



THE TRIPLE CROWN CENTRE



Positive Behaviour Policy and Statement of Behaviour Principles

Approved by The Management Board

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1. Introduction

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

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

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be acceptable and unacceptable behaviour, including bullying
- Outline **how students are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

2. Legislation and statutory requirements

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](#)

It is also based on the [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 students
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate students' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate students' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

3. Definitions

At The Triple Crown Centre, we believe:

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

Misbehaviour is defined as:

- Disruption in lessons, in the central area between lessons, and at break and lunchtimes
- Non-completion of classwork or extended learning
- Poor attitude
- Improper school dress which include the wearing of coats, hats, hoods in the building

- Physical aggression to students or staff
- Verbal aggression to students or staff
- Stealing from school staff or other students
- Damaging school property
- Inappropriate use of ICT
- Use of mobile phone in lessons

Serious misbehaviour is behaviour for which there could be an exclusion (temporary or permanent) from school. It can be regarded as unacceptable because of the severity of a particular behaviour or because of the frequency of less serious behaviour. These behaviours stop learners doing well. They include:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Vapes
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects that has been, or is likely to be, used to commit an offence, cause personal injury, or damage to the property of, any person (including the student)

Other items prohibited in our school:

- Chewing gum

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

- **Emotional**; being unfriendly, excluding, tormenting
- **Physical**; hitting, kicking, pushing, taking another's belongings, any use of violence
- **Racial**; racial taunts, graffiti, gestures
- **Sexual**; explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
- **Direct or indirect verbal**; name-calling, sarcasm, spreading rumours, teasing
- **Cyber-bullying**; bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

The Triple Crown Centre also recognises that bullying is a form of child on child abuse.

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

5. Roles and responsibilities

5.1 The Management Board

The Management Board is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The Management Board will also review this behaviour policy in conjunction with the Head Teacher and monitor the policy's effectiveness, holding the Head Teacher to account for its implementation.

5.2 The Head Teacher

The Head Teacher is responsible for reviewing this behaviour policy in conjunction with the Management Board, giving due consideration to the school's statement of behaviour principles (appendix 1). The Head Teacher will also approve this policy.

The Head Teacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 All Staff

All staff are responsible for:

- Implementing the behaviour policy consistently

- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular students
- Recording behaviour incidents (see appendix 3 for a behaviour report form)

The Head Teacher will support staff in responding to behaviour incidents.

5.4 Parents

Parents are expected to:

- Support their child in adhering to the student code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with their child's Achievement Mentor promptly

6. Student code of conduct

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

At The Triple Crown Centre, we will:

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

Our **Classroom Code of Conduct**, as compiled collaboratively with staff and students, is as follows:

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

Treat everyone equally by:

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

Care for each other and our School by:

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

Co-operate with staff and other students by:

- + Being on time to lessons and only leaving the room when we are told it is time to do so
- + Bringing all the equipment we need for learning and having it out ready at the beginning of the lesson
- + Following staff instructions first time
- + Working to the best of our ability
- + Completing classwork and Extended Learning on time

7. Rewards and sanctions

7.1a The Triple Crown Centre firmly believes that rewards are key to establishing high standards and self-discipline. A range of rewards are therefore used to encourage and reinforce good behaviour. (See Appendix 2 for rewards/sanctions chart)

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

- Verbal praise
- Non-verbal acknowledgement – e.g. a nod, a smile
- Positive comments written in books
- Showing/sharing work (if deemed appropriate) with other students in the class
- Displaying students work in the classroom and around the school
- Phone calls/letters home
- Merits
- Half termly subject certificates
- Half termly 'postcards home' to celebrate effort, progress across the school achievements throughout the half term

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

7.1b All staff have the authority to apply various sanctions, if a students' behaviour is unacceptable. (See Appendix 2 for rewards/sanctions chart)

These may include:

- A verbal prompt to encourage them to re-focus and re-engage in their work
- Adjusting seating arrangements in the classroom
- Discussion with student at the end of the lesson
- Establishment of time during Break and Lunchtime for the student to 'catch up with missed work'
- Formal detention – during Break, Lunchtime or at the end of the school day
- Phone call home
- Achievement mentor/ subject teacher meetings with parent/carer
- Placing a student on Achievement Monitoring Report or Behaviour Report for a specific period of time
- Meeting with the Head teacher, Deputy Head Teacher or SENCO to agree and sign a behaviour contract (appendix 4)
- Meeting with Head Teacher who may activate a fixed term or permanent exclusion
- Meeting with Head Teacher and panel of Management Board members

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

Serious incident procedure

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

- The Head Teacher contacted immediately. In her absence, the immediate contact will be the Deputy Head Teacher
- The Head Teacher/Deputy Head Teacher will remove the student from lessons and/or the main body of the school and will ensure that contact is made with parents
- The student will remain at school but off timetable and supervised by the Head Teacher/Deputy Head Teacher or an appropriately designated member of staff
- Parents will be asked to attend a meeting at the school with the Head Teacher, at the earliest opportunity
- All staff and students who were involved, intervened or observed the event, will write a statement (Appendix 5 - 'Witness Statement'). It may well be that a student statement is taken by a member of staff, but this will be someone who has not been directly involved in the incident. All statements will be written, signed, timed and dated
- Following a thorough investigation into the incident, the Head Teacher may take the decision to impose a fixed term or permanent exclusion. In doing so, the school will follow the guidance given by the DFE in its document 'Exclusion from Maintained Schools, Academies and Student Referral Units in England' – September 2017 https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/921405/20170831_Exclusion_Stat_guidance_Web_version.pdf
- Serious incidents may also be referred to the police. This may be for clarification as to the police view of the incident. However, the referral may result in advice/warnings being issued to students as to their current and future conduct. It may also result in police action being taken

Permanent Exclusion

Permanent Exclusion will be considered for any of the following:

- A single serious incident
- A consistent refusal to adhere to the school's rules and standards of expected behaviour
- The possession or use of any of the prohibited items as described in Section 3

A 'Behaviour Report Form' (Appendix 3) will be completed by the member of staff and passed to the student's Achievement Mentor.

This will ensure:

- Achievement Mentors have an overall picture of any emerging behaviour issues in relation to their mentees
- Staff are able to support each other in addressing any issues of unacceptable behaviour
- Achievement Mentors are able to support the student in establishing appropriate behaviour

- Behaviour concerns, consequences and sanctions are recorded on the whole school system and in individual student files (All Behaviour Report forms to be submitted to the school office)

Detentions

What the law allows:

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

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

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

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

Matters to consider when imposing detentions

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

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

Detentions outside school hours

School staff will not issue a detention where they know that doing so would compromise a child's safety.

When ensuring that a detention outside school hours is reasonable, staff issuing the detention will consider the following points:

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

7.2 Off-site behaviour

Sanctions may be applied where a student has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

7.3 Malicious allegations

Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, the Head Teacher will discipline the student in accordance with the safeguarding policy.

The Head Teacher will also consider the pastoral needs of staff accused of misconduct.

8. Behaviour management

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages students to be engaged
- Plan lessons that are well prepared, differentiated, interesting and enjoyable
- Display the student code of conduct in addition to their own classroom rules
- Reward good behaviour and good work
- Always challenge unacceptable behaviour, even minor incidents
- Develop a positive relationship with students, which may include:
 - Greeting students at the start of lessons
 - Establishing clear routines, including a seating plan
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Use a range of appropriate behaviour management strategies to manage low-level disruption

8.2 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 must:

- **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

8.3 Confiscation

Any prohibited items (listed in section 3) 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 for example, mobile phones. These items will be returned to students after discussion with the Head Teacher and parents, if appropriate.

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

8.4 Student support

The school recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student.

The school's special educational needs co-ordinator will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

9. Student transition

To ensure a smooth transition to the next stage of the student's education or training the SENCO will conduct transition meetings. This is to ensure a smooth transition and ensure behaviour is continually monitored and the right support is in place. Information related to student behaviour issues may be transferred to relevant staff at the start of the term or year.

10. Training

Our staff are provided with training on managing behaviour, as part of their continuing professional development.

11. Monitoring arrangements

This behaviour policy will be reviewed by the SENCO, Head Teacher, Deputy Head Teacher and Management Board annually. At each review, the policy will be approved by the Head Teacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the Management Board annually.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Anti-bullying policy
- Exclusions policy
- Child protection policy

Appendix 1: written statement of behaviour principles

- Every student understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All students, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to students at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by students and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Students are supported to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and students' home life

The Management Board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the Management Board annually.



Appendix 2: Rewards and Consequences Chart



Rewards		Stage	Consequences	
Behaviour displayed by the student	Action from staff		Behaviour displayed by the student	Action from staff
Learning behaviours that are: <ul style="list-style-type: none"> ➤ Creative ➤ Aspirational ➤ Resilient ➤ Engaged ➤ Extended ➤ Reflective 	<ul style="list-style-type: none"> ➤ Non-verbal acknowledgement e.g. nod/ smile ➤ Verbal recognition ➤ Positive feedback in marking ➤ Sharing work in class 	1	Low level disruption <i>e.g. talking, rocking on chairs, refusing to do work, being out of seats without permission, throwing/ flicking things, distracting others</i>	<ul style="list-style-type: none"> ➤ Verbal prompt/ encouragement ➤ Closer proximity to student ➤ Discreet reminder of expectations ➤ Discussion with student
Learning behaviour that goes beyond what has been asked	<ul style="list-style-type: none"> ➤ Merit(s) ➤ Display work in classroom & around school ➤ Class teacher to contact home via email 	2	Further disengagement <i>i.e. Continuing low level disruption despite several verbal prompts</i>	<ul style="list-style-type: none"> ➤ Verbal warning ➤ Break /lunch time 'catch up' session ➤ Class teacher contacts parent/ carer ➤ Behaviour report
Consistently excellent learning behaviours in all lessons which results in good progress	<ul style="list-style-type: none"> ➤ Phone call home ➤ Praise postcards 	3	Disrupting the learning of others due to unacceptable behaviour	<ul style="list-style-type: none"> ➤ AM Monitoring report ➤ Phone call home ➤ AM/subject teacher meets with parent/carers
Excellent attendance, punctuality and/or behaviour across the term	<ul style="list-style-type: none"> ➤ Headteacher's Certificate ➤ Certificates and prizes at Rewards Assembly ➤ Subject Awards ➤ Positive contributions raffle ➤ Acknowledgement in the school newsletter 	4	Repeated unacceptable behaviour and not meeting the expectations of staff	<ul style="list-style-type: none"> ➤ Parent/carers and pupil meeting with Headteacher, Deputy Headteacher or SENCO to agree Behaviour for Learning Contract

Appendix 3: Behaviour Report



THE TRIPLE CROWN CENTRE



BEHAVIOUR REPORT FORM

Name of student:	Gender:	Ethnicity:
	LAC Y/N	FSM Y/N
Name of staff member reporting the incident:		Date:
When and where did the incident take place?		
Who was involved?		
Details of incident		
Sanctions given or actions taken by member of staff		
Follow up actions by AM (if required)		

Incident type details
To be completed by AM
(Please tick all that apply)

Continuous lateness to Lesson		Disruption of others' learning	
Truancy from Lesson		Dangerous behaviour	
Littering		Physical Aggression to peers	
Damage to property		Physical Aggression to Staff	
Fails to follow instructions		Stealing	
Smoking / Substance Abuse		Prejudice Based Language	
Verbal aggression to peers		Poor behaviour on school visit	
Fails to follow sanctions			
Argumentative with staff			
ICT abuse		Other	

Type of bullying – if appropriate

Emotional		Direct or indirect verbal	
Physical		Cyber-bullying	
Racial		Homophobic	
Sexual		other	

Further Actions

Appendix 4: Behaviour for Learning Contract



The Triple Crown Centre

Behaviour for Learning Contract

Student Name:

I agree to:

- 1.
- 2.
- 3.
- 4.

Signed: _____ (student)

Date: _____

Signed: _____ (Parent/Carer)

Date: _____

Signed: _____ (Head Teacher/SENCO)

Date: _____

Appendix 5: Witness statement



**THE TRIPLE CROWN
CENTRE**



WITNESS STATEMENT

Name of witness		
When and where incident took place		
Who was involved in the alleged incident (student and staff)		
Details of incident		
What do you think may have caused the incident?		
Signed (witness)		Date:
Name of supervising staff (if student is the witness)		
Signed		Date: