BEHAVIOUR MANAGEMENT HANDBOOK

September 2018

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VISION AND VALUES

Vision
At Trinity, everything we do revolves around our vision that every student leaves Trinity with the skills, results and personal qualities to enable lifelong success. We have an aspirational, inclusive culture of 'Excellence for All.'

Values
Underpinning our vision and culture are our three core values of pride, ambition and excellence. We have a smart, healthy school and all strategies that we employ align fully with our core values; these are delivered with clarity and rigour at all times.

- **Pride: We are relentlessly positive about our school, ourselves and those around us. We are respectful, polite and honest at all times; we develop others.**

  - **Presence**: we are where we are supposed to be as punctuality is at the core of safeguarding. We take pride in high attendance as this is the foundation for all learning.
  - **Appearance**: we are smart at all times, wearing the school uniform with pride. We lead by example and present ourselves as ambassadors of Trinity High School.
  - **Respect**: we are polite and respectful to each other, embracing our differences as a community. We have a zero tolerance approach to bullying as safety is paramount.
  - **Equipment**: we are well-prepared for our learning as we take our studies seriously. Preparedness is a key life skill.

- **Ambition: We have high expectations and we never give up. We do what we say we'll do and we do not make excuses; we do what it takes for as long as it takes.**

  - **Purpose**: everything we do at Trinity has a clear purpose. We do not discriminate between activities as everything is a step to success towards achieving excellence.
  - **Goals**: our personal and organisational goals drive our determination to succeed. We establish short and long-term goals which we review on a regular basis.
  - **Self-belief**: we know that we will not achieve our goals in life if we do not have self-belief. We are ambitious but we believe that anything is possible.
  - **Connections**: we establish and develop strong connections with those that are going to help us to achieve excellence; we value advice and support.

- **Excellence: We act as role models and we achieve excellent results. No-one gets left behind as we are united in our belief that Trinity delivers excellence for all.**

  - **Quality**: everything we do at Trinity is of high quality. We do not believe in cutting corners or looking for the easy option.
  - **Skills**: we know that academic achievement is not the only measure of excellence as personal, social and economic skills underpin lifelong success.
  - **Results**: success relies on having a range of options available. We know that goals may change and we deliver excellent results to ensure that flexibility is not something to fear.
  - **Reputation**: our reputation in school and in the community is a key measure of success. Excellence is closely tied to the reputation we build of ourselves.

PRAISE AND REWARDS POLICY

At Trinity, we celebrate those that go 'over and above' our expectations for good behaviour. We don't reward those that are meeting minimum expectations, as this is expected of all, but we make a big deal of praising those that go over and above as this is aspirational role modelling.

Verbal Praise

Verbal praise to students is invaluable and must be used constantly by teachers. This is the main form of praise used in the school and promotes intrinsic, long-term rewards rather than material, short-term rewards. Excellent behaviour should be rewarded with verbal praise as much as possible, to highlight students who are doing well. Verbal praise should also detract from negativity as staff are looking for positives to highlight and make an example of rather than negatives.

E-praise

Form tutors promote the E-praise rewards system during tutor time. This is done by ensuring students have weekly access to and sight of the E-praise leader board. All staff reward positive behaviour through this system and all points are treated directly as house points. Students can earn points for demonstrating Trinity's values of pride, ambition and excellence. This can be in lessons or around the school- staff are encouraged to openly use E-praise as much as possible. Points can be awarded to individuals or to whole classes and groups. Heads of Year and House Leaders use E-praise to monitor and to celebrate student excellence through regular assemblies.

Star Students

The following system is used to praise students for going over and above expectations on a lesson-by-lesson, weekly and half-termly basis. This system is followed by every teacher and is not linked to subjects, it is one student per teacher for each of the following:

1. Star of the lesson: verbal praise and bonus E-praise points are awarded by the teacher, as appropriate.
2. Star of the week: displayed in classrooms, as appropriate. Names are collated by an ICT technician and 15 bonus E-Praise points are awarded.
3. Star of the term: collated by Heads of Year who will reward students with a certificate in a celebration assembly.

Values Cards ('over and above' behaviour)

On duty and around the school, staff issue values cards to students who they see living the school values through acts of kindness or particularly impressive behaviour. These are not recorded anywhere but are used to promote positivity at social times and around the school, creating a culture of kindness and respect where going 'over and above' is actively encouraged and regularly recognised. Each member of staff should aim to issue one per week.

Half-Term Heroes

The Half-Term Heroes board is situated in the reception area and is a great focal point for all visitors to the school. Half-Term Heroes are nominated by members of staff for specific reasons that relate to the school's values of pride, ambition and excellence. Students who receive this award receive a certificate and a letter home, with a photograph taken in front of the board. Half-Term Heroes represent the very best of Trinity and they show how strong our values are.

Praise Postcards

Praise postcards are issued when students have really impressed a member of staff with their demonstration of the Trinity values of pride, ambition and excellence. They should be used sparingly but each member of staff should be issuing at least one per half-term. Names and reasons should be passed to the General Office, who will generate the postcard and send home with the Head of Year signature.

Praise Letters
These are only issued where a student has excelled in academic work, contribution to the school or community or extra-curricular contribution. These may be awarded for a wide range of reasons. The draft letter must be forwarded to JER who will arrange for it to be formatted prior to being signed by ADW and addressed by the admin team who will also log in SIMS.

Certificates
Throughout the year students may be awarded subject, faculty, SMSC, Year, attendance, achievement or participation certificates. These may be awarded for a wide range of reasons. Draft certificates must be forwarded to the admin team for formatting.

Phone Calls
These will only be made where academic work, contribution to the school community or extra-curricular contribution and/or achievement is outstanding. Staff make Heads of Year aware before making calls and use SIMS to check home numbers and parental salutation. On completion of the call, staff update the Communication Log in SIMS.

Sports & Performing Arts Ties
These will be awarded to students whose contribution to the extra-curricular life of the school through sport and/or the performing arts is outstanding. To be eligible for one of these ties students must show a high level of commitment and dedication over a sustained period of time. Half colours are awarded at the end of the summer term (usually to Year 9) and full colours are awarded at the end of the summer term (to year 10). In addition to their commitment to the wider life of the school, students receiving these ties are expected to consistently model high standards of attitude and behaviour across all aspects of school life.

Presentation Evening Nominations
Each year every faculty is invited to nominate students from each year group for the subjects in which they teach. These are collated by Heads of Faculty and given to LG. Student nominees are presented with letters by SLT in December inviting them to Presentation Evening, held on the last Thursday evening of the Autumn term. Parents/carers are invited to the evening to celebrate their child's achievements. All students will receive a certificate, voucher, medal, 100 E-praise points and an accolade. Some students will receive trophies or plaques for specific awards.

THE THREE R's OF CLASSROOM MANAGEMENT:
ROUTINES, RESPONSES, RELATIONSHIPS

More than sanctions, the most successful teachers are those that follow the school's routines, provide the right responses to difficult situations and build the right relationship with students.

Routines (staff - in this order)
1. How we talk to students
2. How we teach students
3. How relentless we are about students' learning
4. How relentless students are about their own learning
5. How we respond to students when their behaviour does not meet our expectations
6. Students' aspirations for themselves
7. Student behaviour
8. Student achievement

Routines (students)
- Presence: we are where we are supposed to be
- Appearance: we present ourselves with pride in our school
- Respect: we don't swear, we don't answer back, we don't discriminate
- Equipment: we are always ready to learn

Responses
1. Remove emotion from your response to behaviour - frustration, anger, upset, bitterness or fear will feed the poor behaviour and make it worse; respond with deliberate calm
2. Be 'certain' in your approach - know the school routines so that students are certain of what their good or not so good behaviour will result in
3. Remove the audience - correct all poor behaviour in private
4. De-escalate situations - body language, hand signals, calm approach, humour (always 100% professional)
5. State the positive - this will help with de-escalation and help to build trust
6. Enable a positive response - students too often dig their heels in as they can see no way out; offer them a way out
7. Use the language of choice - "if you choose to…you can be certain that…"
8. Focus on the original issue - when things are escalating, take the student back to the original behaviour issue before dealing with secondary behaviours
9. Focus on the immediacy of the consequence (and cooperation) rather than the weight of punishment
10. Don't be too harsh on yourself - if you deal with something inconsistently, apologise and get back to consistent habits and routines

Relationships
Build trust and positive relationships:
- Visible consistency - relentlessly positive but always challenging inconsistency
- Visible kindness - recognising 'over and above', conversations, connections
- Presence around school - all students know who you are and know what you will do
- Never withdraw support - children are children and they need your support
- Patience and resilience - never forget who the adult is

CLASSROOM CONSEQUENCES

We employ a range of behaviour management strategies based around reinforcing the values of the school. In particular, we follow the Staff Actions (see above) for how to deal with challenging behaviour. When a student chooses to not respond to this, we use the following system:

C1: Formal warning: if normal behaviour management techniques are not working, a formal warning must be issued. This warning must not be displayed anywhere or logged but must take the form of a quiet word with the student involved- not in front of an audience. Persistent C1 in lessons for individual students to be referred to Head of Faculty.

C2: Final warning with class teacher action: this is likely to involve a quiet word outside the classroom or a change of seat. This stage is not formally logged unless this behaviour is a persistent concern.

C3: Teacher detention (10 minutes, same day): the student is given a detention slip; the detention is at break, lunch or after school at the teacher's convenience. If the teacher is not able to conduct the detention that day, a colleague must be assigned to support. All of this needs to be logged on the detention slip to ensure clarity. The teacher detention is also logged on SIMs. Failure to attend a C2 teacher detention or failure to complete the detention appropriately results in a school detention, for the next day. This must be amended on SIMs by 3.30pm that day; also a slip must be put in the student's tutor pigeonhole by this time.

C4: Faculty action (includes teacher detention): the protocol for C3 is followed but the Head of Faculty is also notified so that appropriate follow-up action can be issued. This might be a more senior level warning, home contact or faculty report- to be decided by the Head of Faculty.

C5: Call Out: If a student's behaviour is such that the lesson cannot continue without them being removed, the callout protocol should be issued immediately. This will result in a member of staff removing the student from the classroom and will be followed by isolation the following day or other HOY/SLT action, depending on the severity of the incident. C5 Call Out should be used in only the most serious of circumstances and staff will be advised if this is not the case.

The focus of the C1-5 Classroom Consequences system is correction. No action should be issued without the teacher's clear and consistent commitment that it should correct the student's behaviour for the future.

Classroom do's	Classroom don'ts
- Let everyone know that you enjoy your job - Know that how you behave is more important than how they behave - Poor behaviour generates a cool, emotionless response - Excellent behaviour generates passion, enthusiasm and excitement - Record names on the board to celebrate excellent behaviour	- Assume that children 'know how to behave by this age' - Always jump to heavy punishment- this is a short-term fix - Respond emotionally - Humiliate students- this leads to fuelling negative fame and reputation - Record names on the board to 'celebrate' poor behaviour

Restorative Work
At Trinity, we pride ourselves on the immediacy of our corrections- whether in the classroom or around school. In detentions, students are expected to complete restorative work to repair the relationship between the member of staff and the student involved. This will help to restore calm and for both parties to move on from the incident as quickly as possible. It also helps the student to put their behaviour into context and really understand what effects their actions or words have had.

APPLYING THE CLASSROOM CONSEQUENCES

What types of behaviour should be dealt with by applying the C1-3 system?

Having been issued with appropriate warnings, the following examples of behaviour may place a student on the C1-3 system, if the poor behaviour continues:
- Eating in lessons
- Disrupting teaching and learning
- Failure to cooperate with requests
- Out of seat without permission
- Disturbing other students
- Refusing to work
- Answering back
- Calling out/not listening to others
- Graffiti in book/on work
- Interfering with other students' property or work

Teachers must always look to de-escalate situations and state the positive. Students should only progress through the classroom consequences when staff actions are having no impact. Issues should be dealt with at a teacher level as much as possible to ensure that the teacher-student relationship remains strong and power is not removed or passed to a more senior member of staff.

What happens if a student continues to behave inappropriately, having been given a teacher detention (C3)?

If the behaviour continues, faculty action (C4) should be issued. If a student's behaviour has escalated beyond the point of C4 and it has become impossible to teach the rest of the class, a C5 callout should be issued. At all these points clear warnings should be given to the student explaining with certainty what the unacceptable behaviours are and what the consequence will be.

Can an immediate C4 be given for more serious but not extreme behaviour?

Yes, examples of behaviour that will be given an immediate C4 include:
- Threatening language or behaviour towards another student
- Leaving the lesson without permission
- Damaging property

What happens if a student is late to my lesson?

Lateness must always be recorded on the register with the exact number of minutes that a student is late. If a student is 5-10 minutes late, a teacher detention must be issued. If a student is more than 10 minutes late, the attendance group needs to be notified immediately for further consequences. If there is a pattern of lateness (under 10 minutes), this needs to be raised with HOY and HOF for further action.

What is meant by "Faculty Action"?

Faculties have many things at their disposal to deal with persistent poor behaviour. All Faculties are different and all students are different, so these consequences leave it up to the discretion of the Head of Faculty. Possible options include: placing the student on Faculty report (in consultation with Heads of Year, who may have already placed or be considering placing the student on conduct report); withdrawal from lesson(s) within the Faculty; phone call or letter home (**always** consult Head of Year and ensure note is attached to student record in SIMS and a copy of the letter placed in student's central file).

SIX LESSON ROUTINES

1. Meet and greet - always ensure that students have a positive, orderly entrance to the classroom with an engaging activity ready for them to begin once they have entered. Stand on the corridor, with the door open, managing the corridor at the same time.

2. Get the class silent and ready for instruction- use of countdowns (embellish with "five- thank you … for facing me; four - … you are ready to learn, excellent; three…etc.); if you are using digital countdowns to manage transitions, make sure they are fast paced (with the hundredths of seconds visible) to maintain pace. Insist on 'eyes on me'- this will not be maintained for the whole lesson- this clear, simple instruction acts as an immediate reminder of what you want to achieve and doesn't involve thought or conversation.

3. Setting the class to work (TROGS):
   a. Time and task - give the time/deadline before the task so the students can listen and begin time planning as they do so.
   b. Resources - what will the individuals or groups needs for this task and where will they find the resources?
   c. Outcomes - what do you want to see at the end of the allocated time, or what is the success criteria that you have structured or, better, agreed with the class?
   d. Grouping - individual work in silence, paired work, groups, seating arrangements etc.
   e. Stop signal - a reminder that you will use the countdown or a specific hand gesture when you want to speak to them as a class.

4. Eliciting success criteria - involve the students in this stage of the process. What will a good one look like?

5. Reinforce routines - have three clear routines for behaviour that is specific to your working space, for example if you are in a workshop or science lab. Make sure that these routines are displayed clearly and reinforced each lesson- not a full lesson at the beginning of the course. Drip feed and reinforce through display.

CALL-OUT PROTOCOL

There will be a rota of staff available each lesson (subject to cover requirements) for call-out in the event of serious misbehaviour. Staff must be alerted via the General Office.

Send a responsible student with a Call-Out Request (copies available from the General Office) to the General Office, or make a telephone call. Ipswitch or email should not be used for these purposes as immediate removal is unlikely to happen if the message is not seen.

On notifying the member of staff on Call-Out the General Office will call a member of the call-out team or SLT if the student has been removed from an earlier lesson. The member of staff on Call-Out will undertake to attend the incident without delay to minimise the disruption to learning.

On arrival, staff will ask the member of staff what action is needed and will, if required, withdraw the student from the classroom. The teacher using Call-Out must ensure that the matter is serious enough for this action to occur. The class teacher MUST complete a full record of the circumstances leading to the request for a Call-Out in SIMs. **This must be done as soon as possible**.

The member of staff will usually return a student to their next lesson unless deemed inappropriate to do so, for example where a student is clearly distressed. In such circumstances the student will be placed in Pitstop or Isolation, dependent on need, for the remainder of the day to complete their work. This will be following a conversation with the Head of Year or member of SLT.

C5 Call-out must be used as a last resort – too frequent use will damage relationships and also diminish the impact of this as a means of managing behaviour. Heads of Faculty must work with members of staff to improve their behaviour management skills and Heads of Year/SLT/SEN staff will support and advise staff who are having difficulties with individual students who are causing issues around the school.

When should I issue a C5 (Senior Staff Call-Out)?

This is for extreme behaviour only. Examples of behaviour that will be given a C4 are:
- Refusing to hand over a mobile phone or other banned item (this may result in the removal of the item rather than the removal of the student but the consequence will be the same)
- Swearing or threatening behaviour which is directed towards a member of staff
- Physical violence towards another student
- Racist or homophobic remarks
- Dangerous behaviour

MOBILE DEVICE CONFISCATION PROCEDURE

All mobile phones must be switched off, inside a bag before being brought on to the school site. Any student seen using a mobile phone must expect to have it confiscated in accordance with the Mobile Phone Policy. This also applies to any electronic or smart devices, including smart watches, speakers and earphones.

Scenario 1: Compliance

The member of staff reminds the student of the mobile phone policy and the student hands over the device to the member of staff. The student then collects the device at the end of day from Student Services and no further action is taken. If the student is a repeat offender, the Head of Year may choose to get involved.

Scenario 2: Non-Compliance

The member of staff reminds the student of the mobile phone policy and the student refuses to hand over the device to the member of staff. In accordance with the expected staff actions, the student is then given the chance to make a positive choice and hand over the device.

If the student still refuses to co-operate, C5 Call-out protocol is actioned. If the student then hands the phone over to the member of staff who comes to support, school detention for the following day is still issued as a consequence of refusing to co-operate with a member of staff.

If the student refuses to co-operate with this member of staff, Head of Year or SLT must be alerted immediately to deal with the situation. This will result in a school detention or isolation.

The Logistics

Confiscated devices to be placed in an envelope containing a completed confiscated item slip. Please hand in at your nearest location (Grove St Reception, General Office or Student Services). Devices will be taken to Student Services from where they can be collected either by student or parent/carer depending on circumstances.

PROCEDURE FOR CALLING FOR HELP IN AN EMERGENCY

This procedure is to be followed if there is an emergency situation in your classroom or around the school, and you need immediate support from the Leadership Team, or urgent medical assistance.

SERIOUS INCIDENT - APOLLO

In the event of a serious incident, in which you feel the well-being of students or staff is under threat you **MUST** get a message to the General Office **IMMEDIATELY**. This can be by phoning or sending a student. Please do not use Ipswitch, as there is no way of knowing if it has been received. Please tell the office you have an **APOLLO** situation. Examples will be where a student becomes completely uncontrollable, a weapon is produced, etc.

The General Office will then know that this is different to the usual SMT Call, and will get help from at least two members of staff.

SERIOUS MEDICAL INCIDENIT

If a student has a SEVERE medical problem then the same procedure should be followed, but tell the General Office you have a **MEDICAL EMERGENCY**. This will be where a student passes out, has a severe allergic reaction, epileptic fit, etc. This will signal to the office that at least three first aiders should be called to assist and the decision to call an ambulance taken.

When a call is made or message sent for a MEDICAL EMERGENCY, the following details must be available: the full name of the student involved and details of their condition. This will enable the First Aid staff to bring appropriate medication and/or care plan if required.

The lead first aid must ensure that they take a radio and mobile phone with them so that they can be in contact with the staff in the General Office to call for assistance or an ambulance. A member of the SMT should also be called to provide support to the first aid staff along with two other First Aid trained staff.

In either situation staff should remain calm, make the area as safe as possible and remove other students from the situation at the earliest available opportunity.

Remember: All incidents and events at C3 or above must be logged on SIMS and the event closed once the consequence has been applied.

OTHER INFORMATION

What happens if a student runs out of a lesson?
If a student runs out of a lesson, they should be called back. If they refuse to come back in, or have run away, Senior Staff must be informed. On the note sent down to the General Office, you must make it clear whether the student is outside the room and refusing to go back in or whether they have run away. If a student has run away, Senior Staff will not arrive at the classroom but will pick the student up and C5 consequences will usually apply.

Can I send a student to stand outside during a lesson?
Students should only be sent outside to prevent a serious incident from occurring. Some of our students have anger management issues and benefit from a couple of minutes to calm down but for general poor behaviour, the consequences system should be applied without sending the student out of the classroom. This is to limit the possibility of students disturbing other lessons as well as missing out on their own learning. Students should not be left in corridors, etc for longer than a couple of minutes.

OUT OF CLASSROOM BEHAVIOUR

- Staff must always insist upon a calm and purposeful atmosphere being maintained around the school.
- Staff duties must be rigorously and punctually carried out – see duty protocols on the R drive.
- Staff must manage the area around their classroom or office at times of student movement. All adults must manage student behaviour as they move around the site and support others.
- Challenge inappropriate behaviour (lateness to lessons, shirt untucked, running, pushing, eating/drinking in corridors, out of uniform, using mobile phone, etc) and seek compliance with rules and routines. Reaffirm the expected action – "I need to remind you of the rules regarding…"; if continued non-compliance, remind of 'good choice', seek compliance. Further non-compliance refer to HoY - Log on SIMS as failure to co-operate with the action.
- Smoking, bullying, vandalism; immediate referral to Head of Year/ Call-out - Log on SIMS
- Dangerous behaviour (including fighting, aggressive threats, or racist comments towards another) immediate referral to SLT/HoY – Log on SIMS.

DETENTIONS

Detention can form a useful part of any behaviour management system but they must be structured and managed correctly whilst also being focused on restorative action.

We run three types of detention at Trinity:

Teacher detention (10 mins)
This is the most important type of detention as it shows the student that the teacher is in control and that any poor behaviour will not be tolerated. The 10 minutes represents the time the student should spend correcting their actions with the member of staff. Please refer to the Restorative Action section of this document.

If a student fails to attend a teacher detention, this needs to be logged on SIMs by 3.30pm on the same day, at the latest. This will automatically trigger a school detention the following day. In addition to this, paper notification (detention slip) needs to be placed in the student's tutor pigeonhole for handing out in the morning.

School detention (30 mins)
This detention is issued if a student has failed to attend or co-operate with a teacher detention. A school detention may also be issued for poor behaviour outside of lesson time or for persistent failure to co-operate in the classroom. The school detention is deliberately longer than the teacher detention and it is managed by a mixture of SLT, Heads of Year and teaching staff from around the school; they run every day of the week so that incidents are dealt with as immediately as possible. Students are expected to complete restorative action during the detention time and they are expected to complete it in silence. Any arguments, answering back or disruption of the detention will result in failure and isolation the following day.

Students who repeatedly receive school detentions will be dealt with by Heads of Year, who will place on report, contact parents or issue further consequences. If the poor behaviour is within a particular area of the school, other staff, such as Heads of Faculty, may intervene to correct behaviour for the future.

Each morning, a school detention list is generated, sent round and made available on the Staff Hub.

Since September 2010 we are no longer required to inform parents of a detention, however, we recommend that parents are told of a detention – it is information to them, we do not need parental permission.

Uniform detention (break and lunchtime)
This detention is for students who are not in correct school uniform and have not co-operated with requests from the Uniform Team or Heads of Year. This detention is staffed by Heads of Year and runs on the same day as the uniform concern.

Each morning, a uniform detention list is generated, sent round and made available on the Staff Hub.

ISOLATION

Withdrawal from lessons to work under strict staff supervision is an essential part of our behaviour management strategy and can be used as an alternative to fixed term exclusion.

Isolation

Isolation will be issued for failure to attend or co-operate with the rules of school detention and is typically issued for the day following this. Isolation may also be issued for serious, one-off incidents, such as fights or threatening language/behaviour. At Trinity, we aim to avoid fixed-term exclusions except for only the most serious of incidents or build-up of poor behaviour; isolation is one way that we avoid this. We feel that it is often more effective as the focus is on work and correction.

Isolation timings are as follows:

9.00am-10.50am	Restorative work completed at the beginning of the school day; 'Task of the Day' based on the day's news
10.50am-11.05am	Comfort break (dining hall)
11.05am-1.00pm	Work from lessons or monitored maths and English work
1.00pm-1.25pm	Lunch (dining hall)
1.25pm-3.05pm	Work from lessons or monitored maths and English work
3.05pm-3.15pm	Comfort break (Pitstop)
3.15pm-4.00pm	Return to restorative work; conversation about next steps

If a student is placed in isolation for two separate incidents in one week, a further consequence will be issued by HOY, typically report and home contact.

Isolation rules are as follows:

- Mobile phone to be handed in on entry
- Work is to be completed, without argument - in purposeful silence
- No talking or trying to get the attention of others
- No eating

Isolation has a different behaviour system to the main school - the 1, 2, 3 system, which is highly visible and consistently reinforced by all members of staff:

1. First formal warning from isolation staff (after reasonable gentle reminders)
2. Final formal warning from call-out staff (outside the isolation room with clear reminder of the further consequence if this warning is not heeded)
3. HOY/SLT removal (this will be followed by the remainder of the day being spent with HOY/SLT, a phone call home to explain the situation and the following full day in isolation)

Each morning, an isolation list is generated, sent round and made available on the Staff Hub.

EXCLUSIONS

Exclusion from school is usually reserved for serious offences or persistent misbehaviour. Exclusions are applied to emphasise the gravity of the offence and to recognise that a period of reflection is appropriate. They may be for a fixed time or permanent.

Permanent exclusion is rare, but may be appropriate in some cases. Guidance from the DfE states "permanent exclusion should be considered for serious breaches of the behaviour policy and where a pupil remaining in school would seriously harm the education or welfare of the pupil or others in school". Sometimes it will be appropriate where there is a history of misbehaviour, where other sanctions have already been applied and/or other strategies used without leading to the necessary improvement. Acts of racism or homophobia and acts of bullying will be considered for exclusion.

However, in some exceptional cases, it will be appropriate for a first or "one off" offence, which might include:-
- Serious actual or threatened violence against another student or member of staff
- Sexual abuse/assault
- Supplying or taking of drugs
- Carrying offensive weapons

Alternatively, where there are breaches of this policy (including persistent disruptive behaviour) which require a significant response but where these are not serious enough to warrant permanent exclusion, a "fixed term" external exclusion may be applied in which case the student does not attend school and works at home. This would usually be 'fixed term', ie. a defined number of days. In reaching any decision, the Headteacher will first ensure that a thorough investigation has been carried out and then decide (on the "balance of probabilities" not "beyond reasonable doubt") whether the student acted as alleged. If so, the Headteacher will decide the appropriate sanction to apply taking into account, not only the seriousness of the behaviour under consideration, but also the previous behaviour of, and sanctions applied to, the student.

Trinity High School acknowledges the school's legal duties under the Equality Act 2010 and in respect of students with SEN.

SERIOUS OFFENCES
To ensure an ordered and safe environment for all who work at the school there are some rules to which all must adhere and, if broken, will be treated as very serious matters. This includes the following:
- Behaviour which places the student or others in danger
- Setting off the fire alarm other than in an emergency
- Making malicious accusations against school staff
- Any form of physical or verbal abuse, including gathering in large groups intending to intimidate others
- Bringing into school any harmful or illegal substances, including legal highs, alcohol, tobacco, matches and lighters, electronic cigarettes, e-shisha pens, e-liquids (both nicotine and nicotine free)
- Being under the influence of alcohol, legal highs and/or illegal substances during the school day
- Bringing onto the school premises any type of weapon, including any type of knife/pen knife or any type of gun, including toy guns and replicas, this also applies to travel to and from school
- Misbehaviour at any time that could adversely affect the reputation of the school
- Directing foul and abusive language towards staff
- Direct refusal to follow a reasonable instruction.

This list, and other lists within this policy, is not exhaustive and unforeseen situations may also be included in this category. This means any act not listed above or in this policy which is perceived to be against the common good of the school community.