



**Tudor Grange Academies Trust**

**Behaviour & Discipline Policy**

## **1. Introduction**

The Board of Tudor Grange Academy Trust has the duty to lay down the broad strategy for maintaining a high standard of student behaviour and discipline in Tudor Grange Academies. The Board has delegated to each Academy the responsibility for a localised detailed approach to meeting the Trust's expectations.

The Board of Tudor Grange Academy Trust expects:

- all students to show respect and courtesy towards teachers and other staff and towards each other;
- Principals to prevent and deal with all forms of bullying, including cyberbullying in a timely and efficient manner;
- parents to encourage their children to show that respect and support the Academy's authority to discipline its students;
- Principals to help to create that culture of respect by supporting their staff's authority to discipline students and ensuring that this happens consistently across the Academy;
- local governing bodies and Principals 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 pupil's behaviour, and will be well supported by the senior leadership team at the Academy to help them achieve this.

The advice below summarises the legal powers and duties that govern behaviour and attendance in schools and academies, and explains how they apply to teachers, governing bodies, students and parents.

## **2. Appendix**

The policy at Appendix 1 sets out an example of a localised Behaviour and Discipline Policy which meets Trust expectations.

## **3. The Board of Tudor Grange Academy Trust's statement and policy**

Tudor Grange Academy Trust has charged each Local Governing Body with the duty to set the framework of the Academy's policy by providing a written statement of general principles relating to discipline, taking into account the needs of all students.

Tudor Grange Academy Trust expects each Academy to establish and maintain a behaviour policy that promotes self-discipline, respect for others and proper regard for authority.

It will be reviewed annually, or more frequently if necessary.

## **4. Academy Trust ethos**

The ethos of Tudor Grange Academies Trust is echoed through the TUDOR Values and British Values of:

Tolerance  
Unity  
Democracy  
Opportunity  
Respect

## **5. Rules of conduct**

The Principal of each Academy will draw up and review periodically a positive and constructive set of Academy rules that will:

- promote self-discipline and proper regard for authority among students;
- encourage good behaviour and respect for others, and prevent all forms of bullying among students;
- ensure standard of behaviour is acceptable; and
- regulate students' conduct.

## **6. Rewards and sanctions**

None of the Academy's punishments must be degrading or humiliating.

The Trust expect all rewards and disciplinary penalties to be applied fairly and consistently. High standards of student behaviour and discipline provide a positive environment in which teachers can teach and students can learn. We should expect these high standards at all times but the list below represents the most common sanctions against less than acceptable behaviour:

- rebukes to individual, group or class;
- movement to another seat;
- entry in student planner;
- penalty mark;
- report to teacher at break time/lunchtime/end of day;
- written punishment eg additional or reattempt work;
- referral to Curriculum Leader/Lead Teacher/more senior teacher;
- isolation in another class, 'hot spot';
- referral to group tutor;
- monitoring of student planner;
- placement "On Report" - parents informed;
- parents asked to visit Academy, joint monitoring by parents, tutor and/or Learning Mentor as appropriate;
- detention – including in-school community service detention:
- Tudor's Alternative To Exclusion (TATE):
- internal isolation/exclusion/consequences centre:
- fixed term exclusion;
- permanent exclusion.

A points system will track behaviour and trigger further support procedures when key milestones are met.

## **7. Use of Reasonable Force**

Tudor Grange Academies Trust expects the behaviour policies of individual Academies to include the power to use reasonable force.

## **8. Disability**

Where the misbehaviour of students is related to a mental or physical disability, the Trust expect that the Principal will make reasonable adjustments to enable those students to be included within the school community.

These will include:

- ensuring that staff have had training in the nature of disabilities, and how they should treat students with disabilities;
- ensuring that staff are aware of any students with such disabilities;
- ensuring that appropriate help is sought to enable the Academy to make reasonable adjustments;
- ensuring that Academy resources are committed to assist in making reasonable adjustments; and
- making reasonable adjustments to Academy organisation to the timetable of particular students.

## **9. Responsibilities of the Principal**

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

The Principal will determine measures (including the making of rules and provision of disciplinary penalties) to be taken, with a view to:

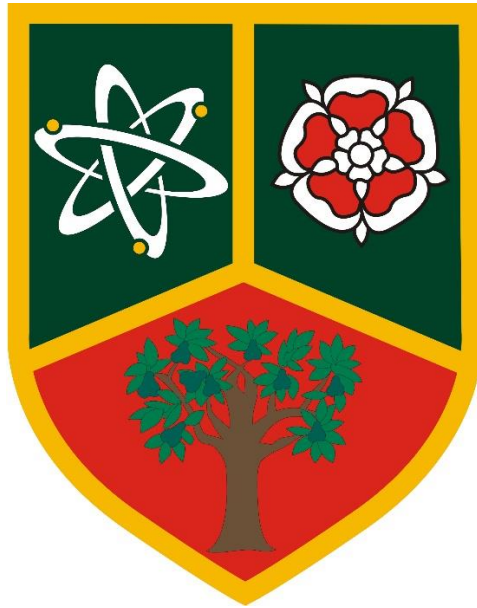
- promoting self-discipline and proper regard for authority among students;
- encouraging good behaviour and respect for others, and preventing all forms of bullying among students;
- ensuring that the standard of behaviour is acceptable;  
and
- otherwise regulating the conduct of students.

The Principal is required to follow the Governors' statement of principles and have regard to any guidance given by the Governors.

The Principal must also determine the standard of behaviour regarded as acceptable, in so far as the Tudor Grange Academy Trust and/or local governing body have not determined it.

The measures can, to such an extent as is reasonable, include measures to regulate the conduct of students when they are not on the premises, and are not under the control or charge of a member of the Academy staff. This includes rules governing behaviour to and from the Academy and on work experience.

The Principal is required to set out the behaviour and discipline policy in a written document and to consult the local governing body before publishing it by making it generally known to staff, students and parents. It must be brought to their attention at least once a year.



TUDOR GRANGE ACADEMY WORCESTER

BEHAVIOUR POLICY AND RULES

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## **STUDENT BEHAVIOUR POLICY**

The aim of the academy behaviour policy is the promotion of positive student behaviour such that the Academy aim itself may be successfully fulfilled.

Paramount to this policy is the health and safety of all members of the academy.

## **CURRICULUM ORGANISATION**

- The curriculum organisation of Tudor Grange Academy encourages responsible attitudes by:
- Ensuring an entitlement curriculum that is accessible to **ALL** students
- Encouraging all students to take responsibility and make decisions about their own learning needs
- Developing the necessary skills and attitudes to enable students to take increasing responsibility for their own learning
- Ensuring a broad and balanced curriculum including extensive opportunities for wider curriculum activities
- Ensuring that equal opportunity is a practical reality in relation to the teaching and learning experiences of each individual student

## **ROLES and RESPONSIBILITIES**

### **Students are expected to:**

- maintain excellent levels of attendance and punctuality;
- know what the Academy means by good behaviour;
- know and understand all Academy rules;
- follow the Academy's Code of Conduct and demonstrate the Tudor Values;
- adhere to the lesson expectations;
- set an example to others by their own behaviour;
- accept and respect rewards for good behaviour and praise;
- understand that poor behaviour is unacceptable and will be punished;
- take responsibility for ensuring good behaviour;
- inform a member of staff of poor behaviour by others, whether in the Academy or on the way to or from the Academy.

### **Parents are expected to:**

- encourage excellent levels of attendance and punctuality
- accept and support the Academy's student behaviour policy
- recognise the Academy's need to balance the rights of the individual student with the effective conduct of the Academy as a whole
- provide direct practical support to ensure that the child abides by the Academy rules, for example ensuring correct Academy uniform, daily punctuality, homework undertaken in line with Academy policy; participate in the Academy's behaviour-related procedures, for example monitoring the personal diary, and attending meetings with Academy staff to discuss the child
- inform the Academy of any personal circumstances which may be relevant to the child's in-Academy behaviour
- take an interest in the child's in-Academy behaviour, using home-based rewards or sanctions in support where appropriate
- Agree to matters being referred to other agencies such as the Education Welfare Officer if recommended by the Academy
- Follow the appropriate procedures for contacting the Academy when it is necessary



## **STAFF RESPONSIBILITIES**

- To rigorously and continuously monitor attendance and punctuality;
- To address attendance and punctuality concerns and celebrate student success;
- To know the Academy's standards of behaviour and promote the Tudor Values;
- To support the standards of the Academy publicly;
- To apply the lesson expectation system routinely and consistently;
- To set an example to students by their own behaviour;
- To know and consistently apply procedure for rewarding good behaviour;
- To know and consistently apply procedures for dealing with misbehaviour;
- To apply standards in their own classrooms, including any agreed Academy or departmental routines for classroom conduct;
- To be aware of and apply principles of effective classroom practice;
- To take responsibility for maintaining standards outside the classroom;
- To take responsibility themselves using supporting procedures only as necessary; rather than as a first recourse;
- Never to ignore poor behaviour, whether within or outside the academy, responding appropriately according to circumstances.

## **GOVERNORS' RESPONSIBILITIES**

- To fulfil the requirements of the law in relation to governors' responsibilities regarding attendance and discipline in the academy;
- To contribute to the formulation or review of the academy's attendance and behaviour policies including the setting out of expectations about student behaviour;
- To judge the academy both by directly observed behaviour as well as third party perceptions about student behaviour;
- To judge the academy on its attendance, particularly the attendance of specific groups;
- To take positive steps to attempt to understand the complexities of ensuring high standards of student behaviour and attendance and the challenge this presents to the academy staff;
- To support the head 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;
- To celebrate positively the standards expected and achieved by our students, both within the academy, on the board and in the wider community;
- To monitor the functioning of the academy behaviour policy by analysis of a range of available indicators;
- To receive any representations by parents regarding the fixed term exclusion of their child;
- To ensure a fair and consistent application of the policy regarding permanent exclusion.

The responsibilities of the Academy, the parents and the student are summarised in the Home/Academy agreement which is signed by the Academy, the student and parents on the student's entry to the Tudor Grange Academy Worcester. (Appendix 2.)

## **CLASSROOM MANAGEMENT**

The classroom is the most important place in the academy.

The following characteristics all contribute to high standards of behaviour within the classroom.

- Attendance and punctuality to lessons is monitored and any concerns are addressed in a timely manner
- The system of lesson expectations are clearly understood and applied
- Procedures are clearly understood regarding student discussion, participation in lessons, movement in class, the way in which work is handed in, and what students should do when tasks are completed
- Explanations are clear
- Work requirements of students are clearly set out, and progress is monitored carefully; clear instructions are given so that activities run smoothly. Misbehaviour 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 students' responses
- Work set is appropriate to students' abilities
- Lesson objectives are shared with students and clear goals are set for each work activity
- Lessons start and end on time. Staff need to 'own the door frame' of their classroom, greeting students on arrival and dismissing them in an orderly manner.
- Classrooms are suited to a particular activity as far as possible
- All classes need a seating plan that is available on request. These will often be dictated by the activity but particular attention should be paid to the location of the more troublesome students and those easily distracted.
- External interruptions are minimised wherever possible
- Necessary materials for a given activity are available  
(See Appendix 1. For Lesson Expectations)

## **STRATEGIES FOR DEALING WITH GOOD AND BAD BEHAVIOUR**

- Children need a calm and purposeful classroom atmosphere.
- Teachers need to have high expectations of all their students, in terms both of achievement and behaviour.
- Discipline is most effective when teachers can be constructive and positive, and when they are specific about what behaviour is expected of a student and what is unacceptable.
- The conduct of teachers themselves is an important element of the academy ethos and of the behaviour of students.
- Teachers should adopt a range of strategies when responding to individual instances of disruptive behaviour. A public reprimand in front of other students may be appropriate in some circumstances but in other circumstances a discreet word with the students will be more effective.
- Interventions have to be carefully judged by teachers, using no more than is needed to secure the desired change in the student's behaviour; over-reaction may provoke unnecessary escalation of an already difficult situation and seriously limit the teacher's subsequent room for manoeuvre.
- Good behaviour should be recognised and rewarded. Where a sanction is necessary for bad behaviour the following general rules should be observed.
- Teachers should avoid the punishment of whole groups for the activities of individuals unless there are exceptional circumstances.
- Ringleaders should be picked out where appropriate but teachers should avoid being prejudiced by previous offences.
- Conversely, individuals should not be made scapegoats for the activity of a class or group.
- Sanctions should be in proportion to the offence.
- Whatever sanction is employed students should be left in no doubt as to why they are being sanctioned and how, through improvements in behaviour, they can avoid a recurrence.

- If a child does not respond appropriately to the sanction, the teacher should feel free to consult a senior member of staff without this being regarded as a failure. It is important in such cases not to allow the child's refusal to escalate into an issue in its own right.
- Where the learning of students is being seriously affected by the behaviour of an individual a teacher can use the 'cooling down' arrangements in place in each department that allow staff to remove a student from a lesson. Any student removed should automatically be placed in college detention and contact made with the parents.

## REWARDS

Rewards are the positive recognition of achievement and progress and are an important part of maintaining student motivation and high expectations. The following are probably the most common examples but are not a finite list:

- Praise/verbal comment – an often underestimated, important reward
- Written comment
- Prominent display of students' work
- Merits
- Certificates of merit and commendation
- Letters and merits for good attendance
- Praise postcard
- Uniform reward cards
- Public commendations (in assembly for example)
- Letter from the Principal

## SANCTIONS

High standards of student behaviour and discipline provide a positive environment in which teachers can teach and students can learn. We should expect these high standards at all times but the list below represents the most common sanctions against less than acceptable behaviour:

- Rebukes to individual, group or class
- Movement to another seat
- Entry in planner
- Penalty mark
- Report to teacher at break time / lunchtime / end of day
- Written sanction e.g. additional or re-attempt work
- Referral to Curriculum Leader / Lead Teacher
- Isolation in another class
- Placement "On Report" – parents informed
- Parents asked to visit Academy, joint monitoring by parents, tutor and / or College Leader
- Sanctions will be issued for poor punctuality **(see appendix 4)**
- Governor panels are used to highlight significant behaviour and/or attendance concerns
- Detention
- Behaviour points **(see Appendix 5)**

## **Incidents in lessons**

- Subject teachers are responsible for all behaviour and work in their lessons. If a detention is deemed necessary then it is for the subject teacher to issue the detention and to be responsible for it.
- A private detention will usually be given after 3 penalty marks have been accumulated.
- If the student fails to attend a detention without an acceptable reason then the matter should be referred to the Curriculum Leader/Lead Teacher and a College detention issued.

## **Misbehaviour around the academy**

- All teachers are responsible for discipline around the academy. Any misdemeanour should be dealt with at the time by the teacher involved and appropriate sanctions should be applied.
- If a serious case of misbehaviour occurs that requires further investigation then the incident should be referred to College Support who will alert the member of Leadership on call. A student incident form should be completed for the student's file.

## **DETENTION**

Detention is one of the sanctions which can be used by the Academy. Schools and academies have clear legal authority to detain students without the consent of parents, however as a courtesy to parents we provide a minimum of 24 hours' notice for curriculum and college detentions through ParentPortal notifications and through detention cards given to students in the instance of a Private Detention, it is the pupil's responsibility to share this with their parent/guardian.

## **Detentions Guidance**

### **Private Detention (Yellow Cards)**

- Arranged and supervised by the individual member of staff for half an hour.
- Private detentions should be held on Monday Wednesday or Friday.
- After the student has attended the detention the card should be passed on to College support for filing.
- If a student does not attend this should be followed up by subject teacher in the first instance. If no acceptable explanation is provided then the Curriculum Leader/Lead teacher should be informed and a Curriculum/College detention issued with a warning that failure to attend will result in a day in Internal Exclusion.

### **College Detention**

- To run every Tuesday and will be taken by all members of the College team on a rota basis.
- College detentions of 1 hour are issued at the discretion, and on behalf of the College Leader for a wide range of reasons linked to the standards and ethos of the school. These include punctuality concerns, uniform concerns, smoking, being out of bounds, possession of a mobile phone and anti-social behaviour.
- Following a warning by the staff on detention duty, poor behaviour in a College Detention will result in an internal exclusion.

### **Curriculum Detention**

- To run every Thursday and will be taken by the Curriculum Leader/ Lead teacher of the designated area.
- Curriculum detentions of 1 hour are issued by the Curriculum Leader/Lead Teacher for range of reasons linked to expectations of students and their attitude and behaviour for learning. These are inclusive, but not exhaustive of; persistent punctuality concerns, disrupting the learning of others, refusal to follow staff instructions, inappropriate or unsafe behaviour within a classroom.
- Following a warning by the staff on detention duty, poor behaviour in a College Detention will result in an internal exclusion.

<p><b>Card given by member of staff issuing detention.</b></p> <p><b>Student’s responsibility to have the card signed by parent/ guardian (the student cannot serve the detention without parent’s signature).</b></p> <p><b>Student serves detention and teacher supervising detention checks card for signatures.</b></p> <p><b>Teacher supervising detention passes detention card to College Support as soon as possible.</b></p>	<p><b>Detention issued by the College Leader/Curriculum Leader/Lead Teacher, parents/ carers to be notified via ParentPortal notifications.</b></p>
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**General Points**

- The restaurant or café should not be used for detentions at lunchtimes or breaks.
- Students in detention should be appropriately supervised by staff.
- Meaningful work should be set and followed up by the teacher referring the student for the detention.
- A record of penalties and credits should be kept.
- The penalty mark slate is wiped clean at the end of each term.
- Part-time staff are to take part in the rotas on a pro-rata basis. (This is likely to be no more than two occasions for each of the college and department rotas during the academy year).
- Where there is a clash with a meeting, supervision of the detention must always take precedence, though another member of staff can substitute by agreement if the College Leader or Curriculum Leader/Lead Teacher approves. The student should not, for example, be left unattended while the supervisor is in a meeting next door.

**Serious Offences**

For more serious incidents, the offence will be dealt with as soon as possible by the Curriculum Leader/ Lead Teacher and ideally on the same day. If necessary a member of the Leadership Group may be contacted to agree further action. A record will be kept on the student’s file and appropriate sanctions may include:

- Same day detention after notifying parents
- Cooling off period in Academy
- Withdrawal from circulation at break and lunchtime
- Withdrawal from lessons (arranged by leadership Group only)
- Internal exclusion or TATE\* (arranged by leadership Group only)
- Home time “delay”
- Collection of student by parent after Academy
- Parent informed
- Parent asked in
- Student placed on a TAP (Targeted Action Plan)

A Targeted Action Plan (TAP) is a preventative measure for those students who: fail to attend school, display unacceptable behaviour and underachieve. The aim is to identify precise and realistic outcomes for the student to achieve whilst highlighting the support available.  
(See Appendix 3 for a copy of a TAP.)

For some offences, or where there are continuing behavioural difficulties for which other sanctions have been unsuccessful, a fixed term exclusion may be an appropriate sanction. In some circumstances, a lunchtime only exclusion may be considered a suitable option. The exclusion must be authorised by a member of the Leadership Group. In all cases of more than a day's exclusion, work will be set and marked.  
If a further incident necessitating a fixed term exclusion occurs the procedure should be followed with additional in-Academy sanctions on return.

### **Illegal Substances**

Any student involved in a drugs-related incident is liable to be permanently excluded. This applies whether in the Academy, to and from the Academy, or on an Academy activity. It covers not only the taking or possession of drugs, but also involvement in the purchase, sale or passing on of drugs, even if the drug itself is not brought into the academy.

## Academy Rules

To get the most out of academy life, pupils need to feel confident and cared for – and it is in this respect that Tudor Grange makes a difference. As an Academy we commit to providing an academic and creative education and we will ensure all students leave the Academy ready to take on the world.

We believe that students will be prepared for their role and place within society should they practise the TUDOR Values, these are:

<b>Tolerance</b>	<b>Tolerating the thoughts of others; being kind, patient and thoughtful</b>
<b>Unity</b>	<b>Working together as a member of the academy community to make it great; being hungry for knowledge and wearing your uniform with pride; moving calmly and purposefully to, from and around the Academy</b>
<b>Democracy</b>	<b>Listening, being optimistic and logical and utilising Student Voice as the channel for instigating change</b>
<b>Opportunity</b>	<b>Being creative and determined; challenging yourself to try new things and broaden your horizons</b>
<b>Respect</b>	<b>Being well mannered, self-controlled and disciplined, listening and responding to staff and students positively</b>

### The Academy's general rules and code of conduct are:

- Do not use verbal or physical violence or threat. Demonstrate kindness, thoughtfulness and patience to all staff and student
- You must not exhibit extremist views, eg. Racism, sexism, homophobia, or harassment of any kind. You must tolerate and respect the thoughts and feelings of others
- Do not interfere with other people's property
- The possession and use of smoking materials, drugs and alcohol is strictly forbidden.
- Do not bring to Academy any item which may cause injury or has the potential to be used as a weapon.
- Do not bring any personal belongings including iPods and other players, mobile phones, cameras or other such items to Academy except those required for lessons. Swapping or selling items on Academy premises is not allowed.
- Large amounts of money should not be brought into Academy, but if it is essential to bring it in, it should be left in Student Services Office.
- The Academy's rules of movement are:
- Move calmly and purposefully, without running around the building. Remember to keep to the left and in single file on stairs and in the corridors.

### The Academy's rules of movement are:

- Move calmly and purposefully, without running around the building. Remember to keep to the left and in single file on stairs and in the corridors.
- Leave Academy at the end of the day sensibly, wearing full Academy uniform
- Travel to or from Academy demonstrating respect for private property and the local community
- Use only the designated hard or grass areas around the buildings for games. Out of bounds areas are strictly forbidden.
- Students must not be on the Academy site without the prior knowledge and permission of a member of staff.
- During the hours of 8.35am and 2.55pm, students must not leave the Academy site without permission.

### **The Academy uniform rules are:**

- Wear the full Academy uniform correctly at all times, including to and from the Academy.
- Do not wear outdoor clothing indoors (this includes, hats, scarfs, coats, jackets, and gloves). Hooded jumpers are not to be worn, even in place of a coat.
- Adhere to the Academy's jewellery, hair and make-up regulations.
- The Academy's rules relating to respecting the environment are:
- Look after books and materials issued. (The cost of replacing lost or damaged books is the responsibility of the student's parents.)
- Look after and respect the buildings and the furniture
- Put litter in the bins provided
- Do not eat in classrooms, corridors or on the first floor of the site at any time. Fizzy drinks are not allowed (other than water)
- Chewing gum must not be brought into the Academy.
- Do not bring correcting fluid into Academy
- Do not bring cans or glass bottles of drink into the Academy

### **TATE**

The purpose of TATE is to address the inappropriate behaviours exhibited by the student and help the child to understand their exclusion from the wider school community in an attempt to restore, repair and rehabilitate.

Students in TATE will work with a mentor in an intensive 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.

The day in TATE runs from 9.00 am until 4.00 pm and students should be provided with a packed lunch, students who receive FSM will be provided with lunch. Parents are invited to a reintegration with their child and College Leader to explore what has been learnt over the course of the day and the strategies that will be employ in the future.

Successful reintegrations will end in a contract being signed, outlining and reinforcing specific expectations. Unsuccessful reintegrations will result in further exclusion from the wider school community, either in TATE or externally. If parents fail to attend the reintegration, students will remain in isolation until the meeting has taken place between all partners.



## **DUTIES GUIDANCE**

### **General Points**

- Staff on duty inside should patrol the corridors and check on classrooms, and especially the toilets.
- Duty staff, both indoor and out, should keep circulating. Staff should not stand in one location or be adjacent to other duty staff.
- Any problems arising should be, as far as possible, dealt with directly by the member of staff using appropriate sanctions where necessary.
- Serious misbehaviour during break time requiring investigation should be referred in the first instance to the duty team leader and then the College Support Office if further investigation is required. A student incident form should be completed for the student's file.
- All duty staff are expected to attend their allocated duty promptly and perform it conscientiously.

### **Team Leaders**

- Team leaders are expected to undertake duty along with the rest of their team. However, in addition to the supervision of the students, their role includes ensuring that their duty team is fulfilling its role properly. Team leaders should cover an absent colleague's duty.
- In fine weather, at the duty team leader's discretion, a member of staff on duty inside may be requested to help on duty outside and in inclement weather, one of the team members on duty outside may be asked to do duty inside the building.
- In wet or very cold weather students may not be allowed outside

### **Photographic Images**

At Tudor Grange Academy we take the issue of student safety very seriously. This includes the use of images of students in Academy publications and on the Academy website. Research has shown that using digital images and videos in education can motivate and enthuse students, help encourage creativity and improve communication and team-working skills.

At the Academy, we would like to use images of students for educational and promotional purposes on the Academy website, in printed publications on CD-ROM and in digital video productions. Schools, however, have a duty of care towards students, which means that students will remain unidentifiable in digital images, reducing the risk of inappropriate contact if images are used in this way.

If you are unwilling for images of your child to be used in this way, please indicate this on the appropriate form.

## **CONFISCATION OF PROPERTY POLICY AND PROCEDURE**

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

### **DANGEROUS AND BANNED ITEMS NOT TO BE BROUGHT INTO SCHOOL**

The following items are not allowed in school:

#### **Dangerous Items:**

1. Illegal drugs and 'legal highs' and any equipment associated with drug taking
2. Guns, including toy/ mock ones
3. Knives and other offensive weapons
4. Alcohol
5. Cigarettes and smoking materials
6. Fireworks or any other explosive or flammable items

The school reserves the right to inform the police if items 1, 2 or 3 are brought onto the school premises and to give these items to the police.

#### **Banned Items:**

- Mobile Phones
- MP3 player/iPods
- Smart Watches
- Any products containing solvents
- Aerosols
- Matches, lighters and cigarettes
- Electronic/battery computer games, devices and gadgets
- Excess jewellery (see uniform policy)
- Energy drinks, i.e. those with a high caffeine content such as Source, Red Bull, Monster Boost, or any other supermarket own-brand

## **PROCEDURES FOR STAFF**

### **RIGHTS TO SEARCH**

1. If a member of staff finds a student in possession of a dangerous item they should immediately confiscate it and call the 'on call' member of leadership.
2. If a student is found in possession of a banned item staff will take it to College Support.
3. Items not allowed in school or being misused in school, but not listed above, will be confiscated by staff and taken it to College Support.
4. College Support will keep a written record of the items handed in and these can be collected by a parent/guardian (over 18 years old) Monday to Thursday 8.00am to 4.30pm and Fridays 8.00am to 4.00pm.
5. Students in the 6th Form have the privilege of bringing an iPod/MP3 player/mobile phone/tablets & laptops to school but they may only be used in the 6th Form Centre or 6th Form Café.

## **ANTI-BULLYING POLICY – Please refer to the Anti-Bulling Policy for more detailed information**

Bullying at Tudor Grange Academy is defined as:

***“The inappropriate use of power by an individual or group with intent to injure either physically or emotionally. It is deliberate and repetitive.”***

Bullying can include: name calling; taunting; mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups; and spreading hurtful or untruthful rumours. This includes the same inappropriate and harmful behaviours expressed via digital devices (cyberbullying) such as the sending of inappropriate messages by phone, text, Instant Messenger, through websites and social media sites and apps, and sending offensive or degrading images by mobile phone or via the internet.

### The Academy's commitment

1.1. The Academy is committed to providing a caring, friendly and safe environment for all students so that they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at the Academy, whether it is on site or on off-site activities.

1.2. If bullying does occur, all students should be able to tell someone, and know that incidents will be dealt with promptly and effectively. This means that anyone who knows that bullying is happening is expected to tell a member of staff.

1.3. All members of the governing body, staff, students and parents should have an understanding of what bullying is and what the Academy's procedures are for responding to bullying.

1.4. The Academy takes bullying seriously. Students and parents should be assured that bullying will not be tolerated and that students will be supported when bullying is reported. Students who bully will be dealt with through the measures set out in the Behaviour policy.

## **How We Address Bullying**

Students need to be regularly reminded that bullying is not an acceptable mode of behaviour and this is achieved through the reinforcement of Academy expectations through our *Tudor Values, Life Skills Programme*, curriculum and Academy assemblies and tutor times.

Students have access to a daily *Wellbeing Drop-In* during lunchtimes to talk through their worries and we have a VI Form mentoring programme which supports students.

Opportunities for parents to gain information and support are offered through parent information evenings.

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. New staff will receive information on recognising possible indicators and methods of dealing with bullying as part of their Induction process.

### **Action to be taken if bullying occurs:**

When bullying is reported it will be taken seriously.

- Students are encouraged to report incidents of bullying to a member of staff
- If a student 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 student 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 student has said on a student incident slip which should be passed to a member of the Senior Leadership Team as part of ON CALL.
- If necessary, the matter will then be investigated further by a member of the Senior Leadership Team.
- 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 student incident slip. Form to be placed in student's file.

The investigating member of staff to inform:

- Tutor
- 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 a reviewed.

#### **VICTIM**

Requires counselling depending on the nature and seriousness of incident, by:

A learning mentor, tutor or Educational Psychologist.

A range of strategies will be used depending on the nature of the situation, e.g. peer support, no blame approach, self-esteem building, mediation.

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.

#### **BULLY**

Action taken will be determined depending on the nature of the incident and whether or not the student has been involved in bullying previously.

Incidents to be addressed as appropriate with use of punishment and /or counselling.

- If the incident took place in break or lunchtime, withdrawal at these times may be more appropriate than after academy detention.
- If the incident is of a physical nature this will need to be referred immediately to the Senior Leadership Team as part of ON CALL.

The bully will require counselling. Who does this will be determined by the nature of the incident (see list under Victim).

## **CYBER BULLYING**

Cyber bullying can be defined as the use of mobile phones and the internet (e.g. Facebook), deliberately to upset 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.

Children should be careful who they give their phone number to or invite into their personal space over the internet, and keep a record of the date and time of any offensive message. Teachers need to encourage victims to save messages or screen print information that they are concerned about and let a member of staff see them. When students 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 students 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 students.

N.B. Mobile phones are not allowed in Tudor Grange and must not be brought into the Academy. We also strongly advise parents to monitor closely their child's use of the internet and especially social network sites such as Facebook and Instagram etc.

As well as out *Life Skills Programme*, assemblies throughout each year will cover topics on Bullying and Cyber-bullying

# LESSON EXPECTATIONS FOR ALL LESSONS

Arrive promptly in correct uniform, sit down, put the correct equipment on your desk and be ready to start work

Listen in silence and pay attention to the ONE speaker in the class  
If you wish to speak, put up your hand and wait  
silently until asked to contribute

Show consideration to all students and staff in both manner and choice of words

No chewing or eating is allowed.

When told, tidy up, pack away, check your uniform and wait in your place to be dismissed. Leave your work area as you would choose to find it.

**DO YOUR PERSONAL BEST AT ALL TIMES AND ALLOW OTHERS TO DO THE SAME**

## Appendix 2

### HOME/ACADEMY AGREEMENT

#### As an academy – We will

- provide a safe, happy and stimulating working environment
- provide a broad and balanced curriculum
- provide regular feedback about your child's work
- ensure the setting of regular homework
- keep you informed about your child's progress and any concerns
- help your child reach his or her individual potential
- apply our student behaviour policy as reasonably and fairly as possible
- keep you in touch with the life of the academy

Signed: Principal

#### As a parent/guardian – I/we will

- take an interest in my child's work and progress
- attend meetings at the academy about my child's education
- ensure that my child completes his or her homework under suitable conditions
- ensure that my child attends regularly and punctually
- ensure that my child has all necessary equipment and full academy uniform
- support the academy's behaviour policy including the confiscation of items
- inform the academy of any problems at home or changes in domestic circumstances

Parent/Guardian Name: \_\_\_\_\_ Signature: \_\_\_\_\_

Relationship to Child: \_\_\_\_\_ Date: \_\_\_\_\_

#### As a student – I will

- work to the best of my ability
- allow and encourage others to get on with their work
- be a credit to myself, my family and Tudor Grange Academy
- attend regularly and on time
- always bring the equipment I need
- wear academy uniform smartly and properly
- be polite and considerate to other members of the academy community
- respect other people and their property

Student Name: \_\_\_\_\_ Signature: \_\_\_\_\_

## Appendix 3



### TARGETED ACTION PLAN

**A Targeted Action Plan** is a preventative measure for those students who are failing to attend school, display unacceptable behaviour, underachieving or at risk of permanent exclusion. The aim is to identify precise and realistic outcomes for the student to achieve whilst highlighting the support available.

**Date:**

**Review Date:**

**Level of Risk:** High/Low

**Student:**  
**Date of Birth:**  
**Academy College:**

**Name of Parent / Carer(s):**

**Relationship to Young Person:**

**Background information – Why a Targeted Action Plan is required:**

**BIG PICTURE** What will student achieve in the next 3 months working with Academy staff. Add or delete as appropriate:

**Progress since last meeting:**

**AGREED OUTCOMES** What must student achieve by the next review meeting to make progress at the Academy:

**Parent agrees to support the Academy in achieving these changes by committing to the following agreed actions and authorising any external agency involvement**



**The Academy agrees to support student and parent in achieving these changes by being committed to the following agreed actions:**

**Other Concerns:**

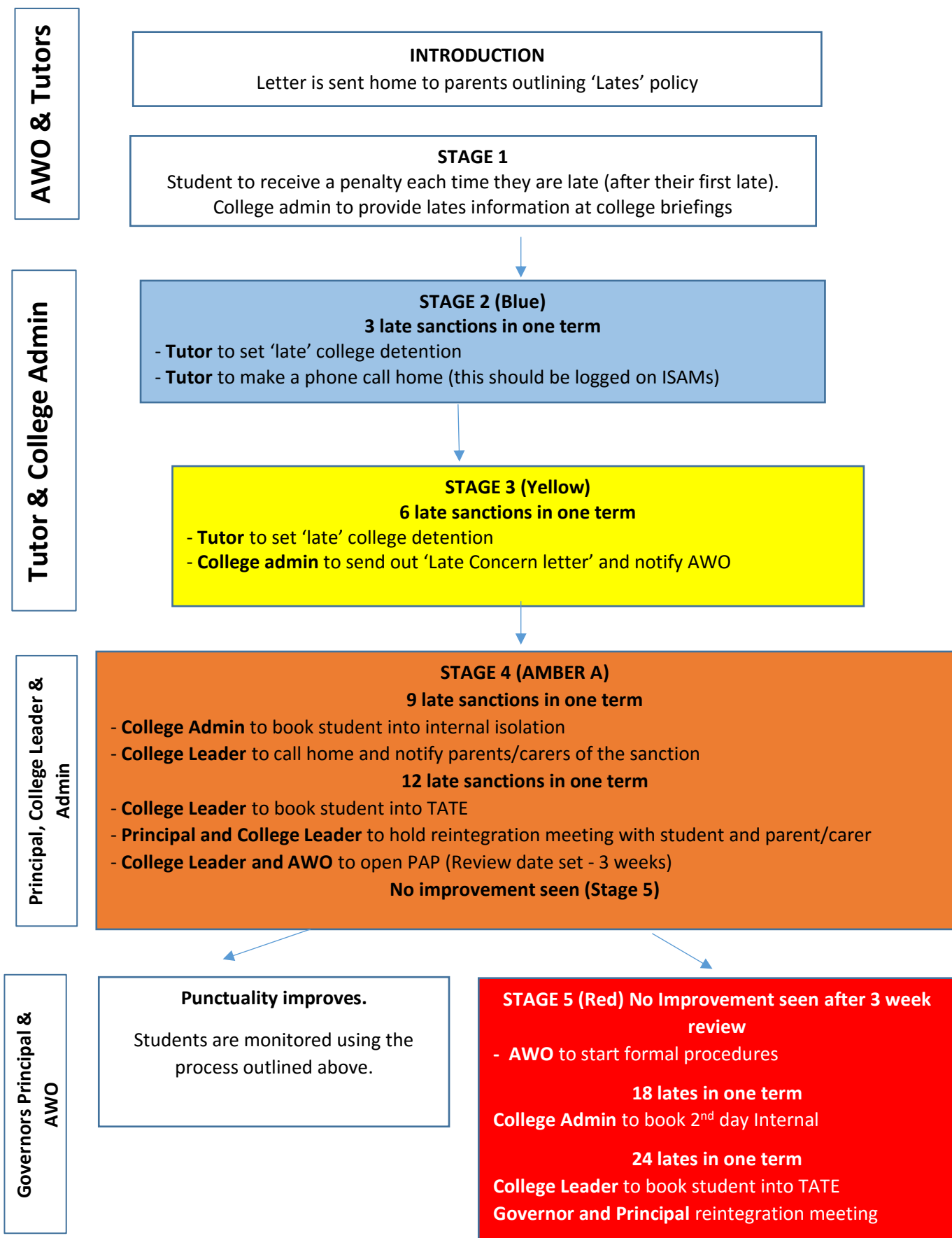
**Student's Successes:**

**Action to be taken by outside agency:**

**Please note that by attending a Targeted Action Plan, all parties verbal agreements will be considered and any interventions to help student achieve his/her targets will be put in place:**

## Appendix 4

### TGAW LATES PROCESS



## 6<sup>th</sup> Form Lates Procedure

Please take the register at 8.35 prompt.

### **Year 12 & 13 Post 16 Students**

A student is late if they arrive after 8.35



Tutor marks as 'L' on the register

When a student is late they will receive an informal warning



If a student fails to respond to 3 informal warnings within a term the student must attend a compulsory study support session. This will be repeated for each subsequent 3 warnings. Failure to attend will result in the student being placed on the Student Disciplinary Code.



Students who are persistently late will be placed on the Student Disciplinary Code with agreed targets for improvement.

## Appendix 5

### Behaviour Points

The Leadership team of the Academy monitor and track behaviour closely to support and enable this, points are attached to different sanctions in line with the severity of the sanction.

Curriculum/College Detention	1 point per issue
Internal Exclusion	5 points per day
TATE	8 points per day
External Exclusion	10 points per day

College Leaders will utilise the data to ensure that students are adhering to the expectations of the Academy and intervene when appropriate.

Students on 50 points will be placed on a TAP, which will involve regular meetings with home and the Academy to address the concerning behaviours that are occurring and support the child with appropriate interventions and strategies to rectify these behaviours.

Students who accrue 80 points will meet with the Principal and their parent/guardian to further explore the reasons for the value of behaviour points.

Students who are non-responsive to the previous layers of behaviour interventions will attend a panel of Governors at 100 points.