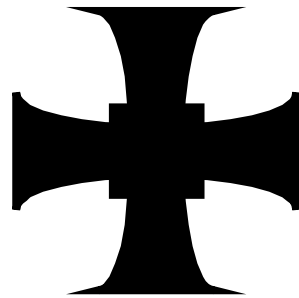


TRINITY SCHOOL CARLISLE



A CHURCH OF ENGLAND ACADEMY

EXPECTATIONS FOR LEARNING BEHAVIOUR POLICY

15	Updated to reflect changes made by 'Keeping Children Safe in Education' Sept 2018 and include reference to Peer on peer abuse Policy and procedures	September 2018
16	Updated to reflect changes made by 'Keeping Children Safe in Education' September 2019. Also, changes from Co-Headteachers to Headteacher.	September 2019
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

Pastoral Committee

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1. Definitions

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

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

Wherever the term '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 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
- Exclusion Policy
- Parental Guidelines Procedures
- Home to School Agreement
- Bullying (Peer on Peer 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 ~~Ce~~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. Celebrating Success

At our school we regularly celebrate the success of all students in a variety of ways as we recognise

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

Examples

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

6.1 Rewards

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

Examples include:

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

7. Expectations for Learning System, Opportunities, Sanctions and Consequences

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

We want students to take responsibility for their behaviour and will encourage students to do this through restorative justice approaches which enable students to reflect on their behaviour and to make amends. This process does not, however, replace consequences. At Trinity School, we know that consistency is essential for students to understand what is expected of them and to avoid mixed messages. It is vital that children learn early on in life that there are always consequences for poor and unacceptable behaviour which undermine the positive atmosphere of our school community. 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 - Sept 20

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, C5Bs, C6s and/or fixed term exclusions. Each of these is equivalent to a set tariff (C4 = 5, C5 = 10, C5B = 10, C6 = 10, Fixed Term Exclusion = 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, C5B, C6 or fixed term exclusion 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, C5Bs, C6s or fixed term exclusions or a combination of all three. Various strategies will be used depending on who the student is and what their needs are (see Appendix 2 'Chronology of interventions & support').

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 exclusions 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 exclusion 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.

Appendix 4c is to be used as GUIDANCE for Senior Staff only. This presents a model that increases, over time, the length of exclusions in order to reflect the continuing failure of a student to adhere to school rules. The Headteacher retains full authority to vary the length of any exclusion, C6 or FT, at any time however no student will receive greater than 45 days' exclusion in any one academic year without being permanently excluded for persistent disruption and defiance. Please note that the Headteacher also retains the right to permanently exclude a student for persistent disruption and defiance even if they have not reached 45 days.

A C6 or fixed term exclusion will either be full or half days depending on the time of the exclusion during the school day.

In order to maintain good order and authority in the school, a student who receives a fixed-term exclusion 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 exclusion 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 (Appendix 3)
- Staff Guidance – Expectations for Learning (Appendix 4a)
- Exclusions and length of exclusions (Appendix 4c)
- Inclusion Tracker and examples of intervention strategies at Levels 1, 2 and 3 (Appendix 1 & 1a)

7.2 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. Where possible students are issued with a warning to enable them to rectify their behaviour though there are times when the nature of the behaviour does not warrant a warning as it is so serious. Trinity School uses a wide range of consequences for poor behaviour which are outlined in more detail in Appendix 4a.

Student Guidance



Expectations For Learning



7.3 Expectations for Learning Summary – Code of Conduct

The **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.

- **Expectations for Learning** is determined through governance, to allow teachers to teach and all students to learn.
- **Expectations** is a consistent, fair and positive system which is applied in all lessons across all subjects.
- **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 **Expectations**. Students should try hard to gain praise in all lessons and staff will always aim to award more praises than **Expectations**.
- Students will always receive several warnings about their behaviour before any **Expectations** are issued to them.
- During lessons, students who receive **Expectations** will have their initials displayed on the **Expectations** board.
- Students must change their behaviour in any lesson where a C1 has been issued otherwise a C2 will be given. If students choose not to change their behaviour it will result in a C3, the final warning. By continuing their negative behaviour, the student is given a C4; this means being sent from the lesson to a C4 Good Neighbour room and a 35-minute detention.
- Failure to arrive promptly, to return to the sending teacher or to behave appropriately in the department C4 Good neighbour Room will result in a C5 being issued.
- Failure to complete or to behave appropriately in a C4 detention results in a C5 which is a day in the C5 Supervision Room at a later date. Curriculum Leaders and/or Heads of Year will attempt to intervene and call home to encourage students to return if they have missed a C4 detention. A C5 is issued if they do not return.
- Failure to report to the C5 **Supervision Room** before the start of the School day on the date given will result in a 35 min detention in the room at the end of the day (until 3.40pm).
- The C5 **Supervision Room** is a place for students to reflect on the serious consequences of their behaviour.

7.4 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 detentions.
- School will also send reminders 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 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 misses a C4 detention, we will **attempt** to call home within 10 minutes to speak to parents/carers and inform them a failure of the student to return to school and complete the detention will lead to a C5. Please note that this is not always possible due to workload and capacity, but the strategy will be used wherever possible;
- 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 is refusing to enter a C5 or comply with staff at a C5B we will attempt to contact parents/carers for support and thus avoid a further C5B or C6 situation and therefore additional periods of missed learning;
- If a student has been excluded (C6 or FTE), we will inform parents, by the end of the afternoon session on the day that the exclusion 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 FTE or C6 exclusion 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.

7.5 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 SEN 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

8. Additional Information linked to routine procedures

8.1 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.

8.2 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.

8.3 Removal from Class

Teaching staff will work hard to avoid this, providing multiple opportunities for students to moderate inappropriate behaviour during lessons. If a student remains unwilling to respond to guidance to moderate behaviour and their presence in the classroom is affecting the learning of others, then teaching staff will recommend the removal of the student in question. This will be activated after 3 separate references to the unwanted behaviour (C1-3) and will be in the form of a C4 Good Neighbour placement. Students may also participate in activity away from their normal classes, during planned arrangements as previously discussed.

8.4 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 35 minutes. These are reserved for students who are more persistent in their disregard for well communicated expectations. For the longer, after school detentions parents/carers will be notified by text/email/letter according to the chosen method of School Communications.

8.5 Screening, Searching and Confiscation

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

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

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

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

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

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

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

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

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

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

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

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

8.6 Fixed Term Exclusion

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 Expectations for Learning Behaviour Policy.
- If allowing the student to remain in school would seriously harm the education or welfare of other people or the student themselves in the school.

Exclusion from school in any form will be a last resort. Where exclusion, either fixed term or permanent, is considered appropriate and/or necessary, we will refer to our Exclusion Policy, a copy of which is available on request from the school office.

We will always abide by 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

8.7 Reintegration Meetings

Students who have been excluded 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 exclusion is for persistent poor behaviour and/or a repeat exclusion, 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 exclusion, apologises for their behaviour and makes an appropriate commitment regarding future conduct. Additional support which the school might offer the student and parents is also discussed and agreed. As part of the reintegration meetings process, students are expected to present the work completed at home during exclusion to participating staff. Where a series of internal support strategies are deemed to have been ineffective and readmission involves a member of the Senior Leadership Team,

the school reserves the right to insist on off-site alternative provision. Such meetings will be recorded, countersigned and added to student files.

8.8 Disciplinary Panel

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

8.9 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.

8.10 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 exclusions, 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

8.11 Exclusions - The Right of Appeal and Legal Duties

Depending on the type of exclusion, in most cases, parents have the right to make representations to the Governing Body (or Discipline Committee). In all cases of permanent exclusion, parents have the additional right to appeal to an independent 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 excluded student from the sixth school day of any fixed period of exclusion of more than five consecutive school days. Local Authorities are under a duty to provide suitable full-time education from the sixth school day of a permanent exclusion.

8.12 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.

8.13 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.

8.14 Student Conduct and Misbehaviour Outside the School Premises

What the Law Allows

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

Subject to the school's Expectations for Learning Behaviour Policy, the teacher may discipline a student for any misbehaviour when the child is:

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

or misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school; or
- poses a threat to another student or member of the public; or
- could adversely affect the reputation of the school.

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 exclusion or in very serious cases, permanent exclusion. In issuing sanctions, the following will be taken into account:

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

8.15 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. See Appendix 1a (Chronology of Interventions and Support) for examples.

8.16 The Use of Reasonable Force

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

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

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

All members of school staff have a legal power to use reasonable force. This power also applies to people whom the 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 in order to prevent a student from doing or continuing to do any of the following:

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

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

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

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 items'. See Section 7.2 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.

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 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:

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

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

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

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

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.

8.17 Allegations of Abuse against Staff and Other Adults 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.

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.

- The procedure complies with the framework for managing cases of allegations of abuse against people who work with children, as set out in the statutory guidance 'Keeping Children Safe in Education' published by the DfE and the Cumbria 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 or permanent exclusion. Whatever action is taken will be discussed with the parent of the student concerned at an early stage.

8.18 Bullying/Peer on Peer Abuse

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".

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

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

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

A comprehensive account of Trinity School's approach to bullying can be found in the Anti-Bullying/Peer on Peer Abuse policy. Consideration will also be given to the advice contained within the DfE document 'Keeping Children Safe in Education' (September 2020) and 'Sexual Violence and sexual harassment between children in schools and colleges' (May 2018).

8.19 Drugs and Drug-Related Incidents

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:

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/disciplinary action

The Police will always be contacted in situations where controlled drugs are found. Any decisions made on the appropriate disciplinary action to be taken will take the Police advice into consideration. Further advice on this subject can be found in the NPCC guidance document 'When to call the Police – Guidance for schools and colleges'

- Where controlled drugs are found, these will be delivered to the Police as soon as possible.
- Alcohol will be disposed of. Under no circumstances will alcohol be returned to the student.
- Tobacco or cigarette papers will also be disposed of in the same way as alcohol.
- If other substances are found which are not believed to be controlled drugs, these will be confiscated and disposed of in accordance with the school's procedures. This would include, for example, so called 'legal highs'. Where staff suspect that a substance may be a controlled drug, they will treat them as controlled drugs and follow the procedure above.

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.

As a result of a drug-related incident, the student(s) concerned will be subject to disciplinary action. This action may result in a fixed term exclusion 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 to 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.

8.20 Responsibilities

The Headteacher has responsibility for supporting other members of staff in the implementation of these procedures. The Assistant Headteacher (Behaviour & Welfare), 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.

9. Behaviour of Parents and Other Visitors to the School

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

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

Our school expects and requires staff to behave professionally in these difficult situations, and to attempt to defuse the situation where possible, seeking the involvement as appropriate of other colleagues. However, all members of the school community (including other parents and

visitors) have the right to visit and work without fear of violence and abuse, and the right in an extreme case, of appropriate self-defence.

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

9.1 Types of behaviour that are considered serious and unacceptable

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

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

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

9.2 Procedures for Dealing with Unacceptable Behaviour

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

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

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

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

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

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

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

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

9.3 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.