



**THE SALTERNS ACADEMY TRUST: TRAFALGAR SCHOOL**

**BEHAVIOUR POLICY**



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Summary of changes made:	Removal of: Praise = Note/stamp/sticker in study planner due to plan for digital planners. Addition of: Personalised curriculum as a behaviour management strategy.				

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## UNCRC

Article 29 (Goals of education): Children's education should develop each child's personality, talents and abilities to the fullest. It should encourage children to respect others, human rights and their own and other cultures. It should also help them learn to live peacefully, protect the environment and respect other people.

At Trafalgar School we believe that high standards of behaviour are an essential feature of an effective learning environment. Every member of the school community has a role to play in the promotion of good behaviour and the core values: aspiration, community, inclusion, resilience and respect. We recognise that a key to this is a consistent understanding of the expectations of the school, the rewards available and the consequences of unacceptable behaviour.

## Aims

The aim of this policy is to ensure that students, parents and staff are aware of their responsibilities at Trafalgar School with regards to behaviour and conduct. The school rules, understood by all, are: **be ready, be respectful and be safe.**

## Legislation and statutory requirements

Trafalgar School acknowledges its legal duties under the Equality Act 2010, and in terms of safeguarding and supporting students with special educational needs. This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting students with medical conditions at school](#)
- [special educational needs and disability \(SEND\) code of practice](#)
- [DfE guidance](#)

## Purpose

The purpose of the Behaviour Policy is to ensure every child and adult at Trafalgar School is familiar with the high expectations for the behaviour of all. This policy will give clear direction to staff, volunteers, visitors and parent/carers about the expectations and the likely consequences for those who fail to meet them. The principles upon which this Policy is based are:

- All staff and students have the right to achieve their best in an environment mutual respect is evident and where all people recognise their responsibilities for the welfare of others
- Everyone in our school has a responsibility to promote good behaviour
- Every adult in our school will work in accordance with the interests of children and young people and follow the policy.

## Ethos

Trafalgar School will establish and maintain an ethos where all students are able to thrive and learn as individuals. We will develop skills that support 'behaviour for living' and all members of our community have a responsibility to model and contribute to this ethos. Good behaviour will be celebrated publicly to regularly reinforce our high expectations.

Staff and students will receive regular training to remind and refresh their understanding of what constitutes good behaviour (including acceptable behaviour online).

Those who interrupt the learning of others, through poor behaviour, will be taught how to correct their behaviour, working in partnership with home.

## Procedures

When staff join Trafalgar School they will be given a copy of our school's Behaviour Policy. The induction programme will include information relating to managing incidents of poor behaviour, issuing rewards, how to record this information and the importance of contacting parents. Staff are expected to regularly review standards of behaviour in their classroom and discuss this within their department and with the Subject Leader. In the case of more serious incidents, the House Team should be contacted for advice.

### **Restorative Approach**

At Trafalgar School we believe passionately that good relationships between students, as well as staff and students is fundamental to our positive learning community. To this end, maintaining these good relationships is key and all staff are trained to work restoratively, employing these strategies in a variety of situations; whether teaching in the classroom, on duty during unstructured times or as a Form Tutor.

Our House System and Vertical Tutoring structure supply the opportunity to foster strong relationships between all members of the school community. Restorative Practice promotes students understanding of the fact there are consequences to our actions, encourages us all to take responsibility for our actions and provides the opportunity to learn from our actions.

### **Whole School Expectations**

It is our expectation that every student:

1. Respects the rights of teachers to teach and students to learn, not disrupting the learning of other students in any way
2. Shows a positive attitude by ensuring work is completed on time and to a high standard
3. Is polite to members of staff and follows their instructions without argument
4. Is punctual to lessons, has the correct equipment and wears the correct uniform at all times
5. Supports others by refusing to engage in any form of bullying or intimidation and always reports this type of behaviour to staff (including online)
6. Leaves lessons only with written permission from a teacher
7. Behaves safely and sensibly when moving around the school site
8. Treats all school visitors and members of the local community with respect and courtesy
9. Cooperates fully with members of staff by telling the truth
10. Accepts school sanctions imposed as a result of failing to meet these expectations.

### **Confiscation**

In order to keep themselves and others safe, students must not bring into school any of the following items: mobile phones, knives and weapons (including replicas or any other item that can be deemed dangerous); alcohol; illegal drugs and legal highs; aerosols; stolen items; tobacco, cigarette papers, filters, lighters, e-cigarettes and other smoking related items; fireworks; pornographic or other offensive images. **Prohibited items found in students' possession will be confiscated.** These items will not be returned to students.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to students after discussion with senior leaders and parents, if appropriate.

Searching and screening students is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

### **Rewards and sanctions**

Positive behaviour will be rewarded with:

- Verbal praise
- Telephone call to parent
- Letter to parent
- Praise points
- Interview with House Leader/Headteacher
- Values badges/certificates issued in celebration assemblies
- Hot chocolate with the Headteacher

- Public display of work
- Photograph displayed in reception area.

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- Sending the student out of the class
- Expecting work to be completed at home, or during break or lunchtime
- Detention during break or lunchtime, or out of school hours (including INSET days)
- Referring the student to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour contract
- Monitoring card
- Inclusion
- Exclusion from school.

### **Physical restraint**

In some circumstances, staff may use reasonable force to restrain a student to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property.

Incidents of physical restraint will:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents.

### **Other Strategies**

The school has at its disposal various other strategies designed to provide for the wide range of emotional and behavioural needs displayed by students from time to time. These include:

- Restorative meetings
- Assistance in lessons
- Peer mentoring
- ELSA support
- Guidance and support from external agencies
- Personalised curriculum.

### **Training**

Our staff are provided with training on managing behaviour, and restorative as part of their induction process. Behaviour management will also form part of continuing professional development.

### **Monitoring arrangements**

The Deputy Headteacher will review this behaviour policy annually. At each review, the policy will be approved by the Headteacher and Governing Body.