



Newsome Academy

EXPECTATIONS POLICY



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 RATIFIED BY: GOVERNORS
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 RATIFIED BY: DEPUTY HEADTEACHER STANDARDS

A proud member of



POLICY SECTIONS

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SECTION 1: Vision, Mission and Values

VISION

EVERYONE **EXCEPTIONAL** EVERYDAY

MISSION

To enable everyone in our **Academy community** to achieve their very best

AT NEWSOME ACADEMY WE ALL LIVE BY OUR CORE VALUES

RESPECT Recognise, understand and celebrate differences.	INTEGRITY Truth & honesty in all we do in and out of the Academy.	TEAMWORK Work together effectively and efficiently.	ASPIRATION Be the best that you can be.
<ul style="list-style-type: none">▶ We treat others as we would like to be treated▶ We appreciate each other's individuality and needs▶ We sustain a tidy, well-kept and purposeful environment	<ul style="list-style-type: none">▶ We have the morals and courage to do and say the right thing in a respectful way▶ We are fair, sincere and honest▶ We understand the rules and meet the expectations of our learning community	<ul style="list-style-type: none">▶ We value everyone's contribution to Academy life▶ We listen with empathy in order to understand▶ We collaborate, share, encourage and develop ideas to make us stronger.	<ul style="list-style-type: none">▶ We set, and strive to meet, our high expectations▶ We celebrate every step of our progress to our goals.▶ We take pride in ourselves and what we do
Tolerance and Mutual Respect are intrinsic British Values.	Our Behaviour Rules and the high expectations we set reflect the standards and laws of our British society.	By listening to the ideas of others in order to understand and live by a democratic process we are upholding the important British Value of Democracy.	Liberty is a fundamental British Value, which we fulfil by exercising ours in a responsible and productive way.

STATEMENT OF PRINCIPLES

Ethos

The Expectations Policy at Newsome Academy is a statement of good practice that covers all aspects of an Academy that contribute to the development and maintenance of good behaviour and a positive ethos. All members of the Academy are expected to help maintain an atmosphere conducive to learning, with courtesy and mutual respect as basic requirements. *This policy runs alongside our Relationships policy to meet our vision and mission.*

Aims

- To encourage adherence to an agreed set of principles of behaviour by students.
- To support effective teaching and learning.
- To contribute to mutual respect.
- To gain the agreement and support of all staff (teachers and non-teaching staff) and parents/carers.

When challenged with regards to our high expectations or when a stakeholder (student/parent/carers/staff/member of the community) refuses to adhere to our aims, everyone will be met with a consistent response -

“IT'S WHAT WE DO AT NEWSOME”

Our Academy policy has been aligned with guidance from the Department for Education

Routine Visuals

The routines for the academy are explained through easy to digest visuals to create consistency and transparency for all stakeholders. This includes morning lineup, corridor transit, start and end of lessons, Pride in books and general academy routines.

Morning Lineup routine

Line up in single file in front of your teacher

Line up when directed and fall quiet

Wait to be taken to Enrichment

Move through the academy using the calm corridor routine

RESPECT | INTEGRITY | TEAMWORK | ASPIRATION

Calm corridors

Walk in single file

Walk quietly when directed

Walk on the left

Track the direction of travel

Walk purposefully/ Do not congregate

RESPECT | INTEGRITY | TEAMWORK | ASPIRATION

Start of lesson routine

Greet your teacher at the door

Enter the classroom quietly

Put your equipment on the desk immediately

Start the activate task

Answer the register

RESPECT | INTEGRITY | TEAMWORK | ASPIRATION

PRIDE

WORKING LIKE A PROFESSIONAL IN YOUR STUDIES.

I will display the date clearly.
 I will write neatly and underline dates and titles with a ruler.
 I will use space appropriately so work is neatly presented.
 I will complete SMART Time in purple pen.
 I will take responsibility for labelling and sticking in all additional sheets.
 I will complete all diagrams, drawings, graphs and tables neatly.
 I will ensure errors are neatly addressed; avoiding graffiti or doodles.

RESPECT | INTEGRITY | TEAMWORK | ASPIRATION

End of lesson routine

Pack away when directed by your teacher

Stand behind your chair when asked

Wait in silence to be dismissed

Move onto the corridors using the calm corridor routine

RESPECT | INTEGRITY | TEAMWORK | ASPIRATION

Academy routines/language

Signal for silence- to ensure engagement. All students raise hand in response

Track- to ensure students focus/concentrate on specified item/person

100%- ensuring all students are completing identified task/activity

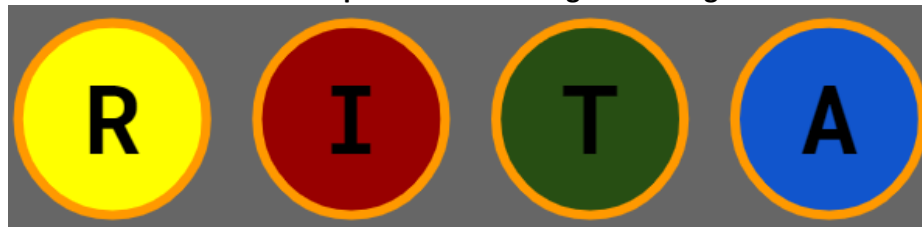
RESPECT | INTEGRITY | TEAMWORK | ASPIRATION

“IT’S WHAT WE DO AT NEWSOME”

SECTION 3: RITA - Rewards & Recognition

At Newsome Academy we pride ourselves on a highly effective rewards system that acknowledges and celebrates the achievements and successes of all our students both intrinsically and extrinsically. We strongly believe that students should be regularly and fairly rewarded for their achievements, to not only celebrate students' successes, but to also inspire and motivate young people to achieve their very best and become confident, independent learners.

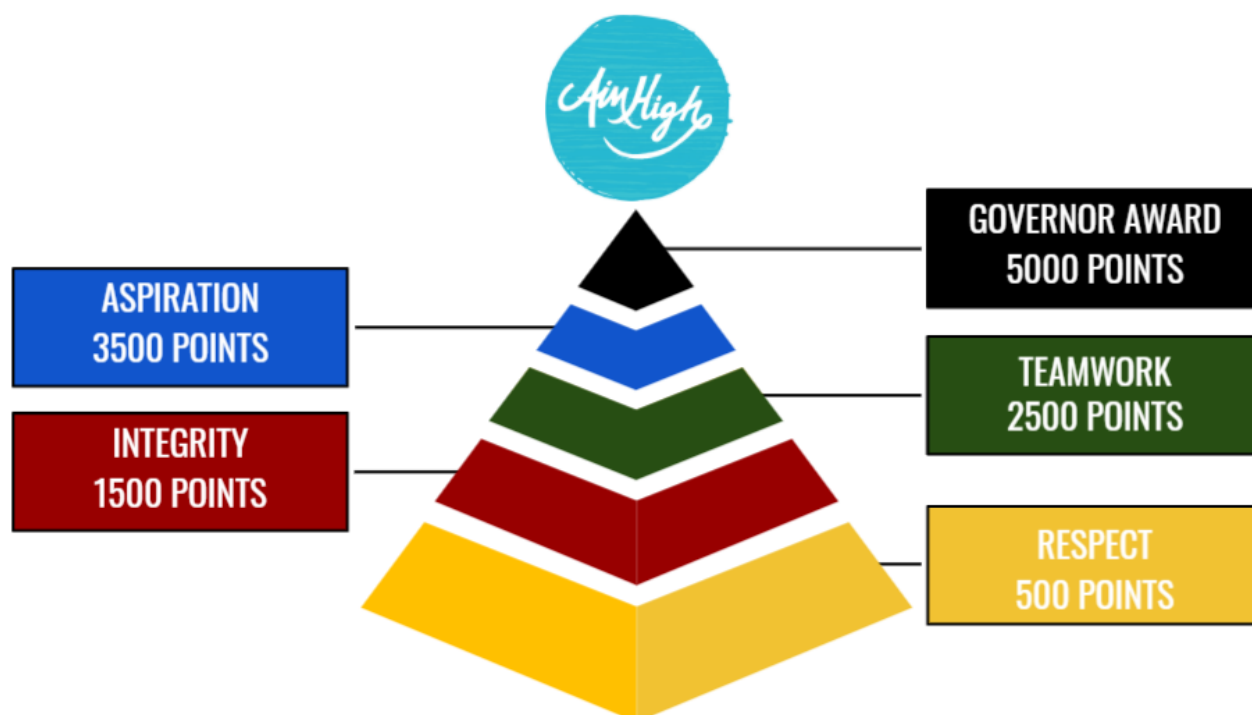
ClassCharts points accrue recognition badges



We offer a range of reward points that link to our Core Values and include recognition for the following:

- Academic achievement
- Progress
- Contributions to the classroom
- Contributions to the whole Academy community
- Positive behaviour
- Good time keeping
- Pride in books
- Independent learning
- Readiness to learn
- Working well with others

The number of positives collected by students are recorded centrally on ClassCharts and used to build up points towards recognition badges and reward events throughout the academic year. Furthermore, students will have the opportunity to exchange their reward points for prizes each term (3 times a year).



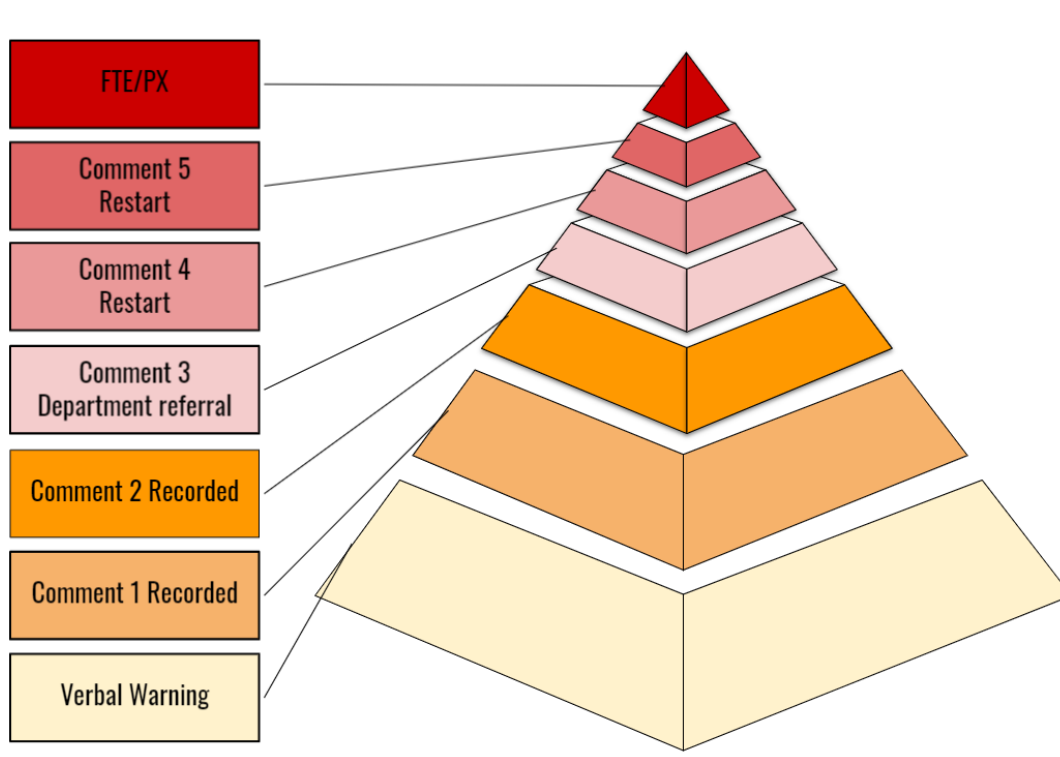
SECTION 4: Sanctions - CERT

All students should be aware that disruption of teaching and learning is not tolerated by staff at Newsome Academy, where the highest value is placed on providing an appropriate environment in which students can learn. Students who deliberately disrupt lessons/activities will be given a series of comments and ultimately removed from the lesson/activity if they persist.

At each stage, some form of intervention will take place led by the teaching staff or adult in the classroom. Examples include:

- Check for understanding
- Move seats
- Explain the issue
- Scaffold
- CERT reflection time

The Headteacher and Senior Leadership Team reserve the right in their absolute discretion to exclude from the Academy any student whose behaviour, attendance or academic progress is unsatisfactory.



Every effort is made to prevent a student from missing education in the classroom but there will be instances where a student may progress all the way through the stages if they fail to meet Academy expectations. In these events the stage pyramid will be followed.

Sanctions or Classroom-Based Misdemeanours

In terms of classroom-based sanctions there are four key comments (C1,C2,C3,C4) which all link to the CERT expectations. A C1 - C4 can be obtained if a student is not adhering to our CERT expectations.

Verbal Warning	Comment 1	Comment 2	Comment 3	Comment 4	Comment 5	Continued failure to comply may result in a suspension and further sanctions.
Reminder of Academy expectations.	Formal Warning. Late to lesson	Formal Warning.	Referral	Failure of referral	Unsafe or dangerous behaviour Refusal to surrender a prohibited item. Absconded from a Lesson	
Not recorded.	Recorded.	Recorded.	15 minute reflection per C3*	Removal to CERT Room for reflection**	Removal to CERT Room for reflection**	

**to be completed the same day (parent/carer will be informed via text)*

*** Length of time at the discretion of the appropriate staff member (max. 5 periods)*

EXAMPLES OF NOT MEETING EXPECTATIONS

C1 - Cooperation - The student is not cooperating as they did not follow staff instruction the first time.

C2 - Engagement - The student refused to complete a task in the lesson, even when the staff member has supported removing barriers to learning.

C3 - Tolerance - The student called a peer in their class an unkind name. This was recorded and the student was removed from the class.

C3 other - The student has run down the corridor to social time, disturbing other lessons.

C5 - The student has entered their lesson and verbally abused a member of staff.

It is essential that all students, parents and staff understand this framework and its consequences. At all times the intention of the policy is to bring a halt to unacceptable working performance and from this point to encourage each child to rejoin the road to achievement.

The CERT Room

The CERT Room is a space students attend to work independently or to reflect further due to refusing to follow academy expectations. This is a serious sanction for continuous low level disruption and/or extreme behaviour.

The CERT room will have a functional and purposeful environment with a bank of work which covers every curriculum area as well as resources to support restorative practice and positive changes in behaviours.

The CERT room will be staffed by the Pastoral Team and members of the Senior Leadership Team (if required). The room

may be used for the following reasons:

1. Repeated C3 sanctions issued within a day - in these instances the AHT will make a decision on the sanction
2. C4 - Referral failure
3. C5 - Unsafe or dangerous behaviour
4. Persistent missed Reflection
5. SLT/Pastoral request or pending investigation after a serious breach of the expectations policy

A video camera may be in operation at times.

- Students will be 'isolated' in the fullest sense of the word. Break/Lunch will be taken in the CERT room and at no time will the isolated student be allowed to socialise with other students.
- The duration of the day in the CERT room will depend on the sanction and will be at the discretion of the appropriate staff member.
- A student who is absent during the course of an isolation session will repeat the full period of isolation. The period of isolation should begin at the earliest convenient time.
- The behaviour of the student will be recorded on the isolation Comment board throughout the day. C1-C4 will be in use at all times. A C4 will result in a further sanction including SLT referral, repeat of isolation, External Isolation or a Suspension.
- A student who works satisfactorily or better will rejoin mainstream education (a record of the period of isolation will be kept in the child's personal file). It may also be worth noticing once again that this sanction, as with any sanction, can be reached through a gradual process of continued unacceptable behaviour or through the committing of a misdemeanour which is considered sufficiently serious to warrant such an immediate sanction.

Reflection time (Detentions)

Our Reflection and sanctions system is in place to improve sanctions, behaviour modification and accountability. Therefore, a C3 or C3 Other will trigger an after Academy Reflection period of 15 minutes, to be completed on the same day. Students are expected to attend of their own accord after a reminder and text home.

The 3 main reasons for reflection are:

- C3 issued in lesson time
- C3 Other issued in social time/on corridors
- Continued violation of the Academy uniform/punctuality expectations*

*Punctuality sanctions may result in students losing their social time. They will be required to 'step out' of their first social time (break).

Collaborative Problem Solving

We understand that children who present as challenging, do so because they're lacking the skills not to be challenging. If they had the cognitive skills, they wouldn't be challenging. CPS provides a common theme, language and replicable structure with clear guideposts for adults to:

- Maintain authority and compliance via collaboration rather than power and control
- Help children (and adults) build skills
- Build a positive and helpful relationship

HOW WE USE CPS IN REFLECTION TIME

- Staff are trained and encouraged to actively build a rapport and positive relationship with all children regardless of starting point, need or challenges.
- If available, staff will visit students for a restorative CPS conversation. This can be as simple as a two minute informal conversation or as complex as a formal restorative practice meeting facilitated by a member of the pastoral team or SLT.
- CPS only takes place when the child is regulated (see visual diagram ⅓ of the Relationships policy).

- All children are welcomed to lesson/class/sessions and given a fresh start after every CPS.

External Isolation

Where a student has behaved in a manner in which Reflection, CERT or a Suspension is not appropriate, they may be issued with an External isolation. They may also be issued with this sanction if the student fails to successfully complete other sanctions previously issued. This sanction takes place within another School/Academy, sourced by Newsome Academy, where the student is isolated for a period of time. Parents/carers will be expected to support the academy's decision and their child in making their way to and from the external isolation. Students will be expected to complete any work set by the Academy or the receiving school/Academy. Failure to adhere to the Academy or receiving Academy's expectations could result in further sanction.

Sanctions for Outside Academy Time Misdemeanours

Students represent Newsome Academy when in the local and wider community (including online). They are ambassadors of the academy and must meet our high expectations. If they fall short of these and the Academy is notified, appropriate sanctions may need to be used.

Staff Responsibility

Whilst all aspects of a particular incident will be investigated fairly, it must be understood that Academy staff are the adults responsible for the expectations of our students. Should a student disagree with a decision and demonstrate inappropriate behaviour, this will be dealt with as a separate sanction and appropriate action taken.

Deciding Sanctions

There are times when an incident needs investigation before a decision can be made. This may be because it is a reported concern without direct evidence as yet and/or because student accounts are at variance with other reports. In these instances, the following general procedure is followed:

- Students concerned are asked to give an account and investigatory staff will ask additional questions to clarify sequencing, detail or any apparent discrepancies.
- Any witnesses will be asked for their account; this will include students and staff. Where possible, witnesses who are neutral i.e. not part of involved students' friendship groups, will be used.
- Any available camera footage of the area at the time will be viewed.
- A decision will be made as to the likely pattern of events based on the evidence collected.

If an incident has occurred and there is no clear evidence, the Academy will decide based on the legal standard of proof, the 'balance of probabilities'. The Academy will make the final decision of the sanction that applies in any situation; this is its responsibility. All students and parents/carers agree to an expectations pledge on admission to the Academy. With this in mind, decisions are not subject to parental/carer approval, though the Academy will make every effort for parents/carers to understand the reasons behind its decision and how this complies with its expectations policy. The Academy will not accept that any individual student should be exempt from Academy sanctions (reasonable adjustments may be considered). All students must comply with sanctions set by the Academy.

Suspensions

A Suspension is for a specific period of time. A student may be suspended for one or more fixed periods (up to a maximum of 45 Academy days in a single academic year). In exceptional cases, usually where further evidence has come to light, a suspension may be extended or a Permanent Exclusion given. Students whose lunchtime behaviour is disruptive may be excluded from the Academy premises for the duration of the lunchtime period. An exclusion that takes place over lunchtime would be counted as half an Academy day. The legal requirements relating to exclusion, such as the head teacher's duty to notify parents, apply in all cases.

Students issued with a Suspension must have a Reintegration Meeting (RI) before they re-enter mainstream education.

Reintegration

Students issued with a Suspension must have a Reintegration meeting (RI) before they enter mainstream education. This

meeting should take place at the most convenient time for the Academy. If a student returns to the Academy without a meeting taking place, they may not reintegrate into mainstream school until one is carried out. A date and time should be arranged when a Suspension is issued. The Academy follows a set format for RI meetings and this will be completed and shared during the meeting. Appropriate follow-up actions and targets will be set. **PARENT/CARER ATTENDANCE IS COMPULSORY.**

Permanent Exclusion (PX)

A Permanent Exclusion is the most serious sanction an Academy can give for not following the Academy's expectation policy. It means that the student is no longer allowed to attend the Academy and their name will be removed from the Academy roll. Permanent exclusion is used as a last resort.

SECTION 5: Communication Home & the Importance of the Student Toolkits

It is vital that students understand the range of equipment and tools needed for employment in order to instil good organisational skills. Having the correct equipment is also important to ensure lessons run smoothly with no disruptions to learning and students are equipped with the necessary tools to learn. This includes the Academy's Toolkit and online platforms (ClassCharts).

ClassCharts is seen as a parents/carers students virtual organiser.

All students are issued with a Knowledge Organiser at the start of each half term. They must have this with them at all times. Parents/Carers are expected to check the Knowledge Organiser every week in conjunction with the Team Leader (this is also shared digitally for all parent/carers). Failure to have a Knowledge Organiser will result in a sanction. Students who do not have their Knowledge Organiser on a one-off occasion, may be issued with a temporary one from their specific class/subject teacher.

SECTION 6: Catering for students with Special Educational Needs & Disabilities

Any student with a special educational need or disability is not discriminated against. When supporting the behaviour modification of students, a 'Reasonable Adjustment Placemat' is used. This records the range of interventions (reasonable adjustments) made in order to support each student. Parents will be informed throughout dealings of what adjustments and actions are taking place. This is tracked by the Academy.

The SEND and pastoral team will work together with parents to ensure that students with a special educational need are supported fully and a holistic approach is taken. Staff will work to develop relationships with students to ensure support is targeted and impactful.

Students with additional needs have access to the TLC room, Sensory room and RISE provision in order to assist them in the management of their behaviour and in their ability to access the mainstream school on a daily basis.

The diagram below are just some of the adjustments that the Academy may deem appropriate. When the Academy feels that it has implemented an appropriate and reasonable amount of adjustments, more serious decisions will have to be made to ensure the student is in the best educational environment according to their needs.



Reasonable Adjustments Placemat

Newsome High School prides itself on the support it offers students with Special Educational Needs and Disabilities and with this in mind, offers a range of intervention strategies and approaches to ensure a high quality provision with a positive and successful goal in mind - abiding by our vision, mission and values. The placemat below outlines examples of reasonable adjustments or intervention strategies used to prevent a student from permanent exclusion.

Physical	Behavioural	Autistic	ADHD	Speech, Language or Communication	Social, Emotional & Mental Health	Dyslexia & Dyscalculia	Sensory
Restorative	Detention	Scaffolding	Scaffolding	Scaffolding	Scaffolding	Scaffolding - e.g. Multisensory Learning	Scaffolding
ETA support	Restorative	ETA support	ETA support	ETA support	Restorative		ETA support
Parent Education and Training	Fresh Start Home contact	Parent Education and Training Social Skills	Deconstruction Organisation	Parent Education and Training	Fresh Start HOY Report	Home contact Dept. Learning Report	Parent Education and Training
Social Skill Development	Dept. Report HOY Report	Training and Speech-Language Therapy	Dept. Learning Report HOY Learning Report	Social Skills Training and Speech-Language Therapy	SLT Report Mentoring	HOY Learning Report	Social Skill Development
Alternative Provision	SLT Report				ETA support	ETA support	Alternative Provision
	Exclusion	Cognitive Behaviour Therapy	P/T Timetable	Cognitive Behavior Therapy	Nurture	Alternative Provision	
	Parent Observation		Medication		P/T Timetable		
	P/T Timetable Managed Move Alternative Provision	Applied Behavioural Analysis (ABA) Sensory Integration Therapy Alternative Provision	Alternative Provision	Applied Behavioural Analysis (ABA) Sensory Integration Therapy Alternative Provision	Counselling Alternative Provision		

SECTION 7: Attitude to Learning (ATL)

In conjunction with our assessment procedures (Data Cycles), we track each student's ATL. This information is harvested during each data cycle and reported to parents alongside progress.

A good attitude to learning is crucial in order for students to make progress and reach their potential. An exceptional attitude to learning will see students exceeding their potential and give them the greatest opportunities and choices for the future. We have high expectations of our students and reward those who are motivated and engaged with their learning both in and outside the classroom through our rewards system.

Students consistently demonstrating 'Outstanding' and 'Motivated' attitudes to learning across all their subjects will be eligible for special recognition through bespoke Class Chart reward points, whereby the students and parent/carer can clearly read what the points were awarded for.

Similarly, we will challenge students who are 'Coasting' as a lack of motivation and participation in the classroom or with independent learning, which puts them in danger of not reaching their full potential and limiting their future options. These students may be selected for intervention or placed on report to encourage them to get back on track.

Students displaying an 'Unacceptable' attitude will not be tolerated and those who are not only failing to comply with our Academy expectations, values and ethos, but also preventing the learning and progress of others will face the appropriate sanctions and may be placed on report so they can be monitored and supported to improve.

Please see the below matrix for a detailed explanation of each ATL grade.

Attitude Matrix	Outstanding (O)	Motivated (M)	Coasting (C) (improvement needed)	Unacceptable (U)
Learning attitudes	<ul style="list-style-type: none"> Dedication and enthusiasm Seeks 'next steps' Takes a major part in lessons Good role model Can lead their own learning Will give support to others Actively seeks and responds positively to feedback to improve their work 	<ul style="list-style-type: none"> Positive attitudes towards their own learning Has an active role in all activities. Asks relevant questions and volunteers answers Responds positively to feedback to improve their work 	<ul style="list-style-type: none"> Occasionally asks questions or offers answers Often passive in group activities and in learning overall Regularly fails to respond to written and verbal feedback 	<ul style="list-style-type: none"> Poor attitude to learning. Creates a negative effect on the learning environment for others Does not respond to feedback to develop and improve work
Quality of work	<ul style="list-style-type: none"> Shows enthusiasm for the subject Dedicated and strives to produce work which is over and above what is expected 	<ul style="list-style-type: none"> Shows enthusiasm for the subject Works hard to produce work to at least target grade 	<ul style="list-style-type: none"> Completes most of the work set in lessons but to a minimum target grade 	<ul style="list-style-type: none"> Consistently fails to produce work to the required target grade
Task completion	<ul style="list-style-type: none"> Completes tasks to a high standard and often exceeds the target 	<ul style="list-style-type: none"> Completes tasks to a good standard relative to his/her target grade standard 	<ul style="list-style-type: none"> Easily loses concentration in lessons Work is rushed, lacks detail and maybe incomplete 	<ul style="list-style-type: none"> Reluctant to complete work in lesson Often off task
Homework	<ul style="list-style-type: none"> Consistently produces homework of a standard above what is expected of them Further knowledge by participating in additional research 	<ul style="list-style-type: none"> Meets homework deadlines. Consistently produces work to target grade 	<ul style="list-style-type: none"> Meets homework deadlines but due to lack of effort occasionally does not produce homework to the target grade 	<ul style="list-style-type: none"> Misses homework deadlines Consistently fails to produce homework to the target grade
Behaviours	<ul style="list-style-type: none"> Never off task Never needs to be reminded about the BFL expectations 	<ul style="list-style-type: none"> Rarely off task Rarely needs to be reminded about the BFL expectations 	<ul style="list-style-type: none"> Needs reminding of BFL expectations, including punctuality Does not always have the necessary equipment for the lesson 	<ul style="list-style-type: none"> Consistently fails to bring the basic equipment needed to lessons

SECTION 8: Use of reasonable force

In some cases, there will be a need to use reasonable force in order to ensure the safety of students and staff. Where this is the case, the Academy will follow the REACT positive handling procedures. REACT is a form of positive handling training given to staff. The training provides staff with appropriate techniques for de-escalation and handling of students. REACT training is extensive and ensures that both the safety of the student and staff members is of the utmost concern at all times. Staff will use, where appropriate, six restraint techniques and verbal commands. These ensure that care and control are taken by staff at all times.

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with students.

Force is usually used either to control or restrain. This can range from guiding a student to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

'Reasonable in the circumstances' means using no more force than is needed.

As mentioned above, Academies generally use force to control students and to restrain them. Control means either passive physical contact, such as standing between students or blocking a student's path, or active physical contact such as leading a student by the arm out of a classroom.

Restraint means to hold back physically or to bring a student under control. It is typically used in more extreme circumstances, for example when two students are fighting and refuse to separate without physical intervention.

Academy staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the student.

Our Academy policy has been aligned with guidance from the Department for Education. Reasonable force will only be used when a member of staff deems it necessary due to a situation presenting a danger to themselves, staff, students or both.

SECTION 9: Uniform and Equipment Expectations

It is vital that students understand the range of equipment and tools needed for employment in order to instil good organisational skills. Having the correct equipment is also important to ensure lessons run smoothly with no disruptions to learning and students are equipped with the necessary tools to learn. These include: Knowledge Organiser, pens, pencils

and rulers.

All students should have the required equipment every day: Pen, Pencil, Ruler and Knowledge Organiser. All students should also wear the correct uniform everyday, as outlined below. Students will be expected to produce all equipment in lessons and be in correct uniform before entering the building. This will also be checked in Tutor Team time and at the start of every lesson as part of the 'Be Ready' and 'Activate' section of each lesson.

Uniform Expectations

- Blazers and Jumpers must have the Academy logo and be purchased from an official supplier.
- Blazers and/or Jumper must be worn on the corridors and in public places at all times. When working in the classroom or subject area, the Blazer may be removed and placed on the back of a chair or on a hook.
- The tie must be worn at all times with an appropriate white Academy shirt or blouse (NO polo shirts). Ties may be removed for physical activity or when instructed by the academy in adverse weather conditions.
- Rain jackets/outdoor coats must be removed on entry to the Academy building.
- No pin badges are allowed, with the exception of the Academy reward badges, SSLT sub group badges, Voice 21, Anti Bullying and Duke of Edinburgh.
- No fashion accessories allowed such as large belts, bangles, bracelets, hats/caps and scarves.
- All uniform items should have the student's name on the inside label.
- Smart Black Trousers must be worn. NOT jeans, leggings, tracksuit bottoms, shorts or culottes.
- Smart all black shoes, pumps or trainers with no modifications or air bubbles (this will be at the discretion of the PDBA team)

Any student not adhering to the above expectations will incur a sanction and will be loaned correct items for the day. Any loss or damage of these items by the student, will be charged to the parent/carer, payable through parent pay.



Blazer

Jumper

Shoes - In the interests of safety, all students are expected to wear sensible footwear on the Academy premises. Footwear must be a shoe (no more than a 1-inch heel) or plain black trainer/pump (no air bubbles or other modifications). Both items must be lace up or slip on with enclosed heels and toes. There must be no visible logos or labels that are not black. The Academy will determine whether or not a student's footwear is appropriate. Appropriate footwear examples:



Trousers and Skirts - Trousers must be black, sensible, modest and respectable in a loose or slim-fit style. They must be worn at the waist and have no rips or tears. Skinny tight fitting trousers, jeans, leggings or jeggings are NOT acceptable. Skirts must be sensible, modest and respectable. They should be knee-length and made of non-stretchy material. Appropriate trouser and skirt examples:



As stated in the above expectations, any student not wearing appropriate uniform will incur a sanction and will be loaned correct items for the day. Any loss or damage of these items by the student, will be charged to the parent/carer.

* The Academy reserves the right to decide on appropriate footwear.

PE Kit Expectations

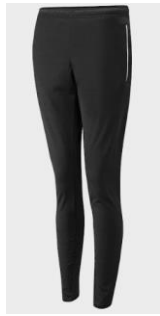
During the 2022/23 Academy year, PE kit will be provided for FREE to every student. The Kit shown below will have the school logo on. Shorts and football socks can also be worn by students but they must be plain black. In addition students can also wear their Newsome Academy hooded sweatshirt provided by school last academic year.

Appropriate sportswear is listed below:

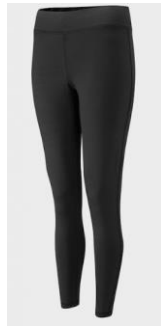
- Black tracksuit bottoms with the Academy logo.
- Black sports leggings with the Academy logo.
- Newsome Academy T-shirt.
- If the student does not have the relevant kit for any reason, a plain black t-shirt will be acceptable to take part.
- Trainers. NOT pumps or shoes (for PE).



T-shirt



Tracksuit bottoms



Leggings

The kit will have the Academy logo

Similar to uniform expectations, any student not wearing appropriate PE kit will incur a sanction and will be loaned correct items for their lesson. Any loss or damage of these items by the student, will be charged to the parent/carer, payable through parent pay.

SECTION 10: Pride



WORKING LIKE A PROFESSIONAL IN YOUR STUDIES

At Newsome Academy we expect you to take PRIDE, by setting high expectations. This includes how you present yourself and your work on a daily basis.

★ **We show PRIDE on the front of our books by:**

- Writing our full name and class;
- Spelling the subject and teacher surname correctly (with capitals used for names);
- Keeping our target sticker updated with current grade data.

★ **We show PRIDE in our book by:**

- Displaying the date clearly.
- Writing neatly and underlining dates and titles with a ruler.
- Using space appropriately so work is neatly presented.
- Completing SMART Time in a purple pen.
- Taking responsibility for labelling and sticking in all additional sheets.
- Completing all diagrams, drawings, graphs and tables neatly.
- Ensuring errors are neatly addressed; avoiding graffiti or doodles.

★ **We show PRIDE in how we present ourselves by:**

- Wearing the correct uniform with a professional approach;
- Having the correct equipment for each subject;
- Adhering to our core values.

PROUD TO BE NEWSOME

exceptional

APPENDIX 1

Sanctions or Classroom-Based Misdemeanours Explained

It is anticipated that many students will receive the occasional FIRST WARNING in their time with us. Hopefully, as students mature and become more self-disciplined the great majority of student/teacher contact will be positive and enthusiastic. Students should become accustomed to operating within the confines of our learning framework. This will include settling to work quickly, listening properly to the ideas of others and participating constructively in discussion. It goes without saying that students must clearly understand the fact that they have received each warning. This will be indicated by staff when giving each warning. (See appendix 1 for Comment list.)

Verbal	<p>The verbal warning has the following purposes:</p> <ul style="list-style-type: none"> (i) To indicate to students that they have done or are doing something which is unacceptable. (ii) To give the student the chance to modify their behaviour without any formal sanction. (iii) To form a link to the more serious warning.
C1	<ul style="list-style-type: none"> • A Student who is late to lesson. • A student who continues to behave unacceptably despite being given a verbal warning will move onto C1 and receive a formal warning. This is recorded on class charts with a brief comment. • Students could move onto C2 as a result of continuing the behaviour which led to the initial FIRST WARNING or for behaving in a way which is considered too serious to receive only a FIRST WARNING.
C2	<ul style="list-style-type: none"> • A student who continues to behave unacceptably despite being given a FIRST WARNING will move onto C2 and receive a second formal warning. This is recorded on class charts with a brief comment. • Students could move onto C3 as a result of continuing the behaviour which led to the initial 1st & 2nd WARNING or for behaving in a way which is considered too serious to receive only a FIRST WARNING.
C3	<ul style="list-style-type: none"> • Occasionally, students will continue to behave in an unsatisfactory manner despite receiving both a FIRST (C1) and a SECOND (C2) WARNING. Such behaviour will result in the student moving onto C3. Students will be moved into another area of the department as the first part of the sanction. They will be taken to another area of the department by a member of SLT/ Pastoral staff. The student will also receive a 20 minute after-Academy Respect reflection to be completed on the same Academy day. • A text will be sent home informing parents/carers of the Reflection.
C4	<ul style="list-style-type: none"> • Failure of department referral. • At this point the department referral classroom teacher would come to the decision that a child is impeding the progress of others. This is despite receiving three clear formal warnings at this stage.
C5	<ul style="list-style-type: none"> • Alternatively, it may be that a child behaves in such an unacceptable way that the initial classroom teacher chooses to move straight to C5. Though there is always the possibility of this occurring, we support the importance of working through the phases in a cumulative manner whenever possible. • A student who has gained a C5 is likely to have caused considerable disruption and inconvenience. The student will be taken to Restart by a member of SLT or the pastoral team. They will then remain in Restart at the discretion of staff.
Beyond	<ul style="list-style-type: none"> • Students that continue to impede the progress of others and continue to refuse to follow instructions will receive further serious and formal sanctions in the form of an External Isolation (another educational setting) sanction or a Fixed-Term Exclusion (FTE). Parents will be notified and arrangements made for their child to be sent home.

Behaviour Tariff

To aid understanding and consistency, the Academy follows a set of behaviours and an associated tariff or sanction beside each one. This is not an exhaustive list and the Academy will decide on the most appropriate sanction based on every individual incident. The headteacher reserves the right to issue a Permanent Exclusion should it be deemed necessary. The table below shows the criteria for each level of behaviour 1 - 4 being the most serious.

1	<ol style="list-style-type: none">1. Repeated defiance (eg 2 C3 department referrals in the same day)2. Selling of goods3. Verbal aggression (including intimidation) towards student or staff4. Fighting (joint responsibility) – Including dangerous play-fighting5. Self exit or defiance in Isolation room6. Smoking on Academy site including E-Cigarettes7. Smoking in the Academy including E-Cigarettes8. Failure to complete Reflection9. Failure to attend Reflection10. Damage to another student's property11. Truancing12. Lesson refusal13. Failing External Isolation14. Failing Managed Transfer
2	<ol style="list-style-type: none">1. Behaviour that continually disrupts the learning of others2. Directed swearing at staff3. Bullying (Repeated)4. Assault of another student eg Punching, Hitting, throwing objects, play fighting.5. Theft6. Pushing and boisterous behaviour on corridors7. Unprovoked violence8. Threatening behaviour towards staff and students9. Vandalism10. Causing injury through dangerous behaviour11. Failure of Isolation Room
3	<ol style="list-style-type: none">1. Bringing the Academy into disrepute2. Under the influence of drugs on entering the Academy3. Racism / Homophobia / Sexism (LA form filled in)4. Sexually inappropriate behaviour (LA form to fill in)5. Radicalisation / Extremism / Gangs (LA form to fill in)6. Repeated C4 incidents or repeated Restart7. Possession of drug paraphernalia8. Coercion / Extortion / Bribery
4	<ol style="list-style-type: none">1. Carrying an offensive weapon2. Substance misuse on Academy premises3. Possession of drugs on Academy premises4. Persistent defiance of Academy expectations5. Serious assault to staff or students6. Repeated internal/external exclusions7. Arson8. Setting off fire alarm



SELF REFLECTION - CERT

You have been given consequences for your behaviour during this lesson.
Look at the descriptions of the CERT policy and think about the following;

HAVE YOU GOT A CHOICE | CAN YOU PUT IT RIGHT | ARE YOU CAPABLE | IS SUPPORT AVAILABLE | DO THE TEACHERS CARE |
THE ANSWER TO EACH OF THESE IS YES

➤ **What** type of behaviour has caused you to receive consequences?

Look at the descriptions of the expected behaviour at Newsome Academy. **What** areas are you struggling with?

➤ **Why** are you behaving this way?

Take a moment to **think** about anything that could be affecting your behaviour.

➤ **What** do you need to do to prevent further consequences?

This is an opportunity for you **make a change** so you do not get further sanctions. **How** could you do this?

CO-OPERATION		Arrive on time Try your best Follow instruction <i>first time every time</i>
ENGAGED		Be focused Actively listen Actively participate
RESILIENT		Take accountability Accept consequence Respond positively Reflect and adapt Never give up
TOLERANT		Listen to, work with and respect academy culture and the community (family) Be Kind and Supportive



SELF REFLECTION - CERT

CHANGE YOUR WORDS | CHANGE YOUR THOUGHTS | CHANGE YOUR ATTITUDE

HAVE YOU GOT A CHOICE | CAN YOU PUT IT RIGHT | ARE YOU CAPABLE | IS SUPPORT AVAILABLE | DO THE TEACHERS CARE |
THE ANSWER TO EACH OF THESE IS YES

Change Your Words

Instead of thinking this ...

- I'm not good at this.
- It's good enough.
- I give up.
- I don't know how to do it.
- I'm afraid of mistakes.
- It's so hard.
- Others are better than me.
- I don't think I'll ever...



... think this!

- What do I need to learn to get better?
- Can I do better?
- I'll try it differently.
- I can learn.
- Mistakes help me learn and grow.
- All I need is practice to improve.
- I can learn from them
- I am confident I will.

Change your mindset; be the best you can be!



Newsome Academy
Empower. Educate. Inspire.



"Attitude is a little thing that makes a big difference."

Winston Churchill

