Tudor Grange Academies Trust

Behaviour Policy

(TGPAHH Code of Conduct)

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1. Trust Vision

At Tudor Grange Academies Trust we strive to build a climate of positive behaviour, where pupils and staff can flourish and feel proud of their work and themselves. This is achieved through three key underlying themes within both this policy and our localised annexes: a taught behaviour curriculum, support and sanctions.

A taught behaviour curriculum

A 'taught behaviour curriculum' gives a consistent message of what is recognised as positive behaviour throughout each academy and ensures all pupils can adhere to and embody our TUDOR Values. Staff recognise and celebrate pupils' positive behaviour in both informal and formal settings.

Support

Support is offered on many levels in all the academies. The mindset that we adopt is that everyone can make a huge contribution to our environment and when a pupil makes a wrong decision, we offer support by means of identification and co-planning. Clear communication and a plan which is designed to enable pupils to thrive are put in place with a focus on celebrating progress. Support is provided in many ways: pre and post clubs/activities; break and lunch activities; trained and dedicated support staff who do group work and 1-2-1 work; breakout sessions with internal pathways for support (e.g., counselling); the Thrive programme and the use of external agencies, e.g., social care, Educational Psychologists.

Sanctions

Sanctions are in place to give an opportunity for the pupil and the academy to reflect on their behaviour and the choices they have made through our restorative approach. A warning in the classroom or for non-structured time would be the start of a sanction process, this can escalate to sanctions which carry behaviour points. Detentions at different levels, internal exclusion, suspension, off-site provision, a managed move and permanent exclusion, are all different levels of the sanction process. The intention in each of the academies is to avoid progress through these routes by using intervention and support. In each academy there will be a graduated response to the management of behaviour and the support pupils are given to adhere to the agreed rules, this is part of a tiered system of support and intervention.

2. Introduction

2.1 The Board of Tudor Grange Academies Trust has the duty to lay down the broad strategy for maintaining a high standard of pupil behaviour and discipline in Tudor Grange Academies. The Trust and all academies within it are committed to providing a high-quality environment that upholds high expectations for every pupil, while providing the structure and support needed to both promote these values and instill them in our pupils.

2.2 The Board expects all academies within the Trust to adhere to this policy and has delegated to each academy the responsibility for producing a localised annex for further guidance on areas identified in this policy. This Policy is in line with Department for Education (DfE) Guidance regarding behaviour and discipline.

2.3 Tudor Grange Academies Trust (TGAT) expects:

- all pupils to show respect and courtesy towards teachers and other staff and towards each other.
- Principals/Heads of School to prevent and deal with all forms of bullying in a timely and efficient manner.
- Parents and Carers to encourage their children to show respect and support an academy's authority to discipline its pupils.
- Principals/Heads of School to help to create that culture of respect by supporting their staff's authority to discipline pupils and ensuring that this happens consistently across the academy.
- Local Trustees and Principals/Heads of School to deal with allegations against teachers and other academy staff quickly, fairly and consistently in a way that protects the pupil and at the same time supports the person who is the subject of the allegation.

- That every teacher will be good at managing and improving pupils' behaviour and will be well supported by the senior leadership team at the academy to help them achieve this.

2.4 TGAT expects each academy to have a taught behaviour curriculum that outlines behaviour routines suited to their learning environment. Our academies will ensure all pupils leave an academy ready to flourish. We believe that pupils will be prepared for their role and place within society should they practise our core TUDOR Values. These are:

- Tolerance and acceptance: Tolerance is about embracing and celebrating individuality and differences amongst people, showing open-mindedness, and actively engaging in dialogue to better understand each other.
- Unity: Unity is about individuals and communities coming together for the greater good of all to create a strong and resilient society. It involves both promoting a culture of inclusion but also challenging stereotypes and prejudices so that everyone has a sense of belonging.
- Democracy: Democracy is an essential component of creating a fair, just, and inclusive society where everyone's voice is heard, and they are treated equally no matter what race, religion, belief, disability, sex, gender or sexual orientation.
- Opportunity for all: Opportunity for all is about recognising the value of individual liberty, the rights of others and providing equal chances for all individuals to succeed and achieve their potential, regardless of their background or circumstances.
- Respect for others' beliefs & the law: Respect involves treating others with dignity and consideration. It involves an appreciation of the rights and freedoms of others, including the nine protected characteristics, recognising, and complying with the law and the authority of legal institutions.

2.5 This behaviour policy allows for pupils to be disciplined for poor behaviour when:

- Taking part in any academy-organised or academy-related activity (including trips and visits off site).
- Travelling to or from academy.
- Wearing academy uniform.
- Taking part in social media.
- In some other way identifiable as a pupil at the academy.
- Or poor behaviour at any other time, whether or not the conditions above apply, that:
    - Could have repercussions for the orderly running of the academy.
    - Poses a threat to another pupil or member of the public.
    - Could adversely affect the reputation of the academy.
- All sanctions used by an academy in response to behaviour on the academy site may also apply to behaviour in the situations outlined above.

2.6 The behaviour policy has been written considering the following research and documents:

- Improving Behaviour in schools (EEF, Oct 2021).
- Running the Room (Tom Bennett, 2020).
- Why Don't Pupils Like School? (Daniel Willingham, 2021).
- Behaviour in schools (DfE, July 2022).

- Suspension and Permanent Exclusion from maintained schools, academies and Pupil referral units in England, including pupil movement. (DFE, July 2022).
- Searching, screening and confiscation: advice for schools (DfE, Updated January 2018).
- Teaching online safety in schools (DfE, June 2019).
- Keeping Children Safe in Education (Updated, September 2022).
- Use of reasonable force in schools (DfE, July 2013).

2.7 The Trust Behaviour Policy is supported by each academies procedural document, titled '[Academy Name]'s Behavioural Code of Conduct.

3. Roles and Responsibilities

3.1 Responsibilities of Trustees

- fulfil the requirements of the law in relation to Trustees' responsibilities regarding attendance and discipline in the academies, preparing and communicating the Trustees' statement of principles.

3.2 Responsibilities of LGB

- contribute to the formulation or review of the academy's attendance and behaviour policies including the setting out of expectations about pupil behaviour.
- judge the academy both by directly observed behaviour as well as third party perceptions about pupil behaviour.
- judge the academy on its attendance, particularly the attendance of specific groups.
- take positive steps to attempt to understand the complexities of ensuring high standards of pupil behaviour and attendance and the challenge this presents to the academy staff.
- support the Principal/Head of School and staff in the operation of all attendance and behaviour-related procedures pertaining to the day-to-day running of the academy.
- If appropriate, to assist in the monitoring and evaluation of standards of behaviour:
    - celebrate positively the standards expected and achieved by our pupils, both within the academy, on the board and in the wider community.
    - monitor the functioning of the academy behaviour policy by analysis of a range of available indicators.
    - receive any representations by parents regarding the suspension of their child.
    - ensure a fair and consistent application of the policy regarding permanent exclusion.

3.3 Responsibilities of the Principal/Head of School

- The Principal/Head of School's role is to establish and maintain a behaviour policy that promotes self- discipline, respect for others and proper regard for authority both in and out of the classroom. The Principal/Head of School, when determining the behaviour policy, must do so with a view to ensuring that pupils complete any tasks reasonably assigned to them in connection with their education.

- The Principal/Head of School will determine measures (including the making of rules and provision of disciplinary penalties) to be taken, with a view to:
    - promoting self-discipline and proper regard for authority among pupils;
    - encouraging good behaviour and respect for others, and preventing all forms of bullying among pupils;
    - teach pupils the expectations and routines that are desirable in all aspects of the academy, so they become the 'social norm' and performed habitually via the taught behaviour curriculum;
    - ensuring that the standard of behaviour is acceptable; and
    - otherwise regulating the conduct of pupils
    - provide structures and training to support staff in ensuring the policy is consistently and fairly applied;
    - monitor sanctions and rewards to ensure that they are consistent and so that both progress and concern can be highlighted effectively.
- The Principal/Head of School is required to follow the Trustees' statement of principles and have regard to any guidance given by the Trustees.
- The Principal/Head of School must also determine the standard of behaviour regarded as acceptable, in so far as the Tudor Grange Academies Trust have not determined it. The measures can, to such an extent as is reasonable, include measures to regulate the conduct of pupils when they are not on the premises, and are not under the control or charge of a member of academy staff. This includes rules governing behaviour to and from the academy and on work experience.
- The Principal/Head of School is required to set out the procedural document, 'TGPAHH's Behavioural Code of Conduct, and to consult the LGB before publishing it by making it generally known to staff, pupils and parents. It must be brought to their attention at least once a year.
- Communicate the roles of all stakeholders in relation to the behaviour policy.
- Be highly visible and engage with all stakeholders.
- Ensure new staff have an induction programme that allows them to effectively implement all aspects of the behaviour policy.
- Provide continual professional development for all staff in all areas of behaviour management and pupil support.
- To offer a comprehensive transition programme where all new starters understand the expectations of the Academy and are explicitly taught expected behaviours.
- Uphold the expectations outlined in the Home School Agreement.

3.4 **Responsibilities of Staff**

- To contribute to the development of the taught behaviour curriculum.
- To teach and re-teach the taught behaviour curriculum at key points in every academic year.
- know the academy's standards of behaviour and promote the Tudor Values.
- actively teach the academy's expected behaviours.
- support the standards of the academy publicly.
- apply the lesson expectation system routinely and consistently.
- set an example to pupils by their own behaviour (Adult Code of Conduct).

- know and consistently apply procedure for rewarding good behaviour.
- know and consistently apply procedures for dealing with misbehaviour.
- apply standards in their own classrooms, including any agreed academy or departmental routines for classroom conduct.
- be aware of and apply principles of effective classroom practice.
- take responsibility for maintaining standards outside the classroom.
- never to ignore poor behaviour, whether within or outside the academy, responding appropriately according to circumstances.
- establish positive relationships with pupils.
- use a holistic Thrive approach when working with pupils.
- adhere to the expectations outlined in the academy Home School Agreement.
- rigorously and continuously monitor attendance and punctuality.
- address attendance and punctuality concerns and celebrate pupil success.

3.5 **Responsibilities of parents/carers**

- To accept and support the Trust's Behaviour Policy and the TGPAHH's Behavioural Code of Conduct.
- To recognise the academy's need to balance the rights of the individual pupil with the effective conduct of the academy as a whole.
- To provide direct practical support to ensure that the child abides by the academy rules, for example ensuring correct academy uniform, daily punctuality, and homework undertaken in line with academy policy.
- To actively participate in academy behaviour-related procedures specific to their localised Behaviour annex.
- To ensure that your child attends detention as required.
- To inform the academy of any personal circumstances which may affect the child's behaviour at the academy including any behaviours they are aware of which may pose a risk to a member/member of the academy community.
- To take an interest in their child's in-academy behaviour, using home-based rewards or sanctions in support where appropriate.
- To agree to matters being referred to other external agencies if recommended by the academy.
- To follow the appropriate procedures for contacting the academy when it is necessary.
- To monitor pupils' online behaviour to ensure that it meets academy expectations.

3.6 **Responsibilities of pupils**

- Treat all members of the academy community with care and respect.
- To engage with the Taught Behaviour Curriculum.
- To uphold behaviour routines both inside and outside of lessons.
- To know what the academy means by positive behaviour.

- Meet the academy expectations of positive behaviour, around the academy and when representing the academy (including in the community).
- To set an example to others through their own behaviour.
- To understand that poor behaviour is unacceptable and will have consequences.
- To never ignore poor behaviour by others, whether in the academy or in the community, and to inform a member of staff of any occurrences.
- To ensure their online conduct is equally exemplary.
- Adhere to the expectations outlined in the academy Home School Agreement
- Maintain excellent levels of attendance and punctuality.

4. A Taught Behaviour Curriculum

4.1 All Tudor Grange Academies Trust will identify the expected behaviours that pupils are expected to always adhere to: "The Behaviour Curriculum". These expectations and how they are taught will be identified in each academy's, "Behavioural Code of Conduct" annex. This work is inspired by Tom Bennett, the retained expert adviser on behaviour to the Department for Education, who believes: 'Behaviour must be taught. The habits and skills that comprise successful class behaviour should be taught to all pupils. It is entirely possible to do for most pupils.' Academies are also encouraged to: 'Teach, rather than tell the pupils what you expect of them. Behaviour should be seen as a curriculum, and it should be assessed, revised and refreshed.'

4.2 Pupils who do not adhere to each academy's expectations will experience a tiered response that will feature sanctions alongside targeted intervention and support to ensure that they are able to reflect on their behaviour and work towards meeting the academy standards.

4.3 It is the responsibility of each academy and every member of staff to help shape pupil behaviour. Staff will understand that good behaviour needs teaching. In lessons, the teacher will apply a range of routines to deliver the 'behaviour curriculum' including approaches to lead and guide pupils in the behaviour that they wish to see from the pupils, to allow for excellent learning to take place.

4.4 Routines also play a vital role in delivering the taught behaviour curriculum and are used to guide pupils in the type of behaviours and habits we wish to see in the classroom and around the academy. Examples include:

- Lesson entry.
- Lesson exit.
- Corridor expectations.
- Transitioning between lessons.

4.5 Each academy will identify its expectations regarding uniform, equipment, mobile phones in its "Behavioural Code of Conduct" Annex.

5. Rewards and Recognition

5.1 Rewards are important in celebrating pupil excellence and effort. They are public recognition for where pupils uphold the ethos and values of their academy. They are used to

celebrate pupil achievement and are an important part of sharing the academy's ethos and maintaining pupil motivation and endeavour.

5.2 All Tudor Grange Academies Trust will have a system where praise is logged, positive behaviour points will be associated with this.

5.3 Individualised rewards systems will be outlined in each academy's "Behavioural Code of Conduct".

6. Negative Behaviours

6.1 Pupil behaviour that does not meet our high expectations in any of our academies will be logged and sanctioned accordingly. Some behaviours come with fixed sanctions whereas others are determined by the academy leadership team following a review of the incident.

6.2 Reasonable adjustments are 'changes made' to ensure that pupils who require additional support can participate in their education. Where the misbehaviour of pupils is related to a particular need, the academy will make reasonable adjustments to enable those pupils to be included within the academy community. When considering reasonable adjustments, the academy will:

- Seek to restore relationships through restorative and remedial responses; break a cycle of consequences by seeking ways to reconnect pupils with learning.
- Always consider whether certain pupils are at a substantial disadvantage from types of exclusions i.e., pupils with SEND and difficult family circumstances or pupils who lack access to parental support and guidance.
- Consider the use of an alternative to a suspension to offer a one-to-one support or specialist mentoring or SEND provision/teaching to modify behaviour that would not be corrected by receiving a suspension.

6.3 All academies operate a progressive approach to behaviour management, allowing pupils the opportunity to reflect on and change their choice of behaviour to prevent any further disruption to learning. In all Tudor Grange Academies Trust each negative behaviour is associated with negative behaviour points, as positive behaviours are associated with positive behaviour points.

6.4 Each academy will identify what sanctions may be imposed for each negative behaviour. In some cases, these will be fixed whereas in others the sanction will vary depending on several factors such as: severity of incident, intent, repetitiveness.

6.5 Some behaviours fall under the category of child-on-child abuse. All staff should refer to the Safeguarding and Child Protection Policy also when dealing with incidents of child-on-child abuse.

6.6 A tiered response will be implemented when pupils accumulate negative behaviour points.

6.7 The negative behaviours and restorative processes are identified in each academy's "Behavioural Code of Conduct" annex.

7. Lower-level sanctions

7.1 In Tudor Grange Academies Trust all sanctions are to be applied fairly and consistently. None of the Academy's sanctions will be degrading or humiliating.

7.2 Some behaviours require the issue of low-level sanctions. Examples include: verbal reprimands, the setting of written tasks such as writing an account of their poor behaviour, detention, academy-based community service, scheduled uniform and other behaviour checks or being placed “on report” for behaviour monitoring.

7.3 Detention is one of the sanctions which can be used. Academies have clear legal authority to detain pupils without the consent of parents. Each academy will set out its expectations on detentions in their, “Behavioural Code of Conduct” annex.

7.4 Staff may also keep pupils after the end of the academy day without giving notice to parents/carers to hold a restorative conversation or for the safety of pupils.

8. Higher level sanctions

8.1 For the scope of this policy ‘higher level sanctions’ are as follows: lesson removal, internal exclusion, Tudor Alternative to Exclusion (TATE), suspension, managed move, offsite direction, alternative provision or permanent exclusion.

8.2 Removal from the classroom is a higher-level sanction used by the academy as a response to misbehaviour. There are three higher level sanctions used within the academy that require pupils to be removed from lessons: ‘hotspot’, internal exclusion and TATE. The length of time that a pupil will be removed from lessons depends upon the severity and the repetitiveness of a pupil’s behaviour. Parents will be informed as soon as possible of the lesson removal.

8.3 Pupils may be removed from classrooms and taken to a designated and agreed place within the academy if their poor behaviour continues. This action allows the academy to a) restore order and calm following unreasonably high levels of disruption b) enable disruptive pupils to be taken to a place where education can be continued in a managed environment. Pastoral support will be provided to pupils to ensure they will succeed in adhering to the academy expectations when they return to lessons.

8.4 Internal exclusions may be issued as a sanction for those behaviours identified in each academy’s “Behavioural Code of Conduct” annex. This action allows the academy:

- to restore order and calm following unreasonably high level of disruption.
- to enable pupils who have exhibited disruptive behaviours to be taken to a place where education can be continued in a managed environment. In Internal exclusion leaders will facilitate reflection by the pupil on the behaviour that led to their removal from the classroom and what they can do to avoid such behaviour in the future. Pastoral support will be provided to pupils to ensure they will succeed in adhering to the academy expectations when they return to lessons.

8.5 For some behaviours a Tudor Alternative to Exclusion (TATE) may be issued as a sanction. The purpose of TATE is to address the inappropriate behaviours exhibited by the pupil and help the child to understand their exclusion from the wider academy community in an attempt to restore, repair and rehabilitate. Pupils in TATE will be supported by a Thrive approach. This is intervention which will address the needs of the child and help to equip the child with the tools that they need to avoid further sanctions or repeating the negative behaviours that have been sanctioned. Following a TATE, parents are invited to a reintegration meeting with their child and College Leader to explore what has been learnt over the course of the day and the strategies that will be employed in the future. Unsuccessful reintegration will result in further temporary exclusion from the wider

academy community, either in TATE or through a suspension. If parents fail to attend the reintegration meeting pupils will remain out of circulation until the meeting has taken place.

8.6 For serious misbehaviours, or where there are continuing behavioural difficulties for which other sanctions, interventions, and support have been unsuccessful, a suspension may be an appropriate sanction. In some circumstances a lunchtime only suspension may be considered a suitable option. The suspension must be authorised by the Principal/Head of School and work will be provided for pupils to complete at home if the suspension is for more than one day.

8.7 When the decision is made to issue a suspension or permanent exclusion the academy will follow DFE guidance. Where a pupil has been given a suspension, parents / carers will be invited to attend a reintegration meeting upon their return to the academy. As above, this is designed to be supportive and to prevent further poor behaviour and/or escalation to potential permanent exclusion. If parents / carers fail to attend the reintegration, the pupil will remain in Internal Exclusion until the meeting has been undertaken.

8.8 When establishing the facts in relation to a suspension or permanent exclusion decision, the Principal will apply the civil standard of proof, i.e., 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.' This means that the Principal will accept that something happened if it is more likely that it happened than that it did not happen. The Principal will take account of their legal duty of care when sending a pupil home following a suspension.

9. Support and Intervention

9.1 All academies within the Tudor Grange Academies Trust recognise the importance of early intervention and support in achieving positive behaviour throughout the academy.

9.2 Pastoral support processes are implemented with pupils when academy sanctions do not act as a deterrent for repeated poor behaviour or once a higher-level sanction has been issued. The 'tiered system of pastoral support' is used to ensure the support is given to the right pupils at the right time.

9.3 The 'tier system of pastoral support' will differ between academies depending on their internal resources and external agency availability but they will monitor behaviour points accrued by pupils and use this monitoring as guidance for timings of interventions, responding to patterns that are a cause for concern.

9.4 The intervention offered for pupils on each 'tier', as well as any additional intervention offered by each academy, is outlined in each academy's, "Behavioural Code of Conduct" annex.

9.5 Reasonable adjustments are 'changes made' to ensure that pupils who require additional support can participate in their education. Academies must make special educational provision for pupils with SEND and those whose behaviour-related learning difficulties call for it to be made. Academies should be alert to the potentially disproportionate impact of the behaviour policy on vulnerable children. Where the misbehaviour of pupils is related to a particular need, the Principal/Head of School will make reasonable adjustments to enable those pupils to be included within the academy community. Defining 'reasonableness' is important, an academy is not required to compromise its standards on behaviour.

9.6 When considering reasonable adjustments, Principals/Heads of School should consider whether:

- some children with SEND or from difficult family circumstances are at a substantial disadvantage, for example, they are likely to lack access to parental support and guidance or low expectations at home may manifest in the academy.
- this disadvantage could be addressed, for example by an alternative method of suspension which offers one-to-one support or specialist mentoring or SEND provision/teaching to modify behaviour that would not be corrected by receiving a suspension.
- staff have received appropriate training in the nature of individual pupil needs and how they should treat pupils with these particular needs, including disabilities.
- appropriate help can be sought to enable the academy to make reasonable adjustments.
- the academy has the resources to commit to assist in making reasonable adjustments.

9.7 Tudor Grange Academies Trust acknowledges the importance of supporting pupils' emotional wellbeing to support them to achieve. We encourage all stakeholders within the Trust to adopt approaches to engage positively with children and young people. This will actively contribute to the development of healthy and supportive staff-pupil relationships and to the development of pupils having a healthy sense of self. In the first instance, all professionals interacting with pupils should model mutual respect, encourage individuality, and value the personal success of our pupils in all areas of their lives.

9.8 Within our classrooms, we adopt the PACE approach. PACE stands for Playful, Accepting, Curious and Empathetic.

- **Playfulness** - displaying lightness and a feeling of optimism through your energy, body, face, and voice; exaggerating the expression of emotion in body, face and voice – with sensitivity; showing that you are available through open expressions and gestures; creating opportunities for reciprocal enjoyment to build a sense of camaraderie and trust.
- **Acceptance -** acknowledging the child or young person and their emotional state as being true and valid; reflecting this back to them to communicate your understanding and willingness to accept them and their feelings.
- **Curiosity - t**aking a deep interest in understanding the experience of the child or young person and their feelings from their perspective. Being open, non-defensive and non-judgmental and being accepting negative emotions without disconnecting or dysregulating.
- **Empathy -** understanding the perspective of the child or young person in any situation, including if it is painful or conflicted, and staying with this, so that the child or young person feels safe and understood. When children and young people have an unmet need or an overwhelming feeling, their behaviour can become distressing, both for them and the adults supporting them. Their reactions will often be based on their previous experiences and their autonomic nervous system will control their responses, based on their perspective of a situation.

10. Bullying

10.1 All academies should refer to the Tudor Grange Academies Trust Anti Bullying Policy.

11. Off rolling and elective home education

11.1 Academies are permitted to remove compulsory-academy-aged children from roll on the limited grounds set out in regulation 8 of the Education (Pupil Registration) (England) Regulations 2006 as amended by the Education (Pupil Registration) (England) (Amendment) Regulations 2016.

11.2 Removing a child from the academy roll is a very important decision. Children who fall out of the education system are likely to have poor outcomes and may be exposed to an increased risk of harm. The Trust expects all individual academies to follow the correct procedures to ensure that they do not breach their legal and safeguarding duties.

11.3 The Trust does not permit the practice of removing a pupil from 'roll' for behaviour reasons without a formal permanent exclusion, or by encouraging a parent to remove their child from the academy roll when the removal is primarily in the interests of the academy rather than in the best interests of the pupil. Off-rolling in these circumstances is a form of 'gaming'. Pupils must not be removed from the academy roll without authorisation from the Principal or Head of School or another designated person.

11.4 The DfE guidelines (Elective home education: guidance for local authorities, 2nd April 2019) make it explicit that: "Schools should not seek to persuade parents to educate their children at home as a way of avoiding an exclusion or because the child has a poor attendance record. In the case of exclusion, they must follow the relevant legislation and have regard to the statutory guidance. If the pupil has a poor attendance record, the school and, if appropriate, local authority should seek to address the issues behind the absenteeism and use the other remedies available to them."

11.5 Parents have a legal right to educate their children at home and are not required to have any qualifications or training to provide their children with a suitable education. The 1996 Education Act makes clear that it is a parent's duty to ensure his/her child receives suitable education in accordance with section 7. In addition, the Act provides that, generally, children are to be educated in accordance with the wishes of their parents.

12. Confiscation of property / searching pupils

12.1 In all cases, before a search is considered, the pupil should be given the opportunity to hand over the suspected item. If handed over, it will be for the member of staff to decide if a search remains necessary. Any searches undertaken, there will always be two members of staff present (including where searches are undertaken on academy premises by police). One of those members of staff will be acting as the appropriate adult (this may include the pupil's parents). The Trust will have regard to the DfE guidance 'Searching, Screening and Confiscation, Sept 2022' is used. The Principal, Senior Leadership Group or any member of staff who has received permission from the Principal may complete a search. The search will take place in an area defined by the academy as a safe environment which safeguards all participants. Before the search takes place, it is imperative that the reason for the search is clearly explained to all present and there are reasonable grounds to suggest the presence of a banned and/or prohibited item. In the event of a search, all should be reported and captured on the academy's safeguarding platform (MyConcern), including whether or not an item is found.

12.2 Unless not reasonably practicable, the member of staff conducting the search must be the same sex as the pupil.

12.3 ALL ITEMS of value e.g., laptops, mobile phones as well as dangerous or banned items are brought into the academy at the pupil's own risk. They are not covered by the academy insurance and the academy will not accept responsibility for any loss or damage.

12.4 Academy leaders can search a pupil for any item if the pupil agrees.

12.5 Prohibited and banned items not to be brought into the academy:

Prohibited Items:

1. knives or weapons (Including mock/replica/fake items).
2. pornographic images.
3. illegal drugs (Including any item associated with drug use).
4. stolen items.
5. tobacco and cigarette papers.
6. vapes (Including vaping fluid and other associated materials).
7. fireworks (Including any other flammable items).
8. alcohol.
9. any article that the member of staff reasonably suspects has been, or is likely to be, used: to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).
10. any item that the academy rules identify as an item which may be searched for.
11. balaclavas or any other item used to conceal identity.

12.6 Authorised staff have the power to search without consent if they have reasonable grounds for suspecting that a pupil may have a prohibited item. Academy staff can seize any prohibited item found as a result of a search. They can also seize any item they consider harmful or detrimental to academy discipline.

12.7 The academy will inform the police if items 1, 3 or 4 are brought onto the academy premises and will hand any items to the police.

12.8 Any pupil involved in incidents involving items 1, 3, or 4 is liable to be permanently excluded. This applies whether in the academy, to or from the academy or taking part in an academy activity. It covers not only the possession of these items but also involvement in the purchase, sale or passing on of these items, even if the item itself is not brought into the academy.

12.9 Suspected criminal behaviour. If the academy suspects criminal behaviour and make the decision to report to the police, they need only gather enough information to establish facts and this should be fully documented, once reported they should ensure that any further action does not hinder police work. Being in possession of a prohibited item – especially knives, weapons, illegal drugs or stolen items – may mean that a pupil(s) is involved, or at risk of being involved, in anti-social or criminal behaviour including gang involvement, and in some cases may be involved in child criminal or sexual exploitation. A search may play a vital role in identifying pupils who may benefit from early help or a referral to the local authority children's social care service.

12.10 Authorised staff can also search for any item banned by the academy rules as outlined in their "Behavioural Code of Conduct" annex.

12.11 Material on electronic devices

- When an electronic device, such as a mobile phone, has been confiscated for good reason by a member of staff, that staff member can examine data or files and delete these where there is good reason to do so.
- In no circumstance should a member of staff search a phone if they suspect that it may contain child nudity. In such circumstances, the member of staff must seek further advice/guidance from the academy's DSL (Designated Safeguarding Lead).
- There is no need to have parental consent to search through a young person's mobile phone.
- If an electronic device that is prohibited by the academy rules has been confiscated, and the member of staff has reasonable grounds to suspect that it contains evidence in relation to an offence, they must give the device to the police as soon as possible. Material that is suspected to be relevant to an offence should not be deleted before giving the device to the police.
- If the staff member does not find any material that they suspect is evidence in relation to an offence and decides not to give the device to the police, they can decide whether it is appropriate to delete any files or data from the device, or whether to retain the device as evidence of a breach of the academy discipline.

12.12 On occasion, as agreed by academies, visits from the local police will take place which will involve 'screening'.

12.13 Under no circumstances will a 'strip search' take place.

12.14 After a search, the pupil will be offered time to discuss the event with a member of senior staff or safeguarding team.

13. Use of reasonable force

13.1 The Academy will follow the guidance provided by the Department of Education related to the use of reasonable force (Use of reasonable force in schools, DfE July 2013).

13.2 The term 'reasonable force' covers the broad range of actions that involve a degree of physical contact with pupils. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury.

13.3 'Reasonable in the circumstances' means using no more force than is needed. This can be used to prevent pupils from hurting themselves or others damaging property, or from causing disorder. The decision whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

13.4 Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

13.5 Restraint means to hold back physically or to bring a pupil under control. This is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention. Academy staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil. Reasonable adjustments will be made for disabled pupils and pupils with special educational needs.

13.6 Examples when staff may use reasonable force:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so.
- prevent a pupil behaving in a way that disrupts an academy event or an academy trip or visit.
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others.
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground.
- restrain a pupil at risk of harming themselves through physical outbursts.

13.7 Authorised staff can use reasonable force to search for prohibited items.

13.8 We do not require parental consent to restrain a pupil.

14. Sexual Violence and Sexual Harassment

14.1 One-off incidents may be dealt with under the academy's Behaviour Policy.

14.2 Appropriate disciplinary measures may be taken by the academy. If there is an ongoing police or social care investigation this must not be jeopardised, but the academy may still undertake its own disciplinary measures by considering the conduct of the alleged perpetrator(s) as part of their Behaviour Policy and applying appropriate and proportionate consequences based on their own conclusions about what happened on 'the balance of probabilities', unless it is prejudicial or unreasonable to do so. The alleged perpetrator(s) must also be provided with support alongside any disciplinary measures.

14.3 In cases of sexual violence, a risk assessment must be implemented immediately and discussed with the Trust's Safeguarding Lead. In cases of sexual harassment, a risk assessment should be considered on a case-by-case basis.

14.4 If cases reported to the police result in a conviction or caution, this Behaviour Policy will be followed. This may involve consideration of permanent exclusion.

14.5 Rape or assault by penetration is likely to constitute a serious breach of discipline and lead to the view that allowing the perpetrator(s) to remain in the same academy would seriously harm the education or welfare of the victim, and possible other children at the academy. Sexual assault may also lead to consideration of permanent exclusion amongst any other suitable sanctions in keeping with this policy.

14.6 Reports of sexual assault and sexual harassment may not lead to a report to the police, or if reported may not be progressed or may result in a 'not guilty' verdict. It is important to note that this does not necessarily mean that the offence did not happen or that the victim lied. Following such an outcome, the academy can still apply its own sanctions, up to and including permanent exclusion. All concerns related to sexual violence or sexual harassment should be dealt with as per the Safeguarding and Child Protection Policy.

15. Alternative provision

15.1 Alternative provision can be defined as something in which a pupil participates as part of their regular timetable, away from the site of the academy where they are enrolled, and not led by academy staff. The Trust supports academies using such provisions to try to prevent suspensions, or to re-engage pupils in their education.

15.2 The Trust expects all individual academies to consider carefully what providers are available that can meet the needs of their pupils, including the quality and safety of the provision, costs and value for money. Academies should put the following procedures in place:

- A personalised plan for intervention should be prepared by the academy, setting clear objectives for improvement and attainment, timeframes, arrangements for assessment and monitoring progress, and a baseline of the current position against which to measure progress.
- Plans should be linked to other relevant information or activities such as Targeted Action Plan (TAP), Pupil Support Plan (PSP) or Education, Health Care Plan (EHCP) for children with special educational needs (SEND).
- The academy must maintain on-going contact with the provider and pupil, with clear procedures in place to exchange information, monitor progress and provide pastoral support.
- The academy must maintain a full record of all placements they make, including a pupil's progress, achievements and destination following the placement. This should also include the pupil's own assessment of their placement.

Appendix 1

Each Academy has a procedural document, titled, TGPAHH's Behavioural Code of Conduct identifying:

1. Vision & Values.
2. The Behaviour Curriculum.
3. Uniform Standards.
4. Equipment Expectations.
5. Rewards.
6. Pastoral support and interventions.
7. Behaviour management.
8. Bullying.
9. Parent/carer expectations.
10. Banned and Prohibited Items. Please refer to the list of banned and prohibited items in the Trust Behaviour Policy.

Tudor Grange Academies Trust

What we do here at Tudor Grange Primary Academy Hockley Heath – Positive Behaviour and Anti-bullying

1. Our Vision and Values

- To create a culture where everyone is seen as a learner
- To instil in all a sense of purpose (something to work for)
- To provide a safe space built on trust, independence and choice that enables pupils to thrive and be ambitious
- To help learner's take control over their behaviour and be responsible for the consequences of it

TOLERANCE	tolerating the thoughts of others; being kind, patient and thoughtful.
UNITY	working together as a member of the academy community to make it great; being hungry for knowledge, wearing our uniform with pride; being considerate and courteous
DEMOCRACY	treat people like we would want to be treated; listen and be optimistic; respect teachers right to teach and pupils right to learn.
OPPORTUNITY	being creative and determined; challenging yourself to try new things and broaden your horizons.
RESPECT	being well mannered, self-controlled and disciplined, listening and responding to staff and pupils positively

2. The Behaviour Curriculum at Hockley Heath

At Tudor Grange Primary Academy Hockley Heath, we develop children's character through our behaviour curriculum. In order to build character, we define the behaviours and habits that we expect students to demonstrate. We want to support our pupils to grow into adults

who are polite, respectful, grateful and who always consider others. We believe that all pupils need to practise these behaviours so that over time they become automatic routines that positively shape how they feel about themselves and how people perceive them. Behaviour must be taught, for example, a lining up order should be taught in the classroom but must be reinforced in different locations and times throughout the school day e.g., at lunchtime. Pupils are taught these behaviours through lessons, assemblies and modelling by staff.

Around our school, the following behaviours should be seen:

<table>
<tr>
<td>In our classrooms, you will see us show:
The 3 R's:
Ready – sit up, show that you are interested
Respectful – watch the speaker and appreciate their ideas
Responsible – actively contribute, wait until asked and offer your thoughts/answers, react to the stop and listen cue

Take responsibility for all books and equipment.

You won't see us:
Calling out inappropriately
Talking while the teacher is talking
Disrupting others
Swinging back on our chairs
Walking around the room</td>
<td>When playing outside, you will see us:
Treating others with kindness
Demonstrating respect to all peers and staff
Trying to resolve any disagreements independently
Taking part in different activities that do not become physical
Making sure everyone feels included and valued
Stop when the first bell is blown and walk sensibly to line when told
Treating our environment and equipment with respect
You won't see us:
Taking part in rough play
Using unkind words or inappropriate language
Going indoors unless we have permission from a member of staff
Behaving in a way that may upset others</td>
</tr>
<tr>
<td>In our dining hall, you will see us:
Walking carefully
Lining up calmly and quietly
Using good table manners
Being polite to everyone
Keeping our tables clean
Speaking quietly
You won't see us:
Getting out of our seats when we don't need to
Running
Being silly
Talking loudly
Pushing in the line</td>
<td>When around school you will see us:
Walking on the left
Holding doors open – letting others through a doorway before walking through yourself
Greeting people politely – saying 'Good Morning' or 'Good Afternoon'
Listening when somebody is talking to you
Using our manners (saying please and thank you to show gratitude and when asking for something)
Standing aside to let people past
Taking pride in our uniform and the way we look
You won't see us:
Talking loudly
Running in corridors</td>
</tr>
</table>

In assembly you will see us: • Walking to the hall quietly and calmly • Remaining silent once we have entered the hall • Displaying the three R's **Ready –** sit up, show that you are interested **Respectful –** watch the speaker and appreciate their ideas **Responsible –** actively contribute, wait until asked and offer your thoughts/answers, react to the stop and listen cue **You won't see us:** • Talking to others • Fidgeting • Calling out	**In the library you will see us:** • Walking to and around the library quietly • Returning books to their correct place when choosing a book • Treating books with respect and care **You won't see us:** • Eating and drinking in the library • Leaving books on the floor

3. Uniform

Tudor Grange Academy is very proud of the standards it maintains with uniform. This is achieved through the partnership between the Academy and home. To enable you to support the Academy, the full uniform requirements are listed on our website.
Please follow this link: https://www.hockleyheath.tgacademy.org.uk/parents/uniform/

4.Equipment Expectations

Pupils can bring a bag with their reading book and lunch box, to school each day. Pencil cases are not allowed as all pupils are supplied with the equipment that they need. We discourage large bags as there is no room to store these in the classrooms or cloakrooms.

Mobile Phones are NOT allowed at the academy. However, any parent who has a child who walks to/from school independently – year 5 (summer term only) and year 6 - can contact the school to request permission. If permission is granted, children are expected to hand in their mobile phone at the school office at the start of the day (phones must be clearly labelled and switched off) and collected at the end of the day. Mobile phones that are seen in school where permission has not been granted, for whatever reason, will be confiscated and a sanction will be issued.

Should a phone be seen or heard it will be confiscated and handed to the school office staff who will contact parents and they will need to collect it from the school office. The police advise that mobile phones can make children a target for crime, and we want school to be a place where pupils can learn without the interruptions or distractions of social media.

We understand that some parents / carers feel strongly that they want their child to have a phone on their way to and from school. In these cases, parents / carers should support the academy in ensuring that their children understand that mobile phones must be kept in the school office.

The academy cannot accept any responsibility for loss or damage to mobile phones.

5.Rewards

We aim to recognise all pupils' positive contributions to Academy life. The Academy's primary reward system acknowledges academic success, good attendance, positive behaviour and those pupils who represent the Academy. The awarding of praise House points and merits is an important part of maintaining pupil motivation and high expectations. House points are awarded to each pupil individually and collated on a House point card.

They are also added to a House point tally in each classroom, as pupils are contributing to an overall weekly House Point award.

Ongoing Rewards

- Pupils who go above and beyond the expectations will receive a merit. Merits accumulate for both individual and house totals. Pupils have an individual card where merits are recorded. A full card (20 merits) needs to be handed in to the office and will result in a merit certificate being awarded. The names of these pupils will be announced in assembly. 5 merit cards will result in a Bronze certificate, 10 merit cards would result in a silver certificate, 20 merit cards would result in a gold and 35 would result in a platinum.
- Merits for each individual pupil are collated and they receive milestone certificates of Bronze, Silver, Gold or Platinum Certificate in Celebration Assembly.
- Pupils who have demonstrated exceptional effort and progress in their work will visit the Vice Principal and/or Principal who will give a Principal's sticker.
- Recognition Certificates are awarded to two pupils each week in assembly, identified for academic success, positive behaviour, demonstration of the Tudor values or representing the Academy.
- The class with the highest attendance for that week are awarded an Attendance Certificate displayed on their classroom door.
- Any pupil who represents the Academy will receive acknowledgement in celebration assembly.

Half termly rewards

- Merits for houses are collated at the end of a half term by the house captains. The house captains present the totals in the final celebration assembly of each half term and the house trophies are awarded.
- Pupils with 100% attendance for each half term will be acknowledged at the end of each half term in celebration assembly.

Annually

- Pupils with 97%+ attendance for the year will receive a certificate.
- The TGPAHH end of year celebration assembly will celebrate: attainment, progress, attitude and values with a selection of certificates awarded.

The following are additional methods of rewarding that may be utilised across the academy:

- Praise / verbal comment.
- Principal's praise postcard sent home.
- Prominent display of pupils' work.
- Parents invited into the Academy.
- Visit to class by member of SLT to praise work or conduct of an individual or class.

6. Pastoral support and additional intervention

The "Tier System of Pastoral Support" is implemented with pupils when behaviour changes and school sanctions do not act as a deterrent for repeated poor behaviour or once a higher-level Sanction has been issued. The "Tier System of pastoral support" is used at TGPAHH to ensure the support is given to the right pupils at the right time.

Tier	Tier entry requirements	Support provided:
0	• Pupils who receive occasional negative behaviour points	• The consequence system to be used to act as a deterrent – child who rarely shows negative behaviour is reminded and does not repeat.

1	• Pupils who accumulate repeat negative behaviour points • Pupils who are involved in a significant behaviour event	• Class teacher discusses behaviour changes with child • Restorative conversations are held • Class teacher discusses with parent/carer • Class teacher initiates a behaviour chart with behaviour targets
2	• Pupils who continue to accumulate negative behaviour points despite Tier 1 support • Pupils who are involved in a significant behaviour event	• Class observations – SLT/Phase Leader • Teacher Record/Tally Card to be completed for a week - identify triggers • SEND specific support (if appropriate) • (EAA) Emotionally Available Adult (Thrive practitioner) will advise or support, dependent on need • Parent meeting with SLT and Class teacher
3	• Pupils who continue to accumulate negative behaviour points despite Tier 2 support • Pupils who are involved in a significant behaviour event	• SEND specific support (if appropriate) • Bespoke intervention programmes (if appropriate) • SLT Targeted Action Plan (TAP) for 6 weeks written with parents • Daily catch up with class teacher/TA • Seek outside agency support e.g. Early Help
4	• Pupils who continue to accumulate negative behaviour points and/or Suspension/TATES despite Tier 3 support. • One off serious incident	• Parent meeting with the Head of School • Personalised Support Plan (PSP) written and actioned (12 weeks) • Bespoke intervention programmes (if appropriate) • SEND specific support (if appropriate) • Bespoke intervention programmes (if appropriate) • Managed move (if appropriate) • Additional pupil/family support (depending on need)
The final decision on Tier support will be at the discretion of the Principal.		

At TGPAHH, we consider each pupil's circumstances and offer a range of additional support that may include:

- Circle of friends for break time
- Buddy support
- Activity leader support at lunchtime
- A job role to build confidence and sense of responsibility

Thrive sessions are also planned for pupils who have been identified with specific needs that may be related to Adverse Childhood Experiences or Toxic Stresses. Thrive supports the social and emotional development of all children but can also help to manage distressed behaviour and reduce exclusions.

7. Behaviour management systems

1) In lessons it is expected that
   - Teachers plan every lesson applying the principles of Quality First Teaching (QFT).
   - The high expectations outlined are understood, taught, and applied in every lesson.

- Teacher specific norms and routines are clearly understood for example movement in class, the way in which work is handed in and what pupils should do when tasks are completed.
- The teacher should clearly identify to pupils what learning mode they are working in.
- Explanations are clear.
- Work requirements of pupils are clearly set out, and progress is monitored carefully; clear instructions are given so that activities run smoothly.
- Poor behaviour is handled quickly and calmly so that the pace of a lesson is not lost, and further disruption is minimised.
- Teachers have developed good listening skills and react appropriately to pupils' responses.
- Utilise additional behaviour management strategies and de-escalation techniques to further support pupils in meeting the expected high standards of behaviour.
- Work set is appropriate to pupils' abilities.
- Lesson objectives are shared with pupils and clear goals are set for each work activity.
- Staff need to 'own the door frame' of their classroom, greeting pupils on arrival and dismissing them in an orderly manner.
- Classrooms are set out to suit a particular activity as far as possible.
- All classes need a seating plan. The seating plans may change based on activity but should always be designed in a way which encourages focus from all pupils.
- External interruptions are minimised wherever possible.
- Appropriate materials for a given activity are available.
- Good behaviour should be recognised and rewarded.

2) Where a sanction is necessary for behaviour that does not meet expectations, the following general rules should be observed.
   - Teachers should avoid whole group sanctions for the activities of individuals unless there are exceptional circumstances.
   - Where possible, those who have instigated disruption should be identified.
   - Sanctions should be in proportion to the offence.
   - Whatever sanction is employed pupils should be left in no doubt as to why they are being sanctioned and how, through improvements in behaviour, they can avoid a recurrence.
   - Where a pupil has been removed to a "Quiet area" staff should meet with pupils to conduct a restorative conversation prior to the next lesson.

Tiered Consequence	Explanation and Feedback
Step 1	**1 Penalty issued on behaviour card** The child is spoken to about breaking the rules and that they are now receiving a specific warning in relation to the behaviour and there will be a consequence if the behaviour does not change.
Step 2	**3 Penalties issued = 10 minutes off social time** As they have still chosen not to follow rules, they will now stay with their teacher at break/lunchtime to discuss their behaviour. Behaviour Points Issued
Step 3	**6 Penalties issued = 10 minutes off social time and completion of a reflection sheet** As they have continued to choose not to follow the rules they will miss more of their social time and reflect on their choices with a 'A put it right form.' The class teacher will telephone/contact parents/carers of to discuss the behaviour.

	Behaviour Points Issued
Step 4	**9 Penalties issued = removal from class** They have continued to choose not to follow the rules and as a result: • The child will work/spend time with a member of SLT • A restorative conversation will be held • Pupils will be returned to a lesson following a conversation and time out • SLT will call the parents/carers of the pupil to discuss the incident Behaviour Points Issued

Negative behaviours

Below is a non-exhaustive list of behaviours that we sanction at TGPAHH to maintain a positive learning environment and ensure all pupils feel safe.

	Teacher Verbal Warning and Discussion at break/lunchtime (-1 point)	Playtime/ Lunchtime with Class Teacher (-2 Point)	SLT called to class and child works elsewhere (-3 Points)	Internal Exclusion (-5 Points)
Step 2				
Step 3				
Step 4				

Other sanctions that can be issued are TATE (-8 points) and suspensions (-10 points)

Behaviours where the sanction is determined by the Academy leadership team depending on the nature and/or the repetitiveness of the incident are outlined below. There may be incidents where such behaviours could result in a permanent exclusion, managed move or placement in alternative provision. Some behaviours fall under the category of "Child-on-child" abuse. All staff should refer to the "Safeguarding Policy" (Appendix 11 and Appendix 12) also when dealing with incidents of child-on-child abuse.

- Bi-phobic behaviour (child-on-child abuse).
- Homophobic Behaviour (child-on-child abuse).
- Racist behaviour (child-on-child abuse).
- Radicalised behaviour.
- Transphobic behaviour (child-on-child abuse).
- Dangerous behaviour.
- Disability discrimination (child-on-child abuse).
- Verbal abuse (child-on-child abuse).
- Refusing to Follow Instruction.
- Possession of prohibited items.
- Physical Abuse Pupil (child-on-child abuse).
- Persistent disruptive behaviour.
- Fighting (child-on-child abuse).
- Bringing the Academy into disrepute.
- Malicious allegations.

- Use of a prohibited item.
- Possession of smoking or vaping paraphernalia.
- Vandalism.
- Theft.
- Smoking or vaping.
- Bullying (child-on-child abuse).
- Bi-phobic bullying (child-on-child abuse).
- Transphobic bullying (child-on-child abuse).
- Racist Bullying (child-on-child abuse).
- Cyber bullying (child-on-child abuse).
- Drugs or Alcohol.
- Pornography (child-on-child abuse).
- Physical Abuse Adult.
- Sexting (child-on-child abuse).
- Sexual harassment (child-on-child abuse).
- Sexual Violence (child-on-child abuse).
- Up skirting (child-on-child abuse).
- Initiation/Hazing (child-on-child abuse).
- Weapon.

1) Loss of break or lunchtime play
   Pupils will complete restorative work to reflect on the reasons for and the implications of their behaviour.
2) Internal Exclusion (IE)

Pupils will work in a "Quiet Area" supervised by SLT for a morning, afternoon or whole day period, determined by the severity of the behaviour. All class work will be explained and the pupil will complete this. The pupil will not go out at breaktime and/or lunchtime unless accompanied by a member of staff.

8. Bullying

1) How to raise a concern regarding bullying

We understand that pupils do not always want to share concerns and they may be anxious about making the situation worse. The Academy have a variety of ways that pupils (and parents) can raise concerns and seek support and regular reminders are given to pupils in PSHE lessons, in assemblies, on posters around the Academy. These include (but are not limited to):

- Speaking with a member of staff.
- Email into the office email address.
- Raising a concern with a trusted adult.

Members of staff should be alert to possible signs/indicators of bullying, e.g., erratic attendance, spurious illness, regular desire to remain with adults, isolation. Although this behaviour may be symptomatic of other problems, it may be an early sign of bullying.

2) Action to be taken if bullying occurs:

When bullying is reported it will be taken seriously.

- Pupils are encouraged to report incidents of bullying to a member of staff.

- If a pupil approaches a member of staff and says they are being bullied in the academy, the member of staff should listen and take it seriously.
- It should be made clear to the pupil that they have made the right decision to say something. They have done nothing wrong; the bully has.
- It may be necessary to take immediate action as a member of staff.
- The member of staff should record what the pupil has said on a pupil statement form which should be passed to a member of SLT.
- If it becomes clear that it is not an isolated incident and requires more time and support, the Thrive Lead will be advised and regular support time planned.
- If necessary, the matter will then be investigated further by a member of SLT and parents informed.
- It may be necessary where serious incidents of bullying are taking place outside the academy premises to contact/involve the local police.

Once investigated and verified, the academy will take the following action:

INFORM Complete a pupil account. Form to be placed in pupil's file and logged on My Concern The investigating member of staff to inform: • Teaching staff and support staff • Parent of victim • Parent of bully The academy informs the parents of both the victim and the bully, to outline action taken and to highlight the need for their support and vigilance, and to advise parents not to get involved in incidents themselves. The situation will be monitored and reviewed as necessary.
VICTIM If additional support is required, depending on the nature and seriousness of incident, this support could be given by an appropriate member of staff. Staff will work with the victim, and wherever possible their parents/carers, to help them feel safe and find coping strategies and responses to bullying. This may involve input from Thrive Lead or member of SLT.
BULLY Action taken will be determined depending on the nature of the incident and whether or not the pupil has been involved in bullying previously. Incidents to be addressed as appropriate with use of sanctions and /or support. The Bully will be enrolled onto "The Tier System of Pastoral support" The bully may require support. This support may involve input from a thrive lead or member of SLT

3) Cyber bullying and online incidents

Cyber bullying can be defined as the use of the internet, email, mobile phones, online games or any digital technology deliberately to upset, tease, threaten or humiliate someone else. It can be used to carry out all the different 'types' of bullying but instead of the perpetrator carrying out the bullying in person, they use technology as a means of conducting the bullying. Cyber bullying can include a wide range of unacceptable behaviour, including harassment, threats and insults, and like face-to-face bullying, cyber bullying is designed to cause distress and harm.

4) Children should be careful who they give their phone number to or invite into their personal space over the internet and are encouraged to report any offensive message. Teachers will encourage victims to save messages or screen print information that they are concerned about and share

with a trusted adult. When pupils report offensive messages, the academy needs to take the complaint seriously; the child's family might also need to contact the police. If one or more pupils on a persistent basis have carried out such bullying, or there has been a threat of violence, it will need to be dealt with firmly. The same also applies to malicious emails etc. sent by other pupils.

5) We strongly advise parents to closely monitor their child's use of the internet and remind them that social network sites such as WhatsApp, Snapchat and Instagram have age restrictions.

9. Parent/Carer Expectations

Partnership between home and school is one of our priorities to ensure that children understand that we are working together to achieve success. Our home-school agreement, attached below, outlines the responsibilities that each will accept to achieve this. This document is shared when a child starts at Tudor Grange Primary Academy Hockley Heath and is our commitment through all the years that a child is with us.

Appendix 2 – School – Pupil – Parent Agreement

Key Themes	Tudor Grange Academy Hockley Heath will:	As a pupil I will:	As a parent/carer I/We will:
Diversity, equality and inclusion	• Tackle discrimination and promote diversity and inclusion. • Care for all pupils' safety and happiness within a supportive community, • Where indifference, discrimination and bullying have no place and where the fostering of good relationships and the development of self-worth are valued highly. • Provide a welcoming environment for families and ensure their knowledge, expertise and opinions are valued.	• Tackle discrimination and promote diversity and inclusion. • Demonstrate politeness, care, concern and respect for all other members of Tudor Grange Academy Hockley Heath and for members of the general public.	• Tackle discrimination and promote diversity and inclusion. • Encourage pupils to value and respect people from all cultures and communities.
Behaviour	• Create a culture of high expectations where expected behaviours are understood by all stakeholders. • Set out a clear behaviour policy which details clear rules, rewards, support mechanisms and sanctions. • Apply the policy fairly and equitably.	• Model the schools' high expectations always – in school, travelling to and from school, on trips and residential visits. • Adhere to the school's behaviour policy. • Accept any consequences of my actions.	• Promote the Schools' high expectations at home. • Support the school's policies and guidelines for behaviour. • Take action to tackle any poor behaviour from my child in school and the surrounding community.
Attendance	• Communicate with all stakeholders the expectations around attendance and punctuality. • Set out a clear attendance policy and apply the policy fairly and equitably. • Work with parents/carers, pupils, outside agencies and the local authority where appropriate to improve pupil attendance.	• Arrive at school on time every day. • Have excellent attendance.	• Ensure that my child arrives at school on time each day. • Support the school's attendance policy and work proactively with the school and outside agencies when behaviour falls below expected standards. • Contact the school attendance office each day of a pupil absence.
Equipment and uniform	• Share with all stakeholders' clear expectations regarding pupil uniform and equipment. • Apply the uniform and equipment policy fairly and equitably.	• Ensure I come to school in the correct uniform and with the correct equipment. • Only bring a mobile phone if it is essential and put it in the office.	• Ensure that my child arrives at school properly equipped for lessons and dressed in the correct school uniform. • Fully support the school's policies and guidelines for uniform and equipment.
Communication	• Communicate regularly with parents/carers to inform them about the life of the school, the academic progress of their child and about any concerns or problems that might affect their child's work or behaviour. • Provide opportunities for parents/carers to become involved in the life of the school and to be consulted on significant changes. • Listen and respond as quickly and effectively as possible to the views and concerns expressed by parents/carers and pupils.	• Share any worries I may have with my parents/carers and/or Hockley Heath staff. • Support all decisions made by Hockley Heath staff and my parents/carers. • Speak up again if things are still not right.	• Inform the school of any concerns or problems that might affect my child's work, attendance or behaviour as well as any changes in address and home/work telephone numbers. • Read all communication from the school and ensure that the relevant documents are returned promptly. • Contact academy staff immediately with any concerns and work with staff in a polite and respectful manner to resolve the issue.
Events	• Put on a range of events to ensure parents/carers are fully aware of the progress their child is making, how to support them in their studies and to highlight further opportunities. • We will give sufficient notice of events and update the website calendar appropriately.	• Ensure I discuss upcoming events with my parents/carers. • I will attend all relevant academy events, such as Parents' Evenings.	• Attend events specific to my child, such as Parents' Evenings and other meetings about my child's progress and future learning. • Support wider academy events where relevant/possible (i.e., theatre performances, etc).
Learning environment	• Create a challenging learning environment in the pursuit of excellence, where pupils are always encouraged to give their best. • Create a community we are all proud of, maintaining and improving the academy site to develop a safe and respectful learning environment.	• Play my part in keeping the school buildings, furnishings, and site in good order - free from litter and graffiti. • Take diligent care of any books, resources, or equipment that I am given.	• Communicate any comments (positive or concerns) about the academy premises, to academy staff. • Remind my child to respect the academy environment or community and ensure that they do so.
Teaching and learning and the curriculum	• Be ambitious for every individual in the academy. • Provide quality first teaching, with the expectation that all pupils should achieve results in line with their abilities. • Provide a broad and balanced curriculum that will develop the whole person, preparing pupils not only for academic success, but also for the world of work: cultivating responsible citizens within society. • Set, mark, and monitor classwork and homework regularly.	• Complete all classwork and homework to the absolute best of my ability. • Read, both at home and school and bring my journal into class every day. • Reflect on feedback and learn from mistakes.	• Encourage and monitor my child's homework, encouraging them to complete it to the best of their ability. • Take an active interest in what my child is learning in school and offer support where I can.
Safeguarding	• Make safeguarding our top priority. • Ensure checks, training, systems and procedures are compliant and reflect best proactive practice. • Support pupils and families in partnership with other agencies.	• Let someone at school know if I have any safeguarding concerns. • Keep an eye on my friends and classmates. Talk to staff if I think something may be wrong with them.	• Be vigilant and alert the academy to any safeguarding concerns. • Fully support staff with all safeguarding work, training and procedures.
Personal development	• Offer opportunities for pupils to participate in extra-curricular activities, including lunchtime/after school clubs, sports teams, and educational visits both within the UK and abroad. • Provide opportunity for pupils to broaden their horizons.	• Take advantage of all opportunities offered to me by Tudor Grange Academy Hockley Heath, both within and outside lessons. • Consider my future options and work towards achieving them.	• Ensure my child is taking advantage of the opportunities that are offered. • Have high aspirations for my child and their future options.
Signed	Head of School	Pupil	Parent
Date:			