will then know that this is different to the usual SLT Call, and will get help from at least two members of staff.

### SERIOUS MEDICAL INCIDENT

If a student has a SEVERE medical problem then the same procedure should be followed, but tell the General Office you have a **MEDICAL EMERGENCY**. This will be where a student passes out, has a severe allergic reaction, epileptic fit, etc. This will signal to the office that at least three first aiders should be called to assist and the decision to call an ambulance taken.

When a call is made or message sent for a MEDICAL EMERGENCY, the following details must be available: the full name of the student involved and details of their condition. This will enable the First Aid staff to bring appropriate medication and/or care plan if required.

The lead first aid must ensure that they take a radio and mobile phone with them so that they can be in contact with the staff in the General Office to call for assistance or an ambulance. A member of the SLT should also be called to provide support to the first aid staff along with two other First Aid trained staff.

In either situation staff should remain calm, make the area as safe as possible and remove other students from the situation at the earliest available opportunity.

**Remember: All incidents and events must be logged on Bromcom.**

### OTHER INFORMATION

#### **What happens if a student runs out of a lesson?**

If a student runs out of a lesson, they should be called back. If they refuse to come back in, or have run away, call out must be informed. On the note sent down to the General Office, you must make it clear whether the student is outside the room and refusing to go back in or whether they have run away. If a student has run away, call out will not arrive at the classroom but will pick the student up and call out consequences will be applied.

#### **Can I send a student to stand outside during a lesson?**

Students should only be sent outside to prevent a serious incident from occurring. Some of our students have anger management issues and benefit from a couple of minutes to calm down but for general poor behaviour, the consequences system should be applied without sending the student out of the classroom. This is to limit the possibility of students disturbing other lessons as well as missing out on their own learning. Students should not be left in corridors, etc for longer than a couple of minutes. Some students will use a calming technique called take 5.

## OUT OF CLASSROOM BEHAVIOUR

- Staff must always insist upon a calm and purposeful atmosphere being maintained around the school.
- Staff duties must be rigorously and punctually carried out – see duty protocols on the TEAMS.
- Staff must manage the area around their classroom or office at times of student movement. All adults must manage student behaviour as they move around the site and support others.
- Challenge inappropriate behaviour (lateness to lessons, shirt untucked, running, pushing, eating/drinking in corridors, out of uniform, using mobile phone, etc) and seek compliance with rules and routines. Reaffirm the expected action – “I need to remind you of the rules regarding...”; if continued non-compliance, remind of ‘good choice’, seek compliance. Further non-compliance refer to HoY - Log on Bromcom as failure to co-operate with the action.
- Smoking, bullying, vandalism; immediate referral to Head of Year/ Call-out - Log on Bromcom
- Dangerous behaviour (including fighting, aggressive threats, or racist comments towards another) immediate referral to SLT/HoY – Log on Bromcom.

# DETENTIONS

Detention can form a useful part of any behaviour management system but they must be structured and managed correctly whilst also being focused on restorative action.

We run three types of detention at Trinity:

## **Teacher detention (10 mins)**

This is the most important type of detention as it shows the student that the teacher is in control and that any poor behaviour will not be tolerated. The 10 minutes represents the time the student should spend correcting their actions with the member of staff.

If a student fails to attend a teacher detention, this needs to be logged on Bromcom and a school detention issued.

## **School detention (20 mins)**

This detention is issued if a student has failed to attend or co-operate with a teacher detention. A school detention may also be issued for poor behaviour outside of lesson time or for persistent failure to co-operate in the classroom- this can only be actioned by Heads of Year or SLT. The school detention is deliberately longer than the teacher detention and it is managed by a mixture of Heads of Year and teaching staff from around the school; They run on Tuesdays, Wednesday and Thursdays . Students are expected to complete the detention in silence. Any arguments, answering back or disruption of the detention will result in failure and isolation the following day. It is advised that staff, where possible, attend the detention to have a restorative conversation with the student

Students who repeatedly receive school detentions will be dealt with by Heads of Year, who will place them on report, contact parents or issue further consequences. If the poor behaviour is within a particular area of the school, other staff, such as Heads of Faculty, may intervene to correct behaviour for the future.

Each day, a school detention list is generated and sent round via the detention channel in TEAMS [copies are retained in a folder in the channel](#)

## **SLT Detention (40 mins)**

SLT detentions are for students that fail to attend school detention or fail school detention due to behaviour. They run on a Wednesday and Friday and are managed by SLT and ELG. In some circumstance's students will be placed directly into an SLT detention for truancy or severe behaviour breaches, Only HOY. SLT, LG or ACA can authorise such detentions, but staff can contact HOY to discuss whether behaviour of the student requires

**Since September 2010 we are no longer required to inform parents of a detention, however, we recommend that parents are told of a detention – it is information to them, we do not need parental permission. The parents of any student in a school or SLT detention will receive an email the evening before the detention.**

## **Uniform detention (lunchtime)**

This detention is for students who are not in correct school uniform and have not co-operated with requests from the Uniform Team or Heads of Year. This detention runs on the same day as the uniform concern. Suspended during Covid

## ISOLATION

Withdrawal from lessons to work under strict staff supervision is an essential part of our behaviour management strategy and can be used as an alternative to fixed term exclusion.

### Isolation

Isolation will be issued for failure to attend or co-operate with the rules of school detention and is typically issued for the day following this. Isolation may also be issued for serious, one-off incidents, such as fights or threatening language/behaviour. At Trinity, we aim to avoid fixed-term exclusions except for only the most serious of incidents or build-up of poor behaviour; isolation is one way that we avoid this. We feel that it is often more effective as the focus is on work and correction.

Isolation timings can be varied.

- Isolation could be for the next lesson a teacher has with a particular student
- Isolation could be for breaks or lunches
- Isolation could be all day for a normal school day
- Isolation could be all day with an extended time after day
- Isolation/Seclusion could be with a later start and finish time of 4pm

If a student is placed in isolation for two separate incidents in one week, a further consequence will be issued by HoY.

Isolation rules are as follows:

- Mobile phone to be handed in on entry
- Work is to be completed, without argument - in purposeful silence
- No talking or trying to get the attention of others
- No eating

Isolation has a different behaviour system to the main school.

1. First formal warning from isolation staff (after reasonable gentle reminders)
2. Final formal warning from call-out staff (outside the isolation room with clear reminder of the further consequence if this warning is not heeded)
3. HoY/SLT removal (this will be followed by the remainder of the day being spent with HOY/SLT, a phone call home to explain the situation and the following full day in isolation)

During the COVID pandemic the numbers of students in isolation has to be managed to meet 2m distance rules and mixing of bubbles.

## EXCLUSIONS

Exclusion from school is usually reserved for serious offences or persistent misbehaviour. Exclusions are applied to emphasise the gravity of the offence and to recognise that a period of reflection is appropriate. They may be for a fixed time or permanent. We also issue 'Internal Exclusions' in some cases, which take place within school; students must complete two full days of isolation, followed by a formal meeting with parents.

Permanent exclusion is rare, but may be appropriate in some cases. Guidance from the DfE states "permanent exclusion should be considered for serious breaches of the behaviour policy and where a pupil remaining in school would seriously harm the education or welfare of the pupil or others in school". Sometimes it will be appropriate where there is a history of misbehaviour, where other sanctions have already been applied and/or other strategies used without leading to the necessary improvement. Acts of racism or homophobia and acts of bullying will be considered for exclusion.

However, in some exceptional cases, it will be appropriate for a first or "one off" offence, which might include:-

- Serious actual or threatened violence against another student or member of staff
- Sexual abuse/assault
- Supplying or taking of drugs
- Carrying offensive weapons

Alternatively, where there are breaches of this policy (including persistent disruptive behaviour) which require a significant response but where these are not serious enough to warrant permanent exclusion, a "fixed term" external exclusion may be applied in which case the student does not attend school and works at home. This would usually be 'fixed term', ie. a defined number of days. In reaching any decision, the Headteacher will first ensure that a thorough investigation has been carried out and then decide (on the "balance of probabilities" not "beyond reasonable doubt") whether the student acted as alleged. If so, the Headteacher will decide the appropriate sanction to apply taking into account, not only the seriousness of the behaviour under consideration, but also the previous behaviour of, and sanctions applied to, the student.

**Trinity High School acknowledges the school's legal duties under the Equality Act 2010 and in respect of students with SEN.**

### SERIOUS OFFENCES

To ensure an ordered and safe environment for all who work at the school there are some rules to which all must adhere and, if broken, will be treated as very serious matters. This includes the following:

- Behaviour which places the student or others in danger
- Setting off the fire alarm other than in an emergency
- Making malicious accusations against school staff
- Any form of physical or verbal abuse, including gathering in large groups intending to intimidate others
- Bringing into school any harmful or illegal substances, including legal highs, alcohol, tobacco, matches and lighters, electronic cigarettes, e-shisha pens, e-liquids (both nicotine and nicotine free)
- Being under the influence of alcohol, legal highs and/or illegal substances during the school day
- Bringing onto the school premises any type of weapon, including any type of knife/pen knife or any type of gun, including toy guns and replicas, this also applies to travel to and from school
- Misbehaviour at any time that could adversely affect the reputation of the school
- Directing foul and abusive language towards staff
- Direct refusal to follow a reasonable instruction.

This list, and other lists within this policy, is not exhaustive and unforeseen situations may also be included in this category. This means any act not listed above or in this policy which is perceived to be against the common good of the school community.

## **SUPPORTING STUDENT BEHAVIOUR PRIDE AMBITION EXCELLENCE**

Students may be supported to modify their behaviour in a number of ways.

### **ON REPORT**

We use reports to achieve two things; to monitor a student's behaviour or learning and to help the student to follow the rules, routines and expectations. Reports last two weeks before they are reviewed and protocols must be followed precisely in order for the report to have the maximum impact on the student's behaviour. The focus of the report is to modify a student's behaviour and it is the judgement of the member of staff who is running the report as to whether the two week period has been passed or failed. All report must revolve around the promotion of the values of pride, ambition and excellence, with the targets being set based on these. All reports are issued on Monday mornings and regular check-ins with the member of staff must be built in across the two week period and parental contact is key.

Reports are of five types;

- **Tutor Report** (green) - the tutor is the first point of contact for the student and this relationship is key. Uniform infringements, poor organisational skills and issues surrounding attendance and punctuality to school and to lessons should be addressed by the tutor. Similarly, subject teachers should report concerns surrounding classroom behaviour or a deterioration in attitude towards learning to the form tutor. If appropriate and in consultation with the Head of Year, the tutor will place their tutee on Tutor Report. A 15 minute detention (with the form tutor) will be issued should they fail to complete or lose the report during this time.
- **Head of Year Report** (yellow) - the Head of Year is point of contact for the student and this relationship is key. Reasons for a student being on Head of Year report include failure to satisfactorily complete tutor report, bullying concerns or other issues that the Head of year may be aware of. A 10 minute detention (with the Head of Year) will be issued should they fail to complete or lose the report during this time.
- **Subject/Faculty Report** (pink) - used by Heads of Faculty/Subject wishing to monitor and improve performance/behaviour in a subject. The same rules for completion apply as in other reports.
- **Academic Monitoring Report** (blue) - this report is used for those students who are under-performing academically in a number of different subjects according to their target grades. This report could be issued by an Achievement Coordinator, mentor or form tutor. The same rules for completion apply as in other reports.
- **SLT Report** (red) – this report is issued by SLT, typically as a result of failing on report to Head of Year or Achievement Coordinator. SLT report may also follow a period of exclusion or turbulent behaviour. The same rules for completion apply as in other reports.

### **BEHAVIOUR FOR LEARNING**

All teachers are required to comment on students' Behaviour for Learning when inputting 10 weekly progress data. Students whose behaviour falls below expectations can expect to be placed on report to

either their form tutor, Head of Year, or a member of the Senior Team. This is for a period of two weeks during which time the student is supported to modify and improve their behaviour.

Reports should be completed using the following grades:

1. Outstanding - Always on task. Engaged and always willing to participate (absolutely no concerns).
2. Good - Usually on task but can get involved in off task chatter.
3. Requires Improvement - Requires frequent teacher intervention to stay on task, but behaviour has little negative impact on the learning of others.
4. Serious concerns - Requires constant monitoring and intervention from the teacher to stay on task. Behaviour has a significant negative impact on the learning of others.

### **PITSTOP/ABBEY CENTRES**

Students may access Pitstop for a number of reasons, one of which could be behaviour. It is essential that teachers supply regular and relevant work to enable students to continue to access the curriculum. It is the responsibility of the classroom teacher to provide this work and, failing this, Head of Department/Faculty. During their time in Pitstop, students may undertake additional support interventions, depending on need, designed to support their successful re-integration into mainstream lessons. These may include:

- Anger Management (1:1 or group)
- Stress Management
- Assertiveness Mentoring
- Social skills

Pitstop is managed by KH1 and a record of every session is kept, to provide evidence of work completed each hour. Abbey Centre is managed by RCW.