

Behaviour Policy

Trinity High School and Sixth Form Centre



Trinity High School & Sixth Form Centre

Part of Bordesley Multi Academy Trust

Approved by:

Local Governing Body

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1. Aims

This policy aims to:

- Provide a consistent approach to behaviour management.
- Create a positive culture that promotes excellent behaviour, ensuring all students have the opportunity to learn in a calm, safe and supportive environment.
- Define what we consider to be unacceptable or unsuccessful behaviour, including bullying and peer-on-peer abuse.
- Outline how students are expected to behave, including self-discipline and respect.
- Outline our system of rewards and sanctions.
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management.

2. Legislation, statutory requirements and statutory guidance

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

- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [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

This policy complies with our funding agreement and articles of association.

3. Equality Impact Statement

Under the Equality Act 2010 the school is obliged not to discriminate against people on the basis of age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation. This policy has been equality impact assessed and the Governing Board believes that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any student, or any other connected party and it helps to promote equality at the school.

4. Behaviour for Learning – Rationale

At Trinity High School & Sixth Form school we seek academic excellence for all of our students, within the context of a caring and mutually supportive partnership between school and community.

Our behaviour policy and values are inspired by and based around our core HEART values. (Appendix 1)

H – Happiness
E - Excellence
A – Ambition
R – Respect
T - Tolerance

We believe that, by nurturing a deeper appreciation of these values, students will go on to be caring, responsible and well-rounded adults who can make a positive impact in the world. Our approach to behaviour management is based around unwavering consistency, attention to detail, boundaries and planned responses, underpinned by strong relationships with students and an ambitious curriculum which we believe will change lives for the better and enable students to be successful. We have and promote 'Get it Right'. (Appendix 2)

5. Principles

At Trinity High School & Sixth Form school we believe that, in order to support the school's mission to 'Excellence for All' and achieve excellence in teaching and learning, good behaviour in all aspects of school life is necessary. We therefore seek to create a safe, caring and respectful learning environment by:

- Creating strong systems and routines for every area of general behaviour management.
- Building strong and dynamic relationships with students and considering students with additional needs.
- Publically conveying our principles to help students understand our shared values around behaviour management.
- Being 'consistently consistent' in everything we do.
- Promoting self-esteem, self-discipline, an expectation of co-operation between staff and students and positive relationships based on mutual respect.
- Ensuring fairness of treatment for all.
- Encouraging consistency of response to both positive and negative behaviour,
- Encouraging a positive relationship with parents and carers to develop a shared approach, involving them in the implementation of the school's policy and associated procedures.
- Understanding that strong relationships and personalised approaches are crucial and taking individual needs into account is a crucial fact of our policy and associated procedures.

6. General Expectations

It is important to have high expectations for our students while recognising some children have specific needs. The following expectations cover all times of the school day and where students are representing the school out of hours or off site:

- Follow 'Get it Right', which is our code of conduct and suite of very simple rules that are frequently rehearsed and well-advertised.
- Students should wear impeccable school uniform (see associated uniform and appearance policy for further details) and have all necessary equipment for the school day.
- Adhere to the HEART values (Appendix 1) and show respect and consideration to each other regardless of difference.

- Be calm and orderly when moving around school - move around in a controlled manner, use appropriate language, tone and volume when speaking.
- Look after and respect your own and others' property.
- Only wear outdoor clothing outside school buildings.
- Mobile 'phones should not be used when on the school site. Please refer to the Mobile 'Phone and Electronic Devices Policy for further details.
- Adhere to lesson routines protocol, which are published in every classroom. This includes arriving on time to lessons and completing a DO NOW activity in silence.

These expectations are reinforced through 'character' assemblies, tutor times and other informal interactions with students. It is everyone's responsibility to challenge children where these expectations are not met, but equally to comment positively when they are. There are clear systems and routines that must be followed during the following times of the school day;

- Start and end of day.
- Transition times between lessons – calm, orderly and punctual to lessons.
- Moving to and from assemblies.
- Starts and ends to lessons.

7. Procedures

The procedures arising from this policy will be developed by the Assistant Headteacher (Pastoral & Attendance) in consultation with staff and students. The procedures will make it clear to the students how acceptable standards of behaviour can be achieved and will have a clear rationale which is made explicit to staff, students and parents/carers. The procedures will be consistently and fairly applied and will promote the responsibility of every member of the school to apply the procedures in a 'consistently consistent' fashion.

As part of a deep commitment to inclusion, Trinity High School & Sixth Form Centre recognises that, in a very small minority of cases, reasonable adjustments to the policy might need to be considered for individual students due to significant SEND needs. If this is the case, a bespoke Pastoral Support Plan will be collated following a consultation with parents / carers and alternative arrangements may be made.

8. Recognising the impact of SEND on behaviour

Trinity High School & Sixth Form Centre recognises that students' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a student's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a student's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from students with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled student caused by the school's policies or practices ([Equality Act 2010](#)).
- Using our best endeavours to meet the needs of students with SEND ([Children and Families Act 2014](#)).
- If a student has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies.

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the student concerned.

9. Adapting sanctions for students with SEND

When considering a behavioural sanction for a student with SEND, the school will take into account:

- Whether the student was unable to understand the rule or instruction.
- Whether the student was unable to act differently at the time as a result of their SEND.
- Whether the student is likely to behave aggressively due to their particular SEND.

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the student for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

10. Considering whether a student displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Behaviour clinics will be held regularly involving pastoral, safeguarding and SEND teams.

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 student, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create a pastoral plan and review it on a regular basis.

11. Rewards

The recognition of individual achievement is an important part of our culture at Trinity High School & Sixth Form Centre. We believe that the recognition of achievement, progress and attainment is key to the growth of individual students. Furthermore, we also recognise that students should be rewarded for their contributions to wider school life and our rewards policy is based around these beliefs, with a clear focus on consistency, excellence and working hard. (See Appendix 4)

The specific procedures relating to the school's management of rewards are detailed in our behaviour procedures document, which is available on the school website or the school office.

12. Sanctions

Sanctions are needed to respond to inappropriate behaviour and at Trinity High School & Sixth Form Centre. We believe that we have the responsibility to teach our students core values and create polite and responsible members of society. The school prides itself on high expectations and attention to detail towards appearance, attendance, attitude to learning and conduct in all aspects of school life.

Our range of sanctions are clearly defined in our procedures document, which is available by contacting the school office. This system makes clear the distinction between sanctions applied for minor and major breaches of the behaviour policy. Whilst sanctions are appropriate, all school staff are committed to offering appropriate support to students in an attempt to avoid sanctions.

Following a verbal warning, all staff will attempt a scripted intervention which is a concept that ensures that all students are exposed to a calm and consistent experience of de-escalation and allows our staff to be positive, not impulsive, when dealing with students who are exhibiting poor behaviour. The scripted intervention will be used by all staff, except in the case of a student exhibiting a serious breach of the behaviour policy, upon which, it will be appropriate for a member of staff to call for a member of the senior leadership team.

The specific procedures relating to the school's management of sanctions are detailed in our behaviour procedures document which is available on the school website or the school office.

13. Interventions and Student Support Services

- Trinity High School & Sixth Form operates a HEART system of interventions and support strategies, which are designed to support disaffected students or students at risk of suspension in modifying their behaviour. The HEART centre is integral to the culture of our school. Our mission is to create excellence for all and to do this our ethos has been deliberately developed to have HAPPINESS, RESPECT & TOLERANCE as part of our core values. Our interventions and support provision has been devised around suspension reduction, correction and creating happiness in abundance – at Trinity help is never far away.
- If a student persistently breaches the school behaviour policy, they will be placed on a Pastoral Support Plan and be monitored by the Assistant Headteacher (Pastoral & Attendance) or any other delegated member of the pastoral team.
- If it is clear that detentions are not serving as a deterrent to poor behaviour by a student, the school reserves the right to adapt the detention system for an individual student. A bespoke a detention that is longer may be arranged and may act as more of a deterrent for poor behaviour. If such an arrangement is made it will be done in consultation with parents / carers and the impact of the new detention will be monitored as part of the wider pastoral support plan.
- We recognise that young people often need support and guidance in order to make the right behaviour choices.
- We have a number of HEART programmes on offer to support students with making the right choices.

Our inclusion interventions are personalised to meet the needs of individual students. Some of our inclusion support programmes include:

- HEART CENTRE REFOCUS programmes for happiness, ambition, respect and tolerance.
- 1:1 mentoring.
- Group mentoring or support for specific needs, e.g. appropriate language and appropriate behaviour for learning, anger management work, social skills development work.
- Anti-bullying workshops.
- Motivational programmes to raise student's aspirations.
- Programmes such as CRUSH to support with risk taking and appropriate behaviour outside of school.
- Referrals to other agencies such as, but not limited to, Family Front Door, WEST, School Nurse and SEND services.
- Staff, students or parents/carers may refer to the HEART Centre as the school's own in-house mental health service which supports students who are suffering from mental health-

related conditions. Referrals for HEART can be conducted in person by contacting heads of year services, by telephone or there is a link on the school website.

- We understand that, whilst a student is on a support programme, their behaviour might not be positive at all times. However, we will continue to work with the student to address their individual needs.

All students joining Trinity High School & Sixth are supported in the induction process to familiarise them with the behaviour policy and wider school culture.

14. Suspension (previously known as Fixed Term Exclusion)

Trinity High School & Sixth Form Centre follows the guidance issued to schools by the DFE July 2022.

This sanction is used at the discretion of the Headteacher for serious incidents of poor behaviour. In the absence of the Headteacher, the Deputy Headteacher will make a decision on whether this sanction is used.

The Headteacher will consider suspension if a student:

- has committed a serious disciplinary offence, or,
- the student's presence in school would be detrimental to the welfare, safety or education of other students, the welfare or safety of staff, or,
- by virtue of the student's behaviour out of school, the head teacher feels that there is a clear link between it and maintaining discipline in the school.

The number of days the student is suspended for is at the discretion of the Headteacher (or Deputy Headteacher if Headteacher is absent).

Parents/carers will be notified of this sanction over the telephone or in person. Parents/carers will also receive notification of the suspension via post or email.

Depending on the nature of the incident the school may impose:

- A suspension for a specific number of days - under this option a student cannot be suspended for a period totalling more than forty-five days in any academic year,
- A permanent exclusion, which means that the student will not be allowed to return to school at any time and will be removed from the school roll following the due process set out by the secretary of state (DFE).

In both kinds of suspension/exclusion parents/carers will have the right of appeal. The written notification of the suspension/exclusion contains information about the right of appeal.

Parents/carers, where possible, need to accompany their son/daughter to school on the morning of their re-admittance for a re-integration meeting with the relevant Year Leader or Senior Member of staff.

Students will not be re-admitted to school unless the member of staff holding the re-integration meeting is certain that the behaviour will not be repeated. The student will be set targets to support with positive behaviour on their return to school.

15. Permanent Exclusion

Trinity High School & Sixth Form Centre recognises that it must, by law, be able to demonstrate it has followed DfE guidance, updated July 2022 when excluding a student or show good reason why it has not done so.

Permanent exclusions can also be issued for carrying an illegal weapon or drugs on to school site, violence, abuse, persistent bullying or assault against another student or member of staff and persistent refusal to follow school rules.

Although the school will do all it can to avoid permanently excluding a student, the Headteacher may permanently exclude a student for:

- persistent or serious non-compliance with the school's behaviour policy.
- where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.
- a serious first or 'one off' offence (see below).

The Headteacher may consider it appropriate to exclude permanently for a first offence or 'one off' offence in the following instances:

- serious actual or threatened violence against another student or member of staff.
- sexual abuse or assault.
- racial abuse or incitement.
- possession, consumption and supplying an illegal drug.
- carrying an offensive weapon.
- any other serious failure to comply with the school's behaviour policy or the law (in or out of school).
- any behaviour in or out of school, in this country or abroad, that, in the judgement of the Headteacher, harms or damages or puts at risk or threatens to harm or damage or put at risk the wellbeing, welfare, security or safety of a student, member of staff or member of the public.

16. Discretion

No behaviour policy can cover all eventualities. The Headteacher reserves the right to use discretion to support Trinity High School & Sixth Form Centre students to make better choices and to learn in every way.

17. Safeguarding Students from Extremism and Radicalisation

Trinity High School & Sixth Form Centre has responded to the guidance published by the DfE (Learning together to be Safe - June 2011) and the Home Office Prevent Strategy on ensuring that our children are kept safe from extremism and radicalisation.

We have taken the following measures to ensure that our children are kept safe:

- We teach a broad and balanced curriculum which promotes spiritual, moral, social and cultural development and prepares students for the opportunities, responsibilities and experiences of life.
- We raise awareness by providing a PSHE curriculum, including the delivery of e-safety and 'preventing extremism and radicalisation' theatre workshops that challenge the extremist narratives. We implement effective anti-bullying policies.
- Our cultural capital and character education programme and school ethos promote the core values of democratic society, Kingdom Values, student voice and participation.
- We draw upon the experiences and skills of West Mercia Police to raise staff awareness on key issues around extremism and radicalisation.
- We monitor student relationships closely both in lessons and unstructured time and quickly intervene with students at risk of being isolated.
- The safeguarding sections of our school website provides information and guidance resources for parents / carers.

18. Sexual Harassment and Sexual Violence

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. Trinity High School & Sixth Form Centre are highly committed to preventing sexual harassment and if it does occur dealing with any incidents in a swift and timely fashion. To this end, all staff are trained to be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”.
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

If a member of staff, parent / carer or child reports that a sexual violence or sexual harassment incident has occurred, the school will follow its usual safeguarding referral process and speak with the designated safeguarding lead (or a deputy). We will also deal and record the incident as a serious breach of our school behaviour policy and apply the normal due process in terms of an investigation. Further details about our response can be found in the Safeguarding and Child Protection Policy.

19. Definitions of Sexual Harassment and Sexual Violence

19.1 Sexual harassment

When referring to sexual harassment we mean ‘unwanted conduct of a sexual nature’ that can occur online and offline. When we reference sexual harassment, we do so in the context of child-on-child sexual harassment. Sexual harassment is likely to: violate a child’s dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- Sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names.
- Sexual “jokes” or taunting.
- Physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- Online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.

It may include non-consensual sharing of sexual images and videos.

- Sexualised online bullying.
- Unwanted sexual comments and messages, including, on social media.
- Sexual exploitation; coercion and threats; and up skirting.

Trinity High School will ensure that all incidents of sexual harassment and/or violence are met with a suitable response and never ignored.

The school's response will be:

- Proportionate.
- Considered.
- Supportive.
- Decided on a case-by-case basis.

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing.

These include clear processes for:

- Responding to a report.
- Carrying out a risk assessment to determine, where appropriate, to help determine whether to:
 - Manage the incident internally.
 - Refer to early help.
 - Refer to children's social care.
 - Report to the police.

Further details about our response can be found in the Safeguarding and Child Protection Policy.

19.2 Sexual Violence

Trinity High School & Sixth Form staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003 as described below:

Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

What is consent? Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

Peer-on-Peer Abuse At Trinity High School & Sixth Form Centre we are committed to working with students to keep them safe and free from any episodes of peer-on-peer abuse. Peer on peer abuse can take many forms. This can include (but is not limited to):

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying).
- Abuse in intimate personal relationships between peers.
- Physical abuse such as hitting, kicking, skating, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse).
- Sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence).
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse.
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.
- Consensual and non-consensual sharing of nudes and semi nudes' images and/or videos (also known as sexting or youth produced sexual imagery).
- Upskirting, which typically taking a photograph under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.
- Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

Our consequences ladder makes it very clear that these offences are serious breaches of the school behaviour policy and will result in significant consequences. In the case of any of these incidents occurring, we will work with victims, perpetrators and parents.

20. Off-site misbehaviour

Teachers have the power to discipline students for poor behaviour outside of the school premises "to such an extent is reasonable" (Education and Inspections Act 2006). This may include by way of example:

- On the journey to and from the school.
- During any school-related activity.
- When wearing school uniform.
- In any other way identifiable as a student of our school.

...or at any time, whether the conditions above apply, or not, when there could be repercussions for the orderly running of the school and may be defined as behaviours which do not conform to the Behaviour Management Policy. Senior Leadership Team will determine the appropriate consequence using their agreed procedures as a guide.

Sanctions may also be applied where a student has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school.
- Poses a threat to another student.
- Could adversely affect the reputation of the school.

Sanctions will only be given out on school premises or elsewhere when the student is under the lawful control of a staff member (e.g. on a school-organised trip).

21. Malicious allegations

Where a student makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the student in accordance with this policy.

Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the student in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the student who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and students accused of misconduct.

Please refer to our child protection and safeguarding policy.

22. Bullying

Students should learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. For details of how Trinity High School & Sixth Form manages bullying, please refer to the Anti-Bullying Policy, which can be found on the school website.

23. Physical Intervention and use of reasonable force

Our procedures on physical intervention/use of reasonable force comply with the non- statutory guidance set out in the DfE Use of reasonable force: Advice for Headteachers, staff and governing bodies July 2013 (updated 2015)

- Such events should be recorded and signed by a witness.
- Staff who are likely to need to use physical intervention should, where possible, be appropriately trained. Trinity High School & Sixth Form has 12 colleagues trained in Positive Handling and adhere to the Positive Handling Policy.
- We understand that physical intervention of a nature which causes injury or distress to a student may be considered under child protection or disciplinary procedures.

What is reasonable force?

- The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with students.
- Force is usually used either to control or restrain. This can range from guiding a student to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- 'Reasonable in the circumstances' means using no more force than is needed.
- As mentioned above, schools generally use force to control students and to restrain them.

24. Restraint

Restraint means to hold back physically or to bring a student under control. It is typically used in more extreme circumstances, for example when two students are fighting and refuse to separate without physical intervention. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the student.

Section 550(A) of the Education Act 1996 – The Use of Force to Control or Restrain Students – allows teachers, and other persons who are authorised by the Headteacher to have control or charge of students, to use such force as is reasonable in all the circumstances to prevent a student from doing, or continuing to do, any of the following:

- committing a criminal offence (including behaving in a way that would be an offence if the student were not under the age of criminal responsibility);
- injuring themselves or others;
- causing damage to property (including the student's own property);
- engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its students, whether that behaviour occurs in a classroom during a teaching session or elsewhere.

The provision applies when a teacher, or other authorised person, is on the school premises, and when he or she has lawful control or charge of the students concerned elsewhere e.g. on a field trip or other authorised out of school activity. Where physical intervention has been used as a method of restraint the incident should be reported to the designated safeguarding member of staff for the school, who will record the incident.

25. Searching, screening and confiscation

Any prohibited items found in a student's possession will be confiscated. These items will not be returned to the student.

Prohibited items:

- Knives or weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco and cigarette papers.
- Any smoking paraphernalia including vapes and E-cigarettes.
- Fireworks.
- Pornographic images.
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student).

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

Searching and screening students is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

26. Links to other policies

In order for the behaviour policy to be effective, a clear relationship with other school policies has been established. Specific procedures relating to the management of behaviour which run alongside this policy are available from the school website or the main school office in the Behaviour Procedures document. The other policies that have a clear interrelationship with this policy are;

- Anti-Bullying Policy.
- Attendance Policy.
- Exclusions Policy.
- Mobile Phone and Electronic Devices Policy.
- Positive Physical Intervention Policy.
- Safeguarding and Child Protection Policy.
- SEND Policy.
- Uniform and Appearance Policy.

27. Roles and Responsibilities

The Governors will ensure that:

- This policy and all policies are maintained and updated regularly.
- All policies are made available to parents.
- The nominated a link governor to visit the school regularly, to liaise with the Head teacher reviewing the behaviour policy and to report back to the Governing Board, holding the headteacher accountable for the policy implementation.
- The behaviour policy is regularly monitored and evaluated.

The school complies with its duty to promote good behaviour.

The Head teacher will ensure that:

- The Behaviour and Reward Policy is readily available and actively promoted.
- Reviewing and approving this behaviour policy.
- Ensuring that the school environment encourages positive behaviour.
- Ensuring that staff deal effectively with poor behaviour.
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of students.
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them.
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all students to participate fully.
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy.
- Ensuring this policy works alongside the safeguarding policy to offer students both sanctions and support when necessary.
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of students are being disproportionately impacted by this policy.
- Ensuring the data collected allows for monitoring and evaluation of behavioural incidents, including removal from lesson, permanent suspension and exclusion, use of student support units, alternative provision and managed moves, incidents of searching screening and confiscation.

Assistant Head teacher (Pastoral & Attendance) will ensure that:

- Practice in school supports the vision and procedures outlined in this Policy.
- Appropriate training is undertaken in order to support staff in carrying out their responsibilities. Staff, governors, parents and students are kept up to date with relevant information.
- As part of their induction process staff are provided with training on managing behaviour.
- Monitoring and assessment of the impact of this policy on staff, students and other stakeholders.
- Reviewing data from the behaviour logs, meeting regularly with the headteacher to make sure no groups of students are disproportionately impacted by this policy.

Parents will ensure that:

- They have read the policy and understand their responsibilities in relation to the behaviour and attendance of a student.
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- They will support the school by attending all relevant meetings, parents' evenings and interviews with relevant staff if requested.

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour. Working in collaboration with them to tackle behaviour issues.

Students

Students will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school.
- That they have a duty to follow the behaviour policy.
- The school's key rules and routines.
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard.
- The pastoral support that is available to them to help them meet the behavioural standards.

Students will be supported to meet the behaviour standards and will be provided with intervention from the HEART Centre and pastoral teams when they do not meet the standards.

Students will be supported to develop an understanding of the school's behaviour policy and wider culture, through Trinity's culture capital and character education programmes.

Students will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for students who are mid-phase arrivals.

All staff will ensure that:

They have read the Policy and understand their responsibilities. They promote the core values outlined by the Policy.

- Creating a calm and safe environment for students.
- Establishing and maintaining clear boundaries of acceptable student behaviour.
- Implementing the behaviour policy consistently.
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with students.
- Modelling expected behaviour and positive relationships.
- Providing a personalised approach to the specific behavioural needs of particular students.

- Considering their own behaviour on the school culture and how they can uphold school rules and expectations.
- Recording behaviour incidents promptly in Bromcom.
- Challenging students to meet the school's expectations.

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

28. Promoting Awareness

We will raise awareness of this policy via:

- The School website www.trinityhigh.net.
- Meetings with School personnel and volunteers.
- Reports such as the annual report to parents and Head teacher reports to the Governing Board.

29. Training

All school personnel will:

- Receive training on induction which specifically covers:
 - All aspects of this policy & behaviour procedures.
- Receive periodic training so that they are kept up to date with new information;
- Receive equal opportunities training on induction in order to improve their understanding of the Equality Act 2010 and its implications.

Appendix 1

The HEART Centre – Trinity High School's Inclusion and Well-Being Service

The HEART Centre is our inclusion support and well-being centre. The aim of the centre is to provide swift and timely support for our students whenever issues arise related to our HEART core values. The swift support will enable students to be a full and active part of our thriving learning community and help every single student to be happy, excellent, ambitious, respectful and tolerant which are of course, our HEART core values.

A skilful and experienced team of staff in the HEART Centre will work with students to ensure that students can live our values and understand that support is always close by.

The HEART Centre

HAPPINESS – If students are unhappy for any reason, then they will be referred for an appointment at our HAPPINESS AT HEART mental health and well-being support service. This is located in the HEART Centre.

EXCELLENCE – Our Uniform Loan Service is based in the HEART CENTRE and will allow students to correct any uniform issues. There will also be bookable appointments for any students who need support with adopting a positive mindset in the form of MINDFULNESS clinics.

AMBITION – Any students who require Careers, Information and Guidance will be referred to our dedicated Careers Advisor through the HEART Centre. This will help students who are unsure of their next steps or require help with applying for further education, employment or training.

RESPECT – Any students who are referred to REFOCUS will be booked into the HEART CENTRE during the REFOCUS day for restorative work related to the poor choices that they made. Any students who demonstrate major breaches of the behaviour policy will be referred to our RESPECT PROGRAMMES and will be required to complete a programme over a period of two weeks. The programmes that we run include VIOLENCE PREVENTION, ANTI SOCIAL BEHAVIOUR and STAYING SAFE ONLINE.

TOLERANCE – On the rare occasion that any of our students demonstrate racist, homophobic or derogatory behaviour then they will be referred to the HEART CENTRE to engage in a DIVERSITY EDUCATION PROGRAMME.

Appendix 2

To be successful -
GET IT RIGHT ✓

RESPECT OUR SCHOOL
IMMACULATE UNIFORM
GREAT MANNERS
HIGH ATTENDANCE
TIME MANAGEMENT


Trinity High School
& Sixth Form Centre
PART OF BORDLESLEY MULTI ACADEMY TRUST

Appendix 3



The poster features a background of a running track with lanes numbered 1 to 6. At the top, the school logo consists of three interlocking diamonds in blue, orange, and green. The text 'Trinity High School & Sixth Form Centre' is in a bold, sans-serif font, with 'PART OF BORDLESLEY MULTI ACADEMY TRUST' in smaller text below it. The main title 'Excellence for all AWARDS' is written in a large, blue, cursive font for 'Excellence for all' and a bold, blue, sans-serif font for 'AWARDS'. On the left, under the heading 'REWARD CRITERIA', there is a list of ten bullet points. On the right, five award medals are arranged in a path that follows the track's curve. Each medal is accompanied by a label box: a bronze medal (50 Housepoints) with a 'BRONZE AWARD' label, a silver medal (150 Housepoints) with a 'SILVER AWARD' label, a gold medal (250 Housepoints) with a 'GOLD AWARD' label, a dark grey medal (400 Housepoints) with a 'TRINITY HEART AWARD' label, and a large blue medal (500 Housepoints) with a 'TRINITY EXCELLENCE AWARD' label.

Trinity High School & Sixth Form Centre
PART OF BORDLESLEY MULTI ACADEMY TRUST

Excellence for all AWARDS

REWARD CRITERIA

- **Respecting our school rules and values** on a consistent basis
- **Immaculate Uniform** every week
- **Consistently impeccable** behaviour
- Always demonstrating **Great Manners**
- **High Attendance** (100% attendance in a week)
- Consistently good **Time Management**
- **Resilience and perseverance** with challenging tasks
- **Significant contribution** to extra-curricular or house activities
- **Assisting staff** with the organisation of an event or performance
- Demonstrating the **Trinity HEART values** on a daily basis

50 HOUSEPOINTS
BRONZE AWARD

150 HOUSEPOINTS
SILVER AWARD

250 HOUSEPOINTS
GOLD AWARD

400 HOUSEPOINTS
TRINITY HEART AWARD

500 HOUSEPOINTS
TRINITY EXCELLENCE AWARD



Trinity High School & Sixth Form Centre
Part of Bordesley Multi Academy Trust

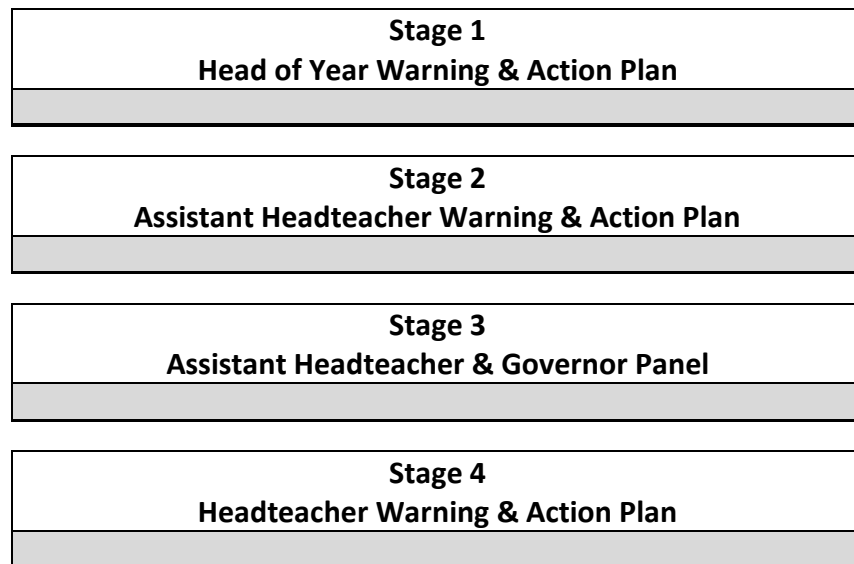
Trinity High School Disciplinary Stages

Students will be presented to a disciplinary panel meeting if;

- Their behaviour has been in conflict with the school's values.
- They are not following the expectations as set out in the home school agreement.
- Their actions are against the behaviour policy of the school.
- Their behaviour is affecting learning in classrooms and/or is disruptive to the school community.

As a school we commit to our home school agreement and ensure as much early and pro-active intervention can occur to support our students. These may include the following;

- Regular communication and information sharing
- Head of Year (HOY) / Pastoral Support Manager behaviour Support.
- Reactive or Strategic Refocus programme
- External programmes or support if needed
- Internal or external mentoring groups
- Early Help conversations, which may lead to Early Help Assessment or a Family Plan
- Arrangements for SEND assessments or referrals
- Parent / carer meetings
- Alternative External placements – including alternate provision or managed moves



TRINITY HIGH SCHOOL AND SIXTH FORM COLLEGE

HEAD OF YEAR DISCIPLINARY PANEL

STAGE 1
HEAD OF YEAR WARNING

Meeting Must Haves					
Attendance Summary	Behaviour Logs (+ve and -ve)	Disciplinary Stages	Home School Agreement	Early Help Screening Form	

Date: _____

Student: _____ Form: _____

Commentary

- I have been presented to Stage 1 of the disciplinary panel of the school because of my behaviour / attitude to learning.
- It is in conflict with the school's values.
- I am not always following the expectations as set out in the home school agreement.
- It is affecting learning in classrooms and or is disruptive to the school community.
- My behaviour record has been explained to me by my Head of Year.
- I realise that this is serious and I am being given a formal warning by the school which will be placed on my school record.
- I understand that if there is no improvement then I will go forward to Stage 2 of the disciplinary stages.
- The school's disciplinary stages have been explained to me by my Head of Year.
- I have read the action plan overleaf and will agree to follow the points outlined to the best of my ability.

Signed

Student: _____

Witnessed

Parent/Carer: _____

Head of Year: _____

The student will

- Follow the guidelines in the Home School Agreement.
- Make every effort to change their behaviour / attitude to learning and work with staff to live out the school's values.
- Make every effort to raise the bar in terms of their own standards and expectations
- Demonstrate they can respect our school, show immaculate uniform, display great manners, have high attendance and excellent time management.
- Demonstrate they understand the HEART values of the Trinity Community by living out the HSA.

Other specific actions;

SCHOOL

The school will (if deemed necessary) ensure that the named student will

- Follow the guidelines in the Home School Agreement
- Be part of a pastoral support group
- Make a referral to an external programmes or SEND assessment support if needed
- Communicate effectively with regular parental phone calls / emails to update parents on the progress of stage 1 targets
- Be part of a Early help conversation between HOY and student to identify any needs or concerns
- Communicate for the need for a parent meeting (Pre-stage 2 warning) due to unsatisfactory progress in achieving targets named above

Other specific actions;

PARENT / CARER

The parent / carer will

- Follow the guidelines in the Home School Agreement.
- Support and re-enforce that their child makes every effort to change and improve their behaviour and attitude to learning at school.
- Communicate effectively with the school any issues at home that could be detrimental to their child's education.

TRINITY HIGH SCHOOL AND SIXTH FORM COLLEGE

ASSISTANT HEADTEACHER DISCIPLINARY PANEL

STAGE 2
ASSISTANT HEADTEACHER WARNING

Meeting Must Haves					
Attendance Summary	Behaviour Logs (+ve and -ve)	Disciplinary Stages	Home School Agreement	Early Help Screening Form	Refocus referral form

Date: _____

Student: _____ Form: _____

Commentary

- I have been presented to Stage 2 of the disciplinary panel of the school because of my behaviour / attitude to learning.
- It is in conflict with the school's values.
- I am not always following the expectations as set out in the home school agreement.
- It is affecting learning in classrooms and or is disruptive to the school community.
- My behaviour record has been explained to me by an Assistant Headteacher.
- I realise that this is serious and I am being given a formal warning by the school which will be placed on my school record.
- I agree to a strategic Refocus programme, which is a positive intervention.
- I understand that if there is no improvement then I will go forward to Stage 3 of the disciplinary stages.
- The school's disciplinary stages have been explained to me by an Assistant Headteacher.
- I have read the action plan overleaf and will agree to follow the points outlined to the best of my ability.

Signed

Student: _____

Witnessed

Parent/Carer: _____

Assistant Headteacher: _____

ACTION PLAN AGREED AT STAGE 2

STUDENT

The student will

- Follow the guidelines in the Home School Agreement.
- Make every effort to change their behaviour / attitude to learning and work with staff to live out the school's values.
- Make every effort to raise the bar in terms of their own standards and expectations
- Demonstrate they can respect our school, show immaculate uniform, display great manners, have high attendance and excellent time management.
- Demonstrate they understand the HEART values of the Trinity Community by living out the HSA.

Other specific actions;

SCHOOL

The school will (if deemed necessary) ensure that the named student will

- Follow the guidelines in the Home School Agreement
- Be part of a pastoral support group
- Make a referral to an external programmes or SEND assessment support if needed
- Communicate effectively with regular parental phone calls / emails to update parents on the progress of stage 1 targets
- Be part of a Early help conversation between HOY and student to identify any needs or concerns
- Communicate for the need for a parent meeting (Pre-stage 3 warning) due to unsatisfactory progress in achieving targets named above
- Provide an appropriate strategic Refocus programme around identified targets

Other specific actions;

PARENT / CARER

The parent will

- Follow the guidelines in the Home School Agreement.
- Support and re-enforce that their child makes every effort to change and improve their behaviour and attitude to learning at school.
- Communicate effectively with the school any issues at home that could be detrimental to their child's education.

ASSISTANT HEADTEACHER DISCIPLINARY

**STAGE 3
ASSISTANT HEADTEACHER / GOVERNOR'S PANEL
WARNING**

Meeting Must Haves		Disciplinary Stages	Home School Agreement	Early Help Screening Form	Managed Move / AP Information
Attendance Summary	Behaviour Logs (+ve and -ve)				

Date: _____

Student: _____ Form: _____

Commentary

- I have been presented to Stage 3 of the disciplinary panel of the school because of my behaviour / attitude to learning.
- It is in conflict with the school's values.
- I am not always following the expectations as set out in the home school agreement.
- It is affecting learning in classrooms and or is disruptive to the school community.
- My behaviour record has been explained to me by an Assistant Headteacher.
- I realise that this is serious and I am being given a formal warning by the school which will be placed on my school record.
- I agree to a Managed Move or Alternative Placement at another school or institution.
- I understand that if there is no improvement then I will go forward to Stage 4 of the disciplinary stages.
- The school's disciplinary stages have been explained to me by an Assistant Headteacher.
- I have read the action plan overleaf and will agree to follow the point outlined to the best of my ability.

Signed

Student: _____

Witnessed

Parent/Carer: _____

Assistant Headteacher : _____

Pathfinders Lead: _____

ACTION PLAN AGREED AT STAGE 3

STUDENT

The student will

- Follow the guidelines in the Home School Agreement.
- Make every effort to change their behaviour / attitude to learning and work with staff to live out the school's values.
- Make every effort to raise the bar in terms of their own standards and expectations
- Demonstrate they can respect our school, show immaculate uniform, display great manners, have high attendance and excellent time management.
- Demonstrate they understand the HEART values of the Trinity Community by living out the HSA.

Other specific actions;

SCHOOL

The school will (if deemed necessary) ensure that the named student will

- Follow the guidelines in the Home School Agreement
- Be part of a pastoral support group
- Make a referral to an external programmes or SEND assessment support if needed
- Communicate effectively with regular parental phone calls / emails to update parents on the progress of stage 1 targets
- Be part of a Early help conversation between HOY and student to identify any needs or concerns
- Communicate for the need for a parent meeting (Pre-stage 4 warning) due to unsatisfactory progress in achieving targets named above
- Provide an appropriate strategic Refocus programme around identified targets
- Meeting with SLT Link / Deputy Headteacher
- Managed Move/Alternative Provision explored and communicated

Other specific actions;

PARENT / CARER

The parent will

- Follow the guidelines in the Home School Agreement.
- Support and re-enforce that their child makes every effort to change and improve their behaviour and attitude to learning at school.
- Communicate effectively with the school any issues at home that could be detrimental to their child's education.

HEADTEACHER / GOVERNOR DISCIPLINARY PANEL

STAGE 4 HEADTEACHER WARNING

Meeting Must Haves		Disciplinary Stages	Home School Agreement	Early Help Screening Form	Managed Move / AP Information
Attendance Summary	Behaviour Logs (+ve and -ve)				

Date: _____

Student: _____ Form: _____

Commentary

- I have been presented to Stage 4 of the disciplinary panel of the school because of my behaviour / attitude to learning.
- It is in conflict with the school's values.
- I am not always following the expectations as set out in the home school agreement.
- It is affecting learning in classrooms and or is disruptive to the school community.
- My behaviour record has been explained to me by the Headteacher and/or a Governor Panel and it is clear that my behaviour record is now extremely serious and my education is at risk.
- I realise that this is serious and I am being given a formal warning by the school which will be placed on my school record.
- I understand that if there is no improvement then consideration will be given to my permanent exclusion or alternative placement at another provider.
- The school's disciplinary stages have been explained to me by the Headteacher.
- I have read the action plan overleaf and will agree to follow the point outlined to the best of my ability.

Signed

Student: _____

Witnessed

Parent/Carer: _____

Headteacher: _____

Early Help Lead: _____

ACTION PLAN AGREED AT STAGE 4

STUDENT

The student will

- Follow the guidelines in the Home School Agreement.
- Make every effort to change their behaviour / attitude to learning and work with staff to live out the school's values.
- Make every effort to raise the bar in terms of their own standards and expectations
- Demonstrate they can respect our school, show immaculate uniform, display great manners, have high attendance and excellent time management.
- Demonstrate they understand the HEART values of the Trinity Community by living out the HSA.

Other specific actions;

SCHOOL

The school will (if deemed necessary) ensure that the named student will

- Follow the guidelines in the Home School Agreement
- Be part of a pastoral support group
- Make a referral to an external programmes or SEND assessment support if needed
- Communicate effectively with regular parental phone calls / emails to update parents on the progress of stage 1 targets
- Be part of a Early help conversation between HOY and student to identify any needs or concerns
- Communicate for the need for a further parent meeting due to unsatisfactory progress in achieving targets named above
- Provide an appropriate strategic Refocus programme around identified targets
- Early Help Referral completed
- Meeting with SLT Link / Deputy Headteacher / Headteacher / Governor Panel
- Managed Move/Alternative Provision explored and communicated

Other specific actions;

PARENT / CARER

The parent will

- Follow the guidelines in the Home School Agreement.
- Support and re-enforce that their child makes every effort to change and improve their behaviour and attitude to learning at school.
- Communicate effectively with the school any issues at home that could be detrimental to their child's education.