



# **TRINITY CATHOLIC COLLEGE & SIXTH FORM**

## **BEHAVIOUR POLICY**

**Adopted by: Trinity Catholic College & Sixth Form**

**Date Approved by Governors: January 2018**

**Next Review Date: January 2019**

**"An inclusive learning community living out Gospel values"**

## **Learning Behaviour - School Behaviour/Discipline Policy**

1. Basic principles - Schools Missions Statement
2. Rights and Responsibilities
3. Code of Conduct - How pupils should behave
4. Rewards - Rewarding good behaviour
5. Unacceptable behaviour - Discipline procedure when things go wrong
6. Parental Support Home School Agreement Document
7. Monitoring and Evaluation of policy

A copy of the Behaviour Policy should be available to all members of staff and supply teachers

## **1. BASIC PRINCIPLES**

### **Learning Behaviour**

These few words introducing the school's policy do not claim to be saying anything dramatically new or particularly exciting, but they are as essential as the rules, rights, responsibilities and routines which follow. A Catholic Christian community must look to the Gospel for the values which inspire any major part of the school's life

As professional educators, we have a duty to consider not just what we do but why we do it so that we can better understand it, explain it and apply it.

We must help pupils understand how their behaviour affects themselves and other members of the various communities of which they are part, including school.

Punishment does not alter behaviour. It provides a demonstration that a community disapproves of actions sufficiently to make arrangements to prevent them and to deter them. If punishment is seen as revenge it can lead to worse behaviour. It is easier to reduce resistance to good behaviour than it is to force compliance.

What alters behaviour are opportunities for the individual to consider their actions and decide that they will do differently in the future. Persuading people to do this is not easy.

All individuals are more likely to do this if they are responding to people whom they trust and value. People who demonstrate that they are interested in the individual and are willing to forgive and recognise improvement can bring about major changes in behaviour.

We must make it clear to pupils and their parents that behaviour affects learning of the individual and of the community in which they are present.

Our policy must focus on encouraging behaviour which promotes learning and on promoting learning of good behaviour.

You will achieve more in your classroom by constant positive, pleasant and well organised teaching than you will by rigorous application of a system of rules and punishments.

You will achieve more if punishments are given reluctantly as if disappointed that you have had to resort to their use.

You will achieve more if your use of praise and encouragement for correct response and good behaviour is generously and genuinely given by a person whose approval pupil's value.

The aims of the school expressed in the mission statement can only be achieved if all members of the school behave in ways which are acceptable to the school community as a whole

## **2. RIGHTS and RESPONSIBILITIES**

All members of the school have the following rights:

- To come to school free from fear of bullying (physical violence, threats, intimidation, name-calling - especially racist and sexist name calling, ridicule, unkindness);
- To be treated with fairness, courtesy and politeness;
- To be listened to and taken seriously;
- To operate within a calm atmosphere.

All members of the school have the following responsibilities:

- To treat other members of the school with fairness, courtesy and politeness;
- To listen to others sympathetically;
- Not to lie or deliberately mislead;
- To assist in the maintenance of a calm atmosphere;
- To ensure that no bullying incident is ignored.
- To plan lessons in which pupils are taught and set work which is appropriate for them and as interesting and challenging as possible;
- To provide (as far as possible within the constraints of the budget) appropriate books, equipment and facilities of good quality.
- To begin and end lessons punctually

In addition to these general Rights and Responsibilities, teachers and pupils also have particular Rights and Responsibilities.

Teachers (and, where appropriate, classroom assistants) have the following rights (in relation to pupils):

- To have all reasonable instructions obeyed without question;
- To be told the truth (for example, when investigating incidents of unacceptable behaviour).
- To expect that work set will be done and handed in on time.

Teachers (and, where appropriate, classroom assistants) have the following responsibilities (in relation to pupils):

- To manage their lessons so that pupils are not prevented from working by poor organisation, bad behaviour or unnecessary noise;
- To mark and assess pupils' work frequently, offering them constructive criticism and, whenever possible, opportunities for discussing it;
- To promote the school's behaviour policy at all times, not just in their own lessons.

Pupils have the following rights (in relation to teachers):

- To be taught and set work which is appropriate to their ability and as challenging and interesting as possible;
- To have their work marked and assessed frequently and to be offered constructive criticism and, whenever possible, the chance to discuss it;

Pupils have the following responsibilities (in relation to teachers):

- To arrive at lessons punctually with the right books and equipment, and to leave promptly when asked to do so;
- To obey all instructions (if a pupil genuinely believes an instruction is unreasonable, s/he should obey it anyway. Later, s/he should discuss the matter with the teacher who gave the instruction or with another teacher, and then, if necessary, with the YM/PL or Head Teacher);
- To complete the work set and hand it in on time (if a pupil has genuine problems about completing a piece of work, s/he should discuss this with the teacher as soon as possible - not wait until it is due to be handed in);
- To behave in and around the school in such a way as to maintain the calm atmosphere and to ensure the safety of others. This means, for example, not running or shouting indoors. Pupils need to recognise that open access is a privilege, which may be withdrawn if abused.

### **3. SCHOOL CODE OF PRACTICE - How pupils should behave**

#### **RULES**

The following rules should form a framework in which staff and pupils can work in a friendly and safe environment. They need to be presented and explained to pupils particularly in lower school but should not limit the way in which we interact with them. Our approach should remain pupil-centred not rule bound.

The following section is available to pupils and their parents in the pupils' Personal Planner. Teachers should allow time during form period at the beginning of each term to explain and reinforce the school rules and the consequences of breaking them. This should be for all pupils in all years but particularly during induction of Year 7.

#### **BEHAVIOUR CODE OF PRACTICE**

Pupils should be good mannered, respectful, committed and honest at all times, in and out of school. Everyone here needs to be able to learn and develop in a school, which tries to live the Christian values of care, forgiveness and celebration of the value of life.

The following simple rules do not include many aspects of being together and learning together for which rules are not appropriate. Pupils will have many opportunities to decide in a positive way about being helpful, kind and considerate. Pupils should always avoid behaviour, which will cause difficulty for others and for themselves.

- Pupils should be punctual to school and to classes to show you value what is being offered and to avoid inconveniencing other people.
- Pupils should wear full uniform at all times including coming to and going from school.
- Packed lunches, other meals and drinks must be eaten in the dining area.
- Pupils should keep their form room in a tidy state without litter.
- Pupils will be charged for avoidable damage.
- Always dispose of litter carefully, in a litter bin.
- Coats should not be worn during lesson time.
- Name-calling and physical aggression are never 'messaging about'. Staff should be vigilant to bullying incidents and encourage pupils to report to their teachers any bullying.

It is appropriate for staff to use the reminder system if these rules are broken.

### **Classroom routines**

- Pupils should bring planner, pencil case and appropriate items for lessons,
- Pupils should attempt all homework to the best of their ability.
- Access to toilets at break times should make it unnecessary during lessons.
- pupils should not pack up at the end of lesson bell until told to do so.
- Pupils should not have coats on in class.
- Pupils should not be out of class unless they have specific permission to do so, written in their planners.

Staff need to be consistent in their classroom routines to avoid giving mixed messages to pupils. Pupils arriving unprepared for their lessons should be given a reminder.

### **Safety**

- Take great care on all roads near the school.
- Do not run at all inside the school building.
- Take special care on stairways and at doorways. Never try to barge through.
- Take particular care if it is necessary to cross the car park. Use the paved areas at the side.
- Games are not permitted in the area in front of school.
- Do not for any reason climb onto the roof of a school building. Tell a member of staff if something needs retrieving.
- Be careful to follow the safety rules for particular teaching areas.
- Do not touch windows, blinds, curtains or their cords.
- Staff need to extra vigilant at the end of the school day. Staff on bus duty should direct the pupils to the designated areas.
- Play ball games well away from windows e.g. on the school field, or on the tennis courts.
- Pupils must stay within the school grounds at lunch time.

## **Dangerous and unacceptable items.**

Pupils must not bring any of the following into school:

- Thick felt tipped pens or marker pens, tippex or similar
- Chewing gum
- Any harmful substance such as alcohol or drugs.
- Aerosols
- Cigarettes, matches or lighters.
- Any unsuitable magazine, newspaper, book or poster.
- Any form of weapon.
- Any item or list of items for sale.
- Expensive electrical items or games.
- Large sums of money.
- Any item used for gambling. Pitch and toss is not allowed.

Staff should consider confiscation of dangerous or unacceptable items. Any confiscated item needs to be stored securely and the teacher becomes responsible for its safety. It is necessary to indicate when the item will be returned. If the item is dangerous or illegal, the child's parents should be contacted to arrange its return directly to them.

## **Break and lunchtime**

- Pupils should be outside the building and not wandering in corridors.
- There should be no unnecessary movement inside the building
- Pupils should not run inside or in and out of the building
- The dining hall and entrance area should be kept clear.

Break/Lunchtime duty staff should be prompt and vigilant. Pupils breaking the rules should be dealt with using the reminder system.

Classroom Behaviour (See - Student Code of Conduct - How I should behave)

- Pupils should be settled and behave sensibly in classrooms
- Teaching materials, wall displays and furniture are to be treated with care and respect
- Pupils should not open or close windows
- Entertainments such as MP3s, electronic games, and personal CD's are allowed unless they lead to unnecessary nuisance or disturbance, but only at break and lunchtime. These items are the responsibility of their owners. Pupils using such equipment during lesson time will have the item confiscated. Items of particular value should not be brought to school.
- Toilets should be used for their intended purpose.
- Pupils should not loiter in toilets and should leave them, as they would hope to find them.
- Smoking is not allowed at any time.
- Pupils should stay on the school site at all times.

- Pupils should ensure that the way in which they spend these times makes them pleasant and safe for others.

#### **4. REWARDING GOOD BEHAVIOUR**

Pupil's achievements, academic or otherwise will be recognised. Rewards should be accessible to all pupils and pupils need to be encouraged to share their achievements with other staff, parents and pupils.

Head teacher and YM/PL assemblies should be used as an opportunity to acknowledge achievements and help foster a sense of school community.

Rewards for good behaviour include the following

- Praise from staff. Extra responsibilities given
- Time given in class when good work is acknowledged and good behaviour highlighted
- Examples of good work and achievements displayed around the school
- Representing the school
- Attendance certificates
- Appropriate use of the merit system (KS3)
- End of term awards assemblies
- Upper school bonus points system (KS4)
- Letters home to parents via planner or post
- The 'Carrot Reward System'

Appropriate praise and responding to good work is often the key to achieving and raising the standard of behaviour within a class. Above all, praise and encouragement should be offered as often as possible.

#### **5. UNACCEPTABLE BEHAVIOUR DISCIPLINE PROCEDURE**

Discipline procedure when things go wrong.

Unacceptable behaviour includes

- Bullying (see anti bullying policy)
- Racist comments (see recording racist incident procedure)
- Physical violence
- Disobedience
- Foul and offensive language
- Unkind malicious comments
- Damage to property
- Answering back, rudeness or aggression to adults
- Stealing
- Truancy

A firm reprimand from a member of staff is expected to be sufficient to correct errant behaviour. However, if this fails the following procedures should be followed.

### **Individual reprimand and disapproval.**

This involves the normal day-to-day admonishments for the kinds of mischief and over-exuberance to which all children are liable from time to time. Disapproval of a miscreant by those whose views she/he respects, the teacher, peer group etc. can be a powerful sanction if the climate in the school is correct.

\*In terms of moulding behaviour patterns, praise is much more effective than blame. It is often said that teachers do not praise enough. It is indeed difficult to remember to praise when children are working well and in an orderly fashion, and a conscious effort has to be made to do this, especially when a disruptive child is claiming the teacher's attention.

### **Use of Reminders on MIS**

The Reminder system is about improving learning and maintaining high standards of good behaviour.

Recording of reminders improve communication between subject teachers, form tutors, parents Year Manager (YM) and Progress Leader (PL).

When a pupil breaks a rule or behaviour code of practice they will receive a reminder.

Pupils have many opportunities to learn and time should not be wasted.

Also, the reminder system is to try and help pupils be prepared to learn to the best of their ability. Being late for lessons, arriving unprepared without the appropriate equipment, not bringing or copying homework is unacceptable. Arriving at school without full uniform or behaving inappropriately is not acceptable. Pupils will be given a reminder, recorded on the school system to indicate this needs to be improved.

A number of reminders in any one-week cycle will result in an automatic after school Pastoral detention.

Collation of reminders will be on a weekly basis by YM.

Detention letters to parents will be issued at this stage also.

Form tutors can check on the number of reminders on the school MIS.

Parents can monitor their child's learning and behaviour, by checking the Parental Portal.

### **Classroom sanctions- reminders C1 and C2**

Staff should tackle any low level disruption or unacceptable behaviour of a pupil or group of pupils:

**C1** Formal warning issued to the pupil:

It is vital that there is consistency in using this sanction. Pupils should be given a warning regarding any unacceptable behaviour in the classroom. They must be told what will happen if the unacceptable behaviour continues.

**C2** Second formal warning issued. Pupils warned that any further misdemeanour would result in a call to referral duty team

(The punishing of whole groups for the misdemeanours of stage 1 and 2 is discouraged)

Both C1 and C2 of the discipline procedure are within a classroom situation. If

behaviour of the individual does not improve in future lessons the subject teacher should discuss this with curriculum team leader. The CTL and subject teacher may look at other strategies to improve the situation including a subject report with specific behaviour targets, extra work, or working in isolation.

**All staff must record the action on the MIS if a pupil commits a behavioural offence. The nature of the incident will determine the sanction.**

The use of the reminder system will help with recording a pupil's behaviour and in keeping the YM/PL informed of the situation. This also satisfies the SEN policy that, before a child can be referred onto the SEN department it must be sure that all has been done to ensure that the child can access the curriculum'

### **C3 (Referral) Reflection Room**

1. If a pupil displays inappropriate behaviour and he/she has been given 2 formal warnings then they may be referred by the class teacher or Curriculum Team Leader
2. If in the professional judgement of the class teacher a pupils behaviour has become unacceptable and C2 reached they must notify the Student Services Office, via a reliable pupil or phone call.
3. A member of the duty team will be immediately notified.
4. One of the duty team will go to the classroom to discuss the referral with the appropriate member of staff. A judgement will be made by the member of staff as to whether the pupil should be removed to the Reflection Room, Referral Room, or if agreed by the class teacher go back into class.
5. Once referred, the pupil will be given work to complete for the remainder of that lesson in Reflection Room. Usually the pupil will be detained in the Reflection room for that lesson only.

The incident will also be recorded in the Reflection room log; contact will be made with home on the day of the incident by one of the pastoral team and an automatic detention will be generated for break or lunch that day. (If P5 then break the following day).

**In extreme circumstances the pupil will be detained for a full day (or equivalent) in the Referral Room of the Marie Madeleine Inclusion Centre (C5)**

The subject teacher who instigated the referral should ensure that an incident behaviour point is completed and sent to the appropriate YM via the school MIS; they should also inform their CTL of the incident.

Pastoral teams will monitor all referrals on a weekly basis and discuss in detail at the weekly pastoral briefings. Continuous referrals will result in a parental interview in school with a member of the leadership team and the appropriate pastoral team leader.

## **Detentions**

A formal Pastoral after school detention will take place on a weekly basis. The detention should be for one hour and managed by the pastoral team (see separate detention guidelines). The letter should state:

- That their child has been given a detention
- Why detention was given
- When and for how long the child will have to remain in school.

Detentions arising from the reminder system will be administered through the office by the YM/PL.

Curriculum areas will follow the same procedure.

**C4 Pupils failing to complete a Pastoral or Curriculum detention will be referred to YM/PL or CTL. The pupil will be informed to attend a Leadership Team detention for pastoral (Friday) or a Curriculum Team Leader detention for curriculum.**

**Failure to attend the second detention (without good reason) will result in 1 day internally excluded from school (Referral Room)**

Pupils on detention should work in silence. They should consider their learning behaviour and the reasons why they ended up on detention and how to avoid it in the future.

Pupils receiving several detentions in a given period of time, can be monitored by YM/PL and if no improvement in behaviour, further action taken i.e., next stage of discipline procedure.

## **Referral Room (including C5)**

Referral Room is available for internal exclusions. Some examples are:

- Fighting
- Verbal abuse to staff
- Missing 2 x ASD
- 3 occasions in Reflection in same week
- Serious breaches of defiance and refusal to follow instructions
- C5 in the Classroom consequences system reached
- Return from exclusion
- Other serious incidents

The subject teacher who instigated the referral should ensure that all details are recorded on the MIS and sent to the appropriate YM via the school MIS; they should also inform their CTL of the incident.

The incident will also be recorded in the Referral room log; contact will be made with home on the day of the incident.

Pastoral teams will monitor all referrals on a weekly basis and discuss in detail at the weekly pastoral briefings. Continuous referrals will result in a parental interview in school with a member of the leadership team and the appropriate pastoral team leader.

**C6** If continued misbehaviour in Referral Room the following 3 options are available:

- Extended Day until 4:05pm
- Fixed term exclusion

An appropriate meeting would be held before the pupil was allowed to return to lessons

### **Behaviour reports**

#### *Level 1 Report:*

A child can be placed on Level 1 report with Form tutor to monitor behaviour and progress. This is for 3 weeks

#### *Level 2 Report*

If poor behaviour persists after 3 weeks, or if the misdemeanour is judged immediately serious enough to warrant it, a child will be placed "on report" by their YM/PL. She/he will be expected to report to their YM/PL at the end of each day to have the report checked. Parents are to be informed by telephone or letter. Parents should sign the report daily. This report would be for 3-6 weeks

The MIS must still be used to record serious poor behaviour, with key staff copied in.

YM/PL will monitor behaviour and inform parents of outcome.

#### *Level 3 Report*

As above but monitored by Leadership team link for that year group

**\* At this stage if no improvement is made a formal Governor's Warning letter could be issued**

### **Formal Parental Interview**

In cases of persistent behavioural problems, or where a single offence is of a serious nature, a parental interview may be requested. After the interview, and if behaviour is still a cause for concern, the child may be placed on the Special Needs Register for Educational and Behavioural Difficulties, if not registered already. The YM/PL will involve the SENCO if not already informed. The YM/PL together with the SENCO and/or the Inclusion Centre Manager may initiate

- IEP targets
- IEP report . In school support
- Mentoring or further mentoring
- Working in the Marie Madeleine Centre in Intervention groups or Referral

The YM/PL, SENCO and Inclusion Centre Manager will review behaviour at an agreed date and if necessary involve outside agencies. (SEN Code of Practice School Based Action Plus).

This may include:

- Referral to BSS
- Educational Psychologist Assessment
- Pastoral Support Plan
- Early Help referral
- Alternative Education Provision/Complimentary Education

- Referral to Marie Madeleine Centre for a fixed period of time with a view to reintegration.
- Referral Room

If necessary a formal warning that their child may be excluded for a fixed term if there is no improvement in behaviour.

### **Referral to Leadership Team**

If poor behaviour is continual in the classroom despite warnings and use of the reminder system, and the misdemeanour is judged immediately serious enough to warrant it (e.g. intimidation with assault, premeditated rudeness to adults, damage to property etc), then the pupil or group of pupils should be referred to a member of the Leadership team.

The referring member of staff must complete an incident report on MIS system and staff must follow the referral procedure guidelines.

Action is likely to include removal of privileges for a fixed term, detention and working in isolation (Referral Room). Parents will be informed.

**\*At this stage if no improvement is made a formal Governor's Warning letter could be issued**

### **Exclusion for a fixed term**

This will be used where the offence is regarded in itself as sufficiently serious. Aggressive, challenging and defiant behaviour may result in fixed term exclusion. Such incidents may include:

- Repeated bullying of a Pupil
- Deliberate contact/assault on a member of staff
- Unprovoked assault on a Pupil
- Obscene language to a member of staff
- Theft
- Bringing a dangerous weapon/item into school

All incidents need to be thoroughly investigated and all factors considered before exclusion.

Fixed term exclusion will also take place when poor behaviour persists despite previous warnings and parental contact. This is to ensure that the child fully understands the seriousness of the situation. Fixed term exclusions result in a full day in Referral Room minimum following the return to school meeting.

### **Governor's Disciplinary Committee**

When a child fails to show an improvement having being on report a formal meeting will take place with a member of the Pupil Welfare governors. The pupils behaviour will be discussed and new targets set to show improvement. The governor(s) will also issue a formal warning and discuss the potential consequences, including permanent exclusion, should behaviour not improve.

## **Managed transfer**

A managed transfer will be offered to a pupil if their behaviour is judged to be serious enough to warrant a fresh start, having gone through the process described in the behaviour flow chart. The process involves a 6 week placement at another local school. If successful the pupil may be granted a place permanently. If a pupil fails a managed transfer they could be referred to the next step.

## **Referral to Behaviour Panel**

The Pupil Placement Panel (PPP) will consider referrals from schools for pupils, where despite best endeavours of the school, continue to display challenging levels of behaviour and are at risk of exclusion.

The panel will also consider placements for pupils who move into Middlesbrough from other LAs where they have been placed on an alternative provision to mainstream school and pupils currently attending Alternative provision where a reintegration back into a mainstream school has been identified.

The Pupil Placement Panel will determine an appropriate way forward which could include:

- Recommendations for the referring school to implement further strategies or access support from LA services.
- Collaborative approaches between local schools to provide a full time education programme.
- Referral to other agencies e.g. CAMHS, Stronger families, First Contact, Educational Psychologist.
- Managed move to another identified school.
- A time limited 'turn around placement' of up to 12 weeks.
- Longer term co-ordinated Alternative Provision Placement between the school and Alternative Providers.

**NB: The pupil remains on the roll of the home school in all circumstances.**

## **Permanent Exclusion**

The ultimate sanction provided in the school is permanent exclusion. This will happen if behaviour that warrants fixed term exclusion persists or if the incident is considered to be "grave". Governors will reserve the right to permanently exclude any pupil who commits such a serious act that in their opinion his or her continued presence in the school would prejudice the health and safety of pupils or staff in the school. Such acts would include sexual assault, an assault on any member of the school community or the possession of an offensive weapon.

In accordance with the Education Act, corporal punishment is not allowed. All physical contact intended as punishment is included in this (see guidelines on using physical restraint).

## **6. PARENTAL SUPPORT HOME SCHOOL AGREEMENT**

A Document The Parental Home School Agreement, outlining the rules and responsibilities of staff and pupils will be sent to parents/guardians before their child is admitted to Trinity Catholic College. They will be requested invited to sign the document indicating their support. The Home school agreement outlines the after school detention sanction. The Leadership Team will monitor this.

## **7. MONITORING AND EVALUATION OF BEHAVIOUR POLICY**

The monitoring and evaluation of the Behaviour Policy is the responsibility of all members of the school community but is a particular responsibility of the Head and the Leadership team. This is to be achieved in a variety of ways:

- Discussion on behaviour and progress, will be held as appropriate during weekly leadership team meetings (Both pastoral and full leadership)
- Regular observation of behaviour around school and of classroom environments
- Monitoring of the number of reminder and incidents slips issued by individual members of staff
- Regular meetings with YM/PL by appropriate Leadership Team link, to discuss individuals in each year group.
- Regular reviewing, to evaluate standards of behaviour and thus the quality of learning throughout the school.