

Policy name: Behaviour Policy  
Reviewer: R Keighley  
Date of last review: July 2025  
Date of next review: July 2026

## BEHAVIOUR POLICY



### Governing Body Approval

Policy approved by:

**Mr J Livesey** (NAME)



(SIGNATURE)

**Foundation Governor** (GOVERNOR POSITION)

**23<sup>rd</sup> September 2025** (DATE)

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## INTRODUCTION

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

These include:

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

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- 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.

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 ClassCharts. 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.

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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

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 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.

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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.

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: 'In Class Behaviour Expectations' (Appendix 2). This highlights the process for staff in addressing discipline issues.

***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, Curriculum Leaders may remove a pupil from their timetabled lesson for a period of time. 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.

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.

**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.

**Lunch - time detentions**

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.

**After school detentions**

After-school detentions, including removals from lessons can take place on any night of the week from Monday to Friday.

Same-night detentions are issued for a pupil who is late to school or late to lessons and for pupils who are removed from lessons for poor behaviour following our 'In Class Behaviour procedures' (see appendix attached). The detention will take place after school on the same day that the incident has occurred. The detention will be set for 30 minutes. If the incident has happened after 1pm, the detention will be set for the following evening.

All pupils are expected to attend detentions. If in exceptional circumstances parents contact school to say that their child is unable to attend that evening, the detention will be set for the following day.

If a pupil refuses to attend a detention or does not attend without a valid reason from a parent or carer, the sanction will increase.

Pupils in detention will receive their mobile phones back at the end of their detention.

Pupils who fail to attend detention, without valid reason, will not receive their mobile phones back at the end of the day. In this instance, phones will only be handed into parents upon collection.

Persistently refusing to turn up to detentions will lead to a fixed-term suspension.

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If a pupil is suspended the original punishment must still be served on their return to school

***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 ClassCharts / 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.

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 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 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***

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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.

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 in instances when the suspension has happened due to refusing internal sanctions.

### ***Pupils can be permanently excluded***

Permanent exclusion would be considered for pupils who show themselves incapable of reforming their ill-discipline or for an accumulation of poor behaviour incidents.

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.

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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

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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).

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### **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.

### **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

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- 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.

Where a RMP is needed the parent/carer of both children will be involved where possible to contribute towards the plan. The victims 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

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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.

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 and happy and free from distractions whilst they are in school and therefore, in line with the Department for Education's (DfE) guidance distributed to schools in February 2024, we have amended the School's behaviour policy to include our approach to mobile phones.

***From 1<sup>st</sup> September 2025, in order to safeguard all pupils in school, mobile phones will be classed as a banned item between the start and end of the school day.***

We recognise that the use of mobile phones travelling to and from college can help with pupil safety. Therefore, we will be providing a specially purposed locker with individual space for all pupils to leave their mobile phone in throughout the day. If pupils choose to bring a mobile phone in to school, they must switch it off and lock it away at the beginning of form time each day. Pupils will be dismissed back to form rooms before the end of the school day to collect their phone. No pupil will be allowed to have a mobile phone on their person in school after form time.

We recognise that in a small number of cases, pupils will need to keep their mobile phones with them for medical reasons. Requests of this nature will be processed through our Senior Leadership Team.

Pupils arriving late to school will be able to hand their phone in at Main Reception to be locked away. Alternatively, pupils may choose to leave their mobile phone at home.

If a pupil is found to have a mobile phone on their person during the school day it will be confiscated and handed to reception for a parent to collect and a sanction will be put in place. Sanctions will escalate for persistent failure to follow this rule and could lead therefore lead to suspension from school.

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Pupils leaving school before the end of the school day will be handed their phone back prior to leaving, e.g. needing to leave for a medical appointment etc. If pupils are in detention, they will receive their phone back at the end of the detention.

If parents / carers need to contact their child during the day, they should contact pupil reception. If a child needs to contact their parent during the day, this should be done through pupil reception.

We reserve the right to use metal detectors to ensure the policy is being adhered to and fair for all pupils in school.

Should a pupil be found with a mobile phone during the school day it will be confiscated and handed to reception for a parent to collect and a sanction will be put in place. Sanctions will escalate for persistent failure to follow this rule and could lead therefore lead to suspension from school.

### **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**

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.

# 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

## In the dining room / unstructured time, 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
- ✔ Line up in my Form Group in my designated area at the end of break and lunch (Year 7-9)
- ✔ Re-enter the building through my specific door quickly and quietly using the most direct route to my next lesson
- ✔ 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
- ✔ 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)
- ✔ 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



## 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   |
| <p>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:</p> <p><b>Talking in class</b><br/> <b>Shouting out</b><br/> <b>Distracting other pupils from their learning</b><br/> <b>Not co-operating</b><br/> <b>Not following instructions</b></p> | <p>If you choose to continue making poor behaviour choices:</p> <p><b>Your teacher will give you another warning, this is your final chance to regulate your behaviour before a serious consequence is put in place.</b></p> <p>Your teacher will log a C2 on Class Charts.</p> | <p><b>Removal</b></p> <p>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.</p> <p><b>You must wait outside the class room until a member of staff comes to place you into another room.</b></p> <p>Your teacher will contact home to explain what has happened.</p> <p>You will be issued with a 30 minute same day detention.</p> |

*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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