



HOLY TRINITY

CATHOLIC SCHOOL

OAKLEY ROAD | SMALL HEATH | BIRMINGHAM | B10 0AX

BEHAVIOUR POLICY

Aims

To ensure all major stakeholders are clear of the school's Discipline Policy and the expectations of staff and students and that the Policy is implemented consistently and effectively across the school. The code of conduct for students is as follows:

In essence, expectations are that:

- Only the highest standards of discipline are expected from our students
- It is essential that all staff are consistent in dealing with unacceptable behaviour. Misbehaviour must not be ignored
- The behaviour of a student must not be allowed to adversely affect the education of other students
- The school, and its environs, should be a safe and enjoyable environment for staff, students, parents, governors and visitors.

This policy applies to students on their way to and from school, on school trips and visits and, in some circumstances, at other times outside of normal school hours.

STUDENTS

Responsibilities of Students

1. Holy Trinity Catholic School expects students to learn (knowledge and skills) and to acquire personal qualities appropriate to adult life.
2. Students should learn to understand the benefit of:
 - Hard work, concentration and good behaviour in lessons, regular homework and effective target setting.
 - Regular and punctual attendance at school as a necessary precondition for learning and preparation for the world of work.
 - The adoption of practices associated with "getting on with others" – toleration of another point of view, warmth towards and acceptance of others, awareness of the importance of equality of opportunity, ability to work in a team.
 - The importance of the school as a community. Since Holy Trinity is itself a community, students must demonstrate a willingness to accept rules designed for the common good of all – respect for and care of others' property, no bullying or fighting.
3. Students are expected to abide by the School's Discipline Policy.
4. Students are expected to follow the Home School Agreement.

Rights of Students

1. To be treated with respect, which includes:
 - Being shown good manners
 - Being listened to
 - The right to express opinions
 - To have consideration shown for their property and belongings
2. To expect staff to be punctual to lessons and activities.

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3. To receive support from staff, students and parents.
4. To work in an environment that is conducive to learning.
5. To be treated in a fair and considerate manner.
6. To learn without disruption from others.
7. To be rewarded as appropriate, in line with the school's Rewards Policy.

STAFF

Responsibilities of Staff

1. Teachers are adults, professionally trained to teach children. As such they are charged by society at large with the important responsibility of caring for the young and educating them for life in a democratic society. There must, therefore, be a proper respect for the authority of the teacher. Holy Trinity must be an orderly community and there must be appropriate sanctions against those who upset that good order.
2. High standards are expected in behaviour/work. Students must know that low standards are not acceptable.
3. A consistent approach to dealing with behaviour from all staff is essential in ensuring students are clear about our expectations. Staff must use the Consequences System for addressing student discipline (see Appendix A).
4. As well as developing our students academically and vocationally, Holy Trinity staff recognise the importance of developing our students personally and socially. This means that staff should:
 - Have a good knowledge of adolescence and its problems
 - Be aware of the individual circumstances of our students – family background, health, level of ability etc
 - Have a sound knowledge of the local area e.g. the employment prospects
 - Be willing to listen to the student's point of view and be seen to be firm but fair in reaching decisions
 - Use sanctions and praise where appropriate (use the School Consequence system)
 - Consult with, or inform parents at the earliest opportunity
 - Consult with, or inform, colleagues when appropriate. If necessary seek the specialist advice of Support Services such as the ESW, Educational Psychologist or Social Services
 - Be punctual
 - Support students, staff and parents as appropriate
 - Respect the school environment
 - Behave professionally in a caring and considerate manner
 - Undertake training as the need arises, and resources allow
 - Be flexible in response to circumstances and to bear in mind both the good of the individual and the school community as a whole
 - Enforce the Home School Agreement
 - Support and manage effective target setting
5. Disruptive student behaviour can be reduced and some eliminated completely if both the behaviour and the circumstances associated with the behaviour are identified accurately and effective management planned. This relates to the SEN Code of Practice and its implementation, and is the responsibility of all staff. It includes the following:
 - Initiate an analysis of individual student behaviour
 - Identify circumstances which are associated with disruptive behaviour
 - Contribute to the formulation of an Individual Education Plan (IEP)
 - Establish a baseline of information prior to the introduction of an IEP
 - Provide accurate information for external agencies
 - Form a starting point for offering guidance/counselling

Rights of Staff

1. To be treated with respect which includes:
 - Being shown good manners
 - Being listened to (in confidence if appropriate)
 - The right to express opinions
 - Consideration of the views of others
 - Consideration for the property and belongings of others
2. To be kept informed as necessary.
3. That people will be punctual to lessons and activities organised by them.
4. To work in a clean, comfortable and equipped environment.
5. To be treated professionally in a considerate and fair manner.
6. To be given training as the need arises and resources allow.

Monitoring, Evaluation and Review of the Discipline Policy.

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

See also Appendix A (below)

APPENDIX A to the Discipline Policy

Teachers should take action against:

1. Lateness, truancy.
2. Classroom disruption.
3. Failure to do work, "second best" work.
4. Offences against others (students and staff) – verbal or physical abuse.
5. Offences against property - graffiti, litter, vandalism, theft, etc.
6. Persistent offence against school requirements, e.g. code of dress, jewellery, chewing, smoking, lack of equipment, behaviour on school buses.
7. There are a few offences for which there is an agreed standard response, in order to demonstrate the school's disapproval and ensure uniformity of action.

These include:

- Smoking and bullying should be referred to the Head of House of the student(s) concerned
- Physical or verbal abuse of other students should be referred to the appropriate SLT link or Behaviour Manager
- Physical or verbal abuse of staff should be referred immediately to the appropriate SLT link

Sanctions that should be used

1. All staff must use the Consequence system as directed by the Discipline Policy (see below).
2. Students should not stand outside rooms or work outside of rooms other than as an immediate response to a serious breach of classroom discipline i.e. where it is clear that he/she must be removed from the peer group instantly.
3. The deterrent aspect of sanctions is an important factor. Since Holy Trinity is a community, one must take account of the effect on others e.g. bullying must be firmly dealt with, in accordance with the School's Bullying Policy.
4. Use the student planner to communicate issues with parents where it is appropriate.
5. Students must not be struck or assaulted in any way, including pushing. Corporal punishment is illegal in schools. Any action of this kind is misconduct.

6. The reasonable application of minimum force may be used to restrain a student by any members of staff. Circumstances in which this is acceptable are for the purposes of preventing a student from doing (or continuing to do) any of the following
 - Committing any offence
 - Causing personal injury to any person, or damage to the property of any student
 - Engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school or among any of its students, whether that behaviour occurs during a teaching session or elsewhere (e.g. school trip). The law requires that force should not be considered as a first resort but that practical methods to de-escalate a situation should be considered first. Hence, restraint should be the exception rather than the rule and must not be used as a punishment. Any SEN student who may require complex or repeated physical management should have a written handling policy included within their Individual Education Plan (IEP). Any incident requiring the use of physical restraint must be clearly recorded and reported immediately to the Headteacher
1. Communication and record keeping are highly important. A record of problems must be put on the student's file by the Head of Year. Documentation may be absolutely crucial at future stages, especially if Permanent Exclusion is necessary. It is vital that parents are informed of serious or persistent problems, as outlined in the Discipline Policy.
2. It is important to state that there is a subjective element to sanctions – knowledge of the student, of the family background, of the likely outcome of a particular course of action. Such 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 students know that inappropriate behaviour will be dealt with and not ignored.
3. It is always useful to share ideas that relate to effective sanctions and strategies amongst staff.

Consequence System

C1 - First misbehaviour

Verbal reminder of expectation, students initials recorded on the board.

Students who respond positively, working well and participating effectively can be rewarded by having their C1 for disruption removed (to be decided by teacher without negotiation).

N.B. Lateness and equipment will be logged on the system and not removable.

C2 - Second misbehaviour

Verbal reminder of expectations. C2 recorded next to initials on board. This will be logged on the system and is a final warning before detentions apply and cannot be worked off by students, however the expectation is the student will be a positive, effective participant in the remainder of the lesson.

C3 - Third misbehaviours

20 minute lunchtime school detention on Mondays and Tuesdays, C3 logged on system. Non attendee's to attend lunchtime detention for 30 minutes after school on the same day. If appropriate, students will be asked to complete their detention in the identified supervision room within a department to do work missed.

C4 - Serious/critical incident

On call will be alerted for assistance and senior teacher support will be requested where appropriate. The student will then remain in isolation for at least the rest of the lesson before returning to lessons. The consequence carries a C4 detention for 40mins on Friday after school, non-attendees will do one hour after school on the Friday of the following week with the Head of School.