



Policy: Code of Conduct Policy

Date of review: July 2026

Date of next review: July 2027

Lead professional: Senior Leader – Culture

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 aspirational '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. Students are expected to work towards achieving these professional standards.
- 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 Code of Conduct Policy seeks to encourage young people to make positive choices and re-enforces those choices through feedback. The Sixth Form's celebration system is based on the professional standards, which are promoted throughout sixth form life.
- 1.6. This policy specifically outlines our code of conduct 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 Behaviour for Learning (BfL) remains the responsibility of all staff.

2. Pastoral staff

- 2.1. The academy has a Personal Progress Tutor system, which is arranged into two-year groups, with 5 houses in each. Throughout this policy there is reference to key pastoral staff who have responsibility for monitoring, analysing and implementing the Code of Conduct systems. These staff are:
 - Principal
 - The Senior Leadership Group
 - Senior Personal Progress Tutors
 - 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:

Students and staff work collaboratively to create their own unique TSFA Creed (a list of non-negotiable behaviours that everyone must follow). The TSFA Creed can be seen on page 15 (appendix 6). The creed encompasses the professional standards and civic virtues into the non-negotiable behaviours and aspirational behaviours. All students at Trinity Sixth Form Academy are asked to meet the following five 'non-negotiable' expectations:

 1. Attend all lessons, intervention lessons, achieves and wider curriculum opportunities.
 2. Attend on time.
 3. Meet all and every deadline set by teachers and pastoral staff.
 4. Know your data - target grades, progress check grades, conduct points and attendance.
 5. Manners - effective communication, respect for others and emotional intelligence are encapsulated under the banner of 'Manners' at TSFA.

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3.2. Code of Conduct System

The Code of Conduct 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 2022.' 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. Phones must remain out of sight during lessons at all times, unless the classroom teacher explicitly instructs that they be used for a specific learning purpose. DfE guidance (2026) supports in restricting mobile phone use throughout the day to minimise disruption and safeguard students. **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. Where reasonable force is necessary and in the best interests of the child, recognized Team Teach techniques will be used.

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 Code of Conduct sanctions being applied.
- Dangerous behaviour outside of Sixth 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 Code of Conduct 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 Conduct points.
- 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 – Code of Conduct System

1) Code of Conduct

The Code of Conduct System is designed to develop life ready young adults. Its primary 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 conduct can disrupt learning and undermine the authority of the teacher. Sanctions are 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 both independently and autonomously.

The Code of Conduct System is progressive. For example, if a student fails to complete independent study, they will acquire -3 conduct points. This will be logged on their conduct profile which is monitored by their Personal Progress Tutor. If more points are accrued, the student will progress through a series of checkpoints and stages, each with greater significance than the previous. The severity of the conduct dictates the level of intervention, and it is at the Senior Teams' discretion as to whether conduct warrants a higher stage of intervention or not.

TSFA's Code of Conduct operates two complementary tracks.

Track 1: Conduct in Context (CiC): A within-term monitoring system. Thresholds are checked at three checkpoints in each term Checkpoint 1, Checkpoint 2 and Checkpoint 3 and trigger PPT-led conversations when exceeded. This identifies students who accrue conduct points within a term and allows for intervention and support before their cumulative total becomes detrimental to their learning.

Checkpoint	T1	T2	T3	T4	T5	T6
Checkpoint 1	>15 CPs	>15 CPs	>15 CPs	>21 CPs	>15 CPs	>15 CPs
Checkpoint 2	>21 CPs	>21 CPs	>21 CPs	>30 CPs	>21 CPs	>21 CPs
Checkpoint 3	>30 CPs	>35 CPs	>30 CPs	>45 CPs	>30 CPs	>30 CPs

Track 2: Static System – The Tiered Conduct Stages: A cumulative escalation system from the start of the academic year. Six tiers at fixed conduct point thresholds trigger formal intervention through the Tiered System. Students' conduct records will be judged on a series of stages (see below).

Tier	CPs	Responsible	Intervention
T1	-35	PPT	PPT meeting (T1–T2) or Automated comms (T3+)
T2	-65	PPT	PPT meeting
T3	-95	Senior PPT	Senior PPT meeting
T4	-125	Senior PPT	SPPT review
T5	-155	SLG	Subject Revocation Review or Terminal Agreement
T6	-185	Principal	Terminal Agreement review or Revocation of Place

Conduct Points given to students will be recorded on the Academy's electronic management system; Bromcom. Students' conduct 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 Tiered Conduct Stages table above (appendix 1) outlines the sanctions that students may receive as a consequence of their conduct/accruing conduct points. Please refer to this in conjunction with this Code of Conduct Policy in its entirety as it is referred to throughout.

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As previously outlined, students' conduct records will be judged on a series of tiers and checkpoints. 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 Code of Conduct System, amending conduct 'stages' or extending the timeline before revocation of place is considered. All students and staff will be supported to understand reasonable adjustments.

2) Learner Standards Review

Conduct 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 conduct concerns, the academy can implement a Learner Standards Review. Students can be placed onto a Learner Standards Review when they are issued with the relevant number or repeated incidences of specific conduct. Alternatively, where the academy feels that a student would benefit from being on intervention at the start of a term, a Learner Standards Review can be issued.

Students will remain on Learner Standards Review until the academy deems it necessary to remove them. Further sanctions can be issued to students who fail to meet their targets. These include progressing students onto the next stage of the code of conduct which is to escalate to Snr PPT Learner Standards Review with their Senior Personal Progress Tutor.

3) Attendance Support Plan

Student attendance is monitored alongside conduct points for a holistic view of engagement and participation with their studies. Students who meet certain thresholds relating to the below will be placed on an 'Attendance Support Plan':

- Persistent Absences
- Consecutive Absences
- Patterns of Absence
- Holidays/Going Abroad in Term Time

**All of the above is considered with barriers to learning and individual's context in mind.*

The Attendance Support Plan involves a weekly meeting with the Personal Progress Tutor where the students' weekly, termly and year-to-date attendance is reviewed alongside punctuality. If a student has an absence during their support plan, their Personal Progress Tutor will support them with barriers to learning and missed lesson content.

Further sanctions can be issued to students who fail to meet their targets. These include progressing students onto the next stage of attendance review, which is Fitness to Study.

4) Terminal Agreement

Terminal Agreements can be issued to students following the relevant number or repeated incidences of specific conduct where other interventions have failed or at Tier 5 of the Static Tiered System. 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.

5) Fitness to Study

This policy outlines the process and procedures to be followed when a student's health, wellbeing and / or conduct affects their ability to cope at Sixth Form, to study or progress on their course or when their health, wellbeing or conduct poses a risk to the health and safety of self and / or others. The Fitness to Study policy can be found at: <https://sixth.trinitymat.org/wp-content/uploads/2023/12/Fitness-To-Study-Policy.pdf>

6) Achievement Points

Students will be awarded Achievement Points throughout the academic year (see appendix 2).

Achievement Points are taken into consideration at the termly Celebration Assemblies which are held at the end of each term. Achievement points are also considered through Graduation in Year 12 and reference writing in Year 13. In addition, students can accrue enhanced achievement points termly.

There is also an annual awards ceremony that carries with it a high degree of prestige and importance amongst all stakeholders of Trinity Sixth Form Academy. The annual awards are held in the final assembly in Term 6.

7) Principal's Commendation

In addition, when a student demonstrates conduct that is exemplary and beyond what is expected of them, students may receive the principal's commendation. There is a maximum of 2 awards per school per year, students receiving this award will receive a special certificate and will be invited to a formal presentation with parents/carers and the principal.

Appendix 2 – Conduct Point and Achievement Point Matrix

	Description of Conduct	Points	Actioned by
1	Behaviour out of lesson	-1	Staff
2	Disrupting a lesson	-1	Staff
3	Failure to complete independent study	-3	Staff
4	Lack of equipment	-1	Staff
5	Late	-1	Automated
6	Missed TAP/Achieve	-3	Teaching Staff
7	Missed planned meeting	-5	Staff
8	Serious breach of academy rules <i>(see examples numbered 1-17 in Appendix 3)</i>	- 10	SLG

	Description of Achievement	Points	Actioned by
1	Attendance (100% in the week)	+5	Automated
2	Attendance (96% + in the term)	+10	Automated
3	Independent Study Complete	+3	Teaching Staff
4	Above and beyond - demonstrating the core values of the academy (professional standards and civic virtues)	+3	Staff
5	Enhanced Achievement (termly)	Level 1 +10 Level 2 +15 Level 3 +20	Admin
6	Classroom expectations met and going above and beyond in a lesson	+1	Teaching staff
7	Attended TAP/Achieve	+3	Teaching Staff

Level	Description of Achievement	Frequency	Points
1	Trinity Enrich engagement Trinity Scholars – attendance at all mandatory sessions	Termly	+10
2	Community engagement (Student ambassador events, volunteering, PLG commitments, charity event organisation)	Termly	+15
3	Y12 - on track to graduate Y13 - top 50 for attainment	Termly	+20

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 suspension, revocation of a subject or revocation of 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:

1. Failure to comply with a reasonable request from a senior member of staff.
2. Breaches of health and safety rules.
3. Verbal abuse of staff, other adults or students.
4. Possession of drugs and or drug paraphernalia and/or alcohol related offences.
5. Failure to comply with the requirements of the 'Code of Conduct System' outlined in Appendix 1.
6. Willful damage to property.
7. Homophobic or racist bullying.
8. Bullying.
9. Sexual harassment or misconduct.
10. Theft.
11. Making a false allegation against a member of staff.
12. Conduct which calls into question the good name and order of the academy.
13. Persistent defiance or disruption. This includes any combination of:
 - Repeated serious breaches of academy rules
 - Persistent defiance leading to repeated escalation of conduct interventions.
 - Rapid escalation through the conduct stages (see page 5) **.
 - No or little improvement in conduct despite supportive interventions.
14. Truancy/unauthorised absence/missed assessment or external examination (see section 10.4 of the TSFA Attendance and Punctuality Policy).
15. Minor assaults or fighting.
16. Bringing an offensive weapon* into the academy.
17. Vaping or smoking inside the academy building.
18. Final NEA deadline missed / formal applied general deadline missed.
19. Plagiarism – including the use of artificial intelligence (AI).
20. The unauthorised use of phones and AI tools, including but not limited to image manipulation software, covert recording devices, or AI-enabled wearables to capture, alter, or distribute content involving staff or students without consent.
21. Extended absence***.
22. Persistent independent study failure****.
23. Other serious breaches of academy rules.

This is not an exhaustive list. The above are examples of serious breaches; it is at the academy's discretion as to what is deemed a serious breach as well as the resulting sanction(s).

*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.

** Poor attendance can sometimes result in fewer conduct points being accrued. Students with poor attendance (students who classify as a persistent absentee = 10%+ absence rate) will be treated on a case-by-case basis to ascertain proportionality of CPs versus attendance.

***Any student that has an extended period of unauthorised absence (4 weeks or more) will have their place revoked at TSFA. Extended periods of absence in term time are not authorised. For more information, consult section 10.4 of the TSFA Attendance and Punctuality Policy. Additionally, holiday/going abroad in term time will result in revocation of place.

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**** A -10 for persistent IS failure is considered when a student has missed 4 or more independent study deadlines within a single subject in a term.

**Procedures – Serious Breach of Academy Rules/Serious Concerns
Suspension Revocation of Subject and Revocation of Place**

Review: Where a serious breach 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 college 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 findings 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.
- Reduction of independent time in/out of the academy.
- Lengthening the academy day.
- Amendments to timetable.
- Learner Standard Reviews.
- Attendance Support Plan.
- Suspension.
- Fitness to Study.
- Termination Agreements.
- Revocation of a place.

Tiered Conduct Stages (revocation of place):

In addition to the above, at 185 points a student has met the threshold to have their place at TSFA revoked (see appendix 1).

Appeals: In the event that the students' place at Trinity Sixth Form Academy is revoked, this will be put into 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 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).
- Vaping and smoking cigarettes is not permitted on the academy site, nor is it permitted in the immediate vicinity of the academy building. Any student caught vaping or smoking on or in the immediate vicinity of the academy site will have their vape and/or cigarettes confiscated. Where cigarettes or vapes have been confiscated, parents will be contacted. The academy will retain possession of the confiscated item for a period of one week and will only hand over the items to a parent within that time. After a period of 1 week, the items will be disposed of.
- 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, vapes and 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 are 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

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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

The Agreement

This Terminal Agreement gives the student a final opportunity to display their desire to be successful in their post-16 studies. Progress will be reviewed at the end of every term. An interim review may take place if progress is unsatisfactory. The student must meet the minimum expectations below consistently throughout this period.

Student Minimum Objectives

- Attend all lessons.
- Attend all lessons on time.
- Complete all work by the deadlines set.
- Complete all work at a standard towards target grade.
- Engage with and attend all academic interventions.
- Not accrue conduct points.
- Accrue achievement points.
- Not be involved in any breaches of academy rules.
- Adhere to any additional rules set by the academy.



Academy Support Commitments

- Provide regular PPT pastoral support.
- Provide quality first teaching in the classroom.
- Set regular independent study to support target grade achievement.
- Refer to other staff members if required (e.g. safeguarding, careers, SENCO).
- Provide Terminal Agreement review meetings with PPT and a senior leader.
- Refer to external agencies as appropriate (e.g. CAMHS).
- Provide PPT feedback to parents/carers throughout the Terminal Agreement period.

⚠ Failure to meet the minimum objectives above may result in the student's place at the academy being revoked. Repeated Terminal Agreements will also result in revocation of place.

Appendix 6 – TSFA Student Creed



TSFA Creed

Our Mission

Our mission at TSFA is to collectively develop 'Life Ready' learners. To achieve this, we take a three-pronged approach:

1. Professional Standards: Learners who are independent and autonomous in their thinking and actions.
2. Powerful Knowledge: Learners who value powerful knowledge, leave with world class outcomes, and who can access world class destinations.
3. Civic Virtues: Learners who demonstrate virtues, effective habits, and positive societal behaviours.

Professional Standards (Our core behaviours)	Civic Virtues (Our aspirational virtues)
<ol style="list-style-type: none">1. Mental Toughness2. Attention to Detail3. Work Ethic4. Integrity	<ol style="list-style-type: none">1. Courage2. Temperance3. Compassion4. Wisdom

Our Five Non-Negotiable Behaviours:

1. **Attend everything:** I commit to attending all subject lessons and wider curriculum opportunities ([Mental Toughness](#)).
2. **Be on time:** I will arrive on time and be prepared to maximise MY potential ([Attention to Detail](#)).
3. **Meet deadlines:** I will complete all independent study, coursework and any other work set within the deadlines provided. If I need help, I will seek it in good time ([Work Ethic](#)).
4. **Know OUR data:** I will strive to understand and self-reflect on MY own data. This includes knowing MY target grades, current grades, attendance and conduct scores ([Attention to Detail](#)).
5. **Manners:** I hold MYSELF to account on MY communication style, MY greetings, how I sign off MY emails and MY respect and support for others. I am a positive influence of the culture of MY college ([Integrity](#)).

Our Five Aspirational Behaviours:

1. **Respect MY college:** I will endeavor to take on the responsibility for ensuring that MY college performs in the way that I need it to – as a world class institution. With [integrity](#) and [attention to detail](#), I will report faults, clean up after MYSELF and support others wherever possible.
2. **Resilient and Kind:** I want honest feedback and will always try to exercise [mental toughness](#) and [temperance](#) when receiving feedback on areas for improvement. But I will also ensure I deliver feedback to others with [compassion](#), kindness, and [integrity](#).
3. **Form Good Habits:** Through [wisdom](#) and a strong [work ethic](#), I will form good habits (Clear, 2018). I will use these habits to become more independent and autonomous in MY learning so that I can leave sixth form life ready.
4. **Have the NACH:** People with a Need to Achieve mindset are more motivated to succeed with challenging tasks, in scenarios where there is an element of risk or when outside of their comfort zone. With [courage](#) and [mental toughness](#), I will say yes to new opportunities and help those around me do the same.
5. **Seek Marginal Gains:** I will seek out marginal gains in all aspects of MY journey at TSFA. I will exercise [wisdom](#) in identifying these marginal gains and [integrity](#) in actioning them. I will try to support others on their journeys of improvement too.