



EXPECTATIONS POLICY



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 RATIFIED BY: Assistant Headteacher BA

RATIFIED BY: GOVERNORS

A proud member of



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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/carer/staff/member of the community) refuses to adhere to our aims, everyone will be met with a consistent response -

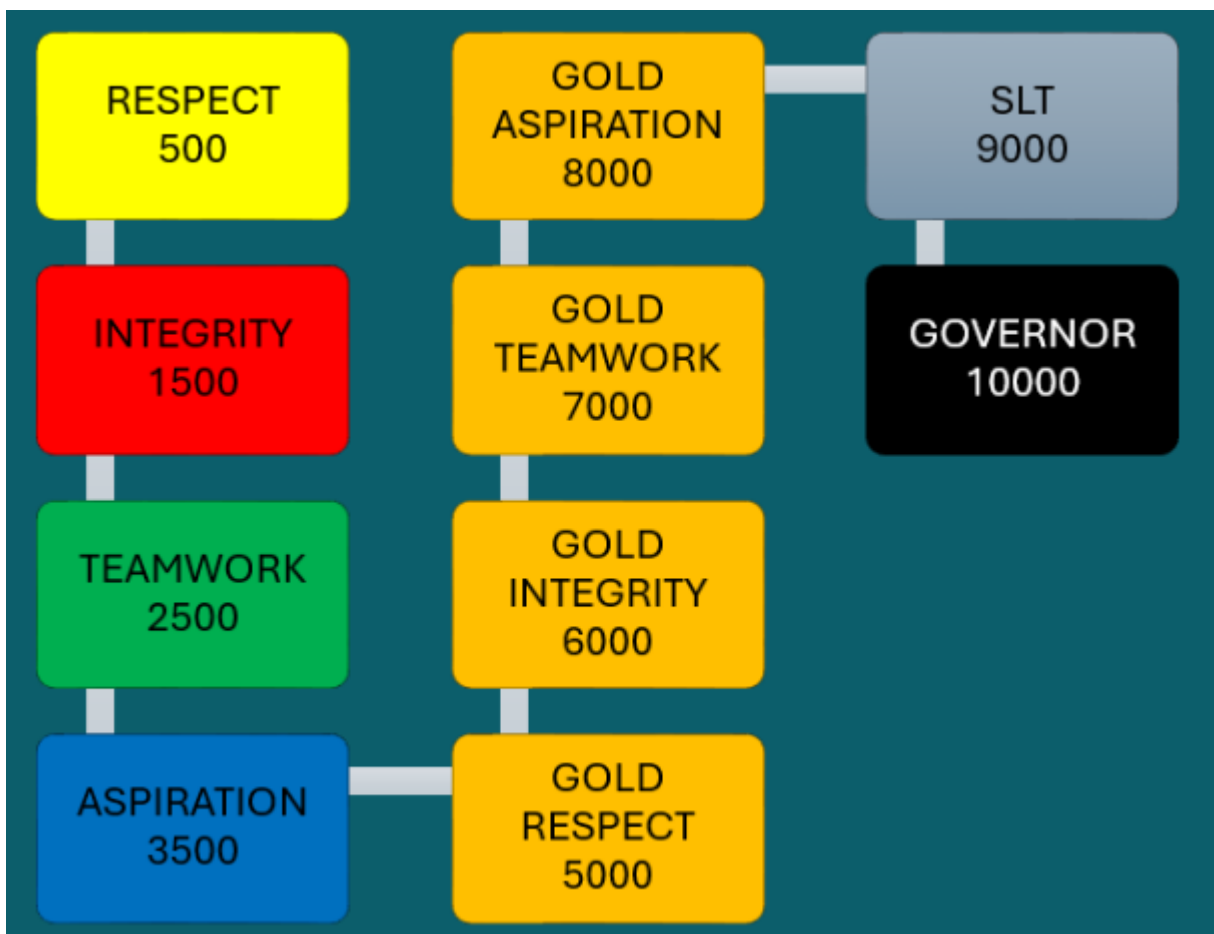
SECTION 3: RITA - Rewards & Recognition

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.

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 Bromcom 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 throughout the year. Bromcom points accrue recognition badges at the following points levels:



All rewards will be linked to our 'Race to Exceptional' program that runs through all year groups. There will be additional rewards throughout the year which will link with Bromcom reward points and attendance.

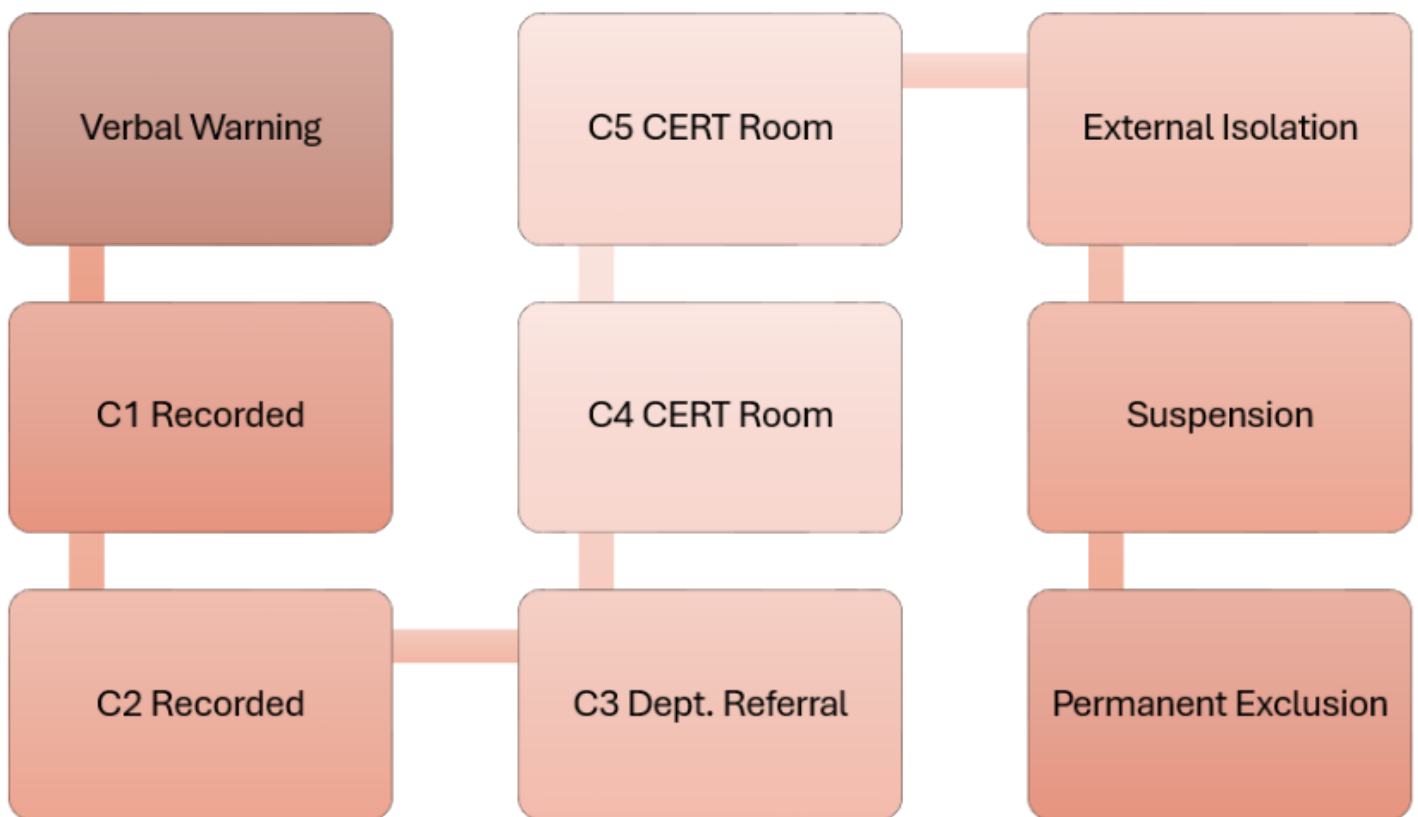
SECTION 4: Sanctions - CERT

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.

Sanction Flowchart



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 sanction flow chart will be followed. At any point, where appropriate, a step in the flow chart may be overridden in order for the appropriate sanction to be put in place.

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 external isolation, suspension and/or 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 lunchtime reflection per C3*	Removal to CERT Room for reflection**	Removal to CERT Room for reflection**	

**to be completed the same day if obtained during periods 1-3 for KS3 and periods 1-4 for KS4 OR the following day if not in this time period. (parent/carer will be informed via Bromcom) Students must NOT go for food prior to their reflection unless instructed to do so by a member of staff. Any student not adhering to this will incur a further sanction.*

*** 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 purposely truanted from their lesson.

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 re-join the road to achievement.

Lateness and Punctuality

Punctuality is a habit. We expect all students to be punctual to school so it serves them well in the future. It is a sign of adhering to our core values and benefits each individual on their educational journey.

Lateness to school – The Academy line-up routine begins at 8:30am. THIS IS WHEN STUDENTS ARE EXPECTED TO ARRIVE AT SCHOOL. We then have a grace period of 10 minutes to allow for any unforeseen issues that may arise when transitioning to school. Within this 10 minutes, students will join their Team for line-ups, register (if in seminar) and receive any Academy notices.

At 8:40am, the entrance gate will close and any students after this time will be considered late. They will enter the Academy via the Student Services entrance. **These students will receive a 10 minute social time late reflection.**

Lateness to lessons – After the initial bell to end/start a lesson, all students must be in their lesson within 5 minutes. Any student not in their lesson (without a red pass*) after this 5 minute period will be given a Late slip to show their teacher as well as incurring a late to lesson, 15 minute reflection at lunchtime. This will limit any further missed learning or disruption to others.

**Red passes are given to students when a teacher gives permission for them to be out of their lesson e.g. for the toilet.*

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 and computers 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.

- The CERT room has appropriate toilet facilities for the students if they require it.

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 a Social Time Academy Reflection (15 minutes). Students are expected to attend of their own accord. These Reflections will occur in the following way:

- For years 7/8/9 - any student obtaining a C3 in periods 1,2 or 3 will serve their reflection during lunchtime the same day. If they receive a C3 periods 4 or 5, they will serve their reflection during lunchtime the following day.
- For years 10/11 - any student obtaining a C3 in periods 1,2, 3 or 4 will serve their reflection during lunchtime the same day. If they receive a C3 period 5, they will serve their reflection during lunchtime the following day.
- The reflections will take place in the LRC or LT. Students will be responsible for going to their reflection at the start of their lunch. **Students are not permitted to take food into their reflection.** Students will leave reflection 15 minutes from when they attend if they have 1 x C3 and 25 minutes from when they attend if they have 2 x C3. This will then allow students to purchase food and/or eat. To be clear, we will always ensure students have the opportunity to eat (please note - the menu choice may be limited if they have a double reflection).
- **Non-attendance or failure twice or more in a week will incur a 40 minute after school SLT reflection on a Friday. Families will be informed** if their child has missed two or more reflections.

Reflections are in place as a suitable sanction for a student not adhering to Academy expectations and both lunchtime and the SLT reflection are non-negotiable.

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 result in students losing their social time. They will be required to attend the LRC during their first social time (break).

Collaborative Problem Solving (CPS)

We understand that children may present as challenging at times. 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 DURING 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 can 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 in 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/carers 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 suspended from the Academy premises for the duration of the lunchtime period. A suspension that takes place over lunchtime would be counted as half an Academy day. The legal requirements relating to suspensions, 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 (Bromcom).

Bromcom is seen as a parents/carers and students virtual organiser.

All KS3 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



**REASONABLE
ADJUSTMENTS**

CARE & SUPPORT

**ADDITIONAL
NEED**

UNDERSTANDING

**WHILST
FOLLOWING:
RESPECT
INTEGRITY
TEAMWORK
ASPIRATION**

INTERNAL SUPPORT

- Pastoral support
- Report to HOY
- Partial Timetable
- Placed on Handle With Care for all staff
- Time out pass
- Welfare Checks
- ELSA support intervention
- TLC / wellbeing social time support
- Staff mentoring
- TA support in lessons
- BASE Support
- Dog mentoring
- Behaviour intervention
- Emotion coaching script language used
- Trauma informed whole school approach
- Safeguarding and Wellbeing Team support
- Exploitation Partnership Toolkit
- Restorative meetings
- Wellbeing intervention
- Managed move set up and put in place

The package of care we offer internally and at SEND level.

Please note that evidence of the items above are not all contained in this report. Using our professional judgement, key documentation is included to evidence and to show the balance of probabilities in relation to school support.

EXTERNAL SUPPORT

- School Nurse / Locala
- Mental Health Support Team / Thriving Kirklees
- Charge Up External Wellbeing Intervention
- Youth Engagement Service worker - referral made
- HTAFC Steps to success programme
- TTF mentoring programme
- Police involvement
- Police Early Action team
- Early Help
- Social Care
- Child Missing from Home worker

The package of care we offer with external partners.

Our Academy is recognised for the care and inclusive family that we provide our students; this includes...



- ✓ All the Senior Team including the Headteacher know, understand and support the student daily. They see them all day, every day and understand and know home life situations.

We also offer...

- ✓ Our Counsellor and Wellbeing Service to all students.
- ✓ Regular family support meetings to help family wellbeing.
- ✓ Regular mental health meetings to help home issues.
- ✓ Free uniform to support family welfare and to remove any possible barriers.
- ✓ Early Help Consultations with weekly family liaison

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 Bromcom 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.



KS3 STUDY STANDARD MATRIX: BEING A '5-STAR' EXCEPTIONAL STUDENT

✓ TO ACHIEVE THEIR VERY BEST THROUGH CONNECTING HEARTS & MINDS

ATTITUDE TO LEARNING ★★★★★	1 CAUSE FOR CONCERN	2 COASTING	3 GOOD	4 EXCEPTIONAL
LEARNING ATTITUDES	<ul style="list-style-type: none"> ✓ Poor attitude ✓ Creates a negative affect on the learning environment for others ✓ Does not respond to feedback to develop and improve 	<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"> ✓ 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"> ✓ Dedication and enthusiasm ✓ Seeks next steps ✓ Takes a major part in lessons ✓ Good role model ✓ Can lead their own learning ✓ Gives support to others ✓ Actively seeks and responds to feedback positively
LEARNING BEHAVIOURS	<ul style="list-style-type: none"> ✓ Consistently fails to bring the basic equipment needed to lessons – even though the Academy provides their uniform 	<ul style="list-style-type: none"> ✓ Needs reminding of behaviour for learning and expectations – including punctuality ✓ Does not always have the necessary equipment - even though the Academy provides their uniform 	<ul style="list-style-type: none"> ✓ Rarely off-task ✓ Rarely needs to be reminded about the behaviour for learning expectations 	<ul style="list-style-type: none"> ✓ Never off-task ✓ Never needs to be reminded about the behaviour for learning expectations
COMPLETION OF TASKS	<ul style="list-style-type: none"> ✓ Reluctant to complete work in lesson ✓ Often off-task 	<ul style="list-style-type: none"> ✓ Easily loses concentration ✓ Work is rushed, lacks detail and incomplete 	<ul style="list-style-type: none"> ✓ Completes tasks to a good standard relative to their target grade standard 	<ul style="list-style-type: none"> ✓ Completes tasks to a high standards and often exceeds their target grade standard
QUALITY OF WORK	<ul style="list-style-type: none"> ✓ Consistently fails to produce work to their required target grade 	<ul style="list-style-type: none"> ✓ Completes most of the work set in lessons but to a minimum target 	<ul style="list-style-type: none"> ✓ Shows enthusiasm for the subject ✓ Works hard to produce work set to at least their target grade 	<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
INDEPENDENT LEARNING	<ul style="list-style-type: none"> ✓ Misses home-learning deadlines ✓ Consistently fails to produce homework to their target grade 	<ul style="list-style-type: none"> ✓ Meets home-learning deadlines but due to lack of effort, occasionally does not always produce to the level of their target grade 	<ul style="list-style-type: none"> ✓ Meets home-learning deadlines ✓ Consistently produces work to their target level 	<ul style="list-style-type: none"> ✓ Consistently produces home-learning deadlines of a standard above what is expected ✓ Furthers their knowledge by participating in additional research

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: Trauma Informed Statement

9.1 Statement:

At Newsome Academy we are committed to creating a safe and supportive environment that recognises and responds to the impact of trauma on students. This trauma informed policy aims to foster a culture of understanding, empathy, and healing within our school community.

9.2 - Staff Training and Development:

All Staff members, including teachers, counsellors, and support staff, will receive training on trauma awareness and childhood ACE's. Recognising signs of trauma, and responding appropriately by using Emotion Coaching training. This training will equip staff with the skills needed to create a supportive atmosphere for our students who have experienced trauma.

9.3 - Support Resources:

The school will provide access to appropriate support resources, such as counsellors, referrals to the necessary agencies such as mental health professionals and therapists to students who have experienced trauma. These professionals will work in collaboration with school staff to provide tailored support to help students cope and thrive.

9.4 - Communication and Collaboration:

Effective communication between staff, students, and parents/guardians is crucial. The school will maintain open lines of communication to ensure that any concerns related to trauma are addressed promptly and sensitively. Collaboration with external agencies and organisations will also be encouraged when necessary.

9.5 - Trauma Sensitive Expectations:

Expectation measures will be implemented with an understanding of trauma's potential impact on behaviour. Restorative practices and collaborative problem-solving approaches that prioritise understanding and growth over punitive actions will be favoured where possible. Students' well-being and growth will remain central to decisions made.

9.6 - Creating a Safe Space:

Physical and emotional safety is paramount at Newsome Academy. Classrooms and social spaces are designed to promote a sense of security. Students will be encouraged to express their emotions and needs, and their experiences will be validated and respected.

9.7 - Curriculum and Classroom Practices:

Curriculum and Teaching methods are designed to accommodate diverse learning needs, including those of students who have experienced trauma. Educators will be encouraged to create inclusive and engaging learning experiences, that consider the potential triggers of trauma.

9.8 - Preventing Re-Traumatisation:

The school will actively work to prevent re-traumatisation by avoiding practices that could trigger traumatic responses. Sensitivity to potential triggers and the implementation of trauma-informed strategies will be integrated into school life to better practice.

9.9 - Continuous Improvement:

The Academy will regularly review and update the statement based on feedback from stakeholders and external experts.

9.10 - Awareness and Education:

The school will engage in efforts to raise awareness about trauma within the larger community. Workshops, seminars, and informational sessions will be conducted to promote understanding, reduce stigma, and foster a more compassionate society.

SECTION 10: Uniform and Equipment Expectations

It is vital that students understand the range of equipment and tools needed for employment 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 (KS3 only), pens, pencils and rulers.

All students should have the required equipment every day: Black Pen, Pencil, Ruler, Eraser, Highlighter. If a student continually attends without equipment, they will incur a sanction and will use their Bromcom points to purchase equipment. For KS3 they also require their 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 '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 Jumpers must be worn on the corridors and in public places at all times unless adverse weather conditions are communicated. Please also see **Summer adaptations**. When working in the classroom or subject area, the Blazer and/or jumper may be removed and placed on the back of a chair or on a hook.
- The allocated tie must be worn at all times with an appropriate white Academy shirt or blouse (NO polo shirts). Ties may be removed for physical and practical activities 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.
- Religious headwear is welcomed as part of our uniform. However, it must not impede on the school badge, tie or the students face. It must be black, in keeping with our professional attire.
- All fashion accessories such as necklaces, large belts, bangles, bracelets, hats/caps and scarves are not permitted in view whilst in the academy.
- Earrings and rings can be worn but must be modest and suitable to carry out daily activities safely.
- Nails must be of a length to carry out daily activities safely. For example taking part in PE lessons, Practical activity in Science and DT or using IT equipment.
- Students may choose to dye their hair and we adhere to the Halo code, meaning all students have the freedom and security to wear afro-hairstyles without restriction or judgement.
- Smart Black Trousers or a smart black skirt must be worn. NOT jeans, leggings, tracksuit bottoms, shorts or culottes. No tracksuit bottoms are allowed to be worn under school trousers.
- Black shoes, pumps or trainers with limited modifications (this will be at the discretion of the Pastoral Team)
- All uniform items should have the student's name on the inside label to support returning lost property.

Any student not adhering to the above expectations may 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 (with limited 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:



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

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. **Tracksuit bottoms and/or shorts with pockets are NOT allowed to be worn under school trousers.** Jeans, leggings or jeggings are NOT acceptable. Skirts must be sensible, modest and respectable. They should be a respectable length. 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.

Summer term adaptations

During Half term 5 and 6 (and HT1 in adverse weather – this would be communicated with families) students are permitted to wear tailored or smart shorts (NOT football shorts, swim shorts, combat shorts or any shorts with logos and/or modifications) and knee length skirts without tights. During times of adverse weather students will be encouraged to remove ties, jumpers and blazers so they are comfortable. We do not want weather conditions impeding on the students learning.

PE Kit Expectations

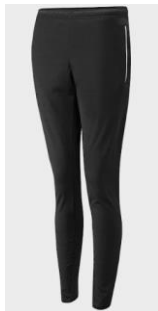
The Kit shown below will have the school logo on. Shorts and football socks can also be worn by students but they must be plain black. In addition, students can also wear their Newsome Academy hooded sweatshirt and/or any other Newsome academy sportswear linked with the school.

Appropriate sportswear is listed below:

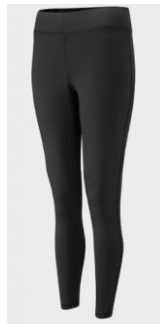
- Black tracksuit bottoms with the Academy logo.
- Black sports leggings with the Academy logo.
- Newsome Academy T-shirt.
- If the student does not have the relevant kit for any reason, a plain black t-shirt will be acceptable to take part. The student must bring a note from home stating why they do not have correct kit.
- 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.



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:

- 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.

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

Section 12: APPENDIX

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	The verbal warning has the following purposes: <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 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 15 minute reflection to be completed at lunchtime on the same Academy day. If the C3 occurs in periods 4/5 for KS3 or 5 for KS4 the sanction will be the following day.● ClassCharts will be used to inform 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.● This may result in the student attending CERT.
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 CERT by a member of SLT or the pastoral team. They will then remain in CERT at the discretion of staff.

Beyond

- 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 Suspension. Parents will be notified and arrangements made for their child to be sent home.

Appendix 2**Behaviour Tariff DO WE STILL NEED ALL OF THESE?**

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 goods 3. Verbal aggression (including intimidation) towards student or staff 4. Fighting (joint responsibility) – Including dangerous play-fighting 5. Self exit or defiance in Isolation room 6. Smoking on Academy site including E-Cigarettes 7. Smoking in the Academy including E-Cigarettes 8. Failure to complete Reflection 9. Failure to attend Reflection 10. Damage to another student's property 11. Truancy 12. Lesson refusal 13. Failing External Isolation 14. Failing Managed Transfer
2	<ol style="list-style-type: none"> 1. Behaviour that continually disrupts the learning of others 2. Directed swearing at staff 3. Bullying (Repeated) 4. Assault of another student eg Punching, Hitting, throwing objects, play fighting. 5. Theft 6. Pushing and boisterous behaviour on corridors 7. Unprovoked violence 8. Threatening behaviour towards staff and students 9. Vandalism 10. Causing injury through dangerous behaviour 11. Failure of Isolation Room
3	<ol style="list-style-type: none"> 1. Bringing the Academy into disrepute 2. Under the influence of drugs on entering the Academy 3. 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 Restart 7. Possession of drug paraphernalia 8. Coercion / Extortion / Bribery
4	<ol style="list-style-type: none"> 1. Carrying an offensive weapon 2. Substance misuse on Academy premises 3. Possession of drugs on Academy premises 4. Persistent defiance of Academy expectations 5. Serious assault to staff or students 6. Repeated internal/external exclusions 7. Arson 8. 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 think this!
I'm not good at this.		What do I need to learn to get better?
It's good enough.		Can I do better?
I give up.		I'll try it differently.
I don't know how to do it.		I can learn.
I'm afraid of mistakes.		Mistakes help me learn and grow.
It's so hard.		All I need is practice to improve.
Others are better than me.		I can learn from them
I don't think I'll ever...		I am confident I will.

Change your mindset; be the best you can be!



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

Winston Churchill



