Trinity Academy Halifax

Policy:	Behaviour For Learning Policy
Date of review:	July 2026
Date of next review:	July 2027
Lead professional:	Vice Principal – Student Support
Status:	Statutory
Name of academy:	Trinity Academy Halifax

1. Purpose of policy and guiding principles

1.1. The Governors and staff of Trinity Academy Halifax are committed to providing a learning environment which will support the children and young people in our care.
1.2. Trinity Academy Halifax 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 (which promote professional standards). Staff are expected to model these core values and use them in discussions and interactions with students.
1.4. Trinity Academy Halifax 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 (BfL) 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.
1.8. It is imperative to the operation of this policy that BfL remains the responsibility of all staff.

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 Department for Education (DfE) documents, which should be read in conjunction with this policy:

- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2026
- Preventing and Tackling Bullying: advice for headteachers, staff and governing bodies 2017.
- DfE and ACPO Drug Advice for Schools 2012.
- Restrictive Interventions, including the use of reasonable force, in schools 2026
- Behaviour and Discipline in Schools: guidance for headteachers and staff 2024.
- Screening, Searching and Confiscation: advice for schools 2023
- Keeping Children Safe In Education 2026

2.2. In addition there are a number of policies linked to this policy, including:

- SEN Policy
- Teaching and Learning Policies
- Anti-Bullying Policy
- Child Protection and Safeguarding Policy
- Attendance and Punctuality Policy for Students
- Prevent 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 year group 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 Principals - Student Support
- Associate Assistant Principal; 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. Professional Standards

Trinity Academy Halifax is committed to upholding the highest standards and expectations. Our Professional Standards serve as a guide for all staff, students, and stakeholders to adhere to in order to foster a positive learning environment. By upholding these standards, Trinity Academy Halifax aims to promote a culture of excellence, accountability, and mutual respect within the academy and wider community.

Conduct: The manner in which we behave.

Professional conduct in school refers to behaviour that is appropriate, respectful, and ethical. It involves acting in a manner that reflects positively on oneself, the school, and the wider community.

Organisation: To be able to manage and prioritise responsibilities.

Professional organisation refers to the ability to manage and prioritise tasks, responsibilities, and resources in a manner that is efficient and effective. It includes being punctual and it involves being organised, prepared and proactive in order to meet deadlines and be ready to learn.

Dedication: The quality of being committed to a task or organisation.

Professional dedication in school refers to the level of commitment and enthusiasm one has towards their work or academic pursuits. It involves a strong sense of purpose and a willingness to put in the time and effort necessary to achieve one's goals. This could be in the classroom or through the myriad of other opportunities outside of the classroom.

Pride: Feeling proud of yourself, your achievements and the communities you are in.

Professional pride in school refers to one’s ability to present themselves and their work to the best of their ability. It instils personal responsibility and ownership through fostering a strong work ethic, attention to detail and a commitment to quality that leads to a sense of accomplishment from a job well done.

Values: The moral (right) rules and qualities that support you in making good decisions.

Professional values in school, focusing on the values of empathy, honesty, respect, and responsibility, refers to the principles that guide behaviour and decision-making in a manner that is ethical, moral, and socially responsible.

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. Suspensions and alternatives to Permanent 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 schools 2023.' In addition to the practice identified in the DfE guidance, Trinity Academy Halifax 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 Halifax reserves the right to use CCTV for the purpose of maintaining discipline and managing behaviour. The use of CCTV is outlined in the Multi Academy Trust (MAT) Data Protection Policy and related legislation.

4.6. 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 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. Where reasonable force is necessary and in the best interests of the child, recognized Team Teach techniques will be used.

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 Child Protection and 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 outside of school and school hours occurs, the academy reserves the right to issue a consequence, or a suspension or permanent exclusion. The full consequences system will apply at the academy's discretion.

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 or safety of themselves or others. For example:

- Uniform – students will be issued a one-hour detention for breaches of the academy uniform requirements.
- Students should not smoke/vape on their journey to and from the academy. If they are found smoking/vaping 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, suspension, permanent exclusion) and a ban from using the academy bus service for either a fixed period of time, or permanently.
- Dangerous behaviour outside of school which could adversely affect the reputation of the academy, or poses a threat to the school community or wider school community, will be viewed extremely seriously and will result in the academy behaviour policy sanctions being applied (e.g. inclusion, suspension, permanent exclusion).

4.8. Police

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

5.1. Under DfE Guidance 'Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2026, a meeting of the Behaviour Committee of the Governing Board must be convened by the Principal's PA (acting as the Clerk to the panel) within 15 days of receiving the notice of exclusion for the Governing Board to consider re-instatement when:

- The Suspension will take the student's total days of exclusion above 15 for a term.
- Recommendation of permanent exclusion is made by the Principal or Vice Principal as delegated in his/her absence for a one-off incident or persistent breaches of the school's behaviour policy **or** where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school
- The Suspension would result in the student missing a public exam or national curriculum test

5.2. The Behaviour Committee will comprise of three members of the Governing Board 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 decline to reinstate (i.e. uphold a permanent exclusion) or direct the student's reinstatement, either immediately or on a particular date.

5.4. The meeting must be convened by the 15th academy day after the date of the receipt of notice to consider the permanent 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 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 Independent Review, which will be heard by an Independent Review Panel convened by the academy trust. 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 Review Panel

6.1. Trinity Academy Halifax has in place an Independent Review Panel (IRP) and a parents/carers' right to apply for an IRP to this Independent Panel will be outlined in the letter following a Governor's decision not to reinstate a permanently excluded student. Trinity Academy Halifax will, at their own expense, arrange for this independent review panel hearing to review the decision of the Governing Board 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 IRP hearing.

6.3. The legal time frame for an application for IRP to the independent review panel is set out in the DfE guidance.

6.4. Where the Governing Board decides to decline to reinstate (uphold a Permanent 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 with 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.

7.2. The Role of the Governing Board

- 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, on the Academy Virtual Learning Environment (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 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 rewards for good behaviour each term.
- The number of suspensions and permanent exclusions.
- The number of internal exclusions and off-site inclusions at other schools.

- The number of Behaviour and Attendance Collaborative (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 academy at different times of the day and report on their findings to the relevant Governors Committee.

8.3. 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 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 (BP) 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, text message 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, before 9am where inclusion will be sanctioned.
- Being late to lessons 3 times during a one-week period.
- Failing to complete homework on time or to an acceptable standard.

A further one-hour detention will be set between 3:20pm and 4:20pm where a student receives two C3s in a day or for a repeat of any of the above.
All detentions will take place on the day that they are issued.

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 day. Where possible, parents/carers will be notified in advance through the planner, phone call, text message 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.

Students in Y10/11 who fail to attend a one-hour detention Tuesday through Thursday will complete a two hour detention on Friday or Monday following the missed detention. Should a student in Y10/11 not attend a two-hour detention they will be placed into inclusion until 4:20pm the following day.

Students who receive three C3s in one day will be placed into inclusion the following day until 3:35pm

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 Behaviour and Discipline in Schools: guidance for headteachers and staff 2024).

3) Reports

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 – Vertical Tutor (VT) report (green); College Manager report (yellow); Senior Leadership Group (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:

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

Rewards

Rewards will be used to recognise the hard work and positive attitude displayed by students. Students will be awarded Gold, Silver and Bronze badges when they achieve the following number of achievement points:

- Bronze –300 Achievement Points
- Silver – 500 Achievement Points
- Gold – 800+ Achievement Points

Students can earn achievement points in a variety of ways. These are divided into two categories, ‘Core’ and ‘Enhanced’.

Core

Core achievement points are awarded on a daily basis. Each lesson teaching staff will have 10 achievement points that they are able to give to students with a maximum of one per student. Students will be awarded one of these points if the do everything that is expected of them **and** go above and beyond. Students will be awarded three achievement points for anything they do outside of a lesson on a daily basis that demonstrates the academy's core values.

Students who achieve 100% attendance in a week will be awarded five achievement points. Students who achieve 95% attendance or above in a half term will be awarded ten achievement points.

A 'Principal's Commendation' will be awarded when a student demonstrates behavior that is exemplary and beyond what is expected of them. Each school will be able to award a maximum of two Principal's Commendations per academic year. Students will be awarded a special certificate and attend a presentation with the principal and their parents/carers.

Enhanced

All Trust schools will reward students for meeting a set criterion in a number of initiatives throughout the year. These initiatives may vary between schools and phases. Initiatives are divided into three levels with a set number of points awarded depending on the level achieved and subsequent criterion being met. Achievement points will be issued on a termly basis for these initiatives.

Level	Initiative	Achievement Points
1	• 75% extra-curricular attendance	10
	• Subject specific programme	
	• Top 50 students in each year group for home learning within: Maths, English & Science	
2	• Accelerated Reader – On track to meet AR target	15
	• Trinity Challenge – In-line to achieve bronze or silver award	
	• Graduation – On track to achieve 3rd or 2:2	
3	• Trinity Challenge – On track to achieve Gold	20
	• 100% Attendance to Competitive Edge events	
	• Graduation – On track to achieve 2:1 or 1st	

At the end of each academic year, students with all three rewards badges will be able to exchange them for a special award. Students must wear their badges on their blazers at all times.

Appendix 2 – Inclusion

Trinity Academy Halifax 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.
- 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:

- Hand over all electrical items
- Place bags and coats on the shelves provided
- Complete a range of reflection tasks to an acceptable standard. Academy staff will deem what is acceptable at all times
- Complete all work to an acceptable standard. Academy staff will deem what is acceptable at all times
- Not talk or communicate with others
- Work in pencil at all times
- Not graffiti academy resources
- Remain seated at all times

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 suspension will be given. The length of the suspension will always be for one day in the first instance.

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

Students who are suspended 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 Vice Principal, Assistant Principal, Student Support and Lead College Manager. Students who are repeatedly placed into inclusion will be put onto an Inclusion Support Plan. Below is the Inclusion Support Plan (ISP) matrix:

Inclusion Support Plan Matrix***

Number of Inclusion Sessions	Support
0-4	• Reflection meeting prior to a parental/carer meeting • College Manager meeting with parents/carers **GREEN REFLECTION BOOKLET**
5-9	**Inclusion Support Plan – Stage 1** • Formal meeting with parents/carers and the College Manager/Pastoral Leader • Identify behaviours and strategies • Reflection programme – Consider Arc pathway • Consider: CAMHS/Ed Psych/SEND ref/AP ref/EIP ref/The ARC/Early Support **AMBER REFLECTION BOOKLET**
10-14	**Inclusion Support Plan – Stage 2** • Formal meeting with parents/carers and the College Manager/Student Support Leader • Identify behaviours and strategies • Weekly ISP review by the College Manager • Reflection programme – Consider Arc pathway • Consider: CAMHS/Ed Psych/SEND ref/AP ref/EIP ref/The ARC/Early Support **RED REFLECTION BOOKLET**
15-19	**Inclusion Support Plan – Stage 3** • Formal meeting with parents/carers and the College Manager/Assistant Principal/ARC Lead • Identify behaviours and strategies • Reflection programme – Consider Arc pathway • Consider: CAMHS/Ed Psych/SEND ref/AP ref/EIP ref/ The ARC/Early Support
20-22	**Inclusion Support Plan – Stage 4** • Formal meeting with parents/carers and the College Manager/Assistant Principal/ARC Lead
23-25	**Inclusion Support Plan – Stage 5** • Formal meeting with parents/carers and the Assistant Principal/Vice Principal • Alternatives to permanent exclusion if applicable • Permanent Exclusion

**The Inclusion Support Plan may vary between academies due to capacity and individual need.*
*** The Inclusion Support Plan triggers will vary between academies based on need and context.*

List of Agencies/Interventions:

- **CAMHS – Child and Adolescent Mental Health Service**
- **ED Psych – Educational Psychologist**
- **SEND ref – Special Educational Needs and Disabilities referral**
- **AP ref – Alternative Provision referral**
- **EIP ref – Early Intervention Panel referral**
- **EIAS – Early Intervention Single Assessment**
- **The ARC – Trinity Academy Halifax's internal alternative provision**

Internal Interventions (Arc Pathways):
At Trinity Academy Halifax, there are 4 internal alternative pathways which sit under the umbrella of The Arc. The Arc is based in the school building in its own bespoke area. Students' lessons are delivered by subject experts who come up to The Arc to deliver them to the students. The core purpose of The Arc is to support specific students who have disengaged from their learning to re-engage with mainstream education and expectations. The specific pathway intent statements are below:

The intent of the **Engage Pathway** is to support an identified cohort of mismanaged students joining the academy at the beginning of the transition process and re-engage them with school and social expectations.

The intent of the **Reflect Pathway** is to support an identified cohort of students in years 7 to 9 who, despite reasonable adjustments being put into place, they have disengaged with school and our expectations. The pathway aims to re-engage them with school and social expectations.

The aim of the **Aspire Pathway** is to support students in years 7 to 9 who have demonstrated complicated behaviours at the academy and potentially in the community and/or at home. The pathway will provide an extended nurturing environment for these students so that we can deliver early intervention and they can transition back into mainstream following the 26 week programme.

The aim of the **Attain Pathway** is to support year 10 and 11 students who would typically be sent off-site to an alternative setting. This pathway allows the academy to focus on ensuring students attain in line with our high expectations, whilst minimising disruption to mainstream academy teaching and learning.

It is at the discretion of the Principal and Assistant principal to place a student on a specific pathway and should only be used if the student

Appendix 3 – Behaviour Matrix

The Academy 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.

Green - No behaviour concerns	**All staff**	**Praise and reward**

White - C1 Disrupting own learning		
Defiance	All staff	Verbal warning and name is recorded on the consequence board
Eating in class		
Talking		
Inadequate work		
Any other off task behaviour		

Yellow - C2 - Further disruption to own and others learning - 1 Behaviour point issued		
A continuation of the above (C1) will result in a C2 being issued	All staff	1 behaviour points issued and a detention set

C3 - Further disruption to own and others learning		
A continuation of the above (C2) will result in a C3 being issued	All staff	2 behaviour points issued and a detention set

Red Card - Serious behaviour issues		
A continuation of the above (C3) will result in a Red Card being issued	All staff	4 behaviour points issued / student placed into inclusion
In class behaviour that warrants a straight Red Card (at the discretion of the teacher based on their professional judgement)		
Serious behaviour issues outside of the classroom as determined by the academy		

One Hour Detention		
A C3 in any lesson	All staff	One hour detention
Poor behaviour outside of lessons time		
Poor behaviour on corridors or in social spaces that does not meet the expectations of the academy		
Lack of appropriate equipment		
Poor standard of uniform		
Late to school x2 in a term		

Missed or inadequate homework		

Two Hour Detention		
Failure to attend a one-hour detention	Pastoral staff	Two hour detention
Late to school x3+ in a term		

Confiscation		
Mobile phones and other electronic devices	All staff	Confiscation and one hour detention
Jewellery		
Any other non-permitted items as set out by the BfL policy		

Severe	
Violence or assault (1-5)	Severe level sanctions can only be determined by a member of SLG The range of sanctions are shown in brackets against the behavioural concern Parent/Carers are informed in all cases 1. Inclusion and SLG meeting with parent/carer to discuss issue 2. Inclusion and 2 hour detention and SLG meeting parents/carer to discuss behavioural improvements and consequences 3. External inclusion (offsite) + inclusion room on return from external inclusion. SLG meeting to take place with parent/carer 4. Suspension and SLG meeting with parent/carer to discuss issue 5. Directed move and/or managed move to another provision 6. Permanent exclusion
Drug/alcohol abuse (4-5)	
Offensive weapon (4-5)	
Abusive/Threatening behaviour (2-5)	
Bullying: emotional, physical, racial, sexual, homophobic, verbal and cyber (1-5)	
Damage to property or theft (2-5)	
Drug Dealing (5)	
Inappropriate sexualised conduct (1-5)	
Failure to attend 2 hour detention (1-3)	
Persistent red cards (1-5)	

Note: The behaviours and actions described above are not an exhaustive list. In some circumstances alternative actions may be put in place at the discretion of the academy

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 drug paraphernalia and/or alcohol related offences.
- Failure to comply with the requirements of the 'Consequence System' see section 2 above.
- Willful damage to property.
- Homophobic or racist bullying.
- Harassment of any kind
- 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 – Suspensions and Permanent Exclusions

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

(Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - until September 2023)

1) Suspensions

Trinity Academy Halifax will use Suspensions when student behaviour seriously and negatively impacts on the learning and/or safety of students. Suspensions 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.

Only the Principal (and the Vice-Principal/Assistant Principal Student Support when responsibility is delegated to them if the Principal is off site) may suspend 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.

The length of the Suspension will be dependent on the severity of the incident and will be at the discretion of the Principal (and those acting in this capacity as delegated).

Suspension 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 Halifax is keen to ensure a balance is met, between the use of Suspensions 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 Suspension period of up to five days for any single incident in the process.

A Principal retains full authority to vary the length of any suspension at any time however no student will receive greater than 45 days' Suspension in any one academic year without consideration by the Principal of permanent exclusion 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 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.'**

(Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement – 2026)

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 but are not limited to:

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 Halifax 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.

In order to avoid permanent exclusion, the academy may use its own off-site alternative provision called The ARC. Students will attend The ARC at the discretion of the Principal (and the Vice-Principal/Assistant Principal at the discretion of the Principal). The ARC is not a permanent placement and students will return to the academy following regular and successful reviews. The duration of the placement will be determined by the academy.

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

4) Part-time Timetable

Where necessary and not as a result of students' poor behaviour, the Principal may, in limited circumstances, make use of a part-time timetable or phased re-integration plan to support a student. The part-time timetable/phased re-integration plan will be for an agreed, fixed period of time, for example one term. The PTTT will be reviewed by Trinity Academy Halifax and parents on a regular absis. An example of a Phased Re-integration Plan between the academy, student and parent/carer is shown on the following page.

5) Student Support Panel

In certain cases, if a student is at risk of permanent exclusion, it may be decided to convene a Student Support Panel meeting. The panel will consist of a member (or members) of the Governing Board who will meet with parents/carers and senior leaders at a mutually agreed time. A Student Support Panel will be held should a student receive 15 days of suspension in a term.

Phased Reintegration Plan Agreement*

Between School, Parent / Carer & L.A. SEND Team if applicable

Pupil Name						**DOB**	
School						**Year Group**	
Pupil Status (please tick)	**LAC**	**CP**	**CiN**	**EHH**	**None**		

The reasons for using a phased reintegration plan are as follows: -

1	
2	
3	

Dates	
Start Date of Phased reintegration	
End Date of Phased reintegration	
Number of weeks =	

Plan Checklist: Please ensure that ALL the following are in place & tick:

	The phased reintegration satisfies all the following criteria (please ✓)				
1	Has been discussed with the student and parent / carer		6	Complies with Health & Safety when student not in school and is risk assessed	
2	Has a clear start and end date		7	Provides appropriate work that is marked	
3	Is for a limited time of no more than 6 weeks/a term		8	Has clear achievable targets	
4	Is part of a reintegration strategy		9	Has L.A. SEND team approval if student has EHC Plan/ PEP	

5	Is in conjunction with CAF, PSP or IEP		10	Pupil marked as C in the register when at home	

CONSENT AND AGREEMENT STATEMENT

SENIOR MEMBER OF SCHOOL STAFF - I can confirm that all the above criteria have been put in place by the school

Signed _____ Name _____

Date _____ Position in School _____

PARENT - I consent to my child being placed on a phased reintegration plan and agree that all the above has been put in place by the school

Signed _____ Name _____Parent / Carer

Date _____

*This form is an example and may differ between individual academies

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, e.g. 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, jewelry 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 mobile phones and other personal electronic devices (including smartphones, smartwatches, MP3 players and similar devices) is straightforward – they may be brought to the academy for travel to and from school, but they must be switched off and kept out of sight in a student's bag throughout the academy day (including break and lunchtime).

We recognise that many students need a mobile phone for travel purposes, such as bus passes, safety or contacting home before and after school. However, once students arrive on site, phones must not be seen, heard or used at any point during the academy day.

If a student chooses to bring a mobile phone or other electronic device into the academy, they do so at their own risk. The academy cannot accept responsibility for loss, theft or damage.

If a mobile phone or other prohibited electronic device is seen during the academy day, it will be confiscated immediately. This applies whether or not the device is being used. Examples include, but are not limited to:

· A phone visible in a blazer or trouser pocket, or sleeve.

· A phone partially visible in a pocket or bag.

· A phone falling out of a bag or otherwise being seen by a member of staff.

Confiscated devices will be taken to Reception, securely stored and returned as follows:

· First confiscation in a term: The student may collect the device from Reception at the end of the academy day.

· Second and subsequent confiscations within the same term: A parent/carer will be required to collect the device from Reception.

Parents/carers will be informed each time a mobile phone is confiscated.

Students who refuse to hand over a mobile phone or electronic device when requested by a member of staff will be dealt with in line with the academy's Behaviour for Learning Policy, and parents/carers will be contacted.

Students who need to contact home during the academy day should do so through Student Services, who will provide support where necessary.

The use, or visible possession, of a mobile phone or other prohibited electronic device during the academy day is a breach of the Behaviour for Learning Policy and will result in confiscation and a Behaviour Point