



## Behaviour Management Policy

Trent College is a vibrant, stimulating and civilised environment in which all members of our community should feel challenged, respected and safe. Our Behaviour Management Policy seeks to shape good behaviour by effective use of education, rewards and sanctions. We also encourage students to take full responsibility for their actions and for the consequences of these.

### Rewards

Staff are encouraged to ensure that all aspects of positive behaviour are rewarded and are relative to the capabilities of the individual. It is hoped that students will be regularly rewarded for their achievement, improvement and/or effort inside the classroom, in activities, in boarding houses, in Year group areas and in all aspects of school life. In order to create a positive achievement culture, it is hoped that all staff will spend more time issuing rewards than they do administering sanctions. Rewards issued should be communicated to relevant staff (Tutor, Head of Year &, for boarders, Housemaster/mistress). Our system of rewarding students will be effective (in that it will serve to raise the standard of behaviour within our school) if staff use it frequently and consistently and students feel the awards are worth aspiring toward. The actual rewards issued are different in individual tiers: Lower School operate a stars system which results in them being awarded certificates and book tokens when they reach particular milestones; Main School & 6<sup>th</sup> Form receive Praise Cards which are sent home to parents.

There is also a Colours awards system which operates within 6<sup>th</sup> Form and Main School. The rewards and criteria for being presented with Colours is given below:

Name	Actual award	Age group	General criteria for award
Half Colours	Tie for Main School Certificate for Sixth Form	Main School (Year 11) & Sixth Form	Considerable contribution to Drama, Music or Sport.
Full Colours	Cuff links for boys Brooch for girls In presentation case	Sixth Form	Consistent high achievement in, and contribution to, Drama, Music or Sport.
Honours	Cap	Sixth Form	Considerable contribution to, and national standard reached in, Drama, Music or Sport

Students were involved in the planning stages for the designs of all Colours awards.

Our systems of rewards are agreed with our students through their Student Councils so the rewards they receive are relevant to the age group and serve to inspire and motivate. As a result of dialogue with our students we have retained 'tangible' rewards in Lower School whilst moving toward validation by personal recognition which consolidates important staff-student working relationships as students progress through Main School and Sixth Form.

The main academic awards (and other rewards for whole school commitments) are given out to all year groups on Speech Day.

Expanding the displays of students work (artwork, designs, academic subject posters and honours boards) and pictures of various successes around the school is strongly encouraged as it brightens areas up,

motivates students and gives them ownership of all parts of their school. The school web site also provides a good medium for recognising students successes and is regularly used for this purpose.

## **Sanctions**

All staff should expect to teach, tutor and, for boarding staff, to live and work in a civilized and stimulating environment. This requires students to behave in a cooperative manner and respect the school rules (which are published in the calendar). If this is not the case then there may be a need for sanctions to be used to get the student to reflect on their conduct and change their behaviour. Students should always understand why any sanction is being used; in this respect 'community tasks' such as scraping up chewing gum, tidying a common room, collecting litter, assisting prefects with lunch door duty etc. can prove effective. Setting short term behavioural targets should play a major part in seeking to change behaviour. This has been seen to work, providing the students know what they have to do in terms of improvement and are regularly and clearly directed toward this. The following sheet of this policy details the disciplinary sanction guidelines.

Classroom teachers should always take the responsibility for establishing a positive working environment in their lessons. Heads of Year should take responsibility for maintaining a civilized environment in their Year group area. Housemasters/mistresses should take responsibility for establishing a homely, caring and civilized environment in their house. As part of their responsibility, these staff may have to impose sanctions for poor behaviour. Tutors do not administer sanctions as this has been seen to contaminate their role. Sanctions may be administered by teachers, Heads of Department, Housemasters/mistresses, Heads of Year, Heads of Tier, Deputy Heads or the Head. Tutors (and teachers) should discuss the underlying cause of the behaviour pattern which led to the sanction and support the students in bringing about an improvement.

Breaches of the ICT acceptable use policy will invoke a level 1 sanction involving the removal of the student from the school network, the issuing of an explanatory note and new Acceptable Use Policy to the student via the tutor. Re-instatement on the network will occur when the student returns the AUP signed by them and their parent or Housemaster/mistress. In the case of more serious incidents the Director of ICT will be informed, will liaise with the relevant tutor & Head of Year and the sanction level may start at a higher point (dependant on the evidence).

The investigation process for any serious misdemeanour is fully explained in the Schools Investigation Procedure which is published on the Web Site. The likely consequences of a serious misdemeanour are outlined below:

- A Formal Warning, normally issued by a Deputy Head to the pupil in a Disciplinary Hearing with their parents. The Formal Warning is held on file for one year and relates to the particular behaviour demonstrated. This may be for recurrent issues to do with behaviour in lessons, in Houses or around the School in general. Any recurrence of the behaviour is likely to result in:
- A Final Warning, issued by the Head to the pupil in a Disciplinary Hearing with their parents. The Final Warning is held on file for one year and relates to the particular behaviour demonstrated. Any recurrence of the poor behaviour is likely to result in the pupil being required to leave School permanently.
- The pupil being permanently excluded from the school for Serious Misconduct (as outlined below & as stated in the School Calendar)

Serious Misconduct which may result in exclusion or removal:

- Persistent attitudes or behaviour which are inconsistent with the school’s ethos such as persistent failure to complete school work or continual failure to co-operate with staff.
- The supply, possession or uses of drugs and solvents or their paraphernalia or substances intended to resemble them.
- Theft, blackmail, physical violence, intimidation, racism and persistent bullying.
- Misconduct of a sexual nature; supply and possession of pornography.
- Possession or use of unauthorised firearms or other weapons.
- Vandalism.
- Computer hacking and/or misuse of the School’s ICT facilities.
- Other serious misconduct towards a member of the school community or which brings the school into disrepute (single or repeated episodes) on or off school premises.

In addition, a student may be required to leave if, after all appropriate consultation, the Head is satisfied that it is not in the best interests of the student, or the school, that he/she remains at the school.

Physical restraint should only be used in extreme circumstances and any use of restraint by any member of staff must be consistent with our policy on the Use of Restraint and fully documented.

**In the boarding houses the common sanctions are:**

Misdemeanour	Punishments
Late up or late to bed	<p style="text-align: center;">Early to bed</p> <p style="text-align: center;">On occasion students may be</p> <p style="text-align: center;">House gated (not allowed to sign out of the house to go in to town)</p> <p style="text-align: center;">Carry out a community task (such as tidying up kitchen area)</p>
Anti-social behaviour (too much noise)	
Inappropriate use of mobile phones or notebook computers after lights out or during prep	
Leaving a mess	
Minor damage	

If any boarder fails to co-operate with their House staff then the HoM will follow the sanction structure in consultation with their Head of Tier and the Deputy Head (Pastoral).

In the case of repeated misdemeanours which disrupt the education of other boarders, the individual concerned may be suspended from boarding for a period of time. If the behaviour does not improve they may be removed from the house permanently. This will only take place as a last resort and after meetings with the Head.

SANCTION STRUCTURE – this summary encompasses incidents inside and outside the classroom			
LEVEL	ACTION BY SCHOOL	ACTION BY STUDENT	INFORMATION
1	<p>A short and private discussion between the member of staff and student (end of lesson, break or lunch).</p> <p>In the case of a breach of the ICT acceptable use policy network access will be withdrawn and an explanatory email containing a new copy of the AUP will be issued to student via tutor.</p>	<p>Acknowledgement of their behaviour being inappropriate and an assurance by them to report this on to their tutor. In case of poor effort in academic studies work may have to be redone.</p> <p>In the case of a breach of the ICT acceptable use policy the student must read, sign and have parent or Housemaster/mistress sign the new AUP. This should be returned to IT services in order to be re-instated on the network.</p>	<p>Member of staff to inform tutor through e-mail to verify that the student has discussed the matter with them.</p> <p>In the case of a breach of the ICT acceptable use policy IT services will inform the tutor. Student will inform IT services via submission of new AUP. In the case of dispute or more serious infractions the Director of ICT should be informed.</p>
2	If the initial situation is not resolved or the pupil does not inform their tutor then they may be required to carry out a 'community task'.	Student will be sent to tidy up an area, scrape chewing gum from some area or assist some member of staff. The student is expected to improve their behaviour so that they meet the school's expectations. Department detention may be used at the discretion of the Head of Department.	Tutor logs the incident whilst pupil passes to the Head of Department or Head of Year to be allocated a community task.
3	If the situation recurs or is not resolved:		
	If it is in one subject area only then the HoD will manage the situation in conjunction with tutor (if more than one then the HoY will do so). HoD/ HoY/ HoM may seek the advice of Learning Support and/or Counsellor. Parents will be contacted.	Student expected to be cooperative in discussions to establish the root cause of the recurrent problem and improve their behaviour so that they meet the school's expectations. Academic work may need to be redone to a satisfactory standard.	HoD/ HoM or HoY informs tutor, parents and other relevant parties of action as appropriate, via email.
4	If the situation recurs or is not resolved, HoT to meet with the student and take appropriate action such as monitoring pupil through Target Report; discussion with Learning Support and/or School Counsellor; meeting or minuted phone call with parents.	Student expected to improve their behaviour so that they meet the school's expectations. Student to satisfy the HoT that they have reflected on their actions and learned from the mistakes made.	HoT to inform Department, learning support or counsellor, parents as appropriate, HoY and Tutor of action via email.
5	If the situation recurs or is not resolved, <b>Deputies</b> to meet with student and parents, with HoT and possibly HoY and/or Tutor present, for a disciplinary hearing; with normally a formal written warning to be held on file for one year	Student expected to improve their behaviour so that they meet the school's expectations. Student to satisfy the HoT and Deputy that they have reflected on their actions and learned from the mistakes made.	Letter to parents & kept on file cc HoY, HoT, tutor & HoD, HoM and the Head Log formal warning on CMIS and on the Disciplinary Log on the network
6	If the situation recurs, <b>Head</b> to meet with student and parents with either Deputy or Head of Tier present and take appropriate action which may be to: issue a final warning; withdrawal of student or exclusion. If it is the latter the Chair of Governors will be consulted	If a warning has been issued, student expected to meet the expectations within the letter. Student to satisfy the Head that they have reflected on their actions and learned from the mistakes made.	Letter to parents & kept on file cc DH, HoY, HoT, tutor & HoM if a boarder. Log final warning on CMIS

The severity of the incident may result in automatic entry level being between 1–6. Incidents will involve conduct which fails to meet our behavioural expectations as outlined in the school rules.