

# Behaviour for Learning Policy



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## 1. Government Body statement of behaviour principles

The aim of this Behaviour for Learning policy is to:

- Create a culture of high expectations where excellent Behaviour for Learning is the minimum expectation for all pupils at Holy Trinity Catholic School.
- Provide a safe environment where pupils are happy, can achieve well and thrive both inside and outside of the classroom.
- Ensure that all pupils are treated fairly, show respect, and 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 mutual respect, tolerance, kindness, care, good humour, good temper, obedience, and empathy for others.
- Ensure that all pupils ***Learn to love and love to learn.***
- Support the work of curriculum areas such as RE (Religious Education) and PSD (Personal Social Development) in building character education, the Language for Learning programme, SEND and extracurricular activities and enrichment opportunities.
- Support and build upon the work we undertake as a Rights Respecting School (RRS) and the four articles we have chosen to promote as a school; in particular article 28 ***‘Children have the right to an education in school. Discipline in school should respect children’s human dignity and their rights’*** and article 29 ***‘to build respect for other, and in particular they should respect their rights and the rights of others’***. (See Appendix K)

Our aims are underpinned by our legal duties under the Equality Act 2010, and any legislation in respect of safeguarding and in respect of pupils with special educational needs and disability (SEND). 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.
- demonstrate self- discipline

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, when partaking in enrichment or extracurricular activities and when on school trips and educational visits.

The Church teaches us 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 and beliefs. We aim to develop the whole child.

Our mantra 'I am a Holy Trinity pupil, and I can achieve anything' applies to all our pupils regardless of their background or starting point when joining our school.

At Holy Trinity we learn to love and love to learn. In lessons pupils follow the 5Rs. They are encouraged to take responsibility for their learning and be responsible and ready to listen to their teachers. Pupils make the best progress and achieve well when they are resilient and take time to reflect on what they can do well and what they need to do to improve further.

We have adopted the Jesuit Pupil Values and promote these through a broad and balanced curriculum where we want our pupils to develop their knowledge, skills, and good character. At Holy Trinity we want all pupils to grow into well-rounded human beings who are:

- Grateful and generous
- Attentive and discerning
- Compassionate and loving
- Faith filled and hopeful
- Eloquent and truthful
- Learned and wise
- Curious and active
- Intentional and prophetic

#### **Pupils will be expected to:**

- Conduct themselves in and around the building in a safe, sensible, manner and show respect to others
- Be punctual to school and arrive on time to lessons
- Be ready for lessons and bring the correct equipment, including their planner
- 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 including the RRS 'Yes/ No campaign' and the 'hands off' rule (Appendix K and J)

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 online (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 serious breach of our school code of conduct and never tolerated; once reported to and dealt with by staff, we expect any form of bullying including child on child abuse and sexual harassment to stop immediately. Further information can be found in our Anti-bullying Policy and procedures around safeguarding.

## **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 and teach what good behaviour looks like
- 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 and systems around reporting behaviour
- 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 (General Data Protection Regulation) protocols related to record keeping
- Attend planned insets and CPD offered by school about Behaviour for Learning
- be aware of and follow safeguarding procedures outlined in the document Keeping Children Safe in Education (September 2023)
- Acknowledge and reward pupils displaying good behaviours through the rewards system and BfL points

## **c. Parents/carers**

At Holy Trinity Catholic School we recognise that parents and carers play a pivotal role in influencing their child's achievements in school. Therefore, we are committed to building positive and responsive relationships with parents and carers, based on a shared responsibility for our children, to ensure that they have the best possible experience at school. We 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 that pupils attend regularly and are punctual to school. Inform school if their child is absent or late to school
- ensure pupils come to school correctly equipped and are prepared to learn
- Support pupils are completing homework on time and meeting deadlines
- Attend parent information evenings so they are up to date with how best to support their child at school

#### **4. Rewards system**

We want pupils at Holy Trinity to *achieve their 'personal best'* and aim to recognise those pupils who get it right on a day to day basis, those who go beyond school expectations and those who make significant improvements in their behaviour over time. 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, and qualities of good character. 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 evening in which pupils and their families are invited to receive special awards in front of dignitaries. Alongside Faculty Leaders and Heads of Years Awards, pupils are also presented with the St Cecilia Award (Music Award), the Mary Boyce Award (resilience and determination), the St Teresa of Calcutta Award (outstanding contributions to charity), the Zillah Bennet Award (academic excellence in science), the Waseem Muflahi Award (outstanding sporting endeavours), the Wajahat Khan Award (Leadership) and the Nadia Drake Award (for fortitude). These practices reinforce our values and the positive culture of 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 sanctions 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**

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

- Phones are to be switched off before pupils enter classrooms
- Pupils are not permitted to use their phone to view inappropriate material i.e., pornography, graphic violence.
- Pupils are permitted to use phones during break and lunch times only
- Mobile phones should not be used to take videos or photographs of other pupils or staff

If a pupil is found to be using their mobile phone during lesson time, the pupil's phone will be confiscated by the member of staff (part of consequence system) and the phone handed into reception for the pupil 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 (Designated Safeguarding Lead) for further action to be taken in line with our Safeguarding Policy.

## **8. Searching and screening**

Pupil and staff safety is paramount in ensuring a safe, calm, and conducive learning environment. The powers to search, screen and confiscate prohibited items ensures a safe environment where pupil and staff wellbeing is ensured and maintained.

Schools understand that pupils have the right to a reasonable level of personal privacy as outlined in article 8 of the European Convention on Human Rights. However, article 8 can be interfered with if a search, screening and/ or confiscation is justified and proportionate. The school will use the advice outlined in

the Education Act 1996 as well as 'Search, Screen and confiscation' DFE (2022) when exercising the right to search in a lawful manner.

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 ground for suspecting that the pupil may have a prohibited item (Appendix I). Searches can take place on the school premises and where the member of staff have legal control or charge over the pupil i.e., a school trip.

The screening can involve a walk-through or hand-held metal detector. If a pupil refuses to be screened, the Headteacher can 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. Any searches performed without a witness should be reported immediately to another member of staff and a record of the search should be kept.

The member of staff conducting the search should explain why the search is taking place, where and how the search will be conducted so that they pupils has an opportunity to ask questions. The authorised member of staff should seek to gain cooperation from the pupil. If a pupil refuses to be searched, they should be sanctioned for defiance.

If the member of staff still feels a search is still necessary but is not required urgently advice should be sought from the Headteacher (C Crehan), Designated Safeguarding Lead/ Deputy (JDaw) or Behaviour Lead (ABackhouse/ SMahmood). During this time, the pupil should be supervised and isolated from other pupils.

Reasonable force can be applied in situations where staff have reasonable grounds to suspect that a pupil is in possession of a prohibited item (see Appendix I).

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 to remove a pupil, every minute a pupil is out of a lesson is one where they are not learning. Staff should seek to provide an environment that promotes positive behaviours for learning.

When teaching staff should:

- Establish clear routines for the start and end of lesson
- Ensure that all resources are prepared in advance
- Praise the behaviour they want to see more of
- Praise children doing the right thing more than criticising those who are doing the wrong thing (parallel praise).
- Differentiate to overcome barriers that pupils may have to learning
- Deal with poor behaviour calmly
- Be clear on expectations and how they expect pupils to contribute in lessons
- Refer to the 'Yes/ No' campaign

Ratified by Governors 11/10/2023



- Use the rewards and consequence system to record behaviours
- Make use of the on-call system, when appropriate
- Seek advice from the SENCO, where reasonable adjustments may be needed to support a pupil with SEND

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 a 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 is 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**

Continued disruptive behaviour might be the result of unmet educational or social need. 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 and early help 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**

If 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 suspensions and permanent suspensions are decided by the Headteacher, in conjunction with Deputy Headteacher, AHT of Personal Development and Behaviour Leads.

For children on a Child In Need (CIN) or Child Protection (CP) plan- Children's Advice and Support Services (CASS) and the named social worker must be informed of any arrangement for a managed move or alternative provision placement.

### **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 restraint 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
- RSHE (Relationship, Sex and Health Education) policy

- Anti-bullying policy
- Managed moves and alternative provision policy and protocols
- 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 (2021) updated September 2022
- 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
- Behaviour in Schools guidance- September 2022, DFE (Department for Education)
- Searching, Screening and Confiscation advice for schools- July 2022

## Appendices:

### Appendix A: In lesson consequences system.

Warning: Pupils are given a clear verbal warning regarding their behaviour.

Time to rectify  
behaviour

C1: Verbal reminder of behaviour and name recorded on the board. Logged on Bromcom.

Time to rectify  
behaviour

C2: Verbal reminder of expectations and name recorded on the board. Logged on Bromcom. This is the final warning before sanctions/detentions are issued.

Time to rectify  
behaviour

C3: Sanction issued. Logged on Bromcom. 30 minutes detention after school on a Monday, Tuesday or Thursday. If appropriate, pupils will be asked to complete their detention whilst supervised within a department to do work instead.

C4: Escalation or serious/critical incident. On call will be alerted for assistance. Logged onto Bromcom. The pupil will be escorted to the Behaviour Support Unit where they will remain for at least the rest of the lesson. This consequence requires a sanction of 60 minutes on Friday after school with Behaviour for Learning leaders.

## **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 comments:

Signed by parent: \_\_\_\_\_

Returned to form tutor and next steps:

Appendix C: Attitude to learning collecting alongside each data capture (updated September 2022)

	<b>1</b> <b>Exceeding</b> Continuously achieving multiple bullet points in every lesson.	<b>2</b> <b>On Track</b> Continuously achieving multiple bullet points in every lesson.
<b>Behaviour</b>	<ul style="list-style-type: none"> <li>Behaviour is <b>consistently</b> outstanding, rarely receives negative consequences.</li> <li>Fully focused, attentive and cooperative at all times, helping fellow students to learn and staff to teach.</li> <li><b>Consistently</b> takes an active and appropriate part in all class activities.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Behaviour is <b>good</b>, with only the occasional negative consequence received.</li> <li><input type="checkbox"/> Good levels of focus, attention and cooperation in class.</li> <li><input type="checkbox"/> Positive and helpful in lessons.</li> </ul>
<b>Punctuality</b>	<ul style="list-style-type: none"> <li>Punctuality is <b>consistently</b> good.</li> <li>Always arriving promptly to lesson.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Punctuality is <b>good</b>.</li> <li><input type="checkbox"/> Arriving to the lesson time for the majority of lesson, the occasional late by a few minutes.</li> </ul>
<b>Effort</b>	<ul style="list-style-type: none"> <li>A highly self-motivated student who is fully prepared, committed and working to best of their ability in <b>every lesson</b>.</li> <li>Often volunteers constructive contributions in class.</li> <li>Takes lesson content further and shows initiative</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> A motivated student who takes a keen interest in their learning and is determined to achieve their best. Tries hard in the lesson.</li> <li><input type="checkbox"/> Contributes to class/group discussion.</li> <li><input type="checkbox"/> Follows instructions willingly and thoroughly.</li> </ul>
<b>Organisation, revision and homework</b>	<ul style="list-style-type: none"> <li>A highly organised independent learner who will <b>consistently</b> revise and complete homework to very high standards.</li> <li>Tasks are thoroughly completed, often with extra attention to detail and deadlines are always met.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Personal organisation is of a high standard, frequently revising at home and completing homework to a good standard.</li> <li><input type="checkbox"/> Tasks are fully completed and handed in on time.</li> </ul>
<b>Likely Outcomes</b>	<ul style="list-style-type: none"> <li>Making outstanding progress against target grades and is likely to achieve their academic potential.</li> <li>Most likely to receive praise letters and phone calls home for positive behaviour.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Making good progress against target grades and with encouragement and determination is likely to achieve their academic potential.</li> <li><input type="checkbox"/> On some occasions, likely to receive praise letters and phone calls home for positive behaviour.</li> </ul>

	<b>3</b> <b>Working Towards</b> Continuously achieving multiple bullet points in every lesson.	<b>4</b> <b>Requires Improvement</b> Continuously achieving multiple bullet points in every lesson.
<b>Behaviour</b>	<input type="checkbox"/> Behaviour is <b>inconsistent</b> . <input type="checkbox"/> Sometimes behaviour can be disruptive, making it harder for students to learn and teachers to teach.	<input type="checkbox"/> Behaviour <b>requires improvement</b> . <input type="checkbox"/> Consistently displays disruptive behaviour which prevents other students learning and the teacher teaching. <input type="checkbox"/> Will reject help and guidance that would enable them to further their learning. <input type="checkbox"/> Disrespectful towards other students and teacher.
<b>Punctuality</b>	<input type="checkbox"/> Punctuality to lesson is <b>inconsistent</b> . <input type="checkbox"/> Arriving to lesson multiple minutes late.	<input type="checkbox"/> Punctuality to lesson is poor. <input type="checkbox"/> Punctuality is erratic, being late to lessons at least once a week.
<b>Effort</b>	<input type="checkbox"/> Effort is <b>inconsistent</b> . <input type="checkbox"/> Usually engages in the lesson but needs reminding to keep on task and rarely gives maximum effort. <input type="checkbox"/> With encouragement, they contribute either in a group or on a one-to-one basis.	<input type="checkbox"/> A student who demonstrates little motivation to learn. <input type="checkbox"/> Makes little apparent effort and needs frequent reminders to stay on task.
<b>Organisation, revision and homework</b>	<input type="checkbox"/> Personal organisation is <b>inconsistent</b> and needs to improve. Revision and homework not always completed or done at a poor standard. <input type="checkbox"/>	<input type="checkbox"/> Shows little commitment to class work and homework. <input type="checkbox"/> Tasks are inadequately completed, and deadlines are occasionally missed.
<b>Likely Outcomes</b>	<input type="checkbox"/> Making some progress towards targets but is at risk of underachieving. More effort and encouragement is needed to maintain good standards. <input type="checkbox"/> The student is likely to receive weekly negative consequences and least one aspect of the students' behaviour has been monitored via phone call home, behaviour for learning plan at classroom or form tutor level since the previous data capture.	<input type="checkbox"/> Little progress is made towards target grades. Currently underachieving and subject to regular sanctions. <input type="checkbox"/> The student frequently receives negative consequences, being removed from the lesson.

**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 (Religious Education)

**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...	
<b>Resilient</b>	<input type="checkbox"/> I understand myself as a learner and manage my feelings about learning <input type="checkbox"/> I am motivated <input type="checkbox"/> I am persistent and stick at it <input type="checkbox"/> I am positive and have a 'can do' attitude <input type="checkbox"/> I complete my work to a high standard <input type="checkbox"/> I attempt stretching and challenging tasks in lessons. <input type="checkbox"/> I have exceeded by expected progress in this task/assessment/DC. <input type="checkbox"/> I contribute to activities within the class. <input type="checkbox"/> I opt into learning going on in my lesson.
<b>Resourceful</b>	<input type="checkbox"/> I manage my own learning <input type="checkbox"/> I develop and organise ideas <input type="checkbox"/> I work with and learn from my peers <input type="checkbox"/> I am creative <input type="checkbox"/> I find information from different sources including ICT <input type="checkbox"/> I learn and develop skills <input type="checkbox"/> I apply my learning in different subjects <input type="checkbox"/> I take ownership of my own learning. <input type="checkbox"/> The presentation of my work is excellent. <input type="checkbox"/> I answer questions in lessons to improve my learning and the learning of others. <input type="checkbox"/> I work independently both inside and outside of the classroom. <input type="checkbox"/> I make notes/revise/further my own knowledge without prompts
<b>Ready</b>	<input type="checkbox"/> I am confident and willing to take risks <input type="checkbox"/> I am curious about my learning <input type="checkbox"/> I am motivated about my learning <input type="checkbox"/> I can transfer my skills across the curriculum <input type="checkbox"/> I am prepared for learning from the very start of the lesson. <input type="checkbox"/> I actively take part in lessons. <input type="checkbox"/> I contribute in a positive way to the learning environment. <input type="checkbox"/> I demonstrate positive behaviour for learning throughout the lesson.
<b>Responsible</b>	<input type="checkbox"/> I am independent <input type="checkbox"/> I self- check (correct uniform, equipment, homework and planner) <input type="checkbox"/> I have empathy for other learners



	<input type="checkbox"/> I understand how I and others learn best <input type="checkbox"/> I collaborate with others <input type="checkbox"/> I know how to manage my time best (3b4me) <input type="checkbox"/> I demonstrate safe behaviour. <input type="checkbox"/> I care for my school environment. <input type="checkbox"/> I am polite and well-mannered when interacting with my peers and staff. <input type="checkbox"/> I help staff with the upkeep of the classroom (displays/tidy away/take care of equipment) <input type="checkbox"/> I am positive towards all people.
<b>Reflective</b>	<input type="checkbox"/> I can review and learn from my mistakes <input type="checkbox"/> I ask questions and observe <input type="checkbox"/> I make links to learning <input type="checkbox"/> I can self and peer assess <input type="checkbox"/> I complete DIRT work to a high standard. <input type="checkbox"/> I take on board feedback and respond in a positive way. <input type="checkbox"/> 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



Code	Behaviour	Action
<b>C0</b> <b>Warning</b>	C0 Warning C0 HOY Warning	<b>Verbal Warning</b>
<b>C1</b> <b>Minor disruption</b>	C1 Low level Disrupt C1 Lack of Effort C1 Rudeness C1 Misuse Equipment C1 No Equipment C1 Chewing C1 Uniform Issues C1 Inappropriate Comments C1 Poor Corridor/Playground Behaviour C1 Ignoring request	<b>Warning</b>  <b>Action-</b> Logged on <u>Bromcom</u>  <b>1 point removed</b>
<b>C2</b> <b>Continued minor disruption</b>	C2 Low level Disruption C2 Lack of Effort C2 Rudeness C2 Misuse Equipment C2 Chewing C2 Inappropriate Comments C2 Poor Corridor/Playground Behaviour C2 Ignoring request	<b>Warning</b>  <b>Action-</b> Logged on <u>Bromcom</u> (Include comment if possible as to reason for misbehaviour)  <b>2 points removed</b>
<b>C3</b> <b>Continued minor disruption</b>  <b>Serious offence</b>	C3 Persistent disruption C3 Persistent lack of effort C3 Rudeness C3 Misuse of equipment C3 Misuse of mobile phone C3 Chewing C3 Inappropriate Comments C3 Poor Corridor/Playground Behaviour C3 Ignoring request C3 Head of Year detention	<b>C3 Detention</b> (30 minutes after school Mon/Tues/Thurs)  <b>Action-</b> Logged on <u>Brocom</u> Comment must be given as to reason why  <b>3 points removed</b>
<b>C4</b> <b>Continued minor disruption</b>  <b>Serious offence</b>	C4 Persistent disruption C4 Persistent lack of effort C4 Rudeness C4 Banned substance C4 Vandalism C4 Racist/ Sexist/ Homophobic behaviour C4 Inappropriate comments C4 Dangerous behaviour C4 Defiance C4 Truancy C4 Persistent disruption	<b>C4 Detention</b> (1hour after school Fri)  <b>Action-</b> Logged on <u>Brocom</u> Comment must be given as to reason why  <b>4 points removed</b>
<b>C5</b> <b>At the discretion of the HOY or Behaviour Lead</b>	C5 Persistent Disruption C5 Defiance C5 Aggression Towards Staff C5 Physical Aggression Towards Peer C5 Verbal Aggression Towards Peer C5 Fighting C5 Racist/ Sexist/ Homophobic behaviour C5 Bullying C5 Theft C5 Internal Inclusion C5 Persistent Truancy C5 Prohibited item	<b>BSU</b> (Isolation for a period of time.)  <b>Action-</b> Email a statement to HOY explain the incident which took place. (Only HOY and Behaviour leads to issue C5)  <b>5 points removed</b>

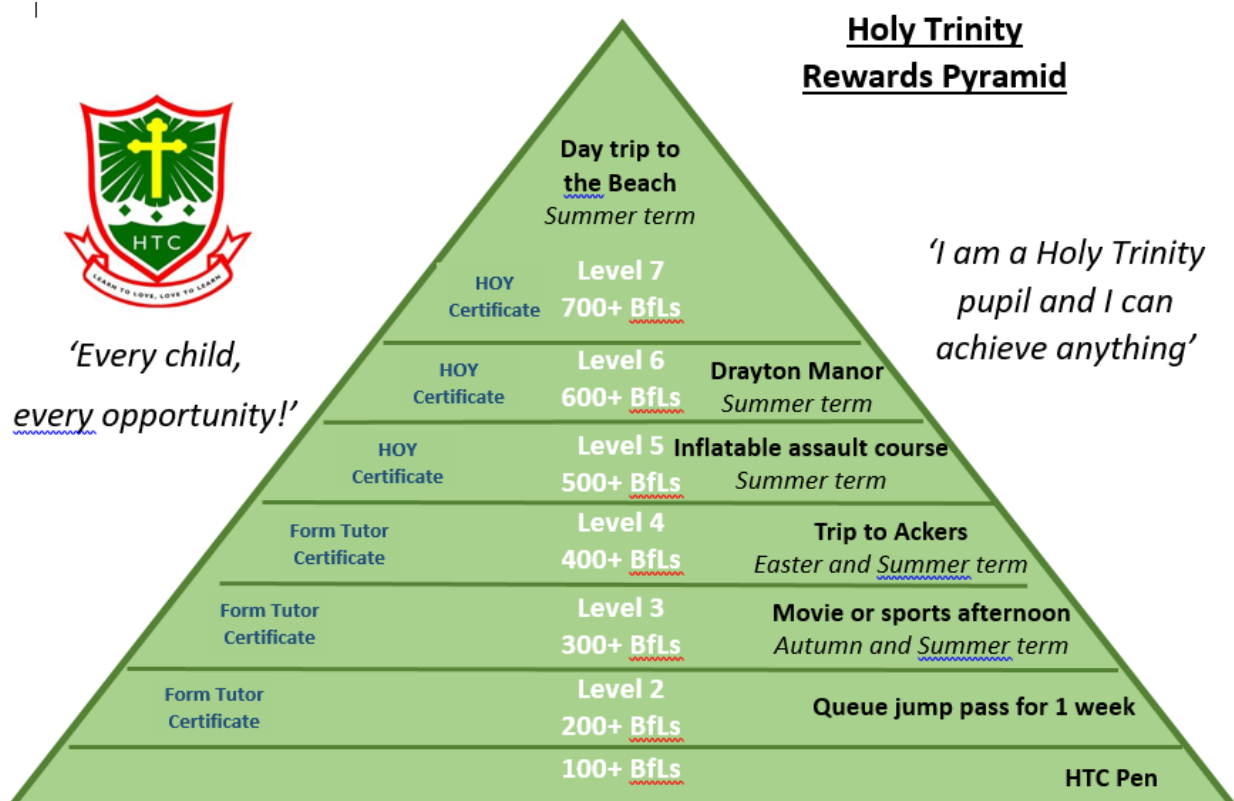
Holy Trinity Catholic School  
'Learn to Love, Love to Learn'



Code	Behaviour	Action
R1	R1 Positive attitude to learning	<p style="text-align: center;"><b>1 BfL</b></p> <p style="text-align: center;">Action- Logged on <u>Bromcom</u></p> <p style="text-align: center;"><b>1 Point awarded</b></p>
	R1 Excellent effort	
	R1 Courteous behaviour	
	R1 Excellent progress	
	R1 Commitment to class work	
	R1 Demonstrating Resilience	
	R1 Improved behaviour	
	R1 Attendance to <u>extra curricular</u>	
	R1 Supporting peers	
	R1 Outstanding presentation	
	R1 Good Citizen	
	R2 Spiritual life	
	R1 Language for learning	
R2	R2 Positive attitude to learning	<p style="text-align: center;"><b>2 BfL's</b></p> <p style="text-align: center;">Action- Logged on <u>Bromcom</u></p> <p style="text-align: center;"><b>2 Points awarded</b></p>
	R2 Excellent effort	
	R2 Courteous behaviour	
	R2 Excellent progress	
	R2 Commitment to class work	
	R2 Demonstrating Resilience	
	R2 Improved behaviour	
	R2 Supporting peers	
	R2 Outstanding presentation	
	R2 Good Citizen	
	R2 Spiritual life	
	R2 Language for learning	
	R3 Positive attitude to learning	
R3	R3 Excellent effort	<p style="text-align: center;"><b>3 BfL's</b></p> <p style="text-align: center;">Action- Logged on <u>Bromcom</u></p> <p style="text-align: center;"><b>3 Points awarded</b></p>
	R3 Courteous behaviour	
	R3 Excellent progress	
	R3 Commitment to class work	
	R3 Demonstrating Resilience	
	R3 Improved behaviour	
	R3 Supporting peers	
	R3 Outstanding presentation	
	R3 Good Citizen	
	R3 Spiritual life	
	R4 Positive attitude to learning	
	R4 Excellent effort	
R4	R4 Courteous behaviour	<p style="text-align: center;"><b>4 BfL's</b></p> <p style="text-align: center;">Action- Logged on <u>Bromcom</u> Phone call/praise postcard home</p> <p style="text-align: center;"><b>4 Points awarded</b></p>
	R4 Excellent progress	
	R4 Commitment to class work	
	R4 Demonstrating Resilience	
	R4 Improved behaviour	
	R4 Good Citizen	
	R4 Spiritual life	
	R5 Positive attitude to learning	
R5	R5 Excellent effort	<p style="text-align: center;"><b>5 BfL's</b></p> <p style="text-align: center;">Action- Logged on <u>Bromcom</u> Phone call/praise postcard home</p> <p style="text-align: center;"><b>5 Points awarded</b></p>
	R5 Courteous behaviour	
	R5 Excellent progress	
	R5 Commitment to class work	
	R5 Demonstrating Resilience	
	R5 Improved behaviour	
	R5 Good Citizen	
	R5 Spiritual life	
	R5 Star of the week	

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

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





[Department]  
Home Learning e-Postcard



[Teacher name] is very proud of

**Student name**

For their effort towards home learning.  
Keep up the good work!

"You are a Holy Trinity pupil, and you can achieve anything!"



**'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



WHEN it RAINS  
LOOK FOR  
Rainbows  
WHEN IT'S DARK  
look FOR Stars

## GOOD NEWS LETTER- PASTORAL

Date: \_\_\_\_\_

Dear Parents/ Carers of: \_\_\_\_\_ Form: \_\_\_\_\_

I am writing to let you know that your child has received some good news for:

Demonstrating improved behaviour for learning.		Demonstrating excellent character, determination and grit.	
Improving their attendance.		Demonstrating excellence in all aspects of the 5Rs or Personal Learning and Thinking Skills (PLTS).	
Improving their punctuality.		Been kind and supportive of others.	
Been a positive role model and representative of school		Contributing to the Catholic life of the school and wider community.	

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

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

Yours faithfully

Head of Year/ Tutor/ SLT 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 because 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 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- Hands off initiative

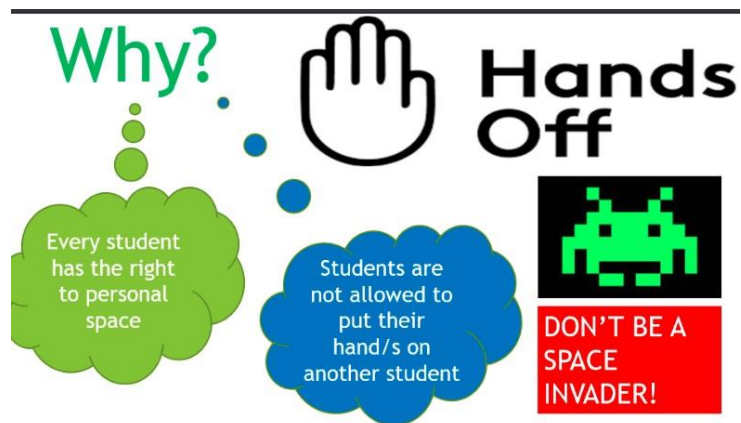
Holy Trinity says.....



**Hands  
Off**



*Learn to Love. Love to Learn*



There is **NO EXCUSE** to put your hand on another student

- NO** play fighting
- NO** Pushing
- NO** shoving
- NO** deliberate brushing past someone or knocking into someone
- NO** being over friendly
- NO** banter or 'I was only joking'

WE ARE A SAFE PLACE.  
WE RESPECT EACH OTHER.  
WE SAY **NO** TO CHILD ON CHILD ABUSE.

Learn to Love. Love to Learn

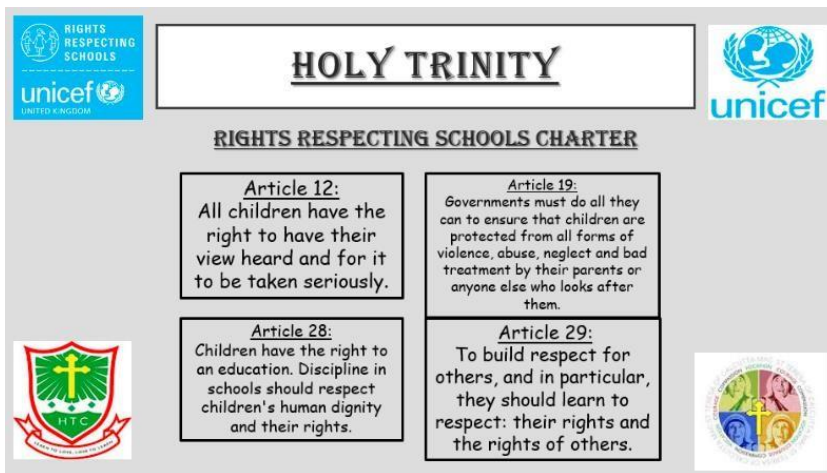
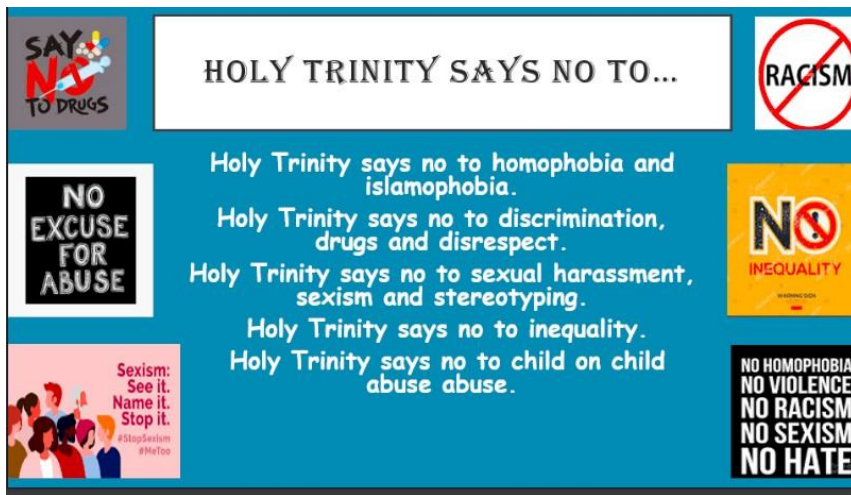
## Appendix K- Rights Respecting School Yes/ No campaign and four articles

### HOLY TRINITY SAYS YES TO...

Holy Trinity says yes to equality.  
Holy Trinity says yes to cultural inclusion.  
Holy Trinity says yes to safety for everyone.  
Holy Trinity says yes to awareness of mental and physical health.  
Holy Trinity says yes to mutual respect.

**RIGHTS RESPECTING SCHOOLS**

UNITED KINGDOM



## APPENDIX L - 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-questionsurvey-report-2017.html>
- the OECD TALIS study - <http://www.oecd.org/education/talis/>

Ratified by Governors 11/10/2023

- 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](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 suspension: the influence of school ethos', *Emotional and Behavioral Difficulties*, 18:2, 2013, pages 155-178
2. De Nobile J, El Baba M, and London T, 'School leadership practices that promote effective wholeschool behavior 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](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/602487/Tom_Bennett_Independent_Review_of_Behaviour_in_Schools.pdf)', 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](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 suspension in an English city', *Educational Research*, 57:3, 2015, pages 237-253

## Education Inspection Framework:

### Suspensions

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

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

There are three extra regulations affecting suspensions:

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

On 16<sup>th</sup> 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.

Ratified by Governors 11/10/2023

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 2<sup>nd</sup> 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](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](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf)

January 2018

[Searching, Screening and Confiscation \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

July 2022

**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

Ratified by Governors 11/10/2023

<https://www.gov.uk/government/publications/below-the-radar-low-level-disruption-in-the-countrysclassrooms>

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](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 last 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>

[Behaviour in schools guidance \(publishing.service.gov.uk\)](#) September 2022

[Keeping children safe in education 2022 \(publishing.service.gov.uk\)](#) September 2022