

THE TRIPLE CROWN CENTRE



Behaviour Policy

Chair of Management Board: Mr Mike Walker

Date for review:

Section 1: The Policy

The Triple Crown Centre is dedicated to ensuring that our school environment supports learning and the wellbeing of students and staff. We are committed to promoting respect, fairness and social inclusion and these are the principles underlying this behaviour policy. We are committed to improving outcomes for all students and eliminating all forms of discrimination, harassment and bullying, as well as promoting equality of opportunity.

This policy outlines what we expect from all our students in terms of their behaviour and the sanctions that will be consistently enforced if this policy is not adhered to. The policy applies in and out of school time and premises. All students can expect sanctions to be applied firmly, fairly, proportionately, consistently and reasonably. The emphasis will be on encouraging good behaviour through positive management and rewards.

The Aims of this Policy are:

- ❖ To promote and reward good behaviour
- ❖ To develop self-discipline and respect, where each student learns to accept responsibility for his/her actions
- ❖ To prevent bullying
- ❖ To establish an understanding that students complete all academic tasks, enabling them to reach their full potential
- ❖ To develop acceptable rules that regulate the conduct of students
- ❖ To develop a consistent approach to behaviour throughout the school
- ❖ To promote parental co-operation and involvement, with parents encouraging their children to demonstrate positive behaviour and parents supporting the school's authority to discipline its students
- ❖ To provide a positive learning environment in which students feel safe
- ❖ To ensure all students show respect and courtesy towards teachers and other staff and towards each other

At The Triple Crown Centre, we believe:

- ❖ In a consistent approach to behaviour management where staff, The Management Board, parents/carers and students understand and accept high expectations of behaviour
- ❖ That strong school leadership at all levels is key to promoting self-discipline and respect with students feeling safe. Their right to participate and learn without disruption is paramount
- ❖ It is key that students' needs are met through lessons that are tailored to their abilities, ensuring that students complete assigned work
- ❖ Staff must have a clear understanding of the strategies needed to ensure high standards of classroom management
- ❖ All staff, students and parents must understand the school's Rewards and Sanctions systems, which need to be clear and defined so that students fully understand what is required to gain appropriate recognition for their work and behaviour, but also to be aware of what will be accepted and tolerated. We expect everyone to be honest, accept responsibility for their actions, respect the rights and property of others, take into consideration students' views and understand the consequences of negative and unacceptable actions in order to develop a culture of self-discipline in all areas
- ❖ The consistent implementation of accepted behaviour strategies is key in ensuring that students appreciate and adhere to accepted good practice. Continual reinforcement is essential
- ❖ Continuous staff development in relation to the understanding of our school's expectations is essential
- ❖ Student support systems are essential if positive and supportive behaviour structures are to be effective with clearly defined processes, actions and consequences laid out in an appropriate and logical manner and understood by all
- ❖ Effective links with parents are vital. Two-way communication and methods of discussing policies and procedures is essential. Parents should be made fully aware of the accepted processes when liaison between school and the home occurs. Similarly, support from external agencies should have set

structures and processes so that smooth dissemination of information can take place with the processes understood by all

- ❖ The development of a clear and simple process with appropriate external agencies is vital to managing student transition to other educational providers
- ❖ This behaviour policy acknowledges the school's legal duties in respect of safeguarding and in respect of students with special educational needs and disabilities (SEND)

This Policy will:

- ❖ Define acceptable and unacceptable standards of behaviour
- ❖ Enable the school to provide a positive, supportive and safe environment for students and staff
- ❖ Ensure the school's expectations and strategies are widely known and understood
- ❖ Encourage pride and respect for the school
- ❖ Promote care, respect and consideration for others
- ❖ Promote consistency of response to both positive and negative behaviour
- ❖ Promote self-esteem, self-discipline and positive relationships
- ❖ Clarify the roles and responsibilities of students, staff and parents

Section 2: Strategies and Expectations

2 (a) Effective Strategies

We, the staff at The Triple Crown Centre, acknowledge that behaviour is best when:

- ❖ Lessons are well prepared, differentiated, interesting and enjoyable
- ❖ There is effective teacher management of classroom protocols, e.g. where students sit
- ❖ We have a clear whole school Behaviour Policy that is open and transparent and understood by all
- ❖ Good behaviour is taught through positive experiences, reinforcement and consistency
- ❖ We reward good behaviour and good work
- ❖ We work together as a team and communicate effectively with each other
- ❖ We engage students and use their skills where appropriate
- ❖ We engage and communicate well with parents
- ❖ We always challenge unacceptable behaviour, even minor incidents
- ❖ We use our established school-based resources appropriately to ensure all the above are implemented effectively
- ❖ We liaise positively with relevant outside agencies
- ❖ We always follow through on sanctions and ensure these are tiered and consistent across all subjects and year groups

2 (b) Expectations

Every student is expected to be aware of, understand and follow the code of behaviour.

GENERAL CODE OF BEHAVIOUR

At The Triple Crown Centre, we will:

- ❖ Treat students, staff, visitors and members of the community with courtesy and consideration
- ❖ Respect each other's property, individuality, culture and background
- ❖ Respect and look after school property, including keeping it clear of litter
- ❖ Be responsible for our own behaviour and ensure that school is a safe and happy place for everyone
- ❖ Strive to achieve our true potential and support others to do the same
- ❖ Attend school regularly, on time and appropriately dressed
- ❖ Know that any behaviour that falls short of our expectations will be dealt with appropriately and reasonably

ACCEPTABLE BEHAVIOUR IN LESSONS:

Our classroom code of conduct is as follows:

Because we all have the right to learn and be the very best we can, we have decided to:

Treat everyone equally by:

- ✚ Allowing everyone the opportunity to learn
- ✚ Respecting each other's opinions by listening carefully to everyone's ideas
- ✚ Allowing everyone to take turns, so we all have a chance to learn

Care for each other and our School by:

- ✚ Being polite to and appreciative of each other
- ✚ Looking after our learning space by not eating and drinking in class
- ✚ Ensuring everyone is safe in the classroom e.g. 4 chair legs on the floor when sitting down

Co-operate with staff and other students by:

- ✚ Being on time to lessons and only leaving the room when we are told it is time to do so
- ✚ Bringing all the equipment we need for learning and having it out ready at the beginning of the lesson
- ✚ Following staff instructions first time
- ✚ Working as hard as we can
- ✚ Completing classwork and Extended Learning on time
- ✚ Focusing fully on our learning by keeping phones and personal music for use outside the school

The following will not be tolerated:

- ❖ Using offensive, insulting or intimidating language or swearing, either verbally or electronically
- ❖ Any form of violence, bullying or intimidation
- ❖ Disrupting teaching, learning or examinations
- ❖ Making malicious allegations against the school or any individuals therein
- ❖ The bringing onto school premises, or the use of or carrying of, any prohibited items as per the 1996 Education Act:
 - knives and weapons (real or imitation or sharp or dangerous objects)
 - Laser pens
 - Alcohol (including being under the influence of)
 - Illegal drugs (including solvents and including being under the influence of)
 - Stolen items
 - Tobacco and cigarette papers (including matches and lighters)
 - E-cigarettes
 - 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

Other items banned by school rules:

- ❖ Chewing gum
- ❖ Mobile phones (students' phones will be handed into Reception on arrival at school)

Students in possession of 'prohibited' or 'banned' items will be considered a serious breach of the behaviour code.

(Staff may search students for any prohibited or banned items without their consent - see section on Searching and Confiscation)

Staff are not responsible for the loss or damage of any banned item.

In addition, The Triple Crown Centre does not accept the following:

- ❖ Any form of behaviour deemed to be 'dangerous'
- ❖ Physical aggression to students or staff
- ❖ Verbal aggression to students or staff
- ❖ Stealing from school staff or other students
- ❖ Inappropriate use of ICT
- ❖ Damaging school property or leaving litter in and around the school site
- ❖ Absence, lateness, temporary or early departure from lessons or school without permission
- ❖ Improper school dress that does not conform to the school dress code
- ❖ The wearing of coats, hats, hoods and sunglasses in the building or on school site
- ❖ Spitting

Students' conduct outside the school gates

Teachers' powers - what the law allows:

Teachers have a statutory power to discipline students for misbehaving outside the school premises. The Education and Inspections Act 2006 gives head teachers a specific statutory power to regulate students' behaviour in these circumstances 'to such extent as is reasonable'.

Teachers may discipline a student for any misbehaviour when the student is:

- ❖ Taking part in any school-organised or school-related activity
- ❖ Travelling to or from school
- ❖ In some other way identifiable as a student at The Triple Crown Centre

Or when the behaviour:

- ❖ Could have repercussions for the orderly running of the school
- ❖ Poses a threat to another student or member of the public
- ❖ Could adversely affect the reputation of the school

Section 3: Rewards

The Triple Crown Centre firmly believes that rewards are key to establishing high standards and self-discipline. A range of rewards are therefore used to encourage and reinforce good behaviour.

All staff acknowledge hard work, good behaviour and positive contributions with, for example:

- ❖ Verbal praise
- ❖ Non-verbal acknowledgement – e.g. a nod, a smile
- ❖ Positive comments written in books
- ❖ Showing/sharing work (if deemed appropriate) with other students in the class
- ❖ Displaying students work in the classroom and around the school
- ❖ Phone calls/letters home

❖ Awarding merits

Celebration/reward assemblies are held half-termly for the whole school.

Identified students receive 'post-cards home' half-termly, following a whole staff decision-making process relating to progress, effort, achievements and behaviour across the school and throughout the half-term.

Section 4: Consequences and Sanctions

All staff have the authority to apply the following sanctions and consequences, if a students' behaviour is unacceptable.

Level 1 sanctions/consequences:

- ❖ Non-verbal warning
- ❖ Proximity of support
- ❖ Verbal warning
- ❖ Adjusting seating arrangements in the classroom
- ❖ Discussion with student at the end of the lesson

Level 2 sanctions/consequences:

- ❖ Phone calls/letters home
- ❖ Parent/carer meetings
- ❖ Removal of privileges – e.g. trips out
- ❖ Establishment of time during Break and Lunchtime for the student to 'catch up with missed work'
- ❖ Formal detention – during Break, Lunchtime or at the end of the school day

A 'Behaviour Report Form' (Appendix 1) will be completed by the member of staff and passed to the student's Achievement Mentor, in the first instance, if the behaviour was felt to be beyond the level requiring a 'level 1' sanction/consequence.

This will ensure:

- ❖ Achievement Mentors have an overall picture of any emerging behaviour issues in relation to their mentees
- ❖ Staff are able to support each other in addressing any issues of unacceptable behaviour
- ❖ Achievement Mentors are able to support the student in establishing appropriate behaviour
- ❖ Behaviour concerns, consequences and sanctions are recorded on the whole school system and in individual student files (All Behaviour Report forms to be submitted to the school office)

Detentions

What the law allows:

Teachers have a legal power to put students (aged under 18) in detention.

The times outside normal school hours when detention can be given (the 'permitted day of detention') include:

- ❖ Any school day where the student does not have permission to be absent
- ❖ Weekends – except the weekend preceding or following the half term break
- ❖ Non-teaching days – usually referred to as 'training days' or 'INSET days'

All members of staff, including support staff, can impose detentions.

Matters to consider when imposing detentions

Parental consent is not required for detentions, although parents will be informed if the detention is out of school hours.

With lunchtime and break time detentions, staff will allow reasonable time for the student to eat, drink and use the toilet.

Detentions outside school hours

School staff will not issue a detention where they know that doing so would compromise a child's safety. When ensuring that a detention outside school hours is reasonable, staff issuing the detention will consider the following points:

- ❖ Whether the detention is likely to put the student at risk
- ❖ Whether the student has known caring responsibilities, which mean the detention is unreasonable
- ❖ Whether suitable travel arrangements can be made by the parent for the student. It does not matter if making these arrangements is inconvenient for the parent

If the sanctions and consequences above have been imposed by a member of teaching or support staff and have failed to result in a change in student behaviour, the member of staff will refer to the Head Teacher.

The Head Teacher will consider implementations of the following sanctions and consequences, as deemed appropriate:

- ❖ Meeting individually with the student
- ❖ Detention
- ❖ Phone call/letter home
- ❖ Meeting with parent/carer
- ❖ Placing student on 'Achievement Monitoring' report (usually managed and monitored by the student's Achievement Mentor)
- ❖ Withdrawal of student privileges
- ❖ Student or student/parent meeting with a panel of Management Board members

In supporting the above, the Head Teacher may activate a temporary or permanent exclusion.

Students referred to the Head Teacher as a result of a serious incident, will be dealt with in accordance with the Serious Incident Procedure.

Serious incident procedure

Should an incident of an extremely serious nature take place in school, e.g. a fight or unacceptable verbal aggression, the following procedure will take place:

- ❖ The Head Teacher contacted immediately. In her absence, the immediate contact will be with the member of staff identified as being 'In Charge' that day
- ❖ The Head Teacher/member of staff 'in charge' will remove the student from lessons and/or the main body of the school and will ensure that contact is made with parents
- ❖ The student will remain at school but off timetable and supervised by the Head Teacher/member of staff 'in charge'
- ❖ Parents will be asked to attend a meeting at the school with the Head Teacher, at the earliest opportunity
- ❖ All staff and students who were involved, who intervened in or observed the event, will write a statement (Appendix 2 - 'Witness Statement') It may well be that a student statement is taken by a member of staff, but this will be someone who has not been directly involved in the incident. Such statements will be written, signed, timed and dated
- ❖ Following a thorough investigation into the incident, the Head Teacher may take the decision to impose a fixed term or permanent exclusion. In doing so, the school will follow the guidance given by the DFE in its document 'Exclusion from Maintained Schools, Academies and Student Referral Units in England' – September 2017
- ❖ Serious incidents may also be referred to the police. This may be for clarification as to the police view of the incident. However, the referral may result in advice/warnings being issued to students as to their current and future conduct. It may also result in police action being taken

Permanent Exclusion

Permanent Exclusion will be considered for any of the following:

- ❖ A single serious incident
- ❖ A consistent refusal to adhere to the school's rules and standards of expected behaviour
- ❖ The possession or use of any of the prohibited items as described in Section 2b

Section 5: Searching and confiscation

The Head Teacher, and staff authorised by her, have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item.

(Prohibited items are listed in Section 2b)

Searching with Consent

Schools' common law powers to search:

School staff can search students with their consent for any item.

In addition:

- ❖ The Triple Crown Centre is not required to have formal written consent from the student for this sort of search – it is enough for the teacher to ask the student to turn out his or her pockets or ask to look in the student's bag and for the student to agree
- ❖ If a member of staff suspects a student has a prohibited or banned item in his/her possession, they can instruct the student to turn out his or her pockets or bag and if the student refuses, the teacher will apply appropriate sanctions as set out in The Triple Crown Centre's behaviour policy (serious incident)

Searching without Consent

Establishing grounds for a search

- ❖ Members of staff will undertake a search without consent, if they have reasonable grounds for suspecting that a student may have in his or her possession a prohibited item or a banned item as identified in this policy (Section 2b)
- ❖ The teacher will decide, in each particular case, what constitutes reasonable grounds for suspicion. For example, they may have heard other students talking about the item, or they might notice a student behaving in a way that causes them to be suspicious
- ❖ The member of staff conducting the search will be the same sex as the student being searched and there will be a witness (also a staff member)
- ❖ A limited exception to this rule is that a member of staff can carry out a search of a student of the opposite sex to them and without a witness present, if they reasonably believe there is a risk that serious harm will be caused to a person if they do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff

During the Search

Extent of the search – clothes, possessions

What the law says:

- ❖ The power to search without consent enables a personal search, involving removal of outer clothing and searching of pockets; but not an intimate search going further than that, which only a person with more extensive powers (e.g. a police officer) can do
- ❖ 'Possessions' means any goods over which the student has or appears to have control – e.g. bags
- ❖ A student's possessions can only be searched in the presence of the student and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff
- ❖ Use of force - Members of staff can use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette

papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm, although such force **cannot** be used to search for items banned under the school rules

After the Search

The power to seize and confiscate items – general

What the law allows:

- ❖ A member of staff, as set out in the Education and Inspections Act 2006, can confiscate, retain or dispose of a student's property as a disciplinary penalty, where reasonable to do so
- ❖ A member of staff can use their discretion to confiscate, retain and/or destroy any item found as a result of a 'with consent' search so long as it is reasonable in the circumstances. Where any article is thought to be a weapon, it will be passed to the police
- ❖ Staff have a defence to any complaint or other action brought against them. The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated
- ❖ If a member of staff conducting a search finds **alcohol**, they will retain or dispose of it and not return it to the student
- ❖ Where a member of staff finds **controlled drugs**, these will be delivered to the police as soon as possible
- ❖ Where a member of staff finds **other substances** which are not believed to be controlled drugs, these can be confiscated if they are believed to be harmful or detrimental to good order and discipline
- ❖ Where a member of staff finds tobacco or cigarette papers, they will retain or dispose of them and they will not be returned to the student
- ❖ Fireworks found as a result of a search will be retained or disposed of and not returned to the student
- ❖ Where a member of staff finds **stolen items**, the decision may be made to involve the police
- ❖ School staff are aware that viewing and forwarding pornographic material of any child under 18 years constitutes an offence. If there is a suggestion that images of a child exist on a device, the device will be seized by school staff, securely stored and the incident and the presence of images will be reported to police immediately on 101. Staff will not tamper in any way with the device, including turning it on or off.
- ❖ Where an **article that has been (or could be) used to commit an offence or to cause personal injury or damage to property** is found, it might be delivered to the police, retained or disposed of
- ❖ Any weapons or items which are evidence of an offence will be passed to the police as soon as possible
- ❖ Where a member of staff finds **an item which is banned under the school rules**, they will take into account all relevant circumstances and use their professional judgement to decide whether to return it to its owner, retain it or dispose of it

Informing parents and dealing with complaints

- ❖ Staff at The Triple Crown Centre are not required to inform parents before a search takes place or to seek their consent to search their child
- ❖ Although there is no legal requirement to make or keep a record of a search, the school believes that this is good practice in all cases
- ❖ The Triple Crown Centre will inform the individual student's parents/carers where alcohol, illegal drugs or potentially harmful substances are found
- ❖ Complaints about searching will be dealt with through the normal school complaints procedure

Section 6: Use of 'Reasonable Force'

What is reasonable force?

- ❖ The term 'reasonable force' covers a broad range of actions that involve a degree of physical contact with students
- ❖ 'Reasonable' means using no more force than is needed
- ❖ Force is usually used either to **control** or **restrain**

- **Control** – e.g. standing between students, blocking a student's path, leading a student by the arm
- **Restrain** is typically used in more extreme circumstances – e.g. to physically hold a student back to prevent violence or injury, when students are fighting and refuse to separate

Points to note:

- ❖ Staff at The Triple Crown Centre will always try to avoid acting in a way that might cause injury to a student but, in extreme cases, it may not always be possible to avoid
- ❖ Schools do not require parental consent to use force on a student

Who can use reasonable force?

All members of school staff have a legal power to use reasonable force. (Education and Inspections Act 2006)

When can reasonable force be used?

- ❖ Reasonable force can be used to prevent students from hurting themselves or others, from damaging property or from causing disorder
- ❖ The decision about whether or not to physically intervene is down to the professional judgement of the staff member concerned, and will always depend on the individual circumstances.



THE TRIPLE CROWN CENTRE



BEHAVIOUR REPORT FORM

Student Name:			
Gender:	Ethnicity:	LAC: (Y/N)	FSM: (Y/N)
Date:		Time:	
Subject/Activity		Room/Area (the incident occurred in)	

Incident Details (Please tick one or more that apply)															
Continuous lateness to Lesson		Disruption of others' learning		Verbal aggression to peers											
Truancy from Lesson		Dangerous behaviour		Verbal aggression to staff											
Littering		Physical Aggression to peers		Argumentative with staff											
Damage to property		Physical Aggression to Staff		Poor behaviour on school visit											
Fails to follow sanctions		Stealing		ICT abuse											
Smoking / Substance Abuse		Prejudice Based Language													
BULLYING															
Emotional Bullying		Physical Bullying		Racist Bullying		Sexual bullying		Homophobic Bullying		Verbal Bullying		Cyber Bullying		Other	
Other than any of the incident categories above:															

Antecedent (What was going on before the incident occurred?)

Behaviour (What actually happened?)

Action taken

Member of Staff _____ Signed _____ Date _____

Any required follow-up action/further comments

Member of Staff _____ Signed _____ Date _____



THE TRIPLE CROWN CENTRE

WITNESS STATEMENT

Name of Witness	
Name of staff supervising this statement (if a student witness)	
Subject/Activity	
Room/Area (the incident occurred in)	
Date	
Time	

Who was involved in the above alleged incident? (students, staff)

What happened?

What do you think may have caused the incident?

- Signed (witness) Date:
- Signed (member of staff, if a student witness) Date: