



Policy: Behaviour For Learning Policy

Date of review: July 2021

Date of next review: July 2022

Lead professional: Principal

Status: Statutory

Name of academy: Trinity Sixth Form Academy

1. Purpose of policy and guiding principles

- 1.1. The Governors and staff of Trinity Sixth Form Academy are committed to providing a learning environment, which will support the young people in our care.
- 1.2. Trinity Sixth Form 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 sixth form that is conducive to learning, so that all students of all abilities, backgrounds and needs can achieve academic potential and become life ready.
- 1.3. The sixth form's behaviour expectations are guided by our 'Professional Standards' of; mental toughness, attention to detail, work ethic and integrity. Staff are expected to model these professional standards and use them in discussions and interactions with students.
- 1.4. Trinity Sixth Form 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 feedback. The 6th Form's celebration system is based on the professional standards, which are promoted throughout sixth form 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, which ultimately could result in revocation of a place.
- 1.7. For some students with special educational needs and disabilities reasonable adjustments will be made to ensure they reach their potential.
- 1.8. It is imperative to the operation of this policy that BfL remains the responsibility of all staff.

2. Pastoral staff

- 2.1. The academy has a Form tutor and Personal Progress Tutor system, which is arranged into two-year groups, with 10 – 12 groups in each. 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:
 - Principal
 - The Senior Leadership Group
 - The Personal Progress Tutors
- 2.2. Personal Progress Tutors 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.

3. Provisions

- 3.1. Our Expectations:

All students at Trinity Sixth Form Academy are asked to meet the following expectations:

 1. Be punctual in the morning and to all lessons with all equipment required.
 2. Commit to meeting your 15 hours of independent study requirement (5 hours per subject).
 3. Add value to the culture of Trinity Sixth Form Academy by adopting a positive approach and implementing our Professional Standards and Civic Virtues wherever possible, engaging with the opportunities provided.
 4. Utilise and adhere to the Trinity Sixth Form Academy systems in and outside of the classroom.
 5. Always endeavour to speak clearly, correctly and in full sentences.
 6. Always move calmly and quietly around the building.

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3.2. Behaviour for Learning System

The Behaviour for Learning System is at the core of the Sixth Form's behaviour management policy and procedures. The system is detailed in **Appendix 1**.

3.3. Revocation of a place, suspension and alternatives

Appendices 2 and 3 refer to the academy's policy and practices in agreeing sanctions.

3.4. Screening, Searching and Confiscation

- Please refer to the DfE guidance 'Screening, Searching and Confiscation: advice for schools 2018.' In addition to the practice identified in the DfE guidance, Trinity Sixth Form 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 4** refers to the academy's policy on confiscating items.

3.5. CCTV

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

3.6. Use of reasonable force

Please refer to the DfE guidance 'Use of Reasonable Force in Schools 2013'. All members of academy staff have a legal power to use reasonable force. This power applies to any member of staff at the Sixth Form. 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.

3.7. 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 sixth form academy's 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 a sixth form member of staff the Principal or Assistant Principal must be informed. In addition, if the Principal/Assistant Principal considers that the misbehaviour is linked to a child suffering or being likely to suffer significant harm the sixth form's Child Protection and Safeguarding Policy will be followed.

For health and safety reasons, very high standards of behaviour are expected on sixth form residential and day trips. The academy will use the same behaviour sanctions that are applied to incidents of misbehaviour that occur on the Sixth Form site. **Appendix 2** shows the sixth form's Behaviour Matrix.

Where poor behaviour outside of sixth form and sixth form hours occurs, the Academy reserves the right to issue sanctions. The full sanction system, carrying the ultimate sanction of revocation of a sixth form place, will apply at the Principal's discretion.

Students must not be involved in behaviour that could adversely affect the reputation of the Sixth Form or safety of themselves or others. For example:

- Misbehaviour on public transport will result in the academy's behaviour policy sanctions being applied.
- Dangerous behaviour outside of 6th form which could adversely affect the reputation of the academy, or poses a threat to the sixth form community or wider sixth form community, will be viewed extremely seriously and will result in the sixth form behaviour policy sanctions

being applied.

3.8. Police

Trinity Sixth Form Academy will involve the police in all matters where criminal activity has taken place or is suspected of having taken place. In addition, Trinity Sixth Form 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.

3.9. Reasonable adjustments

3.9.1 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.

3.9.2 The reasonable adjustments could include adjustments to the Behaviour Management System, amending behaviour 'triggers' or extending the timeline before revocation of place is considered. All students and staff will be supported to understand reasonable adjustments.

4. Roles and responsibilities

4.1. 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.

4.2. The Role of the Governing Board

- Governors will be responsible for monitoring the behaviour of students.
- Governors will be responsible for ensuring the policy is adhered to.

4.3. The Role of Parents and Carers

- Parents will be responsible for re-enforcing the policy with students.

5. Monitoring and Evaluation

5.1. The Governing Board will evaluate the impact of this policy by receiving written data from the Principal at timely intervals throughout the year, to include:

- The number and range of positive achievement points.
- The number and range of negative behaviour points and the associated behaviours that these are associated with.
- The number of lates.
- Attendance.

5.2. 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 academy at different times of the day and report on their findings to the relevant Governors Committee.

5.3. Trinity MAT Board of Directors will approve this policy.

Appendices

For ease the appendices in this policy are numbered below:

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Appendix 1 – Behaviour Management System

1) Behaviour Management System

The Behaviour Management System is designed to develop life ready young adults. Its principal role is to support learning and personal development by tackling and dealing with any sort of defiance, i.e. decisions/actions that undermine the student’s own learning or that of others. If unchallenged this sort of behaviour stalls/disrupts learning and undermines the authority of the teacher. Sanction is not a replacement for good classroom management techniques and will not compensate for poor teaching and/or unstructured lessons. The long-term goal is to ensure that students are ‘life ready’ young people who can think and act independently and autonomously.

The Behaviour Management System is progressive. For example, if a student fails to complete independent study they will acquire -3 behaviour points. This will result in a conversation between the student and a Personal Progress Tutor. If more points are accrued within a term, the students will progress through a series of stages, each with a greater significance than the previous. For example, at stage 1, Personal Progress Tutors will meet with students whereas at stage 2, this could result in the use of monitoring report and is likely to involve input from a member of senior leadership. The severity of the behaviour dictates the level of sanction and it is at the Senior Teams discretion as to whether a behaviour warrants a higher stage of intervention or not.

The Stages

Stage 1 – PPT Intervention

Stage 2 – SLG Intervention and Monitoring report

Stage 3 – Terminal Agreement.

Behaviour Points given to students will be recorded on the Academy’s electronic management system; Bromcom. Students’ behaviour records are analysed weekly by the Personal Progress Tutor Team, where there are concerns these are communicated to students, parents/carers, and where necessary, interventions are put in place. 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.

Stages of behaviour ‘triggers’

As previously outlined students behaviour record will be judged on a series of stages/triggers. 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. The reasonable adjustments could include adjustments to the Behaviour Management System, amending behaviour ‘triggers’ or extending the timeline before exclusion is considered. All students and staff will be supported to understand reasonable adjustments.

Stage	Examples of interventions	Support available for students
Stage 1 – PPT Intervention 0 -10 behaviour events	PPT meeting Parental phone call Parental meeting	<ul style="list-style-type: none"> • Regular PPT pastoral support • SEND referral – Work with our Special Educational Needs Coordinator • SWB referral – Work with our Safeguarding & Medical Welfare Manager • Counselling Services
Stage 2 – SLG Intervention & Monitoring Report 10 - 24 behaviour events	PPT meeting Parental meeting Monitoring report SLG meeting	

Stage 3 – Terminal Agreement 25+ behaviour events	Terminal agreement PPT meeting Parental meeting SLG meeting	<ul style="list-style-type: none">• Careers referral – Work with our career’s advisor• CAMHS - Child and Adolescent Mental Health Service• SLG mentoring• Classroom Teacher support and achieve• Any other relevant external agencies
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2) Monitoring Reports

Behaviour points accrued by students are monitored and analysed by the Personal Progress Tutor Team in conjunction with the Senior Leadership Group on a weekly basis. To support students and address any behavioural concerns the academy can use a report card system. Students can be placed onto one of these reports when they are issued with the relevant number or repeated incidences of specific behaviours. Alternatively, where the academy feels that a student would benefit from being on report at the start of a term a Monitoring Report can be issued.

Student will remain on report until the academy deems it necessary to remove them.

Students are to have their report signed every lesson and at the end of the week by the relevant member of staff. If a student receives a behavior points during their lesson the member of staff must record this on the report and record the incident on Bromcom.

Further sanctions can be issued to students who fail to meet their targets. These include progressing students onto the next stage of the behavior for learning system.

1) Revocation of a Place/Terminal Agreement

Terminal Agreements can be issued to students following the relevant number or repeated incidences of specific behaviours. Alternatively, where the academy feels that a student has seriously breached the Academy rules (see Appendix 3 – Serious Breaches of Academy Rules). Students will be placed on Terminal Agreements by members of the Senior Leadership Group. See Appendix 5 – Terminal Agreement for more information.

2) Achievement Points

Students will be awarded Achievement Points throughout the academic year. These points include:

- a. 100% Attendance in the week (+1)
- b. All Professional Standards (+4)
- c. Attention to Detail (+1)
- d. Civic Virtues (+4)
- e. Classwork expectations met (+1)
- f. Independent Study completed (+3)
- g. Integrity (+1)
- h. Mental Toughness (+1)
- i. Public Speaking (+3)
- j. Work Ethic (+1)

Achievement Points are taken into consideration at the termly Celebration Assemblies which are held at the end of each full term.

There is also an annual award that carries with it a high degree of prestige and importance amongst all stakeholders of Trinity Sixth Form Academy. The annual Professional Standards Awards are held in the final assembly in Term 5. These awards are passed from past down from alumni and carry with them the names of those who have won the award before.

Appendix 2 – Behaviour Matrix

Description of behaviour	Intervention strategies	
Yellow - Single weighted points - 1 BP issued	<p>A number of strategies will be used in order to work pastorally with students. The stage system may not always be used successively; this will be used with discretion of the PPTs dependent on the nature of the incident. Strategies include (in no particular order):</p> <ul style="list-style-type: none"> • PPT meeting • Parental phone call • Parental meeting • SLG meeting • Monitoring report • Terminal agreement. 	
Classwork expectations not met		
Lack of Equipment		
Laptop not returned		
Amber - double weighted points - 2 BPs issued		
Behaviour out of lesson		
Failed to complete independent Study (Partial)		
Late to Achieve Session		
Late to Lesson		
Anti-Social Behaviour		
Not following Social Distance <i>(under Covid-19 restrictions only)</i>		
Red - triple weighted points - 3BPs issued		
Truancy		
Missed Achieve Session		
Bullying		
Disrupting the Lesson		
Failed to complete independent Study (Fully)		
Missed PEW/Booster		
Repeated truancy		<p>Severe level sanction can only be determined by a member of the Senior Team. 'Good discipline in schools/academies is essential to ensure that all students can benefit from the opportunities provided by education. The Government supports the Principal in using [revocation of place/exclusion] as a sanction where it is warranted.' 'A decision to exclude a student permanently should only be taken: 'In response to a serious breach or persistent breaches of the academy's behaviour policy' AND where allowing the student to remain in the academy would seriously harm the education or welfare of the students or others in the academy.' Parents/carers are informed in all cases. Pastoral/restorative plans will be considered if there is a degree of contrition, honesty and willingness to apologise.</p>
Abusive/Threatening behaviour		
Severe Bullying		
Damage to property or theft		
Drug/alcohol Abuse		
Drug dealing		
Inappropriate sexual conduct (including harassment)		
Persistent defiance		
Repeated disruption to lessons		
Racism or Hate Crime		
Violence or assault		
Offensive weapon		

Appendix 3 – Serious Breach of Academy Rules

Whilst a serious breach of academy rules may result in a student being placed on a Terminal Agreement, it may also result in seclusion, suspension or revocation of a place. All decisions to suspend or revoke places 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.
- Breaches of health and safety rules.
- Verbal abuse of staff, other adults or students.
- Possession of drugs and or drug paraphernalia and/or alcohol related offences.
- Failure to comply with the requirements of the 'Behaviour Management Conduct System' outlined in Appendix 1
- Wilful damage to property.
- Homophobic or racist bullying.
- Bullying.
- Sexual harassment or misconduct.
- Theft.
- Making a false allegation against a member of staff.
- Behaviour which calls into question the good name and order of the academy.
- Persistent defiance or disruption.
- Minor assaults or fighting that is not premeditated or planned.
- Bringing an offensive weapon* into the academy.
- Other serious breaches of academy rules.

*The academy has determined that 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 Board to be carried with the intention to inflict injury on another individual – this would include blades removed from pencil sharpeners, fireworks etc.

Procedures – Serious Breach of Academy Rules/Serious Concerns

Review: Where a serious incident has occurred or there are serious concerns regarding a student, the academy will undertake a review of the circumstances. This may involve taking statements from students and staff where needed and gathering any other information as required. Parents/carers will always be informed. In some instances where an investigation is undertaken it may also be necessary to isolate/suspend a student for a period of time.

Hearing: Once the review is complete, parents/carers and the student will be asked to attend a meeting with a member of SLG at the academy to discuss the situation and any next steps. The findings of the review will be presented and the student will be given the opportunity to respond.

Outcome: If the finding are upheld by SLG a number of measures may be taken in response. These might involve, but are not limited to:

- Limiting the student's access to enrichment.
- Removal of IT rights (e.g. email and internet academy access).
- Attendance at additional lessons to complete missing work.

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- Reduction of independent time in/out of the academy.
- Lengthening the academy day.
- Detention.
- Monitoring reports.
- Seclusion.
- Suspension.
- Revocation of a place i.e. Termination Agreements.

Appeals: In the event that the student's place at Trinity Sixth Form Academy is revoked then this will be put in writing. The student and their parent/carer may appeal against the decision to the Principal. The appeal should be lodged in writing within 5 working days of the receipt of the letter confirming the decision.

Appeal Hearing: An appeal hearing will be convened within 10 working days of an appeal being lodged. The panel will be convened of a minimum of 3 governors from Trinity Multi Academy Trust. At the appeal hearing the student may make representations as to why the decision should be overturned. The student may be accompanied by his/her parents/carers. The decision of the appeal is final.

Appendix 4 – 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 (Personal Progress Tutor, 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, e.g. cigarettes, alcohol, lighters, vapes.
- 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, alcohol or vapes have 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 vapes, tobacco or cigarette papers they may retain or dispose of them. As with alcohol, this means that the academy can dispose of vapes, tobacco or cigarette papers as they think appropriate but this should not include returning them to the student if they under the age of 18.
- 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 consider 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.

Appendix 5 – Terminal Agreement



Trinity Sixth Form Academy - Terminal Agreement

Student name:

Date of start of agreement:

Date of first weekly review meeting:

You have been placed on Terminal Agreement as you have repeatedly not met academy expectations or have been involved in a serious breach of academy rules. This document sets out the standards that are expected of you and what support you will receive from the academy.

The Agreement gives you a final opportunity to display your desire to be successful in your post-16 studies. It also outlines the Academy's continuing commitment to supporting you in your studies. Your progress towards the terminal agreement will be reviewed in a set timescale (normally 2 to 3 weeks). You must ensure you meet the minimum expectations of this terminal agreement consistently throughout this period.

Your minimum objectives are:

- To attend all lessons.
- To attend all lessons on time.
- To complete all of your work by the deadlines set.
- To complete all of your work at a standard towards your target grade.
- To not accrue behaviour points.
- To accrue achievement points.
- To not be involved in any breaches of academy rules.
- To adhere to any additional rule set by the academy (e.g. staying in the academy at break times).

The Academy will support you by:

- Provide regular PPT pastoral support.
- Provide you with quality first teaching in the classroom.
- Set you regular independent study to support you achieving your target grades.
- Refer you to work with other members of staff if required. For example, our safeguarding manager, careers leader or our Special Educational Needs Coordinator.
- Provide you with a Terminal Agreement review meeting with your PPT and a member of the senior leadership group.
- Refer you to external agencies as appropriate, such as the Child and Adolescent Mental Health Service.
- Provide PPT feedback to your parents as required throughout the duration of the Terminal Agreement and during the Terminal Agreement review meeting.

When there is sufficient progress made you will be taken off Terminal Agreement. You may be required to go onto Monitoring Report or another behaviour for learning intervention strategy.

If your behaviour escalates again, you may be placed back onto Terminal Agreement. Repeated Terminal Agreements will result in the revocation of your place. **Failure to meet the minimum objectives above will result in your place at Trinity Sixth Form Academy being withdrawn.**

Student signature:

Progress Tutor signature:

Senior Leader signature: