

Values, Behaviour & Rewards

Parents/Carers
Guide



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Introduction



In the few years that Dudley Academies Trust has been operational, our academies have made significant improvements in the results that our learners achieve and the performance of the academy overall. We have invested over £10 million in the fabric of our academies and the computing technology that our learners need. At the same time, we have hired outstanding teaching professionals and academy leaders who will ensure that your children have access to learning that inspires them to work hard and progress.

Education, however, is not just about teaching, IT and academy buildings. We are guided by a set of values which drive what we do and how we do it. We expect our learners to be driven and guided by these values as well.

Working in partnership with parents and carers is key to giving our learners the opportunity to reach their full potential. This guide has been created to help us all work together. The aim is to ensure good behaviour in our academies at all times, so that all of our learners can achieve their best in class and come to the academy with confidence and enthusiasm. It is important that you understand what we expect from your child so that you can help them to live up to these expectations.

I know that there is a lot of detail in this booklet. Some of it is just for your information and some of it is vital to your child succeeding. Please have a read through and keep the booklet for future reference.

Lastly, may I wish your child every success during their time with us. I know that all of the staff in our academies will be working as hard as they can to give all of our learners the opportunities that they deserve.

Jo Higgins

Chief Executive
Dudley Academies Trust

Our Values

Why they are important

Our values are based on the British Values of democracy, rule of law, individual liberty, mutual respect and tolerance of those with different faiths. We have five values that are designed to help our learners become well-educated citizens who can make the right choices for themselves and contribute to society in many positive ways. They give us a shared understanding of how we should behave.

Dreaming Big

There are no limits to how far our learners can go in their studies and in all of the other activities they choose to participate in.

Rewarding effort

Anything worth doing well requires real effort and the determination to learn from setbacks and try again. We believe that encouraging our learners to always give 100% will enable them to do even better.

Leading together

Our learners need to learn leadership skills. We will encourage all learners to take ownership of their learning and involve them in academy decisions.

Respect each other and our world

Respect is fundamental to a productive society. We will show our learners respect and in return expect a culture of mutual respect for each other.

Learning that inspires

Our learners deserve the best education that we can provide. We will promote positive attitudes so learning is inspirational.

We ask that parents or carers support by...

- Helping their child to understand the values, how they apply to what they do and how they do it.
- Encourage their child to respect these values.

Values Driven Expectations

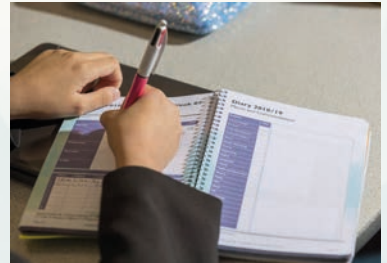
What do we mean and how do they work?

Put simply, we have a set of rules or 'expectations' that are based on our five values. There are rewards for learners who meet those expectations and sanctions for learners who repeatedly ignore them. This booklet explains what those expectations are and how they will work.

In September, your child will be given a learner planner which includes all of the information in this booklet and which acts as the central method of communication between the academy and home.

Learners are expected to...

- Take pride in their planner, keeping it clean, tidy and in excellent condition. This includes no graffiti or doodling, ensuring no pages are removed, torn or pulled out and making sure the wire is intact, not removing it or misshaping it.
- Write their name on the front of their planner and on the weekly diary pages.
- Take their planner with them to every class and place it on their desk open at the correct page at the start of every lesson.
- Be aware that should they lose or damage their planner it is their responsibility to replace it, for which there will be a charge...



We ask that parents or carers support by...

- Looking at their child's planner on a day to day (or at least a weekly) basis.
- Using it as a way of finding out about their child's learning so they can support him/her at the academy
- Checking that work is completed on time and informing us of any problems.

The learner's form tutor will...

- Check that the learner has his/her planner with them every day.
- Check that the learner is recording information in his/her planner correctly.
- Review the information in planners with each learner regularly.
- Discuss the learner's effort, achievements and consequences with them.

Home/Academy Agreement

The important partnership between home and academy

We believe that learners make the best progress if parents, carers and teachers work closely together. For our learners to make the most of their time with Dudley Academies Trust, we need to acknowledge that there are responsibilities for all parties. We will make a commitment to you and your child and, in return, we ask that you accept certain responsibilities as caring, supportive parents, entering into a **Home Academy Agreement** with us.

As a Trust we commit to the following:

We will put in place a clear, simple structure to ensure all learners and their parents and carers understand what is expected from every member of our learning community. These are the Values Driven Expectations.

We will do everything in our power to ensure that learners are safe from bullying, harassment or any other danger, that they are encouraged to be healthy and active and that they are encouraged to make a positive contribution in our learning community.

It will be our absolute priority to ensure that learners enjoy the academy and make the maximum academic progress possible, so that they have the skills and knowledge needed to access further education and employment.

We will always communicate with you quickly when concerns arise, as well as communicating praise where appropriate. It will be our intention to ensure that every young person who works well at Dudley Academies Trust will be made to feel valued, appreciated and recognised.

The Home Academy Agreement contained within each learner's planner must be completed by the learner and their parent or carer before the end of the first week of the new academy year in September.

We expect all learners to agree to the following:

- To understand and abide by the academy's Values Driven Expectations.
- To do their best at all times and embody the academy's five Core Values in everything they do.
- To apply positive effort in learning, behave well, and show respect to all adults and all other learners who make up our learning community.
- To recognise that bullying is totally unacceptable. We ask that they act to stop bullying wherever and whenever they witness this.

Each learner is asked to set a positive example to their peers and do everything they can to promote the academy's values. We expect learners to represent the academy positively in the local community; this includes wearing the correct uniform with pride and helping to keep the environment as tidy as possible.

Learners are expected to arrive for every lesson prepared to do their best work, try hard and apply good (or better) effort. We expect them to bring their equipment, complete home learning to the best of their ability, be resilient in the face of challenge and do everything they can to learn and progress.

We ask that parents and carers provide their support by committing to the following:

- Recognising the key role that you play in supporting your child and the academy.
- Checking your child's planner each week and doing all you can to encourage your child to work hard in the academy, be positive about his/her learning, develop resilience and be ambitious for the future.
- To read and understand the academy's **Values Driven Expectations** and support the Trust's staff in upholding the highest possible standards.
- Where you experience issues which you believe are a cause for concern, we ask that you address these quickly with the academy in a supportive manner, working in partnership to address concerns as swiftly as possible.
- We ask that you commit to supporting the academy in implementing all policies approved by the Governing Body.
- We expect you to do all you can to ensure that your child attends the academy every day and that they are in the correct uniform and properly equipped for learning.
- We ask that every effort is made to attend all Parents/ Carers' and Learners' Evenings in order to understand how your child is progressing and how you can support them and the academy in their learning.

Expectations for Learning

Part of the Values Driven Expectations System

Arrive equipped for learning

Learners are expected to arrive at the academy and for every lesson with basic equipment:

- Their planner.
- A black pen.
- A pencil.
- A ruler.
- A red pen for assessment.
- A green pen for improving Green for Growth (GfG).
- PE kit for PE lessons.

- A Casio FX83GTPLUS or FX-85GTPLUS Scientific calculator.

Learners may also choose to bring the following **equipment for excellence**:

- Highlighters.
- Fine liners.
- Maths set.
- Pencil sharpener.

At the beginning of the lesson learners are expected to

- Arrive at their lesson on time.
- Arrive at their lesson wearing the correct uniform.
- Arrive at their lesson quietly, calmly and prepared to learn.
- Sit in the correct seating plan without needing to be told or prompted.
- Take their equipment out of their bag and place it on their desk.
- Take the planner out of their bag and place this on their desk, opening it at the correct page for the week.
- Begin the 'Do Now' activity that the teacher has set for them quickly.

During the lesson learners are expected to

- Listen carefully to the teacher, following instructions and classroom rules at all times.
- Observe all health and safety instructions at all times.
- Remain in their seat unless they are given permission to leave.
- Complete all work to the best of their ability.
- Apply at least good effort at all times.
- Present all work in line with PROUD expectations.
- Be respectful of the teacher and all other learners in the class by making sure nothing they do is disruptive to learning.
- Work in silence when working independently.
- Be respectful by not talking when the teacher or other learners are talking.
- Not ask to go to the toilet unless it is for exceptional circumstances.
- Not ask to leave the lesson to fill up their water bottle.

We ask that parents and carers ensure their child has the equipment they need to meet these expectations.

At the end of the lesson learners are expected to

- Wait for their teacher to tell them to finish working and pack away.
- Ensure their work area, including the floor around them, is tidy and free from litter ready for the next class (remember to leave the classroom as they would wish to find it).
- Ensure they have all their equipment and their planner and that this is packed away in their bag.
- Put their chair under the desk and stand behind it.
- Make sure their uniform is correct, this includes making sure they are wearing their blazer before leaving the classroom.
- Stand behind their chair, leave the classroom quietly, calmly and only when they are told to do so by their teacher.

To ensure excellent presentation learners will:

c/w	Date in full
	Title
	<i>Start work keeping letters between the lines. Check their punctuation and spelling</i>

- start a new page for each new topic.
- write C/W for class work or H/L for home learning in the margin at the top left.
- write the full date on the top line on the left.
- write the title on the 1st line down.
- underline the date and titles using a ruler.
- draw diagrams in pencil.
- assess work using a red pen.
- correct or improve their work in a green pen (Green for Growth).



Expectations for Effort

EXCELLENT EFFORT

means you are committed to getting the most out of all learning opportunities available, and you show excellence in all that you do.

You should always aim to apply excellent effort.

- Actively participate and fully engage in the lesson at all times.
- Actively seek feedback on how to improve the quality of your work.
- Show great determination and persevere with all tasks, even when difficult.
- Show great bravery when faced with new challenges and situations.

GOOD EFFORT

means you are responsible, hardworking and consistently apply effort in all lessons.

Once achieved, you should aim for excellence in all areas of learning.

- Show good interest in your learning, you are attentive and focused.
- Respond well to feedback and complete work to the expected standard.
- Show determination, and are willing to persevere when things are difficult.
- Show bravery when faced with new challenges and situations.

EFFORT REQUIRES IMPROVEMENT

in one or more areas means you are doing what you are supposed to do, but you are failing to push yourself to make the most of the opportunities available, you must act on feedback to improve.

- Participate more, remain focused and behave better throughout lessons.
- Should try harder to improve your work after feedback.
- Should show more determination when things get difficult.

INSUFFICIENT EFFORT

means that you are inconsistent in your level of effort. The standard of your work is below minimum expectations and requires intervention to improve.

- Makes insufficient effort and may disrupt the learning of others.
- Makes little response to feedback and is reluctant to improve work.
- Shows insufficient determination and gives up too easily.
- Shows insufficient bravery when faced with new challenges and situations.

UNACCEPTABLE EFFORT

means that you need to significantly improve and you will require extensive support or intervention to become a more effective learner.

- Makes no effort to be involved in the lesson and disrupts others' learning.
- Fails to act on feedback provided and as a result, does not make progress.
- Is not interested in being challenged and will give up without trying.

Effort Level 5

- Manage your time and work efficiently, be highly self-disciplined and take pride in all areas.
- Be highly supportive of others with their learning and work effectively with your peers.
- Be equipped and ready to learn in all lessons.
- Use your initiative in a range of situations, and be independent in learning.
- Consistently aim high showing an excellent level of effort, working beyond expectations.
- Always demonstrate excellent effort in all home learning tasks set.

Effort Level 4

- Take responsibility for your work, you are well organised and take pride in presentation.
- Be supportive of others with their learning and work well with peers.
- Be consistently equipped and ready to learn in all lessons.
- Willingly do all that is asked of you, and sometimes more.
- Consistently demonstrate a good level of effort across all lessons.
- Frequently demonstrate good effort in all home learning tasks set.

Effort Level 3

- Show greater bravery when faced with new challenges and situations.
- Improve time on tasks, be more organised and show greater pride in work.
- Be more supportive of others with their learning and work better with peers.
- Be more consistent in being equipped and ready to learn in all lessons.
- Should aim to do more than the minimum that is asked of you.
- Improve your approach and consistency of effort across all lessons.
- Improve the consistency of effort shown in home learning.

Effort Level 2

- Time spent on tasks is variable and the presentation of work is inconsistent.
- Rarely supportive of others with their learning and works inconsistently with peers.
- Not always equipped and ready to learn in lessons.
- Little evidence of self-motivation and too much reliance on the teacher.
- Effort in learning is inconsistent resulting in minimal progress made.
- The standard of home learning is below the minimum required.

Effort Level 1

- Shows no bravery when faced with new challenges and situations.
- Spends a poor amount of time on tasks, taking no pride in your work.
- Is unsupportive of others with their learning and works ineffectively with peers.
- Lacks equipment and readiness to learn in lessons.
- Takes no responsibility for own learning or behaviour.
- Effort in lessons is a cause for concern.
- Fails to complete home learning task set.

THE SKELETAL SYSTEM

There are more than 200 bones in the human body.

FUNCTIONS OF THE SKELETAL SYSTEM

- Support**
The skeleton supports the body. It is called the **backbone** because it supports the body. The skeleton also supports the internal organs.
- Movement**
The skeleton allows the body to move. The skeleton is made of bones. The bones are connected by joints. The joints allow the body to move.
- Protection**
The skeleton protects the internal organs. The skull protects the brain. The rib cage protects the heart and lungs. The pelvis protects the reproductive organs.
- Blood Production**
The skeleton produces blood. The bone marrow is the soft tissue inside the bones. It produces red and white blood cells.



CLASSIFICATION

Long Bones
Helps translate the force generated by skeletal muscles into mechanical advantage (e.g. movement).

THE MUSCULAR SYSTEM

The muscles contract and relax to enable us to move. They also allow us to hold things steady. They also allow us to move things around. They also allow us to move things around. They also allow us to move things around.

ANTERIOR POSTERIOR



THE MUSCULAR SYSTEM

PARTS OF THE MUSCULAR SYSTEM

- Myofibrils:** The basic unit of muscle contraction.
- Sarcomere:** The basic unit of muscle contraction.
- Actin:** A protein that forms the thin filaments of the myofibril.
- Myosin:** A protein that forms the thick filaments of the myofibril.
- ATP:** Adenosine triphosphate, the energy source for muscle contraction.
- Calcium:** A mineral that is released from the sarcoplasmic reticulum to initiate contraction.
- Neurotransmitter:** A chemical messenger that carries signals from the brain to the muscles.
- Motor unit:** A single motor neuron and all the muscle fibers it innervates.
- Motor unit recruitment:** The process of increasing the number of motor units that are active to increase the force of contraction.
- Muscle fiber:** A single muscle cell.
- Muscle fiber membrane:** The cell membrane of a muscle fiber.
- Muscle fiber nucleus:** The nucleus of a muscle fiber.
- Muscle fiber mitochondria:** The organelles that produce energy for the muscle fiber.
- Muscle fiber sarcoplasm:** The fluid inside the muscle fiber.
- Muscle fiber sarcoplasmic reticulum:** The organelle that stores calcium ions.
- Muscle fiber T-tubules:** The invaginations of the muscle fiber membrane that allow calcium ions to enter the sarcoplasm.
- Muscle fiber myofibrils:** The contractile units of the muscle fiber.
- Muscle fiber myofibril sarcomeres:** The basic unit of muscle contraction.
- Muscle fiber myofibril actin:** The protein that forms the thin filaments of the myofibril.
- Muscle fiber myofibril myosin:** The protein that forms the thick filaments of the myofibril.
- Muscle fiber myofibril ATP:** Adenosine triphosphate, the energy source for muscle contraction.
- Muscle fiber myofibril Calcium:** A mineral that is released from the sarcoplasmic reticulum to initiate contraction.
- Muscle fiber myofibril Neurotransmitter:** A chemical messenger that carries signals from the brain to the muscles.
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- Muscle fiber myofibril Muscle fiber myofibril Motor unit recruitment:** The process of increasing the number of motor units that are active to increase the force of contraction.



Understanding teacher feedback (Green for Growth)

Please celebrate your child's successes and achievements, both large or small, and support them in improving where improvements have been identified.

When you look through your child's work after it has been marked, you will see markings made in red pen. These are corrections made by the teacher and the meanings of these corrections are explained below. You will also see changes made in green pen, which are your child's corrections and improvements.

Acting on Teacher Feedback (GfG)

When a teacher identifies a literacy error, they use a red pen to write one of the following:

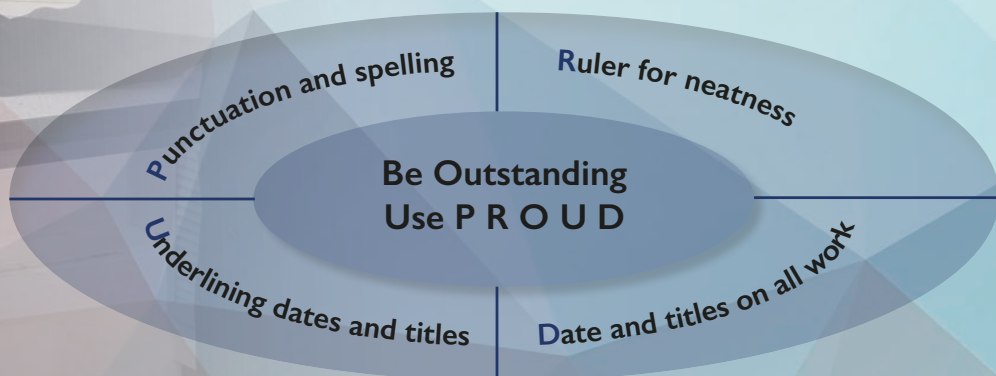
P	errors in punctuation
C	incorrect use of case
Sp	errors in spelling
//	use of paragraphs
Gr	errors in grammar

Learner should check, correct and improve their work in green pen.

When a teacher identifies a literacy error, they use a red pen to write one of the following:

P	missed/misused Punctuation or made a spelling error
R	drawn lines without a Ruler
O	not made Outstanding effort
U	missed an Underline
D	forgotten the Date or title

Learner should check, correct and improve their work in green pen.



Expectations for Learning and Assessments

Part of the Values Driven Expectations System

Assessments and Home Learning

Parents/Carers

Every day, you should ask your child what home learning they have to complete, and look in their planner where it will be clearly written down. You may wish to check that they have been able to complete it and help them if they need support.

Home Learning

Learners should:

- Keep up to date with all Home Learning and make a note of when it is due.
- Aim to complete work at least 1 day before it is due.
- Always attempt all aspects of Home Learning.
- Remember: **If it's not Excellent, it's not finished!**
- Read, check and respond to teachers' feedback... Green for Growth.

PRIDE

- Plan, Review, Improve with Determination to achieve Excellence.

Tests, Exams and Milestones

Your child will find themselves revising for tests and exams. You can help them with this. Their teachers will tell them how to revise, using methods such as:

- Mind Maps.
- Mnemonics and Acronyms.
- Picture Storyboard.
- Websites (e.g. BBC Bitesize).
- Flash Cards.
- Audio Recordings.
- Practice Questions.

Parents/Carers

We ask that parents and carers encourage their child to use different revision techniques to support their learning and find a technique that works well for them.

Expectations for the Use of IT

Part of the Values Driven Expectations System

ICT Geography

Information Technology is a significant part of society and critical to learning at Dudley Academies Trust. It is essential that learners take responsibility for any work completed digitally in the same way they do for their written work. This includes applying at least good effort and making sure their work follows our PROUD principles.

When using Information Technology learners are expected to

- Remember their password. Their password is as essential as their pencil case – it allows them to access their learner IT account. Forgetting their password will impact upon their learning.
- Reset their password in the academy before any holiday. This will ensure they can access all online resources and complete any set work in the holidays.
- Save their work correctly. It is their responsibility to ensure that any work completed electronically is saved in the correct location with an appropriate file name.
- Treat all IT equipment with respect. Report any issues with IT equipment immediately to their teacher, do not attempt to address these themselves.
- Remember to leave the classroom, including any IT equipment, as they would wish to find it.



It is their responsibility to make sure they follow expectations for the use of Information Technology. Should they fail to do so they will lose a line. (A more severe consequence may be applied in the event of damage to IT equipment).

For their safety, we ask learners to remember the following when using the internet at home or in the academy:

- Never give out personal information such as a home address, telephone number or a parent's/ carer's work address/telephone number to others online. Only give their email address to those with whom they are familiar.
- Never agree to meet anyone, anywhere, without first discussing this with a parent or carer.
- Never give out their username and password to anyone online.
- Never send chain letters on the internet and academy network.
- Do not reply to any message that they feel is offensive, strange, mean or upsetting either to them, or to others. Report this immediately to a teacher or to a parent or carer.
- Stop if they see or read something on a website that is upsetting or offensive to them. Not all websites are suitable for everyone.

Please visit our website for further advice about internet safety.



 **GCSE Geography**

Year 9

- The Challenge of Natural Hazards
- The Living World
- Resource Management



a different
a manifesto from the Government

We ask that parents and carers provide their support by helping their child to stay aware of how to stay safe online.

Expectations around the academy

Part of the Values Driven Expectations System

A learner's planner is central to Values Driven Expectations and they are expected to have this with them at all times. We ask that parents and carers help their children to remember their planners at all times.

As members of the DAT learning community we are all collectively responsible for our academy environment and for the health, safety and happiness of each other.

We will apply our core values around the academy; we will **lead together**, promoting **respect for each other and our world**. We will **reward effort** and encourage all learners to **dream big**. We will challenge those who do not to respect that we are developing a culture of **learning that inspires**.

Food and Drink

- Food must only be consumed in designated areas.
- All rubbish must be thrown in the bins provided.
- All cutlery, trays and plates/dishes must be returned to the clearing station.
- Chewing gum anywhere on academy grounds is strictly prohibited.



If the academy environment is not respected and litter is left, learners will be notified as they leave the academy that the following day will be a **RED DAY**. On a red day, the academy canteen will be closed at break time and learners will not be permitted to purchase any food or drink items during breaks. (Please note, on a red day they will still have access to water).

Smoking

- Smoking (including E-cigarettes/Vape) is strictly prohibited in all areas of the academy and its grounds for everyone. This includes smoking within any vehicle that may be parked in the academy grounds.
- Smoking while dressed in the academy uniform outside the academy is strictly prohibited.



A first offence will result in immediate removal to **Supporting Expectations**. A second offence will result in a **Fixed Term Exclusion**. Should a learner be found to be assisting or standing with a smoker at the time an offence is committed, they will be subject to the same consequence.

Smoking is a safety risk and is extremely bad for a person's health.

Technology/Mobile Phones

- Mobile phones, Ipods, MP3/4, smart watches and headphones cannot be used at any time on the academy site and will be confiscated if seen.
- Learners may not use websites or software in lessons unless instructed to by the teacher.



Learners will be permitted to collect their confiscated phone from reception at the end of the academy day. Learners will be issued with a 2 hour SLT detention for the following Friday and they will **lose a line**. **The Trust will not accept liability for loss of or damage to confiscated items.**

Boundaries

Learners must remain within the designated boundaries during academy hours. The following areas are considered out of bounds:

- Any area considered off site.
- All corridors during break and lunchtime (unless learners have the permission of a member of staff and this has been recorded in his/her planner).
- Other specific out of bounds areas as designated by the individual academy.



It is the learners responsibility to make sure they are within the designated boundaries. If they have permission to be beyond the designated boundaries it is their responsibility to make sure they have the appropriate written consent from a member of staff and that this is recorded in their planner. If they are out of bounds they will **lose a line**.

Uniform

Learners must always ensure they are following the uniform policy around the academy; this includes:

- Making sure they are wearing their tie at all times.
- Ensuring their shirt is tucked in to his/her skirt or trousers all the way around.
- Ensuring their blazer sleeves are not rolled or pushed up.
- Wearing their blazer. Blazers may only be removed if given permission by a member of staff.
- Ensuring their coat is not worn inside the academy building.
- Only wearing academy shoes around the academy – trainers are for P.E. lessons only.



It is the learners responsibility to make sure they are following the uniform policy and wearing their uniform appropriately and correctly at all times. If they fail to follow the policy or to wear their uniform correctly they will **lose a line**.

Expectations for Uniform

Part of the Values Driven Expectations System

Our uniform policy allows every member of our school to feel equal, irrespective of their background. By wearing the school uniform, they can feel smart and professional in their learning, preparing them for the world of work. Wearing their school uniform with pride also allows them to represent Dudley Academies Trust positively in the local community and beyond.

Tie

- Learners must wear their tie at all times.
- The tie must be kept in good condition with no pulls or graffiti and with no accessories attached (such as hair grips).

Blazer

- Learners must wear their school blazer at all times when in the school building with the exception of break/lunch when they are permitted to remove the blazer should they wish.
- Learners are not permitted to wear a jumper or a cardigan under their blazer.
- Learners must not wear their blazer with rolled or pushed up sleeves.

Skirts and trousers

- Learners must only wear black trousers or skirts. Trousers should be tailored (not stretch) and full length.
- If a learner wears a skirt it must reach at least the top of the knee at all times including when walking (it is unacceptable for the skirt only to be the correct length if the learner pulls it down).
- A variety of skirt styles are permitted within school including box pleats, A-line and pencil.
- Leggings, denim and jeans are not permitted.
- Learners may wear a plain black Shalwar Kameze.

Shirts

- Learners must wear a white shirt under their blazer.
- Both long and short sleeved shirts are permitted.

- The shirt must be long enough to be tucked into the trousers or skirt.
- The shirt must be tucked into the trousers or skirt all the way around the waist at all times.
- The shirt must be buttoned up to the collar at all times with the tie clipped on.
- Long sleeved and/or coloured t-shirts must not be worn under your school shirt.

Shoes

- Learners are required to wear formal, smart, black leather or patent shoes to school.
- Learners are not permitted to wear trainers. This includes black leather trainers including those without markings.
- School shoes should have no visible branding (whether the branding is in a different colour or black) including Nike ticks or sporting logos.
- If you choose to wear black ballet pumps, these should be plain black without any accessories, such as studs.
- Boots are not acceptable (a boot is defined as anything that touches or comes above the ankle bone).

Hair

- Hair accessories such as bows, flowers and wide bands are not permitted however; thin Alice bands can be worn.
- Only natural hair coloured dyes are permitted.
- Hair should be no shorter than a grade 1 and no design lines/patterns are allowed.
- A plain black head covering may be worn for religious purposes.

Make-up

- No make-up is allowed unless to conceal a skin complaint/condition. In this instance learners are permitted to wear subtle skin make-up such as foundation, tinted moisturiser or concealer.
- Skin make-up will not be considered as subtle if it leaves a mark on the collar of your shirt.
- False eyelashes or extensions are not permitted.

Nails

- Learners are not permitted to wear nail varnish.
- Acrylic or false nails must be removed for school.

Socks

- Socks must be plain black.

Jewellery

- Jewellery is limited to the following:
 - one small ring of religious significance only and a note from a parent/carer is needed in the planner.

- one small, plain, metal stud in each ear lobe.
- a watch.
- No facial piercings, such as nose studs, are permitted.
- Stretcher-style piercings are not permitted under any circumstances.
- No jewellery is permitted to be worn at all for PE lessons.
- If a learner is required to wear jewellery for medical reasons, suitable medical evidence must be provided to school.

Outer wear:

- We prefer outdoor coats to be as dark and plain as possible and for any logo to be as small as possible. Denim/leather jackets, tracksuit tops, sweatshirts and hoodies are NOT to be brought into school.
- School bag – we prefer bags to be as dark and plain as possible and for any logo to be as small as possible. Bags should be suitable for carrying folders, textbooks and PE kit backpacks are advised.
- PE kit: see school for guidance.

We ask that parents and carers support their child to meet the uniform expectations by ensuring they have the correct uniform, by understanding what is needed and encouraging their child to take proper care of their uniform and wear it correctly.

Please be aware that buying clothes from the academy section of a shop does not mean they will necessarily comply with our uniform policy. If in doubt please contact the academy for guidance.

Exceptions: Some religions or beliefs may preclude learners from wearing aspects of their academy uniform in line with their human rights or for equality and discrimination reasons. Where this is the case a request for special consideration must be made to the Local Advisory Committee. Please note; the Local Advisory Committee has the right to restrict an individual's rights to manifest their religion or belief on the grounds of promoting cohesion, good order or for health and safety considerations.



It is the learner's responsibility to make sure they are complying with **Expectations for Uniform** at all times. Failure to do so will result in them losing a line. Should they repeatedly refuse or fail to comply with **Expectations for Uniform** they will be removed from learning and placed in **Supporting Expectations**.

Rewards

Part of the Values Driven Expectations

We will always reward learners when they are doing well, and some of the rewards that they can earn are significant.

The Values Driven Expectations system at Dudley Academies Trust is rewards led. The planner is absolutely central to the system and during every lesson each learner is expected to have their planner open on their desk at the correct page for that week.

Teachers will seek to reward learners for excellent effort, engagement and commitment to learning. Teachers will stamp merits directly into the learner's planner in recognition of these positive learning behaviours.

All adults in the academy will actively seek opportunities to praise. Learners will be rewarded through written or verbal praise, phone calls home, merit stamps and commendations.

Merit Stamps will be awarded for:

- Excellent/Good effort in class
- Excellent/Good effort in home learning
- Positive behaviour
- 100% attendance
- 100% punctuality
- Contributions to academy life, such as sport, music or charity
- Supporting other learners and staff.

Commendations (5 merits) will be awarded for:

- Excellent effort over a sustained period of time (4 weeks)
- Doing something that gives their teacher the 'WOW' factor!





Dudley Academies Trust Values Driven Expectations – Good Choices Bring Rewards

Reward Experiences

Rewards are handed out at the end of every half term. In the past, rewards earned by our learners have included:

- Black Country Living Museum family tickets.
- Amazon Echo.
- Chocolate rewards.
- Pizza party.
- Jump the queue tickets.
- Cinema vouchers.
- Merry Hill vouchers.
- Chief Executive Certificates.
- Principal's rewards.
- Afternoon tea.
- Dudley College of Technology experiences.
- Trampoline park tickets.
- Trips to the theatre.
- Trips to the zoological park.

Consequences

Part of the Values Driven Expectations System

We will not allow the teaching of other learners to be interrupted by learners who fail to follow our Values Driven Expectations; nor will we tolerate behaviour that threatens the safety of any other child. If learners fail to follow the Values Driven Expectations, the following consequences will be applied:

If learners make a choice not to follow Values Driven Expectations for Learning, the following consequences will be applied:



V1

The first time **the learner chooses** not to follow Values Driven Expectations within **the lesson**, they will lose a line in their planner.



V2

The second time **the learner chooses** not to follow Values Driven Expectations, they will lose a second line. The teacher will try to help them to make positive choices by, for example, discussing their behaviour with them or moving them to an alternative seat.



V3

On the third occasion of choosing not to follow Values Driven Expectations, **the learner** will lose a third line. The teacher will make sure **the learner understands** how serious the situation is and will encourage them to make the right choices.



V4

Should **the learner** continue to choose not to follow Values Driven Expectations, they will lose a fourth line and their teacher will move them to another classroom within the department (known as Departmental Parking).

Please note, should the learner fail to follow Values Driven Expectations in Departmental Parking, they will lose two lines and the teacher will call for a member of the Senior Leadership Team to remove them from learning and place them in Supporting Expectations, where they will stay for a minimum of 5 complete periods.



Consequences

Part of the Values Driven Expectations System

Remember, a learner's planner is central to Values Driven Expectations and they are expected to have this with them at all times.

Learners will start each week with eight lines. Each time they make a choice not to follow Values Driven Expectations they will lose a line. For the majority of learners, losing a line will be an indication that a change in behaviour and/or attitude is required and they will quickly take steps to make positive choices moving forwards. Sometimes a learner may not make the necessary changes quickly enough, or may commit an offence that requires a more severe consequence than losing a line. Where this is the case there are a number of additional consequences and support measures that can be implemented.

SLT Detention

A learner will immediately be issued with a **SLT detention** and will **lose a line** for the following:



- Five lines lost for the same consequence across the academy
- Chewing gum anywhere on the academy grounds
- Inappropriate use of mobile phone
- Inappropriate language
- Failure to bring equipment, kit and/or ingredients for practical lessons.

Supporting Expectations

The purpose of Supporting Expectations is to remind learners of our Values Driven Expectations and to support them to comply with these. They will immediately be placed in Supporting Expectations (SE) for the following:



- Losing eight lines within a week
- Losing ten lines for the same consequence
- Defiance
- Fighting
- Vandalism and graffiti
- Truancy
- Smoking including E-cigarettes/Vape (first occurrence)
- Stealing (first occurrence)
- Failure to attend an SLT detention
- Plagiarism or cheating.

If a learner is removed to Supporting Expectations they will receive a letter to take home, a copy of which will also be emailed to you as parents or carers.

Fixed Term Exclusion

The following actions will result in a Fixed Term Exclusion:



- Inappropriate or poor behaviour in Supporting Expectations
- Fifteen lines lost for the same consequence
- Fourth occurrence of being removed to Supporting Expectations
- Bullying
- Racism, homophobia or sexism
- Verbal abuse and/or swearing at staff
- Drugs (including legal highs)
- Unprovoked physical assault
- Being under the influence of drugs or alcohol on the academy grounds
- Failure to comply with an agreed behaviour contract
- Bringing an illegal substance into the academy
- Stealing (second occurrence)
- Smoking including E-cigarettes/Vape (second occurrence)
- Any other action that has placed the safety and welfare of learners, staff or any other persons at risk
- The above list is not exhaustive. Any other reason at the discretion of the Principal/ Senior Leadership Team which is considered serious.

During a **Fixed Term Exclusion**, learners will be expected to complete the work provided to them. Upon their return to the academy a reintegration meeting will take place with a member of the Senior Leadership Team. The learner's parent or carer is required to attend this meeting. The learner will not be permitted to return to mainstream learning until this meeting has taken place and they have reflected upon their behaviour and demonstrated a genuine commitment to comply with **Values Driven Expectations** moving forwards.

If the fixed term exclusion was a result of failing to complete the full duration of Supporting Expectations, the learner must **return to complete Supporting Expectations** before going back to lesson.

We ask that parents and carers provide their support by committing to discuss any issues with their child, helping them to understand why their actions were not appropriate and discuss how they could do things differently in the future.

Anti-Bullying

Part of the Values Driven Expectations System

We believe all learners are entitled to be part of a happy and safe academy where they can flourish in both their learning and in their personal development.

We will not tolerate bullying in our community and will do all we can to eradicate bullying in all its forms if this occurs at Dudley Academies Trust.

What is Bullying?

Bullying is something which is carried out on several occasions with the intention of upsetting or harming the victim. Bullying can take a number of different forms:

EMOTIONAL

Being unfriendly or tormenting others (for example, hiding books).

VERBAL

Name calling, spreading rumours, making fun of someone.

PHYSICAL

Pushing, kicking, hitting, biting or spitting for example.

RACIST

Racial taunts, making fun of someone's race, colour, creed, culture or religion.

SEXUAL

Unwanted physical contact.

HOMOPHOBIC

Targeting someone because of their sexuality or focusing on the issue of sexuality.

GENDER

Targeting someone because of their gender.

ONLINE/CYBER

Setting up hate websites, posting hateful comments, offensive messages sent via text, social media or email for example.

Falling out with friends is not bullying.

What should I do if I am being bullied, or if I think someone is being bullied?

We will not tolerate bullying in our Trust and expect all members of our community to report incidents of bullying. We cannot take action to stop bullying unless we know it is happening.

One of our core values is to **respect each other and our world**. Below are just some of the expectations we have of all **Dudley Academies Trust** learners:

- I will accept everyone, whoever they want to be.
- I will understand and support those who choose to disclose their sexuality, whatever it may be.
- I will be brave and challenge discrimination and prejudice whenever it is encountered.
- I will educate any person who shows intolerance including other learners, family members, friends and members of the wider community.
- I will respect different people's views but not be afraid to challenge those who hurt others.
- I will act maturely and not use inappropriate language; I will challenge those who do.
- I will stamp out stigma and stereotyping.

What should a learner do if they are being bullied, or if they think someone else is?

We will not tolerate bullying at Dudley Academies Trust and expect all members of our Academy Trust community to report incidents of bullying. We cannot take action to stop bullying unless we know it is happening. Any incidents of bullying can be reported in person to the Learning Manager or a member of Senior Leadership Team.

We ask that parents and carers support their child by encouraging them to report any bullying they experience including any time when they might see another learner being bullied.

Expectations for Attendance

Part of the Values Driven Expectations System

Excellent attendance at the academy is crucial if learners are to reach their full potential. If learners are **dreaming big**, they need to attend the academy on time every single day. The table below highlights the importance of good attendance and the impact poor attendance will have (based on research conducted by the Government in March 2016).

Attendance %	Number of Days Lost	Impact upon Your Child's Education
100%	None! Outstanding attendance!	This gives your child the best chance to achieve their potential as statistics show that 78.7% of learners with 100% attendance achieve good progress.
> = 97%	Great attendance! Fewer than 6 days of absence in one academic year. This is above the academy attendance target.	
95 to 96.9%	Less than 10 days of absence. The learner is likely to achieve their targets and will be well prepared as they move through the academy.	Statistics show that 69.1% of learners in this attendance bracket go on to achieve good progress.
92 to 94.9%	Up to 15 days of absence. If attendance is in this category the learner will have had up to 3 weeks' absence in the academy year.	According to statistics, only just over half (52.8%) of learners in this attendance bracket achieve good progress.
90 to 91.9%	The learner will have had up to 19 days of absence (up to 3 weeks and 4 days). Learners in this category may fall behind and it will be difficult for them to reach their potential.	Attendance in this bracket is a major concern and should be addressed quickly. Only just over half (52.8%) of learners in this attendance bracket go on to achieve good progress.
<90%	Persistently Absent: The learner will have had more than 19 days of absence (more than 3 weeks and 4 days) over the academic year. This is very poor attendance and the Educational Welfare Officer may become involved.	Poor attendance – this is extremely worrying. Of those learners with below 90% attendance, only 35.6% are likely to achieve good progress.

For further information please see the Department for Education report 'The Link Between Absence and Attainment at KS2 and KS4'.

Important information for the learner and parents/carers:

- Learners are expected to be on the academy's premises at least 10 minutes before registration time to ensure that they are punctual for the start of the school day.
- In the event that a learner cannot attend the academy the parent or carer will need to contact the academy on each day of absence.
- The learner's parent or carer will need to advise us of the reason for absence and the expected date upon which the learner will return to the academy.
- If there is a long standing or ongoing medical problem that prevents a learner from attending the academy, their parent or carer is requested to obtain medical evidence and share this with us so we can put appropriate support in place for the learner.
- If a learner has on-going low attendance, we may request medical evidence for each absence. This can be an appointment card, hospital letter or prescription; this does not have to be a formal letter from a Doctor.
- If there is an underlying reason why a learner does not want to attend the academy, they should speak to their Form Tutor or Attendance Officer so that appropriate support can be put in place for the learner.
- When the learner returns to the academy following an absence they are expected to work with their teachers to ensure they catch up on any work missed.
- If a learner's absence is pre-planned, it should be discussed with their teachers in advance so they can give the learner work to complete while they are absent.
- Where possible, we ask that parents/carers arrange any medical or dental appointments outside of academy hours.
- Where this is not possible, we ask that the learner attends the academy before and after the appointment, only taking the minimum time needed away from the academy.
- We do not authorise holidays during term time unless there are exceptional circumstances.
- If a learner is persistently late to the academy we may have no alternative but to make a referral to the Educational Welfare Officer.

We ask that parents and carers provide their support by committing to the following:

- **supporting their child to plan a journey to the academy that ensures they will arrive in plenty of time**
- **keep the academy notified if their child is not able to attend**
- **work with the academy to find solutions to any ongoing difficulties.**

Our Values:

Dreaming big

Rewarding effort

Leading together

Respecting each other and our world

Learning that inspires



Discover more

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