

Ref: Behaviour Policy
Approved by Governors: 19th September 2023
Reviewer: BAPD Team – July 2023

BEHAVIOUR POLICY



Governing Body Approval:

Policy approved by:

Name: Ken Tyson

Signature:



Governor Position: Chair Of Governors

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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.

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

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 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) 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.

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) 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 through our House Competitions.
- k) Special Presentation Evenings for both our Year 11 leavers and those still in school 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/twitter and highlighted in a prominent display of media stories.
- 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
- m) 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 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 excluded, and ensure that they are not in a public place without good reason during school hours within the first five days of any exclusion. If they do not, the school or local authority may issue a penalty sanction of £60 (rising to £120). 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 exclusion. It is expected that parents attend a re-integration meeting following any fixed period exclusion.

Support Systems

Pupils at Blessed Trinity are supported via the pastoral support system, this may include referral to Pupil Panel to access additional support. Pupils displaying persistently disruptive behaviour may be referred for additional assessments including multiagency assessment and it may require the involvement of the school SEND provision.

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.

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 and disability.

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

Ref: Behaviour Policy
Approved by Governors: 19th September 2023
Reviewer: BAPD Team – July 2023

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, making reasonable adjustments should the situation require them. 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 class-room 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. Staff must call for walkabout removal who will ordinarily place the pupil in another classroom, following the departmental removal timetable. Staff ***must*** inform the parent of the removal, record the incident and the sanction issued in SIMS.

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. The Curriculum Leader will then issue a sanction in line with departmental procedures.

Ref: Behaviour Policy
Approved by Governors: 19th September 2023
Reviewer: BAPD Team – July 2023

Occasionally, an incident may be serious enough to warrant the pupil being immediately placed in the On- Call room. Staff from our 'walk-about' team should use their professional judgement in deciding if this is necessary, the most appropriate course of action will be determined by a member of SLT / Year Leader.

Data is analysed to ensure the learning of pupils is not interrupted consistently and should it be necessary Curriculum leaders may remove a pupil from their timetabled lesson for a period of up to 2 weeks. Parents will be informed of this should this be necessary.

Repeat removals are identified daily and additional sanctions are put in place for those pupils i.e. 2 removals in quick succession will mean those pupils will lose their lunch, 3 removals in quick succession will be put into a SLT detention and 4 removals in quick succession will result in a period of exclusion and pupils being placed on a monitoring report.

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 will out of courtesy be given 24 hours' notice of any after-school detentions. BTRCC does not require confirmation from parents 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 nature 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 after School Detention

Behaviour that can result in this detention includes truancy from lessons, smoking on school grounds, leaving College premises without permission, 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 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 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 dangerous play on the yard, reckless behaviour on the corridors / stairwells, persistent 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. 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 an Exclusion Room

Pupils can be referred to the Exclusion Room for incidents such as persistent disruption of the On-Call Room, using foul / abusive language, being removed regularly from lessons, repeated truancy from lessons or being in direct breach of school expectations. 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 / 12.00 – 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.

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. An exclusion from alternative provision could result in a permanent exclusion from school.

Pupils can be suspended from school for a fixed period

Suspension is reserved for serious cases of ill-discipline. This is at the discretion of the Headteacher.

Only the Headteacher can suspend a pupil.

Parents will be informed by both telephone and letter detailing the reasons for the suspension and their right to appeal any such decision. If deemed appropriate, parents will be asked to bring their child into school after the suspension to discuss the incident. Any suspension exceeding five days may result in pupils being placed at another school in the area for a fixed period, usually Sir John Thursby. This is a reciprocal agreement between establishments. Informal arrangements exist to support the inclusion process.

Pupils can be permanently excluded

Ref: Behaviour Policy
Approved by Governors: 19th September 2023
Reviewer: BAPD Team – July 2023

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.

A pupil can be permanently excluded for incidents that occur whilst being educated with one of our alternative providers.

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 Exclusion Room 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 and parents. 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.

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

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.
 - 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).

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 colleague, 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.

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.

Role of DSL The following will be considered:

Ref: Behaviour Policy
Approved by Governors: 19th September 2023
Reviewer: BAPD Team – July 2023

- 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 or college 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 behaviours 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 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.

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 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.

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 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.

Reasonable Force

Please see the Physical Intervention Policy for further details.

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

Ref: Behaviour Policy
Approved by Governors: 19th September 2023
Reviewer: BAPD Team – July 2023

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.



Behaviour Procedure: STAGES

