



Trinity

LEARNING • LOVING • LIVING

Behaviour Policy

Related policies external to this document

- Admissions Policy
- SEND Policy
- Safeguarding Policy
- Attendance Policy
- Equalities Policy
- Anti-Bullying Policy
- Recruitment Policy
- Keeping Children Safe in School-Sept 2022
- Education and Inspections Act 2006
- DFE Guidance Behaviour in Schools Sept 2022
- Searching, screening and confiscation – July 2022
- Use of reasonable force - July 2013

Related policies within this document

- Attendance Policy
- Exclusions Policy
- Uniform

Date of Governor Approval	Date of Next Review	Notes
March 2024	May 2026	Review every two years

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1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

2. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)

➤ Sexual harassment, meaning unwanted conduct of a sexual nature, such as:

- Sexual comments
- Sexual jokes or taunting
- Physical behaviour such as interfering with clothes
- Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content

➤ Vandalism

➤ Theft

➤ Fighting

➤ Smoking

➤ Racist, sexist, homophobic or discriminatory behaviour

➤ Possession of any prohibited items. These are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- E-cigarettes or vapes
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Section 1: Trinity Values

As a Church of England school, we seek to ensure that every pupil has the maximum opportunity to fulfil their God given potential. Our values of **Learning**, **Loving** and **Living** are at the heart of our behaviour policy. We are:

A learning community

- Learning is at the heart of what we do, and the Christian story is central to who we are and it informs what we do and our learning
- We have high expectations of ourselves and one another in every area of school life - we aspire to excel and we never give up
- We are committed to the principles of restorative justice and discipline that is exercised with love; where all have the opportunity to learn through their mistakes

A loving family

- We belong to a loving family which includes pupils, staff, parents and governors - of all faiths and none; which extends to our local churches and our community

- We recognise and celebrate our equal worth, and seek to be inclusive of all
- All have a 'place at the table', where we gather together in worship, and are invited to share in the Eucharist

Living good lives

- As Jesus commanded us to love our neighbour, we seek to serve those in need within our own community, and in the wider community
- We are committed to pursuing social justice - especially for those who are disadvantaged - preventing discrimination and improving outcomes for all pupils
- We are all encouraged to exercise leadership, and to take responsibility for ourselves and one another

The Parable of the Talents teaches us that God has given all his children gifts that they must use and grow. Our behaviour policy is designed to ensure that all our pupils have the opportunity to develop their talents in an environment that has minimal distractions, clear routines and bespoke support to meet individual needs. Emphasis is placed on self-discipline, being reflective, taking responsibility for one's own actions and the **Trinity Etiquette** of **Manners**, **Respect**, **Consideration** and **Honesty**. This is all done with a loving, positive first approach.

Rewards are our default method of helping pupils to make positive behavioural choices. We have a **positive first** approach to behaviour management. Pupils receive positive praise postcards, emails home, award badges and certificates regularly. We do however have high expectations of our pupils and use sanctions where necessary to ensure these standards of expectation are being upheld.

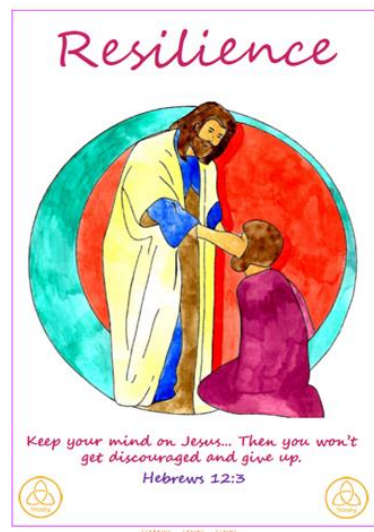
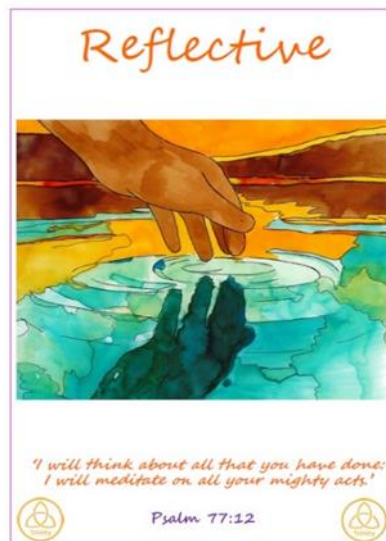
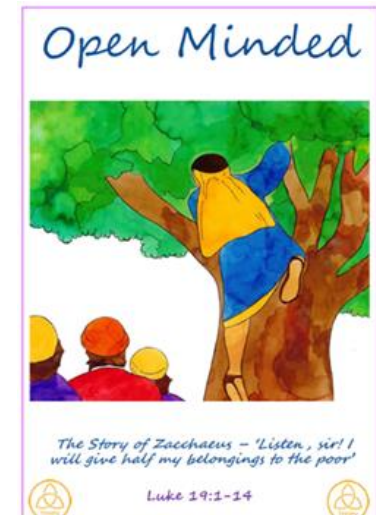
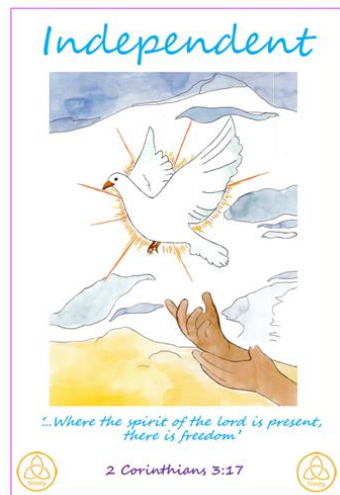
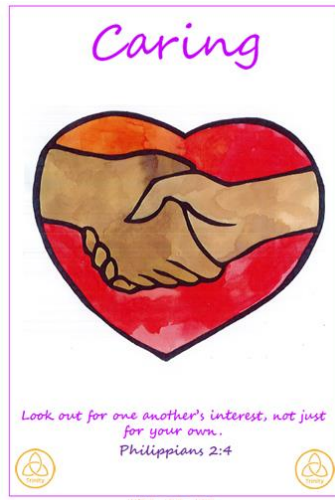
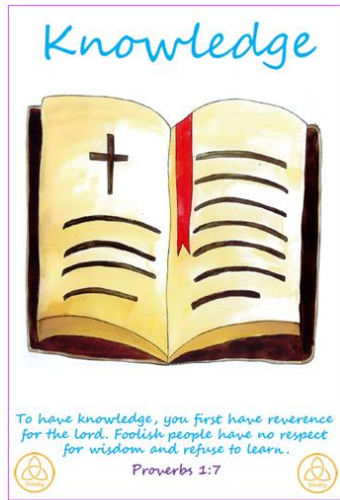
We take a balanced approach to dealing with behaviour. On one side, we have a zero tolerance for poor behaviour which causes upset and ultimately harms the opportunities of others by the actions of any pupil. This will not be tolerated. However, we implement this in a calm and positive manner, attempting to deliver sanctions in the fairest possible way.

We have clear rules and sanctions to help pupils to understand exactly what is expected of them in order for them to make better choices about their behaviour and become **Terrific Trinitarians**. This helps guide pupils away from a momentary loss of self-control and to encourage them to make better choices in the future. Following sanctions, Trinitarians are given a fresh opportunity to start again, prove themselves and learn from their mistakes.

At Trinity, pupils are expected to be proud learners. They should try their best at all times and learn from mistakes when things go wrong. They are taught to be **open minded** and reflect upon personal mistakes. Trinitarians are expected to be **loving** and **caring**. They work together in harmony as a community. At Trinity, we are a family and our behaviour management strategies help all our stakeholders to **Live life in all its fullness**.

Section 2: Trinity Characteristics

Trinitarians are expected to uphold and demonstrate the following characteristics. They receive reward badges when they demonstrate their application of the characteristics. Terrific Trinitarians achieve all nine characteristics.



Section 3: Trinity Etiquette

Trinity etiquette is a combination of **manners** and **principles**. It guides our pupils through differences of opinion. It provides a moral compass that facilitates positive interactions with all members of our diverse family and the wider community. It helps our pupils to build positive relationships. Trinity Etiquette is important because it give Trinitarians confidence and allows them to focus on the substance of their interactions. They provide a framework so that our pupils know what to do and what to expect from others. Trinitarians are expected to maintain Trinity Etiquette both inside and outside of school. In doing so, they build strong foundations which will help them to **live life in all its fullness**.

3.1. Manners

General Manners

Trinitarians say "please" and "thank you,". They hold the door open for each other. They wear their uniform correctly and with pride. They greet their peers, staff and the wider community politely. They walk on the left-hand side of the corridor and stairwells in a respectful, calm, but purposeful way.

Classroom Manners

In the classroom, Trinitarians are always respectful. Trinitarians arrive on time to their lesson and are fully equipped. They enter in silence and take out books and equipment needed for the lesson. They are silent during the silent phase of the lesson and they have focused conversations during the discussion phase of the lesson. Trinitarians actively listen when others are speaking. They raise their hand to solicit the teacher's attention if they wish to ask a question or get help. Trinitarians take pride in their books, always using their neatest handwriting and underlining dates and titles neatly with a ruler. They exit the class in an orderly fashion.

Refectory Manners

Trinitarians wear their blazers on entry to the refectory. They form an orderly queue. They thank the refectory staff for providing a meal. They eat their meal sitting at a table and use cutlery appropriately. They chew with their mouths closed and use a napkin as appropriate. They engage in positive conversations with their fellow diners using a polite and respectful volume. Upon completion of their meal, they clear their plates and ensure that the area they were eating in is clean and tidy.

Social Space Manners

Trinitarians are polite and kind to their peers and staff. They walk calmly around the building on the left-hand side. They speak in a reasonable volume. They maintain the 'Hands Off' policy. They play games that are respectful of both the participants and others around them. They are considerate and caring. During transitions they walk purposefully towards their next lesson without detouring because they understand the importance of their education.

3.2 Principles

The Principle of Respect

Trinitarians demonstrate respect in their actions and words. They are **open minded** which allows them to recognise and value their own worth and the worth of others, regardless of background, race, religion, gender, sexual orientation, age or any other factor. Trinitarians demonstrate respect in their day-to-day relations, refraining from demeaning others for their ideas and opinions. They refuse to laugh at racist or sexist jokes. They put prejudices aside and stay open minded. They show respect not just by what they refrain from doing but also by intentional acts, such as being on time, dressing appropriately, and giving their full attention to the person or people they are with.

Self-respect is just as important as respect for others. The Trinitarian who respects themselves is not boastful or pushy but is secure in a way that inspires confidence in others. They value themselves regardless of physical attributes or individual talents. They understand that integrity and character are what really matter.

The Principle of Caring

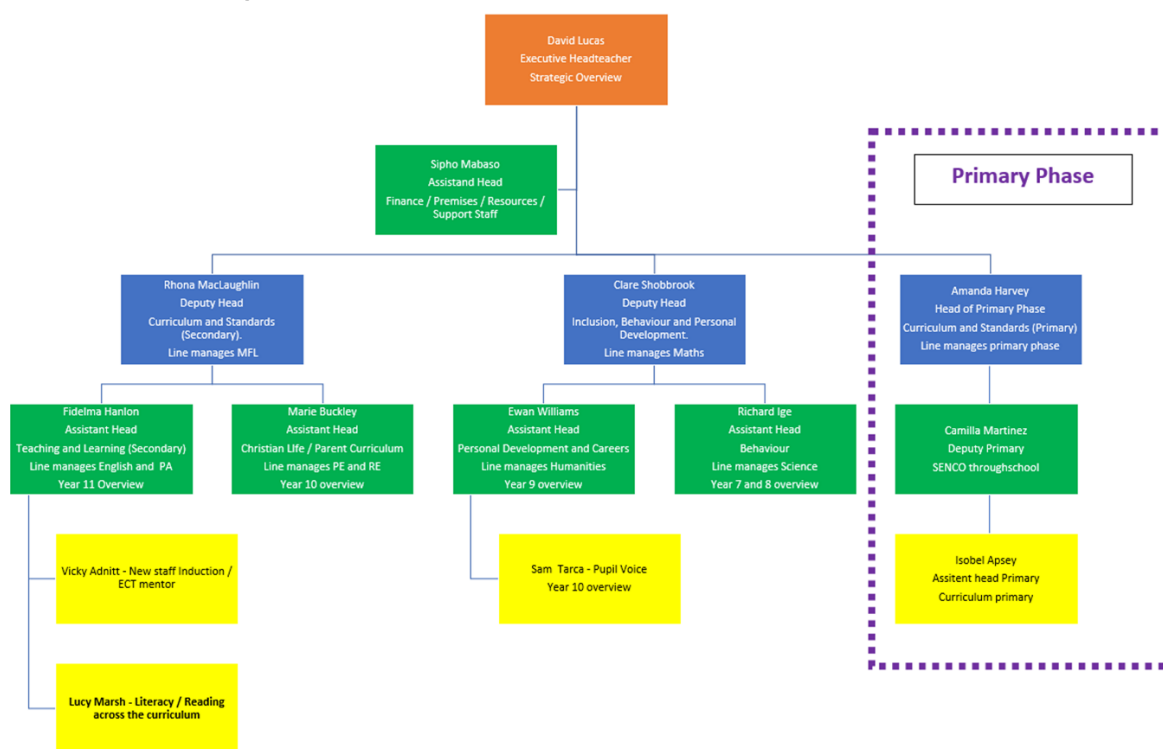
Trinitarians demonstrate they are caring by having empathy for others and this is exemplified in their thoughtful behaviour. They think about what they can do for those around them and how their actions will affect them. At Trinity, we follow the teachings in the parable of the **Good Samaritan**. Caring leads Trinitarians to help a friend or stranger in need, to bestow a token of appreciation, or to offer praise.

The Principle of Honesty

Trinitarians are encouraged to tell the truth and avoid white lies. Trinitarians should act sincerely and with integrity. It is important that honesty is benevolent as opposed to brutal honesty. Trinitarians employ tact. They use empathy to find the positive truth, act on it, without causing embarrassment or pain to someone else. Honesty allows Trinitarians to build authentic and genuine relations with others that has **love** as its foundation.

Section 4: Stakeholders

4.1 Leadership and Management



The Trinity school leadership team are highly visible, with leaders routinely engaging with pupils, parents and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported.

They have a crucial role to play in making sure all staff understand the behavioural expectations and the importance of maintaining them. They ensure that all new staff are inducted clearly into the Trinity behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. They consider any appropriate training which is required for staff to meet their duties and functions within the behaviour policy. These include aligning

this training with the new Initial Teacher Training (ITT) Core Content Framework and the Early Career Framework (ECF) together with the reformed suite of National Professional Qualifications.

The Trinity leadership team also ensure that staff have adequate training on matters such as how certain special educational needs, disabilities, or mental health needs may at times affect a pupil's behaviour. They have ongoing engagement with experts, such as Educational Psychologists and other support staff such as counsellors and Mental Health Support Teams, Restorative Justice champions that can help to inform effective implementation, and design of behaviour policies.

4.2 Staff and Teachers

Staff at Trinity have an important role in developing a calm and safe environment for pupils and establishing clear boundaries of acceptable pupil behaviour. Staff uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships, as defined within this policy, so that pupils can see examples of good habits and are confident to ask for help when needed. Staff also challenge pupils to meet the school expectations and maintain the boundaries of acceptable conduct. All staff communicate the school's expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction with pupils. Staff consider the impact of their own behaviour on the school culture and how they can uphold the school rules and expectations.

4.3 Pupils

All pupils deserve to learn in an environment that is calm, safe, supportive and where they are treated with dignity. To achieve this, every pupil is made aware of the school behaviour standards, expectations, pastoral support, and consequence processes. Pupils are taught that they have a duty to follow the school behaviour policy and uphold the school rules, and should contribute to the school culture. Trinity Voice offers pupils the opportunity to talk about their experience of behaviour and provide feedback on the school's behaviour culture. This supports the evaluation, improvement and implementation of the behaviour policy. Every pupil is supported to achieve the behaviour standards, including an induction process that familiarises them with the Trinity behaviour culture. Elements of this induction are repeated for all pupils at suitable points in the academic year in worship and family group.

Provision is made for all new pupils to ensure they understand the school's behaviour policy and wider culture. Where necessary, extra support and induction can be provided for pupils who are mid-phase arrivals.

4.4 Parents

Parents are crucial in helping Trinity develop and maintain good behaviour. To support the school, parents are encouraged to get to know the school's behaviour policy and, where possible, take part in the life of the school and its culture. Parents have an important role in supporting the school's behaviour policy and are encouraged to reinforce the policy at home as appropriate. Where a parent has a concern about management of behaviour, they should raise this directly with the school while continuing to work in partnership with us.

At Trinity, we aspire to build and maintain positive relationships with parents, by keeping parents updated about their children's behaviour, encouraging parents to celebrate pupils' successes and helping parents to understand the school's behaviour policy.

Section 5: Behaviour and Safeguarding

All staff at Trinity School are trained to understand their safeguarding responsibilities. All staff, including governors and those who work directly with children, are directed to read at least part one of Keeping Children Safe in Education 2023 (KCSIE 23). Those staff at Trinity who do not work directly with children are also directed to read Annex A of KCSIE 23 which is a condensed version of part one. In addition to this at Trinity, there are mechanisms in place to assist staff to understand and discharge their role and responsibilities with regards to safeguarding Trinitarians.

At Trinity, we have a child-centred and coordinated approach to safeguarding. This means that we consider at all times what is best for the child. We recognise that no one person can have the full picture of a child's needs and circumstances. We endeavour to ensure that children and families receive the right help at the right time by ensuring that everyone who comes into contact with them knows the role that they play in identifying concerns, sharing information and taking prompt action.

We understand that safeguarding and promoting the welfare of children is:

- protecting children from maltreatment
- preventing the impairment of children's mental and physical health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to have the best outcomes.

We recognise that our staff are particularly important, as they are in a position to identify concerns early, provide help for children, promote children's welfare and prevent concerns from escalating. All our staff have the responsibility to provide a safe environment in which children can learn. All staff can identify children who may benefit from early help which means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years. Any staff member who has any concerns about a child's welfare will follow the processes set out in KCSIE 2023, paragraphs 51-67. We support social workers and other agencies. We have a designated safeguarding lead and deputy safeguarding leads who provide support to staff to carry out their safeguarding duties and liaise closely with other services such as local authority children's social care. The designated safeguarding lead (and any deputies) are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns. This is particularly important when managing behavioural concerns.

Section 6: Behaviour as a form of Communication

At Trinity, we recognise that all behaviour is a form of communication. We accept that there are reasons for problematic behaviour and that pupils sometimes have trouble communicating, because they may not be able to verbally describe the problem or know what to do in a situation. At these times, children may act out their feelings or needs. Children engage in challenging behaviour for a reason. The purpose may be getting someone's attention, stopping an activity they don't like, or satisfying sensory needs — but there is always a reason behind the behaviour.

We understand therefore that children with challenging behaviour are sending staff the message that something is not right or that their needs are not being met.

We endeavour to learn to understand and interpret children's challenging behaviour. We have interventions available that are designed to help understand the meaning behind the pupil's behaviour. We endeavour to reduce challenging behaviour by offering support.

The following interventions are available to support pupils with challenging behaviour:

- Mentoring
- Peer Mentoring
- Counselling
- Drama therapy
- Black Caribbean Coaching
- Draw and Talk
- Mindfulness
- Handwriting Practice
- Thinking Reading
- Restorative Justice Meetings
- Educational Psychologist referral
- Outreach Inclusion Service

We aspire to ensure that pupils feel respected and have their needs met, so that there is no longer a reason to use challenging behaviour to communicate.

Section 7: Trinity Methods to Promote High Standards of Behaviour

High quality teaching and learning

Teaching is well planned and appropriately differentiated with a high level of challenge. As a result, children are engaged in their learning and disruptive behaviour is rare. The quality of teaching is rigorously monitored by the Leadership Team through the monitoring of weekly and medium-term planning, in-class teaching support and observation, discussions with children, scrutiny of books and folders and analysis of class attainment and progress.

Consistency

Children's behaviour is positive if routines, rewards and sanctions are adhered to consistently. In all classes, the Trinity behaviour management system is used (Please see Appendices). As well as this, in the EYFS (Reception classes), disruptive behaviour is dealt with using immediate sanctions, such as spending time on the 'time-out chair' and positive behaviour is consistently praised. From Year one upwards, the rewards and sanctions follow our behaviour system and are appropriate to the age of the children.

Focusing on the positive

Children who behave well and appropriately are praised. At Trinity we believe that praise is the most powerful tool in maintaining high standards of behaviour and seek to maintain a culture of praise. Praise is freely given and is targeted to actions. The praise is given in a number of forms, for example: verbal, written, friendly word or gesture, referral to another adult, certificates, shared with families and communication with parents and carers. If a child's behaviour is a cause for concern, parents and carers are informed. We strongly believe that if parents and carers are kept informed, we can work together to address the issue.

Anti-bullying

We ensure every child fully understands and follows the anti-bullying policy. This is achieved through work with individuals, whole school assemblies, in class discussions, effective monitoring and playground support. During lunch breaks, children are away from the structure of the classroom environment and into an environment in which they make their own choices about what to play. Sometimes, this can lead to disagreement, arguments and loss of self-control. We have a team of Lunchtime Supervisors who ensure children are safe, and always have a trained first aider in the playground. The lunchtime supervisors follow our restorative policy and take time to listen to students about any disagreements. The Senior Leadership Team are also a regular presence in the lunch hall and playground, praising children who have eaten their greens or refereeing a football match! There is a separate policy that fully covers Anti-bullying.

Behaviour Management Systems Policies

Supporting children with challenging behaviour. We recognise that some children may have challenging behaviour that requires more specific guidance. In such cases, a targeted behaviour plan would be put in place. This would involve the child, parent or carer, class teacher and senior school leader and, if appropriate, external agencies. This behaviour plan will not be discussed with parents of other children.

Special Education Needs & Disabilities

We have high expectations of all children's behaviour. For any child with a specific learning difficulty which impacts on their behaviour, an Individual Education Plan would be in place to ensure that they can be included safely with the learning environment.

Section 8: Zones of Regulation

The Zones of Regulation is a social-emotional learning curriculum designed to help children develop self-regulation and emotional control skills. It uses a colour-coded system to teach pupils to recognise and manage their emotions effectively. Here's how teachers can use it in the classroom:

Introduce the Zones: Start by explaining the four Zones - Blue (Sad or Low), Green (Happy or Calm), Yellow (Worried or Anxious), and Red (Angry or Agitated). Use visual aids and examples to help pupils understand each zone's emotions.

Self-Identification: Encourage pupils to identify which Zone they are in at various times throughout the day. This self-awareness is the first step in emotional regulation.

Teach Strategies: Provide pupils with strategies and tools to move from one Zone to another when necessary. For example, deep breathing exercises or taking a break in a quiet area can help a pupil shift from Red to Green.

Group Discussions: Hold regular class discussions about emotions and the Zones. Allow pupils to share their experiences and how they managed their emotions.

Visual Aids: Use visual cues, like posters or a Zones chart, to remind pupils of the Zones and the associated strategies. This helps reinforce the concepts.

Individualized Support: Recognize that pupils may have different triggers and coping mechanisms. Tailor your approach to meet each pupil's specific needs.

Consistency: Be consistent in implementing the Zones of Regulation throughout the school year to create a routine for pupils.

Parent Involvement: Share information about the Zones with parents so they can reinforce these concepts at home.

By incorporating the Zones of Regulation into the classroom, teachers can help pupils develop essential emotional regulation skills, leading to improved self-control and better overall well-being.

Strategies

Moving from the other Zones (Blue, Yellow, or Red) to the Green Zone in the Zones of Regulation involves teaching individuals strategies to regulate their emotions and achieve a state of calm and readiness. Here are some strategies:

Deep Breathing: Encourage deep breathing exercises to help individuals relax and reduce anxiety. Slow, deep breaths can bring them from the Red or Yellow Zone to the Green Zone.

Mindfulness: Teach mindfulness techniques such as meditation or focusing on the present moment. Mindfulness can help shift from heightened emotional states to a more peaceful one.

Positive Self-Talk: Promote positive self-talk to challenge negative thoughts. This can help individuals move from the Blue or Yellow Zone by replacing negative emotions with positive ones.

Physical Activity: Engage in physical activities like stretching or yoga to release pent-up energy and stress, which can help transition from the Red or Yellow Zone to the Green Zone.

Sensory Regulation: Provide sensory tools or activities such as fidget toys or sensory breaks to help individuals self-regulate and return to the Green Zone.

Social Support: Encourage individuals to seek support from peers or adults. Talking to someone can provide emotional relief and support their return to the Green Zone.

Visual Cues: Use visual cues like a calming timer or a Zones chart to help individuals monitor their emotions and progress toward the Green Zone.

Coping Strategies: Teach coping strategies that are personalized to an individual's needs. For example, journaling, drawing, or listening to calming music can be effective.

Time-Outs: Sometimes, a brief break or time-out can help individuals reset and transition back to the Green Zone when they are in the Red or Yellow Zone.

Problem Solving: Encourage problem-solving skills to address the issues that may have caused them to enter the other Zones, thus preventing future emotional dysregulation.

Section 9: Trinity Rewards

A positive working environment makes for happier pupils who make more progress in their learning. Within both the primary and secondary phases, praise and rewards are used to encourage pupils to engage well with teachers, lesson content and each other. The implementation and use of praise is strategic and frequent to help establish a positive working culture and environment. This in turn helps pupils and staff to build positive working relationships with each other.

Verbal praise in class is used continuously throughout the school day. It is used to highlight positive working habits. By directing praise to individuals, pupils are clear about what behaviours are worthy of praise and more likely to repeat these and establish good habits.

Although the way in which rewards, in particular certificates, are given out differs between the primary and secondary phase, the underlying principles remain the same. Throughout the year subject and character reward assemblies take place to highlight outstanding contributions to the school community.

9.1 Primary Phase

Pupils are divided into house groupings and our House points system is one of the ways we make our culture of praise explicit. If good learning or effort is shown in class and/or at playtimes a child can earn a point for their house. We use house points to encourage the children to strive in their learning and to exhibit good citizenship within the school and the wider community. This supports our mantra – Never Give Up. A sense of citizenship is fostered when the house points are collected weekly and an overall house winner is awarded. At the end of the term, the winners of the most weeks get 15 minutes extra playtime and are at Top Table for a week.

Weekly reward assemblies are based around the 9 characteristics and promote the character qualities that have been displayed throughout the week.

Showing Trinity Values Chart (Behaviour Chart):

This chart is displayed in each classroom and shows pupil progress towards the gold standard on a daily basis. The colours on the chart represent how well a child is doing this.

Green: This is where all children begin the day. It means they are showing the expected standard of learning behaviours: they are displaying the Trinity values.

Gold: This is for when children have displayed behaviour which goes 'above and beyond'. They are being role models, either because of one display or because of their consistency in this regard.

9.2 Secondary Phase

At Trinity School we believe that good behaviour is best promoted and developed by consistently **celebrating**, and **rewarding**, well behaved pupils. Our teachers acknowledge the importance of informal praise – for example, verbal praise given in lessons, acknowledgement of **Trinity Etiquette** and comments in exercise books. The praise and reward system at Trinity will be centred around the **Golden Ticket System**. We are proud of the fact that pupils have multiple ways of being rewarded. Pupils can earn **Golden Tickets** for displaying **Trinity Etiquette**, good **behaviour**, **effort** or **achievement**. They can also receive Golden Tickets for displaying our school's core vision for all **Terrific Trinitarians** of being, **insightful**, **independent**, **resilient**, **reflective**, **knowledgeable**, **open-minded**, **courageous**, **principled** and **caring**.

Staff are provided with a set of Golden Tickets at the start of every half term. Every time a pupil does something which warrants **recognition** in the classroom or around the school, they will be given a golden ticket – staff fill out pupil name, date and signs – teacher must log on SchoolVue under achievement, so a permanent record is kept. The Golden Ticket must be placed into the ticket box – one per year group. The more tickets pupils place into the box with their names on, the greater their chance of receiving a prize when a ticket is pulled out. At Trinity School, we believe that good behaviour is best promoted and developed by **consistently** celebrating, and **rewarding**, well behaved pupils.

Teachers will make frequent contact with parents and carers to celebrate **pupil achievement**, through a variety of means. This includes but is not exclusive to – School Newsletters, notes in planners, post cards home, texts home, phone calls home and bulletins.

There will be a prize draw conducted by HOY/SLT in HOY assemblies in the last week of every half term with the top three automatically given an Amazon voucher. The next group of pupils whose names are pulled out will receive a choice of branded Trinity items. At the end of the year in the Trinity term – a selection of pupils in each year group who have the most golden tickets will be selected to go to on a **rewards trip**.

Regular reward assemblies will take place. The aim is to celebrate the **achievements** of our pupils and share their good work from all subjects. This assembly will include, but is not exclusive to, the distribution of Golden Ticket prizes and celebrating a range of achievements.

Every term we will also award pupils who have **100% attendance** with a certificate of achievement in the end of term Celebration assemblies in each respective year group. These assemblies will also include, but are not exclusive to, Heads of Department awards, HOY awards, the Trinity Character Award in our continued commitment to striving for racial equality and diversity for all pupils. The most prestigious award a Trinitarian can be awarded is the Headteacher's Award.

Schoolvue is used to log rewards, which automatically sends an email home to parents alerting them of their child's work in your class. This keeps home informed through text messages asking for them to praise their child due to excellent contributions to class learning.

Positive praise postcards are given directly to pupils to reward positive contributions to class work and the school community.

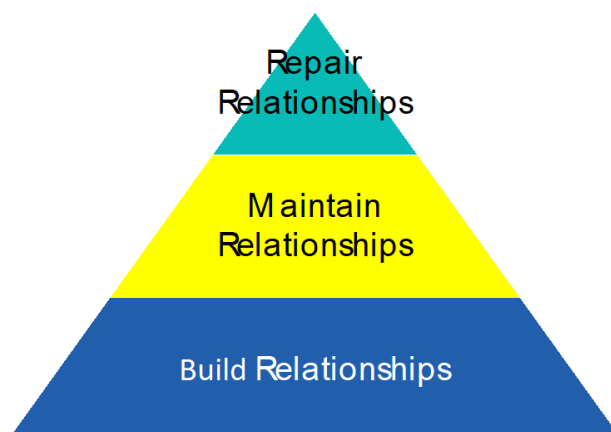
Termly, subject certificates are also awarded to pupils who are excelling in specific subjects.

Charter badges are given out in weekly year assemblies that cover the 9 characteristics of a TerrificTrinitarian.

Section 10: Trinity's Restorative Approach

At Trinity, punitive sanctions are employed when necessary, but first and foremost, we embrace restorative practices.

Restorative practice helps all members of the Trinity family to recognise that all of their activities affect others and that we are all responsible for our choices and actions. It also helps our family to be held accountable for their actions and develop a sense of personal responsibility. It allows us to reflect on how we interact with each other and consider how best to prevent harm and conflict.



Restorative practice is also used to re-build relationships when things breakdown between people. Restorative justice is a way of helping members of the school community to understand their mistakes, take ownership for any emotional or physical harm caused through their actions and be responsible for the repair of any damage done.

As well as developing pupils' emotional intelligence, restorative meetings help pupils to own the consequences for their actions which reduces the likelihood of repeating the same mistake.

We do this to promote justice and equality within the community, to protect the values and ethos of the community and promote tolerance and equality.

Restorative justice also helps the victim to have their voice heard, giving power back to them, supported by teachers who are trained to deliver restorative meetings between the wrong doer and the victim.

The facilitator of a restorative meeting must remain impartial and listen to both sides in order to tease out facts, feelings and thoughts through a series of specific questions whilst referring to any witness statements that have been taken, as required. They would issue appropriate consequences as needed and restore relationships.

Restorative meetings are held in school between the two or more members of the community that were affected by an incident. This does not include family members being present at a restorative meeting.

Restorative questions

- What were you thinking then?
- What were you feeling?
- Who else has been affected?
- How are you left feeling now?
- What do you need now?
- How would that help?
- Who needs to hear that?
- What happened?

Section 11: Trinity Rules

Trinity has clear rules on personal conduct and behaviour whilst at school and whilst wearing school uniform or representing the school. Failure to abide by these rules can result in a sanction detailed but not limited to those in Section 18. Sanctions are administered on behalf of the Executive Headteacher at the discretion of the staff member.

General Rules

- Pupils must be kind to others in their words or actions
- No pupil should enter any classroom without an accompanying member of staff
- No running within the school buildings
- 'Hands off', no tussling, pushing, grabbing etc
- Any pupil requiring use of electrical equipment must first obtain permission and a member of staff must be present
- If any item of equipment is found to be broken, particularly electrical equipment, it should be reported; pupils must not attempt to mend/fix them
- Nothing whatsoever should be thrown
- Pupils must not congregate in the toilets in big groups or enter into cubicles with other pupils.
- Pupils must not play with gas taps/water taps
- Any accident or injury should be reported to the member of staff present and to the First Aider.
- Pupils are expected to cooperate fully with members of staff when direction is given to them. First time, every time.
- Corridors/exits should be free of obstructions. No bags or personal possessions should be left in the carpeted area near the back entrance or in any other corridors/exits.
- Harmful substances, for instance correction fluid and lighters, must not be brought in to school
- Energy drinks, fizzy drinks and gum must not be brought into the school by pupils
- Correct protective clothing should be worn when using chemicals and machinery
- No swinging/rocking on any chair/stool or desk
- No equipment to be removed from rooms without permission and pupils should only carry 'light loads'
- Pupils must not interfere with the work or equipment of other pupils
- Pupils must not bring banned items onto the school site such as vapes, cigarettes/e-cigarettes, alcohol, tobacco or offensive weapons.
- Pupils must walk around the buildings in a safe and considerate manner

Casual Attitude

Pupils must have a positive attitude to learning. They must arrive punctually to lessons, take pride in the appearance of their books and be in a mindset that is ready for learning. Pupils are required to work hard in lessons and complete all home learning to a standard that reflects their ability. Pupils are expected to use the toilet at break, lunch, before or after school, not during lessons. Pupils are expected to be in class during learning time. Demonstration of a casual attitude to learning will result in a sanction.

Lessons and Equipment

Pupils are expected to attend all lessons on time. They must actively take part in the lesson and follow the teacher's instructions. They must be fully equipped for all lessons. This includes, but is not limited to, writing utensils, books, knowledge organisers, mastery booklets and academic diary. Failure to be fully equipped for learning will result in a sanction.

Trinity Uniform

Full uniform must be worn daily. Uniform must be worn correctly as stated in the uniform section of this behaviour policy. Failure to follow the uniform policy will result in a sanction.

Worship

Pupils are expected to attend and participate in both Family Group Worship and Whole School Worship. They must be respectful and polite at all times. Pupils enter both Family Group Worship and Whole School Worship in silence. In Whole School Worship, when the bell is rung, all pupils are expected to stand whilst the candle is lit. All pupils should be silent and reflective during the reflective mindfulness section of worship. All pupils who feel comfortable to do so are expected to recite the school prayer and participate in the call and response part of prayers. Failure to behave in the appropriate way will result in a sanction.

Respect

Pupils are expected to treat all members of the school community with respect. Listening to and acting upon instructions given by staff

- Respecting others' property
- Respecting the school environment
- Not being rude, mean or bullying
- Not fighting
- Walking around the school in an orderly way.
- Keeping to the left, following one-way signs and walking calmly
- Opening doors for others
- Being punctual to lessons/family group/worship
- Waiting quietly for lessons in a queue
- Observe the classroom code
- Observe the corridor code

Failure to show respect for all members of the school community will result in a sanction.

Food and Drink

Chewing gum, hot beverages, energy drinks and fizzy drinks are not permitted. The only drink permitted in class is water. Hot food must be consumed in the refectory. Failure to eat or drink in the correct place or at the appropriate time will result in a sanction. Inappropriate food and drink will be confiscated.

Representing Trinity off Site

Pupils must act within the law. They must conduct themselves in a manner that does not bring the school into disrepute. Failure to act in an appropriate manner whilst in school uniform or representing the school in the wider community will result in a sanction.

Prohibited Items

Prohibited and dangerous items are not allowed in a pupil's possession while in uniform or whilst under the authority of the Trinity School and, if found or if reported, could result in a serious sanction including permanent exclusion. The items are:

- Offensive weapons and dangerous items such as fireworks, knives, lasers and guns of any sort, and any object which could be used as a weapon (such as screwdrivers, hammers, "hard" tools, catapults etc.)
- Harmful items, drugs and illegal substances, cigarettes, e-cigarettes or 'vapes', lighters and alcohol
- Inappropriate or illegal material such as racist or pornographic matter

The headteacher will also issue a sanction for conduct that is not listed within these rules, but constitutes the following:

- Bringing the school into disrepute
- Causing or potentially causing harm
- Any other behaviour which the headteacher deems to be inappropriate

Section 12: Trinity Classroom Code of Conduct

Trinitarians:

1. Enter the classroom **quietly**
2. Sit in their **assigned seats**
3. Take out **appropriate equipment** without being asked
4. Complete a starter activity or revise from the Knowledge Organiser without being asked
5. Are silent in **silent phase of lesson**
6. Hold structured debates in the **discussion phase of the lesson**
7. **Show respect** to all members of our school community
8. Display a **positive attitude** to learning
9. Stand behind their chair in silence and **wait to be dismissed** row by row at the end of the lesson

Failure to follow the classroom code of conduct will result in a sanction.

Silent Classrooms

Pupils undoubtedly learn better when classrooms are orderly and focused. Silence is a powerful tool in facilitating good learning in the classroom. Silence gives you a head space to think through your ideas. Silence does not distract you or others, silence allows you to listen better to others.

The expectation is that pupils will remain in silence unless told to discuss with peers. Teachers may use the phrase “This is the silent working phase” and “This is the discussion phase” to clearly indicate to pupils whether they are to be silent or discuss.

Pupils who fail to follow instructions when asked to be silent will be removed from the classroom for persistent disruption to learning.

Section 13: Trinity Corridor Code of Conduct

Trinitarians:

Should follow the **positive corridor behaviour** protocol which includes the following;

- Walk **calmly, quietly** and **purposefully** in the corridors
- From line up pupils should move around in silence. Between lessons pupils should follow the 5inch voice rule – ensuring only someone in close proximity (5 inches) away from their voice can hear them.
- Follow the **one way** system
- Adhere to the **‘hands off’** rule
- Walk/congregate in pairs/threes; **not groups**
- Speak kindly and respectfully to each other at a **reasonable volume**
- **Open** and **hold doors** for each other and other members of the community
- Walk **straight to their next lesson** during transitions without a diversion and with purpose.
- Are **good Samaritans** who support **positive behaviour** amongst their peers
- Have a signed, **valid note or pass** if on the corridor during lesson time.

Failure to follow the Corridor Code of Conduct will result in a sanction.

Section 14: Trinity Family Home/School Agreement

Trinity recognises that the success of its pupils depends on the effective partnership between school, pupil, and parents. All three parties share responsibility for the development and achievement of each child. Together, we commit ourselves to:

The school will:

- Provide a learning environment that is stimulating, safe and caring
- Ensure that each pupil has the opportunities, support and guidance to achieve his/her full potential
- Report regularly on each pupil's progress
- Expect high standards, set clear rules, promote mutual respect in line with Trinity's characteristics.
- Keep parents informed about school matters, be welcoming to enquiries and responsive to concerns
- Offer extracurricular activities that will develop cultural capital and prepare pupils for life and the world of work
- Provide an opportunity for conflicts to be dealt with in a restorative manner to ensure relationships are repaired
- Confiscate inappropriate items that are against school policy

Parents/Carers will:

- Ensure my/our child attends school in correct uniform, is punctual and has all the appropriate equipment needed to learn.
- Encourage my/our child to work hard and support my child in home learning to maximise their academic potential.
- Regularly attend parent events that support my/our child in their educational journey.
- Support Trinity's policies and guidelines
- Encourage my/our child to participate in extracurricular opportunities offered by Trinity.
- Inform the main office when my child is absent by calling the school.
- Support Trinity's behaviour policies including the issuing of detentions after school.

Pupils will:

- Arrive to school and to lessons on time with the correct equipment for learning.
- Attend school in the correct uniform and continue to wear the appropriate uniform throughout the school day.
- Apply myself diligently in lessons and complete home learning to the best of my ability.
- Speak to my Family Group Leader if I have any concerns
- Use my planner/journal to record any home learning.
- Uphold the school behaviour policy and demonstrate Trinity etiquette which displays the 9 characteristics.
- Be involved with extra-curricular activities.
- Conduct myself outside of school in a positive manner that represents the high expectations of Trinity.

All pupils and parents/carers sign this agreement when a pupil starts a Trinity. We therefore aim to work in a constructive partnership with the pupil and home to ensure that the pupil flourishes at Trinity and lives life in all its fullness.

Section 15: Trinity Uniform

Trinitarians are expected to wear full school uniform correctly every day. Failure to wear correct school uniform or persistently wearing uniform incorrectly will result in a sanction. Sanctions include, but are not limited to detention, internal exclusion, external suspension.

15.1 School Uniform

- Black blazer with the Trinity School badge
- Black V neck school jumper, plain with no logos
- Black pleated loose-fitting knee length skirt (no tight/pencil/bandage skirts) or black formal loose-fitting trousers (no denim/combat/jeggings/leggings etc)
- White formal school shirt with either long or short sleeves
- Standard school tie or Trinity Pupil Leadership tie
- Black formal leather/leather like school shoes or black boots up to the top of your ankle. The footwear must be fully black and have no other colour anywhere. Stitching and laces must be black. No canvas shoes, sliders or trainer shoes or trainers (including those that are bought from the shoe section of a retailer)
- Black socks only. No other colour.
- Black belt.
- Black hair accessories only (no durags, no hats, no bonnets, no full head-scarves unless for religious reasons).
- The only jewellery permitted is a watch (non-smart watch) and one pair of small plain studs, that are no bigger than 2mm in diameter. One in each ear in any part of the ear. Studs must be silver or gold, no diamanté studs. No nose, mouth or tongue piercings are to be worn. Plastic see through spacers to be used for any other piercing for a set time. No bracelets, necklaces or other jewellery unless for religious purposes.
- Black or dark blue coat.
- No hoodies or alternative tops .
- No scarves on inside the building .
- Year 7 to Year 10 carry a Trinity school bag and Trinity P.E. school bag.
- Year 11 may bring their own bag that is suitable to carry all books and equipment needed for learning.
- No mobile phones / headphones / smart watches are permitted to be used at any time on the school premises.
- No make-up to be worn / no nail varnish or false nails.
- No fake eyelashes or eyelash extensions (including eyelashes which are considered to resemble natural eyelashes)

15.2 Physical Education Uniform

- Official white polo shirt with Trinity Logo.
- Plain navy-blue shorts or skirt (no large labels or stripes).
- Plain navy-blue leggings or tracksuit bottoms (no large labels or stripes).
- Official navy-blue Trinity Sports Hoodie or the official Trinity Rugby Top (no other tops are permitted).
- Trainers that are suitable for sport (fashion trainers are not permitted).
- Football boots. Trainers will not be allowed when using the field due to Health and Safety reasons.
- Trinity Kit Bag (no other bag).

15.3 Uniform Rules

Trinitarians are expected to wear their uniform with pride. They should do the following:

- Shirts are to be tucked in with the top button done up
- Skirts worn at knee length
- At least six stripes showing after the knot
- Trousers pulled up and secured with a belt if necessary
- Outdoor coats removed when in the building
- Non religious scarves removed when in the building

The following items will be confiscated on sight if seen in the building

- Hoodies and alternative tops
- Durags, hats, bonnets, full head scarves
- Non religious scarves
- Additional or incorrect earrings
- Bracelets, necklaces other non permissible jewellery
- Headphones
- Mobile Phones
- Smart watches
- Year 7 to Year 10, any bag that is not a Trinity bag.

15.4 Uniform Shop

Uniform can be purchased at our uniform shop. The details are below:

Address:

Wearabouts Schoolwear
99 Sydenham Road
London
SE26 5UA

Telephone:

0208 659 9917

Website

<https://wearaboutsschoolwear.co.uk/product-category/secondary-schools/trinity-school>



Section 16: Trinity Equipment

Trinitarians are expected to come to school fully prepared for learning. Failure to bring the correct equipment will result in sanctions which include, but are not limited to, detention and internal exclusion.

- School planner/homework diary
- Pencil case

- Two pencils
- Two pens (either blue or black)
- One green pen
- An eraser
- A pencil sharpener
- A calculator
- A ruler
- A maths geometry set
- A mini whiteboard
- Two mini whiteboard pens
- A Trinity School bag
- A Trinity School P.E. bag

Optional Beneficial Equipment

- Colouring Pens
- Glue stick
- Highlighter

In addition to this, Trinitarians are expected to be organised and prepared for learning. They must ensure that they have an up to date copy of their timetable that they carry with them every day. They should use the timetable to help them prepare equipment and resources that will be needed for the following day. Trinitarians are expected to have the correct exercise books and equipment needed for each of their lessons without excuse. Trinitarians are also expected to bring the correct Mastery Booklets and Knowledge Organisers for each lesson.

Section 17: Trinity Home Learning

Pupils who regularly complete home learning will leave school with better results than those who do not. We expect all pupils to complete all their home learning each week. Home Learning at Trinity will involve one of the following things:

- Self-Quizzing/Retrieval Practice: to help students retain important information
- Independent Practice: to build on work that they have done in the lesson and may involve extended writing, examination practice or anything else that helps consolidate what they have learned in class
- Reading and Text Dependent Questions: to help build and develop their knowledge within a subject
- Computer Based Learning: may involve programmes like Seneca Learning, MathsWatch, Quizlet or Commonlit.

These platforms typically ask students to complete practice activities or other tasks that help with their learning.

Failure to complete Home learning will result in a sanction that can include, but is not limited to, referral to study hall, detention, internal exclusion.

Section 18: Trinity Sanctions

18.1 Primary Phase

This Trinity Values Chart is displayed in each classroom and shows pupil progress towards the **gold** standard on a daily basis. The colours on the chart represent how well a child is doing this.

Orange: At Trinity, we realise that everyone makes mistakes and may need to think about their choices. In this scenario, a child is moved onto orange. The aim is then to spot positive behaviours as soon as possible to move them back up to green. This is a great way to actively show forgiveness and promote good choices, especially as every child will start the next session or day back on **green**. If a child continues to show poor behaviour they will move to red.

Red: This section is only for violent behaviour or persistent wrong choices and indicates the need for a sanction or to speak to parents and/or a member of the Senior Leadership Team.

If a child continues to show poor behaviour they will be sent to the parallel class for a 10 minutes reflection. Each class has a reflection area which will be used. Children will be asked to reflect on the behaviour they are showing and how they can improve to move back to **green**.

Sometimes children are sent to a members of SLT because they are disrupting the learning in class or because they need time and support to reflect on their actions.

In the event that this behaviour continues to escalate, children will be sent to the:

1. Assistant Headteacher
2. Deputy Head
3. Head of School

In extreme circumstances, children may be sent directly to a Senior Leader. This could be because of the following:

Two warnings then moving down the behaviour chart
Shouting out to teacher or another pupil Chatting to friend and ignoring teacher speaking or failing to work quietly Out of seat without permission (at teacher's discretion) Minor but distracting or disruptive behaviour Refusing to do work Inappropriate comments to or about staff And in extreme cases fighting or arguing in class
Written on SIMS and email home / discuss with DHT
<ul style="list-style-type: none">▪ Extreme disruption in class▪ Swearing orally or by gestures▪ Racist/sexist/homophobic/▪ Antifaith language▪ Lying to a teacher▪ Stealing▪ Spitting▪ Deliberately breaking resources▪ Disobeying instructions▪ Answering back rudely▪ Physically hurting another child▪ Violent outburst/s▪ Continued behaviour which causes disruption to the learning of other students.

Sent to Head of School
<ul style="list-style-type: none"> ▪ Makes repeated racist/sexist/homophobic/anti-faith/sexual comments to or about another child or adult ▪ Intentionally or persistently disrupts learning, ▪ physically or verbally, or through social media, assaults ▪ Is proven to be exhibiting bullying behaviour ▪ Physical assault on any member of staff. ▪ Being in possession of an offensive weapon on school premises. ▪ Distribution or use of illegal substances on school premises or during the school day.

We are an inclusive school and will work hard to develop strategies to ensure children's learning is not disrupted. However, sometimes exclusions are necessary.

Internal exclusions

Internal exclusion will be at the discretion of either the Head of School or one of the Assistant Headteachers and will be in response to a serious incident, when removing the child from his or her class is the best course of action. Parents will be informed.

External exclusions

Very rarely it may be necessary to exclude a child.

Exclusion from school may be:

- for a fixed period (e.g. 3 days but not more than 5 days)
- for an indefinite period
- permanent

Parents are always notified of the reason for and length of an exclusion and have the right to appeal against an exclusion to the Governing Body. The Head of School is responsible for decisions regarding exclusion from school and consults with the Executive Headteacher. A child who has been excluded for a period must be brought into school by their parent/carer to attend a reintegration meeting, with the Head of School/Senior Leadership Team before being admitted back to school. The child will then be permitted to re-join the class.

18.2 Trinity Sanctions Secondary Phase

This behaviour policy is implemented by all staff. Pupils are made aware of the range of sanctions available. It remains the class teacher's responsibility to maintain discipline within the classroom, thus creating an effective learning environment. Similarly, any sanctions imposed will be enforced to act as a future deterrent. Pupils are not "let off" sanctions as this gives the wrong message to them and their peers and undermines discipline throughout the school. All sanctions are implemented with a loving approach to ensure that pupils have the opportunity to reflect and learn from their mistakes.

Incidents may be reported by: staff, the public, parents, the police and/or pupils. Sanctions imposed reflect the seriousness of the incident. Where a pupil regularly breaks rules, or where a rule is being reinforced publicly and with high profile, some levels of sanction may be skipped when sanctioning a pupil. Incidents always fall in to one of three categories:

- In class
- In social spaces within school boundaries
- Outside school boundaries

18.2a In Class Sanctions

In class there are two key concerns:

1. Poor or unacceptable behaviour
2. Lack of work or effort

1. Poor or unacceptable behaviour

This will be dealt with immediately by the subject teacher using the following sanctions:

- a. Issue a warning. Reprimand verbally or visually by indicating to the pupil that they discontinue their unacceptable behaviour immediately. This can include a whole class instruction.
- b. A second warning *might* be issued and may include sending the pupil out of the class for a cooling off period. This should be for a maximum of five minutes followed up by a verbal reminder as to what will happen next, and/or follow up at the end of the lesson.
- c. If the pupil continues to display the poor or unacceptable behaviour, they can be 'parked', which means they are sent to a nearby classroom where a lesson is taking place. Having been removed from the situation, they no longer disturb the learning of others and have the opportunity to reflect upon their actions.
 - i. If a pupil has been parked, this will trigger an automatic detention after school. The school will contact home (via text, email or call) to explain why their child was 'parked' and discuss ways to avoid future parkings.
- d. Detention – either: immediate break/lunchtime detention, which does not require notice to be given, or an after school detention. Trinity will always endeavour to inform parents/carers of the detention via text, email or telephone call (please ensure phone details kept by the school are up-to-date).
- e. Staff may also send for 'On Call' if they are experiencing a situation with a pupil that requires support such as 'gross defiance', 'refusal to be parked', or 'dangerous behaviour'. A member of staff who is 'On Call' will attend and assist. A sanction will be applied for this which includes, but is not limited to, a detention, removal to the Trinity Centre, a follow up internal exclusion or a suspension.

2. Lack of effort or casual attitude

Pupils not abiding by the Trinity Classroom Code of Conduct which includes: a of lack of work or effort; a casual approach to learning; the use of inappropriate language; and, behaviours deemed inappropriate by a staff member, will receive a sanction. This can include, but is not limited to, a warning, a detention, removal from lesson, removal to the Trinity Centre, a suspension.

18.2b Social Space Sanctions

Incidents outside class may be logged on SchoolVue as 'Social Space/Disruptive Corridor Behaviour' or 'truancy'. Sanctions will then be imposed (see section above concerning 'Poor Behaviour and unacceptable behaviour'). All members of staff throughout the school will challenge instances of poor behaviour that they witness outside the classroom.

18.2c Wider Community Sanctions

Parents or members of the public sometimes call in to report incidents involving our pupils that have happened outside of school. Dependent upon the nature of the complaint, the school may be required to follow-up the incident and pursue a resolution. The severity of the sanctions imposed will reflect the seriousness of the incident. It is the decision of the Headteacher or Deputy

Headteacher as to the sanction imposed. This can include but is not limited to detention, internal exclusion in the Trinity Centre or suspension.

As incidents outside the school boundaries impinge on the reputation of Trinity and bring our school into disrepute, pupils should expect any sanction to reflect this fact, thus such sanctions are likely to be more severe than for actions of a similar nature which take place on the school site.

18.2d Detention System

Trinity operates a same day detention system. This is the best way to deal with pupil behaviour, in a timely manner. We will endeavour to inform the home by email or text when issuing detentions. However, we reserve the right to detain pupils without prior home contact having been made, up to an hour after school. We use the after school central detention system to address lateness, disruptions to lesson, poor behaviour at break and lunch times, failure to follow instructions and rudeness to staff and peers.

It is the pupil's responsibility to check with their period 6 teacher at the end of the day to ascertain if they have a detention, or check the detention list. Pupils should arrive to their detention within 5 minutes of the end of the day, if they arrive later than this point without a valid reason or note, it will be considered that the pupil has failed the detention. Should there be any valid extenuating circumstances regarding a pupil's ability to attend a detention it is their responsibility to speak to their Head of Year or a member of the Senior Leadership Team to arrange for the detention to be deferred before they leave the school building for the day. A pupil can only make one deferral of a single detention. Failure to arrange as described will be treated as a missed detention and the same follow up will apply in that case.

18.2e Trinity Centre – Secondary Phase

The Trinity Centre is a supervised learning room. It serves mainly as an internal exclusion room for pupils whose behaviour has negatively affected the school community. The Trinity Centre may be used as:

- A room for pupils who have been removed from individual lessons to help them reflect on their behaviour.
- Internal exclusion for pupils all day (including break and lunch) as a consequence for persistent poor behaviour or as a result of a one-off severe incident.
- A hub for the inclusion team to offer support, restorative meetings, mentoring, advice and guidance for our pupils.

Upon entering the Trinity Centre, pupils are required to read and sign a contract (see appendix iii). The Trinity Centre operates a three strikes policy.

Pupils in the Trinity Centre are expected to

- Read and sign the contract
- Sit in an assigned seat
- Sit facing the front and in silence
- Place their equipment on their desk
- Hand in their mobile phones to the lead staff member
- Work in a calm and focused manner.
- Be respectful to others in the Trinity Centre.
- Work in silence and raise their hand for assistance.
- Remain in their seat unless they have been given permission to move

- Follow all instructions first time, every time

Trinity Centre Lunch

Pupils in the Trinity Centre are effectively in isolation and therefore have an isolated lunch. Their lunch break takes place during Lesson 4. When it is feasible we may provide them with the opportunity to have a short time outside on the learning deck and then return to the Trinity Centre to eat a packed lunch. When the rest of school is on lunch break, They have lesson 4.

Three Strikes Policy

There is a three strikes policy in the Trinity Centre as follows:

- **Strike 1:** Pupils are given a warning that clearly explains expectations and reminds them that you are at risk of a Fixed Term Suspension
- **Strike 2:** We endeavour to contact parents. They will be informed that their child is misbehaving in the Trinity Centre and that they now have one final chance before they are issued a Fixed Term Suspension
- **Strike 3:** At the discretion of the Headteacher, pupil will be issued a Fixed Term Suspension

Trinity Centre Detention – Secondary Phase

- All detentions take place in the Trinity Centre.
- All pupils that are sent to the Trinity Centre will be required to serve a detention until 4pm as outlined in the Trinity Centre contract.

Section 19: Trinity Stages of Intervention

Trinity operates an **inclusive** approach towards behaviour management. Where pupils find it challenging to meet the school's expectations, all efforts will be made to find positive solutions that will help them to conduct themselves in line with the school behaviour policy. There are five stages of intervention as indicated below. However the appropriate member of staff may implement additional intervention :

Stage 1

Pupils who require some minimal additional guidance which takes place in the form of discussions and targets, but not reports.

Possible Trinity Interventions	Possible Home Interventions	Possible Self Help Options
<p>Hold mentoring style meeting(s) with pupil. Discuss the multiple incidents in a variety of settings (FGL OR teacher).</p> <p>Discuss the multiple incidents in a subject (Class Teacher). Set SMART Target verbally, no report.</p>	<p>Establish routines! What time will your child go to sleep/wake up? How? By what time should they have had breakfast, completed ablutions, got dressed and left home to be on time.</p> <p>Be Prepared</p>	<p>Establish Routines Write down the time you need to a) complete ablutions/be dressed b) finish breakfast and c) leave to be on time for school.</p> <p>Be Prepared Pack your school bag and lay out your uniform in the evening before you go to sleep.</p>

<p>Offer additional academic/pastoral guidance.</p> <p>Send Praise Texts and/or Postcards home.</p> <p>Refer pupil to homework club If possible, provide temporary replacement equipment/uniform (ask YPL/DYPL/HOD as appropriate).</p>	<p>In the evening, ensure that the books/equipment needed for the next day is packed. Organise your uniform/P.E. kit.</p> <p>Talk Ask your child about their day. What did they learn? What are they finding difficult? How can you, as a parent, help?</p> <p>Home Learning Create a space at home that facilitates home learning. Create and use a home learning timetable. Monitor their homework and check what they have completed.</p> <p>Sanctions and Rewards Instil sanctions and rewards (e.g., take their mobile phone off them for 24 hours if they get parked)</p>	<p>Talk Speak with your parents/carers or teachers about what has gone well today and reinforce the positives at home.</p> <p>Home Learning Preferably, work in a quiet, well-lit room. Sit at a table, with all equipment needed. Make and stick to a home learning timetable.</p>
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Stage 2

Pupils who are failing to meet the targets for Stage 1 and thus need to be more closely monitored. They will be placed on a Stage 2 report with an appropriate person.

Possible Trinity Interventions	Possible Home Interventions	Possible Self Help Options
<p>FGL and/or Teacher should Contact home to inform them of the escalation to stage 2 and suggest appropriate home interventions from the <i>Menu of Support Options at Home</i> adjacent.</p> <p>Use appropriate intervention below:</p> <ul style="list-style-type: none"> Place pupils on Stage 2 Report to FGL for <i>variety</i> of incidents OR teacher for <i>multiple</i> incidents in their subject. Hold/request Restorative Justice Meeting(s) Re-iterate expectations, consequences of continued failure to comply 	<p>Parents can use support options from Stage 1 above. They can also use the following:</p> <ul style="list-style-type: none"> Meet with your child daily, discuss what worked well in the report and what they need to do next. Create a rewards chart at home. What does your child need to do and by when? What rewards will they receive? Motivate children by consequence rather than punishment. What will the consequences be if home expectations are not met? Find out what your child is studying and where 	<p>Pupils can use the Self-Help options from Stage 1 above. They can also use the following:</p> <ul style="list-style-type: none"> Speak with your family about your experiences in school. What's going well? Where do you need help? Think about why you have received sanctions. Make a plan. What do you need to do to reduce your sanctions? Tell teachers how we can help. <p>Use the study guide tips at the front of the Knowledge Organiser.</p>

<ul style="list-style-type: none"> ▪ Detention ▪ Trinity Centre HOY can <ul style="list-style-type: none"> ▪ Refer to a lunch provision ▪ Refer to Speech and Language ▪ Refer to MASH for Early Help ▪ Referral to bespoke group course if available...(Anger management etc.) 	<p>possible, get involved in their curriculum.</p> <ul style="list-style-type: none"> ▪ Read with your child and listen to your child read. 	<p>Ask for a copy if you don't have one.</p>
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Stage 3

Pupils who are failing to meet the targets for Stage 2 and require more bespoke interventions such as counselling, mentoring, drama therapy Etc. Pupils will be on a Stage 3 report.

Possible Trinity Interventions	Possible Home Interventions	Possible Self Help Options
HOY/DHOY Contact home to inform of escalation to stage 3 and use appropriate intervention below: <ul style="list-style-type: none"> ▪ Report to DYPL or YPL ▪ Refer to TC (Contract & Restorative questions (PFA)) ▪ Restorative Justice Meeting ▪ Refer to MASH for Early Help ▪ Refer to Virtual School (LAC only) ▪ Referral to bespoke group course...(Anger management etc.) run after school Mon, Wed and Fri 	Parents can use support options from Stages 1 and 2 above. They can also do the following: <ul style="list-style-type: none"> ▪ Teach your child that failure is a stepping-stone to success ▪ Encourage interests that your child has. ▪ Make academic and/or foundation subjects feel relevant to your child ▪ Seek guidance from KOOTH for Mental Health and Wellbeing advice ▪ Make a referral to GP for medical concerns ▪ Seek role model support from appropriate adults (such as clergy or family members), with positive qualities for your child. 	Pupils can use the Self-Help options from Stage 1 or 2 above. They can also use the following: <ul style="list-style-type: none"> ▪ Join a club or group that encourages challenge and teamwork. ▪ Engage with a Therapeutic Intervention ▪ Engage with Restorative Justice Meetings ▪ Create a Dream Board for your future and plan the journey to achieving your dream ▪ Seek guidance from Kooth for mental Health and Well Being

Refer for Therapeutic Intervention e.g. <ul style="list-style-type: none"> ▪ Drama Therapy ▪ Draw and Talk ▪ IOS ▪ Ed Psych ▪ Mentoring ▪ CAHMs 	<ul style="list-style-type: none"> ▪ Increase the sanction issued at home for behaviours in school (mobile phone taken away for 48 hours / Xbox controller / time out with friends / clubs) 	
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Stage 4

Pupils who are failing to meet the targets for Stage 3 and require additional monitoring and/or intervention. They may also need to make use of external interventions for a fixed period of time such as, managed moves/alternative provision.

Possible Trinity Interventions	Possible Home Interventions	Possible Self Help Options
HOY/DHOY Contact home to inform of escalation to stage 4 and use appropriate intervention below <ul style="list-style-type: none"> ▪ Refer to TC (Contract & Restorative questions (PFA)) ▪ Restorative Justice Meeting ▪ Refer to MASH for Early Help ▪ Referral to PC Connor Lockett ▪ Referral to Therapeutic Intervention ▪ Consider reduced timetable SLT Can <ul style="list-style-type: none"> ▪ Place on Stage 4 Report (PSP)– 12-week. 	Parents can use support options from Stages 1, 2 and 3 above. They can also do the following: <ul style="list-style-type: none"> ▪ Monitor Stage 4 report daily, discuss what went well and what needs to be improved. ▪ Seek advice from Compass for Drug/Alcohol/Sexual Health concerns ▪ Make a referral for Mental Health support to CAHMs ▪ Engage with Early Help ▪ Explore alternatives. Consider if an alternative school may best meet the needs of your child. 	Pupils can use the Self-Help options from Stages 1, 2 or 3 above.

<ul style="list-style-type: none"> ▪ Issue suspension (FTE) followed by re-integration meeting, signed contract and 2 Week report to YPL ▪ Refer to Lewisham Behavioural Correction Intervention (Limited spaces) ▪ Off-site time specific placement at alternative provision/school (AMC or a school) ▪ Arrange visit to Abbey Manor with pupils 		
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Stage 5

Pupils who are failing to meet the targets for Stage 4 and require support to have Fair Access to an education at an alternative educational establishment.

Possible Trinity Interventions	Possible Home Interventions	Possible Self Help Options
HT/DHT/AHT Contact home to inform of escalation to stage 5 and implications <ul style="list-style-type: none"> ▪ Referral to external Therapeutic intervention SLT Can <ul style="list-style-type: none"> ▪ Managed Move ▪ Managed Transfer ▪ Permanent Exclusion (PEX) ▪ Year 11 only – Early Study Leave 	Parents can use support options from Stages 1, 2, 3 and 4 above. They should do following: Attend a meeting to discuss concerns and be given information about the implications of reaching Stage 5 and options available to parents and pupils. If PEX is imminent, parents can <ol style="list-style-type: none"> a) Appeal PEX b) Apply for In Year Transfer c) Apply for Managed Transfer d) Withdraw to EHE e) Request Managed Move 	Pupils can use the Self-Help options from Stages 1, 2 or 3 above.

Stage 5 Implications

Should a pupil reach Stage 5, then a managed move to another school, alternative provision, fixed term exclusion or even permanent exclusion will follow as possible outcomes from this long and supportive Stages of Intervention programme.

Managed Move

A managed move comprises of a trial period at a similar Lewisham school, should the pupil be accepted on to roll then they will have successfully moved schools permanently and thus avoid the risk of permanent exclusion.

Major Incident

Unlike the report process designed to support pupils' focus and achieve in their learning, the school may be forced to take more decisive action in response to an isolated major incident or repeat offences of a severe nature. This may include internal exclusion in the restorative room, a managed move, a fixed term exclusion, permanent exclusion or directing a pupil to an alternative provision.

Direction to Offsite Provision

The headteacher reserves the right to direct a pupil to an offsite provision as deemed appropriate by the school.



Section 20: Trinity Exclusion Policy

When other sanctions have failed or when the breach of discipline is serious enough to cause significant offence to others including staff or when a pupil's actions put the learning opportunities and/or health and safety of other pupils at risk an exclusion is considered.

Internal Exclusions

An internal exclusion is used for medium/high level incidents. Pupils will be removed from the normal school day and spend the entire day in the Trinity Centre /Head of School's (Primary) office as a result of their chosen actions. Internal exclusions normally last between 1- 5 days.

Suspensions

This is a period of exclusion from school of usually between 1-5 days. FTE can be used following a series of incidents where no improvement is shown or in the case where a single offence may warrant an immediate fixed term suspension from school.

Following a fixed term suspension, a re-integration parental meeting will be held before the pupil returns to mainstream education. If there is a delay in this meeting taking place the pupil will be internally excluded in the Trinity Centre until it is possible to meet. During this meeting, parents will be clearly informed about the stage of intervention that their child is on.

When making a decision about the length of a suspension, the following will be taken in to account.

- Seriousness of the offence
- Whether this is a one-off event and if so, the degree of seriousness.
- Whether it is a long-term pattern of poor behaviour.

- Evidence presented by staff.
- Evidence presented by other members of the school community or wider community
- Disciplinary history of the pupil involved.
- The degree of the culpability of any pupil involved.
- Any other evidence deemed relevant.

In order to support the child with their return to school, they will be placed on a behavioural and academic monitoring report for an appropriate length of time to ensure good behaviour and progress is sustained.

Permanent Exclusions

Permanent exclusion is likely to be used as a sanction in cases where other intervention strategies have been unsuccessful, and where there is a history of persistent poor behaviour over time.

Permanent exclusions will also be used for severe one-off incidents which threaten the health and safety of others in the community, which include but are not limited to.

- Use of weapons or anything deemed to be a weapon
- Bringing the school into disrepute
- For bringing illegal substances or other dangerous articles into school
- For inappropriate sexual behaviour

Permanent exclusion will also be used where there is a deliberate assault against a member of staff, or the threat of physical violence.

A decision on permanent exclusion would be taken by the Headteacher. In their absence an interim suspension would be applied, subject to review or further investigation by the Headteacher.

Governors hope that complainants find it easy to discuss any issues arising in relation to the school. When there are particular concerns which complainants wish to share with the school, we expect them to get in touch with the school by letter, telephone or e-mail so that the matter can be dealt with quickly and informally.

Trinity also recognises pupils' voice and that of its community and therefore also applies this policy to the school and wider community.

Section 21: Attendance and Punctuality

21.1 Attendance

We value teaching and learning time. It is essential that pupils arrive on time to school every day. School begins at 8.45am, but we encourage pupils to arrive from 8.30am (8:35am in secondary) so that they can have a calm and organised start to their day.

Good attendance at school is not just valuable, it's essential. Going to school is directly linked to improved exam performance which should in turn lead to further learning opportunities and better job prospects. As well as this, going to school helps to develop friendships, social skills, team values, life skills, cultural awareness and career pathways. All schools must record details of pupils' attendance and absence at school. They do this at the beginning of morning and afternoon sessions meaning that each day your child receives two half day marks.

If your child is going to be absent from school, for example for an unavoidable appointment, then you should let the school know as soon as possible. If your child has been absent due to an unexpected event such as bereavement or illness, then you must also let the school know on the first day of absence in line with our attendance policy.

Trinity will then record the absence. If you fail to tell the school as to why your child has not been present, then the school may record that period of absence as being unauthorised.

Trinity will advise parents of a child's attendance levels at three times during a year. This will usually include a percentage attendance figure.

Achieving 90 per cent in an exam or test is a fantastic result but if your child is at school for only 90 per cent of the school year then they will have missed 19 days - almost four whole weeks of school.

If your child is a pupil at post-primary school, 120 guided learning hours is the same as studying one full-time GCSE (normally taken over two years). You can help prevent your child missing school by:

- having a routine from an early age and sticking to it
- making sure your child understands the importance of good attendance and punctuality
- making sure they understand the possible implications for themselves and you as a parent if they don't go to school
- taking an interest in their education - ask about school work and encourage them to get involved in school activities
- discussing any problems they may have at school and letting their teacher or principal know about anything that is causing concern
- not letting them take time off school for minor ailments or holidays during term time

To avoid disrupting your child's education, you should arrange (as far as possible), appointments and outings: after school hours, at weekends, during school holidays.

Term time holidays

Parents should make every effort to make sure that their child does not miss school due to holiday plans. Trinity is not obliged to agree to you taking your child on holiday during term time. We are entitled to record such holidays as being an unauthorised absence.

Action on school absenteeism

A child registered at a school can legally miss school when:

- they are too ill to go to school
- the school has agreed the absence beforehand

If your child is missing school without good reason, Trinity and Lewisham Education Authority have the right to find out why.

If your child is referred by their school to the EWS (Education Welfare Service) for absenteeism, the EWS will first arrange for an Education Welfare Officer (EWO) to visit your home. This visit provides the EWO with an opportunity to assess whether your child's absence is condoned by you as the parent(s) and if you are in a position to make sure your child attends school regularly.

The EWO will follow a process with you and your child to help make sure your child attends school regularly. The EWO also works with other agencies like Social Services to identify and deal with any complex needs that a family has.

Prosecutions against parents are used as a last resort where parents fail to engage with the service and continue to ignore their child's educational and welfare needs.

Fines

The EWO can apply to the courts to fine parents of children who aren't attending school regularly. In a magistrate's court, a parent could be fined up to £1,000 for each child who misses school.

21.2 Punctuality

Arriving on time to school is important as it enables Family Group time to take place quickly and smoothly and the day gets off to a good start for everyone.

Pupils hear information given and are included in important instructions and information to aid learning. This ensures that everyone knows what to do and understands what is expected.

When a child arrives late: time is wasted, class concentration is disturbed, the teacher has to repeat information and instructions whilst the others have to wait. The child is at an immediate disadvantage because discussion may have been missed where ideas were shared and they will generally feel unsettled.

The child is marked late or absent. This information is made available to the Educational Welfare Officer when they visit.

Section 22: Mobile telephones, smart watches, tablets, expensive personal possessions and other items

Please note: where the word telephone is used; it also refers to other such 'smart' devices such as watches and iPads.

Trinity is not insured for any possessions that pupils choose to bring on to the school site. We discourage pupils from bringing mobile telephones and other expensive electronic, 'smart' items (such as electronic/ Apple watches, iPods and cameras) as they prove attractive to thieves and make our pupils vulnerable to opportunists. They also encourage use for social and non-essential purposes which can be disruptive to education. If a pupil brings in a mobile telephone and any other such devices into school, they must not be seen at any time whilst on the school premises unless express permission has been given by a member of staff. Any pupil found to be having such devices out in school will have the device confiscated. If the pupil hands the device over without issue, it will be stored in the safe in the reception area and returned to them at the end of the day. If a pupil refuses to hand over their device, is rude to a member of staff when handing over the device or disrupts the learning of others when handing over the device, a senior teacher may be called. In these circumstances, the school reserves the right to keep the possession for a time period between one day and half a term unless collected by a parent. The confiscation period will escalate for further offences. Where a pupil is a persistent offender, the device will be confiscated for incrementally longer periods of time.

Persistent offenders will have to serve any sanction associated with confiscation before the device is returned to a parent and in circumstances where sanctions are imposed associated with the possession of a device, the sanctions would have to be correctly served before the device is returned to a parent. Where we believe that a pupil is actively undermining the policy by bringing in a device, we reserve the right to retain the device until the end of the term, or in some cases until the start of the next term. The purpose of this is to deter pupils from using the device in the first place, such is the seriousness with which we view this act. In addition to this, persistent offenders are likely to face a trip ban as they have demonstrated a lack of respect for Trinity rules.

Pupils are not permitted to charge any electrical devices in school. Where legislation permits, the content of the mobile telephones and other electrical devices' memory may be examined in order to support the smooth running of the school. Cameras are not permitted except for when on school trips where permission must be sought to photograph pupils and people and where staff may not be photographed without their express permission.

Where Trinity confiscates an item, a sanction may be imposed. The school reserves the right to dispose of / destroy items (in line with prevailing legislation) or to require a parent to collect them. Where a pupil refuses to hand over an item, the student will spend time in the Trinity Centre until the item is handed in and may be suspended for non-cooperation and failing to observe Trinity rules. If a telephone or other expensive item has not been collected one month after it was available for return, it will be disposed of and no compensation will be payable to the owner.

Section 23: Offensive Weapons and Illegal Drugs

Initial Actions

- Upon discovering or identifying pupils carrying an Offensive Weapon or Illegal Drugs.
- Pupils will be informed that an offence has been committed.
- Parents will be informed and also notified of an offence.
- Police will be notified
- Where weapons or illegal drugs come into staff possession they will be stored securely with minimum handling until handed over to the police officer dealing with the incident
- The member of staff taking possession of the weapon from a student will document the incident and provide a police statement regarding the seizure, if requested.

Subsequent actions

The decision to impose a school based consequence is at the discretion of the Headteacher and governing body. The Headteacher understands that there are sometimes circumstances in which offenders are 'victims' rather than 'perpetrators'. Each incident will be considered and a measured response provided according to the individual circumstances and severity of the incident.

School based consequences could include:

- Restorative justice
- Internal exclusion
- Fixed term exclusion (for further investigation)
- Support from agencies and Violence Reduction Team
- Managed move to Alternative Provision, another Lewisham school or a school outside the borough
- Permanent exclusion

This consequence will be communicated to the pupil and their family.

Section 24: Searches

Trinity reserves the right to use a 'search wand'. This will be used wherever staff have suspicions that a student may be in possession of an item that breaks the Trinity rules and where they think that the pupil may not voluntarily reveal the item. The wand will also be used on groups of pupils or on bags where there are circumstances that leaders in the school believe warrant such use. The police may install a temporary search arch on occasions. The purpose of this is to protect the safety and well-being of pupils and staff by deterring students from bringing weapons to the school. If a pupil refuses to allow a search using the wand, this is a breach of health and safety practices and will require an immediate parent meeting. Usually the school will require a parent to accompany the pupil to the school and for the pupil to agree to searches using the wand whenever the school

deems this necessary. The school follows guidance set out in the Education and Inspections Act of 2006.

When conducting a pupil search at Trinity school we follow the government guidelines as outlined in this document:

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

Section 25: Use of Force

Section 93 of the Education and Inspections Act 2006 enables school staff to use such force as is reasonable in the circumstances to prevent a student from doing, or continuing to do, any of the following:

- committing any offence (or, for a student under the age of criminal responsibility, what would be an offence for an older student);
- causing personal injury to, or damage to the property of, any student (including him or herself);
- or prejudicing the maintenance of good order and discipline at the Academy or among any students receiving education at the Academy, whether during a teaching session or otherwise.

The school does not encourage the use of force and it will be used very rarely in special circumstances. There is no definition of when it is reasonable to use force, and every situation will have to be judged by the person in charge at that time. The degree of force used should be the minimum needed to achieve the desired result.

All staff at Trinity have the authority to use force when reasonable, and this extends to any other person whom the Headteacher has given the responsibility to be in charge or in control of the pupils. Staff can also use this power when they are lawfully in charge of pupils but off the school premises – i.e. on a school trip or when students are travelling to or from the school.

Following serious incidents involving the use of force, Trinity will speak to the parents concerned. Such serious incidents involving the use of force will also be recorded by the school and are likely to result in Stage of Intervention 4 sanctions and suspension/exclusion.

Section 26: Dealing with an Abusive Parent/Carer/Visitor

Any aggressive, abusive or insulting behaviour or language from a parent/carer/visitor will not be tolerated by the school. Unacceptable behaviour is such that makes a member of staff or student feel threatened. This can be through face-to-face contact, on the telephone or in written communication (including social media).

The following is not an exhaustive list but seeks to provide illustrations of such behaviour:

- any kind of insult as an attempt to demean, embarrass or undermine
- any kind of threat
- raising of voice so as to be intimidating
- physical intimidation, eg by standing very close to him/her or the use of aggressive hand gestures
- use of foul or abusive language
- any kind of physical abuse
- allegations which turn out to be vexatious or malicious.

If a parent/carer/visitor behaves in an unacceptable way towards a member of the school community, the headteacher or appropriate member of the leadership team will assess the level of risk before deciding on a future course of action.

Actions will include the following:

1. Clarify to the parent/carer/visitor what is considered acceptable behaviour by the school. In some instances it may be appropriate simply to ensure the parent is clear about behaviour standards expected by the school. This could be explained by letter from the Headteacher. This letter may contain a warning about further action if there are further incidents. The parent will be invited to write to the Headteacher with his/her version of events within 10 working days. Depending on the parent's response a meeting may then be held to discuss the situation and how this can be avoided in future.
2. Impose conditions on the parent's contact with the school. The public has no automatic right of entry. Parents/carers of enrolled students have an 'implied licence' to come onto school premises at certain stated times. It is for schools to define and set out the extent of such access. Parents exceeding this would be trespassing. Depending on the type, level or frequency of the unacceptable behaviour, the school may consider imposing conditions on the parent's contact with the school. In this case the parent will be informed by letter from the Headteacher the details of the conditions that are being imposed. The parent/carer would then be given 10 working days from the date of that letter to make representations in writing about the conditions to the Chair of Governors. The Chair of Governors would then decide whether to confirm or remove the conditions. This would be communicated to the parent in writing within 10 working days of the date of the parent's letter.
3. Imposing a ban. Where deemed appropriate the school may consider banning the individual from school premises. This will include banning a parent from accessing school staff by written communication or telephone. In these circumstances, the individual would be advised in writing by the Headteacher that a provisional ban is being imposed. The parent/carer/visitor would then be given 10 working days from the date of that letter to make representations about the ban in writing to the Chair of Governors. The Chair of Governors would then decide whether to confirm or remove the ban. This would be communicated to the parent/carer/visitor in writing within 10 working days of the receipt of their letter.
4. Removal from school. A parent/carer/visitor who has been banned from the school premises and continues to cause a nuisance will be deemed to have committed a section 547 offence. They will be considered as trespassers. In these circumstances, the offender may be removed from school. This would normally be carried out by a police officer. Legal proceedings may be brought against them as a result of their actions.

Section 27: Use of ICT Network



The Trinity IT network is a powerful tool for learning that should be enjoyed by all its members to produce their best work. To ensure this happens for all students and staff, everyone who uses the Trinity network must agree to the following:

- Follow all instructions and notices from Trinity staff on the use of IT
- Keep account details secure and never share login details or passwords with others
- Stay safe on the internet and protect the privacy of everyone at Trinity by never distributing the personal details of yourself or others
- Protect the hardware and Trinity network by never adding or removing hardware, e.g. moving a keyboard / mouse, or plugging in mobile phones into PCs.
- Do not use the network to store files unrelated to learning at school such as games, music collections or any files which could cause harm, offence or take up space on the network

- Show respect for the work and efforts of others by never copying, deleting or moving their work on the network without clear permission from staff or IT Manager.
- All communications should be in keeping with our Christian ethos and promote learning
- You should not access or bring to school material which can cause offence. If you do access something you think may be deemed unsuitable or offensive by accident you must inform staff.
- Never post images or video footage of Trinity staff or students on any internet site without first seeking permission from Trinity School. This includes any and all social media and messaging sites such as Facebook, Instagram, Twitter, Myspace, Bebo, Friendster, Snapchat, Tiktok, Whatsapp etc. Written consent must be from the Headteacher.

Parents will be expected to pay for all damages to equipment caused by misuse/vandalism

To protect all members of Trinity School, IT use is constantly monitored. By logging on to the network you are aware and agree to this monitoring. This agreement is binding whilst you (the pupil), have access to the Trinity Network

Section 28: Raising Concerns

Please refer to the complaints policy which can be found on the school website.

Appendix i

Dear Trinity families,

Communication to and from school is something that we rely on to make sure your children are safe and make the best progress. To this end, I am sending this letter to confirm the arrangements we have here at Trinity to ensure communication is effective. I am also asking parents and carers for some vital information which we need as a school to make communication between us run smoothly.

Firstly, the best way to contact us regarding your child is via email. Most staff email addresses are on the school website but we also have a general email address admin@trinity.lewisham.sch.uk which you can use. When you send us an email please write your child's name, year and family group in the subject box.

Please do not include any sensitive information in emails but do state why you are contacting us and who you would like this to go to (if using the general admin email address).

If you phone us, please be aware that the admin team are unlikely to know specific details about your child and will not be in a position to comment. Their job is to pass on your message to a relevant member of staff. Again, please give them your child's name, year and family group and they will then send an email to the relevant staff member asking them to contact you. We are also going to trial the following:

If we have your email address, the admin team will add your email address to the message they send to the staff member so you will be part of the process from the beginning.

On occasions, parents come to school and ask to speak with staff members. We do understand that if you have taken the time to come in, you must feel it necessary, but I must point out that staff can very rarely instantly meet with parents as they have many commitments. I have told the admin team to ask any parent who has come into school to once again take brief details and they will then contact the relevant member of staff and ask for them to arrange a meeting with you (if required).

To clarify, in normal circumstances, we ask staff to contact parents within 24 hours of receiving communication. The only exception to this would be if there was a safeguarding issue which needed a more urgent response. Please do bear with staff as they may not be able to contact you as quickly as you would like.

Who should I contact?

1. General questions regarding academic progress, behaviour, homework, etc – The family group leader.
2. Specific subject queries – The subject teacher
3. Finance, lunches, school hours, holiday, etc – The main office
4. Safeguarding or child protection concerns – Ms Shobbrook or Mrs Taitt (Secondary) or Ms Harvey (Primary)
5. SEN queries – Ms Dillon (Secondary) or Mrs Martinez (Primary)
6. Pupil Premium queries - Ms Shobbrook (Secondary) or Ms Harvey (Primary)

Please only contact the Head of Department or Year Progress Leader (or Deputy) if your query has not been dealt with by the above and you still have questions.

Appendix ii



Trinity Centre Contract

Student Name: _____ Family Group: _____

You have been placed in the Trinity Centre because you have breached an aspect of the school's expected code of conduct. The Trinity Centre is an Internal Exclusion Unit. You must comply with the expectations set out below to avoid receiving a strike.

- Read and sign this contract
- Sit in the seat that is assigned to you
- Sit facing the front and in silence
- Place your equipment on your desk
- Work in a calm and focused manner.
- Be respectful to others in the Trinity Centre.
- Work in silence and raise your hand for assistance.
- Remain in your seat unless you have been given permission to move
- Follow all instructions first time, every time

Lunch

You are in isolation and therefore will have an isolated lunch. Your lunch break will take place during Lesson 4. You will have time outside on the learning deck and then return to the Trinity Centre to eat a packed lunch. When the rest of school is on lunch break, you will be having lesson 4.

Three Strikes Policy

If you fail to follow the rules of the Trinity Centre, the school will follow its three strikes policy

- Strike 1: You will be given a warning that clearly explains our expectations and reminds you that you are at risk of a Fixed Term Suspension
- Strike 2: Your parents will be contacted. They will be informed that you are misbehaving in the Trinity Centre and that you now have one final chance before you are given a Fixed Term Suspension
- Strike 3: You will be issued with a Fixed Term Suspension

Detention

- All detentions take place in the Trinity Centre.
- Pupils placed in the Trinity Centre will have an afterschool detention and remain in the room until 4pm

I have read and understood the Trinity Centre Contract.

Signed: _____

Date: _____