BEHAVIOUR POLICY (Trentham)
Document Owner: Assistant Headteacher
Date: Academic Year 2023/24
Status: Statutory

> To ensure you are always referencing the most current version, where possible **do not** download a copy of this document.
>
> If a paper copy is required please print and destroy as soon as possible. **DO NOT** save a copy to your own device/desktop.

Document Type	Behaviour Policy (Trentham Academy) (Including measures to address bullying)
Reference/Version Number	CLT-BFL/TA-V2.1
Summary	Good and excellent teaching can only take place where the learning environment is conducive to learning i.e. calmness, a spirit of co-operation, a readiness to learn, a readiness to teach or facilitate and where children, support staff and teachers feel safe and self esteem is high.
Associated Documents	Uniform Policy Attendance Policy Safeguarding & Child Protection Policy Equal Opportunities Policy SEND Policy Alcohol & Substance Misuse Policy Positive Handling Policy
Target Audience	All Students, Parents/Carers, Employees and External Agencies
Date of this Version	Academic Year 2023/24
Document Reviewer	Mrs L Hadgett
Document Owner	Mrs E Wagg - Assistant Headteacher

Review Body	Policy Admin Group	**Meeting Date**	17.11.2021 17.11.22
Union Consultation Date/s:	N/A	**Meeting Date**	N/A
Proof Read		K Smith 30.9.21 / 3.11.22	
Senior Leadership Team		N/A	
Approved/Ratified by	Board of Trustees	**Meeting Date**	13.12.21 12.12.22
	Trentham LGC		28.6.23
Review Frequency	Annual	**Next Review Date**	June 2024

Date uploaded on website/s				
CLT n/a	Haywood n/a	Trentham V1.1 - 13.12.22 V2.1 - 18.10.23 (SW)	Mill Hill n/a	Smallthorne n/a

Date uploaded to Sharepoint/s				
CLT V1.1 - 13.12.22 V1.2 - 18.10.23	Haywood n/a	Trentham V1.1 - 13.12.22 V1.2 - 18.10.23	Mill Hill n/a	Smallthorne n/a

Acknowledged by Local Governing Committee/s:				
Acknowledged by Local Governing Committee/s:	Haywood n/a	Trentham 30.11.22	Mill Hill n/a	Smallthorne n/a

United by our values, we place children and young people first in everything we do

VERSION CONTROL

Version No:	Type of change	Date	Revisions from previous version
0.1			
1.0	Annual Review	Nov 2021	
1.1	Annual Review	Nov 2022	Section 7.a - wording change Section 8.2.h - wording change Aligned appendices with Trust Policies
2.0	Annual Review and re-write	June 2023	Re-write of policy
2.1	Update to dates	Oct 2023	Version date changed to Academic year 2023/24

TABLE OF CONTENTS

1. STATUS

a. Statutory.

2. INTRODUCTION

a. This policy should be read in conjunction with guidelines about anti-bullying, rewards, special educational needs, physical restraint, harassment, substance abuse, child protection, drugs, attendance and equal opportunities.

3. CONTEXT AND SCOPE

a. Trentham Academy is a diverse environment that is proud to represent the community it serves. It is home to approximately 780 students and their families.

b. Our aim is to provide a safe, supportive and caring environment where students can learn. We believe that everyone has the potential to achieve, but also acknowledge that everyone has the potential to make mistakes. Everyone involved in the wider support network for a student has a role to play in the behavioural choices they make. Students can become self-disciplined individuals and reach their full academic and social potential, taking an active role in the wider enrichment life of the Academy.

c. We believe that everyone is accountable for their mistakes, and that every misconception, misstep or poor decision is an opportunity to learn and grow by taking responsibility.

d. At Trentham Academy we believe that students want to succeed, work hard and follow instruction first time, every time. Our culture and ethos is based on the foundations of our Academy values are ethos which is very important to our community.

e. We are committed to ensuring that all students succeed. Good and excellent teaching can only take place where the learning environment is conducive to learning i.e. calmness, a spirit of co-operation, a readiness to learn, a readiness to teach or facilitate and where children, support staff and teachers feel safe and self esteem is high.

f. Our behaviour policy is designed to allow students to learn, build relationships and to be accountable for their actions. We believe that good relationships are a fundamental pre-requisite of good behaviour, and that where good and positive relationships exist between staff and students then good discipline and behaviour is likely to follow.

g. Our systems are designed so that the teacher decides on the seriousness of an incident and the appropriate response in the first instance. We believe that positive behaviour is a first requisite and that effective classroom management will ensure that students explicitly know why that are being issued with a consequence. Rewards are more important than consequences, praise more important that criticism and hope that the process of rewards and sanctions can set each student on the path to achieving their potential.

h. We also know that parents and carers play a crucial part in the process of encouraging positive behaviour. We are committed to involving all stake holders in embedding our values and ethos. All members of staff, teaching and non-teaching, are expected to be committed to maintaining the highest standards of students' behaviour; all staff are expected to challenge poor behaviour and follow the Academy guidance on rewards and sanctions and restorative practices.

i. Our approach is solution-focused. Outcomes are all intended to promote positive behaviour and to create a learning environment where people are able to thrive as we believe that good behaviour is a choice. We are all responsible for our own behaviour.

j. This policy aims to:

i. Provide a constant approach to behaviour management

ii. Define what we consider to be unacceptable behaviour, including bullying and discrimination

iii. Outline how students are expected to behave

iv. Summarise the roles and responsibilities of different people in the academy community with regards to behaviour management

v. Outline our system of rewards and sanctions

4. LEGISLATION AND STATUTORY REQUIREMENTS

a. This policy is based on advice from the Department of Education (DfE) on:

   i.   Behaviour and discipline in schools
   ii. Searching, screening and confiscation at school
   iii. Use of reasonable force in schools
   iv. Supporting students with medical conditions at school
   v.   The Equality Act 2010
   vi. Keeping Children Safe in Education

b. It is also based on the special educational needs and disability (SEND) code of practice.

c. In addition, this policy is based on:

   i.   Section 175 of the Education Act 2002 which outlines a school's duty to safeguard and promote the welfare of its students
   ii. Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
   iii. DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online

d. This policy complies with our funding agreement and articles of association.

e. Teachers have statutory authority to discipline students for misbehaviour which occurs in the Academy and, in some circumstances, outside it.

f. The power also applies to all paid staff (unless the Headteacher says otherwise) with responsibility for students, such as teaching assistants.

g. Teachers can discipline students at any time the student is in the Academy or elsewhere under the charge of a teacher, including on visits.

h. Teachers can also discipline students for misbehaviour outside the Academy.

i. Teachers have a specific legal power to impose detention outside Academy hours.

j. Teachers can confiscate students' property

5. ROLES AND RESPONSIBILITIES

5.1 The Local Governing Committee

a. The Local Governing Committee is responsible for monitoring this behaviour policy's effectiveness and holding the Headteacher to account for its implementation.

5.2 The Headteacher

a. The Headteacher is responsible for reviewing and approving this behaviour policy alongside the relevant governance committee.

b. The Headteacher will ensure that the academy environment encourages positive behaviour and that the staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff

a. Staff are responsible for :

   i.   Implementing the behaviour policy consistently
   ii. Modelling positive behaviours
   iii. Providing a personalised approach to the specific behavioural needs of particular students
   iv. Support and reinforce Academy values and motto within the classrooms and around the academy
   v.   Using Class Charts to regularly recognise and reward positive behaviour and achievement
   vi. Record student behaviour and achievement
   vii. Communicate with parents/carers to make them aware of positive, negative behaviour and academic achievement.
   viii. Actively support academy policies and procedures.
   ix. Plan and deliver lessons to engage and facilitate the learning, progress and attainment of all students.

5.4   Parents/Carers

a. Parents/carers are expected to:

    i. Support their child in adhering to Trentham's behaviour policy

    ii. Support high attendance and punctuality

    iii. Communicate and engage regularly with the Academy for the best outcomes for their child/ren

    iv. Discuss any behavioural concerns with Academy staff promptly

    v. Accept the role of the Academy in supporting all students through its decision making process, approaches, rules and regulations

6.   DEFINITIONS

a. At Trentham Academy, all students will have the opportunity to achieve for themselves and the wider community. The Academy will provide the necessary skills, knowledge and experiences for students to have the opportunities to succeed.

b. Misbehaviour is defined as:

    i. Disruption in lessons, in corridors between lessons, and break and lunchtimes including out of bounds

    ii. Non-completion of classwork, extended learning tasks or preparation

    iii. Poor attitude

    iv. Incorrect uniform

    v. Late to school/lesson

    vi. Lack of equipment

c. Serious misbehaviour is defined as :

    i. Repeated breaches of Trentham Academy's values

    ii. Sexual violence, such as rape, assault by penetration or sexual assault (intentional sexual touching without consent)

    iii. Sexual harassment, meaning unwanted conduct of a sexual nature, such as:

        • Sexual comments

        • Sexual jokes or taunting

        • Physical behaviour like interfering with clothes

        • Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or sei-nude images and/or videos, or sharing of unwanted explicit content.

d. Vandalism

e. Theft

f. Fighting

g. Smoking and/or vaping

h. Racist, sexual, homophobic, transphobic discriminatory behaviour

i. Possession of any prohibited items. Such as:

    i. Knives or weapons

    ii. Alcohol

    iii. Illegal drugs

    iv. Stolen items

    v. Tobacco and/or cigarette papers or any other smoking related paraphernalia, including e-cigarettes, vapes and vape liquids

    vi. Vapes

    vii. Fireworks

    viii. Pornographic images

    ix. Solvents and sprays (including deodorant)

    x. Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student)

7. BULLYING

a. Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

b. Bullying is, therefore:
   i. Deliberate
   ii. Repeated, often over a period of time
   iii. Unbalanced in interaction

c. Bullying behaviours under the above definition can include:

TYPE OF BULLYNG	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, biting, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic • Disability-based	Taunts, gestures, graffiti or physical or verbal abuse focussed on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

d. Students can report, in confidence, if they have concerns regarding behaviour directed towards them, or to others.

e. Students, parents/carers and staff can report incidents of bullying to any member of the safeguarding team

f. We investigate any allegations of bullying thoroughly via statements, any relevant evidence, in some cases the use of CCTV, as well as liaising with all potential witnesses or affected parties

g. We record, analyse and monitor incidents of bullying via our safeguarding software, CPOMS.

h. Please refer to Anti-bullying Policy for full details in Appendix B.

8. Academy Expectations : Aspire. Endeavour. Achieve.

a. Trentham Academy strongly believes in 'Dream big, work hard, persevere and you will be successful' We reinforce our values of respect, integrity, optimism and responsibility and expect our students to do so in the following ways:
   i. We work together to be successful.
   ii. We are equally polite and respectful to members of staff, students and visitors to the Academy.
   iii. We are resilient learners and take responsibility for our learning.
   iv. We take pride in representing the Academy and ourselves.
   v. We respectfully follow the instructions of staff and prefects.
   vi. We know that we have the freedom to express our opinions, but recognise that we also have a responsibility to respect the opinions and feelings of others.
   vii. We embrace diversity and respect different cultures, faiths and beliefs, including those without faith.
   viii. We make sure that we are all healthy and safe.
   ix. We respect the democratic process and the rule of law.

b. It is important to maximise learning opportunities and as such, all staff should ensure that expectations of students remain consistent.

8.1 Students are expected to:

a. Attend and arrive on time to school and to lessons

b. Line up quietly outside the lesson, ready to enter with school uniform (as stipulated in the dress code - Appendix A) in place.

c. Carry the appropriate equipment, including their Ipad and A2L planner

d. Engage with the work set and be proud of the outcome

e. Listen to and follow instructions straight away

f. Participate fully in all lessons and try, being willing to have a go, even when it's difficult

g. Follow school rules outlined in the Academy behaviour policy (including appearance and mobile device rules)

h. Concentrate and remain focused

i. Look after my environment and resources available to me

j. Be respectful to others (staff and students alike) and the community

8.2 Student Community Expectations:

8.2.1 To ensure I am meeting community expectations, I will :

a. Consider the presence of other people around me and change my conduct if I / me and my friends could be perceived as threatening

b. Make sure that my uniform is perfect, including keeping my coat off indoors, unless permitted to do so by SLT

c. Avoid loud, boisterous conduct

d. Avoid inappropriate language that could offend people (including for example swearing, racist language, homophobic and transphobic comments)

e. Be polite, well-mannered and courteous, opening doors and saying 'please' and 'thank you'

f. Put my litter in a bin

g. Be considerate of other people and offer help if it's needed

h. Work to protect the reputation of my Academy - I am proud of it and will do nothing to bring the Academy's reputation into question

i. Try to involve myself in extra-curricular activities to enrich my learning

j. Keep myself fit and healthy - I understand that a healthy lifestyle is important to my well-being

k. Be a positive member of our community .

8.3 Staff Expectations:

a. Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. In order to do this, they should :

   i. Build positive relationships with students

   ii. Create and maintain a positive, supportive and stimulating environment that encourages students to be engaged.

   iii. Prepare lessons which take account of individual students need and interest and engender positive attitudes from students and earn staff respect.

   iv. Ensure all resources are prepared in advance

   v. Maximise learning opportunities and as such, staff should ensure that expectations of students remain consistent and fair.

   vi. Insist on high standards of behaviour, work and respect

   vii. Follow the recommended sanctions

viii. Be positive, punish the behaviour not the person and avoid escalation and confrontation

ix. Make reasonable adjustments for students requiring specific care and attention according to their recognised special educational need

x. Be on time

xi. Meet and greet the students at the door

xii. Establish clear routines

xiii. Keep calm

xiv. Keep instructions clear

xv. Ensure tasks are set for students in seclusion (6 on the register) and suspended students (E on the register)

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

i. Shouting at students

ii. Humiliating students

iii. Over-reaction

iv. Criticising a person rather than their behaviour

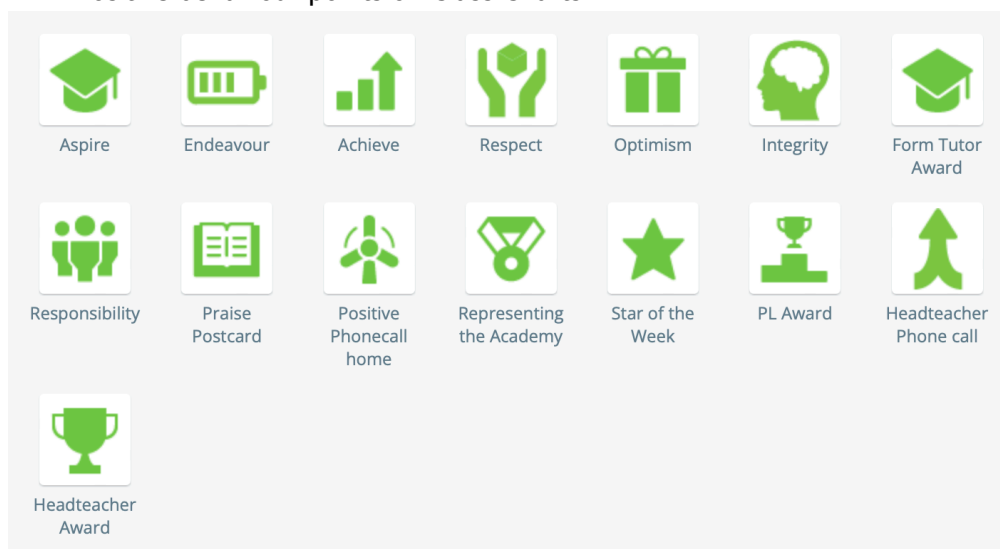v. Blanket punishment

vi. Making threats

9. RESTORATIVE JUSTICE

a. The goals of restorative justice is to work with students (the victims and the accused) to come to a solution rather than simply handing down punishments. Student/student or student/staff.

b. The restorative approaches are based on four key features:

i. Respect – for everyone by listening to other opinions and learning to value them.

ii. Respond – accepting consequences and taking responsibility for your own actions.

iii. Repair – developing the skills within our academy community so that the individual members have the necessary skills to identify solutions that repair harm and ensure behaviours are not repeated.

iv. Restore – working through a structured, supportive process that aims to solve problems.

c. Students in the Resolution Room for significant breaches of the behaviour policy/10 Written Warnings are to work with a member of the inclusion team and complete restorative justice enabling the student to recognise their behaviour and take responsibility for their actions and implement strategies to avoid future incidents.

d. This may also be used as an opportunity to feedback to a member of staff, mediation between peers or students and staff or a piece of work that parents/carers engage in.

10. REWARDS AND SANCTIONS

a. It is important to recognise and celebrate the achievements and efforts of those students who behave well and who work hard. We believe that those who behave well develop their own self-esteem and gain increased respect from others.

b. Staff are encouraged to reward students with the following methods:
   i. Positive behaviour points on Class Charts

Aspire	Endeavour	Achieve	Respect	Optimism	Integrity	Form Tutor Award
Responsibility	Praise Postcard	Positive Phonecall home	Representing the Academy	Star of the Week	PL Award	Headteacher Phone call
Headteacher Award						

   ii. Praise postcards
   iii. Phone calls home to parents/carers
   iv. Form Tutor awards
   v. Progress Leader awards
   vi. 'Star of the Week' notice boards
   vii. Inclusion/Progress Leader/Headteacher phone calls
   viii. Nominations to Awards Evening
   ix. Nominations for the CEO awards

10.1 Rewards

10.1.1   End of Half Term Rewards Assemblies
a. Form Tutor award
b. Progress Leader award
c. Best form for positive behaviour points
d. Best in year group for positive behaviour points
e. Trentham Doctorate awards

10.1.2   End of Term Rewards Assemblies
a. Form Tutor award
b. Progress Leader award
c. 100% Attendance certificates
d. Best form for positive behaviour points
e. Best in year group for positive behaviour points
f. Trentham Doctorate awards
g. House Cup

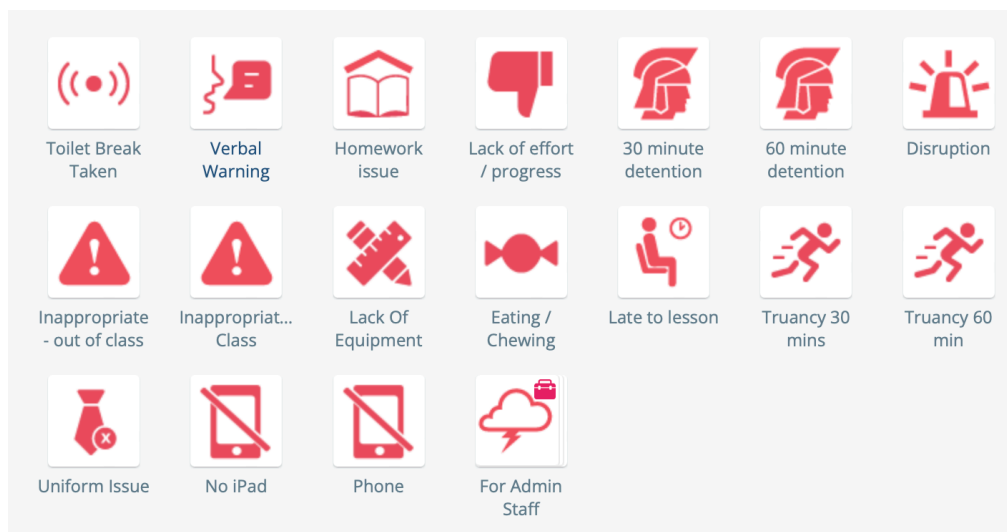### 10.1.3   End of Year Rewards
a. House winners/cup
b. Progress Leader award
c. Headteacher award
d. 100% attendance for the year
e. Trentham Doctorate winners
f. Alongside these rewards, there is regular monitoring of behaviour points. Students with high numbers of positive behaviour points will be rewarded - rewards include special ties and badges and attendance at rewards trips and activities.

10.2 Sanctions

a. Trentham Academy attempts to adopt both pre-emptive and proactive strategies to ensure there is an easy identification of students who find it difficult to manage their behaviour.

b. This is a data driven process that is underpinned by :
   i. Weekly pastoral meetings
   ii. Initiating report based processed early to ensure suspension is a last resort
   iii. Use of inclusion team for therapeutic behaviour support/intervention

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

d. Negative behaviour points on class chart are issued for:
   i. No homework
   ii. Lack of effort/progress
   iii. Disruption
   iv. Inappropriate behaviour in the classroom
   v. Inappropriate behaviour outside of the classroom including out of bounds and littering
   vi. Lack of equipment (including iPad)
   vii. Eating/chewing
   viii. Late to school/lesson
   ix. Truancy
   x. Uniform, make up, general appearance, coats, hoodies on in lesson/corridor

Toilet Break Taken	Verbal Warning	Homework issue	Lack of effort / progress	30 minute detention	60 minute detention	Disruption
Inappropriate - out of class	Inappropriat... Class	Lack Of Equipment	Eating / Chewing	Late to lesson	Truancy 30 mins	Truancy 60 min
Uniform Issue	No iPad	Phone	For Admin Staff			

f. Students without their 'Attitude to Learning' book will be issued with a paper copy from the Resolution Room and this will be recorded on Class Charts, informing parents/carers.

g. Behaviours that fall short of expectations can take many forms and the school may use one of more of the following sanctions in response to unacceptable behaviour:
   i. A verbal interaction
   ii. Relocating the student to another seat
   iii. Relocating the student to another classroom
   iv. Detention at break or lunchtime or after school
   v. Some behaviours can lead directly to internal seclusion, fixed term suspension or permanent exclusion
   vi. Letters of phone calls home to parents/carers
   vii. Agreeing a behaviour contract
   viii. Putting a student 'on report'. See below :

Positive Report 'catch me doing something great during my learning'	Student required to see Form Tutor/Inclusion Lead/Progress Leader at the end of everyday 2 week rotation Parents/arers sign the report daily
Form Tutor Report	Monitoring report with clear targets agreed with the student 2 week rotation Parents/carers sign the report daily Student required to see Form Tutor at the end of every day
Progress Leader Report	Monitoring report with clear targets agreed with the student 2 week rotation Parents/carers sign the report daily Student required to see Progress Leader at the end of every day Parent meeting/phone call
Subject Leader Report	Monitoring report with clear subjet related targets agreed with the student 2 week rotation Parents/carers phone call/meeting Student required to see Subject Leader at the end of every lesson
Senior Leader Report	Monitoring report with clear targets agreed with the student 2 week rotation Parents/carers sign the report daily Student required to see SLT at the end of every day Parent meeting

10.3 Setting a Detention

a. Parents are informed of the detention via Class Charts.

b. Following any reasonable adjustments, interventions and appropriate support, misbehaviour that is persistent, students will be sanctioned accordingly to the table below.

AM Late to school	Immediate 40 minute late detention on the same evening (after school in the Progress Hub)
2 X AM late to school sessions in a week	Immediate 1hour late detention on the same evening (after school in the Progess Hub)
Failure to attend 40 minutes late detention	1 hour late detention for the following evening (after school in the Progress Hub)
3 X Negative behaviour points in a lesson or in a half term	30 minute detention with the subject teacher (lunch/after school)
Failed to attend 30 min Subject Teacher	1hr detention issued with Subject Leader with restorative work completed with the subject teacher.
Failed to attend 1hr Subject leader detention	Referred to 1 day seclusion with restorative justice/mediation with subject teacher where appropriate
Low level Damage/disruption	Comminuity Service during social time
Misbehaviour during social time	Removal of social time break/lunchtime

11. Seclusion, Suspension, Exclusions

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

Resolution Room:	Is more formal and ensures that correspondence - written and verbal – is shared with parents/carers and recorded in student files.
	Resolution Room removes students from general Academy population and runs from 8.40am to 30 minutes after the Academy day with supervised breaks, which operate at alternative times to Academy breaks. During their period in Resolution Room, students will complete work provided by subject teachers on Firefly.
	Students will also complete a 30 minute detention after school.
	The number of days a student is referred to the resolution room will be monitored and where appropriate may receive a fixed term suspension.
	Reflection and restorative work will be undertaken with a member of the Inclusion Team.
Suspension or Permanent Exclusion	Where suspensions/exclusions are issued (either fixed-term or permanent) the Academy follows DFE guidelines.
	Suspensions could be issued where the behaviour warrants such sanction.
	A student could be issued with a suspension if misbehaviour is persistent, it demonstrates a disregard for Academy rules and expectations, or if it puts others at risk.
	High level incidents (such as physical abuse towards a member of staff) or sustained persistent disruptive behaviour will be dealt with on an individual basis. Details of the incident, evidence gathered and the student's conduct record will be taken into account – together with any reasonable adjustments for children with disabilities or SEN. The appropriate sanction (either a number of days fixed-term suspension or a permanent exclusion) will be decided by the Headteacher in collaboration with the Senior Leadership and Pastoral/ Inclusion Teams.
	If a student accrues 15 or more days suspension within a school term, then the Governors, as per DFE guidance, will review the suspension and make recommendations to the Headteacher based on what they have seen.

b. We may use the support of our Resolution Room in response to serious or persistent breaches of our Academy expectations. Students may be sent to the Resolution Room during lessons if they are disruptive, and they will be expected to complete work set by their subject teacher.

c. Students who do not attend a given detention will receive an escalated sanction if the opportunities to attend the detention with a member of staff are ignored.

d. Fixed-term suspensions (or in extreme cases, permanent) exclusions will be investigated as a response to mis-behaviour.

e. If the behaviour of a student remains challenging despite the instigation of Academy interventions, the Academy will liaise with external agencies in order to address specific individual needs. These agencies might include access to support from Youth Offending, nurse, the Educational Psychologist or collaboration with the Local Authority specialist behaviour provision. The referrals for such a service will be completed via the Inclusion or SEND teams in partnership with parents/carers.

f. Misbehaviour beyond the Academy gate will be addressed if the child is:
   i. Taking part in any Academy-organised or Academy-related activity
   ii. Travelling to or from the Academy
   iii. Wearing Academy uniform
   iv. In some other way identifiable as a student at the Academy

g. Or misbehaviour at any time, whether or not the conditions above apply, that:
   i. Could have repercussions for the orderly running of the Academy
   ii. Poses a threat to another student or member of the public
   iii. Could adversely affect the reputation of the Academy

h. It may also be deemed appropriate by the Headteacher to notify the Police or Anti-Social Behaviour Co-ordinator in the local authority of the actions taken against a student. If the behaviour is criminal or poses a serious threat to a member of the public, the Police will be informed. If it is considered likely that the misbehaviour may be linked to the child suffering, or likely to suffer significant, harm, the Academy will revert to its Safeguarding Policy.

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

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

11.1 Search with Consent

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

b. A student refusing to co-operate with such a search raises the same kind of issues as where a student refuses to stay in a detention or refuses to stop any other unacceptable behaviour when instructed by a member of staff. In such a situation, it may be necessary to call the police for support and a sanction such as internal seclusion or suspension may be applied.

11.2 Search without Consent

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

11.3 Mobile Electronic Devices

a. Mobile phones cannot be used in the Academy when the students are on site. This incudes communal areas during break and lunchtimes.

b. iPads are to be used in lessons at the direction of teachers and must not be used in the canteen area during break and lunchtimes. They can be used outside during these social times.

c. Earphones may not be used in class except where teachers deem this necessary to complete a task in an iPad or desktop computer.

d. iPads may not be used to disrupt learning.

e. If staff feel that deliberate disruption is being caused by a student using an iPad they may consider it appropriate to confiscate it.

f. If mobile phones are seen or used no matter what the circumstances, they will be confiscated and handed to Reception and returned to students at the end of the school day upon first offence. If this is repeated, parents/carers may be requested to attend the Academy to collect the mobile phone.

g. The exception to this is if safety of staff or students is felt to be compromised, the iPad or mobile phone will not be returned without parents/carers being involved.

12. MALICIOUS ALLEGATIONS AGAINST STAFF

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

13. STUDENT DRESS CODE

a. See Appendix A for further guidance.

13.1 Jewellery

a. One single small plain gold or silver stud in each ear is permitted; the stud must be worn in the lower part of the earlobe and must be removed for PE and swimming.

b. The only other jewellery allowed is a watch and absolutely no other visible piercings are allowed.

13.2 Uniform

a. Blazer, complete with embroidered badge.

b. Plain black, V-neck jumper (optional), to be worn as well as a blazer, not instead of it.

c. Jackets, hoodies, scarves, sweatshirts, cardigans etc must not be worn under blazers during the academy day

d. Coats and/or jackets must not be worn whilst inside the Academy building.

e. White shirts must be long enough to be tucked in and be buttoned up to the neck.

f. School tie must be worn as demonstrated in the appendix A picture. Colour stripe denotes house.

g. Academy trousers display our logo and are purchased from Trutex, Clive Mark and Smart Uniform only.

h. Shoes must be plain black leather, or leather style formal dress style with a raised heel. Shoes must be polishable and have no visible logos. The heels and shoe design must conform to basic health and safety requirements for a school setting. Trainer style shoes, regardless of the retailer description, are not allowed. Canvas or fabric shoes are not allowed. Please see appendix A images. The Governing Committee will expect the Headteacher to remain as the arbiter when deciding whether a pair of shoes conforms with Academy policy, or not.

i. Shoes must be worn with plain black, white or grey socks.

13.3 Hair and Beauty

a. No extreme hairstyles or colours are permitted. Hairstyles must be plain and practical for school. No extremes of fashion including steps, lines, shaved styles, elaborate braiding, non-natural hair colouring or streaking are permitted. Governors expect the Headteacher to be the arbiter of what constitutes an extreme of fashion.

b. Discreet make-up may be worn, but students will be asked to remove it if it is deemed excessive. Make up should remain natural in tone and look. The Governors expect the Headteacher to be the arbiter of what constitutes an acceptable tone.

c. Brightly coloured eye shadow and lipstick are not acceptable.

d. No nail varnish, gel polish, acrylic or the like are permitted and nails must be kept short.

e. False eyelashes or lash extensions are not allowed.

13.4 Sports Kit

a. Trentham Academy sports top

b. Black Trentham Academy shorts

c. Black socks

d. Sports Trainers with non-marking soles Shin pads/gum guards

e. Trentham Academy drill top (optional)

f. Plain black Trentham Academy sports leggings (optional) Football boots (as required) Trentham Academy Tracksuit trousers (optional)

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

14. PUNCTUALITY AND LATENESS

a. All students are expected to arrive on time. The doors and gates to the school close at the start of the school day and all late arrivals sign in at the main reception. They will be met by the Attendance Officer who will record the late and ensure families are alerted to a 40-minute detention on the same night.

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

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

15. GENERAL BEHAVIOUR EXPECTATIONS

a. Staff are requested to adhere to the following:
    i. Students that are out of lesson must ensure they have a note in their A2L book

16. LINKED POLICIES

a. Positive Handling Policy

b. SEND policy

c. Alcohol & Substance Misuse Policy

d. Equal Opportunities Policy

e. Safeguarding & Child Protection Policy

f. Attendance Policy

g. Uniform Policy

17. MONITORING AND EVALUATION

a. This will take place through the Academy's usual procedures, i.e. student tracking, departmental reviews, Local Governing Committee and production of half termly and summative inclusion data.

b. Statistics on rewards, suspensions and exclusions will be prepared on a termly and yearly basis. SIMS enables the form tutor, progress leader and inclusion team to monitor student behaviour and put in place specific intervention strategies to address trends identified through data management.

c. Evaluation is on-going and this policy is seen as a working document that will be amended to suit the needs of the Academy.

d. The policy will be reviewed annually in September each year and updated in line with the most recent Keeping Children Safe in Education and Working Together to Safeguard Children guidance as appropriate. The policy will be approved by the Local Governing Committee (LGC) at their first meeting of the academic year. If required, between 1st September and the first meeting of the LGC, Chair's powers will be used to approve the policy as a live document.

APPENDIX A - UNIFORM

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

Uniform
- Blazer, complete with embroidered badge.
- Plain black, V-neck jumper (optional), to be worn as well as a blazer, not instead of it.
- Jackets, hoodies, sweatshirts, cardigans etc. must not be worn under blazers **at any time.**
- Coats and/or jackets must not be worn whilst inside the Academy building.
- White shirts must be long enough to be tucked in and buttoned up to the neck.
- School tie must be worn as demonstrated in the appendix A picture. Colour stripe denotes house.
- Academy trousers display our logo and are purchased from Trutex, Clive Mark and Smart Uniform **only**.
- Shoes must be formal dress style, plain black flat leather or leather-looking. They must be able to be polished and must have **no visible logos**. Trainer style shoes, regardless of the retailer description, are not allowed. Please see appendix images.
- Shoes must be worn with plain black or grey socks.

A Student Looks like this:

PE Kit (new and updated for September 2021)
Trentham Academy sports top
Black Trentham Academy shorts
Black socks
Sports Trainers with non-marking soles
Shin pads/gum guards
Trentham Academy drill top (optional)
Plain black Trentham Academy sports leggings (optional)
Football boots (as required)
Trentham Academy Tracksuit trousers (optional)

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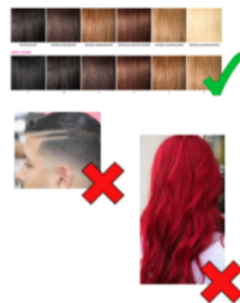
APPENDIX B – ANTI BULLYING

B1   Context

a. This policy should be read in conjunction with guidelines on behaviour, harassment and child protection.

B2   Rationale

a. To produce a clearly understandable policy against bullying with appropriate procedures, in line with current DfE guidelines, after consultation with all of the users.

B3   Purpose

a. It is the policy of Trentham Academy to do its utmost to eliminate bullying, including racial, sexual, homophobic and transgender harassment, cyber bulling or any bullying that pertains to an individual's mental or physical disposition, whether the bullying be by physical means, gestures, extortion or the use of social media. Child on child abuse will also be considered as a form of bullying and sanctioned/supported as appropriate.

B4   Aims

a. To raise awareness of bullying amongst all members of the Academy community

b. To reduce incidents of bullying amongst students

c. To clarify the role of the governors, staff, parents and students in dealing with incidents of bullying so that reported incidents can be dealt with promptly and effectively

d. To detail the sources of support available to those affected by bullying and

e. To encourage the reporting of incidents of bullying

B5   Trentham Academy Definition of Bullying

a. Bullying is a long standing violence, physical or psychological, conducted by an individual or a group and is consciously directed against an individual. Bullying is deliberate, repeated behaviour intended to harm and / or causes distress to the victim.

b. One-off anti-social incidents do not constitute bullying, but will be fully investigated in line with Academy behaviour procedures.

c. Bullying hurts. No one deserves to be a victim of bullying. Everyone has the right to be treated with respect. People who bully are re-enacting learned behaviour or are attempting to hide their own insecurities. They need to be shown how to behave in a different way and to treat themselves and others with respect.

B5.1   Signs and Symptoms of Bullying

a. Becomes frightened of walking to or from the Academy

b. Doesn't want to go on the bus

c. Begs to be driven to the Academy

d. In unwilling to go to the Academy

e. Begins to truant

f. Becomes withdrawn, anxious or lacking in confidence

g. Starts stammering

h. Attempts of threatens suicide or runs away

i. Cries themselves to sleep or has nightmares

j. Feels ill in the morning

k. Begins to do poorly in work

l. Comes home with missing/torn clothes or equipment

m. Asks for money or starts stealing money

n. Has dinner or other monies constantly lost

United by our values, we place children and young people first in everything we do

o. Has unexplained cuts or bruises

p. Comes home starving

q. Becomes aggressive, disruptive or unreasonable

r. Is bullying other children or siblings

s. Stops eating

t. Is frightened to say what's wrong

u. Gives improbable excuses for any of the above

v. Is afraid to use the internet or mobile phone

w. Is nervous or jumpy when a text or email is received

x. This list is not exhaustive, nor could bullying be the only cause. However, bullying should be considered a possibility and should be investigated.

y. Trentham Academy will not tolerate bullying. In aiming to maximise the potential of all students, we recognise the importance of ensuring that the Academy offers a safe, secure environment, in which members of its community are free from all forms of harassment and intimidation.

z. In order to achieve its aims, the academy adopts a proactive and reactive approach to bullying:
   i. Prevention: strategies in Academy to lessen the incidents of bullying (proactive)
   ii. Intervention: strategies in Academy to deal with incidents of bulling which have occurred (reactive)

B5.2   Prevention

a. Use of curriculum opportunities to discuss issues around diversity and draw out anti-bullying messages

b. Use of opportunities throughout the Academy calendar and during Tutorial to raise awareness of the negative effects of bullying (e.g. anti-bullying week, assembly themes, PSCHE programme)

c. All staff contribute to an anti-bullying ethos in manner, response and tolerance and are a visible presence between lessons.

d. All staff modelling to student's appropriate non-confrontational behaviour and non-discriminatory behaviour e.g. avoiding racist, sexist, homophobic and transphobic language

e. Academy community are aware of the signs and symptoms of bullying and of potential incidents of bullying in and around Academy

f. Emphasise to all students where to seek support to report incidents of bullying

g. Use of the House council and Junior Leadership Team to represent the student body in their perception of Academy anti-bullying procedures and ideas related to how best to safeguard students from bullying

h. Focus on transition at key points including post 16 to ensure the important information regarding student social and emotional needs are shared between professionals

B5.3   Intervention

a. Despite the comprehensive preventative strategies, there may be occasions when a bullying incident occurs. The aim at Trentham Academy is to deal with such incidents in a firm, fair and consistent manner within a system where perpetrators are given the appropriate sanction and the victims supported and protected.

b. The aim of the Academy is to make it as easy as possible for a student to confide in a member of staff about incidents of bullying. Any member of the Academy community should then commit the details to the Inclusion Leads who investigates the report to determine whether the bullying is established, not established or not occurred.

c. Sanctions are applied fairly, proportionately, consistently and reasonably, taking account of any special educational needs or disabilities that students may have and taking into account the needs of vulnerable children.

d. Disciplinary purposes intend to:
   i. Impress upon the perpetrator that what they have done is unacceptable
   ii. Deter them from repeating this behaviour
   iii. Signal to other students that the behaviour is unacceptable and deter them from doing it.

e. Sanctions for bullying are intended to hold student who bully to account for their behaviour and ensure they take responsibility to the harm they have caused and learn from it. They also provide an opportunity for the student to put right the harm that they have cause through restorative practices.

f. Engage with parents promptly when issues of bullying come to light, whether their child is the victim or perpetrator.

g. Mediation and resolution, following investigation and relevant sanctions, should be offered to the victim and perpetrator and staffed to support closure to the incident.

h. Monitoring and evaluation should occur after the resolution of an incident to ensure that intervention has prevented recurrence of the bullying and that the victim feels safe again.

B5.6 Guidelines for Students in Dealing with Bullying

a. Be familiar with how to access help

b. Be respectful to all members of staff of our Academy community

c. Be aware of signs and symptoms of bullying and seek advice from a trusted adult if your friends start to display any of them

d. Report any incident of bullying you witness to a trusted adult. Do not stand by and let it happen – the majority of incidents never develop into serious bullying when bystanders take action to stop them.

B5.7 Guidelines for Parents in Dealing with Bullying

a. Be aware of signs and symptoms of bullying and contact the Academy regarding any concerns

b. Support the Academy when it takes action against bullying

c. Work with the Academy and relevant outside agencies to provide support for bullies and their victims

B5.8 Role of Governors in Preventing and Dealing with Bullying

a. Agree and regularly review the Academy's Anti-bullying policy

b. Ensure that the curriculum and ethos of the Academy provide opportunities for students to learn about positive relationships

c. Support parents in reporting bullying by informing them of the appropriate channels of communication within the Academy

d. Receive and consider reports on bullying incidents, including categorisation by protected characteristics

B6 Related Policies

a. SEND Policy

b. Behaviour Policy

c. Attendance Policy

d. Equal Opportunities Policy

e. Safeguarding and Cild Protection Policy

B7 Monitoring & Evaluation

a. The Academy monitors and evaluates the anti-bullying policy in line with new guidance and recommendations. The Academy employs its usual procedures involving student tracking and voice samples, parent questionnaires, the use of inclusion data to identify trends and implement proactive strategies aimed at addressing areas of growing concern.

b. Evaluation is on-going and this policy is seen as a working document that will be amended to suit the needs of the Academy.