

Ref: Behaviour Policy  
Approved by Governors: June 2018  
Reviewer: N Yorke-Robinson/June 2019

## BEHAVIOUR POLICY



### Governing Body Approval

Policy approved by:

\_\_\_\_\_ (NAME)  
\_\_\_\_\_ (SIGNATURE)  
\_\_\_\_\_ (GOVERNOR POSITION)  
\_\_\_\_\_ (DATE)

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## INTRODUCTION

The DfE has published a number of documents to guide schools on aspects of behaviour including the need for Headteachers and governing bodies to ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions. The latest versions of DfE policy used including the guidance used in the development of this policy can be found at [www.education.gov.uk/schools/pupilsupport/behaviour](http://www.education.gov.uk/schools/pupilsupport/behaviour).

These include:

Ensuring good behaviour in school;  
Guidance for Headteachers and school staff on behaviour and discipline;  
Guidance for Governing Bodies on behaviour and discipline:  
Use of Reasonable Force;  
Screening, Searching and Confiscation;  
Preventing and Tackling Bullying;  
Statutory Guidance and Regulations on Exclusion;  
Dealing with Allegations of Abuse against teachers and other staff.

### Vision Statement

Our behaviour policy is designed to reflect the Mission Statement of Blessed Trinity Roman Catholic College. Where we Love God, Serve Others, Work Hard and Value All. Our aim is to develop pupils who achieve their potential and treat everyone with respect because it is the right thing to do. They are pro-active, respectful pupils who are spiritually and culturally alert and able to contribute as Christians in the communities in which they live.

***Everyone at Blessed Trinity has a responsibility to promote positive behaviour thereby ensuring that all pupils learn to the best of their ability and every member of the community are free from all forms of discrimination, harassment or bullying.***

### Principles and Values

Our behaviour policy is based on the key principles of:

the building of good relationships through respect for one another, for property and for the environment,

honesty,

trust and fairness,

tolerance and compassion and the values which ensure as a result of self-respect and self-discipline regardless of age, gender, race, sexuality or academic ability.

This document describes how we expect pupils at Blessed Trinity to behave, how their behaviour is monitored, praised or corrected, and how we expect the school community to function and flourish. It should be read alongside other key school policy documents, including: Safeguarding Child Protection Policy, Anti-Bullying Policy, Attendance Policy, On-Line Safety Policy and Learning & Teaching Policy.

### Aims and Objectives

- a) To encourage a whole-school approach to behaviour.
- b) To promote the building of good relationships, and the mutual respect and tolerance of each other's needs and feelings.
- c) To reward those pupils who always try hard and behave well.
- d) To manage behaviour effectively and in a way that enables purposeful learning to take place.
- e) To maintain the entitlement of staff to dignity, respect and a safe workplace.
- f) To support teachers to ensure that effective learning and teaching is taking place.

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- g) To support those pupils whose learning is negatively affected by the behaviour of others.
- h) To foster and encourage self-control, resilience, responsibility and self-management among pupils.
- i) To give pupils confidence in themselves and pride and recognition in their own achievements and those of their school.
- j) To promote equal opportunities in learning.
- l) To promote courteous and polite behaviour to each other, to all staff and visitors both in and out of school.

### **Expectations**

At BTRCC we have clear expectations;  
We walk calmly on the left  
We arrive on time prepared to learn  
We listen and follow instructions  
We treat everyone with respect and always try our best.

### **Praise and Rewards**

BTRCC appreciates the importance of recognising, acknowledging and encouraging good behaviour amongst its pupils.

Positive contributions by pupils can be recognised in a variety of ways:

**Firstly, BTRCC has a merit system that allows staff to recognise pupil achievement on SIMS. Staff receive guidance on how to enter Merits on SIMS and should follow this advice carefully (see appendix for guidance).**

Other ways in which pupil' achievements can be recognised include:

- a) Oral praise given by a member of staff. This is an important first step in recognising a positive contribution by a pupil and building a positive relationship.
- b) Written remarks in pupils' books or pupil planners can also be used by staff to communicate recognition.
- c) Pupils achieving most merits each week will be praised and rewarded in assemblies.
- d) Pupils achieving specified numbers of merits will be rewarded with special awards.
- e) Departments celebrate the good work of pupils through class displays.
- f) Departments can also highlight positive contributions through initiatives such as departmental praise letters being sent home.
- g) BTRCC encourages the rewarding of pupils of all ages and abilities. It acknowledges that academic ability alone is not the only way to earn recognition or merits. This can encompass extra-curricular activities and a range of personal skills and qualities which BTRCC wishes to value, promote and record.
- h) Pupils who have made positive contributions are recognised in the prefect system.
- i) Best class attendance league tables promote and celebrate attendance achievements.
- j) Special Presentation Evenings for both our Year 11 leavers and those still in school are held annually to celebrate success and praise achievement.
- k) The achievements of pupils both in and out of school are promoted in the local press and highlighted in a prominent display of press cuttings.
- l) Rewards trips will be organised to highlight the achievement of those meeting the expected criteria.

### **Management of poor behaviour and sanctions**

The information below sets out the escalation procedure that staff should follow and pupils should expect, when events fall below expectations.

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Certain principles exist:

Behaviour management at BTRCC should be based on a positive and non-confrontational approach. It is not necessarily the severity of the sanctions which are applied but the inevitability that these sanctions will be applied with consistency and fairness.

Teachers need to build positive working relationships with pupils.

The rules and standards apply to all pupils, so no pupil should be treated more leniently or more severely than any other. However, BTRCC acknowledges its legal duties under the Equality act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN)

The sanction used should be in proportion to the offence. However, the previous history of the pupil may be taken into account.

When issues have been resolved, each lesson should begin with a clean slate.

Where appropriate BTRCC will encourage a restorative approach to encourage the rebuilding of relationships and prevent further issues.

Importantly even the most sensible and well-adjusted pupils can, at times, be mischievous, over-exuberant or disruptive. Therefore, BTRCC will apply sanctions where it is reasonable to do so.

***However, wherever possible, pupils should be given the opportunity to apologise for their actions and likewise experience forgiveness as befits a Roman Catholic school.***

It is important that whenever it is necessary to issue a sanction, they:

are applied consistently and fairly and are proportionate to the behaviour displayed,

respect the dignity of the pupil,

and take account of any particular circumstances of individual pupils. This policy is designed to create an atmosphere where pupils recognise boundaries and behave appropriately. There may however be instances of such a serious nature that it is necessary to invoke sanctions up to and including permanent exclusion.

All examples of behavioural misconduct are for illustrative purposes only. BTRCC reserves the right to apply any behavioural sanctions where it is deemed reasonable and appropriate to do so.

### **Management of poor behaviour**

When behaviour becomes unacceptable, staff should follow the steps set-out by the Behaviour Procedure: Stages (See Appendix). This highlights the process for staff in addressing discipline issues.

***It is important for consistency that when using the 'Stages' procedure in class, staff use the appropriate language to the pupil so that they experience uniformity in how the policy is applied.***

***The use of whole class detention is not good practice and individuals preventing the learning of others should be dealt with following the policy.***

a) Initially a member of staff should look to diffuse a situation using their professional judgement and any technique they feel comfortable with. At this stage, should the member of staff deem it necessary, the pupil will usually be given an *informal warning* that their behaviour is unacceptable.

b) Should disruptive behaviour continue; the member of staff should give a ***formal warning*** to the pupil. The pupil must be told they are on STAGE 1 and reminded of the rules. This will be recorded in SIMS and an appropriate sanction given in consequence.

c) Should unacceptable behaviour continue after this, the pupil must be told they are on STAGE 2 and must now be removed from the classroom and put into another class, following the departmental removal timetable. Staff ***must*** record the incident and the action taken in SIMS. The member of staff can either choose to send the pupil to the other classroom or send for the member of staff 'on-call' to remove them.

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**N.B.** Removal from the classroom is not, by itself, an appropriate sanction and other follow-up action would be expected.

d) Finally, should a pupil continue to disrupt in the classroom they have been removed to, the member of staff should call for the member of staff 'on-call' to remove the pupil to the On-Call room.

Occasionally, an incident may be serious enough to warrant the pupil being immediately placed in On- Call. Staff should use their professional judgement in deciding if this is necessary, the member of staff 'on-call' will then decide upon the most appropriate course of action. This may involve removal in line with the departmental removal timetable or escorting the pupil to the On-Call Room.

### **Sanctions**

The use of sanctions is a necessary step in ensuring that BTRCC has a calm and purposeful atmosphere.

Sanctions include the imposing of after-school detentions and the confiscation of pupil belongings.

Parents/carers will out of courtesy be given 24 hours' notice of any after-school detentions. BTRCC does not require confirmation from parents / carers for the detention to proceed. There is no requirement for parental consent for a detention to take place.

Activities which might occur during a detention include the completing of outstanding classwork, homework or coursework. Pupils may also be asked to assist staff in creating class displays or preparing materials. Where appropriate, pupils may well assist staff with reparation tasks. At all times, pupils must not engage in any activity that raises health and safety or child protection issues.

Detentions issued at lunchtime should not be of such a length as to deprive either staff or pupil of a reasonable opportunity to eat, drink or use toilets. Special consideration must be given to pupils who have permission to go home for their lunch and staff must consider deferring the sanction to another time in these situations.

### ***Systems and Steps to be Taken to Resolve Serious Disciplinary Breaches:***

Serious discipline breaches may be dealt with in the following ways:

#### ***Pupils can be placed in the Senior Staff Detention on a Thursday afternoon***

Behaviour that can result in this detention includes truancy from lessons, smoking on school grounds, leaving College premises without permission, persistent refusal to attend Curriculum / Year Leader detentions.

The detention can last up to 1 hour 30 minutes.

Only Curriculum / Year Leaders, in consultation with members of the Leadership Team, can place pupils in this detention.

Parents / Carers will be informed by a phone call and/or letter if their child is placed in the Senior Staff Detention.

24 hours' notice will be given for pupils in the Senior Staff Detention.

#### ***Pupils can be placed in 'On-Call'***

Pupils can be placed in the On-Call Room for breaches of the Behaviour Policy. They may also be placed in the On-call room for incidents outside of the five teaching periods, for example for dangerous play on the yard, reckless behaviour on the corridors / stairwells, persistent refusal to follow instructions.

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Pupils will be placed in the On-Call Room for a period (including break / lunchtime where appropriate) or consecutive lunchtimes dependent on the nature, time and location of the incident. Appropriate arrangements will be made for lunchtime provision. Only members of the Leadership Team, Year Leaders and members of staff 'on-call' can place a pupil into the On-Call Room.

***Pupils can be referred to Seclusion***

Pupils can be referred to the Seclusion Room for incidents such as persistent disruption of the On-Call Room, using foul / abusive language, or being in direct breach of school expectations (as published in the Pupil Planner and Guidance on Expectations on Uniform and Appearance).

Pupils may be placed in the Seclusion Room for up to a maximum of three days.

Only a member of the Senior Leadership Team or Year Leader can refer a pupil to the Seclusion Room.

Parents/carers will be informed by telephone call if their child is placed in the Seclusion Room and, if deemed appropriate, will be asked to come into school to discuss the incident.

Ordinarily, the Seclusion Room operates in normal school hours (8.45am – 3.10pm). However, for persistent behaviour breaches or a more serious offence, BTRCC will operate the Seclusion Room from 12 midday to 5pm.

***Pupils can be directed to be educated off site***

Where a pupil's behaviour is such that BTRCC has tried several strategies but is unable to effect a change, alternative provision may be considered as an early intervention strategy to facilitate an improvement.

If a pupil is to be directed to attend alternative provision in order to improve behaviour, a written direction will be issued by the governing body to the parent/s. However, parents' approval is not needed for the direction to be put in place.

***Pupils can be formally excluded for a fixed period***

Fixed term exclusion is reserved for serious cases of ill-discipline, for example swearing at a member of staff, fighting (even in retaliation), or wilful refusal to follow requests from the Senior Leadership Team.

Only the Headteacher can exclude a pupil.

Parents will be informed by both telephone and letter detailing the reasons for the exclusion and their right to appeal any such decision. If deemed appropriate, parents will be asked to bring their child into school after the exclusion to discuss the incident.

Any exclusion exceeding five days will result in pupils being placed in Sir John Thursby College for a fixed period. This is a reciprocal agreement between both establishments. Informal arrangements exist to support the inclusion process.

***Pupils can be permanently excluded***

Permanent exclusion would be considered for pupils who show themselves incapable of reforming their ill-discipline.

Permanent exclusion will be considered in the event of one-off incidents of serious misconduct regardless of the pupil's previous history.

Serious incidents that endanger the health and safety of pupils and/or staff may result in permanent exclusion e.g. selling or bringing drugs into school or possession of a weapon or bladed article.

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N.B. All exclusions from school take account of Local Authority Procedures, DfE guidelines and Salford Diocesan guidelines.

### ***Monitoring of the Policy***

All exclusions (as well as On-Call and Seclusion data) will be monitored to take account of the impact of this policy on pupils by racial group, gender and educational need.

The policy as a whole will be monitored and reviewed annually by members of the Behaviour Leadership Team.

Reviews will take into account the views of pupils, staff, parents and carers. Views will be sought through the use of media such as Parent Forums and questionnaires at Progress Evenings.

The governing body of BTRCC will be asked to monitor the policy annually.

### **Supplementary Information**

#### **Off-site Behaviour**

The provisions of this policy will be applicable in relation to behaviour outside school on school business (for example school trips, sports fixtures, work experience etc.) and also where there is a clear link between the behaviour and the maintaining of good order and discipline within the school i.e. where the behaviour of the pupils may have repercussions in school or may affect its reputation. In appropriate circumstances, the provisions of the policy will also extend to cover the conduct of pupils when they are not on school premises and not under the control or supervision of a member of staff.

BTRCC expects the highest standards of behaviour from its pupils when representing the school off-site. This includes behaviour when pupils are on school trips, sports fixtures, work experience, travelling to and from school, or behaviour when recognisable as a member of our school.

The school reserves the right to use its reward system to recognise good behaviour, or implement sanctions to pupils whose behaviour spoils the reputation of BTRCC.

#### **Anti-Bullying**

Blessed Trinity does not condone any form of bullying including those on the grounds of race, religion, culture, homophobic, SEN, disability, sexist, sexual, or on-line. The school has an Anti-Bullying Policy and should be taken as being part of this overall document. BTRCC records instances of bullying and reports these to Governors three times a year.

#### **Racist Incidents**

Blessed Trinity does not condone the use of racist language or incidents of racist behaviour. Where a pupil is found to use racist language or be involved in a case of racist behaviour, a 'Racist Incident' form will be completed. All racist incidents are recorded.

Each case will be reported to the governing body and the Local Authority will also be notified. The forms will then be held on the school's Racist Incident File detailing the incident and name of the perpetrator(s). Should the incident be severe enough to warrant disciplinary action being taken, a copy of the racist incident form will be placed on the pupil's file. Parents will be contacted to inform them of their child's behaviour and, if deemed necessary, asked to come into school to discuss the incident.

Racist incidents can occasionally occur through the ignorance of the pupil(s) involved. In these cases, pupils will be spoken to by a senior member of staff to highlight the error of their behaviour. Where the pupil is wilful and knowledgeable in their actions, they can expect an appropriate sanction to be issued.

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### **Confiscation and Searching**

Blessed Trinity RC College has the right to search, with their consent, pupils and their possessions, for items banned under the school rules.

In other situations, Leadership has the right to search, without their consent, pupils and their possessions, where they suspect pupils may be in possession of prohibited items such as knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or images that could have been or may be used to commit an offence or harm. BTRCC can seize any banned or prohibited item found as a result of a search or which they consider harmful or detrimental to school discipline. They will also involve other authorities where necessary.

Staff may reasonably ask pupils to turn out their pockets / bags etc. or hand over any item which may contravene the school's expectations or cause disruption. Should a pupil unreasonably refuse to cooperate, Blessed Trinity will use its legal power to discipline the pupil.

In the case of mobile phone confiscation, staff must not search through the phone or access text messages without the pupil's permission. It may be reasonable for staff to ask a pupil to reveal a message / video but if the pupil refuses, the request cannot be enforced. Again, staff can legitimately issue a disciplinary penalty for failure to follow a reasonable instruction.

### **Reasonable Force**

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline and order in the classroom.

The Head teacher and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or images that could have been used to commit an offence or harm.

### **Awarding Merits / Recording Incidents on SIMS**

Appropriate support and training will be given to all staff to allow merits and incidents to be reported,

A paper copy of this information is available upon request.

### **Grievance Procedure**

Blessed Trinity seeks to apply the principles of this policy fairly and consistently.

Should parents, carers and/or pupils feel cause to complain about the application of sanctions they should, in the first instance, seek to resolve the matter with the member of staff concerned. If this fails to resolve the matter, then the next step should be to bring it to the attention of the pupil's Year Leader and, if necessary, a member of the Senior Leadership Team following this.

Whilst parents/carers and/or pupils have the right to make a formal complaint about disciplinary matters to the Headteacher, the school would always first urge complainants to contact school to resolve matters in an informal manner.

Should this prove unsatisfactory, complaints can be escalated to the governing body, the local authority or other agencies as appropriate





## Behaviour Procedure: STAGES

