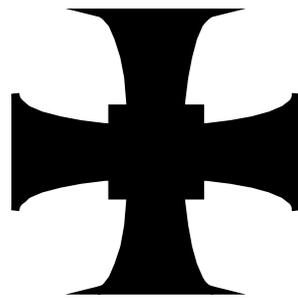


**TRINITY SCHOOL
CARLISLE**



A CHURCH OF ENGLAND ACADEMY

**EXPECTATIONS FOR LEARNING
BEHAVIOUR POLICY**

Pastoral Committee

Reviewed: October 2025

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Next review: October 2026

REVIEW SHEET

17	Updated to reflect system changes ahead of the 2020/21 academic year and to reflect changes made by 'Keeping Children Safe in Education' September 2020 Policy to be read in conjunction with Addendum Behaviour Policy V2	September 2020
18	Comprehensive review. Policy to be read in conjunction with Appendices.	November 2020
19	Updated to reflect changes to be implemented from 1 st September 2021. The Addendum Policies are no longer effective.	June 2021
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22	Updated to reflect incorporation of Chance, Choice, Consequence principles	September 2023
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For Publication Only

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 '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 an Expectations for Learning 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). Headteachers are responsible for developing the Expectations for Learning 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 Expectations for Learning 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 & Disabilities (SEND) Policy
- Drugs Policy
- Relationships (and Sex) Education and Health Education 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

- Suspension & Permanent Exclusion Policy
- Parental Guidelines Procedures
- Home to School Agreement
- Anti-Bullying (Child on Child Abuse) Policy
- Code of Conduct for School staff and volunteers

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 Expectations for Learning 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.

In applying this policy, we will take into account our duties under the Equality Act 2010 regarding relevant characteristics protected by that act, notably disability. We will also take into account the needs of students with special educational needs and will also have regard to the School Child Protection policy where appropriate.

The Whole School Expectations for Learning 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/peer on peer abuse 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.

A separate Code of Conduct for School Staff and Volunteers also exists and should be read for matters relating to the conduct of School employees. It is designed to give clear guidance on the standards of behaviour all employees and other adults working with children in our school are expected to observe. School employees are role models and are in a unique position of influence and must adhere to behaviour that sets a good example to all the students within the school. As a member of a school community, each employee has an individual responsibility to maintain their reputation and the reputation of the school, whether inside or outside working hours. The Code of Conduct will also assist staff to monitor their own standards and practice and reduce the risk of allegations being made against them.

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. PE 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 the 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;

Note the existence of a separate, more detailed Code of conduct for school staff and volunteers.

6. The school behaviour curriculum

Positive behaviour reflects the values and ethos of the school, readiness to learn and respect for others. It is established through creating an environment where good conduct is more likely than poor. This behaviour strategy will be taught to all students so that they understand what behaviour is expected and encouraged and what is unacceptable or prohibited. All staff

and other adults are expected to positively reinforce when expectations are met and impose appropriate sanctions when rules are broken. Positive reinforcement and sanctions are both important and necessary to support the whole school culture.

Our behaviour curriculum defines the expected behaviours in school, rather than only a list of unacceptable or prohibited behaviours and is outlined in our expectations of each member of the school community described in section 1. above. Our behaviour curriculum represents the key habits and routines required in school.

Routines will be used to teach and reinforce the behaviours expected of all students. Repeated practices promote the values of the school, positive behavioural norms, and certainty on the consequences of unacceptable behaviour.

7. 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 positively reinforcing the behaviour which reflects the values of the school 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*
- *Communicating praise to parents via a phone call or written correspondence*
- *Written praise in marked work, utilising the G&I (good and improve) system*
- *Sharing and celebrating success during lesson time*
- *Allocating positions of responsibility e.g. class monitor*
- *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. – via ClassCharts.*
- *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.*

7.1 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*

8. Chance, Choice, Consequence, Expectations for Learning System

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. In such circumstances, staff should respond predictably, promptly and assertively in accordance with this Behaviour Policy. The first priority will be to ensure the safety of students and staff and to restore a calm environment. It is important for staff across the school to respond in a consistent, fair and proportionate manner so students know with certainty that misbehaviour will always be addressed. Where appropriate, staff will take account of any contributing factors that are identified after a behaviour incident has occurred: for example, if the student has suffered bereavement, experienced abuse or neglect, has mental health needs, has been subject to bullying, has needs including SEND or other health condition (including any not previously identified), has been subject to criminal exploitation, or is experiencing significant challenges at home.

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. It is important that this policy is read by teaching staff, in partnership with guidance material associated with positive behaviour management strategy/technique which is located in [N:\Whole School\Behaviour For Learning](#), as well as the linked Chance, Choice, Consequence expectations for learning in the classroom - Staff Guidance document.

Taking disciplinary action and providing appropriate support are not mutually exclusive actions. They can and should occur at the same time if necessary. We will be clear about our approach and in which category any action falls, ensuring that the action complies with the law relating to each category.

Consideration will also be given as to whether the misbehaviour gives cause to suspect that a child is suffering, or likely to suffer, harm. Where we consider this to be the case, we will follow the school's Child Protection Policy and procedures and staff are advised to alert the Designated Safeguarding Lead (or deputy) as soon as possible. They will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

The 'Expectations' for learning system is designed to assist school staff, when dealing with unacceptable learning behaviours, whilst seeking to give students choices. Its principle role is to support learning, whilst also tackling and dealing with low level disruptive behaviour (i.e. behaviour that undermines the student's own learning or that of others). If unchecked this sort of behaviour wrecks lessons and undermines the authority of the teacher. 'Expectations' is not a replacement for good classroom management techniques and will not compensate for poor teaching and/or unstructured lessons.

'Expectations' work in conjunction with the Inclusion Tracker (see Appendix 1), a progressive system of structured intervention designed to address underlying causes of poor behaviour and disengagement wherever possible. The Inclusion Tracker is a preventative mechanism which enables key staff to target intervention for those students who have been identified as losing too many days of learning or are at risk of being permanently excluded. It sets in motion a systematic programme of intervention for students accruing multiple C4s, C5s, and/or fixed term suspensions. Each of these is equivalent to a set tariff (C4 = 5, C5 = 10, Fixed Term Suspension = 10). There are 3 Levels within the Inclusion Tracker and the accumulation of set tariffs for a student signifies the movement from one level to the next which increases the intensity of the monitoring and intervention.

When a student is first issued with a C5, or fixed term suspension they are immediately placed onto the Inclusion Tracker which is kept up to date by School administration and Heads of Year and is monitored closely by Pastoral Leaders and their associated inclusion teams. Any resulting impact of the intervention is also recorded on the tracker giving a personalised profile of an individual student.

The strategic Inclusion teams will become involved in the intervention with students who are accruing high tariffs by receiving several C5s, or fixed term suspensions or a combination of all three. Various strategies will be used depending on who the student is and what their needs are (the various tiered provisions will be discussed with parents, in order to ensure the most appropriate strategies are put into place)

Pastoral Senior Leadership will retain an overview of the progress of these students with regular feedback from Year team and Curriculum leaders and the Inclusion Team at regular Inclusion Meetings. It is also their responsibility to keep the wider Senior Leadership Team informed of the progress of students on the Inclusion Tracker and ensure all 'at risk' students are added to the Vulnerable Students' Register.

As a School we are keen to ensure a balance is met between the use of 'Supervision' and fixed term suspensions to deal with persistent disruption, and its impact on the individual's ability to re-engage with their learning.

For this reason, we aim to use a maximum fixed term suspension period under the Expectations for Learning System of 5 days for any single incident in the process, recognising that the Inclusion Tracker runs in conjunction with these. Those students receiving a high number of C5s and thus days in supervised learning will move onto a Pastoral Support Plan at the discretion of the Headteacher/Senior staff. In this case parents /carers will be informed, and a Pastoral Support Plan (PSP) meeting will be set up.

A fixed term suspension will either be full or half days depending on the time of the suspension during the school day.

In order to maintain good order and authority in the school, a student who receives a fixed-term suspension during the day, be it morning or afternoon, should be collected or, with their parents/carers permission, be sent off site as soon as possible ensuring that the parents/carers permission is recorded, along with the time that the student left the site.

After 45 days of suspension or the accruing of a related 'substantial' tariff on the tracker in any one academic year, key staff (Senior and Pastoral leaders) will recognise that the school is likely to have exhausted the strategies available to it to deal with the persistent disruption to the learning of others presented by these students. In addition, it will also be recognised that the individual concerned will have lost so many days of learning it would be unlikely that the school could offer any other reasonable support. At this point the Headteacher is likely to consider permanent exclusion.

The Headteacher retains the right, at any time, to permanently exclude those students who persistently cause disruption to the learning of others. For further information, please see:

- Expectations for Learning System documentation
- Staff Guidance – Expectations for Learning

8.2 Chance, Choice, Consequence, Expectations for learning in the classroom – Guidance

There is a clearly defined process (see flowchart below) for managing unwanted classroom behaviour and issuing sanctions in school. In order to ensure proportionate execution of in-school

procedures, staff CPD focusses heavily on positive behaviour management strategies, personalisation, and the building of authentic relationships with students.

It is based on the principle of a: - *chance* - *choice* - *consequence* behaviour for learning procedure. Usually (unless behaviour(s) qualify emergency status) students will be given a '*chance*' to correct unwanted behaviour. Their initials will be added to the expectations board recognising this. If unwanted behaviour continues, then students will be spoken to about the '*choice*' that's available to them. Usually this will be to choose the right behaviour or inform the need for a '*consequence*' to be actioned. The consequence board will be updated accordingly. If students continue to disrupt at the '*choice*' stage, they will be sent, with their learning material to the C4 Reflection Room. This is supervised at all times by Pastoral staff. Students will remain in the C4 room for the remainder of the lesson as a minimum.

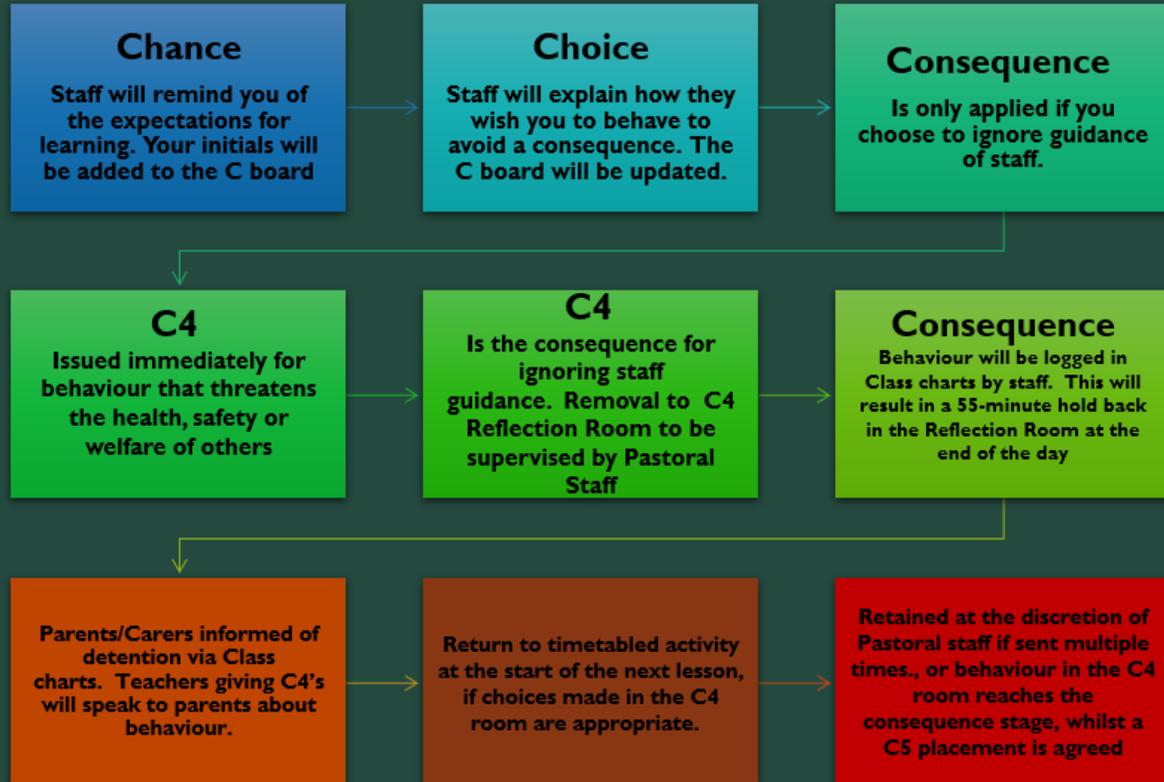
Staff are encouraged, when discussing behaviour in class, to use the language of 'chance, choice, consequence' to ensure consistency and predictability and therefore clarity for students. This document can be found on the N Drive – Whole School, School Policies, Current, Pastoral – and should be referred to, to ensure consistency of application.

For Publication Only

Chance, Choice, Consequence Guidance



Expectations For Learning



8.3 Expectations for Learning Summary – Code of Conduct

The 'chance, choice, consequence' **Expectations** programme is central to the way school operates. It helps all members of the school community feel secure because we are really clear about what behaviour is unacceptable and what the resulting sanctions will be. It makes everyone feel valued because it is a way of making sure students are rewarded for good behaviour.

- **Chance, Choice, Consequence Expectations for Learning** is determined through governance, to allow teachers to teach and all students to learn.
- **Chance, Choice, Consequence Expectations** is a consistent, fair and positive system which is applied in all lessons across all subjects.
- **Chance, Choice Consequence Expectations** means that positive learning behaviour is praised. However, everyone is clear about the sanctions for negative behaviour.
- Praise is the most important aspect of **Chance, Choice, Consequence Expectations**. Students should try hard to gain praise in all lessons and staff will always aim to award more achievement than behaviour logs.
- Students will always receive several warnings about their behaviour before any **Consequences** are issued to them.
- During lessons, students who receive **Chance, and/or Choice interventions** will have their initials displayed on the **Chance, Choice Consequence** board.
- Students must change their behaviour in any lesson where a Chance or Choice intervention has been actioned. By continuing their negative behaviour, the student is given a Consequence (C4); this means being sent from the lesson to the C4 Reflection Room and a linked detention.
 - Failure to cooperate with C4 procedures will result in a C5 being issued.
 - Failure to complete or to behave appropriately in a C4 hold back detention is likely to result in a C5 which is a day in the C5 Supervision Room at a later date.
 - Failure to report to the C5 **Supervision Room** before the start of the school day on the date given will result in a 'hold back' detention in the room at the end of the day.
 - The C5 **Supervision Room** is a place for students to reflect on the serious consequences of their behaviour.

8.4 Communication with parents/carers

Trinity School recognises the importance of effective home-school communication and will endeavour to communicate with parents/carers regarding students' behaviour when necessary. For example:

- where appropriate, we will telephone or write to parents/carers or send postcards to praise students for effort.
- Hold regular parents' evenings to allow communication between parents/carers and staff.
- Report on effort and outcomes forecasts frequently throughout the year.
- Will inform students verbally when they have been issued with C4 hold back detentions and notify parents of the reasons for classroom removal when submitting the entry to Classcharts.
- School will also send alerts to students and parents/carers via Classcharts. It is important to note however that it is the responsibility of parents/carers to sign up to the Classcharts app, for such reminders to be received and it is students' responsibility to record sanctions in their planner/organiser and inform parents accordingly. It is important to note that students/parents/carers not being signed up to Classcharts, does not revoke sanctions.
- If a student is refusing a reasonable request, we will attempt to call home for support to direct the student to comply and therefore avoid a C5 situation and missed lesson opportunities.

- If a student has been suspended, we will inform parents, by the end of the afternoon session on the day that the suspension is issued, that they are legally required to ensure that their child is not present in a public place during school hours and could be challenged legally if they fail to do so. This may be by email, SMS text or telephone call. A log that this has been communicated to parents will be kept by school. A formal notification letter will be sent to parents/carers as soon as possible thereafter.
- In cases of fixed term suspension, we will use a reintegration meeting to discuss the issues and how this situation can be avoided in the future/what support is needed to allow the student to be successful. Parents/Carers are expected to attend.

8.5 Reasonable Adjustments

A reasonable adjustment never means that we lower our expectations. It means that some students need additional support to ensure that they meet the high expectations that we have for all of our students.

Trinity School, in line with the requirements of Equality Act 2010, make reasonable adjustments for students with Special Educational Needs and Disabilities in relation to this policy where it is deemed appropriate.

In order to ensure that the duties under the Act are met, we will:

- Consider the SEND Code of Practice and the Trinity School SEND Policy.
- Monitor C4/C5/C5B/C6/FTE patterns for SEND students with EHCP, EHCP pending or other disability, at Inclusion Meetings.
- Raise any SEND student causing concern at SLT as part of the standing agenda and discuss actions the Headteacher may wish to instigate- some immediate and some longer term.
- Call an emergency/annual review for SEND students with EHCP, EHCP pending or other disability in cases where Key staff have identified that these students may have difficulties meeting the school's high expectations and the Headteacher instructs for a review to take place.

The decision as to whether to make any adjustment will usually only be made at such an emergency/annual review meeting and convening such meeting does not automatically mean that an adjustment will be made. Key principles are outlined as follows:

- the Headteacher, or other Senior Leader at the discretion of the Headteacher will attend this review.
- the final decision to make adjustments and whether they are considered reasonable rests with the Headteacher/designated Senior Leader, who will take advice at the emergency/annual review meeting.
- Consideration **may** be made to make reasonable adjustments and examples include allowing a half day in Supervision, supervised rest breaks or walks to a designated place, additional or extended toilet breaks or eating meals in a different location.
- The list above is not exhaustive.

9. Additional Information linked to routine procedures

9.1 Student Behaviour Logs

Where the Student does not respond to warnings, leading to a C4 classroom removal, they are issued with a Behaviour Log which is held centrally. Behaviour logs may also be recorded to document 'other' behaviours such as poor conduct out of the classroom. These are important communications between staff, to ensure that patterns of poor behaviour are

spotted early in order that intervention and support can be applied swiftly. When the Student receives high numbers of these, they initiate a student report cycle at Tutor, Head of Year or SLT level.

9.2 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 Head of Year Report or Senior Leadership Report. Parents/Carers are informed about this monitoring process and will receive frequent updates. For poor behaviour during lunchtime, there is a Lunch Report.

9.3 Removal from Class

Teaching staff will work hard to avoid this, providing 'chance, choice consequence' guidance, for students to moderate inappropriate behaviour during lessons. If a student remains unwilling to respond to guidance and their presence in the classroom is affecting the learning of others, then teaching staff will action the consequence stage of the system; the removal of the student in question. This will be activated after 2 separate references to the unwanted behaviour (Chance and choice interventions) and will be in the form of a *C4 Reflection Room* placement. Students may also participate in activity away from their normal classes, during planned arrangements as previously discussed.

When dealing with individual removal cases, we will:

- consider whether any assessment of underlying factors of disruptive behaviour is needed;
- facilitate reflection by the student on the behaviour that led to their removal from the classroom and what they can do to improve and avoid such behaviour in the future;
- ensure that students are never locked in the room of their removal. There may be exceptional situations in which it is necessary to physically prevent a student from leaving a room in order to protect the safety of students and staff from immediate risk, but this would be a safety measure and not a disciplinary sanction;
- ensure that the Children and Families Act 2014, the Equality Act 2010 and regulations under those Acts are being complied with;
- if a student has a social worker, including if they have a Child in Need plan, a Child Protection plan or are looked-after, notify their Social Worker. If the student is looked-after, ensure their Personal Education Plan is appropriately reviewed and amended and notify their Virtual School Head.

Parents will be informed on the same day if their child has been removed from the classroom via the Classcharts app, and as with other disciplinary measures, we will consider whether the sanction is proportionate and consider whether there are any special considerations relevant to its imposition e.g. SEND or other health conditions.

Data relating to removals will be collected, monitored and analysed in order to interrogate repeat patterns and the effectiveness of the use of removal. Consideration will be given to whether frequently removed students may benefit from additional and alternative approaches, a pastoral review or investigation by the SENCo, or whether specific classes or teachers may require more support. Analysis will also be used to identify patterns relating to students sharing any of the protected characteristics and to ensure the removal is not having a disproportionate effect on those sharing particular protected characteristics.

9.4 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 (up to 10 minute) break/lunch time and after school 'hold-back' detentions are used when a student fails to respond appropriately to warnings of Staff. Lateness and Uniform issues are addressed in Form Tutor hold backs in the first instance. These are a positive means to resolve inappropriate behaviour from students. After-School detentions take place daily for up to 25 minutes if matters escalate to Middle Leader intervention. Longer, 55-minute detentions are issued to students who are removed from class, reflecting the serious nature of their disruption to others or for those students who are more persistent in their disregard for well communicated expectations. For the longer, after school detentions parents/carers will also be notified via the Classcharts app. There will be a learning focus for longer detentions. This could be assistance to access homework or catch up with lost classroom learning as a result of C4's.

9.5 Screening, Searching and Confiscation

The school follows the DfE advice when searching, screening and confiscating items from students which is outlined in their document [Searching, Screening and Confiscation – Advice for schools](#).

Headteachers and staff they authorise have a statutory power to search a student or their possessions where they have reasonable grounds to suspect that the student may have a prohibited or illegal items (listed below) or any other item that the school rules identify as an item which may be searched for.

Under no circumstances will individual students be searched on the school premises by anyone other than school staff unless they are accompanied by a parent or appropriate adult designated by the Headteacher.

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

- Knives and weapons
- Controlled drugs
- Alcohol
- Tobacco, vaping paraphernalia and cigarette papers
- Fireworks
- Pornographic images (including those found on electronic devices)
- 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).

Other items such as chewing gum/lollies/fizzy/energy drinks are also banned items in school and will be confiscated by staff.

School staff have the power to search a student for any item if the student agrees. In all cases, staff will explain the reason for the search and how it will be conducted so that the student's agreement is informed.

Members of staff can use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, controlled drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Such force **cannot** be used to search for other items which are banned under the school rules.

School staff can seize any prohibited or illegal item found during a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

Where items are 'prohibited or illegal' as outlined above, these will not be returned to students and will be disposed of by the school according to the DfE guidance '[Searching, Screening and Confiscation – Advice for schools](#)'. The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated, provided they acted lawfully. Staff will consider whether the confiscation is proportionate and consider any special circumstances relevant to the case. Students must not bring any of the items listed above on to school premises. The school will automatically confiscate any of the 'prohibited or illegal' 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 or illegal' items in school. In certain circumstances, this may lead to permanent exclusion.

The Headteacher will ensure that a sufficient number of staff are appropriately trained in how to lawfully and safely search a student who is not co-operating so that they fully understand their rights and the rights of the student who is being searched.

Alcohol will be disposed of. Under no circumstances will alcohol be returned to the student. Tobacco, cigarette papers or fireworks will either be retained or disposed of, but not returned to the student. Students will also receive sanctions for smoking near the school and on their way to and from school.

Where a member of staff finds stolen items, these must be delivered to the Police as soon as reasonably practicable. However, if there is good reason to do so, the member of staff may also return the item to the owner or retain or dispose of it if returning them to their owner is not practicable. In determining whether there is a good reason to return the stolen item to its owner or retain or dispose of the item, the member of staff will take account of all relevant circumstances and use their professional judgement to determine whether they can safely dispose of the seized article.

In taking into account the relevant circumstances, the member of staff should consider the following:

- the value of the item - it would not be reasonable or desirable to involve the Police in dealing with low value items such as pencil cases, though school staff may judge it appropriate to contact the Police if the items are valuable;
- whether the item is banned by the school;
- whether retaining or returning the item to the owner may place any person at risk of harm; and,
- whether the item can be disposed of safely.

Any weapons or items which are evidence of a suspected offence will be passed to the Police as soon as possible.

The following are items which are banned by the school under the school rules:

- Mobile phones
- Digital media devices or similar used in class
- Jewellery not in accordance with the School Uniform Policy
- Lighters or matches

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.

Staff have the power to search students **with their consent** for prohibited or illegal items **and** 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, illegal or banned items are being held within it and reasonable grounds for the search have been established.

- We are not required to have formal written consent from the student for this sort of search – it is enough for the authorised member of staff to ask the student to turn out his/her pockets or if the staff member can look in the student's bag or locker and for the student to agree.
- It is clear in our Expectations for Learning (Behaviour Policy) and procedures and in communications to parents and students what items are banned.
- If a member of staff suspects a student has a banned item in his/her possession, they can instruct the student to turn out his/her pockets or bag and if the student refuses, the authorised member of staff can apply an appropriate punishment as set out in the Expectations for Learning (Behaviour) Policy and procedures.

A student refusing to co-operate with such a search raises the same kind of issues as where a student refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances, we can apply an appropriate disciplinary sanction in line with our Expectations for learning (Behaviour) Policy and procedures.

Electronic devices/Mobile Phones

Allowing access to mobile phones in school introduces complexity and risks, including distraction, disruption, bullying and abuse, and can be a detriment to learning. We therefore do not allow mobile phones to be retained by students on site during the school day. If they are needed to and from school, they are to be deposited at student reception areas, before entering school in the morning. They will be returned during the pm registration session.

Electronic devices, including mobile phones, can contain files or data which relate to an offence, or which may cause harm to another person. This includes, but is not limited to, indecent images of children, pornography, abusive messages, images or videos, or evidence relating to suspected criminal behaviour.

As with all prohibited or illegal items, staff will first consider the appropriate safeguarding response if they find images, data or files on an electronic device that they reasonably suspect are likely to put a person at risk.

If the member of staff conducting the search suspects they may find an indecent image of a child (sometimes known as nude or semi-nude images), the member of staff should never intentionally view the image, and must never copy, print, share, store or save such images. When an incident might involve an indecent image of a child and/or video, the member of staff will confiscate the device, avoid looking at the device and refer the incident to the DSL (or deputy). Reference will be made to the school's Child Protection Procedures and DfE statutory guidance [Keeping children safe in education](#).

The UK Council for Internet Safety also provides the following guidance to support school staff and DSLs: [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#).

If a member of staff finds any image, data or file that they suspect might constitute a specified offence, then they must be delivered to the Police as soon as is reasonably practicable. In exceptional circumstances members of staff may dispose of the image or data if there is a good reason to do so. In determining a 'good reason' to examine or erase the data or files, the

member of staff and/or DSL must refer to the DfE advice for schools on [Searching, Screening and Confiscation](#).

9.6 Suspension, permanent exclusion and managed moves

The Government supports Headteachers in using exclusion from school as a sanction where it is warranted but we understand this is a last resort. We recognise it is our responsibility as a school to communicate to students, staff, and parents our behaviour expectations and the responsibility of all individuals working with students to ensure that no exclusion will be initiated without first exhausting other strategies or in the case of a serious incident, a thorough investigation. We have a range of policies and procedures in place to promote good behaviour and appropriate conduct, we take steps to access local support services like Inclusion Support Officers and Early Help Services, and we strive to foster good parental engagement.

The decision to exclude a student will be taken in the following circumstances:

- In response to a serious breach of the school's Behaviour Policy.
- If allowing the pupil to remain in school would seriously harm the education or welfare of other people or the pupil themselves in the school.

Suspension from school in any form will be a last resort. Where suspension, either fixed term or permanent exclusion is considered appropriate and/or necessary, we will refer to our Exclusion Policy and the DfE guidance [Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#).

A managed move is used to initiate a process which leads to the transfer of a pupil to another mainstream school permanently. If a temporary move needs to occur to improve a pupil's behaviour, then off-site direction as described in the DfE guidance outlined above, will be used. Managed Moves will only occur when it is in the pupil's best interests.

9.7 Reintegration Meetings

Students who have been suspended are required to attend a formal and documented reintegration admission meeting with their parents. This will typically be run by the student's HOY/Year Tutor, but could be run by a Subject Leader, a member of the Senior Leadership team or the Headteacher. If the suspension is for persistent poor behaviour and/or a repeat suspension, a member of the Senior Leadership team may well 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 suspension, 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 suspension 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.

9.8 Disciplinary Panel

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

9.9 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.

9.10 Permanent Exclusion

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

- a) In response to serious breach(es) of the school's Whole School Expectations for Learning 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 Headteacher's judgement, it is appropriate to permanently exclude a student for a first or 'one-off' offence. As with our practice of Fixed Term suspensions, we will strictly adhere to DfE statutory guidance on the exclusion of pupils from local-authority-maintained schools, academies and pupil referral units.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/921405/20170831_Exclusion_Stat_guidance_Web_version.pdf

9.11 Suspensions - The Right of Appeal and Legal Duties

Depending on the type of suspension, 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 review panel. This process will be explained in writing, according to DfE guidance.

Trinity School has a duty to provide suitable full-time education for the suspended student from the sixth school day of any fixed period of suspension 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.

9.12 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.

9.13 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 C5.

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

9.14 Student Conduct and Misbehaviour Outside the School Premises

What the Law Allows

Schools have the statutory power to sanction students for misbehaviour outside of the school premises to such an extent as is reasonable. In the main, sanctions will be imposed in response to non-criminal poor behaviour and bullying which occurs off the school premises or online and which is either witnessed by a staff member or reported to the school, will be in line with this Behaviour Policy taking individual circumstances into account.

Conduct outside the school premises, including online conduct, that schools might sanction students for include misbehaviour:

- when taking part in any school-organised or school-related activity;
- when travelling to or from school;
- when wearing school uniform;
- when in some other way identifiable as a student at the school
- that could have repercussions for the orderly running of the school;
- that poses a threat to another student; or
- that could adversely affect the reputation of the school.

The decision to sanction a student will be lawful where it is made on the school premises or elsewhere at a time when the student is under the control or charge of a member of school staff.

a. 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.

b. 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 suspension 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 (in all its forms) 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.

9.15 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/provisions which are used to support students.

Responding to the behaviour of students with SEND or other health conditions

We will consistently and fairly promote high standards of behaviour for all students and provide additional support where needed to ensure students can achieve and learn as well as possible.

Adjustments will be made to routines for students with additional needs, where appropriate and reasonable to ensure all students can meet behavioural expectations. These adjustments may be temporary, but always to support the individual needs of the student. By planning positive and proactive behaviour support, e.g. through drawing up individual behaviour plans for more vulnerable children, and agreeing them with parents, jointly we can work towards a reduction in incidents of challenging behaviour.

Consideration will be given as to whether a student's SEND has contributed to the misbehaviour and if so, whether it is appropriate and lawful to sanction the student. In considering this, we will refer to the DfE guidance for schools on the [Equality Act 2010](#).

We will also consider whether any reasonable adjustments need to be made to the sanction in response to any disability the student may have and to try and ascertain the underlying causes of behaviour and whether additional support is needed.

We are, however, mindful that not all students requiring support with behaviour will have identified special educational needs, other health conditions or disabilities. Children experiencing a mental health problem, or at risk of developing one, can have an effect on a child's behaviour as can instances of adversity and trauma experienced by children. We will engage with other agencies and, where necessary, make links to the whole school approach to mental health and wellbeing as set out in the DfE guidance on [Mental health and behaviour in schools](#).

Mental health and behaviour

This school recognises that taking a coordinated and evidence-informed approach to mental health and wellbeing in school, as outlined in the latest edition of the [Promoting children and young people's mental health and wellbeing - a whole school or college approach](#) issued by the [Children and Young People's Mental Health Coalition](#), leads to improved pupil emotional health and wellbeing which can help readiness to learn.

All staff and other adults are made aware through regular training updates that mental health problems and changes in behaviour can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff and other adults, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour, and education.

If staff need more specific guidance on this, we can refer to the DfE guidance [Mental health and behaviour in schools](#) for support and our [Mentally Healthy Schools Resources](#).

9.16 The Use of Reasonable Force

There are circumstances when it is appropriate for staff to use reasonable force to safeguard children. Schools do not require parental consent to use force on a student. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety

by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between students or blocking a student's path, or active physical contact such as leading a student by the arm out of the classroom. The decision on whether to not to use reasonable force to control or restrain a child is down to the professional judgement of the staff concerned and will always depend on individual circumstances.

The Governing Body have taken account of advice provided by the DfE - [Use of reasonable force: advice for Headteachers, staff and governing bodies](#) and the school's public sector equality duty set out in Section 149 of the Equality Act 2010.

All members of school staff have a legal power to use reasonable force. This power also applies to people whom the Headteacher has 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 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 SEND, mental health needs or other health conditions. Medical advice will always be sought about the safest way to hold students with specific health needs, special educational needs and disabilities.

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' and/or Risk assessment/behaviour management plan.

c. 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.

d. Power to Use Reasonable Force when Searching Without Consent

In addition to the general power to use reasonable force, the Headteacher and authorised staff can use such force as is reasonable given the circumstances to conduct a search for 'prohibited, or illegal items'. See Section 8.5 above.

e. 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.

In addition, a panel of national experts have identified that certain restraint techniques presented an unacceptable risk when used on children and young people. The techniques in question are:

- the 'seated double embrace' which involves two members of staff forcing a person into a sitting position and leaning them forward, while a third monitors breathing;
- the 'double basket-hold' which involves holding a person's arms across their chest; and
- the 'nose distraction technique' which involves a sharp upward jab under the nose.

f. 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.

g. Risk Assessments/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 'Risk Assessment/Behaviour Management Plan'. This plan sets out specific ways in which the behaviour can be prevented, controlled and responded to (proactive, early intervention and reactive measures) whilst on school premises and during any off-site visit. It should 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 involved in the process 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 guidelines for Staff.

h. Informing Parents when Reasonable Force has been Used

In accordance with current good practice, the school will speak to parents or in the case of a child looked after, the Social Worker/Virtual School Head, 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 the 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:

- Did the incident cause injury or distress to a member of staff or student?
- 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;
- Did the incident justify force? This is particularly relevant where the judgement is finely balanced;
- 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 Headteacher/DSL.

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

i. 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 the Headteacher and/or other staff will:

- ensure the incident has been recorded;
- decide whether multi-agency partners need to be engaged and, if so, which partners;
- 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 (suspended). See Section 6.2 above.
- help the student develop strategies to avoid such crisis points in the future and inform relevant staff about these strategies and their roles;
- 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

j. Follow up

In many cases there will be a follow-up meeting of key personnel to discuss the restraint incident and review the Student Risk Assessment/Behaviour Management Plan or other provisions for students. It might also be appropriate to review the Whole School Expectations for Learning Behaviour Policy.

k. 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.

9.17 Allegations of Abuse against Staff and Other Adults (including volunteers, contractors and supply staff) Working in the School

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, supply staff and volunteers and contractors.

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. Where an allegation is made against supply staff employed by an Agency, we will take the lead and will collect the facts when an allegation is made. In such cases, we will involve the Agency in any further investigations and follow-up procedures.

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 and procedures for reporting low-level concerns about another adult who works with children in the school. Further information on how to report low-level concerns is outlined in the school's Code of Conduct for staff and other adults.

The procedure complies with the framework for managing cases of allegations of abuse/low-level concerns against people who work with children, as set out in the DfE statutory guidance [Keeping Children Safe in Education](#) and the Cumbria Safeguarding Children Partnership (SCP) Core procedures.

I. 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 Headteacher 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 suspension or permanent exclusion. Whatever action is taken will be discussed with the parent of the student concerned at an early stage.

9.18 Bullying/Child on Child Abuse

In addition to the sections below, we have a separate Anti-Bullying (Child on Child Abuse) Policy, a copy of which is available on the school website. Our Child Protection Policy and procedures also contains additional information on reporting and responding to reports of sexual violence and sexual harassment

What is bullying?

According to the DfE document '[Preventing and Tackling Bullying – Advice for Headteachers, 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”.

Specific types of bullying (cyberbullying, prejudice-based and discriminatory bullying) include those relating to:

- race, religion, culture, or gender;
- SEN or disabilities;
- appearance or health conditions;
- sexual orientation;
- young carers or looked after children or otherwise related to home circumstances;
- sexist or sexual bullying and sexual harassment.

It can take place between students, between students and staff, parents, and staff or between staff; by individuals or groups; face-to-face, indirectly or using a range of cyberbullying methods.

Acts of bullying can include:

- name-calling;
- taunting;
- mocking;
- making offensive comments;
- kicking;
- hitting;
- pushing;
- taking belongings;
- inappropriate text messaging, emailing, or 'posting' on social media sites;
- sending offensive or degrading images by phone or via the internet (consensual and non-consensual sharing of nude and/or semi-nude images/videos);
- upskirting;
- producing graffiti;

- excluding people from groups;
- spreading hurtful and/or untruthful rumours.

Many experts believe that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways. It may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

All staff are made aware that technology is a significant component in many safeguarding and wellbeing issues and can also adversely affect the behaviour of all parties involved. Children are at risk of abuse online (cyberbullying) as well as face to face. In many cases abuse will take place concurrently via online channels and in daily life. Children can also abuse their peers online, this can take the form of abusive, harassing, and misogynistic messages, the consensual or non-consensual sharing of nude and/or semi-nude images/videos or other indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.

Cyberbullying can be defined as the use of information and communications technology particularly mobile phones and the internet, deliberately to upset someone else. Cyberbullying that occurs while students are under the school's direct supervision will be dealt with in line with this Policy and procedures.

In cases where cyberbullying occurs while students are outside our direct supervision (i.e., at home), parents will be encouraged to report these incidents to the Police as criminal laws (such as those pertaining to harassment, threatening, and menacing communications) may apply. Parents are also encouraged to report such bullying to the school. If the alleged perpetrator is a member of this school community, the school will act in line with this Behaviour Policy and procedures. The school will, wherever possible, support parents in this and may impose a sanction upon the bully where this individual is recognisable.

Reporting and recording incidents of bullying

Staff are advised to report all incidents of bullying as a safeguarding matter, using the 'Safeguard my School' icon to share concern with Designated Safeguarding Leads (including deputies).

Students and parents are encouraged to report bullying to any member of staff. Incidents are, in the first instance, referred to the student's Head of Year to be investigated, appropriate action taken, and parents will be informed promptly using usual school procedures. Student voice is important at this school and students are encouraged through various means to report any incidents of bullying behaviour which they encounter personally or become aware of. This is reinforced via assemblies, Anti-Bullying Week, PSHE & RSE and during class discussions. The Expectations for Learning (Behaviour) Policy and procedures also reinforce the school's expectation as to how members of the school community should conduct themselves. A log will be maintained of racist incidents and information on incidents of bullying. All reported incidents of bullying will be recorded regardless of the outcome of the investigation.

Tackling bullying

The aim of any anti-bullying intervention is to safeguard and support the victim, discipline and modify the behaviour of the bully with a view to prevent, de-escalate and stop further incidents of harmful behaviour.

Strategies for dealing with bullying

- Ensuring that there is a promotion of an open and honest anti-bullying ethos in the school
- Investigate all allegations of bullying
- PSHE & RSE programmes that discuss issues such as diversity and anti-bullying messages
- Calendared anti-bullying week
- Poster and leaflet campaigns – designed and written by students
- Assemblies - both whole school and class/form that promote a sense of community
- Class discussions and role plays in Drama, English and RE that draw out anti-bullying messages
- Access to bully boxes
- Acceptable Internet Use Agreement is signed by all, and online safety is discussed in Computing lessons.
- Adequate staff supervision at lunch and break times
- Clear and consistently applied Policies for Behaviour and Uniform
- Anti-bullying Ambassadors/leaders

Strategies for dealing with the bully

- Disciplinary sanction imposed either exclusion or time in the inclusion room
- Engage promptly with parents to ensure their support and involvement
- Restorative justice approaches taken as appropriate
- One-to-one interview with staff or peer mentors
- Counselling offered
- Work with the educational psychologist or other outside agency
- Anger management strategies discussed

Strategies to support a victim

- Disciplinary sanctions as appropriate applied to the bully
- Counselling offered
- Mediation
- Out of lesson support passes issued
- Short term modification of school timetable
- One-to-one parental interview, parental support and involvement
- Private diaries given
- Self-assertive strategies discussed

We recognise that children can abuse their peers and all staff understand the importance of challenging inappropriate behaviours between peers. This is referred to as child on child abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying, prejudice-based and discriminatory bullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm, abuse in intimate personal relationships between peers, the consensual or non-consensual sharing of nude and/or semi-nude images/videos and initiating/hazing type violence and rituals. Downplaying certain behaviours, for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys” can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

We recognise that children with special educational needs or disabilities (SEND) or certain health conditions can face additional challenges. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration;
- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children;
- the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in managing or reporting these challenges.

We recognise that even if there are no reported cases of child-on-child abuse, such abuse may still be taking place and is simply not being reported.

We will not dismiss abusive behaviour between children as 'normal' and our thresholds for investigating claims and allegations are the same as for any other type of abuse.

We have a separate Anti-Bullying (Child on Child Abuse) Policy and procedures which will be followed in the event of an allegation being made against students in our school by other students. This Policy and the School Child Protection policy detail how we deal with cases of child on child abuse. Both policies can be found on the school website.

Consideration will also be given to the advice contained within the DfE statutory guidance [Keeping Children Safe in Education](#), and the UKCIS Education Group publication [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#) which outlines how to respond to an incident of nudes and semi-nudes being shared.

9.19 Sexual violence and sexual harassment (SVSH)

Sexual violence and sexual harassment can occur between two children of **any age and sex**. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable.

We have a **zero-tolerance** in relation to any form of sexual discrimination, sexual violence, or sexual harassment amongst or directed at staff or students in the school.

We believe that it is essential that all victims of SVSH are reassured that they are being taken seriously and that they will be supported and kept safe. A victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor will a victim ever be made to feel ashamed for making a report.

We will consider sexual harassment in broad terms and understand that sexual harassment (as set out below) creates a culture that, if not challenged, can normalise inappropriate behaviours and provide an environment that may lead to sexual violence.

Types of SVSH conduct

Types of conduct that is inappropriate and may constitute sexual violence or sexual harassment include, but are not limited to, the following:

- unwelcome sexual flirtations or propositions, invitations, or requests for sexual activity;
- sexual comments, such as telling sexual stories, making lewd comments or sexual remarks about clothing and appearance, and calling someone sexualised names;
- sexual "jokes" or taunting, threats, verbal abuse, derogatory comments, or sexually degrading descriptions;
- unwelcome communication that is sexually suggestive, degrading or implies sexual intentions, including written, verbal, online etc.;
- physical behaviour, such as deliberately brushing against someone or interfering with someone's clothes. Consideration will be given to when any of this crosses a line into sexual violence – it is important to talk to and consider the experience of the victim;
- displaying pictures, photos or drawings of a sexual nature;

- exposing, or causing exposure of, underclothing, genitalia, or other body parts that are normally covered by an individual, through means including, but not limited to, mooning, streaking, “upskirting” (which is a criminal offence), “down blousing”, or flashing;
- purposefully cornering or hindering an individual’s normal movements;
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
 - consensual and non-consensual sharing of nude and semi-nude images and/or videos. Taking and having nude photographs of U18s is a criminal offence. [UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people](#) provides detailed advice for schools and colleges. Offence;
 - sharing of unwanted explicit content;
 - sexualised online bullying;
 - unwanted sexual comments and messages, including on social media;
 - sexual exploitation coercion and threats; and,
 - coercing others into sharing images of themselves or performing acts they are not comfortable with online.

Managing a report of SVSH

We will consider every report on a case-by-case basis. How the school responds to a report can encourage or undermine the confidence of future victims of sexual violence and sexual harassment to report or come forward.

It is essential that all victims are reassured that they are being taken seriously, regardless of how long it has taken for them to come forward and that they will be supported and kept safe. Abuse that occurs online or outside of the school will not be downplayed and will be treated equally seriously. All concerns/allegations of child on child abuse will be handled sensitively, appropriately and promptly. The way in which they are responded to can have a significant impact on the school environment.

It is important to understand that children may not find it easy to tell staff about their abuse verbally. Children can show signs or act in ways that they hope adults will notice and react to. In some cases, the victim may not make a direct report. For example, a friend may make a report, or a member of school staff may overhear a conversation that suggests a child has been harmed or a child’s own behaviour might indicate that something is wrong.

Sanctions for incidents of SVSH will be determined based on the nature of the case, the ages of those involved and any previously related incidents. In some cases, the school may involve Local Authority Children’s Social Care or the Police where it is determined that a crime has been committed.

A [Model Response to reports of child on child sexual violence and sexual harassment flowchart](#) is available to download from the KAHSC website.

Immediate consideration will be given as to how best to support and protect the victim and the alleged perpetrator(s) and any other children involved/impacted including siblings and other close relatives.

Consideration will also be given to the wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment. Victims will 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. This will, however, be balanced with the school’s duty and responsibilities to protect other children.

We will do all we reasonably can to protect the anonymity of any children involved in any report of sexual violence or sexual harassment, carefully considering, based on the nature of the report, which staff should know about the report and any support that will be put in place for

the children involved. We will also consider the potential impact of social media in facilitating the spreading of rumours and exposing victims' identities.

- Staff who observe or suspect any form of child on child abuse (including sexual violence or sexual harassment) must inform the DSL as soon as possible so that further investigations can take place. It is important to understand that children may not find it easy to tell staff about their abuse verbally and that additional barriers such as the child's vulnerability, disability, sex, ethnicity and/or sexual orientation may be a factor.
- Staff, and this could be anyone in the school who the child trusts, must not promise confidentiality at the initial stage as it is very likely a concern will have to be shared with the DSL to discuss next steps. Information must only be shared with those people who are necessary in order to progress the report and the child should be informed what the next steps will be and to whom the report will be passed.
- When an allegation is made by a student against another student, members of staff should consider whether the complaint raises a child protection concern. If there is a child protection concern the DSL must be informed as soon as possible.
- Reports that include an online element will be carefully managed in line with the DfE advice for schools on [Searching, screening and confiscation](#). Staff will not view or forward illegal images of a child but will discuss with the DSL whether it may be more appropriate to confiscate any devices to preserve any evidence and hand them to the Police for inspection.
- A factual written or electronic record will be made of the concern/allegation, but no attempt at this stage should be made to investigate the circumstances.
- The DSL should contact the relevant LA Safeguarding Hub for the area in which the child normally resides to discuss the case. It is possible that Safeguarding Hub is already aware of child protection concerns around this young person. The DSL will follow through the outcomes of the discussion and make a referral of either one or all of the students involved where appropriate.
- The DSL will make a written or electronic record of the concern, the discussion and any outcome and keep a copy in the files of both/all students.
- If the concern/allegation indicates a potential criminal offence has taken place e.g. rape, assault by penetration, sexual assault, sexual violence or sexual harassment (regardless of the age of the alleged perpetrator(s), the Police must be contacted at the earliest opportunity and parents informed (of both the student being complained about and the alleged victim). See ['When to call the Police'](#) for further guidance.
- The school will consider how best to keep victims and alleged perpetrators of sexual violence a reasonable distance apart while on school premises and, where relevant, on transport to and from school. While the facts are being investigated, the alleged perpetrator should be removed from any classes that they share with the victim. This is in the best interests of both children and should not be perceived to be a judgement on the guilt of the alleged perpetrator.
- It may be appropriate to exclude the student being complained about for a period of time in accordance with this Policy and procedures.
- Where a criminal investigation into sexual assault leads to a conviction or caution, we will consider any additional sanctions in light of this Policy including consideration of permanent exclusion. In any action we take, the nature of the conviction or caution and wishes of the victim will be taken into account.
- Both the immediate and future needs of the victim, the alleged perpetrator and any other children involved/affected will be assessed and, where necessary appropriate plans and strategies put in place.
- Where neither the Local Authority Children's Social Care nor the Police accept the complaint, a thorough school investigation should take place into the matter using the School's usual disciplinary procedures.
- In situations where the school considers a child protection risk is present, a risk assessment should be prepared along with a preventative, supervision plan.

- The plan should be monitored, and a date set for a follow-up evaluation with everyone concerned.

Internal Management of reports of SVSH

Ultimately, any decisions are for the school to make on a case-by-case basis, with the DSL (or deputy) taking a leading role and using their professional judgement, supported by other agencies, such as Children's Social Care and the Police as required.

Whatever the response, it will be underpinned by the principle that there is a **zero-tolerance** approach to sexual violence and sexual harassment and it is never acceptable and will not be tolerated. Where behaviour between children is abusive or violent, the incident will be dealt with using methods such as an Early Help Assessment or where necessary a referral to the LA Children's Social Care or the Police. However, where support from local agencies is not available or the incident is considered to be inappropriate or problematic, the school may need to handle allegations/concerns internally. It may be appropriate to handle the incident using this Policy and procedures and the procedures to be followed in the case of bullying. All concerns, discussions, decisions and reasons for the decisions will be recorded either in writing or electronically. The services of external specialists may be required to support the process.

Sanctions

Before deciding on appropriate action, the school will always consider its duty to safeguard all children from harm; the underlying reasons for the alleged perpetrator(s) behaviour; any unmet needs, or harm or abuse suffered by the child; the risk that the child may pose to other children; and the severity of the abuse and the causes of it.

Taking disciplinary action and still providing appropriate support are not mutually exclusive actions. They can, and should, occur at the same time if necessary.

It is good practice for the school (DSL) to meet the victim's parents with the victim present to discuss what arrangements are being put in place to safeguard the victim and understand their wishes in terms of support they may need and how the report will be progressed.

It is also good practice for the school (DSL) to meet with alleged perpetrator's parents to discuss any arrangements that are being put into place that impact an alleged perpetrator, such as, for example, moving them out of classes with the victim and what this means for their education. The reason behind any decisions will be explained. Support for the alleged perpetrator will also be discussed.

Sanctions may include additional supervision of the student or protective strategies if the student feels at risk of engaging in further inappropriate or harmful behaviour.

The school response might include a sanction (in accordance with this Policy and procedures) such as a detention, SLT supervision or a fixed-term exclusion to allow the student to reflect on their behaviour.

The school will, where appropriate, consider the potential benefit, as well as challenge, of using managed moves or exclusion as a response, and not as an intervention, recognising that even if this is ultimately deemed to be necessary, some of the measures referred to in this Policy may still be required.

A permanent exclusion will only be considered as a last resort and only where necessary to ensure the safety and wellbeing of other children in the school or, where the Headteacher, in their absolute discretion, considered the actions of the student(s) has damaged the school's ethos or reputation.

Disciplinary interventions alone are rarely able to solve issues of child on child abuse, and the school will always consider the wider actions that may need to be taken, and any lessons that may need to be learnt going forward.

Part five of [Keeping Children Safe in Education](#) provides examples of situations where specific sanctions have been utilised.

9.20 Suspected Criminal Behaviour including the possession/use of Drugs

This section should be read in conjunction with our separate Drugs Policy.

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, vaping substances, 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 7.2 refers.

The following provides our framework for dealing with incidents surrounding the use, suspicion of use and finding of drugs and substances. We recognise that drug use can be a symptom of other problems and, where appropriate, we will involve or refer students to other services. Within our school the following guidelines apply to the possession or use of drugs, alcohol and tobacco on school premises:

In cases when a member of staff or the Headteacher suspects criminal behaviour including the use of or possession of volatile substances or illegal drugs, the school will make an initial assessment of whether an incident should be reported to the Police only by gathering enough information to establish the facts of the case. These initial investigations will be fully documented, and every effort will be made to preserve any relevant evidence.

Once a decision is made to report the incident to Police, we will ensure any further action they take does not interfere with any Police action taken. However, we retain the discretion to continue investigations and enforce our own sanctions so long as it does not conflict with Police action.

When making a report to the Police, it will often be appropriate to make in tandem a report to LA Children's Social Care. As set out in [Keeping Children Safe in Education](#), it would be expected in most cases that the DSL (or deputy) would take the lead.

Reports of child on child sexual violence and abuse can be especially difficult to manage and Part 5 of [Keeping Children Safe in Education](#) provides additional guidance.

Medicines

Where students are prescribed medicines, cases will be dealt with on an individual basis and appropriate procedures will be followed (e.g. safe storage and administration of medicines in line with national guidance). Information for parents on this issue is available on request from the school.

Tobacco

In line with legislation, the school operates a 'No Smoking' policy in the building and on the school site. This also applies to the use of e-cigarettes (Vapes).

Alcohol

No alcohol is consumed during the normal school day. Those hiring the school premises are not allowed to consume alcohol on site unless it has been authorised by the Governing Body and forms part of the Lettings Contract.

Solvents

The school will ensure that potentially harmful substances are stored safely, and students will be supervised carefully where such substances are used during their work. The use of aerosol deodorants will be discouraged because of the potential risks to people with asthma or other bronchial problems.

Illegal substances

Illegal or illicit substances must not be brought to school or used on school premises.

Discovering a drug or suspected illegal substance

- (1) Take possession of the drug/substance and inform the Headteacher/Senior Leadership Team member who will inform the Headteacher at the first available opportunity.
- (2) In the presence of a witness the article should be packed securely and labelled with the date, time and place of discovery.
- (3) The package should be signed by the person who discovered it and stored in a secure place.
- (4) The Headteacher will always involve the school's link community liaison Police Officer in the case of suspected drugs or illegal substances in school.
- (5) In the event of discovering a hypodermic needle, the incident should be recorded and the following procedure should be observed to protect all persons:
 - Do **NOT** attempt to pick up the needle.
 - If possible, cordon off the area to make it safe.
 - Inform the Headteacher/Senior Leadership Team member.
 - The needle should be placed in a sharps box or other secure metal box and disposed of via a local medical surgery.

Discovering or suspecting a student is in possession of a drug/drug paraphernalia

- (1) Request that the student hand over the article(s).
- (2) Having taken possession of the substance/paraphernalia, the procedure should be followed as above.
- (3) **EXTREME CARE SHOULD BE TAKEN IF HYPODERMIC NEEDLES ARE INVOLVED.**

If a student refuses to hand over articles a search may be required - it should be noted that in accordance with current DfE advice:

- The Headteacher and other authorised staff can search lockers etc. without the permission of the student when looking for prohibited items.
- Teachers can search a student's outer clothing so long as a witness is present, without the consent of the student. The personal search must be undertaken by a teacher of the same sex with the witness being the same sex wherever possible. Reasonable force may be used to complete the search.
- Students should be given the opportunity to empty their pockets, bag, etc. in the presence of a witness.

Dealing with a student suspected to be under the influence of a drug or substance

Stay calm, place the student in a quiet area, do not leave on their own and seek medical advice from the school's first aider who will assess the situation and act appropriately, the Headteacher/Senior Leadership Team member must also be informed.

Any suspected substances found should travel with the student if removed from the school for treatment. Vomit should be safely collected where possible by the school's First Aider and taken with the student (for analysis).

All drug related incidents will be recorded.

When to contact the Police/sanctions

The Police will always be contacted in situations where controlled drugs are found unless there is good reason not to do so. In these cases, the member of staff must safely dispose of the drugs. In determining whether there is a good reason to dispose of controlled drugs, the member of staff should take account of all relevant circumstances and use their professional judgement to determine whether they can safely dispose of the controlled drug. When staff are unsure as to the legal status of a substance and have reason to believe it may be a controlled drug, they should treat it as such. If the member of staff is in doubt about the safe disposal of controlled drugs, they should deliver them to the police. Other substances which are not believed to be controlled should also be delivered to the Police, or disposed of as above, if the member of staff believes they could be harmful. Any decisions made on the appropriate sanctions to impose will consider the advice of the Police. Further advice on this subject can be found in the NPCC guidance document [When to call the Police – Guidance for schools and colleges](#).

If other substances are found which are not believed to be controlled drugs, but the member of staff believes they could be harmful, these will be confiscated and disposed of in accordance with the school's procedures. This would include, for example, so called 'legal highs'.

In the event of a drug-related incident in the school, the school would co-operate with the Police should they wish to search the premises. Under no circumstances will individual students be searched on the school premises by anyone other than school staff unless they are accompanied by a parent or appropriate adult designated by the Headteacher.

As a result of a drug-related incident, the student(s) concerned will be subject to sanctions. This action may result in a fixed term suspension and in the most serious of cases would result in permanent exclusion.

Procedures for dealing with drug-related incidents involving adults

The following examples are situations where concerns about drug misuse or related behaviour involve a parent or other adult rather than students:

- Adults may attend school premises under the influence of alcohol or drugs.
- A parent or adult may attempt to remove a child from school premises during or at the end of the school day whilst under the influence of alcohol or drugs.
- An adult may behave aggressively, intimidate or threaten staff or assault school staff or students whilst appearing to be under the influence of alcohol or drugs.
- School staff may be concerned that a parent or family member's drug misuse may put the child at risk.
- An adult may be involving students in drug misuse or the supply of drugs to students.

These examples are not exhaustive and in each case, the Headteacher will consider the safety of the whole school community including staff when determining the appropriate course of action.

Where, in the opinion of school staff, it is thought that an adult is unable to provide appropriate care and supervision of a child because they are under the influence of drugs or alcohol, they will first attempt the contact an alternative adult carer for the child before contacting the LA Social Care Services and, if necessary, the Police.

Where there are concerns over the safety of the child, school staff will attempt to persuade the adult not to leave the premises with the child until appropriate assistance arrives. If the adult insists on leaving the school, staff will immediately contact the Police. This will also be the case if an adult becomes threatening or aggressive.

If school staff have concerns about an adult or adults supplying drugs on or near school premises, or to any of the students out-with school premises, the Headteacher or other member of staff will consult with the Police.

9.21 Responsibilities

The Headteacher has responsibility for supporting other members of staff in the implementation of these procedures. The Deputy Headteacher (Pastoral), is the 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 the Headteacher and/or Senior Leadership Team and dealt with in accordance with these procedures.

Allegations of abuse/concerns against staff and other adults working in the school (including volunteers, contractors and supply staff)

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 School Allegations procedure which forms part of the Child Protection Policy and procedures).

To fulfil its commitment to the welfare of children, this School has a procedure for dealing with allegations of abuse/concerns against members of staff, supply staff, volunteers, contractors and other children.

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. Where an allegation is made against supply staff employed by an Agency, the school will take the lead and will collect the facts when an allegation is made. In such cases, we will involve the Agency in any further investigations and follow-up procedures.

If a member of staff has a general concern about malpractice within the school, reference can also be made to the school's Whistleblowing procedures and procedures for reporting low-level concerns about another adult who works with children in the school. Further information on how to report low-level concerns is outlined in the school's Code of Conduct for staff and other adults.

If an allegation is shown to be deliberately invented or malicious, the school will consider whether any disciplinary action is appropriate against the individual who made it in line with this Policy and procedures.

The procedure complies with the framework for managing cases of allegations of abuse/low-level concerns against people who work with children, as set out in Part four of the DfE statutory guidance [Keeping Children Safe in Education](#) and the Cumbria Safeguarding Children Partnership (CSCP) [Core procedures](#).

10. Behaviour (Code of Conduct) 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.

10.1 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, sexist, defamatory or other derogatory comments
- All types of sexual violence and sexual harassment as outlined above
- 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.

10.2 Procedures for Dealing with Unacceptable Behaviour

Most visitors to the school are keen to work with us and are supportive of our work. We know that students benefit from positive relationships between home and school. All members of the school community have the right to work or be in school without fear of aggression or abuse from visitors.

What is abuse?

We consider that aggressive, abusive, insulting or intimidating behaviour or language from a caller/visitor presents a risk to staff or students. Unacceptable behaviour is such that makes a member of staff feel threatened. This can be through face-to face contact, on the telephone or in written communication.

Abuse is:

- Any kind of insult as an attempt to demean, embarrass or undermine.
- Any kind of threat.

- Raising of voice to be intimidating.
- Physical intimidation e.g. by standing very close to or the use of aggressive hand gestures.
- Use of foul or abusive language.

When a parent or member of the public behaves or communicates in an unacceptable way during a telephone conversation, email or school visit staff at the school have the right to terminate the call/meeting or refer written communication to their line managers. The incident will be reported by staff using the abusive incidents report form (please use this link - [Abusive Incidents Report Form.pdf](#)) which will be held in school records.

The school reserves the right to take any necessary actions to ensure that members of the school community are not subjected to verbal abuse.

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.

In response to abusive behaviour towards staff members, the school may warn the aggressor, temporarily or permanently ban them from the school site, and/or contact the police.

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 Expectations for Learning Behaviour Policy.

Additional advice to staff

In order to prevent such a course of action outlined above, it is important to acknowledge our own responsibilities.

As adults we model for students the behaviour we teach and expect. Before replying to or calling a parent/carer check SIMS where there may be a message about who to or not to contact. If staff are in any doubt, they should contact the relevant Pastoral colleagues

Dealing with abuse - In person

Advice: Always have someone with you if you feel there may be an issue. Aim to remain calm. Always have a radio available, even when you don't anticipate difficulty and remember the use of the word 'now' for emergency support. If you are feeling threatened or if you are intimidated:

- 1) Warning:
"If you continue to speak to me in this manner, I will stop the meeting and ask you to leave."
- 2) If the warning is not heeded:
"I am unable to continue with this meeting at this time. I am requesting that you leave the premises."
- 3) Write down what was said. Inform your line manager. Complete an abusive incidents form.
- 4) Line manager to provide support for member of staff and to respond. Line manager must inform the school DSL.

Dealing with abuse - On the phone

Advice: Aim to remain calm. If you are feeling threatened or if you are intimidated:

- 1) Warning:
"If you continue to speak to me in this manner, I will finish the call."
- 2) If the warning is not heeded:
"I am unable to continue with this call at this time. I am now putting the phone down."
- 3) Inform the school reception. Write down what was said. Inform your line manager.
- 4) Complete an abusive incidents form.
- 5) Line manager to provide support for member of staff and to respond. Line manager must inform the school DSL

Dealing with abuse - By email or in a letter

Advice: Aim to remain calm. Do not respond immediately. If you are feeling threatened or if you are intimidated:

- 1) Copy the email or letter and pass to your line manager. Complete an abusive incidents form.
- 2) Line manager to provide support for member of staff and to guide the response or respond.
- 3) Line manager must inform the school DSL.
- 4) If it's decided that the Line manager will respond, Line manager to send an email response or letter response within 48 hours.

"Thank you for your letter/email. Due to the nature of the letter/email the matter has been referred to me/an other..... who will be responding."

- 5) Support for the member of staff. Any support should be provided immediately.
- 6) Any support provided by line manager or other staff must be documented.
- 7) The member of staff should be provided with opportunity to speak confidentially to the in-school listening service.
- 8) The member of staff should be supported to contact the police, if this is deemed necessary, to record the abuse and to get a crime reference number.
- 9) Further follow up meetings must be held with the member of staff as continuing support.

In receipt of a referral of threatening behaviour or abuse, the assigned line manager (if not a member of SLT) will discuss an appropriate response with their SLT link. Members of Senior Leadership are encouraged to consult with the school DSL, to establish the most appropriate course of action. Depending upon the nature and context of the incident and whether there have been any prior incidents, one of the following interventions may be actioned.

Communication to the parent/carer or visitor by a member of the Senior Leadership team.

This could be helpful to discuss and diffuse the situation. The main points of discussion and any agreed actions should be noted, and a copy shared with the school DSL.

Clarify to the parent/carer or visitor what's considered acceptable behaviour by the school.

In some instances, it may be appropriate simply to ensure the parent/carer or visitor is clear about behaviour standards expected by Trinity School. A copy of the parent/visitor conduct policy will be sent to the parent/carer/visitor. Information regarding our expectations will be sent out by letter from the School. This letter may contain a warning about further action if there are further incidents.

Impose conditions on the parent/carer or visitor's contact with the school and its staff.

Although fulfilling a public function, schools are private places. The public has no automatic right of entry. Parents/carers of enrolled students have an 'implied licence' to come onto school premises at certain stated times. It is for schools to define and set out the extent of such access. Parents/carers exceeding this would be trespassing. Depending on the type, level or frequency of the unacceptable behaviour, the academy may consider imposing conditions on the parent's contact with the academy. These conditions may include (but are not exclusively):

- Being accompanied to any meeting with a member of school staff by a member of the Senior Leadership Team (SLT)
- Restricting contact by telephone to named members of the Senior Leadership Team
- Restricting written communications to named members of the Middle or Senior Leadership Team
- Restricting attendance at school events to those where the parent/carer will be accompanied by a member of the Senior Leadership Team of the School
- Any other restriction as deemed reasonable and proportionate by the Headteacher.

In this case the parent/carer or visitor will be informed by letter from the Headteacher, the details of the conditions that are being imposed. The conditions will be reviewed on an interim basis. When reviewing, consideration will be given to the extent of the parent's compliance with the conditions, any appropriate expressions of regret and assurance of future good conduct received from him/her and any evidence of the parent's co-operation with the school in other respects.

Imposing a ban

Where other procedures have been exhausted and aggression or intimidation continues or where there is an extreme act of violence then the school may consider banning the individual from the school premises. This will include banning a parent from accessing school staff by written communication or telephone. If threats are made to staff in person or on telephone/email, staff will report these instances to the police. In these circumstances, the individual will be advised in writing by the Headteacher/Deputy Headteacher that a provisional

ban is being imposed. Parent/carers in these circumstances will be offered an annual meeting about their child's progress, usually with a member of the Senior Leadership Team. A decision to impose a ban will be reviewed after approximately six months (and every six months after that if appropriate). Consideration will be given to the extent of the parent/carers compliance with the ban, any appropriate expressions of regret and assurance of future good conduct received from him/her and any evidence of the parent/carers co-operation with the school in other respects.

Removal from school

It is important that parent/carer or visitors are aware that if they enter the Academy's premises without prior written permission of the Headteacher they will be committing an offence and will be asked to leave. If they do not comply with this instruction, either The Headteacher or a Senior Member of Staff will arrange for them to be removed from the premises and it may lead to a prosecution under Section 547 of the Education Act 1996. If convicted under this section, a parent/carer or visitor may be liable to a fine of up to £500. Separate injunctions and protection from harassment orders may also be obtained if necessary.

Appendix 2 (sample letters/email communications) should be referred to, to guide written communication.

Complaints Procedure

Any parental/carers complaint that arises from incidents of abusive behaviour will be dealt with under the Complaints Procedure. This can be found on our website.

10.3 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. Failure to support 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.

Expectations for Learning Behaviour Policy – Appendix 1

Tiered Provisions (shaded interventions are mandatory when a student reaches this tracker level)

Level 1 – green support	Level 2 - amber support	Level 3 – red support
Meetings with Year Group Tutor	Meeting with SLT member	Meeting with Headteacher
Individual Transition Arrangement	Inclusion ‘triage’ meeting	Inclusion Panel profile ‘at-risk’
Primary Boxall transition profile	Time out Card/Sanctuary Space	Managed Move
Access Arrangements	TA Support in class	Zone – 6 week programme
ACES assessment	Change of Tutor Group	Targeted SLT parental engagement
After School Enrichment	Change of Teaching Group	Report Card - SLT
1:1 support	HOY - Increased Tracking	PRU Outreach Support
Mentoring Support	HOY Mentor	Directed Alternative Provision
Advice from EAL Service	Report Card - HOY	Parenting order/Contract
Anger Management	Head of Year/SLT parent meeting	Part time Personalised Timetable
CIN/CP/LACES strategy team	INSPIRA support KS4	Respite Placement (AP)
Social Worker Involvement	CIAG officer support	Work Experience
Annual/Emergency Review	Meeting with Headteacher	Flexi-Schooling arrangement
Attendance Intervention	Further SEND intervention	Regular Educational Psychologist Support
Attendance Officer intervention(s)	Staff/Peer Mentor Support	Ext work placement - off-site
Home visits	Individual Support Package	Governor/ SLT discipline committee
Bereavement Support	Student Passport revision	Prepare PRU Referral
Break Club - Zone	Working with other professionals	
Nurture Group provision	Alternative Provision	Other:
Breakfast/Break or Lunch Club	Child centred Policing team support	
Careers Interview/Workshop	Youth Offending Service	
Cessation Vaping/ Smoking Group	Individual exam conditions	
Classroom Observation	TAF Meeting or EHA referral	
Subject - report	Targeted Youth Support	
Form Tutors (A2L) Report Cycle	Boxall – Individual support plan	
Booster Sessions for Core Subjects	SENDSCO - specialist services	
Behaviour management Plan	In-school Ed Psych service	
Social Use of Language (SULP)	In-school Mental health pathways	
Hold Back behaviour coaching	CAMHS referral	
Student Passport - personalisation	Early Help panel	
Peer Mentor attachment	EHA assessment	
Restorative Justice Sessions	LA Ed Psych Referral/Report	
Internal Suspension	Temporary personalised timetable	
Fixed term Suspension	LA Access and Inclusion support	
Reintegration Meeting	Attendance review Conference	
Risk Assessment	Truancy intervention	
Individual Health Plan		
SENDSCO advice/assessment	Other external agency involvement:	
Targeted small Group Work		
Individual Learning Plan		
Year Group Tutor - Group Work		
Literacy Programme		
Medical Card		
Positive Comments report	Other Learning personalisation:	
Mindfulness		
Head of Year meeting		
Specific resources (laptop, furniture)		
Zone, behaviour workshop		
Uniform letter series		
Uniform financial support		
Punctuality report		