Behaviour for Learning Policy

Ratified by Governors 09/12/2021

Updated December 2021

Contents

1. Governing Body Statement of Behaviour Principles
2. Excellent Behaviour for Learning
3. Expectations:
    a. Pupils
    b. Staff
    c. Parents/carers
4. Rewards system
5. Sanctions and the consequences system
6. Confiscating inappropriate items
7. Mobile Phones – confiscation and removal of inappropriate images/videos
8. Searching and screening
9. Practical steps for managing and modifying poor behaviour
10. Behaviour for Learning support for pupils
    a. Behaviour Support Unit.
    b. Behaviour Support Plan.
    c. Multi-agency assessment
    d. Managed moves and alternative provision
11. Power to use reasonable force and the use of restraint.
12. Monitoring, evaluation and review of the Behaviour for Learning policy.
13. Links to other policies
14. Appendices
    a. Appendix A: In lessons consequences system
    b. Appendix B:. Behaviour Support Plan system.
    c. Appendix C: Attitude to learning collecting alongside each data capture (updated January 2020)
    d. Appendix D: Holy Trinity Pupil Values, June 2019
    e. Appendix E: The 5Rs.
    f. Appendix F: How the Holy Trinity Values complement the 5Rs programme.
    g. Appendix G: Behaviour for Learning Points
    h. Appendix H – Examples of Praise Cards and 'Good News' Letters
    i. Appendix I – List of prohibited items
    j. Appendix J– Key supporting bibliography

    Covid 19 amendment 2020

    - Appendix K: Face coverings
    - Appendix L: In lesson consequences system during Covid -19
    - Appendix M: Rewards during Covid-19

1. Government Body statement of behaviour principles

The aim of this Behaviour for Learning policy is to:

- ✓ create a culture of excellent Behaviour for Learning as a minimum expectation for all at Holy Trinity Catholic School.
- ✓ ensure that all pupils are treated fairly, shown respect and to promote good relationships.
- ✓ refuse to give pupils attention and importance for poor conduct
- ✓ help pupils take control over their behaviour and be responsible for the consequences of it.
- ✓ build a community which values kindness, care, good humour, good temper, obedience and empathy for others.
- ✓ ensure that all pupils *Learn to love* and *love to learn*.
- ✓ Support work of curriculum areas, RE and PSD in building character education, language for learning programme and SEND.

Our aims are underpinned by our legal duties under the Equality Act 2020, and any legislation in respect of safeguarding and in respect of pupils with special educational needs (SEN). For example, when punishing poor behaviour, all sanctions will be reasonable and will not breach this legislation.

2. Excellent Behaviour for Learning

It is vital that all pupils, staff and parents know what we expect Behaviour for Learning to look like.

A pupil demonstrating excellent Behaviours for Learning will:

- be a highly self-motivated pupil who takes full responsibility for all aspects of their learning.
- display an exceptional level of effort and commitment.
- complete tasks thoroughly, often with extra attention to detail and deadlines are always met.
- contribute to all parts of the lesson and will offer thoughtful and insightful understanding of the subject.
- be highly organised independent pupil.

Likely outcomes of these excellent Behaviours for Learning will allow pupils to make outstanding progress against target grades and therefore they are likely to achieve their academic potential. (See Appendix D for Attitude to Learning Descriptors).

3. Expectations;

a. Pupils

Only the highest standards of Behaviour for Learning are expected from our pupils. This applies to pupils on their way to and from school, on school trips and visits, and in some circumstances, at times outside of normal school hours (including trips and intervention sessions).

The Church teachers that The Holy Trinity is a community of equal but distinct persons – Father, Son and Holy Spirit, whose common nature is love. Our school seeks to reflect this by being a community where all are respected as equal and where differences are celebrated.

We are committed to the ideas expressed in the gospel of Jesus Christ and we foster a spirit of justice and reconciliation for all.

We seek to provide a safe and caring environment within which all pupils are helped to discover what is good and to develop the attitudes, skills and knowledge they need to become good citizens, who are true to themselves and to their own faith.

We have developed the Holy Trinity Pupils Values and pupils are encouraged to grow and develop a range of quality of character and learn how to be grateful, generous, attentive, discerning, compassionate, faith-filled, hopeful, eloquent, truthful, learned, wise, curious, active, intentional and prophetic. These quality of character complements our 5Rs programme as pupils are asked to be resilient, resourceful, ready to learn, responsible and reflective.

Pupils will be expected to:

- conduct themselves around the building in a safe, sensible, manner and show regard to others
- arrive on time to lessons
- bring equipment appropriate for the lesson
- follow instructions given by the teacher
- behave in a reasonable and polite manner to all staff and pupils
- show respect for the opinions and beliefs of others
- complete all class work in the manner required
- hand in homework at the time requested
- show respect for the working environment
- follow the school rules.

The behaviour expected on the school premises is also applicable to outside the school premises (such as on school or public transport, outside the local shops, in school trips) and virtually (e.g. using electronic devices). Behaviour by an individual or group, which is repeated over time, and that intentionally hurts another individual or group either physically or emotionally will be considered bullying. As such, this will always be considered a very serious breach of our school code of conduct and never tolerated; once reported to and dealt by staff, we expect any form of bullying including peer on peer abuse and sexual harassment to stop immediately. Further information can be found in our Anti-bullying Policy.

b. Staff

Consistency lies in the behaviour of adults and not simply in the application of procedure. A truly sustainable consistent approach does not come in a toolkit of strategies but in the determination of every member of staff to hold firm. It is hard fought and easily lost. The key is to develop a consistency that ripples through every interaction on behaviour. Where pupils feel treated as valued individuals they respect adults and accept their authority.

All Staff will be expected to:

- meet and greet at the door
- check pupil uniform and equipment
- create a swift and purposeful start to the lesson
- reinforce clear expectations of behaviour
- model positive behaviours and build relationships.
- plan lessons that engage, stretch, challenge and meet the needs of all pupils
- deal with incidents of inappropriate behaviour by following the school's procedures
- follow up every time, retain ownership and engage in reflective dialogue with pupils.
- never ignore or walk past pupils who are behaving badly.
- be aware of and follow the GDPR protocols related to record keeping.

- be aware of and follow safeguarding procedures outlined in the document Keeping Children Safe in Education (January 2021)

c. Parents/carers

At Holy Trinity Catholic School we recognise that parents and carers are the single biggest influence on their children and their achievements. Therefore, we are committed to building positive and responsive relationships with parents and carers, based on shared responsibility for our children, to ensure that they have the best possible experience at school. We all recognise that the success of the school and therefore our children's education is dependent on a strong partnership between all members of the school community: pupils, parents, staff and governors. This partnership must be based on a polite, positive and respectful relationship.

Parents and guardians are expected to:

- work in partnership with staff to ensure good behaviour
- inform staff of any concerns
- respond to concerns raised by members of staff
- ensure pupils come to school correctly equipped and prepared to work

4. Rewards system

We recognise and reward pupils who go 'over and above' our standards. Although there are tiered awards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward. The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including with those pupils are hardest to reach.

Behaviour for Learning Points (BfL points) are awarded to pupils who show excellent attitudes to learning, qualities of character in line with the 5Rs Programme (Resilience, Resourcefulness, Readiness, Responsibility and Reflectiveness).

BFLs are linked to a tiered reward system, this system is complemented with Praise Cards (including for Home Learning), 'Good News' Letters and Certificates that are presented in Reward Assemblies. (Appendix H). We also hold an annual celebration evenings in which pupils and their families are invited to receive special awards in front of dignitaries. Alongside Faculty Leaders and Heads of Years Awards, there are also presented with the St Cecilia Award (for outstanding resilience), the Mary Boyce Award (for SEN pupils), the Mary Boyce Award (the Zellah Bennet Award (unsung heroes in science), the Waseem Muflahi Award (endeavour and dedication within Sport). These practices reinforce the value of positive Behaviour for Learning.

5. Sanctions and the consequences system

It is important to state that there is a subjective element to sanctions. Knowledge of the pupil, of the family background, of the likely outcome of a particular course of action are crucial.

Sanction decisions are based on judgement and experience and it is impossible to prescribe hard and fast rules as to what is an appropriate punishment for a particular offence. What is important is that staff are consistent and pupils know that inappropriate behaviour will be dealt with and not ignored.

Staff will always deliver consequences calmly and with care.

All members of staff have statutory authority to discipline pupils whose behaviour is considered unacceptable. Teachers can discipline pupils at any time the pupil is in school, including school visits.

Heads of Year, Behaviour for Learning Leaders and Senior Leaders can impose detentions outside school hours and they can also confiscate pupils' property. These will always be made clear to pupils and parents and only be set if they do not compromise a pupil's safety.

All punishments will be reasonable and proportionate, taking into account of the pupil's age, any special educational needs or disability and any religious requirements.

[Appendix A outlines the consequences system for use in lessons and Appendix I outlines how it is recorded by the Behaviour for Learning Points system).

6. Confiscation of inappropriate items

All members of staff have powers to confiscate, retain and dispose of a pupil's property as a punishment as long as it is reasonable in the circumstances.

All members of staff can confiscate and dispose of any prohibited food and drinks. Pupils will be asked by the member of staff to place these items in the bin and form tutors will be informed so that parents can be contacted.

- Prohibited food: sugar filled candy sticks and all sugary confectionary such as lollies/blue sweets.
- Prohibited drinks: No cans or bottles of fizzy drinks apart from the ones sold in the canteen/vending machine.

For any other type of item (see Appendix I for further details) can only be confiscated by Pastoral Support Assistants, a Head of Year, a Behaviour Leader or a Senior Leader, unless there is a situation in which failing to act and confiscate would result in the injury of a pupil, parent or member of staff.

7. Mobile Phones

Students are allowed to use their mobile phones on School site, however there are restrictions to their use:

- Phones are to be switched off before students enter classrooms
- Students are not permitted to use their phone to view inappropriate material i.e. pornography, graphic violence.
- Students are permitted to use phones during break and lunch times only
- Videos are not permitted to be made on School site or any photos taken of other students or staff members.

If a student is found to be using their mobile phone during lesson time, the student's phone will be confiscated by the member of staff (part of consequence system) and the phone handed into reception for the student to pick up at the end of the School day.

If there are videos/images found that are inappropriate, then phones are confiscated and incident(s) reported to DSL for further action to be taken in line with our Safeguarding Policy.

8. Searching and screening

Pupils have the right to a reasonable level of personal privacy, and staff should be aware that a pupils' expectation of privacy increases as they get older. School staff can search a pupil for any item if the pupil agrees. All searches of any possessions must be carried out in the presence of the pupil. There is no legal requirement to inform parents before a search takes place or to seek their consent to search their child.

The Headteacher has authorised Pastoral Support Assistants, Heads of Year, Behaviour Leads and Senior Leaders to have the statutory power to search pupils or their possessions, without consent, where they have a reasonable grounds for suspecting that the pupil may have a prohibited item (Appendix I). Searches can take place on the school premises, school trips and training settings.

The screening can involve a walk-through or hand-held metal detector. If a pupil refused to be screened, the Headteacher may refuse to have the pupil on the premises.

All searches will be carried out by a member of staff of the same sex as the pupil, and with a second member of staff as a witness (if possible of the same sex). The only exception to these two rules is if the member of staff authorised to carry out a search believes that there is a serious risk that serious harm will be caused to a person if the search is not carried out immediately.

As a result of a search, authorised staff can seize any item they consider harmful or detrimental to school discipline. Trained staff will decide on what to do next with the item seized, according to most up to date governmental guidance.

9. Practical steps for managing and modifying poor behaviour

Engagement with learning is always the primary aim. Although there are occasions when it is necessary, every minute a pupil is out of your lesson is one where they are not learning. Steps should always be gone through with care and consideration, taking individual needs into account where necessary. Praise the behaviour you want to see. Do not pander to attention seekers. All pupils must be given 'take up time' in between steps.

When teaching:

- Ensure that all resources are prepared in advance.
- Praise the behaviour you want to see more of.
- Praise children doing the right thing more than criticising those who are doing the wrong thing (parallel praise).
- Differentiate.
- Stay calm.
- Have clear routines for transitions and for stopping the class.
- Teach children the class routines.

For the vast majority of pupils a gentle reminder in the right direction is all that is needed. Practical steps that could be used to do this include:

- A reminder of the expectations for pupils delivered privately to the pupil. The teacher makes them aware of their behaviour. The pupil has a choice to do the right thing.
- A clear verbal warning delivered privately to the pupil making them aware of their behaviour and clearly outlining the consequences if they continue. The pupil has a choice to do the right thing. Pupils will be reminded of their good previous good conduct to prove that they can make good choices.
- The time-out: The pupil is asked to speak to the teacher away from others, boundaries are reset and the pupil is asked to reflect on their next step. They are reminded of their previous conduct/attitude/learning.

10. Behaviour for Learning support for pupils

The following structures exist within the school to support pupils whose behaviour is causing concern. Referral to these areas of support is via the Head of Year and in all cases parental involvement is essential.

This is not an exhaustive list of the support available for pupils. At Holy Trinity Catholic School we recognise that each pupil is a unique individual with varying backgrounds, circumstances and needs and as such, our response and support for Behaviour for Learning for each pupil is as unique and varied as they are.

a. Behaviour Support Unit

The Behaviour Support Unit is used in a two-pronged approach to support Behaviour for Learning. In addition to its use to house pupils who are sanctioned with C4 and C5 consequences, the Behaviour Support Unit is also used to proactively support pupils who demonstrate behaviour that is not deemed consistently to the standard required at Holy Trinity Catholic School.

Small group and individual support work is conducted to address barriers to Behaviour for Learning and provide pupils with positive learning behaviours so that they can learn to love and love to learn.

b. Behaviour Support Plan

A hierarchical system of behaviour support plans are used to support pupils to demonstrate excellent Behaviour for Learning in lessons and around school. These plans identify barriers to excellence and monitor the steps the pupil is taking to make improvements to their Behaviour for Learning. The hierarchical nature ensures that pupils can receive varying degrees of support and intervention based on their need.

[Staff must use the Behaviour Support Plan system as outlined in Appendix B]

c. Multi-agency assessment

Continuing disruptive behaviour might be the result of unmet educational or other needs. School staff will follow the school's safeguarding policy if they suspect that a child is suffering or is likely to suffer significant harm.

Multi-agency assessments can be lead in school or supported by outside school agencies. Collaboration between Pastoral Team, SENCO and Designated Safeguarding Leads will identify the appropriate level of support required.

d. Managed moves and alternative provision

In the event that a pupil's behaviour does not improve to the standards required by the Governing Body Statement of Behaviour Principles, despite all interventions put in place to support the pupil, and as a last resort and when all other options have been exhausted, alternative provision or a managed move to another educational institution could be arranged.

Any managed moves are completed in line with the Central Network Sharing Panel and Managed Move Protocols from December 2020, which ensures schools in the Central Network are compliant with statutory requirements of the Schools Admissions Code and Birmingham Local Authority's Fair Access Protocol of December 2017.

Holy Trinity Catholic School will work in collaboration with other schools to ensure appropriate preventative interventions ahead of any Managed Move to minimise the pupil's time out of school, to secure an appropriate school placement and to minimise the number of pupils permanent excluded.

All decisions about fixed term exclusions and permanent exclusions are decided by the Headteacher, in conjunction with Deputy Headteacher and Behaviour Leads.

11. Power to use reasonable force and the use of restraint.

Members of staff have the power to use reasonable force to issue restraint as a last resort and with the intention to prevent pupils from committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline in the classroom.

A list of trained staff which the Governing Body has granted authority to use restrain can be found in our Restraint Policy / Holding- Use of Reasonable Force in Schools (Sept 2018). The use of restrain is always as a last resort and always in line what it is stipulated in this policy.

12. Monitoring, evaluation and review of the Behaviour for Learning policy.

This will be carried out as part of Holy Trinity Catholic School's Self-Evaluation Framework. The school's Governing Body will review this policy annually, or sooner, if deemed necessary.

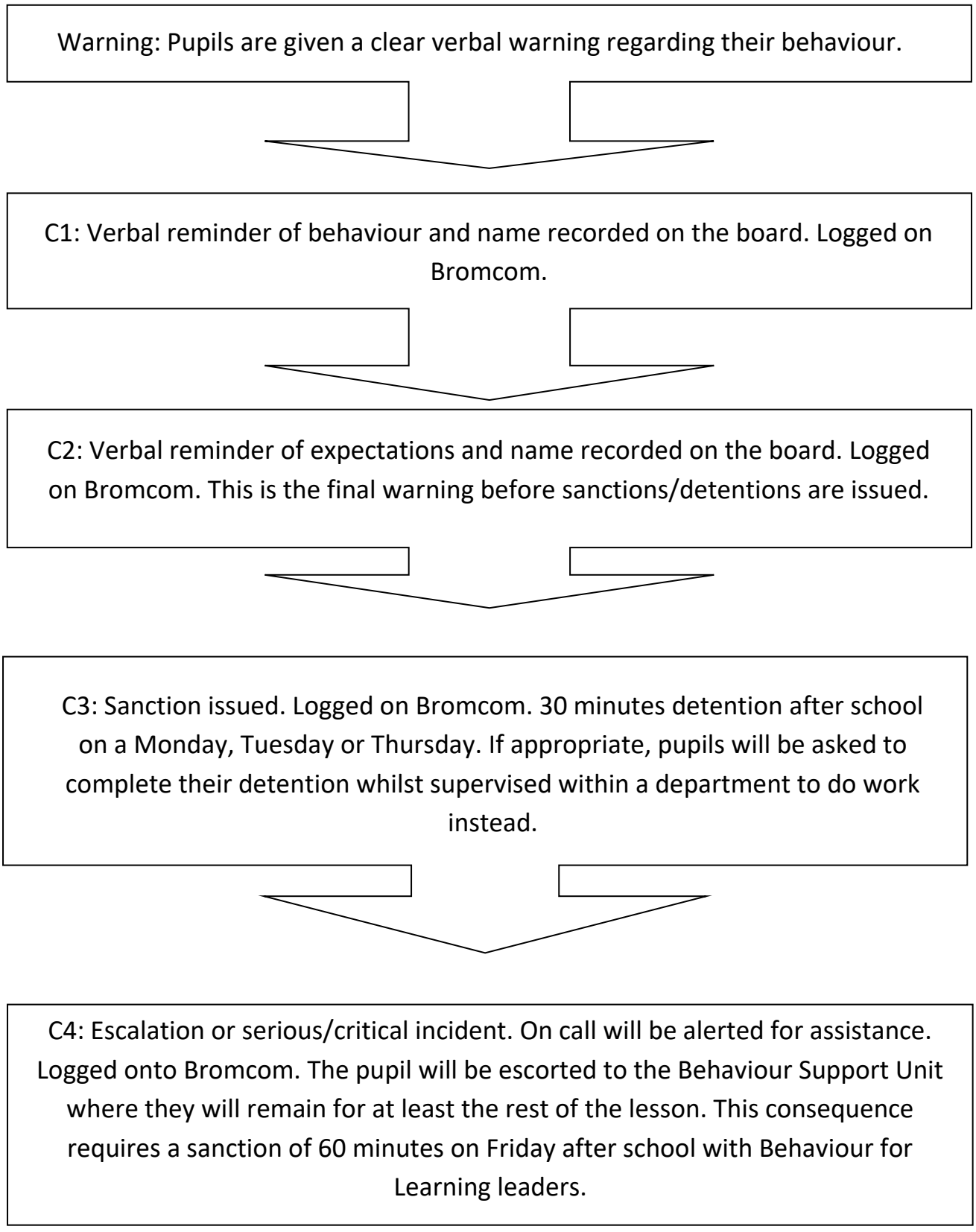
13. Links to other policies

This policy is linked to our:

- Attendance policy
- Birmingham Local Authority's Fair Access Protocols of 2017
- Central Sharing Panel & Managed Move Protocols 2020/2021
- Curriculum and PSD Policies
- Data protection policy and privacy notices
- Disciplinary policy
- Equality Policy
- Health and Safety Policy
- Healthy Eating Policies
- Home-school agreement
- Keeping Children Safe in Education (2020) updated January 2021
- Online safety policy
- Restraint Policy / Holding- Use of Reasonable Force in Schools (Sept 2018).
- Safeguarding and Child protection policy and Covid-19 amendment
- Safeguarding and Child Protection Policy
- SEND policy

Appendices:

Appendix A: In lesson consequences system.



Appendix B: Behaviour Support Plan system.

Behaviour Support Plans can be used in conjunction with Support Offered in the Behaviour Support Unit.

- Class teacher:
    - Identified by class teacher or directed by Head of Year/Head of Faculty (issue in only one subject)
    - Discussion with Head of Year prior to report to ensure issue only in one subject.
    - Class teacher logs on Bromcom and phones home to inform parents.
- Head of Faculty:
    - Progression from Class teacher or due to serious enough incident (issue in only one subject)
    - Discussion with HOY prior to report to ensure issue only in one subject.
    - HOF logs on Bromcom and HOF phones home to inform parents.
- Form tutor:
    - Identified by Form Tutor or directed by Head of Year (issues in more than one subject)
    - Form tutor logs on Bromcom and phones home to inform parents.
- Pastoral Support Assistant
    - Identified by Pastoral Support Assistant and in consultation with Head of Year.
    - Pastoral Support Assistant logs Bromcom and phones home to inform parents.
- Head of Year:
    - Progression from Form tutor, HOF or due to serious enough incident.
    - Head of Year logs on Bromcom and phones home to inform parents and invites them for a meeting.
- Behaviour for Learning Lead or Senior Leader in link to a particular year group:
    - Progression from Head of Year report or serious enough incident.
    - Behaviour Leader logs on Bromcom and phones home informing parents and invites them for a meeting.
    - Progression from Behaviour Leader report or serious enough incident.
    - Discussion between Behaviour for Learning Lead and Senior Leader to agree who is in the best position to support the pupils' behaviour.
    - Senior Leader logs on Bromcom and phones home informing parents and invites them for a meeting.
- Headteacher / governing body contract
    - This can be put in place as a result of behaviour not improving despite all support previously put in place.
    - A meeting with Headteacher would be arranged to discuss details of the contract.
- Alternative Provision and Managed Moves
    - When all other interventions have been exhausted and have been unsuccessful
    - Organised by External Educational Provision Coordinator

Form tutor behaviour support plan

Name

Key focus:

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Parent signature
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						

You will be scored out of 5 for each lesson:

1 = Excellent

2 = Good

3= Room for improvement

4 = Cause for concern

5 = Serious cause for concern

To score a 1, you need to be….

- A highly self-motivated student who takes full responsibility for all aspects of their learning.
- Someone who displays an exceptional level of effort and commitment.
- Someone who completes tasks thoroughly, often with extra attention to detail and deadlines are always met.
- Someone who contributes to all parts of the lesson and will offer thoughtful and insightful understanding of the subject.
- A highly organised independent learner.

Teacher comments:

Parent comment:

Signed by parent:

Returned to form tutor and next steps:

Appendix C: Attitude to learning collecting alongside each data capture (updated January 2020)

Grades	Criteria for behaviour	Criteria for effort	Criteria for organisation, revision and homework	Likely Outcomes
1 Excellent	• Behaviour is outstanding, likely to receive praise letters and positive behaviour for learning points and rarely receives negative consequences.	• A highly self-motivated pupil who takes full responsibility for all aspects of their learning. • Displays an exceptional level of effort and commitment. • Contributes to all parts of the lesson and will offer thoughtful and insightful understanding of the subject.	• A highly organised independent learner who will consistently revise and complete homework to very high standards • Tasks are thoroughly completed, often with extra attention to detail and deadlines are always met.	Making outstanding progress against target grades and is likely to achieve their academic potential.
2 Good	• Behaviour is good, sometimes receives praise letters and positive behaviour for learning points with the occasional negative consequence.	• A motivated pupil who takes a keen interest in their learning and is determined to achieve their best. • Displays a high level of commitment. • Contributes well to class discussions and seeks guidance to develop their learning.	• Personal organisation is of a high standard, frequently revising at home and completing homework to a good standard. • Tasks are fully completed and handed in on time.	Making good progress against target grades and with encouragement and determination is likely to achieve their academic potential.
3 Room for Improve-ment	• Has the potential to achieve but is inconsistent in taking responsibility. • Behaviour requires improvement, the pupil is likely to receive weekly negative consequences and least one aspect of the pupils' behaviour has been monitored via a behaviour for learning plan at classroom or form tutor level since the previous data capture.	• Sometimes lacks motivation to learn. • With encouragement they contribute either in a group or on a one-to-one basis	• Personal organisation is inconsistent and needs to improve, revision and homework not always completed or done at a poor standard. • Tasks are completed on time and to an acceptable standard.	Making some progress towards targets but is at risk of underachieving. More effort and encouragement is needed to maintain good standards.
4 Cause for Concern	• Behaviour is causing concern as the pupil frequently receives negative consequences, occasionally being removed from the lesson and has been subject to a behaviour for learning plan at Head of Faculty or Head of Year level to monitor behaviour in a particular subject since the previous data capture which involved a parental meeting.	• An underachieving pupil who demonstrates little motivation to learn. • Does not contribute in lessons.	• Shows little commitment to class work and homework. • Tasks are inadequately completed and deadlines are occasionally missed. • Personal organisation and punctuality is erratic, being late to lessons at least once a week.	Little progress is made towards target grades. Currently underachieving and subject to regular sanctions. Expect to be closely monitored.
5 Serious Cause for Concern	• Disruptive and unprepared to learn, displaying a negative behaviour which impacts on learning. • Will reject help and guidance that would enable them to further their learning. • Behaviour can be very disruptive, and the pupil has been likely removed from a lesson from a period of time, for example work in Don Bosco House, or is involved in a Pupil Support Plan or in a Behaviour Support Plan at Senior Leader level since the previous data capture,	• Effort is unacceptable.	• Displays a negative attitude towards learning with poor organisation skills, not completing any revision or homework. • Learning is severely affected by persistent absence or frequent lateness to lessons.	Little or no progress is made towards target grade due to poor attitude and behaviour which adversely affects their learning. Likely to face regular school sanctions. Expect to be closely monitored.

Appendix D: Holy Trinity Pupil Values, June 2019

Pupils in Holy Trinity are growing to be . . .

Grateful for their own gifts, for the gift of other people, and for the blessings of each day; and **Generous** with their gifts, becoming men and women for others.

Attentive to their experience and to their vocation; and **Discerning** about the choices they make and the effects of those choices.

Compassionate towards others, near and far, especially the less fortunate; and **Loving** by their just actions and forgiving words.

Faith-filled in their beliefs and **Hopeful** for the future.

Eloquent and **Truthful** in what they say of themselves, the relations between people, and the world.

Learned, finding God in all things; and **Wise** in the ways they use their learning for the common good.

Curious about everything; and **Active** in their engagement with the world, changing what they can for the better.

Intentional in the way they live and use the resources of the earth, guided by conscience; and **Prophetic** in the example they set to others.

Adopting Jesuit Values at Holy Trinity:

Compassionate and Loving – Creative Arts and MFL

Curious and Active – Technology and Science

Grateful and Generous – PE

Faith filled and Hopeful – RE

Eloquent and Truthful – English

Attentive and Discerning – Social Communications

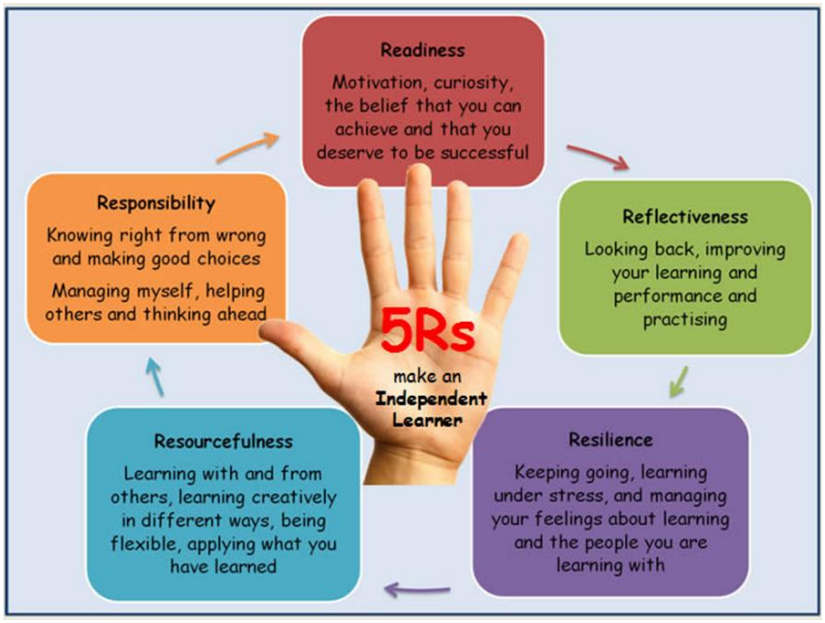
Learned and Wise – Maths

Intentional and Prophetic – Humanities

Appendix E: The 5Rs.

Holy Trinity Catholic Schools 5 R's To be an effective lifelong learner I must be…	
Resilient	• I understand myself as a learner and manage my feelings about learning • I am motivated • I am persistent and stick at it • I am positive and have a 'can do' attitude • I complete my work to a high standard • I attempt stretching and challenging tasks in lessons. • I have exceeded by expected progress in this task/assessment/DC. • I contribute to activities within the class. • I opt into learning going on in my lesson.
Resourceful	• I manage my own learning • I develop and organise ideas • I work with and learn from my peers • I am creative • I find information from different sources including ICT • I learn and develop skills • I apply my learning in different subjects • I take ownership of my own learning. • The presentation of my work is excellent. • I answer questions in lessons to improve my learning and the learning of others. • I work independently both inside and outside of the classroom. • I make notes/revise/further my own knowledge without prompts
Ready	• I am confident and willing to take risks • I am curious about my learning • I am motivated about my learning • I can transfer my skills across the curriculum • I am prepared for learning from the very start of the lesson. • I actively take part in lessons. • I contribute in a positive way to the learning environment. • I demonstrate positive behaviour for learning throughout the lesson.
Responsible	• I am independent • I self- check (correct uniform, equipment, homework and planner) • I have empathy for other learners • I understand how I and others learn best • I collaborate with others • I know how to manage my time best (3b4me) • I demonstrate safe behaviour. • I care for my school environment. • I am polite and well-mannered when interacting with my peers and staff. • I help staff with the up-keep of the classroom (displays/tidy away/take care of equipment) • I am positive towards all people.
Reflective	• I can review and learn from my mistakes • I ask questions and observe • I make links to learning • I can self and peer assess • I complete DIRT work to a high standard. • I take on board feedback and respond in a positive way. • I offer constructive criticism to others.

Appendix F: How the Holy Trinity Values complement the 5Rs programme.



Jesuit Pupil Profile

Pupils in a Jesuit school are growing to be . . .

Grateful for their own gifts, for the gift of other people, and for the blessings of each day; and generous with their gifts, becoming men and women for others.

Attentive to their experience and to their vocation; and discerning about the choices they make and the effects of those choices.

Compassionate towards others, near and far, especially the less fortunate; and loving by their just actions and forgiving words.

Faith-filled in their beliefs and hopeful for the future.

Eloquent and truthful in what they say of themselves, the relations between people, and the world.

Appendix G – Behaviour for Learning Points

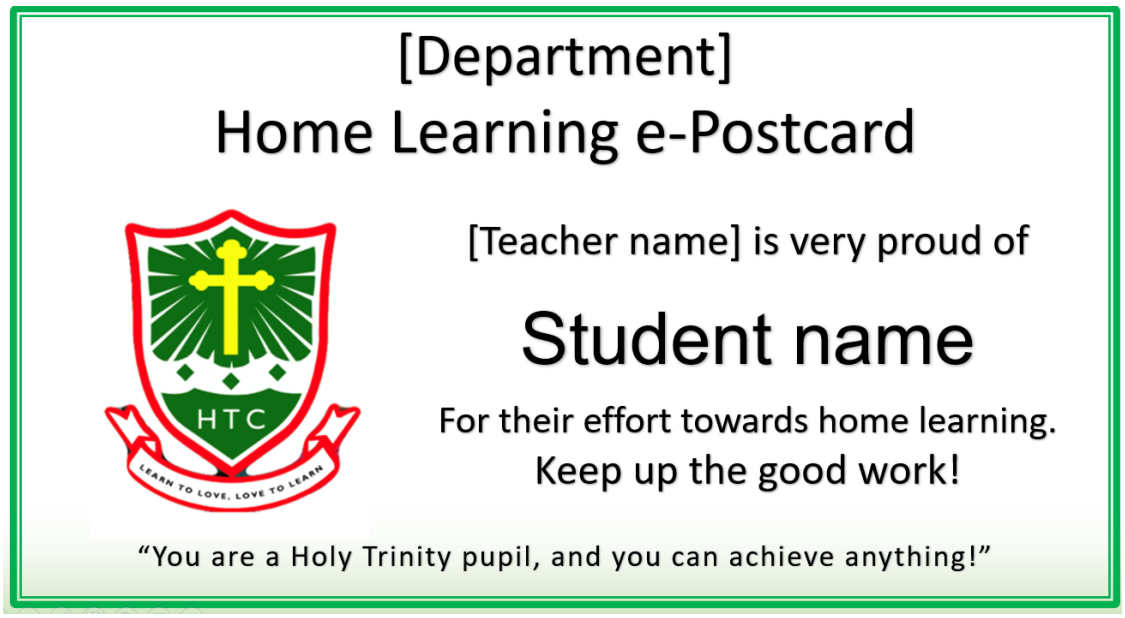
Rewards	R1 (1 BFL)	R2 (2 BFLs)	R3 (3 BFLs)	R4 (4 BFLs)	R5 (5 BFLs)	R6 (6 BFLs)
Being Ready to Learn	✓	✓	✓	✓	✓	
Being Reflective	✓	✓	✓	✓	✓	
Being Resilient	✓	✓	✓	✓	✓	
Being Resourceful	✓	✓	✓	✓	✓	
Being Responsible	✓	✓	✓	✓	✓	
Progress	✓ Expected	✓ Above expected				
Attendance	✓	✓			✓	
Good citizen	✓		✓	✓		
Homework	✓ Good	✓ Excellent				
Catholic Ethos			✓			
Pupil of the week				✓		
Pupil of the month					✓	
Pupil of the term						✓

Consequences	C0	C1 (-1 BFL)	C2 (-2 BFLs)	C3 (-3 BFLs)	C4 (-4 BFLs)	C5 (-5 BFLs)	C6 (-6 BFLs)
Warning	✓						
Lack of readiness		✓	✓	✓	✓	✓	
Lack of reflectiveness		✓	✓	✓	✓	✓	
Lack of resilience		✓	✓	✓	✓	✓	
Lack of resourcefulness		✓	✓	✓	✓	✓	
Lack of responsibility		✓	✓	✓	✓	✓	
Late for school		✓					
Late to lesson		✓					
Defiance			✓	✓	✓		
Missed Faculty or HOY detention				✓			
Truanting					✓	✓	

More serious incidents are dealt in an individual basis and can lead to an internal or fixed term exclusion.

C5 – internal exclusion	Bullying, Drug related issues, homophobic comment, racism, smoking, fighting, theft, aggression towards staff or peer
C6 – fixed term exclusion	Serious bullying, cyberbullying, drug related issues, homophobia, extremism, inappropriate sexual behaviour, threat safety of others, verbal abuse of staff.

Appendix H – Examples of Praise Cards and ‘Good News’ Letters



'I am a Holy Trinity pupil and I can achieve anything.'

Good News Letter

Date: _____

Dear Parents/Carers of

_____ Form _____

I am writing to let you know that in _____ your child:

Has produced excellent work		Has produced excellent homework	
Has achieved a top mark		Has achieved above expected progress	
Has improved their effort in lessons.		Has raised significant funds for charity	

Their work or behaviour has been of a commendable high standard and worthy of praise.

We are very pleased to let you know how your child has done.

Yours faithfully

Teacher Responsible

Mr C Crehan - Headteacher

Appendix I – List of prohibited items

What the law allows:

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

1. The general power to discipline
2. Power to search without consent for "prohibited items" including:
    - Knives and weapons
    - Alcohol
    - Illegal drugs or paraphernalia
    - Stolen items
    - Vapes/Tobacco and cigarette papers
    - Fireworks
    - Pornographic images
    - Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and
    - Any item banned by the school rules which has been identified in the rules as an item which may be searched for.
    - Any items whereby religious, political or gang affiliated views prejudices or could harm the emotional wellbeing of other.

The legislation sets out what must be done with prohibited items found as a result of a search.

Weapons and knives and extreme or child pornography must always be handed over to the police, otherwise it is for the teacher to decide if and when to return a confiscated item.

The Education Act 2011 amended the power in the Education Act 1996: when an electronic device, such as a mobile phone, has been seized by a member of staff who has been formally authorised by the Head teacher, that staff member can examine data or files, and delete these, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone.

APPENDIX J - Key supporting bibliography

OFSTED

HMCI commentary: managing behaviour research - Published 12 September 2019
https://www.gov.uk/government/speeches/research-commentary-managing-behaviour

Ofsted's Chief Inspector, Amanda Spielman, summarises our findings so far on managing behaviour in schools and our future projects.

This commentary refers to the following research and reports:

- 2014 – report on low level disruption called 'Below the radar' https://www.gov.uk/government/publications/below-the-radar-low-level-disruption-in-the-countrys-classrooms
- The NASUWT big question survey - https://www.nasuwt.org.uk/article-listing/big-question-survey-report-2017.html
- the OECD TALIS study - http://www.oecd.org/education/talis/
- and their own study on teacher well-being at work - https://www.gov.uk/government/publications/teacher-well-being-at-work-in-schools-and-further-education-providers

This commentary uses the following references:

1. Hatton, Lucy Ann, 'Disciplinary exclusion: the influence of school ethos', Emotional and Behavioural Difficulties, 18:2, 2013, pages 155–178
2. De Nobile J, El Baba M, and London T, 'School leadership practices that promote effective whole-school behaviour management', School Leadership and Management, 36:4, 2016, pages 419–434
3. Mackay, J, 'Developing school-wide practice', Teacher Learning Network, 16:2, 2009, pages 38–39
4. Bennett, T, 'Creating a culture: how schools can optimise behaviour', Department for Education, 2017, Ref: DFE-00059-2017 https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/602487/Tom_Bennett_Independent_Review_of_Behaviour_in_Schools.pdf
5. Trotman D, Tucker S and Martyn M, 'Understanding problematic pupil behaviour: perceptions of pupils and behaviour coordinators on secondary school exclusion in an English city', Educational Research, 57:3, 2015, pages 237–253

Education Inspection Framework:

Exclusions

Key guidance is from September 2017 (https://www.gov.uk/government/publications/school-exclusion)

On 29th May 2020, the government published guidance on the temporary changes they have made to the school exclusion process due to the coronavirus outbreak. The arrangements come into force on 1 June 2020 and will apply to all exclusions occurring from then until 24 September 2020 (inclusive of those dates).

There are three extra regulations affecting exclusions:

- School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012
- The Education (Provision of Full-Time Education for Excluded Pupils) (England) (Amendment) Regulations 2014
- The School Discipline (England) (Coronavirus) (Pupil Exclusions and Reviews) (Amendment) Regulations 2020

On 16th July 2013, the Government published a guidance on behaviour and discipline in schools.

1. 2 September 2020

   Added links to further guidance and resources.
2. 9 July 2020

   Added 'Checklist for school leaders to support full opening: behaviour and attendance'.
3. 4 January 2016

   Amended document to reflect that, from January 2016, schools will no longer have an obligation to use home-school agreements.
4. 24 September 2015

   Extended review date: we have reviewed and republished this guidance and confirmed it is up to date.
5. 12 September 2014

   Updated to remove references to running from the list of sanctions at school.
6. 3 February 2014

   Updated with new advice on sanctions for poor behaviour.
7. 16 July 2013

   First published.

It has been updated on 2nd September 2020, with information on how school staff can develop a behaviour policy. Includes checklists and resources to support full school opening during the coronavirus (COVID-19) outbreak.

https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools

Getting the simple things right:
Charlie Taylor's behaviour checklists

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/571640/Getting_the_simple_things_right_Charlie_Taylor_s_behaviour_checklists.pdf

Preventing bullying

Guidance for schools on preventing and responding to bullying.

https://www.gov.uk/government/publications/preventing-and-tackling-bullying

Use of reasonable force in schools

Guidance about the use of physical restraint in schools for governing bodies, headteachers and school staff.

Published 17 July 2013

https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools

Searching, screening and confiscation

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf

January 2018

Improving pupil engagement and minimising disruptive behaviour, from the Education Endowment Foundation.

https://educationendowmentfoundation.org.uk/school-themes/pupil-engagement-behaviour/

Research and analysis

Low-level disruption in classrooms: below the radar

Ofsted survey report looking into the nature and extent of low-level disruptive behaviour in primary and secondary schools in England.

Published 25 September 2014

https://www.gov.uk/government/publications/below-the-radar-low-level-disruption-in-the-countrys-classrooms

Case studies of behaviour management practices in schools rated Outstanding

Research report March 2017 Amy Skipp and Dr. Vicky Hopwood – ASK Research

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/602506/Behaviour_Management_Case_Studies_Report.pdf

Guidance

Equality Act 2010: advice for schools

Guidance to help schools understand how the Equality Act affects them and how to fulfil their duties under the act. Published 6 February 2013; Last updated 28 June 2018

'Outstanding' gradings from secondary schools. The lasty 2 are on the old inspection framework but hopefully still give a picture.

Bedford Free School- Jan 2020 https://files.ofsted.gov.uk/v1/file/50149799

Castleford Academy- Oct 2019 https://files.ofsted.gov.uk/v1/file/50124468

Kings Norton Girls school- July 2019 https://files.ofsted.gov.uk/v1/file/50095902

St Richard Reynolds Catholic High School- March 2019

https://files.ofsted.gov.uk/v1/file/50083782