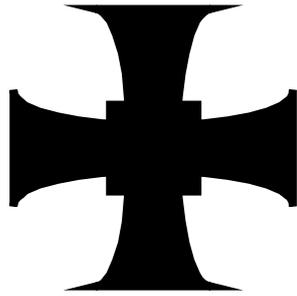


TRINITY SCHOOL CARLISLE



A CHURCH OF ENGLAND ACADEMY

BEHAVIOUR POLICY

Pastoral Committee

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1. Definitions

For the purposes of this document a child, young person, pupil or student is referred to as a 'child' or a 'pupil' or a 'student' and they are a young person on our premises normally under the age of 18.

Wherever the term 'parent' is used this includes any person with parental authority over the child concerned e.g. carers, legal guardians etc.

Wherever the term 'Co-Headteacher' is used this also refers to any Senior Leader with the equivalent responsibility for children.

Wherever the term 'school' is used this also refers to academies and Pupil Referral Units (PRU) and references to Governing Bodies include Proprietors in academies and the Management Committees of PRUs and will usually include wrap around care provided by a setting such as After School Clubs and Breakfast Clubs.

2. Introduction

In their document 'Behaviour and Discipline in Schools', the Department for Education (DfE) have set out the legal powers and duties that govern behaviour and attendance in schools and explains how they apply to teachers, governing bodies, students and parents.

Every school must have a Behaviour Policy in order to meet the requirements of Section 89 of the Education and Inspections Act 2006 (maintained schools)/Independent Schools Standards Regulations 2010 (Academies).

Section 78 of the Education Act 2002 requires that the curriculum for a maintained school must promote the spiritual, moral, cultural, mental and physical development of students at the school and of society which, in turn, prepares students at the school for the opportunities, responsibilities and experiences of later life. Guidance for schools on the promotion of fundamental British values of democracy, the rule of law, individual liberty and mutual respect of those with different faiths and beliefs is available from the DfE. (November 2014).

The Governing Body is responsible for setting general principles that inform the Behaviour Policy. Governors of maintained schools are required to have a 'Statement of Behaviour Principles' which is a statutory document. (DfE – Policies and other Documents that Governing Bodies and Proprietors are required to have by Law). Head teachers are responsible for developing the Behaviour Policy, based around the 'Principles' required by the Governing Body, and deciding the standard of behaviour expected of students at the school and how that standard will be achieved, the school rules, rewards for good behaviour and any disciplinary penalties for breaking the rules.

The Behaviour Policy must include measures to prevent all forms of bullying among students.

This Policy should be read in conjunction with the following school policies and procedures

- Special Educational Needs Policy
- Complaints Procedure
- Equality Policy
- Child Protection Policy
- E-Safety Policy
- Lettings Policy
- Supporting Students with Medical Needs Policy
- Teaching Outside the Classroom and Visits Policy
- Personal Safety on Home Visits Policy
- Exclusion Policy
- Parental Guidelines Procedures
- Home to School Agreement

3. Policy Aims

It is the aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. Our school's Whole School Behaviour Policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote the overall well-being of students and staff and an environment in which everyone feels happy, safe and secure.

The Whole School Behaviour Policy confirms the school commitment to:

- ensure that each child can develop and achieve his/her full potential, educationally, morally {and spiritually};
- provide a safe and attractive environment where everyone feels welcome, happy and secure; free from disruption, violence, bullying and any form of harassment;
- provide each young person with the motivation and confidence to learn effectively;
- promote self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect;
- promote a culture of praise and encouragement in which all students can achieve;
- provide every student with appropriate high quality teaching through a broad and balanced curriculum which is appropriately differentiated to meet each students' individual needs;
- teach children to respect themselves and others and to take responsibility for their own action and behaviour;
- help teachers and other staff manage behaviour problems that can inhibit effective learning for all children, and to realise that we cannot always deal with problems by ourselves and that we have colleagues who are willing to assist;
- help young people to understand how behaviour affects others and the world around them;
- create a partnership of support and effective communication between home, school and the wider community;
- provide young people with an informed view of life and develop a strong sense of right and wrong enabling them to become thoughtful, caring members of society;
- value each and every child regardless of ability, race, gender or religion;
- maintain, develop and consistently apply high standards within the school and enable teachers to develop and use their own professional expertise.

The aim of this Policy is to determine the boundaries of acceptable and unacceptable behaviour, and introduce rewards and sanctions and to determine how they will be fairly and consistently applied.

In order to achieve this, Trinity School will:

- make clear its expectations of good behaviour, through assemblies, class/school council meetings and in published documents;
- reward achievements, awarding achievement logs, certificates of merit etc. which lead to certificates and prizes etc.
- treat every member of the community as individuals and respect their rights, values and beliefs;
- create a zero tolerance environment against all instances of bullying or discrimination on the basis of race, gender, sexuality, ability or cultural differences;
- provide positive examples for modelling behaviour;
- promote good relationships and a sense of belonging to the community;
- intervene early to challenge undesirable behaviour;
- follow and apply consistently clear guidelines when responding to instances of unacceptable behaviour.

4. School Ethos and Values

Within the traditions of the Church of England, we seek to be a place which fosters the importance of faith, hope and love. Our aim is to provide an excellent education for all.

We will work in partnership with parents/carers and the community to help our students to:

- achieve their unique potential;
- develop their curiosity, creativity, knowledge, skills, understanding and appreciation of the world and human achievements;
- develop self-discipline, self-respect and an awareness and respect for moral and spiritual values and the needs and rights of others;
- understand the society in which they live and the factors which are changing it and to equip them to play a full part in society;
- appreciate that education is a life-long process and to enjoy a rewarding experience which will encourage them to pursue their interests in later life.

Through the promotion of students' spiritual, moral, social and cultural (SMSC) development within the curriculum, we will positively promote fundamental British values. In order to achieve this we will:

- enable students to develop their self-knowledge, self-esteem and self-confidence;
- enable students to distinguish right from wrong and to respect the civil and criminal law of England;
- encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- enable students to acquire a broad general knowledge of and respect for public institutions and services in England;
- further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect of their own and other cultures;
- encourage respect for other people; and
- encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

We recognise that consistency is crucial in maintaining high standards of behaviour alongside culture that celebrates success and is not based solely on sanctions. To this end, Trinity School is committed to promoting and rewarding good behaviour. We are also committed to a united approach to managing behaviour in and out of school.

Trinity School will not tolerate bullying or intimidation of any description. A complaint of bullying will always be taken seriously.

5. Responsibilities

The commitment of staff, students and parents is vital in order to develop a positive whole school ethos. The expectations of staff, students and parents are outlined below.

5.1 What Students Can Expect from Staff

Students may expect staff and other adults in the school to:

- arrive at lessons on time;
- plan and deliver good to outstanding lessons which engage and motivate you to achieve;

- allocate sufficient time for each task;
- be enthusiastic and develop positive working relationships with you and your peers;
- celebrate the success of students in lessons, after school activities and assemblies;
- encourage all students to contribute to the work in hand;
- communicate both successes and concerns with parents;
- have a well organised room;
- mark and/or give feedback on work as soon as possible;
- set homework appropriate for the age and abilities of each student;
- treat you fairly;
- eliminate or control hazards which may cause you harm;
- use a range of non-verbal and verbal cues to encourage good behaviour and limit inappropriate behaviour;
- be approachable and listen to you at appropriate times;
- always take seriously any complaints of bullying or inappropriate behaviour reported to them;
- display your work;
- set high expectations, clear boundaries and regularly agree classroom and behaviour expectations;
- use rewards and, where necessary, sanctions consistently;
- model the behaviours you wish to see.

5.2 What Staff Can Expect from Students

Staff may expect students to:

- arrive at lessons on time;
- enter the classrooms quietly;
- wear full school uniform correctly;
- sit where you are told to sit by the teacher or any other member of the school staff;
- have equipment and books for lessons, including student planners;
- follow classroom rules and procedures and not disrupt the learning of other students;
- follow instructions given by staff and other adults without arguing;
- listen attentively to the teacher who will explain the lesson, what you are going to do, why and how;
- put up your hand to indicate you wish to speak;
- use appropriate language;
- listen to others' ideas and work co-operatively;
- tell the truth and learn from your mistakes;
- care for the classroom and resources, respecting others' property;
- value other individuals and their contributions to lessons;
- lead by example creating a good role model for younger students in the school;
- accept responsibility for your behaviour;
- consider the needs of all the other people in the classroom;
- use ICT in accordance with school E-Safety Policy;
- be responsible when using online technologies and not compromise the professional integrity of staff or other adults in the school community;
- report to a teacher or other adult any bullying behaviour by others including bullying with the use of technology (cyber bullying);
- behave appropriately when outside school;
- be an ambassador for the school.

5.3 What Staff Can Expect from their Colleagues

Staff may expect colleagues and other adults in the school to:

- treat each other with respect;

- work and co-operate together for the overall good of the school community;
- respect each other's values and individual beliefs;
- treat all student and staff issues with the highest standards of confidentiality;
- offer support when appropriate;
- be aware of each other's job remit and respect its boundaries;
- use ICT appropriately and in accordance with the school's E-Safety Policy and staff acceptable use agreement;
- be aware of and consider the possible implications for the school, colleagues and themselves when posting on Social Network Sites;
- use on-line technology appropriately and not compromise the professional integrity of colleagues or other adults in the school community

5.4 What Staff Can Expect from Parents

Staff and other adults in the school may expect parents to:

- treat all staff and other adults with respect;
- treat other parents, students and visitors to the school with respect;
- behave responsibly whilst on school premises;
- report any incidents of bullying including cyber bullying as soon as they are discovered so that the issue can be dealt with promptly by school staff or partner services;
- ensure that their child arrives at school on time;
- ensure that their child is dressed appropriately, in full school uniform with any necessary equipment e.g. p.e. kit;
- ensure that their child attends school regularly and contact the school in the event of an absence or lateness;
- encourage their child to achieve their very best in school;
- encourage their child to have high standards of behaviour in and out of school;
- support the school's policies, strategies and guidelines for behaviour;
- work with school staff to help their child accept responsibility for their behaviour and actions;
- inform the school of any concerns or problems that may affect the child's work or behaviour;
- support their child's homework and other home-based learning activities;
- support the school in its use of rewards and sanctions;
- take some responsibility for the behaviour of their child;
- discuss any issues of concern with the appropriate staff member in a calm and non-aggressive or threatening manner;
- refrain from smoking on the school premises or around entrances/exits, especially at busy times before and after school;
- refrain from using foul language in earshot of any young person at any time in or around the school premises;
- refrain from bringing dogs onto the school premises (regardless of their size or temperament) or stand with them close to the entrance gate at busy times before and after school;
- consider the implications of posting inappropriate or defamatory details on Social Network sites and the detrimental effect inappropriate comments can have on individuals and the school as a whole;
- support the school's approach to e-safety which includes not uploading or posting to the internet any pictures, video or text that could upset, offend or threaten the safety of any member of the school community or bring the school into disrepute;
- recognise the need for security and not create online media "on behalf" of the school without a Co-Headteacher's express permission.

5.5 What Parents can Expect from Staff and other adults in the School

Parents may expect staff and other adults working in the school to:

- treat all adults with respect;
- set high standards of work and behaviour for all children in their care;
- encourage your child to do their best at all times;
- deal promptly with any incidents of bullying regardless of whether your child is seen as either the bully or the victim;
- impose sanctions consistently in accordance with this Policy and the school system;
- promote positive behaviour and reward such behaviour in accordance with this Policy and the school system;
- promote positive behaviour beyond the school gates and impose sanctions for inappropriate behaviour which reflects negatively on the school and its values;
- discuss your child's actions with them, give a warning and ensure that your child knows what the sanction will be should they continue to misbehave. All sanctions will be carried out;
- provide a balanced curriculum in order to meet the needs of each student;
- keep you informed about general school matters, and your child's individual progress;
- let you know if there are any concerns about a child's work, attendance or behaviour;
- support the child's homework and other home-based learning activities;

6. Celebrating Success

At our school we regularly celebrate the success of all students in a variety of ways as we recognise that focussing on success and positive outcomes is essential in developing a positive culture and ethos across the school. The many ways we celebrate success are listed below and will be reviewed by students, parents and staff during the academic year.

Examples

- *Verbal praise in class*
- *Written praise in marked work, utilising the G&I (good and improve) system*
- *Sharing and celebrating success during lesson time*
- *Use of talk boxes in classes – contributions may be anonymous but discussed by the whole class*
- *Postcards and Certificates home, via class teachers, or to celebrate positive/improving attendance*
- *Sharing and celebrating success in assemblies*
- *Achievement logs awarded in lessons for homework, good classwork, being on time regularly, caring for others, helping others, being thoughtful or considerate etc.*
- *Certificates in assemblies which are awarded for a wide range of reasons such as exceptional work, improvement, kindness etc.*
- *Certificates and awards are given for a certain numbers of achievement logs received*

6.1 Rewards

More specific detail regarding the School Rewards system can be found in the Rewards Policy. This policy explains the systems and procedures used to reward positive behaviours.

Examples include:

- *Planned events for threshold scores associated with achievement logs, behaviour for learning grades and attendance records accrued during the year*
- *Awards and certification for outstanding achievement, progress, improvement, representing the school etc at annual awards ceremonies.*
- *Honorary trophies for outstanding students in specific disciplines*

7. Sanctions and Consequences

Although Trinity School aims to focus on positives at all times, there are unfortunately occasions when a minority of students let themselves, the school and others down through their unacceptable or inappropriate behaviour.

We want students to take responsibility for their behaviour and will encourage students to do this through restorative justice approaches which enable students to reflect on their behaviour and to make amends. This process does not, however, replace consequences. At Trinity School, we know that consistency is essential for students to understand what is expected of them and to avoid mixed messages. It is vital that children learn early on in life that there are always consequences for poor and unacceptable behaviour which undermine the positive atmosphere of our school community.

The following sanctions may be used as appropriate:

Verbal Admonition - with focus upon the offending behaviour rather than an attack on the individual. The aim is to leave the student with a clear awareness of their responsibility in the situation and to induce a desire to modify future behaviour. A 'three strikes' procedure should inform a teachers classroom intervention strategies.

Extra work, set for completion in the student's own time – this is particularly appropriate if a student has been lazy and needs to catch up.

Punishment tasks to "fit the crime" - for example, cleaning of graffiti (not with harmful chemicals), picking up litter, removal of chewing gum from furniture etc., following the relevant health and safety guidelines.

Detention - The school reserves the right to detain a student for a short time (10 minutes) at break, lunchtime or after school. Parents should always be informed, in advance, of the fact that a student is to be detained after school beyond 3.30. Failure to turn up should be viewed as a serious offence; leading to a longer detention being set or internal exclusion.

Quiet Room - This sanction should be reserved for disruptive, uncooperative students who are 'preventing other students from learning in a calm and ordered atmosphere' (Handbook for Parents and Students). To be sent to the Quiet Room is a serious matter, and will always involve the HOD or HOH communicating with parents. Students should be sent to the Quiet Room with a duly completed SIMS notification. Copies of the daily Quiet Room register are also sent to the Senior Leadership Team and Team Leaders at the end of each day. The Quiet Room will also be used as a sanction for students whose behaviour is poor during lunchtimes.

Standing students outside classrooms. This can be used for de-escalation purposes and for communication, without the class as an audience.

Placing Students "On Report"

There are a variety of reports that can be employed. They are typically used to monitor a particular student's attendance, punctuality, work rate, homework production, conduct or general attitude. In conjunction with their Subject Leader, a member of staff may put a student on Subject Report. For problems across subjects, a Form Tutor may put a student on Form Report. If this is unsuccessful, a student may be placed on House Report or Senior Leadership Report. Parents are informed about this monitoring process and are required to sign the report at the end of each day. For poor behaviour during lunchtime, there is a Lunch Report.

Seclusion – If there is a pattern of poor behaviour in several subjects or out of lessons, then the HOH will normally seclude a student, in order to signal to the student that they must mend their ways immediately in order to avoid a fixed term exclusion.

Fixed Term Exclusion - This usually happens at the recommendation of HOH and with the approval of the Assistant Head Behaviour & Safety (11-16 School). Fixed term exclusions within the 16-18 school are informed by the Assistant Head Sixth Form. Exclusions of this nature must be approved by a Co-Headteacher. This is a legal issue with a parental right of appeal, and therefore needs to be well documented (see Exclusions Policy).

Reintegration Meetings – Students who have been excluded for a fixed term are required to attend a formal and documented reintegration admission meeting with their parents. This will typically be run by the student's HOH, but could be run by a Subject Leader, a member of the Senior Leadership team or a Co-Headteacher. If the exclusion is for persistent poor behaviour and/or a repeat exclusion, it is advised that a member of the Senior Leadership team lead the re-integration meeting as part of an escalation process. The purpose of this meeting is to ensure that the student fully understands the reasons for their exclusion, apologises for their behaviour and makes an appropriate commitment regarding future conduct. Additional support which the school might offer the student and parents is also discussed and agreed. As part of the reintegration meetings process, students are expected to present the work completed at home during exclusion to participating staff. Where a series of internal support strategies are deemed to have been ineffective and readmission involves a member of the Senior Leadership Team, the school reserves the right to insist on off-site alternative provision. Such meetings will be recorded, countersigned and added to student files.

Disciplinary Panel – If the length of the exclusion is more than 15 school days in total in one term the Governing Body must meet to consider the exclusion. At this meeting parents/carers may make representations to the Governing Body if they wish. A Co-Headteacher attends on behalf of the school. This is a formal meeting designed to pre-empt further exclusions.

7.1 Restorative Justice/Reflection on Actions

Restorative justice is a process which restores relationships where there have been problems. It is an opportunity for both sides to explain what happened and to try and come up with a solution. Where there has been an issue the individuals involved will meet with a mediator who will ask them three main questions:

- What happened?
- Who else has been affected by this?
- What can be done to prevent this happening again?

The questions have been designed so that both sides have an opportunity to hear the situation from each other. It enables them to think about how this may have affected the other person but also the other students and their learning. By doing this and coming up with solutions it encourages both parties to take responsibility for their actions and make them aware of the impact they are having on others. It is also very helpful to hear the other side of the story and really appreciate why others may be upset.

Restorative justice works extremely well if there has been a repeated problem for a student and member of staff. This is because it gives them an opportunity to air their differences, appreciate how the other feels, and move on in a positive light, always with the aim to solve the problem, move on and prevent the same situation arising again.

Restorative justice also works very well when students fall out with each other, allowing them to see the impact of their actions, apologise if necessary and put it behind them.

Meetings are always held in a neutral place with a mediator who is not involved. The mediator's job is to keep everyone calm and civil and help those involved to move forward to restore the relationship.

Reflection on actions is normally used to allow the individual to reflect on their behaviour and to allow the student to decide for themselves why their behaviour was inappropriate and how it might have affected others in the school. Students are generally asked to write down their reasons for the behaviour and how that behaviour could be improved or what alternatives to the inappropriate behaviour might have been possible if the same circumstances arise again.

7.2 Sanctions and Disciplinary Action

There is a clearly defined process for issuing sanctions in this school. Where possible students are issued with a warning to enable them to rectify their behaviour though there are times when the nature of the behaviour does not warrant a warning as it is so serious. Trinity School uses a wide range of consequences for poor behaviour which are outlined in more detail below.

Student Behaviour Logs

Where the Student does not respond to warnings, they are issued with a Behaviour Log which is held centrally. When the Student receives high numbers of these, they initiate a student report cycle at Tutor, Head of House or SLT level. Parent involvement will be involved at each stage of the student on report intervention. In some cases, students may be encouraged to work in seclusion or seclusion plus, according to the nature of the specific issues.

Screening, Searching and Confiscation

The school follows Government advice when confiscating items from students which is outlined in their document "Screening, Searching and Confiscation – Advice for Head teachers, Staff and Governing Bodies – February 2014 (A copy of this document is available from the school on request or to download from the DfE Website).

The following items are what are termed 'Prohibited Items' and their presence on school premises or if found on an individual student will lead to the highest sanctions and consequences:

- Knives
- Firearms/weapons
- Illegal drugs
- Alcohol
- Fireworks
- Tobacco and cigarette papers
- Pornographic or unsuitable images
- Stolen items
- Any article that the member of staff (or other authorised person) reasonably suspects has been, or is likely to be, used:
 - i) to commit an offence,
 - ii) to cause personal injury to, or damage to the property of, any person (including the student)

Head teachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

The following are items which are also banned by the school under the school rules;

- Jewellery not in accordance with the school uniform policy
- Lighters or matches

The school will confiscate any electronic items being used inappropriately on the premises such as mobile phones, MP3 players and any other electronic devices. Students are allowed to bring these to school on the understanding that they remain switched off and in bags during lessons and other directed time.

Staff in this school have the right to confiscate, search and ultimately delete any media which they “reasonably suspect” is being used to bully or otherwise cause an individual harm.

Students wearing any accessories or jewellery which do not follow the School Uniform Policy can expect to have these items confiscated. Any confiscated items will be logged and made available for collection at the end of the school day. Where a student repeatedly flouts the rules, they may be asked to hand in items at the beginning of each day to reduce unnecessary time wasting for teachers. For repeated offences of this nature, parents will be asked to collect confiscated items. Where items are not collected, the school will dispose of them at the end of each term. It is also important to note that a student who reports to School with an ‘unconventional’ hairstyle can expect to be educated separately from peers, until a time by which acceptable presentation is restored.

Students found with tobacco and/or cigarette papers will have these confiscated, destroyed or collected by a parent/carer whether they are found to be smoking or not. They will also be issued with a sanction for bringing tobacco on to school premises. Students will also receive sanctions for smoking near the school and on their way to and from school.

Staff have the power to search students with their consent for any item banned under the school rules. This includes searching lockers and bags. A condition of having a locker in this school is that it may be searched where there is a suspicion that prohibited or banned items are being held within it and reasonable grounds for the search have been established.

Where items are ‘prohibited’ as outlined above, these will not be returned to students and will be disposed of by the school according to the DfE advice and statutory guidance ‘Screening, Searching and Confiscation – Advice for Head teachers, staff and Governing Bodies’. Students must not bring any of the items listed above on to school premises. Trinity School will automatically confiscate any of the ‘prohibited’ items and staff have the power to search students **without** their consent for such items. There will be severe penalties for students found to have ‘prohibited’ items in school. In certain circumstances this may lead to permanent exclusion.

Removal from Class

This may be in the form of a quiet room visit or planned seclusion arrangements as previously discussed.

Detention

The Education and Inspections Act 2006 (amended by the Education Act 2011) determines that schools are able to issue detentions outside school hours **without parental consent** although consideration should be given to whether the parents ought to be informed of the detention. In many cases, it will be necessary to do so, but this will depend on the circumstances. For instance, notice may not be necessary for a short after school detention where the student can get home safely; and whether suitable travel arrangements can be made by the parent for the student. It does not matter if making these arrangements is inconvenient for the parent.

At Trinity School short (10 minute) break time and after school ‘reflection’ detentions are used when a student fails to respond appropriately to three separate warnings in a class. Staff may also issue their own break and lunchtime detentions to resolve inappropriate behaviour from students. Whole School detentions take place after school on Thursday and Friday afternoons for 45 minutes for those students who fail to report to the shorter reflection sanction. During longer detentions students are set relevant academic work or given the opportunity to reflect on an aspect of their behaviour. Detentions may also be issued where a student fails to complete homework despite a second chance to hand work in late. In each instance parents will be notified by text or letter according to the specific sanction being applied.

Fixed Term Exclusion

Trinity School will endeavour to avoid exclusion from school at all costs. A decision to exclude a student for a fixed period is taken only in response to very serious breaches of the school's Whole School Behaviour Policy, including persistent disruptive behaviour, where these are not serious enough to warrant permanent exclusion and lesser sanctions such as detention are considered inappropriate.

Permanent Exclusion

A decision to exclude a student **permanently** will be taken only:

- a) In response to serious breaches of the school's Whole School Behaviour Policy; and
- b) If allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school

A decision to exclude a student **permanently** is a serious one and will only be taken where the basic facts have been clearly established on the balance of probabilities and taking into account all the circumstances, the evidence available and the need to balance the interests of the student against those of the whole school community. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the student and will normally be used as a last resort.

There will, however, be exceptional circumstances where, in the Co-Headteacher's judgement, it is appropriate to permanently exclude a student for a first or 'one-off' offence.

Exclusions - The Right of Appeal and Legal Duties

Depending on the type of exclusion, in most cases, parents have the right to make representations to the Governing Body (or Discipline Committee). In all cases of permanent exclusion, parents have the additional right to appeal to an independent appeal panel.

Trinity School has a duty to provide suitable full-time education for the excluded student from the sixth school day of any fixed period of exclusion of more than five consecutive school days. Local Authorities are under a duty to provide suitable full-time education from the sixth school day of a permanent exclusion.

Home School Agreements

We are required to have, and to ask parents to sign, a Home School Agreement that outlines the responsibilities of the parent and the school; including those around behaviour and attendance.

8. Attendance and Punctuality

Trinity School is required by law to keep a record of student attendance. In an emergency, such as a fire, it is essential that we have an accurate record of who is in school. Good attendance and punctuality are essential for good learning. They are also essential skills for later life. Students who are late or recorded as late on a regular basis may well be placed in school detention.

If students are late or do not attend:

- Parent should telephone the school in the morning on the first day of their child's absence.
- Any absence needs to be explained, on return to school, by a letter or phone call from parent.
- Parent should contact the school again if an absence is more than three days. If they do not do so, the school will make attempts to contact them. In some circumstances this may also involve a home visit.

On return to school, it is the student's responsibility to seek advice on completing any work missed. If a student is late to class he/she must catch up on work missed.

Serious lapses in punctuality may lead staff to decide that alternative sanctions are more appropriate, such as seclusion or seclusion plus.

We strongly discourage parents from taking their children out of school for holidays or family outings during the school term. The Co-Headteachers are no longer able to grant any leave of absence during term time unless there are 'exceptional' circumstances. Absences taken without the authorisation of a Co-Headteacher will be recorded as 'unauthorised'. In some cases legal penalties may follow.

9. Student Conduct and Misbehaviour Outside the School Premises

9.1 What the Law Allows

Teachers have a statutory power to discipline students for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Head teachers a specific statutory power to regulate students' behaviour in these circumstances "to such extent as is reasonable."

Subject to the school's Behaviour Policy, the teacher may discipline a student for:

- any misbehaviour when the child is:
 - taking part in any school-organised or school-related activity; or
 - travelling to or from school; or
 - wearing the school uniform; or
 - in some other way identifiable as a student at the school.

- or misbehaviour at any time, whether or not the conditions above apply, that:
 - could have repercussions for the orderly running of the school; or
 - poses a threat to another student or member of the public; or
 - could adversely affect the reputation of the school.

9.2 Out of School Behaviour

Trinity School is committed to ensuring our students act as positive ambassadors for us. Taking the above into account, we expect the following:

- good order on all transport (including public transport) to and from school, educational visits or other placements such as work experience or college courses.
- good behaviour on the way to and from school.
- positive behaviour which does not threaten the health, safety or welfare of our students, staff, volunteers or members of the public.
- reassurance to members of the public about school care and control over students in order to protect the reputation of the school.
- protection for individual staff and students from harmful conduct by students of the school when not on the school site.

The same behaviour expectations for students on the school premises apply to off-site behaviour.

9.3 Sanctions and Disciplinary Action – Off-site Behaviour

Sanctions may be given for poor behaviour off the school premises which undermines any of the above expectations and regardless of whether or not it is an activity supervised directly by school staff. Sanctions may be in the form of detention, fixed term exclusion or in very serious cases, permanent exclusion. In issuing sanctions, the following will be taken into account:

- The severity of the misbehaviour.
- The extent to which the reputation of the school has been affected.
- Whether students were directly identifiable as being members of the school.
- The extent to which the behaviour in question could have repercussions for the orderly running of the school and/or might pose a threat to another student or member of staff (e.g. bullying another student or insulting a member of staff).
- Whether the misbehaviour was whilst the student was on work experience, taking part in a course as part of a school programme, participating in a sports event (and in any situation where the student is acting as an ambassador for the school) which might affect the chances or opportunities being offered to other students in the future.

9.4 Student Support

We aim to support all our students to ensure that every child succeeds during their time at Trinity School. Where it becomes clear that a child is having on-going difficulties in managing their behaviour, there are a wide range of strategies which are used to support students.

Examples include;

- Monitoring report cards with targets to promote success in lessons
- Increased communication between home and school
- Individual education/support plans
- Referral to the school counsellor or mentor
- Support from the pastoral and learning support teams in school
- Small group work or 1:1 support in self-esteem, emotional literacy, anger management, nurture group sessions etc.
- Additional literacy or numeracy support where this is identified as a barrier to learning and impacts on the child's behaviour
- Alternative curriculum provision
- Referral to outside agencies such as Educational Psychologist, Mental Health Worker, Behaviour Specialists etc.

10. The Use of Reasonable Force

In order to maintain the safety and welfare of our students, it may sometimes be necessary to use reasonable force on a student, as permitted by law.

The Governing Body have taken account of advice provided by the DfE - *Use of reasonable force*:

advice for head teachers, staff and governing bodies and the school's public sector equality duty set out in section 149 of the Equality Act 2010.

Force is generally used for two different purposes, either to control students or to restrain them. Control can mean either passive contact (standing between two students or blocking a student's path or active physical contact (leading a student by the hand or arm, ushering a student away by placing a hand in the centre of the back).

All members of school staff have a legal power to use reasonable force. This power also applies to people whom the Co-Headteachers have temporarily put in charge of students such as unpaid volunteers or parents accompanying students on a school organised visit.

Any use of force by staff will be reasonable, lawful and proportionate to the circumstances of the incident and the seriousness of the behaviour (or the consequences it is intended to prevent). Reasonable force will be used only when immediately necessary and for the minimum time necessary to achieve the desired result and in order to prevent a student from doing or continuing to do any of the following:

- committing a criminal offence

- injuring themselves or others
- causing damage to property, including their own
- engaging in any behaviour prejudicial to good order and discipline at the school or among any of its students, whether that behaviour occurs in a classroom or elsewhere.

Force will **never** be used as a punishment.

Whether it is reasonable to use force and to what degree, also depends on the age and understanding of the student and whether they have Special Educational Needs or disabilities. Medical advice will always be sought about the safest way to hold students with specific health needs, special educational needs and disabilities.

10.1 Action as a result of Self-defence or in an Emergency

All staff including teaching assistants, lunchtime supervisors, admin staff and the site management have the right to defend themselves from attack, providing they do not use a disproportionate degree of force to do so. Similarly in an emergency, if for example, a student was at immediate risk of injury or at the point of inflicting injury on someone else, any member of staff is entitled to intervene. A volunteer helping in school would not be expected to work with a child who is known to need physical restraint as indicated in their 'Student Passport' (behaviour management plan).

10.2 Circumstances in which reasonable force might be used

Circumstances in which reasonable force might be used include the following:

- Students found fighting will be physically separated.
- Students who refuse to leave a room when instructed to do so may be physically removed.
- Students who behave in a way which disrupts a school event or a school trip or visit may be physically removed from the situation.
- Restraint may be used to prevent a student leaving a classroom where allowing him or her to do so would risk their safety or lead to disruptive behaviour. This may also include leading a student by the arm out of a classroom.
- Students at risk of harming themselves or others through physical outbursts will be physically restrained.
- In order to prevent a student from attacking a member of staff or another student.
- To prevent a student causing injury or damage by accident, by rough play, or by misuse of dangerous materials or an object.

10.3 Power to Use Reasonable Force when Searching Without Consent

In addition to the general power to use reasonable force, the Co-Headteacher and authorised staff can use such force as is reasonable given the circumstances to conduct a search for 'prohibited items'. See Section 6.2 above.

10.4 Unreasonable Force

The type of force which will never be acceptable in our school includes:

- holding round the neck or any other hold that might restrict breathing;
- kicking, slapping or punching;
- forcing limbs against joints (e.g. arm locks);
- tripping or holding by the hair or ear;
- holding face down on the ground.

10.5 Staff training

All members of staff will receive training about the use of reasonable force appropriate to their role to enable them to carry out their responsibilities. This will include training on any restraint

techniques which must not be used because they are known to present an unacceptable risk when used on children and young people. Some staff will receive additional training on the appropriate techniques which may be used to physically restrain students. The training will be to an approved nationally acceptable level and will be regularly refreshed.

10.6 'Student Passports' (Behaviour Management Plans)

A student with a known challenging behaviour, a medical condition which affects behaviour patterns or who has special educational needs may be the subject of a 'Student Passport'. This plan sets out specific ways in which the behaviour is controlled whilst on school premises and during any off-site visit. It may also include details on managing the student's behaviour whilst travelling to school on organised home-school transport.

In such circumstances, parents will always be made aware of their child's Student Passport and will be asked to contribute to the content and control measures implemented in an attempt to apply consistency of sanctions and rewards both in school and at home. Wherever possible and appropriate, the child concerned will also be involved in creating the Student Passport.

10.7 Informing Parents when Reasonable Force has been Used

In accordance with current good practice, the school will speak to parents about serious incidents involving the use of force and will record such serious incidents.

In making a decision about informing parents, the following will be taken into account:

- the student's behaviour and level of risk presented at the time of the incident;
- the degree of force used;
- the effect on the student or member of staff concerned; and
- the child's age.

All incidents when 'physical restraint' as opposed to 'physical control' is used will be recorded as soon as possible and details passed on to a Co-Headteacher (or Deputy in their absence) who will follow up the incident where necessary. The following must be recorded:

- all incidents where unreasonable use of force is used;
- any incident where substantial force has been used e.g. physically pushing a student out of a room;
- use of restraint;
- an incident where a student is distressed though clearly not overreacting.

The following criteria will be used when considering the need for recording:

- (a) Did the incident cause injury or distress to a member of staff or student?
- (b) Even though there was no apparent injury or distress, was the incident sufficiently serious in its own right? Any use of restrictive holds, for example, fall into this category;
- (c) Did the incident justify force? This is particularly relevant where the judgement is finely balanced;
- (d) Does recording it help to identify and analyse patterns of student behaviour?

If the answer to any of the questions is 'yes', a written record should be made and held in a secure central location or recorded in the bound Record of Physical Intervention book (blue) and all other notes taken at the time are to be kept.

In all instances of the use of physical restraint, parents will be informed the same day, by phone and in writing, and invited into the school to discuss the incident unless to do so would result in significant harm to the student, in which case, the incident will be reported to the Cumbria Safeguarding Hub by the Head teacher/DSL.

All injuries will be reported and recorded in accordance with school procedures.

10.8 Post Incident Support

Serious incidents can create upset and stress for all concerned. After the incident ends it is important to ensure any staff and students involved are given first aid treatment for any injuries. Emotional support may also be necessary. Where required, immediate action will be taken to access medical help for any injuries that go beyond basic first aid. The school will then make a decision about how and when to contact the parents of the student to engage them in discussing the incident and setting out subsequent actions. After the incident a Co-Headteacher and/or other staff will:

- (a) ensure the incident has been recorded;
- (b) decide whether multi-agency partners need to be engaged and, if so, which partners;
- (c) hold the student to account so that he or she recognises the harm caused or which might have been caused. This may involve the child having the chance to redress the relationship with staff and students affected by the incident. It may also mean the child is excluded. See Section 6.2 above.
- (d) help the student develop strategies to avoid such crisis points in the future and inform relevant staff about these strategies and their roles;
- (e) ensure that staff and students affected by the incident have continuing support as long as necessary in respect of:
 - physical consequences
 - emotional stress or loss of confidence
 - analysis and reflection of the incident

10.9 Follow up

In many cases there will be a follow-up meeting of key personnel to discuss the restraint incident and review the Student Passport or other plans for students. It might also be appropriate to review the Whole School Behaviour Policy.

10.10 Other Physical Contact with students

This school does not operate a 'no touch policy'. There are occasions when physical contact, other than reasonable force, with a student is proper and necessary.

- When comforting a distressed student.
- When a student is being congratulated or praised.
- To demonstrate how to use a musical instrument.
- To demonstrate exercises or techniques during PE lessons or sports coaching.
- To administer first aid.

11. Allegations of Abuse against Staff and Other Adults Working in the School

11.1 General

All children and adults have a fundamental right to be protected from harm. All allegations of abuse will be taken seriously. (For more information, refer to the Allegations of Abuse and General Complaints Procedures).

The Governors of Trinity School have a duty to safeguard and promote the welfare of children and create and maintain a safe learning environment (section 175 of the Education Act 2002). Our policy is to identify where there are child welfare concerns and take action to address them, in partnership with other organisations where appropriate, and in accordance with local inter-agency procedures.

School staff have a positive role to play in child protection, as their position often allows them to be able to observe outward signs of abuse and changes of behaviour in children. Because of their role however, they are also open to accusations of abuse. Such allegations may be true, but they may also be false, misplaced or malicious.

In order to fulfil its commitment to the welfare of children, Trinity School has a procedure for dealing with allegations of abuse against members of staff and volunteers.

The procedure aims to ensure that all allegations are dealt with fairly, consistently and quickly and in a way that provides protection for the child, whilst supporting the person who is the subject of the allegation.

In the event that a member of staff does not wish to report an allegation directly, or they have a general concern about malpractice within the School reference can also be made to the school's Whistle Blowing Procedures.

The procedure complies with the framework for managing cases of allegations of abuse against people who work with children, as set out in the statutory guidance 'Keeping Children Safe in Education' published by the DfE and the Cumbria LSCB Core procedures.

11.2 Action in the Event of a Malicious Allegation

If an allegation is determined to be unfounded or malicious, the Local Authority Designated Officer (LADO) will be informed via Cumbria Safeguarding Hub and will refer the matter to local authority children's social care services to determine whether the child concerned is in need of services, or may have been abused by someone else. In the event that an allegation is shown to have been deliberately invented or malicious, the Head teacher will consider whether any disciplinary action is appropriate against the student who made it, or the police will be asked to consider whether any action might be appropriate against the person responsible, including situations where the individual concerned was not a student. Such cases may be dealt with under the Protection from Harassment Act 1997.

The disciplinary action taken against a student might include detention, fixed term or permanent exclusion. Whatever action is taken will be discussed with the parent of the student concerned at an early stage.

12. Bullying

According to the DfE document 'Preventing and Tackling Bullying – Advice for Head teachers, staff and Governing Bodies, bullying may be defined as:

"Behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally".

Trinity School endeavours to comply with the legal requirements placed on schools and the Governing Body to determine detailed measures (rules, rewards, sanctions and behaviour management strategies) that "encourage good behaviour and respect for others on the part of students and in particular preventing all forms of bullying among student" Education and Inspections Act 2006, section 89. The school will exercise its legal powers (as outlined in section 89/5) and (section 91, Education and Inspections Act 2006) as deemed appropriate and practicable.

Schools are required to comply with the new equality duty 'The Equality Act 2010'. The public sector equality duty has three aims:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- Foster good relations between people who share a protected characteristic and people who do not share it.

A comprehensive account of Trinity School's approach to bullying can be found in the Anti Bullying policy.

13. Drugs and Drug-Related Incidents

A drug is a substance which, when taken into the body, changes the way we feel, the way we see things and the way the body works. This section covers a range of drugs including medicines, tobacco, alcohol, solvents, novel psychoactive substances (so called 'legal highs'), volatile substances and illegal drugs and describes the school's approach to dealing with incidents of drug misuse. Apart from medicines prescribed to an individual, all other items listed above are classed as 'prohibited items' with respect to screening, searching and confiscation – Section 6.2 refers.

13.1 Responsibilities

The Co-Headteachers have responsibility for supporting other members of staff in the implementation of these procedures. Paul Charnock is named as the designated senior member of staff with responsibility for the drug related procedures at Trinity School and for disseminating any information on drug-related education.

Drug prevention is a whole school issue. All staff, both teaching and support staff, will be made aware of these procedures and how they relate to them should they be called upon to deal with a drug-related incident.

The site-manager regularly checks the school premises – any substances or drug paraphernalia found will be reported to a Co-Head teacher and/or Senior Leadership Team and dealt with in accordance with these procedures.

A comprehensive account of Trinity School's approach to bullying can be found in the Anti Bullying Policy.

14. Behaviour of Parents and Other Visitors to the School

Trinity School encourages close links with parents and the community. We believe that students benefit when the relationship between home and school is a positive one. The vast majority of parents, and others visiting our school are keen to work with us and are supportive of the school. However, on the rare occasions when a negative attitude towards the school is expressed, this can result in aggression, threatening behaviour, written, verbal and/or physical abuse towards a member of the school community.

Violence, threatening behaviour and abuse against school staff or other members of the school community will not be tolerated. When formulating our procedures, reference was made to the DfES document 'A Legal toolkit for schools – Tackling abuse, threats and violence towards members of the school community' and DfE non-statutory guidance 'Advice on School Security: Access and barring of individuals from school premises' (December 2012). A poster indicating that such negative behaviour is not acceptable is displayed in the school reception area.

Our school expects and requires staff to behave professionally in these difficult situations, and to attempt to defuse the situation where possible, seeking the involvement as appropriate of other colleagues. However, all members of the school community (including other parents and visitors) have the right to visit and work without fear of violence and abuse, and the right in an extreme case, of appropriate self-defence.

We expect parents and other visitors to behave in a reasonable way towards other members of the school community. The following outlines the steps that will be taken where parent or visitor behaviour is unacceptable.

14.1 Types of behaviour that are considered serious and unacceptable

The following list outlines the types of behaviour that are considered serious and unacceptable and will not be tolerated towards any member of the school community. This is not an exhaustive list but seeks to provide illustrations of such behaviour:

- Shouting, either in person or over the telephone.
- Speaking in an aggressive/threatening tone.
- Physical intimidation e.g. standing very close to her/him.
- The use of aggressive hand gestures/exaggerated movements.
- Physical threats.
- Shaking or holding a fist towards another person.
- Swearing.
- Pushing.
- Hitting, e.g. slapping, punching or kicking.
- Spitting.
- Racist or sexist comments.
- Sending inappropriate or abusive e-mails to school staff or to the general school e-mail address
- Publishing or posting derogatory or inappropriate comments which relate to the school, its students or staff/volunteers on a social networking site
- Breaking the school's security procedures

Unacceptable behaviour may result in the Police being informed of the incident.

14.2 Procedures for Dealing with Unacceptable Behaviour

When a parent or member of the public behaves in an unacceptable way during a telephone conversation, staff at the school have the right to terminate the call. The incident will be reported by staff to the Senior Leadership Team. The school reserves the right to take any necessary actions to ensure that members of the school community are not subjected to verbal abuse.

The school may warn the aggressor, temporarily or permanently ban them from the school site, and/or contact the police.

When any parent or visitor behaves in an unacceptable way in person towards a member of the school staff a member of the Senior Leadership Team will seek to resolve the situation through discussion and mediation. If necessary, the school's complaints procedure should be followed.

Where all procedures have been exhausted, and aggression or intimidation continues, or where there is an extreme act of violence, the discussion will be terminated and the visitor will be asked to leave the school immediately. It is also an offence under section 547 of the *Education Act 1997* for any person (including a parent) to cause a nuisance or disturbance on school premises. The police will be called if necessary. The perpetrator may also be banned from the school premises for a period of time, which will be determined by the school.

Prior to a ban being imposed, the following steps will be taken:

- Depending on the severity of the incident, the individual may first be issued with a written warning stating that if a similar incident occurs, the individual concerned will be banned (temporarily or permanently) from the school premises.
- In more serious cases, the individual will be informed, in writing, that she/he is banned from the premises temporarily, subject to review, and what will happen if the ban is breached.
- Extreme incidents will result in a permanent ban being enforced immediately. The individual will be informed in writing of the permanent ban but will be given the right to appeal in writing against the decision.
- In all cases, parents will still have the opportunity to discuss any issues relating to their child with school staff.
- Incidents of verbal or physical abuse towards staff may result in the police being informed, and may result in prosecution.

If an individual is intimidating, threatening or aggressive towards a member of the school community any interaction will be terminated immediately and the person will be instructed to leave the premises. Further action may be taken by the school.

Trinity School will take action where behaviour is unacceptable or serious and breaches this Whole School Behaviour Policy.

14.3 Unacceptable Use of Technology

Trinity School takes the issue of unacceptable use of technology by any member of the school community very seriously.

We expect parents and other adults within the school community to act responsibly when using on-line technologies. The expectation of parents is set out on page 4. Failure to comply with these expectations could result in parents and/or other adults being banned either temporarily or permanently from the school site, and the incident may be reported to the police.

Acceptable use agreements exist for students, staff and governors of Trinity School and form part of our E-Safety Policy.