

Re-approved: July 2016

Review Date: June 2017

Policy Title	Behaviour Policy
1. Purpose	<p>This policy sets out the measures that Trinity Academy will put in place to promote high standards of behaviour and how pupils' conduct will be regulated.</p> <p>It should be read in conjunction with the Academy's:</p> <ul style="list-style-type: none"> • Anti-bullying Policy • Pupil Code of Conduct • Uniform Policy • Home School Agreement • Equal Opportunities Policy • Use of Reasonable Force Policy <p>Appendix 1 - Relevant legislation and national guidance Appendix 2 - Reward and positive reinforcement strategies Appendix 3 – Sanctions</p>
2. Summary	<p>Trinity Academy is committed to providing a safe, secure and caring environment in which all pupils can thrive and achieve their full potential. This requires the highest possible standards of behaviour from all involved in the school community, including pupils.</p> <p>The culture will be one of zero tolerance and no excuses within a supportive, encouraging environment with a focus on pastoral care for its members.</p>
3. Aims	<ul style="list-style-type: none"> • To establish a Behaviour Policy that is clear, fair, understood by pupils, parents/carers and staff and consistently applied. • To promote good behaviour. • To ensure that all pupils are able to learn and thrive without having their education disrupted by others. • To enable all pupils to feel safe and happy in a supportive and nurturing learning environment.
4. Objectives	<ul style="list-style-type: none"> • To establish and implement a clear system of rewards and sanctions that are consistently applied and seen to be transparent and fair. • To ensure that pupils show respect and courtesy towards adults and other pupils and that they respect their own learning and the learning of others. • To ensure that pupils are aware of the standards of behaviour

	<p>that are expected of them, both inside and outside of the Academy.</p> <ul style="list-style-type: none"> • To keep Academy rules to a minimum and to promote the concept of wisdom and self-discipline, in line with the Academy's values. • To develop and implement an agreed set of social conventions that represent the unwritten rules by which all members of Trinity Academy will engage in reasonable behaviour for the good of the community as a whole, in line with the Academy's values of wisdom, fairness, courage and self discipline. • To embed and integrate the principle of restorative justice in the implementation of this Behaviour Policy and in day-to-day classroom management. • To undertake an assessment to ensure that the implementation of this policy does not negatively impact on any disadvantaged groups • To ensure that the views of parents/carers and pupils, as well as staff, are taken into account when developing, implementing and reviewing this policy in order to promote ownership by the whole Academy community.
<p>5. Roles and Responsibilities</p>	<p>The Headteacher, with the Senior Leaders, has responsibility for ensuring that this policy is implemented effectively and consistently.</p> <p>Every adult working in Trinity Academy has the responsibility to challenge poor behaviour.</p>
<p>6.Implementation</p>	<p><u>Behaviour of pupils</u> Before they start attending Trinity Academy, all pupils will be made aware of the school's expectations of their behaviour. They will be supplied with a copy of the Pupil Code of Conduct and they and their parents/carers will be required to sign the Home School Agreement.</p> <p>Pupils are expected to behave in a manner that respects themselves and others. This applies to use of language, to the way in which they act and behave and to the manner in which they respond, all of which should demonstrate courtesy and consideration. This includes towards fellow pupils and staff.</p> <p>Positive behaviours include setting high standards by wearing correct uniform and moving in a manner that is orderly and respects the health and safety of others.</p> <p>Pupils are expected to arrive for lessons on time and equipped for learning. In class, they are required to demonstrate positive learning attitudes and to allow others to learn free from disruption.</p> <p><u>Positive Reinforcement and Reward</u> Trinity Academy recognises the power of making explicit the desired standards of behaviour and positively reinforcing high standards of</p>

learning and cooperative behaviour. Recognising and rewarding positive attitudes and learning behaviours are central to the promotion of good behaviour and good order and help pupils to realise that good behaviour is valued.

The Academy will use a range of rewards and positive reinforcement strategies (Appendix 2) to motivate pupils, create a positive learning environment, raise pupil self esteem, provide systems that can be used by all staff and contribute to raised levels of achievement.

Sanctions

Wherever possible, pupils should be encouraged to behave well encouragement, positive reinforcement and reward. Where such positive encouragements do not result in improved behaviours, sanctions may be used. Dependent on pupil age, the nature of the offence and the severity of the behaviour, the Academy will use a range of strategies to correct pupil behaviour (Appendix 3).

Whole classes should not be sanctioned for the activities of individuals unless there are very exceptional circumstances. Every effort should be made to identify individuals or ringleaders.

Sanctions will always be reasonable and proportionate. Whenever possible, they should be constructive and involve the pupil learning how to improve their behaviour. The efficacy of a sanction should always be considered before it is set. Sanctions must never be confusing, intimidating, humiliating or degrading.

Any adult in the Academy community who gives a sanction must ensure that the pupil knows why they are being sanctioned, and how.

Detentions

In line with changes resulting from the Education Act 2011, Trinity Academy is not required to give 24 hours' notice of longer length detentions. In exercising the Academy's right to take same day action as required, every reasonable attempt will be made to inform parents/carers by a variety of means including email, text or phone call.

Monitoring, support and intervention

Trinity Academy accepts that for a wide variety of reasons some pupils require additional support in order to learn and display positive learning behaviours. For these pupils, the Academy will draw on a range of support interventions in order to support and re-track behaviours. Strategies include consideration of curriculum need, additional learning support, identification of Special Educational Need, additional internal provision, placement on a personal support programme and use of external expertise and short-term placements.

Exclusions

Whilst Trinity Academy will take all reasonable steps to meet individual need and help individuals to improve, we will not tolerate behaviours which do not show due regard for the well-being or learning of others, or where in spite of support and intervention there is minimal or no improvement. In line with the school's Exclusion Policy, exclusions, whether fixed-term or permanent, may be used in response to unacceptable and inappropriate behaviour.

Freedom from bullying

Trinity Academy places a strong emphasis on creating and maintaining a happy and safe learning environment for all pupils and therefore has a zero-tolerance attitude to bullying. It is expected that staff respond to all reports of bullying in a sensitive and swift manner, in line with the Academy's Anti-bullying Policy.

Behaviour outside of Trinity Academy

Pupils who breach the Academy's Behaviour policy whilst on school business such as trips and journeys, sports fixtures or a work-experience placement will be dealt with in the same manner as if the incident had taken place inside the Academy.

For incidents that take place outside Trinity Academy and not on Academy business, this policy will still have effect if there is a clear link between that behaviour and maintaining good behaviour and discipline among the pupil body as a whole. This includes behaviour in the immediate vicinity of the Academy or on a journey to and from the school. Other relevant factors include whether the pupil is wearing school uniform or is in some other way identifiable as a pupil of Trinity Academy and whether the behaviours could adversely affect the reputation of the school.

For acts of aggression or which threaten the health and safety of others, the Academy reserves the right to involve the police. Equally, if the Academy considers that the behaviour might be linked to a young person suffering or being likely to suffer significant harm, safeguarding procedures may be applied as required.

Screening and searching pupils

Trinity Academy acknowledges its duties and responsibilities under the Education Acts of 1996 and 2011, Education and Inspections Act 2006 and Health and Safety at Work 1974 in respect of screening and searching pupils.

As a result staff may search pupils' clothing, bags or lockers without consent for any banned item we believe could cause harm. This process will be governed by internal procedures and will only be undertaken by designated staff.

As above, the Academy may give due regard to police involvement or initiating safeguarding processes.

The use of reasonable force

Trinity Academy acknowledges its duties and responsibilities under the 2006 Education and Inspections Act in which all school staff members have a legal power to use reasonable force to prevent pupils committing a criminal offence, injuring themselves or others, or damaging property and to maintain good order and discipline amongst pupils.

It should be noted that staff cannot be directed or required to intervene but will be supported where reasonable force is deemed appropriate.

	<p>This process is one that requires appropriate training.</p> <p>Malicious accusations against school staff Trinity Academy recognises that there may be occasions when a pupil needs to raise issues about the actions of a member of staff and it has procedures for dealing with concerns. However, where the allegation is clearly one of malicious intent or fabrication, we will give due regard to the most appropriate disciplinary sanction to be taken which may include temporary or permanent exclusion, as well as referral to the police if there are grounds for believing a criminal offence may have been committed.</p> <p>Trinity Academy will also take seriously inappropriate use of technologies including mobile and social networking sites that are targeted at members of staff.</p> <p>Active Involvement of Parents/Carers Trinity Academy believes strongly in the power of working in close co-operation with parents/carers and of the rights and desirability of parents/carers being actively involved in the education of their child. The Academy will therefore seek to involve parents/carers at an early stage whenever behaviour issues are identified. Parents/carers are welcome to approach the Academy for informal or formal discussions about their child's education.</p>
<p>7. Monitoring and Evaluation</p>	<p>The Headteacher will monitor the implementation and effectiveness of this policy through analysis of data, the Academy's self-evaluation processes and through the production of reports for the Board of Trustees.</p>
<p>8. Frequency of Review</p>	<p>This policy will be reviewed on an annual basis.</p>
<p>9. Approval</p>	<p>Approved by the Board of Trustees</p>
<p>Appendices</p>	<p>Appendix 1</p> <p>DfE Guidance: Behaviour and Discipline in Schools (February 2014)</p> <p>This is a key document that contains the following links:</p> <ul style="list-style-type: none"> • Home school agreements • Use of Reasonable Force – advice for headteachers, staff and governing bodies • Screening, Searching and Confiscation – advice for headteachers, staff and governing bodies • Exclusions Guidance • Safeguarding • SEN Code of Practice <p>The Government's former expert adviser on behaviour, Charlie Taylor, has produced a checklist on the basics of classroom management. Teachers can use it to develop between five and ten essential actions to encourage good behaviour in pupils.</p>

Legislative links

- Education Act 1996
- School Standards and Framework Act 1998
- Education Act 2002
- Education and Inspections Act 2006
- School Information (England) Regulations 2008
- Equality Act 2010
- The Education (Independent School Standards) (England) Regulations 2010
- Education Act 2011
- Schools (Specification and Disposal of Articles) Regulations 2012
- The Education (Independent School Standards) (England) Regulations 2012
- The School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012

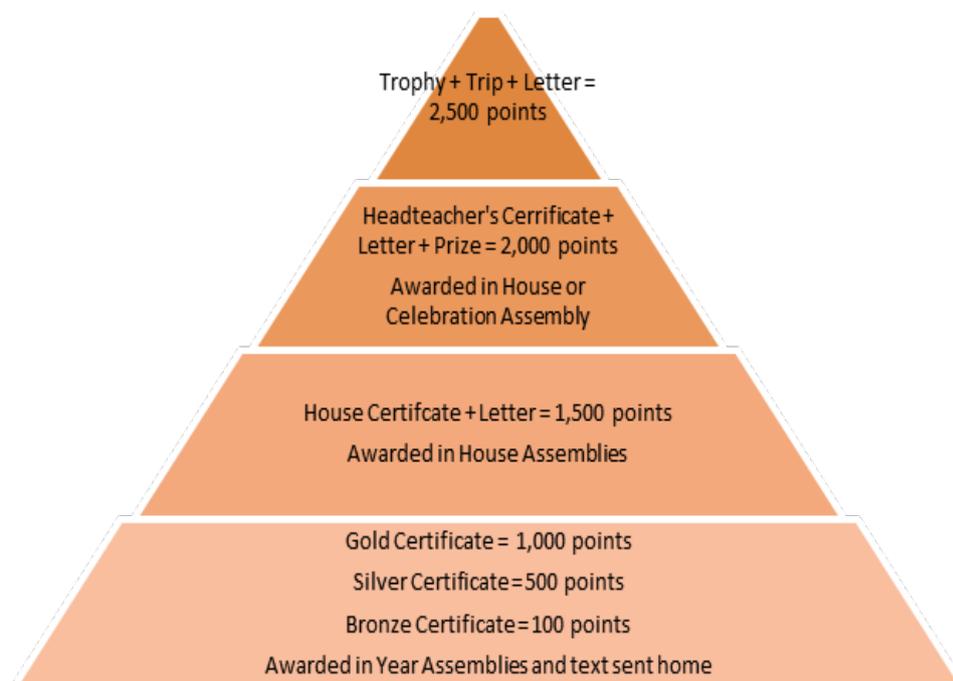
Appendix 2: Rewards and Positive Reinforcement Strategies

- Praise
- Written comment on work/in book
- Stickers
- Subject stamps and points
- Certificates
- Class Champion awards– secondary
- Reward stamps linked to escalating certificates & prizes
- Mention in Assemblies
- Motivational rewards/prizes
- Special awards at Achievement Assemblies
- Criteria for Reward Trip

Rewards

- Staff will have a reward stamp and reward stickers
- In **every lesson/tutor period/club** teachers will **praise and reward positive learning behaviours** – good effort, progress, leadership, teamwork etc.
- Staff will give a maximum of **3 stamps per pupil** (except Class Champions),
- In **every** lesson staff will choose **one Class Champion and award a Class Champion sticker**
- Staff will record Class Champions on the MIS
- The Class Champion sticker is worth 10 reward points and a stamp is worth 1 point. (A detention deducts 10 points from pupil's total points)

As evident from the exemplar pyramid below, the points earned link to an escalating reward structure



Appendix 3: Disciplinary Sanctions

- Telling off and correction
- Restorative justice
- Short length detention
- Longer length detention
- Making good the missed work
- Loss of break/lunchtime
- Removal from the lesson to work under supervision elsewhere
- Use of off-site intervention provision
- Being placed on report
- Setting improvement targets
- Behavioural contract
- Internal Exclusion
- In line with the Academy's Exclusion Policy, use of external exclusion

This list is not intended to be exhaustive but serves as illustration of sanctions used.