

Trinity School

Behaviour and Relationships Policy



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Behaviour and Relationships Policy: Transforming Relationships

"Do not conform any longer to the pattern of this world, but be transformed by the renewing of your mind. Then you will be able to test and approve what God's will is—his good, pleasing and perfect will."
Romans 12: 2

Introduction

The policy takes account of guidance from the DfE. It aims to make clear the boundaries of what is acceptable, the rewards and sanctions that are applied, and arrangements for consistent and fair application. The policy is consistent with the school's policies on racist incidents, bullying, attendance and equal opportunities.

The Governing Board has a general duty to ensure that school policies promote good behaviour and discipline among pupils. The Headmaster in turn is responsible for promoting good behaviour and drafting the school's written policy making clear the rules and expectations.

The policy supports the core values of the school. As a Christian school the school's chaplain and Pastoral team have a key role in supporting children and staff and helping to ensure that the pastoral needs of all members of the community are met.

The school, through its academic and pastoral work, promotes respect for others, intolerance of bullying or harassment, the importance of self-discipline and knowing the difference between right and wrong. The boundaries are made clear for pupils through the school code of conduct, published each year. All adults in the community have a responsibility to model and teach appropriate behaviour through all interactions with children and adults. In addition, these values and expectations are explicitly taught in form time acts of worship and Key Stage/House assemblies. This ethos and expectations are particularly reinforced through Community Worship.

Aims and principles

As a Christian community we promote the very highest standards of behaviour and expect that pupils will uphold the ethos and culture of the school. We firmly believe that all people are made in the image of God and are able to thrive. All of our behaviour systems are designed to nurture that thriving. We believe that in order to enable effective teaching and learning to take place, good behaviour, in a safe and secure environment, is necessary in all aspects of school life. We seek to create this environment by:

- Promoting personal responsibility, good behaviour and good discipline
- Promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect
- Ensuring fairness of treatment for all and consistency of response to both negative and positive behaviour
- Providing a safe and secure environment, free from disruption, violence, bullying and any form of harassment by children or adults



- Encourage a positive relationship with parents/carers to develop a shared approach to involve them in the implementation of the school's behaviour policy and associated procedures

Expectations

Our expectation is that courtesy, politeness, regard for others and self-discipline will be the norm. Whilst there are rules and procedures aimed at maintaining a positive atmosphere around the school, it is important that all children develop a sense of responsibility for their own behaviour. Staff at all levels, whether as a class teacher, a form-tutor, or member of non-teaching staff have a personal commitment to using Restorative Justice (RJ) to promote good relationships and excellent behaviour in and around all areas of the school. This includes using RJ language in interactions with pupils, stating the rules and expectations of the school, explaining them, and when necessary invoking a range of sanctions without seeking the support of more senior colleagues. It is essential for colleagues to take on these responsibilities and to act with consistency. This is key to ensuring that we are a Restorative School.

Aim(s):

- Staff, pupils and parents having the skills to build/maintain good relationships for learning
- All relationships are built on Christian principles including mutual respect
- Interactions between members of the community exemplify gospel principles including grace, justice and forgiveness

Outcomes:

- Every area of the school is ordered and purposeful
- The policies and procedures are consistently applied by staff
- The behaviour of all members of the community consistently contributes to learning
- The local community, parents and visitors recognise the high standard of pupil behaviour

Principles/values:

This policy is based on our commitment to the Trinity Way:

- **Truth** which includes integrity, honesty and openness
- **Excellence** in everything including academic work, arts and sport
- **Love** exemplified in quality relationships, nurture, and 'tough' love that expects the best
- **Leadership** taking responsibility for myself and others and leading my own learning
- **Service** serving each other and our wider community.

Restorative Justice (RJ)

We believe that Restorative Justice is a framework that best exemplifies our Christian values and allows us to achieve our overarching aim of "Life in all its fullness". RJ is a valued-based approach with a clear structure that enables the school to respond effectively to wrongdoing and conflict. It focuses on the person/people harmed, the person/people causing the harm, and the affected community (the school). Restorative justice transforms wrongdoing by healing the harm that is caused, particularly to relationships. It gives all involved in an incident a voice in how harm can be repaired and in making a plan for the future. By working together to identify and address harm, and



what can be done to repair that harm, relationships can be put right and schools can be happier and safer places.

The key features of RJ are:

- Respect - listening to others’ opinions and valuing them
- Responsibility - taking responsibility for your own actions
- Repair - talking to others to repair and resolve any harm that has been caused
- Re-integration - working through a process that solves the problem

RJ does not preclude sanctions. It does, however, insist that sanctions are applied within a framework that encourages responsibility for actions and places repairing relationships and reintegration at its core.

Rights and Responsibilities

Creating a Christian ethos and culture in which all can thrive requires all stakeholders to play a part. We view this in terms of ‘rights’ and ‘responsibilities’.

The school:

RIGHTS	RESPONSIBILITIES
<ul style="list-style-type: none"> • To enforce our school behaviour policy including rules and disciplinary measures • To expect our pupils and their parents’/ carers’ cooperation in maintaining a climate of learning • To expect pupils to respect the rights of other pupils and adults in the school • Not to tolerate abusive, threatening or violent behaviour 	<ul style="list-style-type: none"> • To establish and communicate clearly the measures taken by the school to ensure good order, respect and discipline • To ensure that staff are clear about the extent of their disciplinary authority and receive necessary professional development on behaviour strategies • To support, praise and reward pupils’ good behaviour • To apply sanctions fairly, proportionately and reasonably • To work with pupils, parents/carers and other organisations in an effort to avoid fixed term exclusions • To ensure as far as possible the safety and well-being of pupils and to deal appropriately with reports and complaints of bullying • To ensure that staff model good behaviour and do not denigrate pupils, colleagues or parents/carers • To use appropriate methods of engaging parents/carers and to support them in meeting their parental responsibilities



Pupils:

RIGHTS	RESPONSIBILITIES
<ul style="list-style-type: none"> • To contribute to discussions on the school behaviour policy • To be taught in environments that are safe, conducive to learning and free from disruption • To expect appropriate action from school staff to tackle any incidents of bullying, violence, discrimination or harassment 	<ul style="list-style-type: none"> • To follow reasonable instructions by school staff, obey school rules and accept sanctions in an appropriate way • Not to bring inappropriate or unlawful items into school • To show respect to school staff, fellow pupils, visitors, school property and the school environment • Never to denigrate, harm or bully other pupils or staff • To cooperate with and abide by any arrangements put in place to support your behaviour and/or learning • To attend reintegration meetings and restorative conferences

Parents and carers:

RIGHTS	RESPONSIBILITIES
<ul style="list-style-type: none"> • To expect your child to be safe, secure and respected in school • To appeal to the appropriate authority if you believe the school has exercised its disciplinary authority unreasonably • To be kept informed of your child's progress, rewards, successes and including issues relating to their behaviour • To be listened to when sharing concerns with the school and expect an appropriate and fair response 	<ul style="list-style-type: none"> • To respect the school's behaviour policy and the disciplinary authority of school staff • To help ensure that your child follows reasonable instructions by school staff and adheres to school rules • To ensure school staff are made aware of any factors which may result in your child displaying behaviours outside of the norm • To work with the school to support your child's positive behaviour

Trinity School Code of Conduct

As a Christian Community we want all members of the community to be happy and to thrive. To achieve this we have a code of conduct for all members of the community:

- Show one another respect and consideration
- Have high expectations of our self and others
- Promote the school and act as ambassadors

To show respect and consideration, we will:

Education for life in all its fullness



- Be polite and considerate at all times
- Be considerate and respectful of the school environment
- For pupils follow the instructions of staff, 'first time, every time'
- For staff to do their best for every child

Because we have high expectations of others, and ourselves we will:

- Take pride in all we do
- Celebrate achievements of ourselves and others
- Meet all deadlines

To promote pride in our school, we will:

- Have high standards of dress
- For years 7- 11 wear the uniform with pride, ensuring that we wear it fully in school and to and from school (see uniform guide for expectations)
- For sixth form and staff wear appropriate office dress
- Behave in a manner that exemplifies the ethos and standards of the school

Health and Safety

In addition to the main school rules the following Health and Safety rules apply:

- It is forbidden to use illegal drugs or 'legal highs' on the premises and it is also forbidden to bring either item to the school
- It is forbidden for students to use alcohol on the premises at any time or to have alcohol in their possession
- Smoking is forbidden on the site or when travelling to and from the school.
- It is forbidden to carry knives, lighters or any type of gun or items that could be considered to be an offensive weapon. It is equally forbidden to carry or use any such item in the vicinity of the school
- Glass bottles are not to be brought onto the premises because of the risk of breakage.
- KS3 and 4 pupils must remain on the school campus at lunch or break times unless they have an authorised pass, in which case they must go straight to their own home, under family supervision, at the start of the lunch break and return directly to the school at the end of lunch

Consequences

Consequences for unacceptable conduct are applied within a framework of RJ and may include restorative meetings, verbal warnings, removal to 'reflection areas', loss of privileges, lunchtime or after school restorative meetings (including no-notice), internal or fixed exclusion and in exceptional cases permanent exclusions.

After School Restorative Meetings

All formal restorative meetings are held after school. Restorative meetings where students repair relationships by reflecting on behaviour may be used as part of the restorative process following poor



behaviour. Sometimes the outcome of such meetings is an agreed restorative task(s) e.g. complete some missing work. The school safeguards children's and parents' legitimate rights by making these reasonable and proportionate.

The school takes into account a child's age, special educational needs, religious requirements and whether a parent can reasonably arrange for a child to get home from the school. As a result the school will give 24 hours notice of all after school restorative meetings so that parents/carers are able to organise and ensure students are able to get home. In cases of dispute or doubt, the Headmaster makes this judgment, in his absence this responsibility is delegated to the Deputy Head. Parents will usually be provided with notice, and this may be via an automated email from our behaviour tracking and monitoring system. The school may from time to time arrange 'no-notice' restorative meetings and will make reasonable efforts to contact parents and carers.

A parent who is unhappy with this or any other aspect of the implementation of this policy may complain to the Headmaster using the school's complaints procedure. All requests for students to be exempt from after school restorative meetings should be submitted in writing for consideration by the school.

Internal Exclusion

The Headmaster, and Deputy Head may impose an 'internal exclusion' within the school's facilities. This is used in response to serious misconduct and is an alternative to a fixed term exclusion. Parents are informed in writing and expected to attend an integration meeting. This meeting is conducted within the principles and procedures of restorative justice. During an internal exclusion, students will be isolated away from their peers for a period of time. Students will be supplied with and are expected to complete their normal classwork to the same high standard we expect in lessons.

Exclusion

As an inclusive Christian school exclusions are extremely rare and reserved only for the most serious breaches of the school's behaviour policy. The school may use fixed term or permanent exclusion as a response to poor behaviour taking into account the most recent DfE guidance. Only the Headmaster can exclude and in his absence the Deputy Head. The decision to exclude will be taken in response to a serious breach of the school's discipline and behaviour policies and/or if allowing the pupil to remain in school would seriously harm the welfare/learning of pupils or others in the school.

All pupils who have been excluded will have a re-integration meeting at the end of the exclusion period. This intention of this meeting is to restore relationships, and it will be conducted within restorative principles and procedures. During the meeting the School Code of Conduct and the behaviour expected of all pupils will be made clear. Parents will be expected to attend in order to both support and challenge young people to behave well.

A pupil who has been fixed term excluded twice in a period of a year or who is deemed at risk of permanent exclusion may have to sign a behaviour contract and/or be placed on a Pastoral Support Plan (PSP). These will be conducted with RJ principles and procedures and set out the support and expectations for the pupils including any appropriate multi-agency interventions. The PSP will be reviewed at regular intervals until such time as it is no longer required.



The Headmaster may decide to take immediate action in permanently excluding a student following:

- Serious or threatened violence against another pupil, member of staff or other adult
- Sexual abuse or assault
- Supplying an illegal drug or alcohol. Supplying is defined as 'for profit or sharing without profit' with other pupils
- Persistent and defiant misbehaviour including bullying

In making the decision to exclude for drug related offences the Headmaster will take into account the DfE guidance on drugs in the school, however governors have determined that 'supplying' would usually result in permanent exclusion. The Headmaster may invoke disciplinary action against a pupil whilst away from the school campus if there is a clear link between that behaviour and maintaining good order amongst the pupil body. Pupils' behaviour in the vicinity of the school, on visits and whilst travelling to and from school can be grounds for exclusion.

Appeals against formal exclusions are made to the Governing Board via the Clerk to the Governors.

Supporting Behaviour

Pupils who are identified as at risk of disaffection will receive support through the work of the school's pastoral and academic teams including the SENCO to reduce the risk of exclusion. These strategies include advice and guidance, referral to external agencies including behaviour management, peer mentoring, personalised timetables including alternative education programmes, college courses and work related learning, attendance at a pupil referral unit, and as a last resort managed transfers to other schools.

Rewards

Trinity aims to promote a positive learning environment where hard work, positive attitudes to learning, success, and a commitment to the Trinity TELLS are rewarded. The rewards system aims to encourage and motivate students and plays an extremely important part in managing behaviour and relationships.

Promoting positive behaviour requires the commitment of all members of the school community, students, parents, governors and staff; it requires a consistency of practice across the school to ensure that students know and understand the standard of behaviour that is expected of them.

The school will:

- Recognise student achievement and effort
- Express approval of good work and attitude to learning
- Allow students to enjoy school and generate a positive learning environment
- Cultivate and encourage a positive behaviour and attitude
- Motivate students and instil self-belief
- Positively reinforce school rules
- Maintain positive relationships with parents and carers
- Help build and maintain positive relationships between staff and students



Parents should support the school by:

- Actively support the school's policies.
- Ensuring regular and prompt attendance is maintained throughout each year.
- Attending events aimed at celebrating individual and whole school success.
- Insisting upon high standards in all aspects of school life
- Responding in a supportive way to all communications from the school
- Reinforcing our high expectations and rewarding students at home.

Students will:

- Adopt a positive approach to achievement and success
- Support the school and behave in a polite and courteous manner.
- Attend school regularly and be on time.
- Strive for excellence
- Have a commitment to the schools rules, ethos and trinity TELLS.

Types of reward

Student success is acknowledged and recorded in a range of ways, including

- House points
- Written praise
- Verbal praise
- Praise post cards
- Positive phone calls
- Comments during parents evening
- Celebration assembly
- VIP lunch
- Awards evening
- Trips
- Celebration displays

House Points

House points will be awarded for a number of reasons

Category	Points value	Examples of items meeting the criteria
Good work	1	<ul style="list-style-type: none"> • Work completed in lesson is in line with ability and expectations
Great work	2	<ul style="list-style-type: none"> • Working above target standard or to a significantly high level compared to student target and potential • Great team work • Great contribution
Good homework	1	<ul style="list-style-type: none"> • Homework completed and handed in on time and in line with ability and expectations



Great homework	2	<ul style="list-style-type: none"> • Piece of homework completed to above target standard or to a significantly high level compared to student target and potential
Great citizen	2	<ul style="list-style-type: none"> • Demonstrating TELLS • Involvement in a school performance • Representing the school • Helping at a school event • Helping another student • 100% attendance

Praise Post Cards

Praise post cards can be sent home as appropriate to celebrate student achievement and success.

Attendance Awards

Attendance awards are presented through House Assemblies. Each fortnight the form group in each house with the highest attendance is presented with a prize. Students who receive 100% attendance in the fortnight receive house points (see above).

At the end of the academic year a trip will be organised for those students who have achieved 100% for the whole of the academic year.

VIP Lunch

Each term students who have received zero negative behaviour logs will be invited to a VIP lunch with the Headmaster.

Headmaster Commendation

Students and teachers can nominate exceptional students for a Headmaster's celebration. These are presented at his discretion during worship.

Celebration Assembly

At the end of terms 2, 4 and 6 the Heads of KS will hold a celebration assembly to celebrate all the achievements of the KS and to present awards which will include certificates for attendance, top form group in each year for house points, and student awards for highest number of house points.

Prize Giving

Once each academic year there will be a formal prize giving event where students are presented with colours for success in academic subjects and in school life. Parents/carers will be invited to this event.



House Awards

During each academic year a number of competitions will be run within the House system, which will allow students to be recognised for achievements. At the end of each academic year overall awards will be presented to Houses.

Monitoring and evaluation by SLT

The effectiveness of the policy will be monitored and evaluated in the following ways:

- Lesson observations
- Observations of pupil conduct around school
- Incidents of bullying, racism or homophobia
- Records of exclusions
- Pupil, parent and staff surveys
- Monitoring success of agreements made in restorative meetings

This will be reported to governors at least annually.



Appendix A - Processes and procedures

Lesson time

If a problem arises during lessons, the subject teacher will deal with it firmly but fairly in a non-confrontational manner. Every effort will be made to ensure that confrontational situations do not develop. If the pupil concerned does not respond positively, it may be necessary for the subject teacher to **park** the student within the department or in the case of more serious incidents seek support from a **senior member of staff**.

Parking system

The parking system will be used as a last resort when all other classroom management strategies have failed (minimum two warning system and ensuring these are recorded and made visible to the student, moved seats, time out etc.) and to prevent persistent disruptions to teaching to learning. When a student is parked they will be escorted to another classroom, usually within the same subject area. Students will be provided with work to complete and are expected to do so to a high standard. When a student is parked it is the classroom teacher's responsibility to log the incident, contact home and set an RJ meeting for after school.

Senior Support System

The senior support system will be used when a student persists in disrupting a lesson after being parked, if a student refuses to be parked, or when the level of behaviour is high enough that parking the student is not appropriate. In order to request the senior member of staff the classroom teacher will send an email to main reception or send a student instead. They will then call the member of staff on duty by radio or telephone. A senior member staff will arrive to support the classroom teacher to resolve the issue.

Depending on the circumstances and how the student responds the member of staff on senior support may choose to send the student back to their lesson, or remove the student and put them into isolation for the remainder of that period. In this instance the student will be provided with work to complete and are expected to do so to a high standard. When a call for support is made the senior member of staff will initiate a log on behaviour watch and CC the classroom teacher and Head of Department and Head of KS. The classroom teacher is responsible for completing the log and working with their Head of Department and Head of KS to set an appropriate sanction.



Appendix B - Restorative Justice

We believe that Restorative Justice is a framework that best exemplifies our Christian values and allows us to achieve our overarching aim of “Life in all its fullness”. RJ is a valued-based approach with a clear structure that enables the school to respond effectively to wrongdoing and conflict. Restorative justice transforms wrongdoing by healing the harm that is caused, particularly to relationships.

The key features of RJ are:

- Respect - listening to others’ opinions and valuing them
- Responsibility - taking responsibility for your own actions
- Repair - talking to others to repair and resolve any harm that has been caused
- Re-integration - working through a process that solves the problem

The advantages of whole school restorative approaches are:

- Develop – Emotional literacy, conflict resolution skills, truth recognition, accountability and responsibility.
- Improve – Behaviour, attendance, learning and teaching
- Increase – Empathy, happiness, positive life skills
- Reduce – Exclusions, detentions, conflict, bullying and the need for sanctions
- Compliment – SEAL, PSHE, Citizenship and the school’s values and ethos

Framework

The framework for restorative justice is based on how people relate to each other and how to meet the different needs arising from conflict or harm.

To facilitate such a process requires the ability to:

- Establish a respectful rapport with people
- Listen and respond calmly, empathically and without interruption or judgment to all sides of an issue
- Inspire a sense of safety and trust;
- Encourage people to express their thoughts, feelings and needs appropriately
- Appreciate the impact of people’s thoughts, feelings, beliefs and unmet needs on their behaviours
- Encourage those involved in the problem to find their own solutions

All parties involved are invited to think about and share:

1. What has happened
2. What the impact has been on those involved: i.e. who has been affected and in what ways they have been affected
3. What needs to happen to put things right or to make things better in the future



All formal restorative meetings are held after school and require staff to give 1 day notice to parents and carers via BWV. This is so that parents and carers can make the necessary arrangements in regard to organising additional transport etc. For all after school RJ meetings, students will be escorted to the library by their form tutor after PM form where they are registered for their RJ meeting. The member of staff who set the RJ then collects them. Whole class RJs will never be used.

The length of a restorative meeting will depend on a number of factors, some of which include the severity and persistence of the behaviours, the needs of the parties involved and how well these parties engage in the process.

It may be necessary for members of staff to keep students at break and lunch to have informal discussions about their behaviour. These will last no more than 5 minutes.



Appendix C – Internal Exclusion Rules and Guidelines

The Headmaster, and Deputy Head may impose an ‘internal exclusion’ within the school’s facilities. Parents are informed by email and expected to attend an integration meeting. This meeting is conducted within the principles and procedures of restorative justice. Students may be isolated for serious or persistent breaches of the school rules. Behaviours that may result in internal exclusion include:

- Bullying of other students
- On-going and persistent disruptive behaviour
- Verbal abuse of students and staff
- Racism
- Physical aggression towards others
- Serious defiance

During an internal exclusion students will be isolated away from their peers for a period of time in our Internal Exclusion Unit (IEU) or with a member of SLT for the day. Students will be supplied with and are expected to complete their normal classwork to the same high standard we expect in lessons. A member of teaching staff mans the IEU every period. Where possible, parents/carers will be notified of pending isolations; however, this may not always be possible.

Students will receive a lunch as per the normal school day; however, they will be escorted to and from the canteen area where they must sit away from other students. During break time students remain in isolation.



Appendix D - Behaviour Support Strategies

Report

The report system is used to support and monitor the behaviour and attendance of students. A student may be placed on report for a number of reasons including persistently exhibiting poor behaviours and persistently causing disruptions to teaching and learning. The report acts as a reminder to students that their behaviour is being monitored and also allows parents/carers to see how they are behaving on a day to day basis.

Behaviour contract

The behaviour contract requires the school, the student and their parents/carers to come to an agreement as to how best to support a student's behaviour. The contract is tailored to the needs of the student, it sets out the school's expectations and states what support the student will receive from the school. It also states the consequences and actions that will be taken if the student breaks the agreement. The contract requires each party to sign the agreement.

Pastoral support plan

The pastoral support programme (PSP) is a school-based and coordinated intervention to help individual pupils to improve their social, emotional and behavioural skills. As a result of a PSP pupils should be able to better manage their behaviour and/or improve their attendance. The PSP is a target-based support system and will identify precise and realistic outcomes for the child or young person to work towards. The PSP will act as a preventative measure for those children and young people at risk of exclusion. A PSP is set up in consultation with parents or carers. The PSP will also specify the agreed support the child or young person and/or the parent/carer needs in order to achieve the outcomes.

A PSP will be set up for a child or young person:

- Who has several fixed period exclusions that may be leading to a permanent exclusion
- Who is identified as being at risk of failure at school through disaffection
- Where the situation is complex and a range of agencies are required to support children and young people

External Agency support

Trinity works closely with other schools and a number of outside agencies to support children and their families. It may be necessary and appropriate for Trinity to seek advice or additional support from outside agencies who can offer a very specialised service to students and families that may benefit from such a provision. Some of these outside agencies include:

- Educational psychologists
- West Kent Learning Forum (WKLF)
- Early Help and their partners
- Young healthy minds
- LIFT
- Social Services
- The police



Reduced timetable

In exceptional circumstances and commonly as a last resort, Trinity school may need to implement a reduced timetable in order to support a pupil who cannot attend school fulltime for a short, agreed period of no more than 8 weeks. A reduced timetable means by agreement with the pupil, parent or carer and school and where necessary the local authority, that the number of hours spent in education is reduced.

The exceptional circumstances are likely to be:

1. As part of a planned re-integration into school following an extended period out of school following exclusion, non-attendance, school refusal or to facilitate a managed transfer between schools
2. Following an extended absence due to ill health or other medical reasons
3. As a temporary fixed-term, closely monitored intervention to address and manage the impact of significantly challenging behaviour or emotional or social needs, whilst alternative arrangements are being made to meet the individual's needs

Managed Moves

The managed move process seeks to provide early intervention in regard to pupils with challenging behaviour, and to establish a means to ensure continuity of education without recourse to exclusion. A managed move may be used in response to a serious one off incident or when a student is presenting persistent behavioural challenges and has received multiple fixed term exclusions. A managed move gives the student an opportunity for a fresh start and helps to prevent permanent exclusion.

Respite

Trinity school may request support from the Pupil referral unit in the form of respite. This programme is suited to students who have behaviour difficulties in a mainstream setting and who are at risk of permanent exclusion. The aim of this programme is remove students from their mainstream setting, giving them time to reflect on their behaviour. After a period of time (usually 14 weeks) students are reintegrated back into mainstream education. While on Respite the PRU aim to:

- Identify and help students to change aspects of behaviour that are contributory to difficulties experienced in school
- Develop learners' educational and personal potential in a safe, stimulating and supportive learning environment
- Make good progress in learning to prepare learners for successful reintegration with an appropriate school
- Develop learners' personal integrity, self-esteem, and resilience
- Work in partnership with parents, carers and agencies in the development and delivery of strategies to support attitudes to learning

It may be necessary to refer students to the PRU for longer periods of time/permanently. This provision is targeted at students in KS4 with serious behavioural difficulties or in response to a permanent exclusion.



Report systems

The report system is used to support and monitor the behaviour and attendance of students. A student may be placed on report for a number of reasons including persistently exhibiting poor behaviours and persistently causing disruptions to teaching and learning. A judgement will be made as to the appropriate level of report and the student will report to the member of staff they are on report to at the start and end of the day. The member of staff issuing the report must fill in the appropriate details on the report. It must be clear what the student's targets are and these will be specific to their needs.

The student is responsible for handing the report to subject teachers at the start of each lesson and then handing it to the appropriate member of staff at the end of the day. It is important that all staff use the report system to inform the appropriate members of staff of a student's progress and therefore should be filled in accurately. It is the class teacher's responsibility to put appropriate sanctions in place on a lesson-to-lesson basis. If the report 'fails', additional sanctions may be imposed by the member of staff that the student is on report to.

A student can fail their report by not engaging with it. This includes:

- Failing to collect or hand in their report
- Failing to get it signed
- Failing to meet their targets throughout the day

A number of different reports may be used depending on the students' needs.

- Tutor Report (Green) – This type of report would normally be issued at level 3 (see appendix E) and monitored by the student's form tutor. This report will last no longer than a period of two weeks. Failure to complete a form tutor report to the expected standard will result in the student advancing to HOY report. The tutor will contact parents/carers when the student is placed on report and if the student does not engage.
- HOKS Report (Yellow) - This type of report will be used in response to more severe and persistent whole school behavioural issues. It is issued and monitored by the students HOKS. This report will last no longer than a period of two weeks. Failure to complete HOY report will result in HOY detentions being set and the student advancing to SLT report. The HOY will contact parents/carers when the student is placed on report and if the student does not engage. It may also be appropriate to organise a meeting with the students' parents or carers.
- SLT Report (Red) - This type of report is issued and monitored by the appropriate member of SLT. Failure to complete SLT report will result in an internal exclusion. The member of SLT will contact parents/carers when the student is placed on report and if the student does not engage. It may also be appropriate to organise a meeting with the students' parents or carers.

Appendix E – Behaviour Matrix

Member of staff	Head of Department/Head of year (HoD)/ (HoY)	Head of Key Stage	Senior Leadership Team
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Example of Incidents	Sanction – incident specific	Sanction – general guidance	Actioned by	Recording of incident
<ul style="list-style-type: none"> Late to school Uniform concerns Equipment concerns 	<p>HoK protocol i.e. RJ on Friday (1 late = 15min; 2 = 30 mins, 3+ = 45 mins) with HoY/HoK</p> <p>Time should be given to remedy issue – yellow pass given so staff are aware with date by which it will be remedied</p>	Repeat issues contact home (e-mail/call/meeting) alongside sanctions, then refer to HoY	Form tutor	<p>Sign in book/register</p> <p>SIMs</p> <p>Tutor file</p>
<ul style="list-style-type: none"> Late to lesson Classwork concerns Homework concerns Low level disruption to lesson¹ Failure to do as asked IPad/ICT misuse Lost/poorly kept books 	<p>Time to be made up (break or lunch), future = RJ</p> <p>Work to be improved/support provided, future = RJ</p> <p>Work to be improved/support provided, future = RJ</p> <p>3 warnings and parking = RJ</p> <p>RJ</p> <p>Removal of/from ICT facilities for remainder of lesson and warning, future = RJ</p> <p>Payment of 50p for new book, contact home to advise</p>	Repeat issues contact home (e-mail/call/meeting) alongside sanctions, then refer to HoD	Class teacher	<p>Register</p> <p>SIMs</p>
<ul style="list-style-type: none"> Dropping litter Leaving litter/mess in canteen Theft from canteen Poor corridor/playground behaviour 	<p>Litter picking duty</p> <p>Clean up duty from 1pm to end of lunch</p> <p>Pay for item plus apology to canteen manager; contact home</p> <p>Warning, RJ with teacher (associate staff via HoY/HoK support))</p>	Communication with HoY/HoK to support and help organise	Duty member of staff	SIMs
<ul style="list-style-type: none"> Mobile phone seen/heard Chewing gum Eating in non-designated area Thoughtless behaviour towards others 	<p>Confiscate and pass to HoY/HoK office, warning</p> <p>Chewing gum detention with HoY/HoK (set by staff) – Thursday, 60min after school</p> <p>Send back to designated area, warning, future = litter picking (liaise with HoY/HoK)</p> <p>Warning, future = RJ with teacher (associate staff via HoY/HoK support)</p>	Repeat issues will be identified through behaviour logs and HoY/HoK will instigate further actions	All staff	SIMs
<ul style="list-style-type: none"> Wider school issues (lots of behaviour logs across the school/subjects) 	General/across department issues will be monitored by the tutor and if concerns are arising, use of tutor report will be initiated. Sanctions will be issued as per report guidelines.	Contact home by tutor to explain why and actions.	Tutor	Report booklets on file
<ul style="list-style-type: none"> Repeated failure to resolve problems regarding lateness, uniform, equipment 	<p>Lateness sanctions to continue alongside immediate parental meeting to discuss reasons</p> <p>Parental meeting to resolve reasons behind uniform/equipment issues, sanctions to be started e.g change to trousers for remainder of term</p>	Failure to improve over a defined of period time will result in escalation to HoK	HoY	SIMs
<ul style="list-style-type: none"> Continuation of issues in row 2 (bullet points 1 – 4) 	Teacher to liaise with HoD to discuss actions to date. HoD to arrange parental meeting to discuss concerns and time frame set to improve. Future RJ's that are issued are at HoD level (60 mins.)	Use of department report; Isolation from subject lessons; regular contact with home	HoD HoD/HoY	SIMs

¹ If you notice students deliberately getting 2 warnings every lesson and then stopping, treat as per guidance **but** warn the students you will do that e.g. You will only get 2/1 warnings because....then....

<ul style="list-style-type: none"> Continuation of issues in row 2 (bullet points 5 – 7) Wider school issues (lots of behaviour logs across the school/subjects) 	<p>Teacher to liaise with HoD/HoY (dependent upon where issues are arising) to discuss actions to date. HoD/HoY to arrange parental meeting to discuss concerns and time frame set to improve. Future RJ's that are issued are at HoD/HoY level (60 mins.)</p> <p>General/across department issues will be monitored by the pastoral team and if concerns are arising, use of HoY report will be initiated. Use of HoY report will require parental meeting to explain why and actions. Staff must log anything where a 2 or 1 is awarded and sanction as per teacher guidance. Report sanctions will be issued as per report guidelines.</p>	<p>Use of Department/HoY report.</p> <p>SEN investigations may need to occur to investigate barriers to learning/continual behavioural issues</p>	HoY	<p>Report booklets on file</p> <p>Report booklets on file</p>
<ul style="list-style-type: none"> Continuation of issues in row 3 Truancy a lesson 	<p>HoY to monitor and intervene. Possible sanctions would include – lunch isolation, removal of use of canteen, ban from field/astro, 60 min RJs</p> <p>Automatic 60 min HoD RJ</p>	<p>Contact home must occur so parents are advised and, for example, lunch arrangements can be made.</p> <p>Parents contacted by teacher Repeats of this will need investigation into why by HoD</p>	HoY Teacher/HoD	SIMs SIMs
<ul style="list-style-type: none"> Continuation of issues in row 4 (bullet points 1 – 3) Continuation of issues in row 4 (bullet point 4) 	<p>HoY to monitor and intervene. Possible sanctions would include– assisting site staff in their duties, arrangements re phones made with parents, 60 min RJs</p> <p>Teacher to liaise with HoD/HoY (dependent upon where issues are arising) to discuss actions to date. HoD/HoY to arrange parental meeting to discuss concerns and time frame set to improve. Future RJ's that are issued are at HoD/HoY level (60 mins.)</p>	<p>Contact home must occur so parents are advised of plans</p> <p>RJ sessions to be carried out to ensure students understand effect of actions. Mediation may be needed with 'victim'</p>	HoY HoD/HoY	SIMs SIMs
<p>Further issues that may arise:</p> <ul style="list-style-type: none"> Blatant disobedience Rudeness Lying Use of offensive language Damage to school property Bullying (repeated thoughtless behaviour) 	<p>Teacher to liaise with HoD/HoY (dependent upon where issues are arising)</p> <p>Automatic 60 min HoY/HoK or 90 min SLT RJ (circumstances dependent)</p> <p>Automatic 60 min HoY/HoK or 90 min SLT RJ (circumstances dependent)</p> <p>Automatic 60 min HoY/HoK or 90 min SLT RJ (circumstances dependent)</p> <p>Automatic 60 min HoY/HoK or 90 min SLT RJ (circumstances dependent)</p> <p>Contact with parents regarding payment for damage; work with site staff to clean up</p> <p>Restorative approaches in line with the anti-bullying policy alongside RJ and parental contact (staff liaise with HoY); isolation</p>	<p>RJ sessions to be carried out to ensure students understands effect/impact of actions</p>	HoD/HoY	SIMs
<ul style="list-style-type: none"> Repetition of above issues at HoY/HoD level Unsatisfactory progress on HoY report 	<p>Escalation to HoK report and sanctions as per report guidelines</p> <p>Weekly parental meetings for progress updates</p> <p>Explanation of consequences for failure to improve e.g. SLT report, MM</p> <p>Use of internal fixed term exclusions</p>	<p>Seek support from external agencies e.g. LIFT, TBS outreach etc.; log of all communication/meetings; re-integration meetings must occur after exclusions (internal and external)</p>	HoK	SIMs
<p>Further issues that may arise:</p> <ul style="list-style-type: none"> Use of offensive language to a teacher Truancy (block of time/off site) Bullying – persistent Bullying – physical 	<p>Isolation (via HoK support), formal apology</p> <p>Isolation and work caught up (via HoK/SLT support)</p> <p>Internal fixed term exclusion (via HoK/SLT support)</p> <p>External fixed term exclusion (via HoK/SLT support)</p>	<p>Staff to report such incidents asap so immediate action can be taken. Parental contact asap in all instances.</p>	HoK	SIMs

<ul style="list-style-type: none"> • Bullying – racist/homophobic • Drug/drink/smoking related • Violent conduct • Refusal of a direct instruction of staff to come to RJ • Accessing/sending inappropriate materials on the internet 	<p>Internal fixed term exclusion (via HoK/SLT support) Isolation, internal or external fixed term exclusion (via HoK/SLT support) – circumstances dependent External fixed term exclusion (via HoK/SLT support) Isolation (via HoK)</p> <p>Isolation/fixed term exclusion (via HoK/SLT support) – circumstances dependent</p>	Re-integration meetings must occur after exclusions (internal and external)		
<ul style="list-style-type: none"> • Repetition of above issues at HoK level • Unsatisfactory progress on HoK report 	<p>Escalation to SLT report Daily contact with parents (phone preferable, e-mail as last resort) for progress updates Meeting with SL running report for final explanation of consequences – put in writing also Use of external fixed term exclusions</p>	Continue to seek support from external agencies; log of all communication/meetings; re-integration must occur after exclusions	SLT	SIMs
<p>Further issues which may arise:</p> <ul style="list-style-type: none"> • Repeated fixed term exclusions • Refusal to accept school discipline • Extreme violence • Incident(s) of sexual behaviour • Endangering the health & safety of staff and/or students • Dealing/selling drugs 	Managed move request or permanent exclusion		SLT	SIMs

NB: when a student comes off report, there may be use of the red/green monitoring card to reduce the level of monitoring over time rather than ‘cold turkey’ finish

NB: if an issue arises that is not listed within the matrix, please seek advice