Trinity Academy St Peter's

Policy:	Behaviour For Learning Policy
Date of review:	December 2025
Date of next review:	December 2026
Lead professional:	Principal
Status:	Statutory

Name of academy: Trinity Academy St Peter's

1. Purpose of policy and guiding principles

1.1. The Governors and staff of Trinity Academy St Peter's are committed to providing a learning environment which will support the children in our care.

1.2. Trinity Academy St Peter's has high standards and expectations of pupils. The academy believes that all pupils 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 pupils of all abilities, backgrounds and needs can achieve academic potential and prepare for the next stage in their education.

1.3. The academy's behaviour expectations are guided by our core values: Empathy, Honesty, Respect and Responsibility. Staff are expected to model these core values and use them in discussions and interactions with pupils.

1.4. Trinity Academy St Peter's believes that pupils should be encouraged to adopt behaviour that supports learning and promotes positive relationships. Poor behaviour and low-level disruptions 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 (BfL) Policy seeks to encourage young people to make positive choices and re-enforces those choices through rewards. The academy's rewards system is based on Achievement Points which is promoted and celebrated 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 pupil behaviour.

1.7. For some pupils with special educational needs and disabilities reasonable adjustments will be made to ensure they reach their potential and are supported to meet the high behaviour standards.

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 (August 2024)
- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2021
- Preventing and Tackling Bullying: advice for headteachers, staff and governing bodies (July 2017)
- DfE and ACPO Drug Advice for Schools (September 2012)
- Use of Reasonable Force in Schools (July 2013)
- Behaviour in Schools: Advice for headteachers and staff (February 2024)
- Screening, Searching and Confiscation: advice for schools (July 2022)
- Keeping Children Safe In Education 2024

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 Pupils
- Prevent Policy

2.3. This policy links with the Equality Act 2010, specifically the academy's responsibility to make reasonable adjustments for pupils 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. 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/Head of School
- Assistant Principals
- Pastoral Office

3.2. The Pastoral Officer operates the day-to-day implementation of this policy and is able to make decisions to ensure a strong learning environment is embedded in the academy.

4. Provisions

4.1. Absolutes

All pupils at Trinity Academy St Peter's are asked to meet the following expectations or 'Absolutes':

- **Wear the correct uniform at all times**
- **Demonstrate good behaviour in the classroom, outside and around the academy**
- **Give your best in every lesson**
- **Make contributions in lessons**
- **Listen attentively to others**
- **Be respectful and polite to adults and other children**
- **Take pride in the presentation of work in all books**
- **Complete your homework and keep your planner up-to-date**

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 (July 2022). In addition to the practice identified in the DfE guidance, Trinity Academy St Peter's also bans any item brought into the academy with the intention of the item being sold or passed on to other pupils 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 pupils for these items. **Appendix 6** refers to the academy's policy on confiscating items.

4.5. CCTV

Trinity Academy St Peter's 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 pupils, such as unpaid volunteers, cover staff or parents/carers accompanying pupils on an academy organised visit.

4.7. Discipline beyond the academy site

Parents/carers are encouraged to report criminal behaviour, anti-social behaviour and serious bullying incidents that occur anywhere off the academy premises which pose a threat to a member of the public or a pupil to the police as soon as possible. If a member of the public, academy staff, parent/carer or pupil reports criminal behaviour, anti-social behaviour or a serious bullying incident to an academy member of staff the Principal or Assistant Principals 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 academy's Child Protection and Safeguarding Policy will be followed.

For health and safety reasons, high standards of behaviour are expected on academy residentials, trips and visits. 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 hours and off school site occurs, the academy reserves the right to issue a consequence, a suspension or permanent exclusion. The full consequences system will apply at the academy's discretion.

Pupils 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.

4.8. Police

Trinity Academy St Peter's will involve the police in all matters where criminal activity has taken place or is suspected of having taken place. In addition, Trinity Academy St Peter's will inform the police of any intelligence which may support the police in preventing or tackling criminal activity. A pupil 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 pupils are provided with appropriate support to recognise their individual needs. All staff are provided with detailed information about the needs of the pupils 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 pupils and staff will be supported to understand reasonable adjustments.

4.9.3 Reasonable adjustment will be designed to support the pupil maintain the high standards expected of everyone in the academy.

5. Governing Board Behaviour Committee

Under DfE Guidance 'Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (August 2024)', a meeting of the Behaviour Committee of the Governing Board must be convened by a senior administrator (acting as the Clerk to the panel) within 15 days of receiving the notice of permanent exclusion for the Governing Board to consider re-instatement when:

- The Suspension will take the pupil's total days of exclusion above 15 for a term.
- Recommendation of permanent exclusion is made by the Principal for a one-off incident or persistent breaches of the school's behaviour policy **and** where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school
- The Suspension would result in the pupil 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 pupil, 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 pupil'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 Pastoral Officer 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 St Peter's 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 pupil. Trinity Academy St Peter's 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 pupil.
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 pupils through Governors' meetings.
- The Governors will form a behaviour committee when required as per this policy.

7.3. The Role of Parents and Carers
- Reference to this policy will be included in the Academy Prospectus, Academy Policy Handbook, Home / Academy Agreement and in the pupils' 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 arranged movement to other schools.
- All instances of bullying and the action taken, including support provided for the victim(s).

8.2. As part of the review of this policy, Governors will seek feedback from the pupil 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 pupils choices. Its principle role is to support learning by tackling and dealing with low level disruptive behaviour, i.e. behaviour that undermines the pupil'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 pupil disrupts their own learning or the learning of others they will receive a C1 – Verbal Warning. If the pupil continues to disrupt their own or others learning they will receive a C2 – Behaviour Point (BP) recorded. If the pupil fails to address their behavior and continues to disrupt learning they will receive a C3 – a loss of free time will be given and a note put in the pupil's planner. Should the pupil continue to disrupt the lesson they will be given a 'Red Card' and will be placed in the 'Focus' provision (please see Appendix 2).

Consequences given to pupils during lessons will be recorded on the Behaviour for Learning boards that are displayed in all classrooms. This is to remind pupils 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 weekly by the Pastoral and senior leadership team. Where concerns are identified, 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 pupil with an immediate 'Red Card' at any point during any lesson if they believe the pupil'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 pupils 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) Reports

Behaviour Points accrued by pupils are monitored and analysed by the senior leadership and pastoral teams on a weekly basis. To support pupils and address any behavioural concerns, the academy uses a report card system. There are three levels of report – Class Teacher report (green); Phase Leader report (yellow); Senior Leadership Group (SLG) report (red). Pupils 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:

- Class Teacher Report: 15-24
- Phase Leader Report: 25-39
- SLG Report: 40+

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

It is also a requirement that the report is signed by a parent/carer each day.
At the end of each term all pupils will be removed from report. Pupils 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 pupil would benefit from being on report at the start of a term a Monitoring Report (purple) will be issued. Pupils 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 pupils. Pupils will be awarded gold, silver and bronze badges when they achieve the following number of achievement points to wear on their 'My Achievements' lanyard:

- Bronze –250 Achievement Points
- Silver – 500 Achievement Points
- Gold – 750 Achievement Points

Pupils in Key Stage 1 will receive additional badges as they hit significant milestones as a visual reminder of how they are progressing towards the next award.

All children have sticker booklets to keep a record of their achievements and rewards.

Pupils 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. Pupils demonstrating the 'St Peter's Absolutes' will earn an achievement point for this every day. Each lesson teaching staff will have 10 achievement points that they are able to give to pupils with a maximum of one per pupil. Pupils will be awarded one of these points if they do everything that is expected of them. Pupils 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.

Pupils who achieve 100% attendance in a week will be awarded five additional achievement points. Pupils who achieve 96% attendance or above in a half term will be awarded ten additional achievement points.

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

Enhanced

All Trust schools will reward pupils 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.

At the end of each academic year, pupils with their gold award will retain this on their lanyard, where it will remain throughout their primary education.

Appendix 2 – Focus

Trinity Academy St Peter's will use the Focus room when pupil behaviour negatively impacts on the learning and/or safety of pupils. Focus will also be used when it is appropriate if the good order of the academy is threatened and/or pupil behaviour could potentially damage the reputation of the academy.

Pupils may be placed in Focus 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: Pupils may be placed into Focus for any serious breach of academy rules. Please see Appendix 4.

Whilst in Focus, pupils must meet the academy's expectations:

- 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.
- Follow the St Peter's Absolutes' at all times
- Follow the instructions of the Pastoral Officer running Focus

Pupils who persistently fail to meet these expectations may be given a suspension. The length of the suspension will usually be for one day in the first instance (see Appendix 5: **Suspensions and Permanent Exclusions**).

Pupils who are suspended for failing to meet the Focus expectations will be required to successfully complete a full day in Focus on their return.

Inclusion data is monitored and analysed by the senior leadership and pastoral teams. Pupils who are repeatedly placed into Focus will be put onto a Pupil Support Plan. Below is the Pupil Support Plan (PSP) matrix:

Pupil Support Plan Matrix

Number of Focus Sessions	Support
5	• Reflection meeting prior to a parental/carer meeting • Pastoral Officer meeting with parents/carers **GREEN REFLECTION BOOKLET**
10	**Pupil Support Plan – Stage 1** • Formal meeting with parents/carers and the Pastoral Officer • Identify behaviours and strategies • Consider: CAMHS/Ed Psych/SEND ref/AP ref/EIP ref/EISA **AMBER REFLECTION BOOKLET**
15	**Pupil Support Plan – Stage 2** • Formal meeting with parents/carers and the Pastoral Officer • Identify behaviours and strategies • Weekly PSP review by the Principal • Consider: CAMHS/Ed Psych/SEND ref/AP ref/EIP ref/EISA **RED REFLECTION BOOKLET**
20	**Pupil Support Plan – Stage 3** • Formal meeting with parents/carers and the Pastoral Officer/Assistant Principal • Identify behaviours and strategies • Consider: CAMHS/Ed Psych/SEND ref/AP ref/EIP ref/EISA **PURPLE REFLECTION BOOKLET**
25	**Pupil Support Plan – Stage 4** • Formal meeting with parents/carers and the Pastoral Officer/Assistant Principal • Offsite direction explored with local schools
30	**Pupil Support Plan – Stage 5** • Formal meeting with parents/carers and the Assistant Principal/Principal • Managed Move explored with local schools • Permanent Exclusion

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**
- **EISA – Early Intervention Single Assessment**

Appendix 3 – Behaviour Matrix

Description of behaviour	By Whom?	Parental support
Green No behaviour concerns	All staff	Praise and reward

TASP has very high standards and expectations and believes and 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.

White C1 – Disrupting own learning	Verbal warning and name is recorded on consequence board	All staff	No action required

Yellow C2 – Disrupting own and others learning – 1 Behaviour point issued		
Defiance Eating in class Talking Shouting out Inadequate work Verbal abuse Indirect foul language / Swearing in class	All staff	Discussion with student
Equipment	All staff	Discussion with student and purchase / provide correct equipment
Unauthorised absence	CM/EWO	Discussion with CM/EWO
Poor standard of uniform	All staff	Discussion with student and ensure students follow academy uniform policy
Confiscation of electronic device	All staff	Discussion with student and ensure device is not brought into academy again
H - Forgotten / Substandard homework	Teacher	Ensure homework is completed and student attends detention
Late to school (x1) - Termly	CM/EWO	Ensure student arrives to academy on time

Amber C3 – Further disruption to own and others learning – 2 Behaviour points issued		
Continued disruption after previously being issued a C2	All staff	Discuss student's behaviour with them
Late to school (x2) - Termly	CM/EWO	Ensure student arrives to academy on time and discuss with CM
Failure to bring correct PE kit	Teacher	Discussion with student and ensure student arrives with correct PE kit in future
Poor behaviour on corridor	All staff	Discussion with student

Red Red Card – Serious behaviour issue – 4 Behaviour points issued		
Continued disruption after previously being issued a C3	CM/SLG/PL	Discussion with CM/PL an discuss action, expectations and consequences
Missed previous 1 hour detention	CM/SLG/PL/CL	Discussion with CM/PL/CL and discuss action, expectations and consequences
Late to school (x3 or more) - Termly	CM/EWO	Meet with CM and EWO and agree action
Truancy	CM/EWO/PL	Discussion with CM/PL/EWO to discuss action, expectations, consequences and
C – Poor behaviour outside lesson time	CM/SLG/PL	Discussion with CM/PL and discuss action, expectations and consequences
Refusal to take part in lesson	CM/SLG/PL	Discussion with CM/PL an discuss action, expectations and consequences

Severe	
Violence or assault (1-5) Drug / alcohol abuse (4-5) Offensive weapons (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)	Severe level sanctions can only be determined by a member of SLG The range of sanctions considered are shown in brackets against behavioural concern Parents / Carers are informed in all cases Pastoral / restorative plans will only be considered if there is a degree of contrition, honesty and willingness to apologise 1. Inclusion room + SLG meeting with parents / carer to discuss issue 2. Inclusion room + 2 hour detention and SLG meeting with parents / carer to discuss behavioural improvement and consequences 3. External inclusion (Offsite) + inclusion room on return from external inclusion. SLG meeting to take place with parents / carer 4. Fixed term exclusion + SLG meeting with parents / carer to discuss issue 5. Permanent exclusion and / or managed move to another school

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 pupil 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 pupils.
- 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 behaviour in schools is essential to ensure that all pupils benefit from the opportunities provided by education. The government recognises that school exclusions, managed moves and off-site direction are essential behaviour management tools for headteachers and can be used to establish high standards of behaviour in schools and maintain the safety of school communities.'

(DfE Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2024)

1) Suspensions

Trinity Academy St Peter's will use Suspensions when pupil behaviour seriously and negatively impacts on the learning and/or safety of pupils. Suspensions will also be used when the good order of the academy is threatened and/or pupil behaviour could potentially damage the reputation of the academy.

Only the Principal (and Assistant Principal 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 in Focus reflection.
- Repeated disruption whilst in Focus.
- Five occasions in removal from the classroom.

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 Principal in conjunction with senior leadership and pastoral team. It is the responsibility of the Pastoral Officer 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 pupils involved in the process.

Trinity Academy St Peter's is keen to ensure a balance is reached 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 pupil 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 pupil 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 pupils who persistently cause disruption to the learning of others.

2) Permanent Exclusion

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

- **in response to a serious breach or persistent breaches of the academy's behaviour policy**

  AND

- **where allowing the pupil to remain in the academy would seriously harm the education or welfare of the pupils or others in the academy.'**

(DfE Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2024)

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 pupil 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 pupils, 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 pupil 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 St Peter's also considers the following to be serious incidents resulting in the permanent exclusion of a pupil:

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

3) Offensive Weapons - Definition

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

In addition to knives; axes, BB guns, air guns, GATT guns, catapults, slings, etc., will also be deemed to be offensive weapons. Other types of offensive weapons will include lengths of pipe, bats, other blunt instruments, or items judged by the Principal, senior leaders or the Governing 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

As an alternative to exclusion a Principal may, in limited circumstances, make use of a part-time timetable or phased re-integration plan to support a pupil. The part-time timetable/phased re-integration plan will be for an agreed, fixed period of time, for example one term. In the last week of

the fixed period it will be reviewed by Trinity Academy St Peter's and parents. An example of a Phased Re-integration Plan between the academy, pupil and parent/carer is shown at the end of this section.

5) Pupil Support Panel

In certain cases, if a pupil is at risk of permanent exclusion, it may be decided to convene a Pupil 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 Pupil Support Panel will be held should a pupil 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 pupil and parent / carer		6	Complies with Health & Safety when pupil 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 pupil 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 has 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 (Pastoral 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 pupil and the member of staff's name. Staff must not give the confiscated item to another pupil 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 pupil'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 pupil).
- 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 pupil.
- Fireworks found as a result of a search may be retained or disposed of but should not be returned to the pupil.
- If a member of staff finds a pornographic image, they may dispose of the image unless its possession constitutes a specified offence (i.e. it is extreme or child pornography) in which case it must be delivered to the police as soon as reasonably practicable. Images found on a mobile phone or other electronic device can be deleted unless it is necessary to pass them to the police or to retain the image whilst the academy carries out its own investigation.
- Where an article that has been (or could be) used to commit an offence or to cause personal injury or damage to property is found, it may be delivered to the police or returned to the owner. It may also be retained or disposed of.
- Where a member of staff finds an item which is banned under the academy rules they should take into account all relevant circumstances and use their professional judgement to decide whether to return it to its owner, retain it or dispose of it.
- Any weapons or items which are evidence of a serious offence must be passed to the police as soon as possible or retained whilst the academy carries out its own investigation.

1) Mobile phone use and confiscation

Our approach to electronic devices including mobile phones, smart phones, smart watches and other similar devices is simple – they are not to be seen, heard or used within the academy grounds.

Pupils will be fully focused on their learning and enjoying the varied experiences the academy offers. We recognise the use of these devices may be deemed appropriate for a minority of pupils who make their way to and from school independently, but if a pupil chooses to bring a device into the academy it is their responsibility and at their own risk. Parents/carers and pupils should be aware of the following:

- If a pupil is seen using any device during the academy day it will be confiscated immediately and they will receive a behaviour sanction.
- The first time it is confiscated a pupil will be permitted to collect it at the end of the academy day from the administration office.
- In cases of subsequent instances, parents will be informed and be required to pick up the device from the administration office at their convenience. The office is staffed from 8.00am until 4.00pm Monday – Thursday and 8.00am until 3.30pm Fridays.