



Trentham Academy

Whole School Behaviour Policy
2018-2019

Person responsible	Mr Mike Dawes
Date written/updated	November 2018
Approved by Governors	December 2018
How will this policy be implemented?	Shared with staff, students and parents
How will this policy be monitored?	Data review and discussion with staff and students
Review date	December 2019
Chair of Governors	Ms Rachel Jablonski

Rationale

This Policy has been produced based on the following premises:

- Good and excellent teaching can only take place where the learning environment is conducive to learning i.e. calmness, a spirit of co-operation, a readiness to learn, a readiness to teach or facilitate and where children, support staff and teachers feel safe and self esteem is high.
- Positive behaviour is a first requisite
- To improve behaviour throughout the Academy, all staff, teaching and support, must follow the same procedures.
- The procedures must be clear to all: parents/carers, staff and students.
- The application of the procedures must be understood and applied fairly by all staff and students so that we eradicate inconsistencies.
- Our approach is solution-focused. Outcomes are all intended to promote positive behaviour and to create a learning environment where people are able to thrive.
- Good behaviour is a choice. We are all responsible for our own behaviour.

Statutory Powers

- Teachers have statutory authority to discipline students for misbehaviour which occurs in the Academy and, in some circumstances, outside it.
- The power also applies to all paid staff (unless the head teacher

says otherwise) with responsibility for students, such as teaching assistants.

- Teachers can discipline students at any time the student is in the Academy or elsewhere under the charge of a teacher, including on visits.
- Teachers can also discipline students for misbehaviour outside the Academy.
- Teachers have a specific legal power to impose detention outside Academy hours.
- Teachers can confiscate students' property

Rewards

A comprehensive system is in place for rewarding students who:
a) exceed expected standards in class
b) produce work of a high standard
This is included in Appendix A in more detail.

Rules

The school rules have been revised by the Junior Leadership Team in consultation with the students as a whole. The resulting document includes the following:

Aspire. Endeavour. Achieve.

- We work together to be successful.
- We are equally polite and respectful to members of staff, students and visitors to the Academy.
- We are resilient learners and take responsibility for our learning.
- We take pride in representing the Academy and ourselves.
- We respectfully follow the instructions of staff and prefects.
- We know that we have the freedom to express our opinions, but recognise that we also have a responsibility to respect the opinions and feelings of others.
- We embrace diversity and respect different cultures, faiths and beliefs, including those without faith.
- We make sure that we are all healthy and safe.
- We respect the democratic process and the rule of law.

It is the primary responsibility of all staff to ensure there is good behaviour within the learning environment. Most incidents can and should be dealt with by the class teacher and/or support staff. The procedure set out below should always be used unless there is a very serious incident such as physical violence, racial or sexual harassment, blatant repeated defiance, the use of drugs or weapons. In these instances the Inclusion Team should be informed immediately, they will then liaise with the Progress Leader, their line manager and a member of the Senior Leadership team regarding further sanctions.

There are additional support materials which are specific to individual students and group needs which are updated annually. These should be used consistently by all staff to inform treatment of named students / groups. Newly qualified teachers, associate teachers and new teachers should have induction sessions on behaviour, SEND and inclusion when they start.

In the classroom, it is vital that all staff create and sustain a positive, supportive and secure environment. Well-prepared, stimulating lessons which take account of individual student need and interest and engender positive attitudes from students and earn staff respect. It is important to maximise learning opportunities and as such, staff should ensure that expectations of students remain consistent. Students are expected to:

- Attend and arrive on time to school and to lessons
- Line up quietly outside the lesson, ready to enter with school **uniform** (as stipulated in the dress code - appendix B) in place.
- Carry the appropriate **equipment**, including their A2L planner, in a school bag at all times
- Engage with the work set and be proud of the outcome
- Listen to and follow instructions straight away
- Participate fully in all lessons and try, being willing to have a go, even when it's difficult and they are 'in the pit!'
- Follow **school rules** outlined in the Academy behaviour policy (including appearance and mobile device rules)
- Concentrate and remain focused
- Look after my environment and resources available to me
- Be respectful to others (staff and students alike)

It is also important that staff uphold the general expectations of student conduct in and around the Academy too by reinforcing the following student guidelines:

- Consider the presence of other people around me and change my conduct if I / me and my friends could be perceived as threatening
- Make sure that my uniform is perfect, including keeping my coat off indoors, unless permitted to do so by SLT
- Avoid loud, boisterous conduct
- Avoid inappropriate language that could offend people (including for example swearing, racist language, homophobic comments)
- Be polite, well-mannered and courteous, opening doors and saying 'please' and 'thank you'

- Put my litter in a bin
- Be considerate of other people and offer help if it's needed
- Work to protect the reputation of my Academy - I am proud of it and will do nothing to bring the Academy's reputation into question
- Try to involve myself in extra-curricular activities to enrich my learning
- Keep myself fit and healthy - I understand that a healthy lifestyle is important to my well-being
- Do my best to be a decent citizen and a positive member of the Trentham community

Discipline is applied most effectively at the point at which the problem has arisen. Inappropriate behaviour must be tackled in the first instance by the member of staff who has witnessed it and not referred on for someone else to solve. Students are much more likely to respond positively to actions taken by the member of staff whom identified the area which contravened the Academy behaviour expectations. In maintaining positive behaviour, staff should:

- Establish authority firmly and calmly
- Insist on high standards of behaviour, work and respect
- Apply the Academy behaviour expectations uniformly, fairly and consistently
- Follow the recommended sanctions
- Be positive, punish the behaviour not the person and avoid escalation and confrontation
- Make reasonable adjustments for students requiring specific care and attention according to their recognised special educational need

Staff should **avoid** the following reactions, all of which have been shown to lead to deterioration in good behaviour:

- Shouting at students
- Humiliating students
- Over-reaction
- Criticising a person rather than their behaviour
- Blanket punishments
- Over punishment
- Making threats

Staff should monitor student conduct in lessons and use the ‘Attitude to Learning’ (A2L) numbers to evaluate student progress by the end of the lesson. Students are expected to participate fully in all lessons. Any incident that results in an interruption to the learning of students will mean that a student falls foul of the Academy behaviour policy. Unless reasonable adjustments are required, staff will consistently apply the following process:

In class:	Feedback to students	Immediate action	By the end of the lesson:
1st interruption to learning / correction on conduct given	Verbal warning	Remove planner and put on teacher desk	Change A2L score to 3 on the register
2nd interruption / correction	Written warning ①	Complete row in written warning section in planner	Change A2L score to 4 on the register
3rd interruption / correction	Written warning ②	Complete 2nd row in written warning section in planner and move student to another seat	Change A2L score to 5 on the register
4th interruption / correction	Written warning ③	Complete 3rd row in written warning section in planner, collect work and move the student to your colleague’s class. A detention should then be set.	Change A2L score to 6 on the register

Referral to Resolution Room



Following this, fixed-term (or in extreme cases, permanent) exclusions will be investigated as a response to misbehaviour.

Setting a Detention

Detentions are issued through the Behaviour Management tool on SIMS. Guidance is issued to staff to support in the setting of detentions. Students will receive a detention for any 3 written warnings issued in the space of a half term with one teacher in one subject.

Parents are informed of the detention by a text message alert.

Following any reasonable adjustments, interventions and appropriate support, if misbehaviour is persistent, students will be sanctioned according to the table below:

Sequence	Sanction	Detail
1	Verbal warning	Staff will take your A2L from you
2	Written warning in planner	Record the incident
3	Written warning x 2	Moved in class
4	Written warning x 3	Moved out of class <i>x3 in same subject in 1 half term = detention</i> <i>x8 in one week = Resolution Room</i>
5	1 day x Resolution Room	
6	2 days x Resolution Room	
7	3 days x Resolution Room	
8	4 days x Resolution Room	
9	Fixed term exclusion	As appropriate
10	Permanent Exclusion	As appropriate

If the behaviour of a student remains challenging despite the instigation of Academy interventions, the Academy will liaise with external agencies in order to address specific individual needs. These agencies might include access to support from the Educational Psychologist or collaboration with local authority specialist behaviour provision (e.g. REACH 3). The referrals for such a service will be completed via the Inclusion or SEN team in partnership with parents.

Misbehaviour beyond the Academy gate will be addressed if the child is:

- Taking part in any Academy-organised or Academy-related activity
- Travelling to or from the Academy
- Wearing Academy uniform
- In some other way identifiable as a student at the Academy

Or **misbehaviour at any time**, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the Academy
- Poses a threat to another student or member of the public
- Could adversely affect the reputation of the Academy

It may also be deemed appropriate by the Headteacher to notify the Police or Anti-Social Behaviour Co-ordinator in the local authority of the actions taken against a student. If the behaviour is criminal or poses a serious threat to a member of the public, the Police will be informed. If it is

considered likely that the misbehaviour may be linked to the child suffering, or likely to suffer significant, harm, the Academy will revert to its safeguarding policy.

Should a child be suspected of harbouring a banned item, it should be brought to the attention of the Inclusion or Senior Leadership teams and suspicions recorded on a Conduct Referral. The issue will then be investigated and appropriate action taken.

The school reserves the right to confiscate items as laid down in the Education and Inspections Act 2006.

Banned items in school include but are not limited to:

1. **Jewellery** – to be returned at the end of the school day (unless the student repeatedly wears jewellery, in which case longer confiscation periods will apply)
2. **Solvents and sprays (including deodorant sprays)**
3. **Cigarettes and other related paraphernalia, including e-cigarettes and vapes.**
4. **Items likely to cause harm** such as laser pointing devices and fireworks
5. **Pornographic material**
6. **Stolen items**
7. **Legal drugs** such as paracetamol and so-called ‘legal highs’
8. **Illegal items** – such as weapons or drugs. These will usually only be passed on to the Police. In all confiscations, items will be clearly labelled and kept safely – either in the Academy office or with an SLT member.

Search with Consent

If the Headteacher or authorised senior member of staff suspects a student has a banned item in his/her possession, they will instruct the student to turn out his or her pockets or bag. The senior member of staff must have another member of staff with them in support.

A student refusing to co-operate with such a search raises the same kind of issues as where a student refuses to stay in a detention or refuses to stop any other unacceptable behaviour when instructed by a member of staff. In such a situation, a sanction such as internal or external exclusion may be applied.

Search without Consent

If the Headteacher or authorised senior member of staff has reasonable grounds to suspect that a student is in possession of illegal items, then a search without consent will be carried out.

See also the Policy on Reasonable Use of Force

The Academy has two forms of serious sanction and where ‘appropriate action’ or ‘further sanctions’ are mentioned in this policy, this is what they refer to:

<p>Resolution Room:</p>	<p>Is more formal and ensures that correspondence - written and verbal – is shared with parents/carers and recorded in student files.</p> <p>Resolution Room removes students from general Academy population and runs from 8.40am to 30 minutes after the Academy day with supervised breaks which operate at alternative times to Academy breaks. During their period in Resolution Room, students will complete a pack of ready prepared work appropriate for their ability or where necessary, complete work issued by their teaching staff. Students are always supervised by inclusion staff. Students can have up to (but not exceeding) 4 periods of time in the Resolution Room during any half term. They will start with 1 day, then 2, 3 and 4 consecutively. This number of days will be consistently applied and reflect the number of times that a student has been referred to Resolution Room in a half term.</p>
<p>Fixed-term or Permanent Exclusion</p>	<p>Where exclusions are issued (either fixed-term or permanent) the Academy follows DFE guidelines.</p> <p>Exclusions could be issued when students have exceeded their maximum number of days in the Resolution Room that half term or where behaviour warrants such a sanction.</p> <p>A student could be issued with a fixed-term exclusion if misbehaviour is persistent, it demonstrates a disregard for Academy rules and expectations or if it puts others at risk.</p> <p>High level incidents (such as physical abuse towards a member of staff) or sustained persistent disruptive behaviour will be dealt with on an individual basis. Details of the incident, evidence gathered and the student’s conduct record will be taken into account – together with any reasonable adjustments for children with disabilities or SEN. The appropriate sanction (either a number of days fixed-term or a permanent exclusion) will be decided by the Headteacher in collaboration with the Senior Leadership and Pastoral/ Inclusion staff.</p> <p>If a student accrues 15 or more days exclusion within a school term, then the Governors, as per DFE guidance, will review the exclusion and make recommendations to the Headteacher based on what they have seen.</p>

Mobile Electronic Devices

- Mobile devices can be used in communal areas during break and lunchtimes, but not to make or receive calls or for any form of filming/photography - external speakers/docking stations may not be used
- Mobile devices may not be used at other times except at the direction of teachers – this includes times between lessons.
- Earphones may not be used in class except where teachers deem this necessary to complete a task
- Mobile devices may not be used to disrupt learning

- If staff feel that deliberate disruption is being caused by a student using a mobile device they may consider it appropriate to confiscate it.
- In the case of an iPad, this will be returned at the end of the lesson. In the case of a mobile phone or other device, this will be handed to Reception and returned to parents/carers.
- The exception to this is if safety of staff or students is felt to be compromised. In this case it will be dealt with by a behaviour callout and SLT involvement. An iPad used in this way will not be returned without parents/carers being involved.

Malicious Allegations against Staff

Students who are found to have made malicious allegations against members of school staff are likely to have sanctions imposed. Depending on the circumstances, these may include permanent exclusion.

Student Dress Code – See Appendix B for further guidance

Jewellery:

- One single small plain gold or silver stud in each ear is permitted; the stud must be worn in the lower part of the earlobe and must be removed for PE and swimming.
- The only other jewellery allowed is a watch and absolutely no other visible piercings are allowed.

Uniform:

- Blazer, complete with embroidered badge.
- Plain black, V-neck jumper (optional), to be worn as well as a blazer, not instead of it.
- Jackets, hoodies, sweatshirts, cardigans etc. must not be worn under blazers **at any time**.
- Coats and/or jackets must not be worn whilst inside the Academy building.
- White shirts must be long enough to be tucked in and be buttoned up to the neck.
- School tie must be worn as demonstrated in the appendix B picture. Colour stripe denotes house.
- Academy trousers display our logo and are purchased from Trutex, Clive Mark and Smart Uniform **only**.
- Shoes must be plain black leather, formal dress style with a raised heel. Shoes must be polishable and have no visible logos. The heels and the shoe design must conform to basic health and safety requirements for a school setting. Trainer style shoes, *regardless of the retailer description*, are not allowed. Canvas or fabric shoes are not allowed. Please see appendix images. The Governing Body will expect the Headteacher to remain as the arbiter when deciding whether a pair of shoes conforms with Academy policy, or not.
- Shoes must be worn with plain black or grey socks.

Hair and Beauty:

- **No** extreme hairstyles or colours are permitted. Hairstyles must be plain and practical for school. No extremes of fashion including steps, lines, shaved styles, elaborate braiding, non-natural hair colouring or streaking are permitted. The Governors expect the Headteacher to be the arbiter of what constitutes an extreme of fashion.
- Discreet make-up may be worn, but students will be asked to remove it if it is deemed excessive. Make up should remain **natural** in tone and look. The Governors expect the Headteacher to be the arbiter of what constitutes an acceptable tone.
- Brightly coloured eye shadow and lipstick are **not acceptable**.
- No nail varnish, gel polish, acrylic or the like are permitted and nails must be kept short.
- False eyelashes or lash extensions are not allowed.

Sports Kit:

- Academy rugby shirt (optional), sports trainers, black socks, plain black leggings or skirts. Trentham Academy polo shirt, black Trentham Academy hoodie.
- For swimming: black or blue swimming costume or shorts (fitted above the knee), swimming cap and towel.

Please see the Academy Dress Code at the end of this policy for further information and guidance.

Punctuality and Lateness

All students are expected to arrive on time. The doors to the school close at the start of the school day and all late arrivals sign in at the door next to the main reception. They will be met by senior staff who will fill in the A2L planners and ensure families are alerted to a 30-minute detention on the same night.

The detention will be held in the Resolution Room near to the main entrance and supervised by senior staff. Failure to attend will result in a one-hour detention the following day. Failure to attend the second detention will result in a day in the Resolution Room followed by a one-hour detention. This process is continuous and could lead to a fixed term exclusion if the student fails to comply with the Academy rules and expectations.

If there are two late arrivals within a rolling five-day period, then the student will be issued with a one-hour detention. Poor behaviour during the detention will result in a referral to the Resolution Room the following day, followed by the missed detention.

Monitoring and Evaluation

This will take place through the Academy's usual procedures, i.e. student tracking, departmental reviews, Local Governing Body and production of half termly and summative inclusion data. Statistics on rewards and exclusions will be prepared on a termly and yearly basis. The installation of SIMS has enabled the inclusion team to monitor student behaviour and put in place specific intervention strategies to address trends identified through data management. Evaluation is ongoing and this policy is seen as a working document that will be amended to suit the needs of the Academy.

Appendix A

Rewards:

Credit – meet the expected standards in class. During the closing stages of each lesson, the teacher will thank all of those students who met the expected standards and will tell them they are being awarded a Credit. This will be recorded on SIMs.

Merit – produce work representing a high degree of effort and commitment on your part. This will be recorded electronically on the SIMs system and in the student's A2L planner.

What these lead to:

Weekly

All students who achieve at least 25/25 credits:

- Email to parents.

Level 2 – Half termly

Presentation Assembly:

- Students are recognised for achieving bronze and silver threshold totals for credits and merits.
- Recognition (in school and to home) for 100% attendance and no lates.
- Certificate for form with highest credit, merit totals.
- Certificate for best attending form.
- Certificate for most punctual form.
- House points awarded for best house in each competition – credits, merits, attendance and punctuality.

Level 3– Yearly

- Gold & Platinum certificates (plus badges) and 100% attendance certificates are awarded (along with progress and sport/arts awards).

Alongside these rewards, there is regular monitoring of Attitude to Learning grades (A2L). Students with positive A2L will be rewarded - rewards include special ties and attendance at regular rewards trips and activities.



Student Dress Code

A

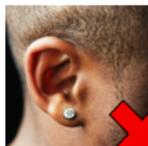


student looks like this:



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