

Policy name: Behaviour Policy
Reviewer: R Keighley
Date of last review: July 2026
Date of next review: July 2027



BEHAVIOUR POLICY



Governing Body Approval

Policy approved by:

NAME: Mr Ken Tyson

SIGNATURE: 

GOVERNOR POSITION: Chair of Governors

DATE: 7th July 2026

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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 [Behaviour in Schools - Advice for headteachers and school staff Feb 2024](#).

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.
Equality Act 2010

This policy also takes into consideration updated guidance from the DfE School Suspensions and Permanent Exclusions guidance 2026 which can be found at [Suspension and permanent exclusion guidance](#)

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 to 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
- Learning & Teaching Policy
- Restrictive interventions policy

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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) Display positive attitudes to learning
- d) To reward those pupils who always try hard and behave well.
- e) To manage behaviour effectively and in a way that enables purposeful learning to take place.
- f) To maintain the entitlement of staff to dignity, respect and a safe workplace.
- g) To support teachers to ensure that effective Teaching and Learning is taking place.
- h) To support those pupils whose learning is negatively affected by the behaviour of others.
- i) To foster and encourage self-control, resilience, responsibility and self-management among pupils.
- j) To give pupils confidence in themselves and pride and recognition in their own achievements and those of their school.
- k) 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.

Legislation, statutory requirements and statutory guidance

The DfE has published several 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.

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

[Behaviour in schools](#)

[School suspensions and permanent exclusions](#)

[Mobile phones in schools](#)

[Searching, screening and confiscation in schools](#)

[Use of reasonable force in schools](#)

[Creating a culture: a review of behaviour management in schools](#)

[Working together to improve school attendance](#)

[Behaviour and discipline in schools: guide for governing bodies](#)

[Preventing bullying](#)

[Keeping children safe in education](#)

[SEND code of practice: 0 to 25 years](#)

[Supporting pupils at school with medical conditions](#)

[Arranging Alternative Provision - guide for LAs and schools](#)

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.

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Our full expectations of pupils throughout the school day are outlined in our 'Blessed Trinity Standards' (Appendix 1).

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 Arbor. Staff receive guidance on how to enter Merits on Arbor and should follow this advice carefully.

Other ways in which pupil achievements can be recognised include:

- a) Positive attitudes to learning are rewarded with merits every lesson
- b) 'You've been noticed' forms given for positive acts; a weekly draw takes place in assembly and merits are given
- c) 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.
- d) Written remarks in pupils' books or pupil planners can also be used by staff to communicate recognition.
- e) Pupils achievements will be recognised by the awarding of special awards.
- f) Departments celebrate the good work of pupils through class displays.
- g) Departments can also highlight positive contributions through initiatives such as departmental praise letters being sent home.
- h) 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.
- i) Pupils who have made positive contributions are recognised in the prefect system.
- j) Best attendance is celebrated weekly.
- k) Special Presentation Evenings for both our Year 11 leavers and Year 7-10 are held annually to celebrate success and praise achievement.
- l) The achievements of pupils both in and out of school are promoted in the local press/facebook and celebrated in our school newsletter.
- m) Rewards trips will be organised to highlight the achievement of those meeting the expected criteria.
- n) Rewards events are arranged termly for pupils with no behaviour points
- o) Termly award ceremonies are held to celebrate success in all areas.

Roles and Responsibilities

The Governing body of Blessed Trinity RC College is responsible for the development of the behaviour policy in consultation with the Headteacher, staff, parents, pupils and parents. The Governors of Blessed Trinity RC College are committed to ensuring that the school has the highest aspirations and standards for all of our young people and staff in order that they can fulfil their potential. The Governors are aware of their responsibilities under the Equality Act 2010 to promote equality of opportunity and reduce discrimination.

The Headteacher will develop the Behaviour Policy with reference to DfE guidance documentation. The Headteacher will decide the standard of behaviour expected of pupils and how that behaviour

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will be achieved. The Headteacher will also decide on disciplinary penalties for breaking the rules and rewards for good behaviour.

Teachers, teaching assistants and other paid members of staff with responsibility for pupils have the power to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction. Teachers, teaching assistants and other paid members of staff with responsibility for pupils can impose any reasonable disciplinary penalty in response to poor behaviour.

Parents are under a legal duty to ensure that their child (aged 5-16) receives a suitable full-time education either at a school or by making other suitable arrangements. Parents also have a clear role in making sure their child is well behaved at school. Parents must take responsibility for their child, if suspended, and ensure that they are not in a public place without good reason during school hours within the first five days of any suspension. If they do not, the school or local authority may issue a penalty sanction. Parents must also ensure that their child attends the suitable full-time education provided by the school governing body or local authority from the sixth day of any suspension. It is expected that parents attend a re-integration meeting following any suspension.

Support Systems

Blessed Trinity RC College is committed to supporting pupils to succeed and to addressing behavioural concerns at the earliest opportunity. Pupils are supported through a range of pastoral, academic and wellbeing interventions, which may include referral to the Pupil Panel for additional support and targeted intervention.

Where a pupil displays persistent disruptive behaviour, the school will seek to identify any underlying needs or barriers to learning. This may involve further assessment, including involvement from the SEND team, pastoral staff, external agencies and multi-agency professionals where appropriate. The school will consider whether a pupil has special educational needs and/or disabilities (SEND), emerging additional needs, social, emotional or mental health needs, safeguarding concerns, or other factors which may be contributing to their behaviour. Reasonable adjustments will be made where required in accordance with the Equality Act 2010.

A graduated approach will be adopted, using appropriate interventions and support strategies before more significant sanctions are considered. This may include behaviour support plans, mentoring, pastoral interventions, risk assessments, early help support, alternative provision, or referrals to external agencies.

Where behaviour concerns persist despite support and intervention, the school will work in partnership with parents/carers and relevant professionals to determine the most appropriate next steps. Any decision to suspend or permanently exclude a pupil will take account of the support already provided, safeguarding considerations, SEND duties and the individual circumstances of the case.

Management of Behaviour

At Blessed Trinity RC College, all staff have a responsibility to promote positive behaviour and maintain a safe, calm and purposeful learning environment. The information below sets out the

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principles and procedures that staff should follow when behaviour falls below the school's expectations.

Behaviour Principles

Our approach to behaviour management is based on the following principles:

- Behaviour management should be positive, supportive and non-confrontational.
- Positive relationships between staff and pupils are central to maintaining high standards of behaviour.
- High expectations apply to all pupils.
- Behaviour expectations and sanctions will be applied consistently, fairly and proportionately.
- The school recognises its duties under the Equality Act 2010, the Children and Families Act 2014 and the SEND Code of Practice. Reasonable adjustments will be made where appropriate and consideration will be given to any SEND, SEMH, safeguarding needs or other vulnerabilities that may be contributing to a pupil's behaviour.
- The school will seek to identify and address the underlying causes of behaviour wherever possible.
- Restorative approaches may be used to repair relationships, encourage reflection and prevent reoccurrence.
- Once incidents have been resolved, pupils should be supported to move forward positively and make a fresh start.
- Suspension and permanent exclusion are serious sanctions will only be used where appropriate, lawful, reasonable, fair and proportionate.

As a Catholic community, we believe that pupils should, wherever possible, be given the opportunity to reflect on their actions, offer an apology and experience forgiveness.

Use of Sanctions

Sanctions form part of the school's wider behaviour strategy and are intended to support pupils in making positive choices and maintaining a safe and orderly environment.

Where sanctions are necessary, they will:

- Be lawful, reasonable, fair and proportionate.
- Be applied consistently.
- Respect the dignity of the pupil.
- Take account of individual circumstances and any reasonable adjustments that may be required.
- Support pupils in understanding the impact of their behaviour.
- Contribute to maintaining a safe, respectful and purposeful school environment.
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Previous incidents and patterns of behaviour may be taken into account when determining an appropriate sanction.

All examples of behavioural misconduct contained within this policy are illustrative rather than exhaustive. The school reserves the right to apply any reasonable and appropriate sanction where necessary to maintain good order, discipline, safeguarding and the wellbeing of the school community.

Early Intervention and Additional Support

The school will seek to identify and address behavioural concerns at the earliest opportunity. Where behaviour difficulties are persistent, appropriate support and intervention will be considered alongside sanctions.

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This may include:

- Pastoral support.
- Mentoring.
- Behaviour support plans.
- Early Help intervention.
- SEND assessment and support.
- Safeguarding intervention.
- Multi-agency involvement.
- Alternative provision where appropriate.

Before considering suspension or permanent exclusion, the school will demonstrate that appropriate support, interventions and reasonable adjustments have been considered and implemented where appropriate.

Classroom Behaviour Procedures

When classroom behaviour falls below expectations, staff should follow the steps outlined in the In-Class Behaviour Expectations procedure (Appendix 2).

The procedure provides a clear and consistent framework for addressing behaviour concerns within lessons and ensures that pupils understand the consequences of failing to meet the school's expectations.

Staff should apply the procedure consistently to ensure fairness, predictability and clarity for all pupils.

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

Choice: If a pupil is choosing to disrupt the learning of themselves and others in the class-room, they will be given an informal warning that their behaviour is unacceptable. (C1)

Chance: Should disruptive behaviour continue; the member of staff should give another warning in which the pupil will be told that this is their final chance to regulate their behaviour before a serious consequence is put in place. The pupil will be told they are on Chance (C2) and reminded of the rules. This will be recorded in Class Charts.

Consequence: In the serious case where the behaviour has not improved following on from Choice (C1) and Chance (C2) the pupil will be removed from your lesson so that everyone else can continue learning.

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The pupil will be asked to wait outside the class room until a member of staff comes to place them in another room.

The teacher will contact home to explain what has happened.

The pupil will be issued with a 30 minute same day detention.

N.B. Some actions may be deemed serious enough that a pupil will be immediately removed from the lesson without going through the process

Data is analysed to ensure the learning of pupils is not interrupted consistently and should it be necessary. Parents will be informed of this should this be necessary.

Repeat removals from lessons are identified daily and additional sanctions are put in place for those pupils.

Removal from Lessons

Occasionally, an incident may be sufficiently serious to warrant the immediate removal of a pupil from a lesson. In such circumstances, pupils may be directed to the On-Call Room without progressing through the usual classroom behaviour procedures.

Members of the school's On-Call team will use their professional judgement when responding to incidents. The most appropriate course of action will be determined by a member of the Senior Leadership Team and/or Year Leader, taking account of the nature of the incident, any safeguarding considerations and the individual circumstances of the pupil.

Where a pupil is removed from a lesson, the school will ensure that the removal is lawful, reasonable and proportionate. Repeat removals will be monitored and reviewed to identify any underlying needs, including SEND, SEMH, safeguarding concerns or other vulnerabilities, and appropriate support and intervention will be considered.

Sanctions

Sanctions form part of the school's wider behaviour strategy and are intended to promote positive behaviour, encourage pupils to take responsibility for their actions and maintain a safe, calm and purposeful environment.

Sanctions may include, but are not limited to:

- Breaktime or lunchtime detentions.
- After-school detentions.
- Removal from lessons.
- Placement in the On-Call Room.
- Placement in the Exclusion Room.
- Confiscation of prohibited or banned items.
- Suspension or permanent exclusion where appropriate and in accordance with statutory guidance.

Lunchtime Detentions

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Detentions issued during lunchtime will allow pupils a reasonable opportunity to eat, drink and use toilet facilities.

After-School Detentions

After-school detentions may be issued on any school day where it is reasonable and proportionate to do so.

Same-day detentions may be issued for pupils who arrive late to school, arrive late to lessons, or are removed from lessons following the school's classroom behaviour procedures. Unless exceptional circumstances apply, these detentions will take place on the same day as the incident. Where an incident occurs after 1.00pm, the detention may take place on the following school day.

All pupils are expected to attend detentions. Where exceptional circumstances prevent attendance, parents/carers should contact the school at the earliest opportunity. The detention will normally be rescheduled.

Failure to attend a detention without a valid reason may result in a further sanction. Repeated failure to attend detentions will be treated as a refusal to follow a reasonable instruction and may result in more serious sanctions, including internal isolation.

Pupils whose mobile phones have been confiscated in line with the school's Mobile Phone Policy will normally have them returned at the conclusion of their detention. Where a pupil fails to attend a detention without a valid reason, the device may be retained for collection by a parent or carer in accordance with school procedures.

Where a pupil is suspended, any outstanding sanction may still be required on their return to school as part of the school's reintegration process.

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 after School Detention

The detention can last up to 1 hour 30 minutes.

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

Parents will be informed by Arbor / 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 instances of poor behaviour. They may also be placed in the On-call room for incidents outside of the five teaching periods, for example for reckless behaviour or refusal to follow instructions

Pupils will be placed in the On-Call Room for a period of time (including break / lunchtime where appropriate) or consecutive lunchtime's dependent on the nature, time and location of the incident. Appropriate arrangements will be made for lunchtime provision.

Pupils can be referred to an Exclusion Room

Pupils can be referred to the Exclusion Room for either a one off incident or an accumulation of behavioural incidents.

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Pupils may be placed in the Exclusion Room for up to a maximum of ten days. Only a member of the Senior Leadership Team or Year Leader can refer a pupil to the Exclusion Room. Parents will be informed by telephone call if their child is placed in the Exclusion Room and, if deemed appropriate, will be asked to come into school to discuss the incident. Ordinarily, the Exclusion Room operates in normal school hours. However, for persistent behaviour breaches or a more serious offence, BTRCC will operate the Exclusion Room from 10.00am – 4.00pm / 11.00 – 5.00pm. No personal items such as bags or mobile phones are permitted inside the exclusion room. They will be stored securely and returned at the end of the day. In addition to our internal exclusion room, on occasion it may be deemed necessary to exclude to another school for a fixed number of days. This is a reciprocal agreement between establishments. Informal arrangements exist to support the inclusion process. It may be deemed necessary to place a pupil in the internal exclusion room following a period of suspension dependent upon the severity of the situation or when the suspension has happened due to refusing internal sanctions.

Pupils Directed to be Educated Off-Site

Where a pupil's behaviour is causing significant concern and previous interventions have not resulted in sufficient improvement, the school may direct the pupil to attend alternative provision as part of a planned intervention to improve behaviour, engagement and educational outcomes. A direction to attend alternative provision will be made in accordance with statutory guidance and will be subject to clear objectives, regular review and appropriate oversight. Parents/carers will be informed in writing of the reasons for the placement, the expected outcomes and the arrangements for review. Whilst the views of parents/carers will be considered, their consent is not required for an off-site direction to be implemented.

Off-site directions will be reviewed regularly to assess progress against the agreed objectives and determine whether the placement remains appropriate and continues to be in the pupil's best interests. The school will regularly seek the voice of the child and will work in partnership with parents/carers, the pupil and the alternative provider throughout the placement.

The Governing Board will receive information regarding the use and effectiveness of off-site directions as part of its monitoring responsibilities.

Managed Moves

A managed move is a voluntary, planned and permanent transfer of a pupil from one mainstream school to another, used as part of an intervention strategy to support the pupil's needs and improve outcomes. Managed moves will only be considered where they are judged to be in the best interests of the pupil and must be agreed by all parties involved, including the parents/carers, the pupil (where appropriate), the admitting school and the relevant admission authority.

Managed moves will not be used as a sanction, nor as an alternative to permanent exclusion. They will only be considered after appropriate support, intervention and assessment have taken place. Where a temporary placement is required to support behaviour improvement, this will be arranged through an off-site direction rather than a managed move. Managed moves are permanent arrangements and will not be used as trial placements.

Prior to any managed move, the school will ensure that relevant information is shared with all parties and that any safeguarding, SEND, welfare and educational needs are fully considered.

Where a pupil has an Education, Health and Care Plan (EHCP), the school will work in partnership with the Local Authority and follow the relevant statutory procedures.

Suspension

Suspension is a serious sanction and will only be used where it is lawful, reasonable, fair and proportionate.

Only the Headteacher, or in the Headteacher's absence a designated Acting Headteacher, may suspend a pupil.

A suspension may be considered where:

- ***There has been a serious breach of the school's Behaviour Policy; or***
- ***There have been persistent breaches of the school's Behaviour Policy; and***
- ***Allowing the pupil to remain in school would seriously harm the education, welfare or safety of the pupil or others.***

Before making a decision to suspend, the school will consider the individual circumstances of the case, including any safeguarding concerns, special educational needs and disabilities (SEND), social, emotional and mental health needs (SEMH), any reasonable adjustments required under the Equality Act 2010, and any support or interventions that have already been implemented. Parents/carers will be informed without delay of the decision, the reasons for the suspension, its duration and their rights to make representations to the Governing Board. Where applicable, parents/carers will also be informed of their right to request an Independent Review Panel in accordance with statutory guidance.

The school will seek to ensure that pupils are given an opportunity to share their account of events and express their views in a manner appropriate to their age, understanding and individual needs.

The school will provide work for the pupil during the period of suspension and will support the pupil's successful return through an appropriate reintegration process. Where alternative educational provision is required from the sixth school day of a suspension, this will be arranged in accordance with statutory requirements.

Following a suspension, the school will consider any further support, intervention, reasonable adjustments or multi-agency involvement required to reduce the likelihood of future incidents and support the pupil's successful reintegration.

Permanent Exclusion

Permanent exclusion is a sanction of last resort and will only be used where it is lawful, reasonable, fair and proportionate.

Only the Headteacher, or in the Headteacher's absence a designated Acting Headteacher, may permanently exclude a pupil.

Permanent exclusion may be considered:

- ***In response to a serious breach of the school's Behaviour Policy; or***
- ***Where there have been persistent breaches of the school's Behaviour Policy and allowing the pupil to remain in school would seriously harm the education, welfare or safety of others.***

The Headteacher will consider all relevant circumstances before reaching a decision, including the pupil's age, previous behaviour record, SEND, safeguarding needs, any reasonable adjustments that may be required, and the support and interventions that have previously been implemented.

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Permanent exclusion may be considered following a serious one-off incident or a pattern of persistent breaches of the Behaviour Policy where allowing the pupil to remain in school would seriously harm the education, welfare or safety of others.

Examples of behaviour that may result in permanent exclusion include, but are not limited to:

- ***Serious actual or threatened violence against another pupil or member of staff.***
- ***Possession, use or supply of illegal drugs.***
- ***Possession of an offensive weapon or prohibited item.***
- ***Behaviour which seriously threatens the safety, welfare or wellbeing of members of the school community.***

Behaviour occurring whilst attending alternative provision, off-site educational activities, educational visits, work experience or whilst representing the school may be considered as part of any disciplinary decision in accordance with this policy.

Parents/carers will be informed without delay of the decision, the reasons for the permanent exclusion and their statutory rights, including the right to make representations to the Governing Board and, where applicable, to request an Independent Review Panel.

All suspensions and permanent exclusions will be carried out in accordance with current legislation, Department for Education statutory guidance, Local Authority procedures and Diocesan requirements.

Where a pupil has an allocated social worker, the school will notify the social worker without delay of any suspension or permanent exclusion, including the reasons for the decision and, where applicable, the duration of the suspension. Where the pupil is looked after, the relevant Virtual School Head (VSH) will also be notified without delay. The school will work collaboratively with the social worker, VSH, parents/carers and other relevant professionals to consider any safeguarding, welfare, SEND or other support needs, and to support appropriate reintegration, review processes and future educational provision.

Voice of the child

Cancelling a Permanent Exclusion

The Headteacher may cancel a suspension or permanent exclusion before the Governing Board has met to consider the case. Where an exclusion is cancelled, the school will notify parents/carers, the Governing Board, the Local Authority and, where applicable, the pupil's social worker and/or Virtual School Head without delay. The pupil will be permitted to return to school as soon as practicable and any subsequent action will be taken in accordance with current statutory guidance.

Monitoring and Review of the Policy

The school will regularly monitor behaviour, sanction, suspension, permanent exclusion, removal, off-site direction and pupil movement data to evaluate the effectiveness of this policy and identify any emerging trends or concerns.

Monitoring will include consideration of the impact of the policy on different groups of pupils, including but not limited to those with special educational needs and disabilities (SEND), pupils with social, emotional and mental health needs (SEMH), disadvantaged pupils, looked after and

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previously looked after children, pupils with an allocated social worker, different racial groups, gender and other protected characteristics.

The school will use this information to identify patterns, review practice, ensure compliance with its duties under the Equality Act 2010 and inform strategies to improve behaviour, attendance, inclusion and pupil outcomes.

The policy as a whole will be monitored and reviewed annually by members of the Behaviour Leadership Team. Reviews will take account of the views of pupils, staff, parents/carers and governors. Feedback may be sought through Parent Forums, pupil voice activities, questionnaires, surveys and other appropriate consultation methods.

The Governing Board will fulfil its statutory responsibilities in relation to suspensions and permanent exclusions in accordance with current legislation and statutory guidance. This includes reviewing suspensions and permanent exclusions within the required timescales, considering representations from parents/carers and other relevant parties, making decisions regarding reinstatement where required, and monitoring the use of suspensions, permanent exclusions, off-site directions and pupil movement to ensure that they are used lawfully, fairly, consistently and as a last resort.

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.

Child on Child Abuse including Harmful Sexual Behaviour Children can abuse other children

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This is generally referred to as child on child abuse and can take many forms. This may include (but not limited to):

- Bullying, including cyberbullying and prejudice-based or discriminatory bullying.
- Abuse in intimate personal relationships between children.
- Physical abuse – this may include an online element which facilitates, threatens and/or encourages physical abuse.
- Sexual violence – this may include an online element which facilitates, threatens and/or encourages sexual violence.
- Sexual harassment, including online sexual harassment, which may be standalone or part of a broader pattern of abuse.
- Causing someone to engage in sexual activity without consent.
- The consensual and non-consensual sharing of nude and semi-nude images and/or videos.
- Upskirting.
- Initiation and hazing-type violence and rituals, which can 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.

For the purposes of this policy, “sexual violence” refers to the following offences as defined under the Sexual Offences Act 2003:

- Rape: A person (A) commits an offence of rape if they intentionally penetrate the vagina, anus or mouth of another person (B) with their 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 they intentionally penetrate the vagina or anus of another person (B) with a part of their 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 they intentionally touch another person (B), the touching is sexual, B does not consent to the touching, and A does not reasonably believe that B consents.
- Causing someone to engage in sexual activity without consent: A person (A) commits an offence if they intentionally cause another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. This could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.

For the purposes of this policy, “sexual harassment” refers to unwanted conduct of a sexual nature that occurs online or offline, inside or outside of school. Sexual harassment is likely to violate a student’s dignity, make them feel intimidated, degraded or humiliated, and create a hostile, offensive, or sexualised environment. If left unchallenged, sexual harassment can create an atmosphere that normalises inappropriate behaviour and may lead to sexual violence.

Sexual harassment can include, but is not limited to:

- Sexual comments, such as sexual stories, lewd comments, sexual remarks about clothes and appearance, and sexualised name-calling.
- Sexual “jokes” and taunting.
- Physical behaviour, such as deliberately brushing against someone, interfering with someone’s clothes, and displaying images of a sexual nature.
- Online sexual harassment, which may be standalone or part of a wider pattern of sexual harassment and/or sexual violence. This includes:
 - The consensual and non-consensual sharing of nude and semi-nude images and/or videos.
 - Sharing unwanted explicit content.

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- Upskirting*
- Sexualised online bullying.
- Unwanted sexual comments and messages, including on social media.
- Sexual exploitation, coercion, and threats.

*Upskirting refers to the act, as identified in the Voyeurism (Offences) Act 2019, of taking a picture or video under another person's clothing, without their knowledge or consent, with the intention of viewing that person's genitals or buttocks, with or without clothing, to obtain sexual gratification, or cause the victim humiliation, distress or alarm. Upskirting is a criminal offence. Anyone, including children and staff, of any gender can be a victim of Upskirting.

Consensual and non-consensual sharing of nude and semi-nude images and/or videos, colloquially known as "sexting" and "youth produced imagery", is defined as the sharing between students of sexually explicit content, including indecent imagery. Indecent imagery is defined as an image which meets one or more of the following criteria:

- Nude or semi-nude sexual posing
- A child touching themselves in a sexual way
- Any sexual activity involving a child
- Someone hurting a child sexually
- Sexual activity that involves animals

Consent is defined as having the freedom and capacity to choose to engage in sexual activity. Consent may be given to one sort of sexual activity but not another and can be withdrawn at any time during sexual activity and each time activity occurs. A person only consents to a sexual activity if they agree by choice to that activity and has the freedom and capacity to make that choice. Children under the age of 13 can never consent to any sexual activity. The age of consent is 16.

For the purpose of this document, sexual violence, sexual harassment and online sexualised behaviours will also be referred to as HSB (Harmful Sexual Behaviour).

Safeguarding Separation

There may be exceptional circumstances where it is necessary, for safeguarding reasons, to temporarily forbid a pupil from attending the school premises in order to physically separate them from one or more other pupils. This may arise, for example, following an allegation of harm by one pupil against another, during a safeguarding investigation, or where a risk assessment identifies that separation is necessary to protect the safety and welfare of those involved.

This is **not a disciplinary sanction** and does **not constitute a suspension or permanent exclusion**. It is a safeguarding measure implemented to manage risk and protect children.

Any decision to separate pupils for safeguarding purposes will:

- Be made on a case-by-case basis.
- Be led by the Designated Safeguarding Lead (DSL) or a deputy.
- Be informed by an appropriate risk and needs assessment.
- Be lawful, reasonable, rational and procedurally fair.
- Take account of the school's duties under the Human Rights Act 1998, the Equality Act 2010 and Keeping Children Safe in Education (KCSIE).
- Be used only where separation is essential and cannot practicably be achieved whilst allowing the pupils concerned to remain on the school premises.
- Be regularly reviewed and maintained only for as long as necessary.
- Be supported by appropriate safeguarding, educational and pastoral arrangements.

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Where safeguarding separation is implemented, the school will:

- Inform parents/carers of the reasons for the arrangement without delay.
- Notify the governing board without delay.
- Seek advice and support from relevant external agencies, including Children's Social Care, the police and safeguarding partners, where appropriate.
- Ensure that the educational, welfare and safeguarding needs of all pupils involved are considered.

Where a pupil is temporarily forbidden from attending the school premises for safeguarding reasons, suitable educational provision will be arranged. Where the school or the parent/carer is unable to arrange appropriate education, the local authority will be informed so that its duties under Section 19 of the Education Act 1996 can be fulfilled.

Reintegration Following Safeguarding Separation

The school will support pupils to reintegrate successfully following a period of safeguarding separation. A reintegration strategy will be developed, communicated to the pupil and parents/carers where appropriate, and reviewed regularly. The school will work with relevant agencies and professionals to identify and address any safeguarding, SEND, health or wellbeing needs that may affect successful reintegration.

Monitoring of Safeguarding Separation

Senior leaders and the governing board will monitor the use of safeguarding separation to ensure that arrangements are lawful, necessary, proportionate and effective. Records will be maintained of:

- The safeguarding concerns identified.
- The risk assessment and rationale for the decision.
- Reviews undertaken.
- Educational provision made.
- Reintegration arrangements and outcomes.

The governing board will review safeguarding separation arrangements as part of its oversight of pupil movement, safeguarding and inclusion, with particular regard to pupils with SEND and other vulnerabilities.

Disclosures

- Process Students will be made aware of how to raise concerns or make a report and how any reports will be handled. This includes the process for reporting concerns about friends or peers. Students will also be reassured that they will be taken seriously, be supported, and kept safe. Students have three ways to disclose at Blessed Trinity Roman Catholic College and they are regularly reminded of these. They can email or speak to a teacher, report via the blue form system, on the website or tell a member of staff.
- During the disclosure staff ensure that the child who has reported the behaviour is reassured that their concerns are being taken seriously and that they will be kept safe. Their wishes in terms of how they want to proceed should be sought and they should be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered.

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Response to initial concern:

1. Challenge the behaviour.
2. Report the behaviour immediately in person to DSL/Deputy DSL if child is at immediate risk or behaviour is of a sexual nature.

The following will be considered:

- The wishes of the victim in terms of how they want to proceed
- The nature of the alleged incident
- The ages of the children involved
- The development stages of the children involved
- Any power imbalance between the children
- Is the incident a one-off or a sustained pattern of abuse
- Are there ongoing risks to the victim, other children, and school staff?
- Analysis of SEND/LGBTQI+ needs
- Contextual safeguarding issues

Following a report of sexual violence, the DSL (or Deputy DSL) will make an immediate risk and needs assessment, considering:

- The victim
- The alleged perpetrator
- All other children (and if appropriate adult students and staff).

Support from:

- Lancashire Safeguarding Advice Line
- Children's Social Care
- Police
- Use of The Brook Traffic Light tool to assess behaviour

Use of Risk Management Plans (RMP)

RMPs may be used to ensure action is taken to reduce the risks posed by the child alleged to have displayed harmful sexual behaviour. The plan could but is not limited to considering the following:

- Supervision in class including seating plan arrangements
- Supervision during unstructured times including transition from lesson to lesson
- Toilet arrangements
- Transport to and from school
- Identified key staff for both victim and child alleged to have displayed harmful sexual behaviour.

RMPs will be recorded, signed by all parties and shared with staff. They will be reviewed on a regular basis. Timescales will be discussed and reviews arranged at the initial meeting. Support for all children involved at Blessed Trinity Roman Catholic College will offer support for both the victim and the child alleged to have displayed harmful sexual behaviour. Support will be provided by the pastoral team or external agencies where bespoke support is required. Contact with parents/carers throughout the process school will maintain open communication with the parents/carers of all the children who have been involved (both victim, and those who displayed the behaviour) to ensure any concerns are identified as quickly as possible.

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Where a RMP is needed the parent/carer of both children will be involved where possible to contribute towards the plan. The victim's wishes will underpin the RMP to ensure risks are minimised and all students feel safe.

Role of Staff

Through various training opportunities all staff will be aware that child on child abuse can occur between students of any age and gender, both inside and outside of school, as well as online.

All staff will be aware of the indicators of child on child abuse, how to identify it, and how to respond to reports. All staff will also recognise that even if no cases have been reported, this is not an indicator that child on child abuse is not occurring. All staff will speak to the DSL if they have any concerns about child on child abuse. All staff will understand the importance of challenging

inappropriate behaviour between peers and will not tolerate abuse as "banter" or "part of growing up".

All staff will be clear as to the school's policy and procedures regarding child on child abuse and the role they have to play in preventing it and responding where they believe a child may be at risk from it. All staff will be made aware of the heightened vulnerability of students with SEND, who evidence suggests are more likely to be abused than their peers. Staff will not assume that possible indicators of abuse relate to the student's SEND and will always explore indicators further. All staff will be made aware of the heightened vulnerability of LGBTQI+ students, who evidence suggests are also more likely to be targeted by their peers. In some cases, students who are perceived to be LGBTQI+, regardless of whether they are LGBTQI+, can be just as vulnerable to abuse as LGBTQI+ students.

The school's response to sexual violence and sexual harassment between students of the same sex will be equally as robust as it is for incidents between children of the opposite sex.

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, Senior 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, cigarette papers, electronic cigarettes, 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.

Electronic cigarettes must not be brought into school under any circumstances, suspected use of electronic cigarettes will result in the pupil being searched. Any pupil found in possession of an

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electronic cigarette will be sanctioned, sanctions will include suspension. Any electronic cigarettes brought into school will be confiscated and will not be returned to the pupil.

As part of our commitment to safeguarding, with a particular focus on the prevention of electronic cigarettes being brought into and used in school we reserve the right to use a metal detector wand.

Mobile Phones

We want pupils to feel safe, happy and free from distractions whilst they are in school. In line with Department for Education guidance, [Mobile phones in schools - GOV.UK](https://www.gov.uk/guidance/mobile-phones-in-schools) Blessed Trinity RC College operates a mobile phone-free school day to support learning, safeguarding, positive behaviour and pupil wellbeing.

Mobile phones are classified as a banned item during the school day. We recognise that the use of mobile phones when travelling to and from school can support pupil safety. Therefore, pupils who choose to bring a mobile phone into school must switch it off and place it in their allocated locker at the beginning of the school day. Pupils will return to their form rooms at the end of the school day to collect their phones. Mobile phones must not be carried on a pupil's person during the school day.

In exceptional circumstances, pupils may be permitted to retain a mobile phone for medical, safeguarding or other agreed reasons. Requests of this nature will be considered on an individual basis by the Senior Leadership Team.

Pupils arriving late to school must hand their mobile phone in at Reception for secure storage. Alternatively, pupils may choose to leave their mobile phone at home.

Where a pupil is found in possession of a mobile phone during the school day, the phone will be confiscated and securely stored. The phone will ordinarily be returned to a parent/carer. Appropriate sanctions may be applied in accordance with the school's Behaviour Policy. Persistent breaches of the Mobile Phone Policy will be treated as repeated failures to follow the school's expectations and will result in escalating sanctions. The school will consider each incident on its individual merits, taking account of the pupil's age, circumstances, previous behaviour record, any SEND, safeguarding considerations and any reasonable adjustments required under the Equality Act 2010.

Where a serious or persistent breach of the Mobile Phone Policy occurs, the school may consider more significant sanctions. Any decision to suspend a pupil will only be made where it is lawful, reasonable, fair and proportionate and in accordance with current statutory guidance. Suspension will not be applied automatically and will only be considered where the circumstances meet the threshold set out within the school's Behaviour Policy.

Pupils leaving school during the day, for example to attend a medical appointment, will be provided with access to their phone before leaving the site. Pupils attending detention will receive their phone at the conclusion of the detention unless alternative arrangements have been made. If parents/carers need to contact their child during the school day, they should do so via Reception. If a pupil needs to contact a parent/carer during the school day, this should also be arranged through Reception.

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The school reserves the right to undertake searches and use metal detector wands, where lawful and appropriate, in accordance with the school's Searching, Screening and Confiscation procedures and current statutory guidance.

Reasonable Force

Please see the Restrictive Intervention Policy for further details. [Restrictive interventions policy April 2026](#)

Criminal Law

It is important to recognise that some types of harassing or threatening behaviour – or communications – could be a criminal offence. Under these circumstances Blessed Trinity RC College may refer a matter to the Police for investigation.

If school staff feel that an offence has been committed they may elect to seek assistance from the Police, but any reference to the Police should only be taken with the agreement of the Headteacher.

Awarding Merits / Recording Incidents

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 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 should the matter not be resolved.

Whilst parents 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.

Appendix 1

Blessed Trinity Standards

At the start of the day, I will...

- ✓ Arrive through the top gate from 8.15am. Magic Breakfast will be available on the yard
- ✓ Wear full, correct school uniform
- ✓ Make my way quickly and quietly through my designated door, to my Form Room using the most direct route, walking on the left
- ✓ Arrive to my Form Room by 8.45am
- ✓ When instructed by my Form Tutor, switch off my mobile phone and place it in the locker
- ✓ Fully engage in Form Time activities

At the transition between lessons, I will...

- ✓ Walk on the left, quickly and quietly using the most direct route to my lessons
- ✓ Wear correct uniform (no coats or hoodies)
- ✓ Be respectful and use good manners to all pupils and adults
- ✓ Arrive in the classroom before the music ends

At the Classroom door, I will...

- ✓ Arrive at the classroom door and greet my teacher, (Good Morning / Good Afternoon)
- ✓ Enter the classroom quickly and quietly
- ✓ Go straight to my seat
- ✓ Take out my equipment and place my bag under the desk
- ✓ Start the 'Live in 5' activity

During the lesson, I will...

- ✓ Follow instructions first time, every time
- ✓ Be an active listener and learner
- ✓ Show a positive attitude to learning
- ✓ Take pride in my work
- ✓ Put my hand up to speak
- ✓ Ask an adult if I need help

At the end of the lesson, I will...

- ✓ Tidy my belongings away quickly and quietly
- ✓ Stay seated until dismissed by the teacher
- ✓ Walk on the left, quickly and quietly using the most direct route to my next lesson

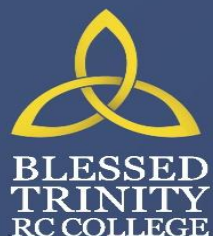
During break and lunch, I will...

- ✓ Use the most direct route to go straight to the Yard, Canteen or Chapel
- ✓ Access my locker only during the first 5 minutes of break/lunch
- ✓ Wear full uniform; trainers only on AstroTurf. No hoodies anywhere in school
- ✓ Will not enter the building for any reason without a note with written permission
- ✓ Queue calmly and orderly
- ✓ Sit while eating
- ✓ Put litter in bins – keep floor and tables clean
- ✓ Follow adult instructions first time
- ✓ Re-enter the building using the most direct route to my lesson. Walk on the left, moving quickly and quietly
- ✓ Be in my lesson before the music ends

At the end of the day, I will...

- ✓ Return to my Form Room, quickly and quietly using the most direct route
- ✓ Go straight to my seat
- ✓ Participate in the end of school prayer
- ✓ Patiently remain seated until my teacher calls me to collect my mobile phone then return to my seat
- ✓ Leave my mobile phone switched off and place it in my bag until I have left school through the top gate or theatre (Year 11)
- ✓ Remain in my seat until the bell has gone and the teacher dismisses the class
- ✓ Leave the room quickly and quietly, taking the most direct route to the back gate entrance Year 7-10. Year 11 will leave through the theatre

Appendix 2



In Class Behaviour Expectations

At Blessed Trinity, we strive to reward positive behaviours and attitudes. Our Reward System allows every pupil to be recognised for their efforts in school. Teachers award merits every lesson and form time which lead to bronze, silver, gold and platinum badges for pupils to wear. We acknowledge weekly top merits, star of the week, form of the week, pupils are given 'You've been noticed' slips and postcards are sent home from teaching staff recognising anything positive a pupil has done. We reward pupils who have zero behaviour points with events throughout the year, as well as holding an end of year rewards trip.

Behaviour Procedures: The C System

C1	C2	C3
Choice	Chance	Consequence
If you are choosing to disrupt the learning of yourself and others, your teacher will give you an informal warning. Here is an example of some of the behaviours that are not acceptable and will lead to C1: Talking in class Shouting out Distracting other pupils from their learning Not co-operating Not following instructions	If you choose to continue making poor behaviour choices: Your teacher will give you another warning, this is your final chance to regulate your behaviour before a serious consequence is put in place. Your teacher will log a C2 on Class Charts.	Removal In the serious case where the behaviour has not improved following on from Choice (C1) and Chance (C2) you will be removed from your lesson so that everyone else can continue learning. You must wait outside the class room until a member of staff comes to place you into another room. Your teacher will contact home to explain what has happened. You will be issued with a 30 minute same day detention.

NB: Some actions may be deemed serious enough that you will be immediately removed from the lesson without going through the process



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