



Trinity All Through School: Behaviour and Relationships Policy

Date reviewed:

Signed:

Signed:

(Chair of Governors)

Trinity

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Vision 2018 and beyond

The Trinity community will live “life in all its fullness” by:

Establishing a unique and personalised learning journey through Trinity and beyond

Continuing to nurture our warm and caring family environment to support all to flourish

Inspiring all to achieve and celebrate ongoing and future successes.

	LEARNING	LOVING	LIVING
Ethos – Trinity’s set of guiding beliefs about the social behaviour and relationships of all our community	We have high expectations of ourselves and one another in every area of school life – we aspire to excel and we never give up. The Christian Story is central and informs our learning. We are committed to restorative justice and discipline that is exercised with love; where all have the opportunity to learn through mistakes.	We belong to a loving family which includes, pupils, staff, parents and governors – of all faiths and none; which extends to our local churches and our community. We recognise and celebrate our equal worth, and seek to be inclusive of all.	We are living good lives, as Jesus commanded us to love our neighbour, we seek to serve those in need within our community. We are committed to pursuing social justice preventing discrimination and improving outcomes for all. We are all encouraged to exercise leadership, and to take responsibility for ourselves and one another.
Distinctive characteristics we are instilling across our community	<p><u>Open minded.</u> We develop natural curiosity. We acquire the skills necessary to conduct enquiry and research and show independence in learning. We actively enjoy learning and this love of learning will be sustained throughout our lives.</p> <p><u>Knowledgeable.</u> We explore concepts, ideas and issues that have local and global significance. In so doing, we acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.</p> <p><u>Insightful.</u> We exercise initiative in applying thinking skills critically and creatively to recognise and approach complex problems, and make reasoned, ethical decisions.</p>	<p><u>Caring.</u> We show empathy, compassion and respect towards the needs and feelings of others. We have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.</p> <p><u>Principled.</u> We act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. We take responsibility for our own actions and the consequences that accompany them.</p> <p><u>Resilient.</u> We understand the importance of physical, spiritual and emotional balance to achieve personal well-being for ourselves and others.</p>	<p><u>Reflective.</u> We give thoughtful consideration to our own learning and experience. We are able to assess and understand our strengths and limitations in order to support our learning and personal development.</p> <p><u>Courageous.</u> We inspire the whole school community to engage in social action and to be courageous advocates for change in their local, national and global communities.</p> <p><u>Independent.</u> We approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. We are brave and articulate in defending our beliefs.</p>

Restorative Justice

Restorative justice a way of helping pupils to understand their mistakes, take ownership for any emotional or physical harm caused through their actions and be responsible for repair of this damaged done. As well as developing pupils emotional intelligence, restorative meetings help pupils to own the consequences for their actions which reduces the likelihood of repeating the same mistake.

Restorative justice also helps the victim to have their voice heard, giving power back to them, supported by teachers who are trained to deliver restorative meetings between the wrong doer and the victim.

The facilitator of a restorative meetings must remain impartial and listen to both sides in order to tease out facts, feelings and thoughts through a series of specific questions whilst referring to any witness statements that have been taken, as required. Issue appropriate consequences as needed and restore relationships.

Restorative questions

What happened?

What were you thinking at the time?

What were you feelings at the time?

Who was affected?

How were they affected?

What are you thinking/feeling about the incident now?

What can you do to put this right?

Primary Phase

Behaviour Management Systems



How do we ensure high standards of behaviour?

High quality teaching and learning

Teaching is well planned and appropriately differentiated with a high level of challenge. As a result, children are engaged in their learning and disruptive behaviour is rare. The quality of teaching is rigorously monitored by the Leadership Team through the monitoring of weekly and medium term planning, in-class teaching support and observation, discussions with children, scrutiny of books and folders and analysis of class attainment and progress.

Consistency

Children's behaviour is positive if routines, rewards and sanctions are adhered to consistently. In all classes, the Trinity behaviour management system is used (Please see Appendices). As well as this, in the EYFS (Reception classes), disruptive behaviour is dealt with using immediate sanctions, such as spending time on the 'time-out chair' and positive behaviour is consistently praised. From Year one upwards, the rewards and sanctions follow our behaviour system and are appropriate to the age of the children.

Focusing on the positive

Children who behave well and appropriately are praised. At Trinity we believe that praise is the most powerful tool in maintaining high standards of behaviour and seek to maintain a culture of praise. Praise is freely given and is targeted to actions. The praise is given in a number of forms for example: verbal, written, friendly word or gesture, referral to another adult, certificates, shared with families

Communication with parents and carers

If a child's behaviour is a cause for concern, parents and carers are informed. We strongly believe that if parents and carers are kept informed, we can work together to address the issue.

Anti-bullying

We ensure every child fully understands and follows the anti-bullying policy.

Effective monitoring & playground support

During lunch breaks, children are away from the structure of the classroom environment and into an environment in which they make their own choices about what to play. Sometimes, this can lead to disagreement, arguments and loss of self-control. We have a team of Lunchtime Supervisors who ensure children are safe, and always have a trained first aider in the playground. The lunchtime supervisors follow our restorative policy and take time to listen to students about any disagreements. The Senior Leadership Team are also a regular presence in the lunch hall and playground, praising children who have eaten their greens or refereeing a football match!

Clear communication of expectations

We have a clear, visual behaviour management system in every class (*Appendix i*)

We have clear expectations of behaviour around the school – being a Terrific Trinitarian. (*Appendix ii*)

Supporting children with challenging behaviour

We recognise that some children may have challenging behaviour that requires more specific guidance. In such cases, a targeted behaviour plan would be put in place. This would involve the child, parent or carer, class teacher and senior school leader and, if appropriate, external agencies. This behaviour plan will not be discussed with parents of other children.

Special Education Needs & Disabilities

We have high expectations of all children's behaviour. For any child with a specific learning difficulty which impacts on their behaviour, an Individual Education Plan would be in place to ensure that they can be included safely with the learning environment.

What if a child's behaviour is seriously disruptive?

We are an inclusive school and will work hard to develop strategies to ensure children's learning is not disrupted. However, sometimes exclusions are necessary.

Sent to the Head of School

Sometimes children are sent to the Head teacher or Assistant Head teacher because they are disrupting the learning in class or because they need time and support to reflect on their actions.

Internal exclusions

Internal exclusion will be at the discretion of either the Head of School or one of the Assistant Head teachers and will be in response to a serious incident, when removing the child from his or her class is the best course of action. Parents will always be informed.

External exclusions

Very rarely it may be necessary to exclude a child.

Exclusion from school may be:

- for a lunchtime only
- for a fixed period (e.g. 3 days)
- for an indefinite period

permanent

Parents are always notified of the reason for and length of an exclusion and have the right to appeal against an exclusion to the Governing Body. The Head of School is responsible for decisions regarding exclusion from school. A child who has been excluded for a period will be brought into school by their parent/carer to attend a reintegration meeting with the Head of School. The child will then be permitted to re-join the class.

(Appendix i)

Reflecting on disruptive behaviour: Teacher checklist	
High Quality Teaching and Learning:	
Criteria:	Met?
Was the task set for the class modelled well and clear for all?	
Did the particular group/child know what was expected of them?	
Did the task have a level of challenge to keep the child engaged for the time given to complete it?	
Did the child know what to do when they finished the task? Was there an extension which involved minimal movement?	
Was the lesson pacy enough?	
Was the adult support planned strategically?	
Were children sat in appropriate places on the carpet and/or at their desks?	
Consistency:	
Criteria:	Met?
Was it clear to the class/child/group the level of noise/discussion that should be happening in the class at that time?	
Had I given three praises and then one 'I'm waiting for...' at each stopping point in the session?	
Had I demanded the same level of silence/attention whenever I spoke to the whole class?	
Did I use Trinity language and give at least two warnings (Well done to everyone for being a terrific Trinitarian... I'm waiting for... please think about your choices... next time I want to spot you showing the Trinity values) before moving to orange?	
Was the tone of my voice and facial expression consistent and proportional to the incorrect behaviour shown? Do I have recognisable tones and expressions which draw boundaries for children?	
If the child was on orange did I look for them to be good and move them back up as soon as possible?	
If the child has a personalised behaviour scheme did I follow it to the letter?	
Focusing on the positive:	
Criteria:	Met?
Did I give house points to reinforce good behaviour?	
Did I offer targeted verbal praise to the child when they were on task?	
Did I remember to praise the child when they finished each part of the task I had asked them to complete?	
If the child has a personalised behaviour scheme did I make reference to it when the child was showing the correct behaviour?	
Did all the children know what they need to be doing in order to receive praise in that session?	
Communication with Parents:	
Criteria:	Met?
If the child is consistently making the incorrect choice have I spoken to the parents and tried to create a strategy which works at home and in school?	
Have I shared good behaviours with the parent recently?	
Does the child know that you are in dialogue with parents?	
Have I informed all parents of the incident (myself or a member of SLT) and explained how it was dealt with?	
Creating a Restorative Culture:	
Criteria:	Met?
Did I give all children involved a chance to explain what happened to either myself, a TA or SLT?	
Did I use language to help children explain their actions? (What happened <i>before</i> you hit him?)	
Has everyone involved in the incident 'put right' the wrong choice they made in proportion to the choice they made? (eg. The agitator apologised, the child who hit apologised and then missing part of break time)	
Did I address each wrong choice individually?	
Have I given the children an opportunity to forgive (shake hands, hug?)	
Have I set consequences if the behaviour reoccurs?	
Did I use Trinity language during the process ('Put it right' 'make the right choices')?	

A strategic Approach

Showing Trinity Values Chart:

This chart is explicitly linked to our positive reinforcement of children showing the Trinity values and behaving as Trinity learners. The colours on the chart represent how well a child is doing this.

Green: This is where all children begin the day. It means they are showing the expected standard of learning behaviours: they are displaying the Trinity values.

Gold: This is for when children have displayed behaviour which goes 'above and beyond'. They are being role models, either because of one display or because of their consistency in this regard.

Orange: At Trinity, we realise that everyone makes mistakes and may need to think about their choices. In this scenario, a child is moved onto orange. The aim is then to spot positive behaviours as soon as possible to move them back up to green. This is a great way to actively show forgiveness and promote good choices, especially as every child will start the next session or day back on green.

Red: This section is only for violent behaviour or persistent wrong choices and indicates the need for a sanction or to speak to parents and/or a member of the Senior Leadership Team.

House Points Chart:

Our House points system is one of the ways we make our culture of praise explicit. As part of our all through school, each child is allocated a house to represent. If good learning or effort is shown, a child can earn a point for their house. It is a shorthand for teachers to give small praise for their efforts. This ensures children strive to help their house win the weekly competition, promoting a sense of teamwork. The winners of each week will be given first choice during their golden time session at the end of the week.

Secondary Phase

Behaviour Management Systems



Basic Expectations

This is a guide to the basic expectations. It is not exhaustive and we reserve the right to sanction any other actions not listed below that have a negative influence on the school community as deemed to be so by teaching staff. The teachers word is final.

UNIFORM — ALL YEARS

Black blazer with the school badge	White shirt (to be worn tucked in and with the top button closed)
School tie (to be worn with 6 stripes showing after the knot)	Black skirt or trousers (no combats/jeggings/leggings)
Trinity school bag. Year 11 only: they may use their own bag.	Plain dark blue or black coat.
Black socks	Black shoes with no other colour anywhere and black laces (no canvas shoes or trainers)
Black hair accessories only.	The only jewellery permitted is a watch and one pair of small plain gold or silver studs, no bigger than 2mm in diameter.
Any head wear (scarf etc...) must be plain black	No makeup should be worn.

P.E KIT: "FIT OR NOT FIT—YOU MUST BRING YOUR KIT"

White school polo shirt	Navy blue /black shorts/skirt/jogging bottoms
School PE sweatshirt / rugby shirt	Trainers

Pupils will be sent home or placed in the Trinity Centre for incorrect uniform. Those pupils who fail to bring the correct PE kit will receive a detention.



EQUIPMENT

Pupils are expected to be prepared for learning and must carry all the equipment with them at all times. A 30 minute same day detention will be issued to pupils who do not have the correct equipment in class.

Pencil case	2 pencils	2 Black or Blue pens
Eraser	Green Pen	Pencil Sharpener
Journal	Calculator	Ruler
Maths geometry set	Class book	Trinity Bag

PUNCTUALITY

Arrive to school by 08:25 in order to be in Family group registration by 08:30.
A same day detention of 30 minutes will be issued for pupils arriving to school after 08:30.

Arrive to lessons on time throughout the school day.
A same day detention of 30 minutes will be issued for pupils arriving late to lessons.

CLASSROOM RULES

Remove coats and bags before entering the classroom.	Enter the classroom in silence.
Equipment out at the start of the lesson.	Follow instructions 1 st time every time.
Silence when the teacher is talking.	Remain seated unless told to move.
No chewing gum.	Active learning: No heads on desk.
Respect staff and peers.	Leave the classroom in silence when instructed to do so by the teacher.
No phones.	Hand up to ask a question.

CORRIDOR RULES

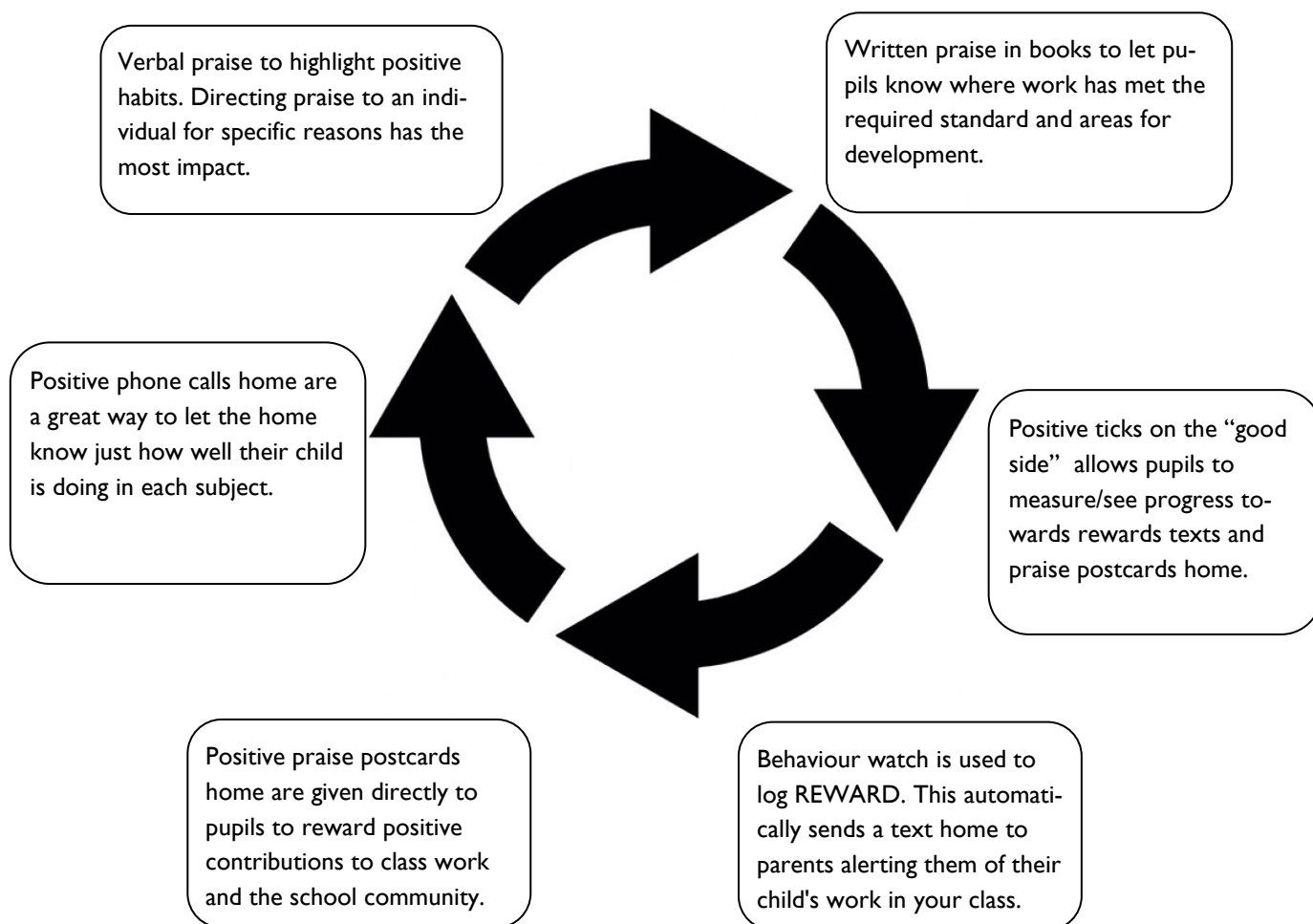
Food and drink to be consumed in the refectory only.	Walk calmly, Quietly and Quickly between lessons.
Walk on the left.	No phones.
No play fighting.	No swearing or abusive language.
Follow instruction 1 st time every time.	Respect staff and peers.
No chewing gum.	Listen to staff and peers giving eye contact, standing still when spoken to and not interrupting those who are speaking.

Confiscated items will be returned at the end of term at the teacher's discretion.

Reward and Praise

Pupil engage best with teachers and each other better when positive working relationships are established through active and strategic teacher use of reward.

It is also important to remember that if you are positive towards the pupils they will in turn be more positive back to you which makes everyone's life much happier within the classroom.



CENTRAL SAME DAY DETENTION SYSTEM

Trinity operates a same day detention system. This is the best way to deal with pupil behaviour, in a timely manner. We will endeavour to inform the home when issuing detentions but we reserve the right to detain pupils without prior home contact having been made up to an hour after school.

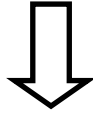
We use the after school central detention system to address lateness, disruptions to lesson, poor behaviour at break and lunch times, failure to follow instructions and rudeness to staff and peers.

Lateness to school : 30 minutes (centrally logged at the main office)
Lateness to lesson : 30 minutes (logged by the teacher on Behaviour Watch)
Equipment missing: 30 minutes (logged by the teacher on Behaviour Watch)
Parked from a lesson: 30 minutes (logged by the teacher on Behaviour Watch)
Social space detention: 30 minutes (logged by the teacher on Behaviour Watch) Either served at lunch time or after school.
Any two combinations of the above: 1 hour
Failure to attend a detention: Day in the Trinity Centre plus a one hour detention the following day.
Refusal to be parked: 1 day in the Trinity Centre plus 1 hour detention.
Fixed term exclusions (FTE) will be issued for extreme one off instances or repeated refusal to follow the schools behaviour policy. Following a FTE pupils will not be allowed to return to lessons until they have had a formal re-integration meeting with a member of the senior leadership team.

HOME WORK DETENTION

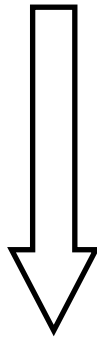
Class teacher sets a detention.

Pupil fails to attend



**The head of department resets the detention.
A phone call home is made .**

Pupil fails to attend at HOD level



Referred to YPL/SLT with the possibility of internal exclusion.

The Trinity Centre

The Trinity Centre is a supervised learning room. It serves mainly as an internal exclusion room for pupils whose behaviour has negatively effected the school community. The Trinity Centre may be used as:

- A room for pupils who have been removed from individual lessons to help them reflect on their behaviour.
- Internal exclusion for pupils all day (including break and lunch) as a punitive consequence for persistent poor behaviour or as result of a severe incident.
- A hub for the inclusion team to offer support, restorative meetings advice and guidance for our pupils.

Parent meetings

If it is clear that pattern of behaviour over time is preventing other pupils from learning then the Class Teacher/ Tutor/HOY/HOD may arrange a parent meeting in order to address the ongoing issues more closely.

An outcome from this meeting is usually a tutor/department report and sustained home contact over a period of time until improvement is seen.

Reports

Before any report commences there should be parental contact home to establish what is expected of the pupil/home during the report process.

Tutor reports are the first stage in a series of possible reports that pupils can receive to help monitor their behaviour.

Should a tutor report fail to improve the pupils behaviour then another parent meeting is ideally held and the pupil progresses onto a deputy HOY report.

Should this also fail over a period of time then **another parent meeting should be held** and the Hoy will issue a report.

At this stage if there is still no improvement the pupil will most likely face a behaviour panel with the chair of governors and the head teacher. The result of this is the final level of report called a pastoral support programme or PSP.

Behaviour Panels

Behavioural panels consist of a formal meeting with the pupil, parents/carer, Head of year/Head teacher and the Chair of Governors. Reasons for a formal Behavioural Panel meeting to be called are:

- Persistent levels of low or medium levels of misbehaviour. Despite all necessary actions being taken the pupil continues to demonstrate consistently poor behaviour.
- A severe incident by a pupil where the HOY deems a behavioural panel necessary.
- Where a pupil is at risk of a permanent exclusion.

Pastoral Support Programme (PSP)

- At the initial meeting should be the pupil, parents/carers, HOH, SENCO and any other agencies deemed necessary.
- A PSP should run for 12 weeks, although this time frame may be extended as required. Equally a major incident may trigger an earlier end to this programme.
- Targets are clearly stated on the daily report card and staff are informed. These targets will be agreed at the initial meeting before the pupil begins their PSP report..
- Parents carers are kept clearly informed and invited to all the meetings. A parental meeting with the PSP co-ordinator should take place a minimum of every 4 weeks to review the pupils progress.
- A weekly phone call home should be made by the PSP co-ordinator to update the home with the weeks events.
- A daily report is completed by all the timetabled teaching staff and monitored daily by the PSP co-ordinator and taken home each evening for parents to monitor and sign.
- Should a pupil fail the PSP over the 12 week period then a managed move to another school , alternative provision, fixed term exclusion or even permanent exclusion will follow as possible outcome from this long and supportive programme.
- A managed move comprises of a trial period at a similar Lewisham school, should the pupil be accepted on to role then they will have successfully moved schools permanently and thus avoided the risk of permanent exclusion.

Major incidents

Unlike the report process designed to support pupils focus and achieve in their learning the school may be forced to take more decisive action in response to isolated/repeat offences of a severe nature.

This may include internal exclusion in the restorative room, a managed move, a fixed term exclusion, permanent exclusion or directing a pupil to an alternative provision.

Please seek assistance of a member of the senior team.

Exclusions

When other sanctions have failed or when the breach of discipline is serious enough to put the learning opportunities and/or health and safety of other pupils at risk an exclusion is considered.

Internal exclusions

An internal exclusion is used for medium/high level incidents. Pupils will be removed from the normal school day and spend the entire day in the Trinity Centre as a result of their chosen actions. Internal exclusions normally last between 1-5 days.

Fixed Term exclusions

This is a period of exclusion from school of usually between 1-5 days. FTE can be used following a series of incidents where no improvement is shown or in the case where a single offence may warrant an immediate fixed term exclusion from school.

Following a fixed term exclusion a parental meeting must be held before the pupil returns to mainstream education. If there is a delay in this meeting taking place the pupil will be internally excluded in the Trinity centre until it is possible to meet.

When making a decision about the length of an exclusion, the following should be taken into account.

- Seriousness of the offence
- Whether this is a one-off event and if so, the degree of seriousness.
- Whether it is a long term pattern of poor behaviour.
- Evidence presented by staff.
- Disciplinary history of the pupil involved.
- The degree of the culpability of any pupil involved.

Permanent Exclusion

Permanent exclusion is likely to be used as a sanction in cases where other intervention strategies have been unsuccessful, and where there is a history of persistent poor behaviour over time.

Permanent exclusions will also be used for severe one-off incidents which threaten the health and safety of others in the community which include.

- Use of weapons or anything deemed to be a weapon
- Bringing the school into disrepute
- For bringing illegal substances or other dangerous articles into school
- For inappropriate sexual behaviour
- Permanent exclusion will also be used where there is a deliberate assault against a member of staff, or the threat of physical violence.

A decision on permanent exclusion would be taken by the Head teacher. In their absence a interim FTE would be applied, subject to review or further investigation by the Head teacher.