

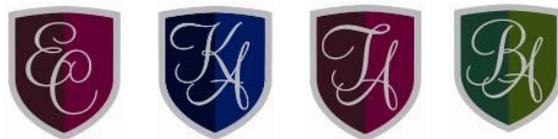


THE EMMANUEL
SCHOOLS FOUNDATION

Trinity Academy



Disciplinary Policy



Vision

The ESF schools are unashamedly Christian ethos schools and the vision of the schools is to encourage our students to develop excellence in all aspects of their lives by raising their academic aspirations, by nurturing their individual gifts and talents and by helping them to understand that excellence of character is as valuable as any of their other achievements; this enriches their experience of life and, in turn, enhances the economic, social and cultural well-being of the communities in which they live.

Mission

At Trinity Academy our mission is to work with parents and teachers to intentionally create a culture in which every opportunity is seized to guide and mould our students into men and women of character. We believe the ultimate example of good character is found in the person of Jesus Christ and our core values are based on the attributes displayed in Christ's character. Through assemblies and tutor reflections we reflect on these core values and encourage the students to seek practical ways in which they can implement these values on a daily basis.

Our Core Values are:

Honourable Purpose We aim to be positive in everything, doing what is good and aiming to benefit others as well as ourselves.
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Humility We seek to do our personal best without bragging and to encourage others to achieve their best without being critical or jealous of their efforts.
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Compassion We care for those who are in difficulty and who are hurting, recognising that the world does not exist for us alone.
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Integrity We can be trusted to be honest and truthful, to say what we mean and to do what we say.
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Accountability We recognise that having the freedom to express ourselves means that we must also accept responsibility for our words, thoughts and actions.
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Courage We aim to do what is right, whatever the cost; we stand up for the weak, whatever the danger; we face our fears and find ways of defeating them.

Determination We know that hard work and the refusal to give up are essential if we are to achieve anything worthwhile.
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Discipline approach

Trinity Academy in compliance with section 89 of the Education and Inspections Act 2006 places a strong emphasis on the importance of each student seeking their 'Personal Best', in both their academic studies and their behaviour. We do not want our students to show passive defiance by complying merely to avoid sanctions. We want to nurture young adults that are self-disciplined and do what is right because they have good character. As a result we have moved away from behaviour management as a manipulative form of control and towards **relational discipline**.

Relational discipline

'Discipline is a relationship that makes a student want to behave in a different fashion. Said in a different way, discipline is a relationship that makes a student want to internalize a set of behavioural standards and live in accordance with those standards.' Dr. William N. Bender

This approach is built on the relationship that exists between each of our staff and the students in their care. This relationship is founded on respect and the understanding that the teacher (in loco parentis) has the authority. Trinity Academy seeks teacher-student relationships that show compassion and value the uniqueness and God-given potential of each student. Students are given clear boundaries through routines and procedures. Character that results in rebelling against these routines and procedures is addressed and students are held to account and then led through the process of restoration.

Key aspects of relational discipline:

Build strong relationships

We know that the relationships we have with our students are intrinsically linked to our effectiveness with discipline. Teacher-student relationships are built on a foundation of respect and trust. Teachers are expected to know their students; know about their needs, families and interests. Our teachers show a commitment in terms of time, energy, patience and understanding in order to meet the needs of the students first and then our own needs.

Honour our parents

We communicate in a clear timely manner with parents ensuring we work with them and not against them. We discipline our students in love as their parents would.

Address the heart

We aim to bring students to an understanding that what they have done is wrong. Teachers honestly addresses the character trait that needs changing. Students are given clarity as to what is expected in future.

Restore relationships

We make time to allow broken relationships to be restored through appropriate sanctions and a heartfelt apology. Teachers give sanctions that are proportionate, fair and just. Students are made aware of the reason for the sanction being set. Trust is built through honesty; teachers doing exactly what was promised.

Standards

Attendance

At Trinity Academy students are taught the importance of achieving their 'Personal Best'. This means that each student's attitude and behaviour must be of the highest possible standard. As part of this, student attendance at Trinity Academy is crucial if students are to flourish and reach their full potential. Whilst it is true that student attendance may vary due to personal circumstances which may be out of their control, it is vital to reinforce the benefits of full-time attendance. Students who attend regularly achieve better, settle well into peer groups and form strong, positive relationships with other students. It is expected that as far as possible medical and dental appointments are made outside of school hours. Students should not be on family holidays during the school term. High attendance is promoted through a number of exciting reward initiatives.

Punctuality

Students are expected to be on time for school each day and to be punctual to each lesson. If students fail to arrive on time sanctions are issued. As part of our aim to develop good character; we encourage our students to show integrity and respect for staff by being well-equipped and punctual.

Uniform

The reason for the Trinity uniform, however, has to do with our core values and ethos. We want to look our best because we believe that it is right to give of our best in every area of our lives. Our uniform also provides a sense of identity, reminding us that we belong to one another and promoting our Academy's excellent reputation in the community. Perhaps most importantly, it helps prevent bullying. The clear uniform expectations can be found in the student planner and on the school website. Failure to wear the correct uniform will result in a sanction. Deliberate breach of uniform regulations may result in an exclusion.

Classroom behaviour

If our aim is to develop students' character it is our responsibility to have high expectations of them in every lesson. Students should arrive for lessons on time, equipped and ready to learn. There are clear routines for entering and exiting classrooms and all students should be listening and actively involved during lessons. Mere compliance will not be accepted; students should sit up straight, ask and answer questions that show the teacher that they are thinking for themselves rather than waiting to be told the solutions. Disengagement or low level disruption will be addressed and, if necessary, sanctioned. Lateness, low level disruption, uniform infringements and being ill-equipped are sanctioned through the BLUE system.

B	Behaviour	e.g. failing to respond to request for silence
L	Lateness	a minute after other students without excellent reason
U	Uniform	e.g. tie too short, top button undone, skirt rolled up
E	Equipment	e.g. pen or book missing

A detention is normally given for **three BLUE Marks in a particular category from a specific teacher** (e.g. being late three times), and the record is then wiped clean.

Corridor behaviour

Students should realise that the expectations on corridors are just as high as they are in classrooms. Walking calmly on the left hand side of the corridor without pushing, running or barging is essential. Respect for the cleaning staff should be shown by only eating and drinking in the restaurants and not chewing gum. Students are expected to speak to all staff, visitors and fellow students with respect. Self-discipline is expected; students should behave in a respectable manner whether someone is watching or not.

Behaviour beyond the school gates

Wearing the Trinity Academy uniform outside the school gives our students the opportunity to be ambassadors for the school in the community. Students whose acts of kindness are reported by the public are acknowledged and given public praise. At the same time, students who are rude, disruptive or bring the name of the Academy into disrepute are held to account and sanctioned.

Sanctions

Students need to learn that every action has a consequence. When they behave in a manner which is outside our clear boundaries then these consequences will include sanctions. It is important that when dealing with serious cases of ill-discipline we do not respond by mechanically imposing a set sanction. We will look for reasons which lie behind the misbehaviour as well as at the incident itself and then aim to lead the student through a process of restoration.

Detentions

Our detention system has been designed to allow for the process of restoration. During teacher and department detentions the aim is to bring students to a point where they can admit that their action was wrong, feel a sense of regret and have a desire to make amends for their actions. If this can be achieved then their 'punishment' brings the matter to a conclusion, restoring their relationship with both those in authority and anyone else who they have wronged. Restoration in this manner allows the student to move forward with a 'fresh start'.

Teacher detentions are held by the subject teacher and take place at break or lunchtime for a period of 5-20 minutes. Department detentions are held after school for a duration of 30 or 45 minutes depending on the nature of the incident. Whole school detentions are held on a Friday afternoon for up to 2 hours and are usually for more serious incidents. No notice is given to parents for teacher detentions as they are held within school hours. Notice for department detentions and whole school detentions is given to parents via email and through text. Email notifications include the reason for the detention, the subject and name of teacher who set the detention. This allows parents to be well informed and to address the incidents with their children.

First Call

If students continue to display poor behaviour in a lesson after being issued with a detention they will be removed from the lesson by a senior member of staff. They will not be allowed back into that lesson. Students will be sanctioned and will be expected to apologize to the teacher before returning to the next lesson.

Isolations

In order to promote an environment of mutual respect between students and staff we sanction acts of outright defiance speedily and proportionately. Defiance may result in our students being placed in the Isolation room where they are expected to complete the appropriate class work in silence. Failure to comply with the standards in the Isolation room will result in an Exclusion.

Exclusions

Students whose behaviour shows a serious breach of reasonable expectations will be excluded, either on a fixed term or permanent basis. Trinity Academy does not use fixed term exclusion as a last resort prior to a permanent exclusion, instead we use Fixed Term Exclusion as a deliberate step within the overall strategy for maintaining discipline and involving the family in resolving issues with behaviour. Trinity Academy's deliberate use of fixed term exclusion for certain behaviours provides a clear indication to the whole community about what will not be tolerated. This use of exclusion is complemented by the use of Saturday catch-up sessions. This measure is used as a deterrent to ensure that students are not behaving in such a manner

that they find themselves excluded repeatedly. We will also provide small group or individual pastoral support and intervention for students' who are excluded repeatedly.

Exclusion is part of explaining to students that actions have consequences and it serves to protect the remainder of the student population from seriously inappropriate behaviours. Fixed term exclusion is only triggered by a breach of one of the serious misdemeanours and the context of the behaviour is assessed by the pastoral team. In cases of deliberate uniform breach students may be sent home to rectify the matter and return immediately. The student will report to a named member of the Pastoral team upon their return, and this member of staff must report the end of the exclusion period to the Pastoral Office for recording purposes.

Once the decision to exclude is taken, the parent is to be informed (usually by telephone) by the Senior Tutor or Vice Principal Pastoral. Students must not be sent home on their own, and will remain in isolation within the Isolation Room until they are collected.

The parent(s) or carer(s) have a legal duty to collect their child immediately. The exclusion is deemed to have started from the point they are collected and they must be provided on the day of the exclusion with a letter detailing the reason for the exclusion and the time (or arrangements) for the readmission.

The use of permanent exclusion ('expulsion') is applied only in cases of sustained disruption, the breach of a final warning or a single significant misdemeanour. Only the Principal will make the decision to permanently exclude a student.

Commendations

A high number of our students display good character on a regular basis. In order to acknowledge this teacher will reward students through issuing commendations. There are five levels of commendation. Once students trigger a certain number of commendations they will receive a certificate and other rewards.

Teachers issue commendations for excellent effort and good character displays within the classroom and in the greater community. The number of commendations received each week are sent to parents via email on a weekly basis.