

## Behaviour for Learning policy



**Status** – Agreed

### 1. Purpose of policy and guiding principles

- 1.1. The Governors and staff of Trinity Academy are committed to providing a learning environment which will support the children and young people in our care.
- 1.2. Trinity Academy has very high standards and expectations of our students. The academy believes that all students have the capacity, and the right, to reach their full potential. Therefore, the policy and our practices have been developed to ensure that there is an environment within the academy that is conducive to learning, so that all students of all abilities, backgrounds and needs can achieve academic potential and prepare for life.
- 1.3. The academy's behaviour expectations are guided by our core values of; Empathy, Honesty, Respect and Responsibility. Staff are expected to model these core values and use them in discussions and interactions with students.
- 1.4. Trinity Academy believes that students should be encouraged to adopt behaviour that supports learning and promotes positive relations. Poor behaviour and low level disruption threaten the rights of young people to an effective education and can lead to people feeling unsafe, bullied, intimidated, or threatened.
- 1.5. This Behaviour for Learning Policy seeks to encourage young people to make positive choices and re-enforces those choices through rewards. The academy's rewards system is based on Achievement Points which is promoted throughout academy life.
- 1.6. This policy specifically outlines our behaviour for learning expectations, consequences of poor behaviour and describes the steps involved in managing student behaviour.
- 1.7. For some students with special educational needs and disabilities reasonable adjustments will be made to ensure they reach their potential.

### 2. Links with other policies or legislation

- 2.1. This policy has a significant impact on the 'daily life' of the academy, and as such is linked to several policies. Throughout this 'Behaviour for Learning Policy' there is reference to the following DfE documents, which should be read in conjunction with this policy:
  - Exclusion from maintained schools, academies and pupil referral units in England 2012.
  - The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012.
  - Preventing and Tackling Bullying. Advice for Headteachers, staff and governing bodies.
  - DfE and ACPO Drug Advice for Schools.
  - Use of Reasonable Force.
  - Behaviour and Discipline in Schools.
  - Screening, Searching and Confiscation.
  - Ensuring Good Behaviour in Schools.
  - DfE Dealing with allegations of abuse against teachers and other staff.
- 2.2. In addition there are a number of policies linked to this policy, including:
  - SEN Policy
  - Teaching and Learning Policies
  - Anti-Bullying Policy
  - Safeguarding and Child Protection Policies
  - Student Attendance and Punctuality Policy
  - The Misuse of Illegal Substances Policy

- 2.3. This policy links with the Equality Act 2010, specifically the academy's responsibility to make reasonable adjustments for students who are considered to have a disability, as defined by the act.
- 2.4. This policy links to the Department of Education's statutory guidance and related legislation including; Education and Inspections Act 2006.
- 2.5. The academy reserves the right to apply the DfE guidance above, and any future changes to statutory regulations, in full.

### 3. Pastoral staff

- 3.1. The academy has a vertical tutor system, which is arranged into six colleges, with 11 tutor groups in each college. Throughout this policy there is reference to key pastoral staff who have responsibility for monitoring, analysing and implementing the Behaviour for Learning systems. These staff are:  
Vice Principal Student Support  
Assistant Principal Student Support  
Lead College Manager; who has responsibility for the College Manager team  
College Managers; who each have responsibility for a College  
Deputy College Managers; who support across all Colleges
- 3.2. College Managers operate the day to day implementation of this policy and are able to make decisions to ensure a strong learning environment is embedded in the academy.

### 4. Provisions

#### 4.1. Trinity Absolutes

All students at Trinity Academy are asked to meet the following expectations or 'Absolutes':

- **Have a perfect uniform at all times.** The uniform policy provides a detailed description of what constitutes perfect uniform. Any student who does not meet these expectations will be made to wear academy stock and may be required to undertake an after academy detention.
- **Have their planner out on desks in all lessons.** This enables staff to easily communicate rewards or concerns with parents.
- **Have all homework recorded in planners and ensure it is completed on time.** Students who do not complete homework on time or do not complete it to the required standard will be required to undertake an after academy detention. See Academy Homework Policy for further detail.
- **Be punctual to the academy and all lessons.** Any student who arrives late to the academy or their lessons may be required to undertake an after academy detention.
- **Have a full set of equipment at all times.** Planner, pen, pencil, ruler, PE kit and any other necessary equipment, a suitable bag to carry books and any equipment needed during the academy day.
- **Walk calmly around the building.** Students are expected to have regard for the safety of themselves and others whilst moving around the academy building, throughout the day, including break and lunch times. Students who fail to do so and disrupt the good order of the academy will receive a sanction (for example an after academy detention, inclusion etc.) depending on the nature of the incident.
- **Respect the building – never drop or leave litter.** Students are expected to treat the academy building and its contents with respect.

#### 4.2. Behaviour for Learning System

The Behaviour for Learning System is at the core of the academy's behaviour management policy and procedures. The system is detailed in [Appendix 1](#).

#### 4.3. Exclusions and alternatives to exclusions

[Appendix 5](#) refers to the academy's policy and practices in agreeing exclusions.

4.4. Screening, Searching and Confiscation

Please refer to the DfE guidance 'Screening, Searching and Confiscation. Advice for Headteachers, staff and governing bodies.' In addition to the practice identified in the DfE guidance, Trinity Academy also bans any item brought into the academy with the intention of the item being sold or passed on to other students which, in the Principal's opinion, will cause disruption to the academy or be detrimental to academy practice. As a result the academy is able to search students for these items. [Appendix 6](#) refers to the academy's policy on confiscating items.

4.5. CCTV

Trinity Academy reserves the right to use CCTV for the purpose of maintaining discipline and managing behaviour. The use of CCTV is outlined in the Data Protection Policy and related legislation.

4.6. Use of reasonable force

Please refer to the DfE guidance 'Use of reasonable force. Advice for Headteachers, staff and governing bodies.' All members of academy staff have a legal power to use reasonable force. This power applies to any member of staff at the academy. It can also apply to people whom the Principal has temporarily put in charge of students, such as unpaid volunteers, cover staff or parents/carers accompanying students on an academy organised visit.

4.7. Discipline beyond the academy site

Parents/carers are encouraged to report criminal behaviour, anti-social behaviour and serious bullying incidents that occur anywhere off the academy premises which pose a threat to a member of the public or a student to the police as soon as possible. If a member of the public, academy staff, parent/carer or student reports criminal behaviour, anti-social behaviour or a serious bullying incident to an academy member of staff the Principal or Vice Principal Student Support must be informed. In addition if the Principal/Vice Principal considers that the misbehaviour is linked to a child suffering or being likely to suffer significant harm the academy's safeguarding policy will be followed.

For health and safety reasons, very high standards of behaviour are expected on academy residential and day trips. The academy will use the same behaviour sanctions that are applied to incidents of misbehaviour that occur on the academy site. [Appendix 3](#) shows the academy's Behaviour Matrix.

Where poor behaviour occurs when a student is travelling to and from the academy, the academy reserves the right to issue a consequence, or a fixed term or permanent exclusion, particularly in relation to violent conduct e.g. a physical assault or bullying incidents. The full consequences system will apply.

Students are expected to wear full academy uniform correctly when travelling to and from the academy and must not be involved in behaviour that could adversely affect the reputation of the academy. For example:

- Uniform – students will be issued a 1 hour detention if they remove their tie at the academy gate.
- Students should not smoke on their journey to and from the academy. If they are found smoking whilst wearing academy uniform, the consequences system will be used.
- Misbehaviour on the academy bus will result in the academy behaviour policy sanctions being applied (e.g. inclusion, fixed exclusion, permanent exclusion) and a ban from using the academy bus service for either a fixed period of time, or permanently.

4.8. Police

Trinity Academy will involve the police in all matters where criminal activity has taken place or

is suspected of having taken place. In addition, Trinity Academy will inform the police of any intelligence which may support the police in preventing or tackling criminal activity. A student and his or her family have the right to contact the police if they feel that a criminal offence has been committed.

#### 4.9. Reasonable adjustments

4.9.1 The academy will ensure that students are provided with appropriate support to recognise their individual needs. All staff are provided with detailed information about the needs of the students in their groups, including appropriate strategies and reasonable adjustments to meet their needs, so that the curriculum can be differentiated appropriately.

4.9.2 The reasonable adjustments could include adjustments to the Classroom Consequence System, amending behaviour 'triggers' or extending the timeline before exclusion is considered. All students and staff will be supported to understand reasonable adjustments.

### 5. **Governing Body Behaviour Committee**

5.1. Under DfE Guidance 'Exclusion from maintained schools, academies and pupil referral units in England', a meeting of the Behaviour Committee of the Governing Body must be convened by the Principal's PA (acting as the Clerk to the panel) when:

- A student has received over 15 days' exclusion in one term.
- Recommendation of permanent exclusion is made by the Principal for a one-off incident.
- Through the consequences system.

5.2. The Behaviour Committee will comprise of three members of the Governing Body who can hear the case impartially. If a member has a connection with the student, or knowledge of the incident that led to the exclusion, which could affect his or her ability to act impartially, he or she should step down.

5.3. The Behaviour Committee can uphold an exclusion or direct the student's reinstatement, either immediately or on a particular date.

5.4. The meeting must be convened between the 6<sup>th</sup> and 15<sup>th</sup> academy day after the date of the receipt of notice to consider the exclusion.

5.5. The Clerk will circulate the paperwork for the Behaviour Committee meeting to all parties invited to attend at least five days in advance of the meeting.

5.6. The parent/carer has the right to attend the meeting, and/or make written representations. This should be submitted to the Clerk as soon as possible before the meeting. The parent/carer may bring a friend or a legal representative if they wish.

5.7. The Principal and Vice-Principal or Assistant Principal will be invited to attend the meeting. Parents/carers have the right to invite the Local Authority Exclusions Team Manager to attend the meeting.

5.8. Within one academy day of the meeting, a letter will be sent detailing the decision of the Behaviour Committee. Following a permanent exclusion, the letter will also detail the procedure for appeal, which will be heard by an Independent Appeal Panel convened by the Local Authority. The parent/carer has 15 academy days after the day on which notice in writing was given of the Behaviour Committee's decision, if delivered directly. If the notice in writing is posted first class, two additional days are added for postage.

### 6. **Independent Appeal Panel**

6.1. Trinity Academy has in place an Independent Appeal Panel and a parents/carers' right to appeal to this Independent Panel will be outlined in the letter following a permanent exclusion being upheld by the Local Authority. Trinity Academy will, at their own expense, arrange for this independent review panel hearing to review the decision of the Governing Body not to reinstate a permanently excluded student.

6.2. Parents will be informed of their right to request a Special Educational Needs expert at the appeal hearing.

- 6.3. The legal time frame for an application to appeal to the independent panel is set out in the DfE guidance.
- 6.4. Where the Governing Body decides to uphold an exclusion they will draw the attention of parents/carers to relevant sources of free and impartial information on whether and how to seek a review of the decision. This will include statutory guidance and information on the First-Tier Tribunal who deal claims of discrimination.

## 7. Roles and responsibilities

### 7.1. The Role of the Principal

- The role of Principal is to ensure that this policy is applied fairly and consistently across the academy.
- The Principal will be responsible for reporting to Governors on its performance.
- The Principal, will delegate to the HR Director the responsibility for absence management practices and procedures.

### 7.2. The Role of the Governing Body

- Governors will be responsible for monitoring the behaviour of students through Governors' committee meetings.
- The Governors will form a behaviour committee.

### 7.3. The Role of Parents and Carers

- Reference to this policy will be included in the Academy Prospectus, Academy Policy Handbook, Home/Academy Agreement, on the Academy VLE and in the students' planners.
- The policy is available in full via the academy's website.

## 8. Monitoring and Evaluation

- 8.1. The Governing Body will evaluate the impact of this policy by receiving written data from the Principal in his written report each term:
- The number and range of rewards for good behaviour each term.
  - The number of fixed-term and permanent exclusions.
  - The number of internal exclusions and off-site inclusions at other schools.
  - The number of BAC moves.
  - Instances of bullying and the action taken.
  - Support provided for the victim(s).
- 8.2. As part of the review of this policy, Governors will seek feedback from the student voice, staff and parents on the effectiveness of this policy. Governors nominated to monitor this policy will visit the school at different times of the day and report on their findings to the relevant Governors Committee.
- 8.3. The Governing Body will approve this policy.

<b>Date adopted by Governing Body</b>	<b>November 2016</b>
<b>Date for full implementation</b>	<b>November 2016</b>
<b>Date for review</b>	<b>November 2019</b>
<b>Lead Professional</b>	<b>Vice Principal, Student Support</b>

## Appendices

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## Appendix 1 – Behaviour for Learning System

### 1) Classroom Consequence System

The Classroom Consequence System is designed to give students choices. Its principle role is to support learning by tackling and dealing with low level disruptive behaviour, i.e. behaviour that undermines the student's own learning or that of others. If unchecked this sort of behaviour disrupts learning and undermines the authority of the teacher. 'Consequences' is not a replacement for good classroom management techniques and will not compensate for poor teaching and/or unstructured lessons.

The Classroom Consequences System is progressive. For example, if a student disrupts their own learning or the learning of others they will receive a **C1 – Verbal Warning**. If the student continues to disrupt their own or others learning they will receive a **C2 – Behaviour Point** recorded. If the student fails to address their behavior and continues to disrupt learning they will receive a **C3 – an after academy detention** will be given and a note put in the student planner. Please see section 2, below 'Detentions'. Should the student continue to disrupt the lesson they will be given a '**Red Card**' and will be placed in Inclusion (please see Appendix 2 regarding inclusion).

Consequences given to students during lessons will be recorded on the Behaviour for Learning boards that are displayed in all classrooms. This is to remind students of where they are within the Classroom Consequence System.

Please note all consequences from 'C2' onwards are recorded by the academy as Behaviour Points using the following scale; C2 = 1 BP, C3 = 2 BPs, Red Card = 4 BPs and are analysed by the Pastoral Support team. Students behaviour records are analysed weekly by the College Manager Team and where there are concerns these are communicated to parents/carers and interventions are put in place. Please see below section 3) 'Reports'.

Note: Staff have the right to issue a student with an immediate 'Red Card' at any point during any lesson if they believe the student's behaviour is inappropriate and may have an adverse effect on the learning and/or safety of others or themselves.

The Behaviour Matrix (Appendix 3) outlines the sanctions and support that students may receive as a consequence of their behaviour. Please refer to this in conjunction with this Behaviour for Learning Policy in its entirety as it is referred to throughout.

### 2) Detention

The academy will issue a one hour detention for a breach of the academy rules. Where possible, parents/carers will be notified in advance through the planner, phone call or email. One hour detentions start at 2.20pm and finish at 3.20pm. A one hour detention will be issued for the following reasons:

- C3 during a lesson.
- Inappropriate behaviour during non-structured times.
- Inappropriate behaviour during travel to and from the academy.
- Being late to the academy.
- Being late to lessons 3 times during a one week period.
- Failing to complete homework on time or to an acceptable standard.

**Note: the academy will determine what is inappropriate and unacceptable at all times.**

The academy will issue a two hour detention where a student fails to attend a one hour detention. The two hour detention will take place on the next available day. Where possible, parents/carers will be notified in advance through the planner, phone call or email. Two hour detentions start at 2.20pm and finish at 4.20pm. If a student fails to attend a two hour detention they will complete a

day in inclusion until 4.20pm on the next available day.

Note: Under DfE guidelines, schools do not have to inform or require consent from a parent/carer in order for a student to complete a detention. (Please refer to the DfE's Behaviour and discipline in schools guidance).

### 3) Reports

Behaviour Points accrued by students are monitored and analysed by the Assistant Principal, Student Support in conjunction with the Phase Leader and College Manager Team on a weekly basis. To support students and address any behavioural concerns the academy uses a report card system. There are three levels of report – VT report (green); College Manager report (yellow); SLG report (red). Students will be placed onto one of these reports when they are issued with the relevant number of behaviour points (Trigger Points) based on the following thresholds during a term:

- VT Report – 15-19.
- College Manager Report – 21-39.
- SLG Report – 40+.

Students are to have their report signed every lesson and at the end of the day by the relevant member of staff. If a student receives a C1 – Red Card during their lesson the member of staff must record this on the report and record the incident in SIMS.

It is also a requirement that the report is signed by a parent/carer each day. Sanctions will be issued to students who fail to meet their targets. The sanctions depend on the type of report and the extent to which the targets have not been met. The table below outlines the sanctions for each level of report:

Report	Sanction
<b>VT Report</b>	One hour detentions at the discretion of the Form Tutor.
<b>College Manager Report</b>	One day in inclusion until 3.20pm for failing to show the report to a College Manager at the end of the day.
	Two hour detention the same day if the report is lost.
	One hour detention the same day if the report is not signed in any lesson.
	One hour detention the same day if a student is issued with a C3 in any lesson.
	One day in inclusion until 3.20pm if a student is issued with two or more C3s in a day.
<b>SLG Report</b>	One day in inclusion until 3.20pm for failing to show the report to a member of SLG at the end of the day.
	Two hour detention the same day if the report is lost.
	One hour detention the same day if the report is not signed in any lesson.
	One hour detention the same day if a student is issued with a C3 in any lesson.
	One day in inclusion until 3.20pm if a student is issued with two or more C3s in a day.

At the end of each term all students will be removed from report. Students will be taken off report during a term if their behaviour improves and they are issued with ten or fewer behaviour points over a three week period.

Where the academy feels that a student would benefit from being on report at the start of a term a Monitoring Report (purple) will be issued. This report will be in place until one of the above thresholds is triggered. The following sanctions will be issued for students who fail to meet their



Empathy, Honesty, Respect, Responsibility

targets:

<b>Monitoring Report</b>	One day in inclusion until 3.20pm for failing to show the report to a College Manager at the end of the day.
	Two hour detention the same day if the report is lost.
	hour detention the same day if the report is not signed in any lesson
	One hour detention the same day if a student is issued with a C3 in any lesson.
	One day in inclusion until 3.20pm if a student is issued with two or more C3s in a day.

Students will remain on Monitoring Report until the academy deems it necessary to remove them.

## Appendix 2 – Inclusion


Trinity Academy will use inclusion when student behaviour negatively impacts on the learning and/or safety of students. Inclusion will also be used when it is appropriate if the good order of the academy is threatened and/or student behaviour could potentially damage the reputation of the academy.

Students may be placed in inclusion for the following reasons:

- 'Red Card' from a lesson (please see section 2.1 - Classroom Consequence System).
- A serious incident(s) – classed as 'Red' and/or 'Grey' on the Behaviour Matrix.
- Repeated lates.
- Truancy.
- Bullying.

Note: Students may be placed into inclusion for any serious breach of academy rules. Please see Appendix 4.

Whilst in inclusion students must meet the academy's expectations:



The poster features a green header with the text 'Trinity Academy Halifax Inclusion expectations' and the Trinity Academy Halifax logo. Below the header is a white box containing a list of 'DO' and 'DO NOT' expectations. To the right of the white box is an Ofsted Outstanding award logo for 2012/2013. The poster is decorated with a yellow and grey diagonal graphic on the left side.

**Trinity Academy Halifax**  
**Inclusion expectations**

**DO** hand over all electrical items  
**DO** place bags and coats at the front of room  
**DO** reflect on the reason you are in inclusion  
**DO** put your hand up if you have a question  
**DO** complete all work to the best of your ability

**DO NOT** talk or communicate with others  
**DO NOT** speak unless spoken to  
**DO NOT** graffiti  
**DO NOT** put your head on the desk

**PLEASE NOTE:** Students who repeated fails to meet these expectations will be excluded and made to repeat their time in Inclusion on their return

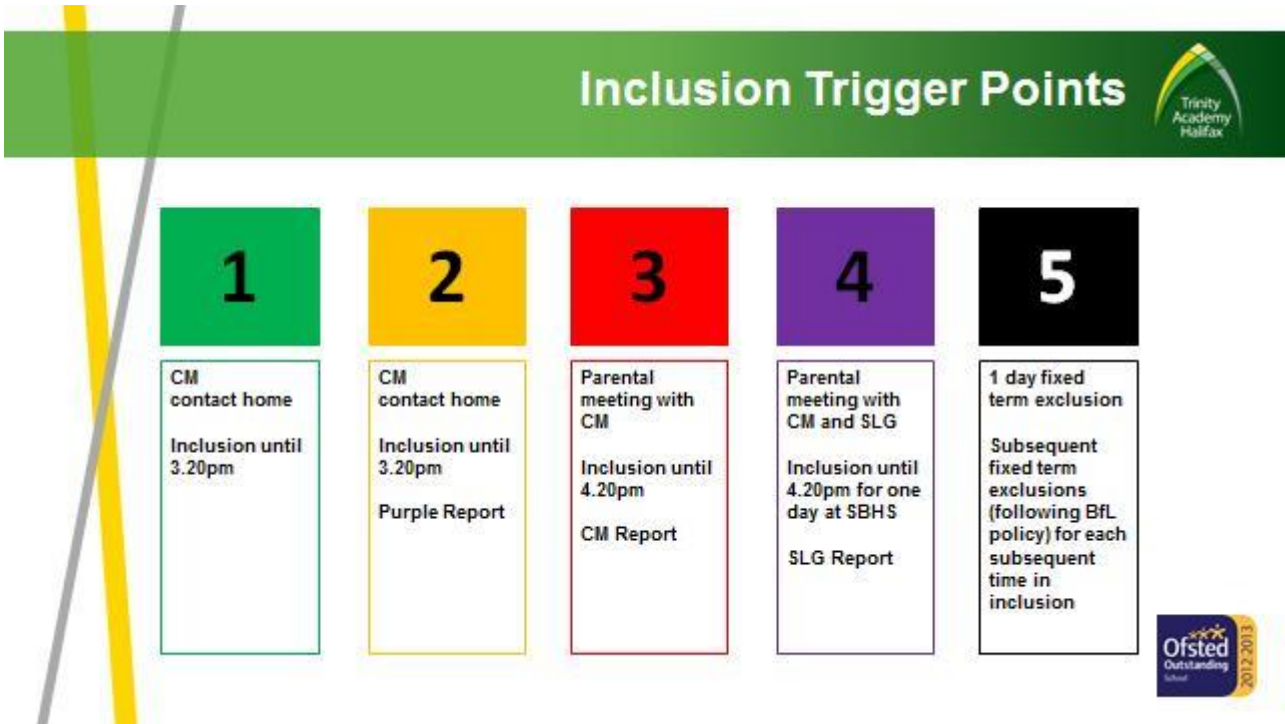
Ofsted  
Outstanding  
2012/2013

Students who fail to meet these expectations will be made to repeat their day in inclusion on the next day. Should a student continue to display unacceptable behaviour whilst in inclusion then a Fixed Term Exclusion will be given. The length of the exclusion will always be for one day in the first instance. A student who receives a Fixed Term Exclusion after the morning registration but before the PM registration will be excluded for the afternoon (PM) and the following morning (AM) – the two half days totaling one full day exclusion. A student who receives a Fixed Term Exclusion before the morning registration will be excluded for the full day, i.e for AM and PM registration.

Any subsequent failures whilst in inclusion or refusals to engage will result in a Fixed Term Exclusion in line with the Academy's Exclusion Procedure (see Appendix 5: Exclusions).

Students who are excluded for failing to meet the inclusion expectations will be required to successfully complete a full day in inclusion until 3.20pm on their return.

Inclusion data is monitored and analysed by the Assistant Principal, Student Support and Lead College Manager and the academy inclusion 'Trigger Points' are followed:



## Appendix 3 – Behaviour Matrix

Description of behaviour	By Whom?	Parental support
<b>Green</b> No behaviour concerns	All staff	Praise and reward
TAH has very high standards and expectations and believes that students have the capacity to achieve their full potential. Disruption to learning is defined as any act that has a negative impact on the progress of an individual or groups of students.		
<b>White</b> C1 – Disrupting own learning	Verbal warning and name is recorded on consequence board	All staff
		No action required
<b>Yellow</b> C2 – Disrupting own and others learning – 1 Behaviour point issued		
Defiance	All staff	Discussion with student
Eating in class		
Talking		
Shouting out		
Inadequate work		
Verbal abuse		
Indirect foul language / Swearing in class		
Equipment	All staff	Discussion with student and purchase / provide correct equipment
Unauthorised absence	CM/EWO	Discussion with CM/EWO
Poor standard of uniform	All staff	Discussion with student and ensure students follow academy uniform policy
Confiscation of electronic device	All staff	Discussion with student and ensure device is not brought into academy again
H - Forgotten / Substandard homework	Teacher	Ensure homework is completed and student attends detention
Late to school (x1) - Termly	CM/EWO	Ensure student arrives to academy on time
<b>Amber</b> C3 – Further disruption to own and others learning – 2 Behaviour points issued		
Continued disruption after previously being issued a C2	All staff	Discuss student's behaviour with them
Late to school (x2) - Termly	CM/EWO	Ensure student arrives to academy on time and discuss with CM
Failure to bring correct PE kit	Teacher	Discussion with student and ensure student arrives with correct PE kit in future
Poor behaviour on corridor	All staff	Discussion with student
<b>Red</b> Red Card – Serious behaviour issue – 4 Behaviour points issued		
Continued disruption after previously being issued a C3	CM/SLG/PL	Discussion with CM/PL and discuss action, expectations and consequences
Missed previous 1 hour detention	CM/SLG/PL/CL	Discussion with CM/PL/CL and discuss action, expectations and consequences
Late to school (x3 or more) - Termly	CM/EWO	Meet with CM and EWO and agree action
Truancy	CM/EWO/PL	Discussion with CM/PL/EWO to discuss action, expectations, consequences and
C – Poor behaviour outside lesson time	CM/SLG/PL	Discussion with CM/PL and discuss action, expectations and consequences
Refusal to take part in lesson	CM/SLG/PL	Discussion with CM/PL and discuss action, expectations and consequences
<b>Severe</b>		
Violence or assault (1-5)	Severe level sanctions can only be determined by a member of SLG	
Drug / alcohol abuse (4-5)	The range of sanctions considered are shown in brackets against behavioural concern	
Offensive weapons (4-5)	Parents / Carers are informed in all cases	
Abusive / Threatening behaviour (2-5)	Pastoral / restorative plans will only be considered if there is a degree of contrition, honesty and willingness to apologise	
Bullying: emotional, physical, racial, sexual, homophobic, verbal and cyber (1-5)		
Damage to property or theft (2-5)		
Drug dealing (5)	<ol style="list-style-type: none"> <li>1. Inclusion room + SLG meeting with parents / carer to discuss issue</li> <li>2. Inclusion room + 2 hour detention and SLG meeting with parents / carer to discuss behavioural improvement and consequences</li> <li>3. External inclusion (Offsite) + inclusion room on return from external inclusion. SLG meeting to take place with parents / carer</li> <li>4. Fixed term exclusion + SLG meeting with parents / carer to discuss issue</li> <li>5. Permanent exclusion and / or managed move to another school</li> </ol>	
Inappropriate sexualised conduct (1-5)		
Failure to attend 2 hour detention (1-3)		
Persistent red cards (1-5)		

## **Appendix 4 – Serious Breach of Academy Rules**

**All decisions to exclude are serious and only taken as a last resort or where the breach of the academy rules is serious.**

**The following are given as examples:**

- Failure to comply with a reasonable request from a senior member of staff. Failure to wear academy uniform which has been provided (where possible) for a student who is wearing incorrect uniform is regarded as failure to comply with a reasonable request.
- Breaches of health and safety rules.
- Verbal abuse of staff, other adults or students.
- Possession of drugs and/or alcohol related offences.
- Failure to comply with the requirements of the 'Consequence System' see section 2 above.
- Wilful damage to property.
- Homophobic or racist bullying.
- Bullying.
- Sexual misconduct.
- Theft.
- Making a false allegation against a member of staff.
- Behaviour which calls into question the good name of the academy.
- Persistent defiance or disruption.
- Minor assaults or fighting that is not premeditated or planned.
- Other serious breaches of academy rules.

## Appendix 5 – Exclusions and alternatives to exclusions

‘Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The Government supports Headteachers in using exclusion as a sanction where it is warranted.’

(DfE Exclusion from maintained schools, academies and pupil referral units in England 2012)

### 1) Fixed Term Exclusions

Trinity Academy will use Fixed Term Exclusions when student behaviour seriously and negatively impacts on the learning and/or safety of students. Fixed Term Exclusions will also be used when the good order of the academy is threatened and/or student behaviour could potentially damage the reputation of the academy.

The Principal (and the Vice-Principal/Assistant Principal at the discretion of the Principal) may exclude for the following reasons:

- Serious breaches of the academy rules (for example – see Appendix 4).
- Repeated breaches of the academy rules.
- Refusal to engage with inclusion.
- Repeated disruption whilst in inclusion.
- Five occasions in inclusion.

When Fixed Term Exclusions are issued by the academy the following scale and process will be used.

Fixed Term Exclusion	Number of Days Exclusion
First	1
Second	2
Third	3
<b>Fourth</b>	<b>4</b>
Fifth	5
Sixth	5
Seventh	5
Eighth	5
Ninth	5
Tenth	5
<b>Eleventh</b>	<b>5</b>
<b>Total Days in One Academic Year</b>	<b>45</b>

Note: A student who receives a Fixed Term Exclusion after the morning registration but before the PM registration will be excluded for the afternoon (PM) and the following morning (AM) – the two half days totaling one full day exclusion. This will be recorded as a one day exclusion.

#### Example Exclusion process:

**First Exclusion** - Student A is excluded for refusing to engage with Inclusion. This refusal takes place after student A has received their AM registration mark. Therefore the exclusion is for 0.5 day PM and 0.5 day AM the following day.

**Second Exclusion** – Student A repeatedly disrupts Inclusion after being placed in the inclusion room after receiving a ‘Red Card’ during a lesson. Student A is excluded for two days.

**Third Exclusion** – Student A is caught smoking in the toilets, a serious breach of academy rules. Student A is excluded for three days.

**Fourth Exclusion** – Student A refuses to engage with the inclusion process by refusing to enter the inclusion room. Student A is excluded for four days.

At the end of the fourth exclusion (i.e after ten days Fixed Term Exclusion) the student and their parents/carers will be invited to attend a Governors 'Student Support Panel', this is described in Section 5 below.

Following the fourth exclusion and the meeting with the Governors Behaviour Panel, all subsequent Fixed Term Exclusions for the reasons listed above will be for five days.

Fixed Term Exclusion data is closely monitored by the Vice Principal Student Support in conjunction with the Assistant Principal Student Support and the College Manager Team. It is the responsibility of the Vice Principal Student Support to report to the Senior Leadership Team on exclusions and ensure that the process has the desired positive impact on both standards in the academy and on the majority of students involved in the process.

Trinity Academy is keen to ensure a balance is met, between the use of Fixed Term exclusions to deal with persistent disruption, and their impact on the individual's ability to re-engage with their learning. For this reason, it has been decided to use a maximum Fixed Term Exclusion period of five days for any single incident in the process.

The above table is to be used as GUIDANCE only. It presents a model that increases the length of exclusions in order to reflect the continuing failure of a student to adhere to the academy's rules and engage with the interventions and support put in place.

A Principal retains full authority to vary the length of any exclusion at any time however no student will receive greater than 45 days' exclusion in any one academic year without being permanently excluded for persistent disruption and defiance. Please note that the Principal also retains the right to permanently exclude a student for persistent disruption and defiance even if they have not reached 45 days. In addition, the Principal retains the right, at any time, to permanently exclude those students who persistently cause disruption to the learning of others.

## **2) Permanent Exclusion**

**'A decision to exclude a pupil permanently should only be taken:**

- **in response to serious or persistent breaches of the school's behaviour policy; and**
- **where allowing the pupil to remain in school would seriously harm the education or welfare of the pupils or others in the school.'**

(DfE 'Exclusion from maintained schools, academies and pupil referral units in England 2012)

The Principal will make the judgement, in exceptional circumstances, where it is appropriate to permanently exclude a child for a first or 'one-off' offence. These offences might include:

- a) Serious actual or threatened physical assault against another student or a member of staff.
- b) Sexual abuse or assault.
- c) Supplying an illegal drug.
- d) Possession of an illegal drug with intent to supply.
- e) Carrying an offensive weapon (see definition below).
- f) Making a malicious serious false allegation against a member of staff.
- g) Potentially placing students, staff and members of the public in significant danger or at risk of significant harm.

These instances are not exhaustive, but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the academy community.

The Principal may also permanently exclude a student for:

- One of the above offences.
- Persistent disruption and defiance including bullying (which would include racist or homophobic bullying).
- Repeated possession and/or use of an illegal drug or drug paraphernalia on academy premises.
- Any serious incident which the academy deems to be of an extremist nature.
- An offence which is not listed but is, in the opinion of the Principal, so serious that it will have a detrimental effect on the discipline and well-being of the academy community.

In addition, Trinity Academy also considers the following to be serious incidents resulting in the permanent exclusion of a student:

- h) Deliberate activation of the fire alarm without good intent.
- i) Repeated or serious misuse of the academy computers by hacking or other activities that compromise the integrity of the computer network.
- j) Repeated verbal abuse of staff.
- k) Persistent disruption and defiance that may or may not be directly linked to the Classroom Consequences System.

### **3) Offensive Weapons - Definition**

The academy has determined that, in addition to legislative guidance, any knife, irrespective of length, constitutes an offensive weapon and should not be brought into the academy.

In addition to knives; axes, BB guns, air guns, GATT guns, catapults, slings, etc., will also be deemed to be offensive weapons. Other types of offensive weapons will include lengths of pipe, bats, other blunt instruments, or items judged by the Principal, senior leaders or the governing body to be carried with the intention to inflict injury on another individual – this would include blades removed from pencil sharpeners, etc.

### **4) Partial Timetable**

As an alternative to exclusion a Principal may, in limited circumstances, make use of a partial timetable to support a student. The partial timetable will be for an agreed, fixed period of time, for example one term. In the last week of the fixed period it will be reviewed by Trinity Academy and parents. An example of a Partial Timetable Agreement between the academy, student and parent/carer is shown on the following page.

### **5) Student Support Panel**

If a student is at risk of permanent exclusion, a Student Support Panel meeting **may** be convened. The panel may consist of Governing Body CFC Committee members, or members of staff.



**Partial timetable agreement**

PARTIAL TIMETABLE AGREEMENT BETWEEN ACADEMY, STUDENT & PARENT/CARER

Student Name:..... DoB.....

Academy .....

Clear objectives of Partial timetable:

- 
- 
- 

Start Date of Partial timetable	
End Date of Partial timetable	
Review Date of Partial timetable	

**LEGAL GUIDANCE REGARDING THE USE OF A PARTIAL TIMETABLE**

*“Other than when a child is suffering from a medical condition such that he/she cannot cope with a full day, partial timetables should be implemented only in very limited circumstances - for example where there are behavioural difficulties and the Academy is trying a partial timetable as an ‘alternative measure’ prior to an exclusion in the context of a pastoral support plan (PSP) or as part of a planned re-integration package. In such cases, Academies should be advised that they need to take care that the restricted attendance is not deemed to be an exclusion. **To that end a partial timetable should:***

- **have clearly defined objectives**
- **be for a specified and limited period of time;**
- **not, other than in very exceptional cases, be implemented without written parental agreement.**

*Once tried as an ‘alternative measure’ it will only rarely be appropriate to have a further period of part-time schooling since, if it becomes necessary again, then the ‘alternative measure’ would appear not to be working and a different strategy ought to be tried. Where a child has a statement of special educational needs then any proposal to implement a partial timetable would ordinarily need the agreement of the LA (Special Educational Needs Group) as well as the parents/carers. Academies need to be mindful that decisions to place students on partial timetables without justification could be ultimately challenged by the parent/carers as restricting their children’s right to receive efficient full-time education.*

All parties to sign below to evidence they are aware of the legal guidance and responsibilities where a student is on a partial timetable. This document and a copy of the timetable should be retained by the Academy and a copy of both issued to the parent/carers.

> Student name ..... Date.....

Student signature .....

> Parent/carer name ..... Date.....

Parent/carer signature .....

> Staff name ..... Date.....

Staff signature .....

Staff title .....

## Appendix 6 – Confiscation

Academy staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to academy discipline.

- Staff should hand the confiscated item to the relevant member of support staff (College Manager, Main Reception etc) as soon as possible and complete the necessary information to identify the item, the date it was confiscated, the name of the student and the member of staff's name. Staff must not give the confiscated item to another student to hand in and must not leave the item in an unsecure area at any time.
- Any item which staff consider to be dangerous or criminal i.e. drugs, must be brought to the attention of a senior member of staff immediately.
- Items confiscated by the academy (other than mobile phones) can be collected by parents/carers except where the academy has chosen to dispose of the confiscated items, eg cigarettes, alcohol, lighters.
- The academy's general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a student's property as a disciplinary penalty, where reasonable to do so.
- The Principal will use their discretion to confiscate, retain and/or destroy any item found as a result.
- Electronic equipment, jewellery and other expensive items will be confiscated and held by the academy for a period of one year. If, at the end of the year, the item has not been reclaimed then the academy reserves the right to destroy the item.
- Where alcohol has been confiscated the academy will retain or dispose of it. This means that the academy can dispose of alcohol as they think appropriate (or return it to a parent/carer but under no circumstances should this be returned to the student).
- Where the academy finds controlled drugs, these must be delivered to the police as soon as possible but may be disposed of if the Principal thinks there is a good reason to do so.
- Where the academy finds other substances which are not believed to be controlled drugs these can be confiscated where a teacher believes them to be harmful or detrimental to good order and discipline. This would include, for example, so called 'legal highs'. Where staff suspect a substance may be controlled they should treat them as controlled drugs as outlined above.
- Where staff find stolen items, these must be delivered to the police as soon as reasonably practicable – but may be returned to the owner (or may be retained or disposed of if returning them to their owner is not practicable) if the Principal thinks that there is a good reason to do so.
- Where a member of staff finds tobacco or cigarette papers they may retain or dispose of them. As with alcohol, this means that the academy can dispose of tobacco or cigarette papers as they think appropriate but this should not include returning them to the student.
- Fireworks found as a result of a search may be retained or disposed of but should not be returned to the student.
- If a member of staff finds a pornographic image, they may dispose of the image unless its possession constitutes a specified offence (i.e. it is extreme or child pornography) in which case it must be delivered to the police as soon as reasonably practicable. Images found on a mobile phone or other electronic device can be deleted unless it is necessary to pass them to the police or to retain the image whilst the academy carries out its own investigation.
- Where an article that has been (or could be) used to commit an offence or to cause personal injury or damage to property is found, it may be delivered to the police or returned to the owner. It may also be retained or disposed of.
- Where a member of staff finds an item which is banned under the academy rules they should take into account all relevant circumstances and use their professional judgement to decide whether to return it to its owner, retain it or dispose of it.
- Any weapons or items which are evidence of a serious offence must be passed to the police as soon as possible or retained whilst the academy carries out its own investigation.

### **1) Mobile phone use and confiscation**

Our approach to electronic devices including mobile phones, smart phones, MP3 devices and other similar devices is simple – they are not to be seen, heard or used at any point during the academy day (including lunch and break).

Students will be fully focused on their learning, and enjoying the varied experiences the academy offers. We recognise the use of these devices when a student is travelling to and from the academy, but if a student chooses to bring a device into the academy it is their responsibility and at their own risk. Parents/carers and students should be aware of the following:

- If a student is seen using any device during the academy day it will be confiscated immediately.
- The first time it is confiscated a student will be permitted to collect it at the end of the academy day from Reception.
- In cases of subsequent instances, parents will be informed and be required to pick up the device from Reception at their convenience. Reception is staffed from 7.30am until 6.00pm (5.00pm on a Friday).

Our Student Services desk provides a way for students to contact home in an urgent situation, where necessary.

Using a mobile device inside the academy is a behaviour issue, and as well as the device being confiscated a Behaviour Point will be given.