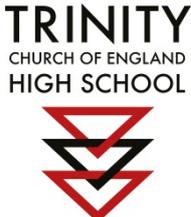


## BEHAVIOUR POLICY

 <p><b>TRINITY</b> CHURCH OF ENGLAND HIGH SCHOOL</p>	<b>Reviewed by:</b>	Governors' Personnel Committee
	<b>Approved by:</b>	Full Governing Body
	<b>Date approved:</b>	14th October, 2020
	<b>Next review due by:</b>	End of 2021/22 academic year

### AIM/PURPOSE

This is to ensure that behaviour contributes towards an orderly school community and that standards in classrooms enable effective learning to take place.

### GENERAL PRINCIPLES

This policy is based on the belief that the atmosphere in all classes at all times should enable students to work without disruption or distraction. Students should be able to concentrate on their work and any conversations or group work should be “on task” talk and related directly to the work in hand. Students need to understand and accept the authority of staff in the classroom and show consideration for the learning opportunities given to other students. The policy does not cover homework, but does include out of lessons behaviour and behaviour in the community.

### BEHAVIOUR FOR LEARNING AT TRINITY CHURCH OF ENGLAND HIGH SCHOOL

Through our Positive Behaviour for Learning procedures, we intend to address the issue of low level disruption whilst at the same time dealing effectively with more serious examples of inappropriate or anti-social behaviour.

#### **Low level disruption**

Low level disruption not only affects the learning of the student disrupting the lesson but also the learning of other students and the teacher's ability to teach effectively.

Low level disruption, or inappropriate behaviour, can be identified in a variety of forms. Below are some examples of low level disruption.

- Failure to follow instructions at the first time of asking.
- Displaying behaviour that prevents other students from learning.
- Refusal to engage in the learning process.
- Disrespectful response to staff.
- General defiance.

Low level disruption should be warned against and a C1 issued. Should it continue, a C2 should be issued and finally a C3 if the student persists.

In lessons where a teacher feels that a student is not behaving in an acceptable manner they will be issued with a C1, the first consequence issued as a direct result of a negative behaviour. This is a warning that the student needs to modify or change the way that he or she is behaving.

If the student chooses to ignore this warning and does not modify their attitude or behaviour the teacher will issue a C2, the second consequence. This is the student's final warning and must be logged on SIMS by the teacher.

Should the student continue to behave in a way that the teacher feels is unacceptable the teacher will issue a C3, the third consequence. This will mean that the student will now be issued with an after school detention. The issuing teacher must fill in a log on SIMS. Parents will be contacted by email/text message at the end of the day and a detention issued for the following day.

Once a teacher issues a C3 only the Deputy Head (Students and Staff), Assistant Head (KS3), Assistant Head (KS4) or Assistant Head (KS5) can change it.

- All detentions run for 1 hour from the arrival of the student at the detention venue after period 5.
- Detentions will be run on a rota by Senior Tutors, Pastoral Tutors and all teaching staff.
- There will be a minimum of two staff in each detention.
- All detentions will take place in the Dance Studio.
- If a student talks or displays negative behaviour during the C3 detention they will be issued with a warning. Should they fail to modify their behaviour they will be told to leave and the C3 will be repeated or a C4 seclusion will be given the next day.
- Students who do not attend a detention will receive an immediate C4 seclusion.
- All students who receive a C4 seclusion for missing a detention will complete a detention on their day in seclusion.

Where students have been placed into C4 seclusion after removal from a lesson or due to an incident on a particular day, a detention must be completed on the next day. Students who are placed in seclusion will complete a full day. Where a student is placed in seclusion midway through a school day, they will be expected to complete the time in seclusion the following day.

If a student receives two or more C3 detentions on the same day, they will be placed in seclusion the following day and receive a detention. All the C3 detentions from that day will now have been served.

If a student is absent from school on the day of their detention, they will attend the detention on their next day in school.

### **Not equipped for learning**

This includes students who forget pencil case and contents, planner, books, PE kit, etc.

When a student forgets equipment or PE kit, they will be issued with a C1 for that lesson. With regard to PE kit, future failure to bring kit will result in a C2 followed by a C3.

### **Late for lessons:**

A student who is late to a lesson will be issued with a C1 for that lesson.

A student that is late to lesson and does not have the correct equipment should only be issued with a C1.

### **Mid – high level disruption**

For disruption that has a significant effect on a student's learning, safety or the general good order of the school, a C3 may be issued without a C1 or C2 warning being given. This can be issued for behaviour in the classroom or outside, including travelling to and from school.

## **High level disruption/serious incidents/non-compliance with school procedures**

For incidents that the school perceives to be of a serious nature, either in the classroom or outside, students will be issued with either a C4 seclusion or a C5 internal fixed term exclusion. All students who receive a C5 internal fixed term exclusion will be in seclusion in the LSU for the date specified on the letter sent home.

A student responsible for a fight should expect to receive a C4 seclusion or a C5 internal fixed term exclusion. However, a student, although not excluded, may be issued with a C4 seclusion.

Seclusion:-

- Students start their day in seclusion at 8:30am and finish at 4.30pm (latest); this includes an after school C3 detention. However, if students display negative behaviour whilst in seclusion, they will repeat a full day the following day.
- Students do not have a morning break with their peers.
- Students eat their lunch in the seclusion room.
- Students do not talk to other students in the seclusion room.
- Mobile telephones will be removed from students prior to their placement in the seclusion room.
- Students will not be permitted to eat or drink other than at allocated times during seclusion.

If students make the right choices they will never be issued with a C3 detention or a C4 seclusion. Students will always have a chance to think about what they have done.

Any misbehaviour, at any time, that:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

will result in an appropriate sanction being given.

If appropriate a weekend detention may be given.

## **Fixed term exclusions**

When a significant incident has taken place a fixed term exclusion may be given. This is at the discretion of the Head and an appropriate number of days will be allocated. Parents will always be contacted to explain the reason for fixed term exclusion and a letter will be sent home. It is compulsory that the student and parent/carer meet a pastoral leader on the day of their return and the significant incident will be discussed. It is expected that the student will understand the implications of their actions and show remorse. Student will be expected to spend a C4 seclusion on the first day of their return. Fixed term exclusions will be given for:

- Swearing directly at a member of staff
- Significantly hurting a student or member of staff
- Inciting an incident in school which causes significant disruption
- Bringing an item into school which could cause harm
- Persistent disruption to learning after two C5 sanctions have been given
- Any other significant incident deemed to be wholly inappropriate.

**Permanent exclusions will also be given in specific circumstances as outlined in the school's Exclusion Policy.**

### **Power to search**

The school will use its right to search without consent if there is a suspicion that the following items have been brought into school:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- Any item that has been brought in to school to be sold to other students.

Searches will always be carried out by two members of staff.

### **Conduct in the community**

When travelling to and from school, wearing the school uniform, taking part in a school activity off-site or is in some way identifiable as a student of the school, the expectations are that students will behave in the same manner as is expected in school. All school sanctions can be used to punish students for poor behaviour in the community. In the case of serious breaches students and their parents will be asked to sign a Conduct in the Community Behaviour Contract. Ultimately, if warranted, a permanent exclusion can be given for an incident off the school premises.

### **Confiscation**

The school will confiscate any item brought into school that is deemed to be inappropriate, may cause harm or breaches a school rule. These items include jewellery, mobile phones, earphones and they will be returned at the end of the school day. Other items which the school deems to be dangerous will not be returned but will be destroyed or given to the school police officer. Items which are brought into school to be sold, such as drinks, sweets, crisps, will be confiscated and not returned.

### **Tier Framework System (see appendix)**

The school operates a four Tier Framework behaviour system. Behaviour points are allocated when a behaviour sanction is given. If students receive 15 points in a 4 week period they will be placed on Tier 1. Rising up through the Tiers or coming off the Tier system depends on the behaviour points attained over the coming weeks. A detailed paper is attached. Students on the Tier System will receive appropriate support, monitoring and guidance with the primary aim of removing them from the system as their behaviour improves.

### **MONITORING**

The Pastoral Team will monitor the application of this policy through a series of weekly data led meetings. This, and the use of intervention and support strategies, will form the basis of feedback to the Leadership Team. Changes to the policy will be the responsibility of the Governors' Personnel Committee, and ratified by the Full Governing Body.

## Appendix

### Tier Framework

There are a considerable number of interventions being taken by the pastoral team and other staff, and it has been decided to build these into a tiered framework that will address how actions or support is given to change behaviour and attitudes.

All staff who have contact with students are responsible for high standards of behaviour and attitude from students; they need to follow the examples we set. The framework is coded so that staff can see their identified roles and levels of responsibility in each Tier.

Monitoring will be based on reports from SIMS; at the end of the 1<sup>st</sup> week of the year, then weekly. Decisions will be made on an accumulative basis – on a 4 week cycle.

Entry	Details	Exit
<b>Tier 1</b> Warning Stage  Students move onto Tier 1 by gaining 15 behaviour points in a 4 week period.	<ul style="list-style-type: none"><li>• Senior Tutor makes phone call home to explain Tier Framework to parents and alert them to the issues</li><li>• Senior Tutor meets with students</li><li>• Subject Leader, when appropriate, will enable reconciliation, speak to student, contact parents</li><li>• If all points are only in 1 or 2 subjects then the Subject Leader will be involved to review what the issues are</li><li>• Teachers – ensure reconciliation/ positive praise when possible / encouragement / high expectation of progress / check seating plan / contact home</li><li>• Form Tutor has conversation with student every morning to make sure they are set up for the day, hand out report</li><li>• Response to Term Target Review information and other information at KS4</li><li>• On report if in particular danger of going to Tier 2.</li></ul>	Students who, on average, gain less than 4 behaviour points per week over a 4 week period, will come off the Tier Framework.

Entry	Details	Exit
<p><b>Tier 2</b></p> <p>Assessment Stage</p> <p>Students will be put onto Tier 2 if they have gained, on average, more than 4 behaviour points per week for the 4 weeks they were on Tier 1.</p>	<ul style="list-style-type: none"> <li>• Senior Tutor directly involved with student and family</li> <li>• Senior Tutor meets parents and sets up 3-way partnership agreement</li> <li>• Student on report – seen by Senior Tutor at the end of the day</li> <li>• Subject Leader, when appropriate, will enable reconciliation, speak to student, contact parents</li> <li>• Pastoral Tutors will visit lessons of targeted students</li> <li>• Teachers – ensure reconciliation/ positive praise when possible / encouragement / high expectation of progress / check seating plan / contact home</li> <li>• Form Tutor has conversation with student every morning to make sure they are set up for the day, hands out report</li> <li>• Small group mentoring eg anger management, self-esteem, etc (Yr 7 Citywise)</li> <li>• SEND assessment, art therapy assessment, School Nurse assessment may take place</li> <li>• Response to Term Target Review information and other information at KS4.</li> </ul>	<p>Move to Tier 3:</p> <p>Students who, on average, gain more than 4 behaviour points per week over a 4 week period on Tier 2.</p> <p>Move to Tier 1:</p> <p>Students gain, on average, less than 4 behaviour points per week over a 4 week period whilst on Tier 2.</p>

Entry	Details	Exit
<p><b>Tier 3</b></p> <p>1:1 Stage</p> <p>Students will be put onto Tier 3 if they have gained, on average, more than 4 behaviour points per week for the 4 weeks they were on Tier 2.</p>	<ul style="list-style-type: none"> <li>• Assistant Head directly involved with student and family</li> <li>• Parents – 2 weekly meeting/phone call (Senior Tutor/Assistant Head)</li> <li>• Student on report and sees designated pastoral support at break, lunchtime and after school</li> <li>• Pastoral Tutor has a target group to particularly mentor</li> <li>• Subject Leader, when appropriate, will enable reconciliation, speak to student, contact parents.</li> <li>• Teachers – ensure reconciliation/ positive praise when possible / encouragement / high expectation of progress / check seating plan / contact home.</li> <li>• Mentoring involvement / LSU involvement</li> <li>• Meeting of staff who teach them</li> <li>• Removal from certain lessons</li> <li>• External involvement</li> <li>• No involvement in school trips, no representing the school</li> <li>• Response to Term Target Review information and other information at KS4.</li> </ul>	<p>Move to Tier 4:</p> <p>Students who, on average, gain more than 4 behaviour points per week over a 4 week period on Tier 3.</p> <p>Move to Tier 2:</p> <p>Students who, on average, gain less than 4 behaviour points per week over a 4 week period on Tier 3.</p>

Entry	Details	Exit
<p><b>Tier 4</b></p> <p>Final Stage</p> <p>Students will be put onto Tier 4 if they have gained, on average, more than 4 behaviour points per week for the 4 weeks they were on Tier 3.</p>	<ul style="list-style-type: none"> <li>• Deputy Head directly involved with student and family.</li> <li>• Assistant Head meets student weekly, close contact with parents.</li> <li>• Reg/dereg with identified person</li> <li>• Subject Leader, when appropriate, will enable reconciliation, speak to student, contact parents.</li> <li>• Teachers – ensure reconciliation/ positive praise when possible / encouragement / high expectation of progress / check seating plan / contact home.</li> <li>• External involvement</li> <li>• Possibly part –time attendance</li> <li>• Response to Term Target Review information and other information at KS4</li> <li>• Decision needs to be made about the student’s position in the school.</li> </ul>	

This framework also intends to address the situations where students, not on the Tier Framework, need access to key staff and to ensure they have time to be available. All students are important

