



Behaviour and Sanctions Policy

Members of the School are expected to maintain a high standard of civilised and considerate behaviour at all times. The School Rules are intended to ensure the safety, welfare, good order and reputation of the school community.

As far as is possible, the emphasis in relations between staff and pupils should always be on the promotion of good behaviour and in daily interactions with the pupils we should always seek to encourage such qualities as courtesy, helpfulness, empathy with others, team work, good humour and thoughtful self-expression.

Staff should always find opportunities to comment favourably when pupils display such qualities and may do so through a quiet word with individuals, written/verbal comment on work drawing attention to particularly positive contributions in lessons, commendations (which may be given for good behaviour as well as good academic performance), written notes to tutors, write-ups following events and activities (eg reports for the School Magazine or displays), special mentions in Assemblies and informal/formal contact with parents.

It is worth quoting at length from our Staff Handbook our expectations of pupils in terms of their moral and spiritual development as this makes clear the kinds of positive qualities we should aim to develop, encourage and reward in our pupils:

Trinity regards the moral and spiritual development of all its pupils as being of great importance. All members of the School community need to have a strong sense of the values we wish to promote and an understanding of right and wrong. In particular, all our pupils must accept that they are responsible for their actions and that actions always have consequences. Of course, the School is only one part of each pupil's life: parents, siblings, extended family, society at large and, in some cases, a religious faith will contribute to their moral and spiritual development.

The following attitudes, qualities and skills are considered to be of particular importance for every pupil at Trinity and staff must be mindful of finding opportunities through which pupils may develop them:

- a joy in learning and pleasure in civilised, reasonable debate
- a developing sense of responsibility for their own actions and of responsibilities to others
- a recognition of the right of others to hold their own views and a respect for those who have different beliefs and customs;
- a rejection of all forms of prejudiced perception of others on the basis of class, race, gender, religion, physical and mental disability, sexuality and nationality
- in particular, as we are, up to 16, a boys' school, an outright rejection of sexist and degrading attitudes towards women
- honesty, truthfulness and the development of personal integrity

- a growing disposition to generosity, rather than selfishness
- an active belief in kindness and service to others
- a clear rejection of cruelty or bullying
- the development of a mature sense of self-confidence and self-worth, with an avoidance of, and distaste for, arrogance
- an ability to look beyond materialism
- a recognition that a set of beliefs and values can give shape and meaning to an individual's life

All members of staff are responsible for promoting these attitudes, particularly Form Tutors and Sixth Form Tutors. In addition, pupils attend assemblies which are broadly Christian in character whilst remaining sensitive and respectful to the needs of those of other faiths and spiritual beliefs, or none. The whole school meets in assembly once a week and there are also other assemblies for particular sections of the School. Each term a Communion Service is held which is open to any who wish to attend. The Chaplain to the Foundation is a part of the team of staff who contribute to assemblies: the programme is co-ordinated by the Head of Religious Studies.

Members of the School should show courtesy and consideration to others at all times. Therefore, antisocial behaviour such as bullying, deceit, theft and vandalism is completely unacceptable.

Rewarding individual achievement

It is an important part of our job to motivate and praise students on a daily basis. Studies suggest that teachers *think* they offer praise around ten times more than they actually do! This is often done informally, through both verbal praise and in written responses to work, as part of regular practice; this is seen as essential to good teaching.

Recognising, rewarding and celebrating achievement is significant in terms of raising pupil achievement, increasing self-esteem and creating a climate where achievement is admired by all. Such an environment gives pupils opportunities to learn how to value themselves and to reflect on what they have achieved. The commendation system contributes to this.

Commendations for Junior to Fifth Years

The aim of the commendation system is to reward all pupils in some way, to recognise all pupils' efforts regardless of their individual abilities and aptitudes.

The award of a Commendation recognises an individual achievement, not necessarily an achievement relative to other pupils. The scheme applies to all areas of school life, including subject departments, pastoral areas, and activities inside and outside the classroom.

For Junior to Third Years, commendations should be noted (see examples below) on the relevant piece of work, or in the back of the Lower School Planner, and signed and dated by the teacher. The Form Tutor subsequently makes a note of the Commendation.

In the Fourth and Fifth Year, commendations take the form of a 'Recognition Card'. This is a postcard which is sent home with a message to the pupil congratulating them for a particular activity, assignment or outcome. The procedure for doing this is for the member of staff to email Jane Binley (copied to the student's tutor), requesting a card for a specific student. On receipt of the postcard a personalised message should be written, and the postcard should be placed in the School Office pigeonhole for posting.

Full guidance on areas and reasons for awarding Commendations is outlined in the staff handbook.

Since the introduction of the scheme, many members of staff have found that the award of Commendations can produce a dramatic improvement in effort and attainment. It is hoped that staff can find at least one thing worthy of commendation for each pupil they teach/tutor within a term. As a rough guide, in a normal batch of homework one might give two to three Commendations. However, caution needs to be exercised to ensure that the standard set is neither too low nor too high.

On gaining certain numbers of Commendations (10 = Bronze; 20 = Silver; 40 = Gold; 60 = Platinum) the pupil should see the Headmaster who will add his acknowledgement of the pupil's achievement and is available for this purpose from 8.15 to 8.30am on **Tuesdays** and **Fridays**. The pupil should take his/her Form Tutor's record with him/her. This process helps to promote positive aspects of contact between the Headmaster and the pupils and between parents and the School.

Commendations in the Sixth Form

The system that operates in the Sixth Form is somewhat different.

A Commendation Postcard can be awarded to a Sixth Form student for:

- Exceptional achievement in a piece of academic work
- Exceptional effort in a piece of academic work
- Exceptional commitment, going well beyond what is normally expected, in a sporting, musical, dramatic or other school event
- Exceptional dedication in Community Action

The procedure for doing this is for the member of staff to email Jane Binley (copied to the student's tutor and Lesley Smith, the SIMS Data Manager for record keeping), requesting a card for a specific student. On receipt of the postcard a personalised message should be written, and the postcard should be placed in the School Office pigeonhole for posting.

Prizes are awarded at the end of the Lower Sixth Year in recognition of consistently outstanding effort grades, and also to students who have made a notable contribution to Sixth Form life in some way.

Scholars' Ties are awarded at the start of the U6 for outstanding achievement in Lower Sixth examinations.

Subject Prizes are awarded to U6 students for outstanding achievement, which are presented at the U6 Graduation Evening after the end of the A2 examinations.

Recognition of Extra-Curricular achievement and contribution:

Awards are given as follows: (criteria follow)

- **Sport:**
 - Sixth Form **Colours**: Ties and scarves are awarded in final assembly each term
 - Fourth and Fifth Year: **Colours ties and Sports Achievement Award** (certificates) awarded in a special assembly at the end of each term.

- Lower School: **Sport Award**: Certificates awarded in a special assembly at the end of each term.
- **Music and Drama**: Sixth Form Full and half colours; 4th and 5th Year: Ties and certificates, usually awarded at the end of the 5th Year to mark contribution and progress over 2 years. Lower School: Certificates: Usually awarded to 3rd Year to mark contribution and progress.
- **Society Ties**: Awarded to Sixth Form to mark contribution to all other extra-curricular activity (eg Societies, CCF)

Detail:

During the term in which awards are made, the Director of Sport will establish a spreadsheet into which colleagues make their nominations. These are then checked and verified by the head of each sport prior to pupils being informed. Once awards have been confirmed the team coaches must then speak to each recipient so that they have personal confirmation. **Additionally**, it is vital that any players who have **missed out** on an award should be spoken to individually in order to be clear about the reason for the non-award. Such conversations may be difficult but they must occur in order to avoid the demotivation which is bound to occur otherwise.

6th Form

The following colours will be awarded at the end of each season:

- Major sports (Rugby, Hockey, Cricket) full and half colours
- Minor sports: all others including chess: full and half colours (half colours tie is the same for major and minor sports)
- Music: Full and half (awarded at Easter)
- Drama: Full and half (awarded at a time related to productions)

The **Criteria** for awarding colours are outlined in the Staff Handbook.

4th and 5th Year

- **Middle School Colours**, a tie, is awarded for outstanding play and commitment to sport in the middle school. Awards are confirmed by the Director of Sport and Head of Extra Curricular Activities.
- **Sports Achievement Award**, a certificate, awarded for all sports based on the following criteria:

The **Criteria** for awarding colours are outlined in the Staff Handbook.

Junior, 1st, 2nd and 3rd Year

- **Sports Award**, a certificate, awarded for all sports based on the following criteria.

The **Criteria** for awarding colours are outlined in the Staff Handbook.

Music:

The Director of Music will nominate and award colours (certificates) as follows:

1. Fourth and Fifth Year:
 - Choral
 - Instrumental
2. Lower School:

- Choral
- Instrumental

The criteria for award will be some or all of:

Excellence

Commitment

High levels of conduct within school and in public performance

The award of colours will take place at the end of each year. It is expected that the majority of colours will be awarded to pupils at the upper age group, ie Third Year and Fifth Year, but younger pupils may receive colours in exceptional circumstances, at the discretion of the Director of Music.

Drama:

The Head of Drama Productions will nominate and award colours (certificates) as follows:

1. Fourth and Fifth Year:
 - Performance
 - Technical
2. Lower School:
 - Performance
 - Technical

The criteria for award will be some or all of:

Excellence

Commitment

High levels of conduct within school and in public performance.

The award of colours will take place at the end of each year. It is expected that the majority of colours will be awarded to pupils at the upper age group, ie Third Year and Fifth Year, but younger pupils may receive colours in exceptional circumstances, at the discretion of the Head of Drama Productions.

Sanctions

All staff are expected to work to maintain the highest expectations of pupils, in their academic work and personal conduct. At the same time, the application of disciplinary sanctions must always be carried out in a way that, whilst being robust and firm, is also just, open and supportive of longer term, positive outcomes. For example, wherever possible, pupils should be able to learn from a mistake. Pupils must never be treated, in disciplinary contexts, in ways that are intimidating or demeaning. Any form of corporal punishment is absolutely prohibited. All staff must know and understand the School's policy on the restraint and use of force, as detailed in the Staff Code of Conduct.

Individual members of the teaching staff have the authority to impose, at their discretion, any approved sanction, including detention after school. Some sanctions, such as suspensions, can only be imposed by the Headmaster, the Deputy Headmaster, the Pastoral Deputy Head, the Head of Sixth Form or the Head of Lower and Middle School. Members of the support staff encountering behaviour which they find objectionable should, in the first instance, take the name of the pupil(s) concerned and discuss the matter with the relevant form tutor(s).

A 'disciplinary framework' showing the levels of sanctions is shown in the appendix to this policy. All staff are expected to be familiar with this structure and to work to ensure that it is applied consistently and fairly. Further advice for staff about how to impose sanctions can be found in the Staff Handbook.

Pupils should not normally be detained after school for a period greater than 30 minutes without at least 24 hours' notice from a parent or person with parental responsibility. A system of school detentions is available.

There is a Lower and Middle School Community detention every Friday during lunch for behaviour that does not promote a positive community atmosphere.

Formal Lower School detentions take place on a Friday after school from 16.00 to 17.00pm. Parents must be informed via a letter that is emailed home before Wednesday noon. This is for poor, late or inconsistent academic work, as well as behaviour that requires more than a Community detention.

In the Middle School (Fourth and Fifth Year) a one-hour detention is held after school on Fridays between 16.00 and 17.00pm. This may be awarded for late or inadequate work or for one-off incidents of poor behaviour. Parents must be informed via a letter that is emailed home before Wednesday noon.

In the Sixth Form, a two-hour detention is held on Friday afternoons between 4 and 6pm. This may be imposed for late or inadequate work, or for unacceptable behaviour. A letter is automatically sent home to parents. Students incurring three such detentions within a term are automatically given a Saturday detention, normally supervised by the Headmaster, Deputy Headmaster or Pastoral Deputy Head.

Saturday Detentions are given for serious offences or to persistent offenders and may only be awarded by members of SMT and Heads of Year. Parents will be informed of such detentions.

Serious or persistent offenders may also be asked, in consultation with their parents or guardians, to give an undertaking, in the form of a signed contract, regarding their future conduct. Contracts are used to make the expectations of the pupil explicit to all parties, as well as the consequences of not meeting these expectations. Failure to observe the contract may lead to the imposition of greater sanctions, including suspension or permanent exclusion.

Pupils may be suspended from school by the Headmaster, his Deputies or the Heads of Section where the behaviour of the pupil in question is judged to be sufficiently serious in terms of its disruption of teaching and learning, wilful defiance of school rules and expectations, bringing the school into disrepute, or offence/harm caused to other members of the school community. Persistent or repeated low-level misconduct may also result in suspension. In some circumstances, an internal suspension may be imposed. Where a pupil is found guilty of bullying another member of the School it is possible that a suspension will be imposed; however, if the bullying is judged serious/persistent enough, the Headmaster reserves the right to enforce permanent exclusion. See Anti-bullying Policy for further information.

If a pupil commits a second suspension-level offence, the Headmaster and his Deputy will review that pupil's continued membership of the School. A pupil at this stage may, at the Headmaster's discretion, be offered a Behavioural Contract, as stated above, specifying targets to be met in order to remain at the School.

Permanent exclusion may also be used when a pupil's behaviour jeopardises the education of others or places the School or other members of the school community at risk.

Gross misconduct will likely lead to the Headmaster permanently excluding the pupil. This includes, but is not restricted to: theft of money or property (eg mobile phone); systematic theft; use of drugs or new psychoactive substances whilst at school or on a trip / visit; use or supply of alcohol whilst at school or on a trip / visit (beyond any limits agreed in the trip arrangements); supply of drugs or new psychoactive substances to a member of the school at any time; repeated harassment or intimidation, pre-meditated physical aggression, sexual violence; other behaviour that is criminal.

Following investigation of an incident, judgements about the sanction applied will be made on the basis of 'balance of probability' rather than necessarily meeting the burden of proof required for criminal responsibility in law.

The Headmaster and his Deputies reserve the right to use their absolute discretion to exclude from the School any pupil whose behaviour, attendance or academic commitment does not meet the expectations of the School.

Author / Reviewer:	Sara Ward Deputy Head (Pastoral)
Date of last review:	August 2018
Policy approved by:	Senior Management Team
Date of Approval:	September 2018
Date of next Review:	September 2019
Governor committee responsible for oversight:	Welfare Committee
Chairperson of Governor committee:	John Crozier
Date of next review by committee:	October 2018

Appendix A to Behaviour and Sanctions Policy

Trinity School Sanctions Framework, September 2018			
<i>NB A sanction may be imposed at any level, without behaviour first having been sanctioned at a lower level</i>			
Sanction	Given by	For	Notes
Level 1			
(a) Lunchtime Detention	Staff	Forgotten work or work which needs to be repeated immediately; poor behaviour in lessons which did not lead to removal.	Entered on iSAMS. Taken by individual members of staff Can be moved because of activities
(b) Report Card/Uniform card	Tutors/ HoY	Repeated problems with punctuality, appearance or effort.	Entered on iSAMS; recorded on file; standard letter home from HoY; phone call home from Tutor
(c) Community	Staff	Non-academic transgression not needing notice home.	Entered on iSAMS
Level 2			
(a) School detentions: Sixth Form/Rest of School	Staff	Sixth Form Detentions: for late/inadequate work/unacceptable behaviour in school that does not reach level 3 or above. Lower and Middle School Detentions: late/inadequate work; persistent lateness, breaches of school rules that do not reach level 3 or above.	Entered on iSAMS. Recorded on to file; Office emails standard letter home. Detention takes priority over other activities; email used to inform Tutors
Level 3			
(a) Saturday Detention	HoS / HoY	Persistent misbehaviour; disruption of teaching and learning (removal from lesson after a verbal warning). First incident of behaviour showing disregard for wellbeing of others. Vandalism; six academic detentions; truanting lesson; plagiarism (4 th Year and above)	Entered on iSAMS; HoY phones home and places note on file Letter sent home by HoY
Level 4			
(a) Internal Suspension	HM / DHM	Used as outlined below, but when external suspension is inappropriate.	Parental interview or telephone conversation with HM, DHM or HoS Letter sent home by HoS or DHM

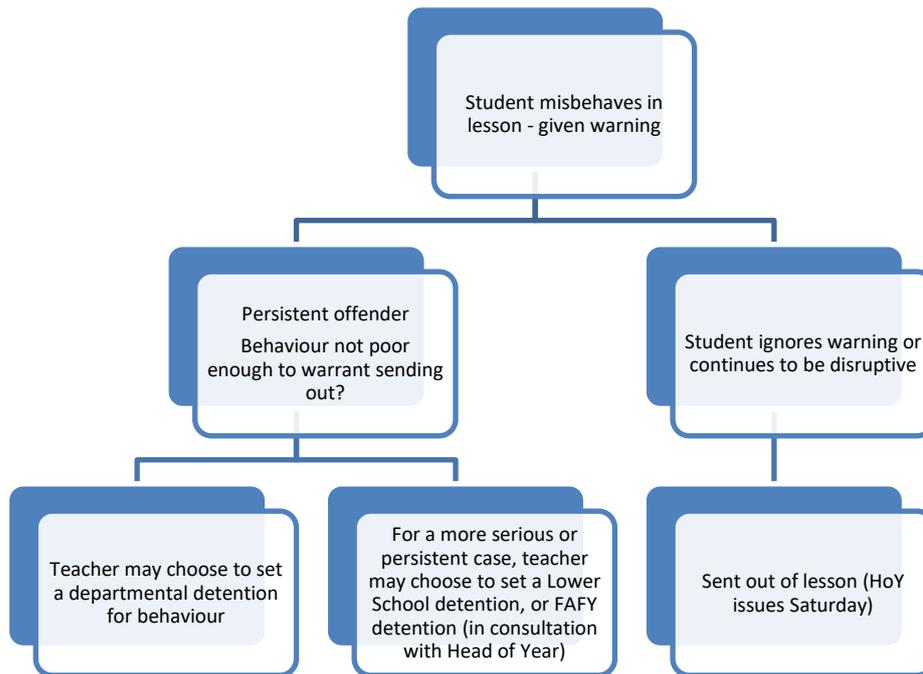
(b) Shorter external Suspension (1 - 2 days)	HM / DHM	Serious breach of School rules which does not meet criteria for level 5 eg deliberately causing injury; sustained bullying; petty theft; aggressive discourtesy; repetition of level 3 misconduct.	Parental interview or telephone conversation with HM, DHM or HoS Letter sent home by HoS or DHM
(c) Longer External Suspension (at least 3 days)	HM / DHM	Serious incident of misbehaviour where clear disregard for School rules and wellbeing of others is evident but which does not meet criteria for level 5; possession of alcohol (first offence); causing actual harm	Parental interview with HM or DHM Letter sent home by HM or DHM Pupil interview with HOS on return to school
Level 5			
(a) Permanent Exclusion or Withdrawal	HM	A second suspendable (level 4) offence; Gross misconduct (as defined in the Behaviour and Sanctions Policy); continued disruption to teaching and learning despite serious sanctions (eg Saturday detentions)	Parental interview with HM; parents informed of right to appeal

Sanction	Problem Behaviour	Further information	Mechanism
<p>“Community” Fridays (13:30 – 14:00)</p>	<p>Low-level behaviour that requires more than a verbal warning. (Littering / Untidy Uniform / Lunch Hall behaviour / etc.)</p>	<p>Staff issue this sanction. It aims to address behaviour that is not serious enough for a formal notice home but requires recording. A “Community” leads to a Friday lunchtime detention where boys will take part in Community type activities. This sanction is not for academic purposes. Should you encounter poor behaviour in school anywhere outside of lessons (for example in the corridor) please follow this procedure rather than referring the incident to the Head of Year.</p>	<p>Jane Binley collates a list of all boys on communities each week.</p> <p><u>Boys J-3:</u> Sign “Communities” grid in the back of the Lower School Planner. Email Jane Binley and copy in HOY and tutor with a brief explanation.</p> <p><u>Boys 4-5:</u> Explain to boy that he is being issued with a community sanction. Email HOY and Jane Binley.</p>
<p>Departmental Detention (Sanction run by teacher)</p>	<p>Late or inadequate work, not serious enough to warrant an official letter home. Or Behavioural issues not sufficiently serious to warrant a sending out.</p>	<p>Staff issue this sanction. The sanction is the responsibility of the teacher. It will normally be a lunchtime detention. Whole class detentions must not be issued.</p>	<p>Teacher tells student of the sanction, then emails tutor, HOY and Jane Binley with the title ‘Departmental Detention’ giving the reason and when the sanction was/will be served. Jane Binley maintains a log of these sanctions and HOYs will contact home when appropriate, as well as escalating the sanction for serial offenders.</p>
<p>Lower School Detention Teacher / HOD / HOY (Friday 16:00 -17:00)</p>	<p>Poor behaviour Late/inadequate work of a serious nature Persistent late work in a subject</p>	<p>For serious breach of school rules / anti-social behaviour where in consultation between tutor / HOY and HOS, it is felt that a sanction should be imposed. Or Issued by teachers or Heads of Department, where a student’s application in their subject falls significantly short of expectations (i.e. persistent poor work, persistent low level disruption)</p>	<p>HOY / HOS / HOD email Jane Binley before Wednesday. Copy in tutor and HOY Letter sent home by Jane Binley and on file. Logged on SIMS. HOY/HOD to phone home if required.</p>

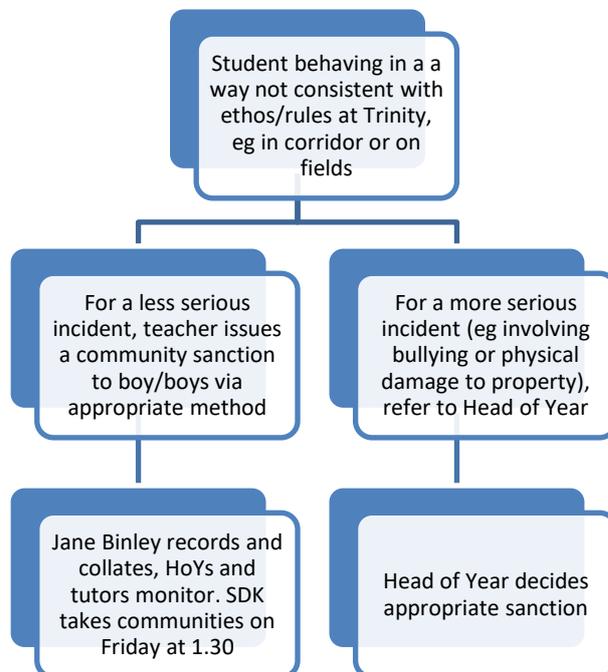
<p>FAFY Friday detention</p> <p>(4-5pm)</p> <p>Teacher / HOY / HOS</p>	<p>Late HW</p>	<p>More than 24 hours late No homework produced Persistent late work</p>	<p>Email Jane Binley before Wednesday and copy to tutor and HOY Letter sent home by Jane Binley Logged on SIMS</p> <p>A meaningful piece of work should be set. This should not be homework and should not require the use of a computer. Please ensure the work is given to the pupil or placed in the tray in the school office prior to the detention.</p>
	<p>Poor HW</p>	<p>Work which falls below that standard of which that student is capable</p>	
	<p>Poor behaviour (infringements of rules / expectations)</p>	<p>Discussion with HOY is required before a student is given a Friday detention for behaviour. Eg: Persistent lateness, failure to bring equipment, failure to attend rehearsals / training</p>	
<p>Saturday Detention (9.30 - 11.30)</p>	<p>For J-3: Removal from a lesson; A very serious breach of school rules / poor behaviour / persistent poor behaviour; For 4-5: Removal from a lesson Six academic detentions; Missing a lesson without permission. Plagiarism 1st incident of behaviour showing disregard for others</p>	<p>Decision about the appropriateness of this sanction is made in consultation with HOY / HOS.</p>	<p>HOY phones home. Letter from HOY / HOS (kept on file) Logged on SIMS</p>

Behaviour

Possible sanctions route for Lower and Middle School Pupils behaving badly in a lesson

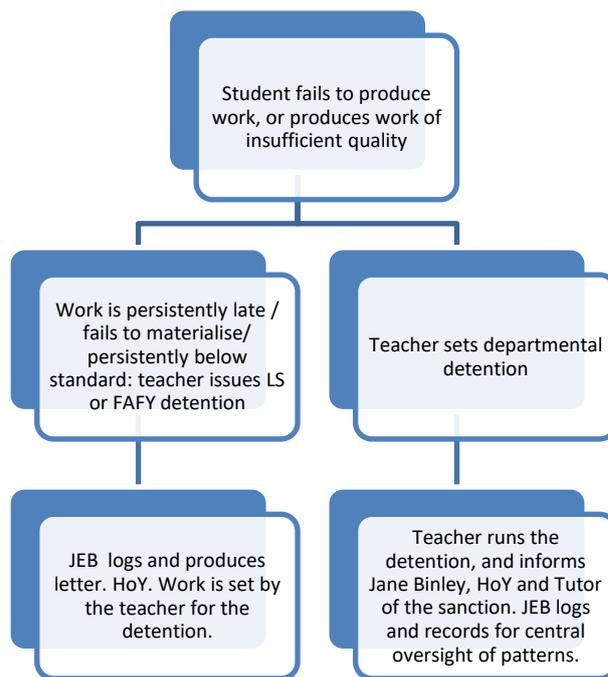


Possible sanctions route for a student behaving badly outside the classroom



The mechanism for setting sanctions is similar regardless of the sanction. In the body of your email, please include **the full name and surname of the student(s), and their form group**. Failure to do this may result in the sanction being applied to the wrong person.

Academic Work: Lower and Middle Schools



The mechanism for setting sanctions is similar regardless of the sanction. In the body of your email, please include **the full name and surname of the student(s), and their form group**. Failure to do this may result in the sanction being applied to the wrong person.

If you have any questions, please do ask any HOY or HOS, however all staff should feel confident to issue any of these sanctions if they have followed these guidelines. Please ensure you are familiar with the procedure in the staff handbook and the behaviour/sanctions policy.

Sixth Form:

Sanction	Problem Behaviour	Further information	Mechanism
Teacher detention	Late/poor HW Poor behaviour	For behaviours that are not sufficiently problematic to merit a school detention. Discuss with HOY if clarification required.	Informal arrangement (lunchtime?) or email home (after school) Not logged on SIMS Teacher must let tutor know.
FAFY Friday detention (4-5pm)	Late HW	More than 24 hours late No homework produced Persistent late work	FAFY and Sixth Form Friday detentions: Email Jane Binley before Wednesday and copy to tutor Letter sent home by Jane Binley Logged on SIMS A meaningful piece of work should be set. This should not be homework and should not require the use of a computer. For FAFY detentions please ensure the work is given to the pupil or placed in the tray in the school office prior to the detention. For Sixth Form detentions please ensure that the student has the work.
	Poor HW	Work which falls below that standard of which that student is capable	
	Poor behaviour (infringements of rules / expectations)	<i>Discussion with HOY is required before a student is given a Friday detention for behaviour.</i> Eg: Persistent lateness, failure to bring equipment, failure to attend rehearsals / training	
Sixth Form Academic detention (Friday 4-6pm)	Poor / missing / late homework	Work which falls below that standard of which that student is capable Second and subsequent instances of work that is late without prior arrangement / valid reason per subject, per year (24 hours grace to be given on first occasion)	
Saturday Detention (9.30-11.30am)	Three academic detentions in the Sixth Form / six academic detentions in the Middle School Removal from a lesson Missing a lesson without permission. Plagiarism 1st incident of behaviour showing disregard for others	Decision about the appropriateness of this sanction is made in consultation with HOY / Head of School.	