



Holderness Academy
& Sixth Form College

School Culture

Staff Handbook 2022/23



Explorer

Aspirational, Ambitious, Tolerant, Adventurous



Scholar

Resilient, Independent, Reflective, Hardworking



Leader

Respectful, Caring, Honest, Proud



Collaborator

Kind, Articulate, Confident, Enthusiastic

CONTENTS

Behaviour Policy	2
Rewards	3
Behaviour Curriculum	5
Holderness Learner Expectations	9
Positive Discipline Tariff	11
Classroom Behaviour Stages	13
Well-being STEPS	16
TCAT CPOMS Chart	17
Bullying Policy and STEPS	18
Uniform Policy	20
Attitude of a Holderness Learner	22
Tutor Program	23
Two way radio etiquette	24
The Pastoral Team	25

Behaviour Policy

Introduction

The quality of learning, teaching and behaviour are inseparable and the responsibility of all staff, students and Parents/Carers.

Good behaviour is about relationships within a classroom and the School. Good relationships underpin good behaviour. The fundamental principle underpinning our Behaviour for Learning Policy is unconditional respect. The policy aims to encourage adherence to an agreed set of values and offer clarity about Rights, Responsibilities and Routines which will produce outstanding behaviour conducive to outstanding learning. Poor behaviour can affect the safety and welfare of members of our community, the ability of students to learn and teachers to teach, therefore it cannot be tolerated.

All members of the Academy community have the right to feel safe, learn, achieve and be respected.

Outstanding routines promote outstanding behaviour and thereby outstanding progress can be made by students.

Where a student's behaviour stops teachers from teaching and learners from learning, students will receive a series of warnings to support them in changing their behaviour. Further poor behaviour will lead to sanctions.

The appropriate sanctions will be applied in accordance with the nature of the behaviour/incident in line with the PD Policy and diagram below.

The decision to exclude a student will be taken in accordance with DCSF regulations and guidance. Only the Headteacher may decide to exclude a student (Associate Head in the absence of the Headteacher). The decision to exclude is made after consideration of the facts and the seriousness of the incident. Examples of incidents are highlighted in the diagram on page 5. The Headteacher will judge whether to exclude on the basis of the nature of each individual case and the facts available. The Headteacher will base judgements on the "balance of probability".

Please find the policy in full at:

<https://www.holderness.academy/attachments/download.asp?file=12&type=pdf>

Rewards

Central to the philosophy and culture of Holderness Academy is the celebration of success. We believe it is important for all teachers to praise students, which includes contacting parents, as a matter of routine. Such spontaneous day-to-day praise is the foundation on which relationships can be made.

Behaviours that are to be rewarded are representative of our vision and values such as being ambitious, adventurous, aspirational, kind, caring, independent, reflective, hardworking, enthusiastic, confident, resilient, honest, proud, respectful and tolerant.

STAMPS

In Lessons

Every member of staff in the academy can log rewards online via classcharts in order to be able to give immediate praise and reward to our students who display work, or behaviours, that the classroom teacher wants to see. See 'Attitude of a Holderness Learner' and refer to the description for engaging and excelling students.

Out of Lessons

Members of staff can give rewards and immediate praise to our students who display behaviours that uphold our values and contribute to the culture of Holderness Academy whilst moving around the site. This can be done by communicating this with the student and at a later convenient time logging the behaviour on classcharts.

Tutor Stamps

- A student who receives no written warnings for the previous week will receive 3 Form Tutor Stamps. This is done manually in form time by the tutor.
- Students will receive 5 stamps for a full week's attendance. This is done automatically as part of the PD lesson.

POSITIVE DISCIPLINE SHOP

Students can spend their stamps at the Positive Discipline Shop located online on the student Classcharts app.

HOLDERNESS LEARNER AWARDS AND POSTCARDS

Students are rewarded for exceptional behaviour and attitudes towards the academy values. Teachers will award students with Holderness Learner Aspirational, Respectful, Resilient and Kind awards via Classcharts. Postcards will be sent home when thresholds are met for Explorer - Scholar - Leader - Collaborator:

- Bronze
- Silver
- Gold

Students will also receive a badge to wear with pride on the lapel of their blazer.

ARRK POSTCARDS

The certificate thresholds for ARRK stamps is:

- 250 –Bronze
- 500 –Silver & letter/postcard home
- 750 –Gold & PL/PM letter home
- 1000 –Platinum & SLT phone call home
- 1250 –Diamond Headteacher's Award
- 1500 -Governor's Award
- 2000 -Chair of Governor's Award

Students who have gained the required number of rewards will receive a postcard sent home.

Twice a year a Progress Report will be sent home, this will include information regarding the total number of rewards for each learner.

REWARD ASSEMBLIES

At the end of each term staff from each subject area will meet to discuss and nominate students for Personal Progress and Academic Excellence. Certificates will be awarded for nominees, runners up and the winner. Certificates will be awarded and celebrated in full year assemblies in the final week of term.

Students with 100% attendance will be rewarded with the following certificates:

- Bronze- 1 term of 100% attendance
- Silver- 2 terms of 100% attendance
- Gold- 3 terms of 100% attendance

REWARD CELEBRATIONS

At the end of each term students with 100% attendance and 0-5 behaviour points are invited to a reward celebration. This reward is led by the Pastoral Teams and may look different each term and across each year group. For example, near Christmas the reward may include a Christmas Party including food and music, whereas at Easter this may be an Easter celebration and an Easter egg.

In the Summer term students will be invited to attend an external visit, this could be to a theme park or the cinema.

The Behaviour Curriculum

The 3 Rs of the Behaviour Curriculum

Behaviour training should focus on three areas that are essential for the design and maintenance of ordered, safe and productive classrooms.

- i. Routines: classroom routines as a fundamental source of high expectation, a scaffold for conduct, and a community vision of optimal habits and behaviour. Routines create a predictable environment and therefore create situations where students can form good habits and provide you with the behaviour and response you want.
- ii. Responses: strategies and interventions for de-escalating confrontation, resolving conflict, redirecting unproductive (or destructive) behaviour, and reacting to antisocial behaviour in a just, productive and proportional way. These include formal interventions (for example: consequences described by the school behaviour policy) and informal ones (for example: verbal/ non-verbal cues, body language).
- iii. Relationships: regulating one's own emotional state; understanding personal triggers in one's own behaviour, expectations or reactions; how special educational needs and disability (SEND) affects behaviour. Understanding for example: attention deficit hyperactivity disorder (ADHD), autism, dyslexia, Asperger's; the basic psychology of: motivation; long and short-term memory; concentration; learning; cognitive load, spacing and interleaving; group dynamics.

Routines

Knowing what classroom processes could be automated, taught and practised in such a way that they were performed habitually, such as task transitions, lesson beginnings, debating etc. Knowing ways of conveying, monitoring and reinforcing these routines.

Reactions and responses

Understanding when and how to react to inappropriate behaviour in such a way that normal classroom systems are resumed, and further disruption is minimised. These can involve a repertoire of possible responses such as sanctions, body language, reminders, removals, summoning assistance.

Relationships

Understanding and consciously creating relationships of trust, dignity and support between all students and oneself. This is a wide and diffuse area and involves how to speak to parents and guardians, knowing about a student's specific learning needs, prior attainment and other data, understanding the effects of stress on decision-making and many other factors.

Proactive

Being proactive can take many forms such as lesson planning, seating plans and building relationships through positive communication whilst on duty. Being proactive are the small things we do that preempt any opportunity that a student may have to demonstrate poor behaviour.

Reactive

Responding positively and appropriately to reinforce the positive behaviours we want to see to make them more likely to be repeated and responding calmly and decisively to the poor student behaviour ensuring they do not escalate and/or are repeated by the individual or other students.

	Rationale	What it looks like	Desired Outcome
Vision and Values	-Shared beliefs and values of a community shape the norm and the culture	-ARRK values taught to young people in a proactive attempt to develop individual character -‘To inspire and empower young people to make a positive difference today; ready for tomorrow’ -Tutor Program and assemblies are a tool to teach young people ARRK -Classroom and corridor displays used for subliminal messaging and constant reminders	-Shaping our young people to serve the local community well -Having a common goal for all stakeholders -Consistent language used by staff to reinforce expectations -Positive relationships
Seating Plan	-Give all students the opportunity to be seated in a way that promotes the least amount of low level disruption	-Boy/Girl where possible -Friendship groups separated -Smaller groups sat to front (empty seats at the back) -Rows facing forward	-Calm environment -Reduction of low level off task talking -Students supporting each others learning and progress -Students facing the expert, giving full attention to teacher
Progress Planning	-Staff to reflect on students progress lesson on lesson and determine what are the appropriate next steps	-Differentiated starting points -Quality first teaching -Engaged pupils	-Students engaged in lessons -Appropriate level of challenge for each individual learner -Reduction in low level disruption
Meet, greet, take a seat	-Improved relationships with students -Modelling good manners ‘Morning Billy, how are you today?’ -Being visible on the corridors -Checking uniform and jewellery	-Stand at the door -Smile at your students -Positive interactions -Welcome students using their name	-Swift start to the lesson -Calm entrance to the room -Promoting positive corridor behaviours -Positive relationships

	-Consistent approach across the academy		
Registering the students	-Consistent approach across the academy, creating a predictable environment and therefore good habits -Modelling being respectful	-Teachers say 'good morning/afternoon Hannah' and the student answers 'good morning/afternoon'	-Respectful exchange between the student and teacher
Rewards	-Reinforce positive behaviours to make them more likely to be repeated by all	-Reward students using Classcharts -Verbally praise students using specific feedback and their name, 'Well done Sarah, excellent answer using key terminology' -Reinforce with phone calls home	-Students repeat good behaviours -Students feel a sense of pride in their efforts -Students feel good about themselves
Sanctions	-Reduce desire to repeat unwanted behaviours	-Use positive language to remind students of their previous successes -Apply the warn-move-remove consistently -Do not make it personal -Be clear on what behaviours a student is doing that you do not want to see -Reinforce with phone calls home	-Students do not repeat unwanted behaviours -The academy is a safe and calm environment -Every student can access their education and make progress
Starting the lesson	-Swift start the lesson to engage students immediately and set high expectations	-Aim higher starter	-Immediate engagement -No time for students to become distracted or deviate from the task
Ending the lesson	-Provide clarity to the students on what to do to pack away effectively	-Give clear instructions ending with 'stand behind your chair in silence' not just 'right, pack away'	-Classroom is ready for the next class -Students know explicitly what to do
Dismissing the students	-Being visible on the corridor -Modelling good manners and a respectful approach	-Dismiss from the door a row at a time, wishing the students a good day -One foot in the room and one foot out	-Students leave in a safe manner -Corridors remain a safe and calm place -Relationships are positive
Carrying out duties	-A environment where everyone feels safe	-Prompt arrival at duty point -Engaging in pleasantries with students -Asking students to walk on the left	-Safe and calm environment -Positive relationships with students -High standards

		<ul style="list-style-type: none"> -Challenge poor out of lesson behaviour -Check uniform and jewellery 	
Moving around the academy	<ul style="list-style-type: none"> -Modelling the ARRK values 	<ul style="list-style-type: none"> -Saying good morning and good afternoon to students when passing them on the corridor -Smiling at the students -Challenging unwanted behaviours -Walking on the left 	<ul style="list-style-type: none"> -Safe and calm environment -Positive relationships with students
Phone Calls home	<ul style="list-style-type: none"> -Improve parental engagement -Gain parental support 	<ul style="list-style-type: none"> -Use 'Running the Room' page 297 for scripted guidance -Call home after a student has been faculty removed from your lesson -Call home to praise students 	<ul style="list-style-type: none"> -Reduce repeated low level disruption -Encourage repeated good behaviour -Build a positive home school partnership
Uniform	<ul style="list-style-type: none"> -Set high standards and expectations -Students who look smart have a better attitude and work ethic 	<ul style="list-style-type: none"> -See uniform policy -Check uniform in form lines each morning on the playground -Check on meet and greet -Check whilst on duty 	<ul style="list-style-type: none"> -High standards -Positive attitudes -Sense of belonging and community

Holderness Learner Expectations

CLASSROOM EXPECTATIONS

ASPIRATION

We aim high, completing all work to the best of our ability and support others to achieve the same.

RESILIENCE

We arrive on time to all lessons with the correct uniform, equipment and ready for learning. We never give up and love a challenge.

RESPECTFUL

We respect ourselves, all members of our Academy and wider community, following all instructions without question or answering back.

KIND

We value good manners. We are friendly, generous and considerate.

COMMUNITY EXPECTATIONS

RESPECT

We respect ourselves, others and the Academy environment. We walk on the left hand side of the corridor in a calm and orderly manner. We are tolerant of others' space, feelings and beliefs.

ASPIRATION

We are dedicated to our own personal development, attending extra-curricular activities with pride.

RESILIENCE

We display grit and determination over time in order to fulfil our potential.

KIND

We value our local and Academy community. We are confident and enthusiastic when communicating with one another.

Key Expectations of Staff at Holderness Academy and Sixth Form College

To be read in conjunction with the TCAT Code of Conduct and Teachers' Standards

Vision and Values

- We instil our Holderness Learner values of Aspirational, Resilient, Respectful and Kind, and reward student efforts using HL and ARRK reward stamps

Classroom Culture

- We meet our students with a smile and greet with a good morning/afternoon and invite them to take a seat
- We have a clear seating plan which is used which fosters a positive learning environment
- We ensure every student has their planner and equipment on the desk
- We ensure students remove non-uniform items of clothing, including coats
- We ensure uniform or jewellery issues are logged (Classcharts)
- We take the register within the first 5 minutes of the lesson and insist on students answering 'here sir' or here miss'

Teaching for Learning

- We settle and engage our students with an **AIM HIGHER** starter activity
- We share clear learning objectives and outcomes
- We share success criteria and modeling to provide clarity
- We ensure that we use formative assessment strategies to inform our planning
- We teach in response to students' identified needs and provide high quality feedback
- We use Holderness Communicator strategies to develop confident speakers, active readers and skilled writers
- We consult any SEND information and implement the strategies suggested within this
- We expect our students to take pride in their work and insist on high standards:
 - Dates and titles are underlined with a ruler
 - We challenge low standards in students' work!

Behaviour and Attitudes

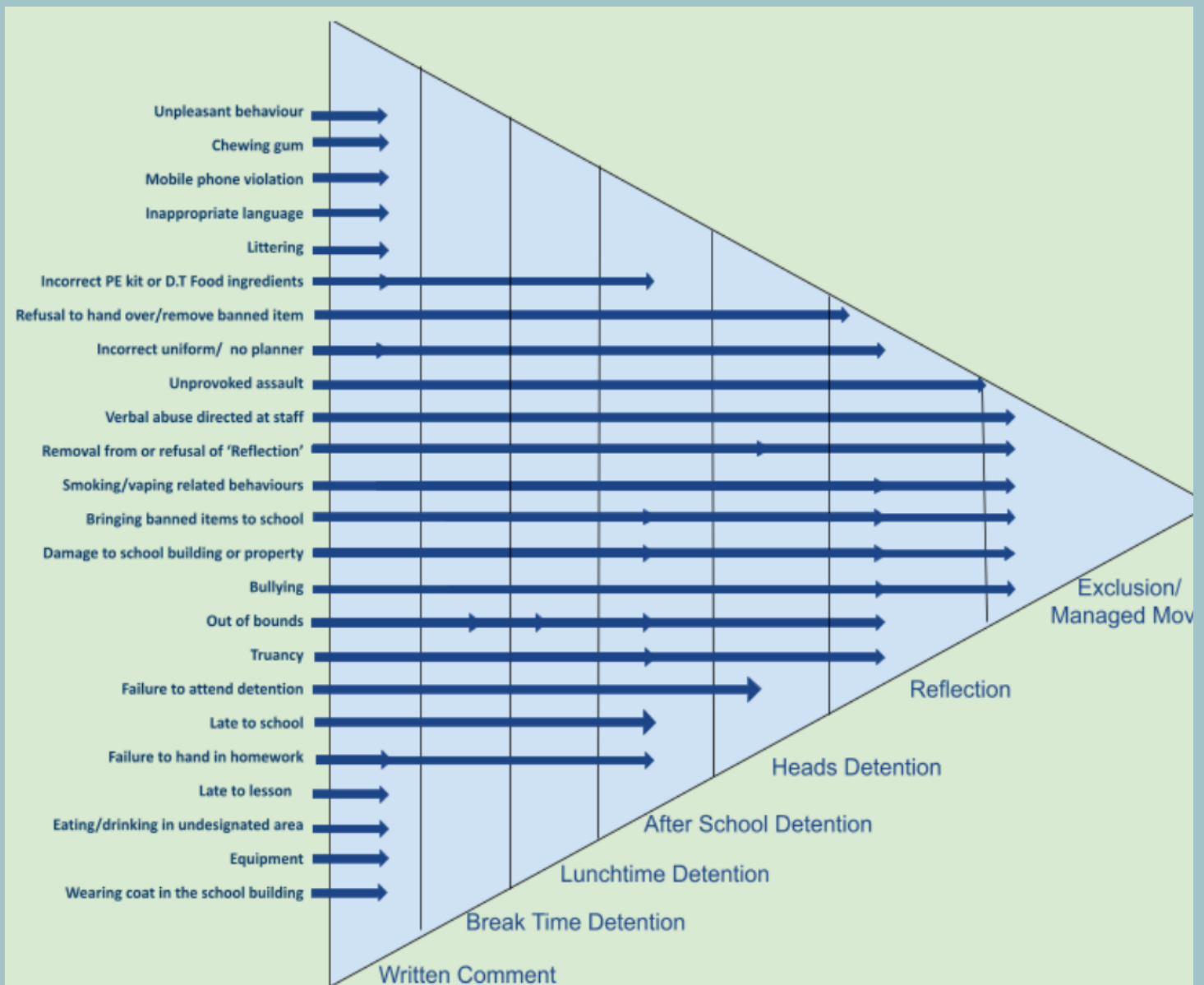
- We challenge low-level disruption
- We use a range of teaching strategies and positive language to promote positive behaviour
- We apply the behaviour policy consistently and fairly, using the **WARN MOVE REMOVE** system
- We follow up any faculty removals with a telephone call home and log on CPOMS
- We never allow students to work-off warnings given
- We expect students to clear away their books, resources and equipment at the end of the lesson
- We insist that students stand behind their chairs in silence before being dismissed
- We finish our lessons with positive comments, praise and thanks
- We remind students of corridor behaviour before they leave the room
- We dismiss our class from the door to ensure they enter the corridor in a safe and calm manner
- We leave the room / teaching space tidy and well-organised

On corridors and in social spaces...

- We all provide corridor supervision
- We greet students politely as we pass them. We insist that students walk on the left-hand side
- We challenge pushing, shoving, running and barging
- We challenge the unauthorised use of mobile phones
- We challenge the use of inappropriate or derogatory language and always work on the principle that ***if it is loud enough to hear, then it is loud enough to challenge!***

'What you permit, you promote.'

Positive Discipline Tariff



Repeat offences

- Uniform warnings reset each week
- All other behaviours reset after each half-term
- Behaviours such as damage to school property can receive the most severe sanction if deemed necessary by a Senior Leader, even if it is the first offence

Double Lessons

The warn-move-remove consequences last the entire period of time with the same teacher. In the event of a student being faculty removed during the first period, they should not return to the class during the second. This needs to be communicated to the member of staff supporting the FR.

Banned items

- Items which can be used as a dangerous weapon
- Smoking, vaping or drug related paraphernalia
- Banned items also include hats, hoodies, facial piercings, rings, additional ear piercings (one stud in each ear), bracelets and necklaces. Written warning and confiscation. Refusal to remove and hand over items will result in a period of time in reflection.

Mobile Phones and Smart Watches

- 1st offence- device is confiscated and a warning is written in the student planner. The device is handed to the nearest PM. The written warning is inputted on Classcharts by the PM. The student will receive their device at the end of the school day.
- 2nd offence- device is confiscated and a warning is written in the student planner. The device is handed to the nearest PM. The written warning is inputted on Classcharts by the PM. PM will contact the **parent/carer to collect the same evening.**
- 3rd offence- device is confiscated and a warning is written in the student planner. The device is handed to the nearest PM. The written warning is inputted on Classcharts by the PM. PM will contact the **parent/carer to collect on Friday evening.**

*Students who use a device to take photos or video footage of another student or member of staff will be dealt with appropriately, which may be referred to the police.

Classroom Behaviour Stages

The following behaviours will warrant a written warning but do not contribute towards the removal of students from lessons. It will contribute to the accumulation of warnings in the week;

- Homework
- Equipment
- Uniform
- Late

*Scenario- a student turns up late and without homework. That student would receive two written warnings in their planner which would then be logged on SIMS. After this has happened the student would receive their planner back. If the student then displays poor behaviour e.g. distracting other students, the teacher would issue a verbal warning (remove their planner and place this on the teacher's desk to indicate that this behaviour is not acceptable).

*Scenario- If a student turns up late to lesson and upon writing this warning in the planner you discover this to be their 7 written warning the student would be on-called to Reflection.

Only unwanted disruptive behaviours will contribute towards the below process.

0	Warn	Planner placed on the teacher's desk. Explain to the student why you have removed the planner and give guidance on how the student is expected to behave.
1	Move	Written warning in planner and logged on Classcharts. Move the student within the classroom.
2	Remove	Written in planner and logged on Classcharts as '2 behaviour warnings in one lesson (Faculty Remove)'. Student sent to FR classroom Student receives an after-school detention
2+	Remove plus	The student initially refuses to go to the FR and therefore the member of staff places the student on-call. On-call member of staff arrives to take the student to Reflection, at this point the student changes their behaviour and the on-call member of staff encourages them to make the right decision to go to FR. The student is placed directly into the Head's Detention (Which is 15 minutes longer than Detention).
3	Refusal to go to FR	The student is placed on-call. The student receives one day of Reflection and an after school detention. Warning and Reflection is logged by Reflection Manager.
3	Reflection	A student may be placed in Reflection as a result of; <ul style="list-style-type: none"> -Persistent refusal to go to FR -Receiving their third comment in FR -Swearing directly at member of staff -Act of vandalism -Violent behaviour

**Please note at no point in the policy should a student be sent outside the classroom unless a student has a timeout pass that specifies otherwise.*

ACCUMULATION OF WARNINGS IN PLANNER

5 Comments	Afterschool Detention	Classcharts Intelligence events recognises this and awards the detention
7 Comments	Reflection	Reflection Manager will input into Classcharts

Behaviour STEPS

A student will be placed on the STEPS program at the discretion of academy staff at a time they feel is appropriate to help amend a student's behaviour and attitude.

Stage 1 Tutor Contract:

- Tutor calls home
- Pastoral Manager writes home
- 10 day Stage 1 contract

Stage 2 Pastoral Manager Contract:

- Pastoral Manager/Tutor to meet face-to-face with parent/s or carer/s
- Parents/carers sign a contract at the meeting to say they understand and support the Academy's expectations.
- Create a one page profile and attach to SIMS linked docs
- Pastoral Manager notifies Progress Leader & Assistant Headteacher
- Discussion about internal support using CARE model eg. Time out pass/ELSA support
- 10 day Stage 2 contract

*Students will receive sanctions for failing their daily contracts.

Stage 3 Progress Leader Contract:

- Tutor, Pastoral Manager and Progress Leader to meet face-to-face with parent/s or carer/s
- Parents/carers sign a contract at the meeting to say they understand and support the Academy expectations
- Progress Leader to notify the Assistant Headteacher and the Headteacher
- Discussion about internal and/or external support using the Holderness Academy Well-being STEPS program e.g. ELSA/Step/PET/MIND
- 10 day Stage 3 contract

*Students will receive sanctions for failing their daily contracts.

Stage 4 Assistant Headteacher Contract:

- Pastoral Manager, Progress Leader and Assistant Headteacher to meet face-to-face with parent/s or carer/s
- Parents/carers sign a contract at the meeting to say they understand and support the Academy expectations
- Assistant Headteacher to notify the Headteacher

- Discussion about internal/external support using CARE model eg Inclusion Unit, PET, CAMHS
- 15 day Stage 4 contract

*Students will receive sanctions for failing their daily contracts.

Stage 5 Headteacher Contract:

- Progress Leader, Assistant Headteacher and the Headteacher to meet face to face with parent/s or carer/s
- Parents/carers sign a contract at the meeting to say they understand and support the Academy expectations
- Parents/carers sign a contract at the meeting to say they understand and support the Academy expectations
- 15 day Stage 5 contract

*Students will receive sanctions for failing their daily contracts.

Each stage will be reviewed after 10 school days. Please note that a review may be conducted within the 10 day period should behaviour not improve or, indeed, deteriorate.

If a student shows some improvements but not enough to warrant being removed from that contract stage, a student may repeat that stage again.

If a stage is completed successfully then a student will be moved back to the previous stage or in some cases may be removed altogether, this is at the discretion of the pastoral team.

FACULTY CONTRACTS

A student may be placed on a faculty contract if there are particular behaviour and attitude issues in an isolated subject area.

Stage 1 Faculty Contract:

- Teacher calls home
- Teacher notifies Head of Faculty
- Head of Faculty emails/writes home and informs Progress Leader/Pastoral Manager
- 6 lesson Stage 1 contract

Stage 2 Head of Faculty Contract:

- Classroom Teacher and Head of Faculty to meet face-to-face with parent/s or carer/s
- Head of Faculty notifies Pastoral Manager and Progress Leader
- Pastoral Manager notifies Progress Leader & Assistant Headteacher
- Discussion about internal support using CARE model eg. Time out pass/ELSA support
- 6 lesson Stage 2 contract

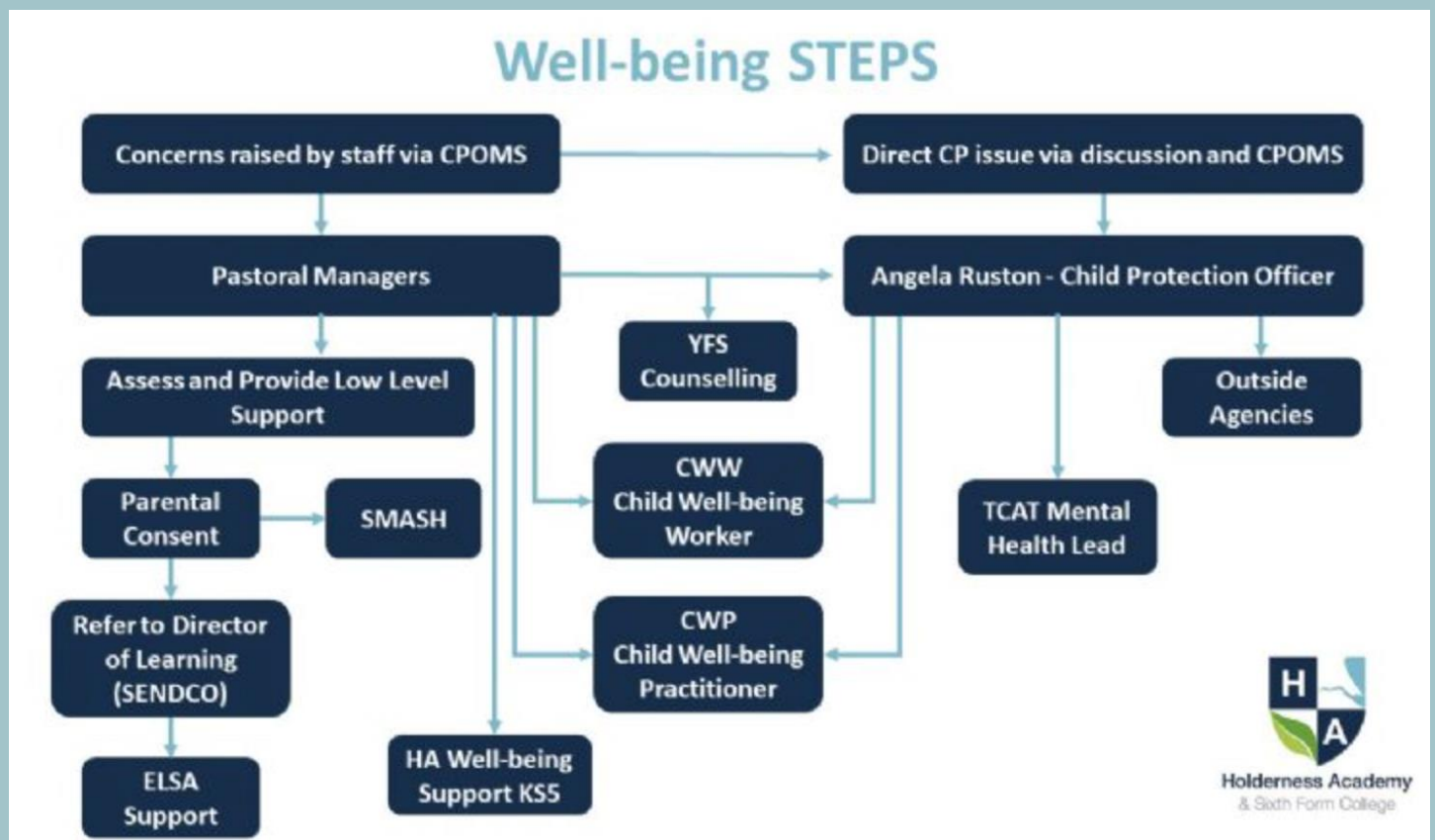
Should a student fail the stage two faculty contract then the student will be placed on a Stage 3 Progress Leader contract.

Well-being STEPS Program

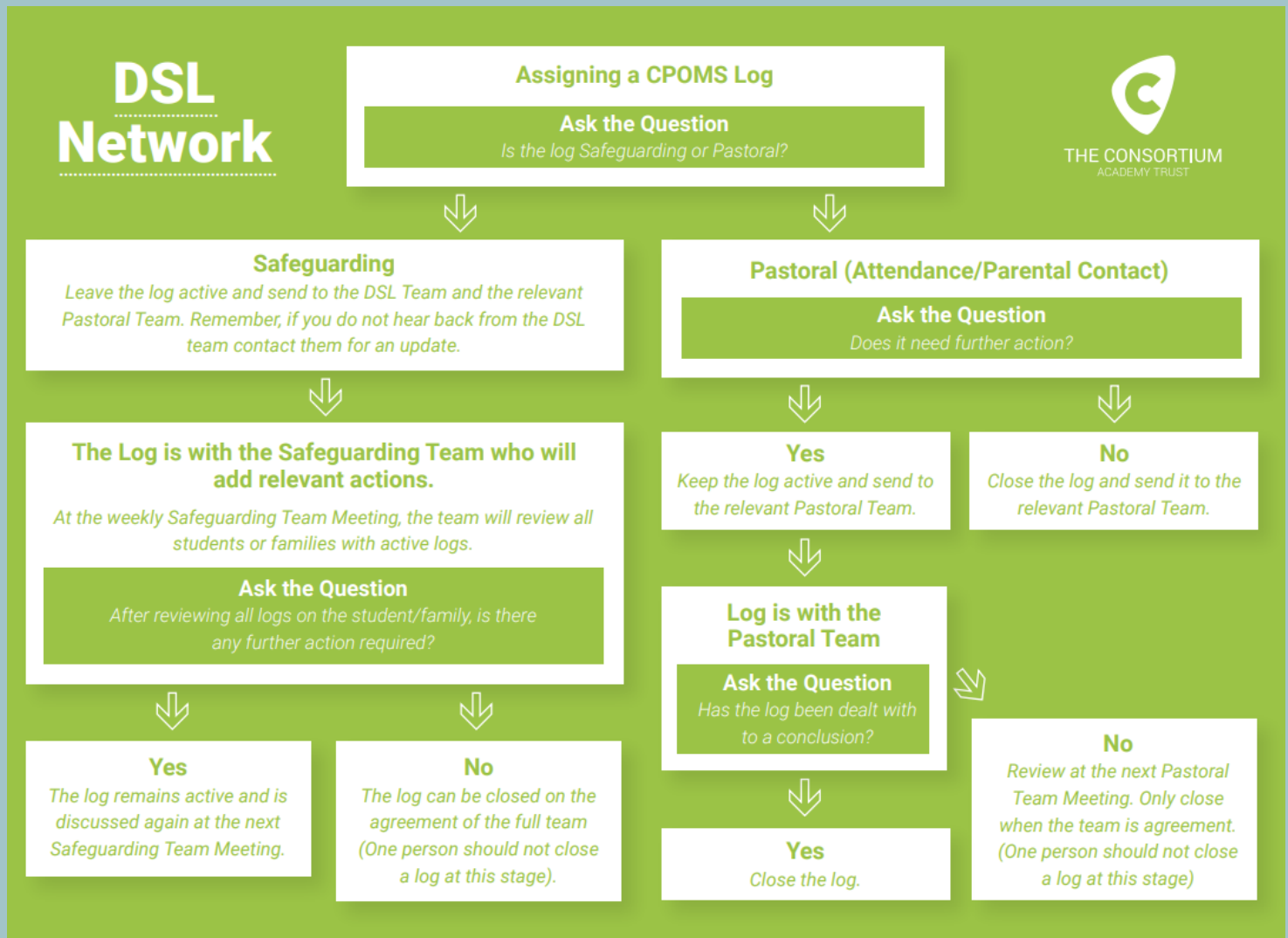
The Well-being STEPS Program is designed to ensure students are supported in a variety of circumstances whilst at Holderness Academy.

It is everybody's responsibility to safeguard one another. Please ensure we use CPOMS to log any concerns and inform the appropriate Pastoral Manager.

The school Designated Safeguarding Lead (DSL) is Kirsten Ashbridge and Angela Ruston is the Safeguarding Manager.



TCAT CPOMS CHART



Anti-Bullying STEPS

TCAT Anti-Bullying Policy

The Academy should be a place where students feel happy, safe, confident and respected. Every student has the right to learn without being teased, harassed or bullied. We expect all our learners to demonstrate the academy **KIND** and **RESPECTFUL** values.

Bullying is not the occasional falling out or isolated name calling which is unpleasant behaviour.

Bullying is not a peer dispute in which both parties contribute to unpleasant behaviours.

Bullying can be defined as “behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally”. (DfE “Preventing and Tackling Bullying”, July 2017)

Holderness Academy takes all cases of bullying seriously.

Bullying is acted out through the following mediums:

• Verbally • Physically • Emotionally • Online (Cyber)

Racist bullying: Bullying another person based on their ethnic background, religion or skin colour. Racist bullying is a criminal offence under the Crime and Disorder Act 1998 and Public Order Act 1986.

Homophobic bullying: Bullying another person because of their actual or perceived sexual orientation.

Transphobic bullying: Bullying based on another person’s gender ‘variance’ or for not conforming to dominant gender roles.

Sexist bullying: Bullying based on sexist attitudes expressed in a way to demean, intimidate or harm another person because of their sex or gender. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.

Prejudicial bullying: Bullying based on prejudices directed towards specific characteristics, e.g. SEND or mental health issues.

Sexual bullying: Bullying behaviour that has a physical, psychological, verbal or non-verbal sexual dimension/dynamic that subordinates, humiliates or intimidates another person. This is commonly underpinned by sexist attitudes or gender stereotypes.

Relational Bullying: Bullying that primarily constitutes of excluding, isolating and ostracising someone usually through verbal and emotional bullying

Bullying STEPS Program

The following is the normal hierarchy of sanctions in our staged response to bullying. A serious case of bullying, however, might result in immediate suspension and ultimately permanent exclusion.

Classcharts- Unpleasant behaviour

- One off incident- In the first instance the behaviour is classified as unpleasant behaviour, this is logged on Classcharts.

Actions:

-The Pastoral Manager will consult with the Progress Leader to decide on the appropriate sanction

CPOMS- Bullying Stage 1

- Repeated unpleasant behaviour- A trend is picked up by the pastoral team through the classcharts intel events and the behaviour might be identified as bullying.

Actions:

-Pastoral Manager to log on CPOMS and alert the PL, DSL and Assistant Headteacher for Culture and Climate, also choosing the appropriate category e.g. online, homophobic etc

-Both sets of parents are informed

-Bullying contract created

-The Pastoral Team will consult with the DSL and Assistant Headteacher for Culture and Climate, which may result in a period of time in Reflection

-Support given to both the victim and the perpetrator

CPOMS Bullying Stage 2

- The Stage 1 contract is broken due further unpleasant behaviours aimed towards the same student.

Actions:

-Pastoral Manager to log on CPOMS and alert the PL, DSL and Assistant Headteacher for Culture and Climate, also choosing the appropriate category e.g. online, homophobic etc

-Face to face meeting with parents

-Bullying contract reviewed and updated

-Support given to both the victim and the perpetrator

-The Pastoral Team will consult with the Assistant Headteacher for Culture and Climate to decide on the appropriate sanction which may include an FTE

CPOMS Bullying Stage 3

- The stage 2 contract is broken due further unpleasant behaviours aimed towards the same student.

Actions:

- Pastoral Manager to log on CPOMS and alert the PL, DSL and Assistant Headteacher for Culture and Climate, also choosing the appropriate category e.g. online, homophobic etc
- Face to face meeting with parents
- Bullying contract reviewed and updated
- Support given to both the victim and the perpetrator
- The Pastoral Team will consult with the Assistant Headteacher for Culture and Climate to decide on the appropriate sanction which may include an FTE

Uniform Policy

A range of sanctions may be applied for uniform infringements, including confiscation of unauthorised items. The Academy also reserves the right to send home any student who chooses not to wear the appropriate uniform, or to exclude any student who repeatedly, or openly, defies the Academy uniform/dress code policy.

COMPULSORY ITEMS

Blazer: black with the official Academy logo purchased from Rawcliffes (<https://rawcliffes.co.uk>). No item of clothing should be worn under the blazer other than the white shirt and the optional jumper.

Trousers: plain black, full length, tailored trousers with waistband, button and zip. Belts are not compulsory but if worn must be plain black and with a small buckle.

Please note that the following are not permitted: cords, jeans or jean style, brushed denim, combat style trousers/multiple pockets, ski pants/leggings or other tight fitting styles, trousers with extreme hipster styles.

Skirt and tights: plain black knee length tailored skirts. Jersey style skirts are not permitted. Plain black tights must be worn with a skirt.

Shirt/Blouse: white cotton style shirt/blouse to be worn, long or short sleeved shirts can be worn. Shirts/blouses must be tucked in at all times and buttoned to the top.

Tie: designated Academy, available from Rawcliffes(<https://rawcliffes.co.uk>)

Socks: plain black.

Footwear: plain black polishable leather shoes (no logos or air bubbles) offering suitable protection in the laboratories or workshops. Converse styles are permitted providing they are black leather and polishable. Canvas shoe/trainers/boots are not acceptable. Ballet pumps are not acceptable even if black leather and polishable. They do not offer adequate support for young people whilst at school. For Health and Safety reasons we cannot allow the wearing of open sandals or high heels of any type (including platform soles). The only exceptions are made for certified medical reasons, which must be supported by a medical certificate (to be carried at all times).

OPTIONAL ITEMS

V-neck black jumper: This optional item must bear the Academy logo and can be purchased from Rawcliffes (<https://rawcliffes.co.uk>).

Outdoor coat: Coats must have a full zip and be worn over the blazer and not instead of. All coats must be removed whilst inside the school building. Hoodies and denim jackets are not permitted.

Hats: may only to be worn outside and must be removed immediately on entry to the building.

OTHER

Jewellery/ Piercings: No jewellery may be worn except for ONE EAR STUD PER EAR and charity wristband.

Hair styles: Hair should be of a natural colour.

Make-up: Make up should not be worn. Students will be instructed to remove make-up, acrylic nails and false eyelashes when it is noticed. Students identified with nail varnish will be instructed to remove this.

PE KIT

Royal Blue T-shirt with logo (purchased from Rawcliffes).

Royal blue training top/sweatshirt with logo (purchased from Rawcliffes).

Navy blue shorts (available from Rawcliffes).

Navy blue tracksuit bottoms/leggings (available from Rawcliffes).

Trainers and football/rugby/hockey boots with plastic or moulded studs.

Attitude of a Holderness Learner

Classroom teachers are asked to report home twice per year. At each collection teachers will report one score reflecting a student's progress and one score for their behaviour for learning.

	LEARNING	BEHAVIOUR
3	Holderness Learner - Excelling You enthusiastically engage in all lessons with confidence, consistently demonstrating a positive attitude. You are resilient, hard working and adventurous, regularly attempting more difficult challenges. You actively reflect on previous work in an ambitious attempt to make outstanding progress. You aspire to achieve and articulate your opinions independently and collaboratively. You often lead or play a very active role in group work.	Holderness Learner - Excelling You display exemplary behaviour for learning, allowing yourself and others to learn. You are kind, respectful, tolerant and show a high level of care for the wellbeing of others. You are proud of your work and wear the Holderness Academy uniform with pride. You are honest, punctual and ready to learn with the expected equipment.
2	Holderness Learner - Engaging You enthusiastically engage in most lessons with confidence, demonstrating a positive attitude. You are generally resilient, hard working and adventurous, regularly attempting more difficult challenges. You do reflect on previous work in an attempt to make good progress. You aspire to achieve and can articulate your opinions independently and collaboratively. You either lead or are a key participant in group work.	Holderness Learner - Engaging You display good behaviour for learning, allowing yourself and others to learn. You are kind, respectful, tolerant and show a good level of care for the wellbeing of others. You are proud of your work and wear the Holderness Academy uniform with pride. You are honest, punctual and ready to learn with the expected equipment.
1	Holderness Learner - Variable You have the potential to enthusiastically engage in most lessons but you do not consistently demonstrate a positive attitude. You can be resilient, hard working and adventurous, regularly attempting more difficult challenges but too often you are happy to coast and complete the minimum amount of work. You generally do reflect on previous work in an attempt to make good progress but on occasions you give up too easily. You have shown an aspiration to achieve and you can articulate your opinions independently and collaboratively but this needs to happen every lesson. You do take part in group work but rarely lead. Your confidence would improve if you applied yourself fully in every lesson.	Holderness Learner - Variable You display some unwanted behaviours which are to the detriment of yours and others progress. You show some disregard for other people's views and opinions. You are occasionally distracted and not always kind, respectful, tolerant and show an inconsistent level of care for the wellbeing of others. You need to show more pride in your work and be proud to wear the Holderness Academy uniform. There may be issues with honesty, punctuality and being ready to learn with the expected equipment.
0	Holderness Learner - Disengaging You do not enthusiastically engage in many lessons demonstrating a negative attitude to learning. You are rarely resilient, hard working or adventurous. You are not focused on your learning and rarely completing work to an acceptable standard. You do occasionally reflect on previous work in an attempt to make good progress but give up too easily. You have shown an aspiration to achieve sporadically and you can articulate your opinions independently and collaboratively but this happens very rarely. You do not lead or take part in group work in an effective way. Your confidence would improve if you applied yourself fully in every lesson.	Holderness Learner - Disengaging You display unwanted behaviours which affect the teaching and learning of too many lessons. Support and intervention is frequently required. You are easily distracted and not always kind, caring, respectful or tolerant of others. You show disregard for other people's views and opinions. You need to show more pride in your work and be proud to wear the Holderness Academy uniform. It is likely there are issues with honesty, punctuality and being ready to learn with the expected equipment.

Tutor Program

The tutor program is a core driver for the Holderness Learner and the Academy vision and values. The content for the tutor time is embedded into our curriculum and the content is legally required to be taught to our students. Tutor time is a valued part of the school day.

TIMETABLE

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
YEAR 7	Assembly	Remarkable Reading	Tutor Program	Attendance	Forward Friday
YEAR 8	Remarkable Reading	Assembly	Tutor Program	Attendance	Forward Friday
YEAR 9	Attendance	Tutor Program	Assembly	Tutor Program	Forward Friday
YEAR 10	Attendance	Tutor Program	Tutor Program	Assembly	Forward Friday
YEAR 11	Attendance	Tutor Program	Tutor Program	Forward Thursday	Assembly

EXPECTATIONS

- Meet, greet and take a seat
- Register
- Planner, equipment and uniform check
- Lead the daily task outlined in the timetable above.

ATTENDANCE

During the attendance session please ensure that all students record the previous week's attendance as well as their cumulative attendance for the year in their planner. This information can be accessed via the desktop.

Two-Way Radio Protocol

The Academy recognises the importance of using Two-way radios (TWRs) as a method of communication within schools to improve the safety and security of the whole site, by allowing staff to request help and inform colleagues of any emergency or situation quickly, wherever they may be located on the premises.

How TWRs are used to communicate and the nature of the information being communicated is an important part of keeping children safe.

When to use a Two-Way Radio

- To request that a member of staff on duty attends to an alert made by a teacher.
- To request assistance from a qualified First Aider in the event of a **medical emergency**.
- To contact support staff who are rarely to be found at their desks e.g. Site Team.
- In the event of an emergency evacuation/ invacuation (refer to policies).
- For special events such as Sports Days, open days, and other school events.

Data Protection

It is important to understand that when communicating information via a TWR you are communicating over a radio network. Therefore, others in the vicinity using the same network may also be able to hear your conversations e.g. taxi drivers.

Risks/Consequences

To minimise the risk of unauthorised access to any information that is communicated via TWRs, staff should follow the best practice recommendations below to prevent individuals without the correct authorisation intentionally or accidentally gaining access to personal information.

Any unauthorised access to information may result in a safeguarding issue and/or Data Protection breach.

Best Practice

- Under no circumstances must any personal information be communicated which could enable an individual to be identified. For example, only communicate first names or initials or use a code system when requesting assistance.
- Each member of staff is required to ensure the safety of their TWR. In the event of the TWR being lost or stolen the member of staff must inform the Academy's lead officer for Data Protection ASAP.
- Each member of staff is obligated to ensure that the communication used on the TWR is professional and under NO circumstances is impolite, disrespectful or abusive.
- In conjunction with this protocol the Trust's Data Protection Policy should be read and understood by all staff.
- All staff using a TWR should have completed the Data Protection/GDPR online training.

Two-Way Radio Etiquette

To make radio communication more efficient, please see outlined below the basic etiquette a radio user should understand and adopt:

- When using a TWR, you cannot speak and listen at the same time, as you can with a phone.
- Do not interrupt if you hear other people talking.
- When turning the radio on, wait for a moment to check if anyone is already using the channel.
- Think before you speak. Decide what you are going to say and to whom it is meant for.
- Make your conversations as concise, precise, and clear as possible.
- Avoid long and complicated sentences. If your message is long, divide it into separate shorter messages.
- Do not use abbreviations unless they are well understood by your group.
- Remain calm and maintain a professional tone during all radio communication.
- When using the TWR, allow time for the person to respond before trying again.
- Do not use TWRs for communication of a general nature (where communication can be relayed via other means).
- Never transmit sensitive, confidential information. Unless you are certain your conversations are secured with the proper level of encryption for the level of sensitivity, assume your conversations can be heard by others.
- Always use Mrs/Mr/ Miss and surname rather than first name when contacting a member of staff.
- If a longer conversation is needed, then ask the person to contact you on a phone.

Unacceptable usage

Staff will not:

- Use profanity when communicating through a TWR.
- Misuse a TWR for non-business related, 'pranking' purposes or off-hand remarks.
- Allow students to use the radios.
- Use TWRs for personal conversations.
- Take the radios home.

Any staff member found to be in contravention of the above rules may be subject to disciplinary action.

Maintenance

- Perform radio checks to ensure your radio is in good working condition.
- Ensure the battery is charged and the power is on.
- Keep the volume high enough to ensure you can hear calls.

The Pastoral Team 2022-2023

Assistant Headteacher Culture and Climate- Tom Briggs

Assistant Headteacher Safeguarding and Inclusion- Kirsten Ashbridge

Y7 Progress Leader- Elaine Painter

Y7 Pastoral Manager- Lacey Meek

Y8 Progress Leader- Elaine Painter

Y8 Pastoral Manager- Hannah Gale

Y9 Progress Leader- Tracey Saltmarsh

Y9 Pastoral Manager- Steph Weidemann

Y10 Progress Leader- Junior Tupai

Y10 Pastoral Manager- Cheryl Oglesby

Y11 Progress Leader- Junior Tupai

Y11 Pastoral Manager- Kerry Edmondson

Pupil Premium Champion- Carl Derbyshire

PD Manager- Emma Drew

Attendance and Welfare Manager- Paula Jennings

Child Protection Officer- Angela Ruston