



# **Tudor Grange Academy Redditch**

## **Behaviour & Discipline Policy**

### **COVID DISPENSATION**

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Written by	Tudor Grange Academy Redditch
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## **1. Introduction**

The COVID-19 Behaviour Policy at Tudor Grange Academy Redditch sets out the framework of the academy's approach to encouraging good behaviour. This policy should be read alongside, the Behaviour policy, Anti-Bullying policy, Child Protection policy (peer on peer abuse, e-safety etc) and the Health & Safety policy.

The Academy will continue to provide a calm, supportive school environment where children understand they are safe and cared for. During their prolonged absence from school, students have suffered from significant changes to their learned routines, daily structure, social and behavioural norms. A positive, safe and purposeful culture is created in our academy by establishing positive learning behaviours that are taught explicitly and over-corrected where necessary to ensure that the academy is a calm, orderly and disciplined environment where rules are followed to enable excellent teaching and learning to take place.

The main purpose of the policy is to provide parents/carers, students, staff and LGBs with clarity in respect of the behaviour policy in place during the government's response to the Coronavirus pandemic. The policy aims to reassure the school community that we are taking everyone's health and safety exceptionally seriously and have adapted our procedures and systems accordingly.

## **2. Social distancing**

Social distancing refers to actions to reduce the number and duration of contacts and increase the physical distance between individuals to slow the spread of COVID-19. Social distancing measures include actions that create more space between students in classrooms and corridors; cancelling activities that bring students into close contact (e.g. assemblies) with others. Schools represent important settings for social distancing, as practices that promote social distancing may protect vulnerable children and limit secondary transmission to adults in their households and communities. Schools also represent a challenging setting for social distancing, as multiple stakeholders with different needs are involved.

## **3. Rules and Code of conduct**

The Academy has drawn a positive and constructive set of Academy rules and expectations. These are called 'Positive Learning Behaviours. These rules will:

- 3.1 promote and encourage a culture of positive compliance;
- 3.2 set out clear practices which promote calm and orderly movement around the Academy;
- 3.3 set out clear routines and expectations in our Ready to Learn classroom routines;
- 3.4 outline expectations on non-uniform, use of equipment, jewellery, hair and make-up regulations;
- 3.5 set out clear routines and expectations for the behaviour of students across all aspects of Academy. These will include:

- arrive to the academy on time, in the designated time period for arrival that they have been issued with. Students must always adhere to social distancing.
- Upon arrival at the academy students must full the hygiene procedures and wash and dry their hands/use the hand sanitiser provided, in the designated arrival location. Students should then move to their designated area, observing social distancing at all times.
- movement around the school adhering to social distancing practices;
- expectations at the start of lessons or one-to-one meetings, during lessons and at the end of lessons;
- expectations during social time;
- clearly define procedures and consequences that are applied consistently and fairly by all staff;
- expectations on physical distancing and hygiene protocols.

#### **4. Rules of movement are:**

- 4.1 non-essential movement around the academy will be avoided;
- 4.2 students will observe the one-way system in the Atrium, dining area and middle floor;
- 4.3 students will only use the stairway allocated to their year group in the humanities block;
- 4.4 students will only use the toilets that have been allocated to their year group;
- 4.5 move calmly and purposefully along the corridors, adhering to social distancing practices;
- 4.6 leave Academy at the end of the day sensibly and at the agreed time for your group;
- 4.7 walk to or from Academy demonstrating respect for private property and the local community;
- 4.8 students must arrive to school at the designated time for their group. Do not congregate outside the school building or gate.

#### **5. Rules during social time:**

- 5.1 When moving around the academy students must abide by the academy rules, observing one-way systems and stairways allocated to each year group bubble;
- 5.2 break and Lunch times will be arranged by the academy in a manner that supports the reduction of risk and maintains social distancing measures. All students will receive clear guidance as to the arrangements for social times and the expectations of them during these times.
- 5.3 students must use the toilet designated to them, when it is designated. Students must only enter the toilet facilities if there is a free cubicle. On exiting the toilet students must wash and dry their hands thoroughly.
- 5.4 students are only permitted to eat and drink in designated areas. Students must wash and dry their hands/use hand sanitiser prior to eating/drinking.
- 5.5 students are not permitted to share food or drink.

#### **6. Rules on hygiene are:**

Preventing the spread of COVID 19 involves dealing with direct transmission (close contact with those sneezing and coughing) and indirect transmission (touching contaminated surfaces or items). The Academy will employ a range of approaches and actions to address this. These include:

- 6.1 students are expected to clean their hands more than usual. Students will wash their hands thoroughly for 20 seconds with running water and soap. In some cases, students may be instructed to wash their hands by a member of staff;
- 6.2 students are expected to wash their hands before and after eating;
- 6.3 students will adhere to the 'catch it, bin it, kill it' approach;
- 6.4 students must not bring any unnecessary items into school.
- 6.5 frequently touched surfaces will be cleaned at appropriate intervals.

#### **7 Classroom routines are:**

- 7.1 sit and stay in the seat designated to them by the teacher
- 7.2 refrain from moving tables or chairs
- 7.3 listen carefully when the teacher or another person is talking
- 7.4 be polite and show respect for other people
- 7.5 always try their best without disturbing others
- 7.6 stand in silence at the end of the lesson until they are dismissed
- 7.7 avoid contact with anyone in the classroom and stay within your designated area;
- 7.8 teachers will not be permitted to collect in or mark books;
- 7.9 look after and respect the buildings and minimise contact with furniture in the classroom and around the school;
- 7.10 do not eat in classrooms, corridors or on the site at any time. There will be designated areas at break and lunchtimes;
- 7.11 students using mobile phones to track and trace Covid-19 must always have phones on silent and out of sight. The Academy remains a mobile free site.

## 8 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 and positive learning behaviours;
- follow the Academy's Code of Conduct and demonstrate the Tudor Values;
- adhere to the 'Lesson Ready' and 'Considerate Corridors' routines;
- accept and respect rewards for good behaviour and praise;
- understand that poor behaviour is unacceptable and will be punished;
- take responsibility for ensuring they follow the routines and expectations of the academy.

Parents are expected to:

- accept and support the Academy's behaviour, attendance and punctuality procedures;
- 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 observing social distancing, arriving on time at the correct 'staggered start, ensure their child is in full uniform and fully meet the expectations on hairstyles and appearance and support homework and/or remote learning undertaken in line with Academy's expectations;
- participate in the Academy's behaviour-related procedures, for example monitoring the school planner 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;
- fully prepare their child for school by checking the timetable daily, check equipment & uniform, school targets;
- take an interest in the child's in-Academy behaviour, using home-based rewards or sanctions in support where appropriate
- Follow the appropriate procedures for contacting the Academy when it is necessary

Staff are expected to:

- understand that then Academy's standards of behaviour and promote the Tudor Values;
- rigorously and continuously monitor attendance and punctuality;
- address attendance and punctuality concerns and celebrate student success;
- support the standards of the Academy publicly;
- apply the positive learning behaviour model routinely and consistently;
- apply the Ready to Learn classroom routines consistently;
- consistently apply procedure for rewarding good behaviour;
- consistently and fairly apply the consequence system when dealing with misbehaviour;
- apply standards in their own classrooms, including any agreed Academy or departmental routines for classroom conduct;
- take responsibility for maintaining standards outside the classroom i.e. own your doorway and maintain 'considerate corridor' routines by always observing social distancing;
- never to ignore poor behaviour, whether within or outside the academy, responding appropriately according to circumstances.

LGBs are expected to:

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

## 9 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.

- 9.1 attendance and punctuality to lessons is monitored and any concerns are addressed in a timely manner;
- 9.2 classroom routines are clearly understood and applied e.g. 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;
- 9.3 low-level disruption is not tolerated and is dealt with quickly and calmly so that the pace of a lesson is not lost, and further disruption is minimised;
- 9.4 work set is appropriate to students' abilities
- 9.5 lesson objectives are shared with students and clear goals are set for each work activity;
- 9.6 lessons start and end on time.
- 9.7 staff 'own the door frame' of their classroom (by observing social distancing), greeting students on arrival and dismissing them in an orderly manner (by applying the positive learning behaviours consistently)
- 9.8 all classes have a seating plan that is available on request.

It is anticipated that many students will receive the occasional verbal warning. It is important at each point that students are clear why they have received a warning. This will ensure that students will become accustomed to operating within the confines of our learning framework.

- **Consequence 1:** (C1) This sanction is issued – explicitly – when a student is not behaving in a way in which the teacher (or any other staff member) deems appropriate i.e. not following the expected 'positive learning behaviour'. ***This warning stage must not be bypassed.*** It should be made clear to students through a verbal warning.
- **Consequence 2:** A C2 follows a C1 and requires the teacher to make a note, on the board, of the student's initials. The teacher should also make a note in the student's planner at the end of the lesson. ***This sanction should not be bypassed*** – and the student should know that he/she has been issued a C2 warning. The C2 **should not** be given as a blanket warning to the full class.
- **Consequence 3:** Normally a private teacher detention is issued but this will now be temporarily be replaced by a same-day (20min) detention afterschool. It is important that the teacher records this sanction on Bromcom – and a detention is booked. It is the teachers' responsibility to make parents aware of this detention. A restorative conversation must take place afterschool.
- **Consequence 4:** The student has been removed from a lesson (Hotspot) because they have failed to follow instructions and meet classroom expectations. Behaviour has likely caused considerable disruption and inconvenience. When asked the student must then go with the 'On Call' member of staff to the IE room following any instructions given; the student must also adhere to social distancing protocols. Failure to do so will result in the student's eligibility to attend academy sessions being withdrawn. A Senior member of staff will speak to the student and will report the incident directly to the Principal. Details of the incident will be logged on Bromcom. Moving students to another classroom will be temporarily removed and replaced with SLT on-call placing the student into IE associated with the year group bubble.

- Where a student has failed to reflect and follow expectations their parent/carer will be contacted by college admin and the student will, at an appropriate point, return home.
- A reintegration meeting including an individual Risk Assessment will be created/updated prior to the student being permitted to return to the academy. If it is deemed that the risk to other students/staff is significant due to the student's unacceptable behaviour, the Principal will withdraw the student's eligibility to attend the academy for the designated sessions.

## 10 Rewards

Rewards are the positive recognition of achievement and progress and are an important part of maintaining student motivation and high expectations. The following protocols will be applied consistently:

- 10.1 Praise/verbal comment – an often underestimated, important reward
- 10.2 'Verbal merits' – as recognition of their positive behaviour, effort, attitude to learning and progress;
- 10.3 'Merits' will be issued verbally to students by members of staff
  - staff will record the number of merits a student has received next to their name which will be written on the whiteboard. This will support students in seeing their achievements being recognised;
  - merits will be totalled at the end of each 'lesson' and recorded by the teacher on Bromcom;
  - verbal merits will be awarded 'around school' to recognise students' positive behaviour and attitudes.
  - members of staff are responsible for ensuring that verbal merits awarded around school.
- 10.4 Letters of Commendation will be sent to students to recognise their continued positive behaviour, effort, attitude to learning and progress upon receipt of meeting Bronze, Silver and Gold merit totals.

## 11 Sanctions

High standards of student behaviour and discipline provide a positive environment in which teachers can teach and students can learn. Low-level disruption is not tolerated, and students' behaviour does not disrupt lessons or the day-to-day life of the school. We expect these high standards at all times and encourage students to be considerate of others.

The Principal retains the right to refuse entry or end a student's eligibility for a place where students deliberately or repeatedly fail to adhere to the higher standards of respiratory and tactile hygiene (including the sharing of equipment), or fail to adhere to social distancing measures and/or other health and safety requirements in place at the academy.

Coughing or spitting at or towards any other person will not be tolerated. Any deliberate attempt to transmit the virus will be treated with the greatest seriousness and will be sanctioned using the full range of sanctions available.

- Members of staff will not record sanctions in Student Planners. Warnings will be noted on the whiteboard so that the students have a visual representation and reminder of the warning(s) that have been issued.
- It is anticipated that students will receive the occasional WARNING in their time with us. Hopefully, as students become more accustomed to the practices within the Covid-19 protection rules the great majority of student/teacher contact will be positive and enthusiastic.
- Students should quickly become used to operating within the confines of our new routines and expectations. This will also include settling to work quickly, listening properly to the ideas of others, participating constructively in discussion and adhering to health and safety requirements.

## 12 Detentions

Detention is one of the sanctions which can be used by an individual Academy. Schools and academies have clear legal authority to detain students without the consent of parents, however as a courtesy to parents it is expected that academies will provide a minimum of 24 hours' notice for curriculum and college detentions through Bromcom notifications.

Tudor Grange Academy Redditch has the clear legal authority to detain students without the consent of parents, however as a courtesy to parents we provide a text message notification in the instance of a 'Same Day Detention'.

### Detention Guidance

#### 12.1 'Same-Day Teacher Detention C3:

- Arranged and supervised by the individual member of afterschool for 20mins.
- Same-day detentions need to be recorded on Bromcom.
- Detentions for the Year 9 Bubble will take place in the Atrium
- Detentions for the Year 10/11 Bubble will take place in the Dining room.
- If a student does not attend this should be followed up by the subject teacher in the first instance.
- If no acceptable explanation is provided, then the Curriculum Leader/Lead teacher should be informed, and a same-day detention issued with a warning that failure to attend will result in a day in Internal Exclusion.
- Students must complete a 'Restorative justice form'

#### Reasons of Teacher Detention:

1. Failure to follow 'Positive Learning Behaviours'
2. Failure to observe social distancing or other 'COVID' expectations
3. Reluctance to follow instructions after warning
4. Lateness to lesson/tutor time – 5mins
5. Refusal to follow staff instructions or observe agreed routines
6. Failure to complete a satisfactory amount of work in lessons
7. Failure to bring 'agreed' equipment on more than one occasion
8. Failure to provide school planner
9. No homework submitted
10. Incorrect uniform (Tutor)

#### 12.2 Hotspot Detention C4 (Same Day Detention)

- Arranged and supervised by the SLT On-call afterschool for 30mins
- For more serious incidents or persistent breaches of social distancing or COVID routines and expectations the offence will be dealt with as soon as possible by the Leadership team on the same day.
- Withdrawal from lessons (arranged by SLT only)
- Home time "delay" for 30mins from the agreed staggered departure time
- Parent informed by admin
- Student will be 'parked' in an alternative classroom if appropriate or IE designated to the year group bubble.
- Students must complete a 'Restorative Justice Form'

#### Reasons for (Same Day) Hotspot detention:

- 1 Failure to follow expectations outlined in the 'positive learning behaviours
- 2 Failure to attend teacher detention
- 3 Persistent punctuality concerns
- 4 Refusal to observe social distancing or meet COVID classroom routines
- 5 Inappropriate or unsafe behaviour within a classroom
- 6 Defiance towards a member of staff

- 7 Persistent and deliberate disruption or defiance during a lesson
- 8 Unacceptable behaviour outside the classroom

### 13 Student planner

The Student Planner is an essential part of a student's equipment. The planner supports students with their organisation and it imperative for self-propelled learning at home. The Student Planner contains valuable learning aids which students may need during their lessons in school.

- 13.1 students are required to bring their Student Planner to school each day;
- 13.2 staff will not routinely touch the student planner as 'merits' will be issued verbally and sanctions recorded separately;
- 13.3 students are required to have their planner in their bag when they are not in lessons;
- 13.4 during lessons students must place their planner on their desk, open at the correct date or on a resource page that they are using;
- 13.5 students must not touch any other student's planner.

### 14 Uniform and appearance

Students are always expected to wear the correct footwear and the correct uniform. If students are found to be wearing incorrect uniform, they will be issued with a same-day detention and they will be asked to wear uniform provided by the school. The following rules apply:

- 14.1 school shoes must be black and able to polish;
- 14.2 the grey slip is a compulsory item between October half term and Easter. It must be worn by all students. Students who do not wear a grey slip between these dates will receive a sanction;
- 14.3 hoodie tops are not part of our uniform and must not be worn to school;
- 14.4 girls must wear black knee-high socks or black tights not black ankle socks;
- 14.5 students are expected to bring a school bag every day.

Principals will use their discretion, if needed, in relation to school uniform and hairstyles. Where a student is unable to adhere to the above requirements in terms of appearance, parents should look to rectify this as soon as possible and request approval from the Principal in writing by emailing the academy. The student must not attend the academy without receiving this approval as to do so could compromise the academy's health and safety standards. Where the Principal has authorised a change to a student's 'dress' the agreement will be recorded on Bromcom.

#### Jewellery, Earrings, make-up and hairstyles

- students may wear a watch, and up to one pair of small ear studs (one stud by ear lobe) only. No other jewellery is permitted. If they have any other visible piercings or retainers these must be removed during the school day.
- Nail varnish and nail or eyelash extensions are not permitted.

#### Mobile phones

Mobile phones, and the new generation of smartphones, such as the iPhone, now include many additional functions such as the integrated camera, video recording capability, instant messaging, mobile office applications and mobile access to the internet.

Mobile phones must not be visible during the school day. This includes anywhere in school in the morning and in the afternoon. Mobile phones can be used before and after this time e.g. walking to and from school.

Students who infringe the rules will face having their phone confiscated by a member of staff. Students will place the mobile phone into an envelope which will be placed in student services. To avoid the risk of breaching the protection rules we encourage parents and students to be considerate when applying this rule.

- On the first infringement of this policy, the mobile phone would be confiscated by on-call and taken to the student services, where it would be securely stored. A record will be made of the incident and the



student will receive a 'same-day' detention. The student will be able to collect the mobile phone at the end of the school day. On a first confiscation, but where there are aggravating factors such as rudeness on the part of the student, the imposition of an additional sanction will be considered.

- On the second infringement, the mobile phone would be confiscated by on-call and taken to the student services, where it would be securely stored. Parents/carers will be informed of the situation and a request will be made that the phone is collected by a parent or carer.
- For repeated offences, students may be required to hand in their phone at the beginning of the day and collect it at the end of the day for various periods of time. Any infringement which involves the disruption of learning or teaching may also be punished with an after-school detention, at the discretion of the teacher.

## 15 Physical Education and PE kit

- 15.1 When engaged in Physical Education students are required to arrive to school in full PE kit wearing their blazer. Students must be considerate of others and comply with health and safety protocols if they need to store their belongings during this period or get changed because of other circumstances.
- 15.2 Students may be required to bring trousers and shorts to get changed into during wet weather lessons. This requirement will be communicated to parents and students.
- 15.3 Failure to do so will be treated seriously and may result in the student's eligibility to attend PE sessions being withdrawn

## 16 On-call procedures:

Where a student fails to follow expectations, they may be removed from lessons by the 'On Call' member of staff. The student must do as asked and must follow the instructions of the member of staff; the student must also adhere to social distancing protocols.

- 16.1 Failure to do so will result in the student's eligibility to attend academy sessions being reviewed.
- 16.2 A Senior member of staff will speak to the student when asked to support and a decision will be made as to how best to remedy the situation.
- 16.3 The decision will be made in line with health and safety protocols and will be dependent on previous instances. The incident will be reported to the Principal and details of the incident will be logged onto Bromcom.

## 17 Internal Exclusion and TATE procedures

- 17.1 IE is an extremely serious sanction. The IE room will have a functional and purposeful environment with a bank of work which covers every curriculum area. A designated IE room will be designated to each bubble.
- 17.2 Students will be '**isolated**' from the rest of the school community. Break will be taken in the IE room and at no time will students be allowed to socialise with others in any other bubble.
- 17.3 The duration of the day in IE/TATE will be from 8:50am to 3:45pm. Students who arrive late on the day of their IE sanction without good reason will repeat the full day at the earliest opportunity.
- 17.4 A student who works satisfactorily or better will re-join mainstream education though a record of the period of 'IE' will be kept and uploaded to the child's file.
- 17.5 This sanction can be reached by a gradual process of continued unacceptable behaviour or through the committing of a misdemeanour which is considered sufficiently serious to warrant such an immediate sanction.
- 17.6 The Principal retains the right to refuse entry or end a student's eligibility for a place where students deliberately or repeatedly fail to adhere to the higher standards of respiratory and tactile hygiene (including the sharing of equipment), or fail to adhere to social distancing measures and/or other health and safety requirements in place at the academy.

## **18 Report card procedures**

- 18.1 Students will be placed on report card by the form tutor when they receive 10 behaviour points and the College Leader when they accumulate 20 behaviour points. Report cards will be issued electronically and will be monitored by teachers via Bromcom and Microsoft Forms.
- 18.2 Students will be set specific targets associated with the expectations they are failing to meet.
- 18.3 Electronic Report cards must be signed by FT or CLs at lunchtime each day. Students will serve a 'same-day' lunch or afterschool detention if targets are not met.
- 18.4 Students will remain on report until they have met targets for 10 clear days. Once targets have not been met on the second occasion, the students will move to college leader report or PSP.

## **19 Personal Support Plans**

- 19.1 Students will be placed on PSP contract by the College Leader when they accumulate 50 behaviour points.
- 19.2 Each time a target is not met the student will serve a 'same-day' detention. On the third occasion when targets have not been met, students will serve one day in the /IE. Once targets have not been met on the fifth occasion, and any subsequent failures, the student will receive a TATE and a reintegration meeting with the Principal.
- 19.3 Students will remain on a PSP until they have completed 20 clear days without failing to meet a target.
- 19.4 College leaders will attend a PP strategy group meeting to discuss PSP targets and provision. The SENco, attendance officer will be part of the review if appropriate.

## **20 Reasonable adjustments.**

Reasonable adjustments are 'changes made' to ensure that students who require additional support can participate in their education. The academy will make special educational provision for students with SEND and those whose behaviour-related learning difficulties call for it to be made. The school is alert to the potentially disproportionate impact of the behaviour policy on vulnerable children. Where the misbehaviour of students is related to a particular need the academy will make reasonable adjustments to enable those students to be included within the school community. Please note defining 'reasonableness' is important and does not require an Academy to compromise its standards on behaviour.

When considering reasonable adjustments, the academy will consider whether:

- children with SEND or from difficult family backgrounds are at a substantial disadvantage, for example, they are likely to lack access to parental support and guidance;
- this disadvantage could be avoided, for example by an alternative method of exclusion which offers one-to-one support or specialist mentoring or SEND provision/teaching to modify behaviour that would not be corrected by receiving a fixed period exclusion
- staff have received appropriate training in the nature of individual student needs, and how they should treat students with these particular needs including disabilities;
- appropriate help is sought to enable the Academy to make reasonable adjustments;
- the Academy has the resources to commit to assist in making reasonable adjustments; and
- making reasonable adjustments to Academy organisation to the timetable of particular students including a reduced timetable;

## **21. Phased timetable procedures/arrangements**

A phased timetable means an agreement made with the student, parent or carer, social worker, where relevant, and in some circumstances the Local Authority that the number of hours spent in education is reduced for a time-limited period of generally no more than six-weeks.

DfE guidance states that in very exceptional circumstances there may be a need for a temporary reduction in educational provision to meet a student's individual need. For example:

- 21.1 where a medical condition prevents a student from attending full-time education and a reduced package is considered as part of a reintegration programme;
- 21.2 It is illegal for schools to discriminate against children on the basis of their SEN and/or disability, including those with social, emotional and mental health needs;
- 21.3 A reduced educational provision through a phased timetable approach must not be treated as a long-term solution.

Keeping Children Safe in Education (DfE, 2020) identifies schools as part of the wider safeguarding system for children (pg.5) and recognises that all school staff have a role to play in identifying concerns, sharing information and taking prompt actions (pg.5) to provide help for children and to prevent concerns from escalating. When deciding whether a reduced educational provision:

- 21.4 consideration must always be given to the welfare and safety of the child/young person;
- 21.5 A risk assessment must take place in;
- 21.6 consideration should be given to the increased risk to the pupil to 'child sexual exploitation' (CSE), substance misuse, self-harming, radicalisation and other potential abuse or criminal activity;
- 21.7 A risk assessment must be complete in coproduction with student, parent and DSL and attendance officer, where appropriate.

A phased timetable should only occur in exceptional circumstances, where every other avenue to ensure a student receives their full-time education has been exhausted. The exceptional circumstances are likely to be:

- 21.8 As part of a planned re-integration into school following an extended period out of school due to exclusion, non-attendance, school refusal or to facilitate a managed transfer between schools;
- 21.9 As a temporary fixed term, closely monitored intervention to address and manage the impact of significantly challenging behaviour or emotional or social needs, whilst alternative arrangements are being made to meet the individual needs or to coordinate with therapeutic intervention or other services.

In limited circumstances phased timetable may also be used as a method of managing students at risk of exclusion. This 'intervention' is viewed as highly intrusive and may only be chosen – if at all – after other strategies have been implemented and exhausted.

Students supported with the High Needs Funding (HNF) or an Education Health Care Plan (EHCP), a phased timetable must also be signed off by the Trust SEND Lead.

The Principal will ensure that the decision to implement a phased timetable is taken as part of a planned strategy which is legally compliant:

- 21.10 It is taken in the best interests of the child and attracts the understanding, approval and written agreement of parents/carers or in the case of a Looked After Child, Virtual School or the allocated Social Worker;
- 21.11 It has the principal purpose of the successful reinstatement of the student's full-time school attendance, re-integration and inclusion;
- 21.12 It complies with the statutory responsibility for safeguarding and promoting the welfare of students;

- 21.13 The school provides appropriate work for the student when not in school, ensuring the students has access to remote learning. In some cases, a specialist teacher or teaching assistant will be available to support remote learning;
- 21.14 It is time limited, with a clear target of resuming full-time attendance within a period no longer than six weeks, preferably over a period in which the time in school increases steadily and incrementally in order to prevent further disaffection;
- 21.15 Regular reviews are held at the appropriate time for all students on phased timetables;
- 21.16 A phased timetable for looked after children should be discussed and agreed through a Personal Education Plan meeting. This should involve the school's Designated Teacher for Looked After Children, VS, Carer and the allocated Social Worker;
- 21.17 All efforts should be made to ensure children receive full-time education as their entitlement.

## **22. Exclusion**

A decision to exclude a student will be taken on in response to a serious or persistent breaches of the school's behaviour policy and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

- 22.1 Fixed term exclusions will never be used informally or unofficially. Students who fail post-exclusions meetings do so because of disciplinary reasons
- 22.2 Prior to any decisions on FTE (or IE) the senior team will consider the circumstances of the exclusions of the individual students. This must include consideration of the degree to which SEND was relevant to the behaviours leading to the final decision.
- 22.3 The leadership will look at each incident carefully and where appropriate issue may take reasonable steps to avoid an external exclusion. A TATE sanction (Tudor's Alternative to Exclusion) may be issued as an alternative.
- 21. On re-entry to the school after a period of fixed term exclusion a student will be automatically placed in IE, if necessary, until the college leader is confident the student is ready to enter back into mainstream lessons. Students must complete a restorative/ reflection form.

### **22. Action taken to prevent an Exclusion**

The purpose of TATE (Tudor Alternative To Exclusion) 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.

- 22.1 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.

### **23. Graduated approach to behaviour management and intervention**

The Trust expects its individual academies to implement a 'graduated approach' to behaviour management. The approach must be clearly organised and provide a clear progressive pathway of interventions. This system will be outlined in the local annex.

### **24. 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:

- a. Same day detention after notifying parents
- b. Cooling off period in Academy
- c. Withdrawal from circulation at break and lunchtime

- d. Withdrawal from lessons (arranged by leadership Group only)
- e. Internal exclusion or TATE\* (arranged by leadership Group only)
- f. Student placed on a PSP (Personal Support Plan)

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.

## 25. **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.

## 26. **Use of Reasonable Force**

Tudor Grange Academies Trust expects the behaviour policies of individual Academies to include the power to 'use reasonable force'. (Use of reasonable force: Advice for Headteachers, staff and governing bodies – July 2013 DFE) The approach to 'Use of Force' that must be clearly communicated to staff, parents/carers and students. There is no legal requirement to have a policy on the use of force, but it is good practice to set out, in the Behaviour Policy, the circumstances in which 'force' or 'reasonable force' might be used.

- The term 'reasonable force' covers the broad range of actions that involve a degree of physical contact with students. Force is usually used either to control or restrain. This can range from guiding a student to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- 'Reasonable in the circumstances' means using no more force than is needed. This can be used to prevent students from hurting themselves or others, from damaging property, or from causing disorder. The decision on 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.
- Restraint means to hold back physically or to bring a student under control. This is typically used in more extreme circumstances, for example when two students are fighting and refuse to separate without physical intervention. School 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 student.

## 27. **Alternative provision**

Alternative provision can be defined as something in which a student participates as part of their regular timetable, away from the site of the Academy where they are enrolled, and not led by school staff. The Trust support academies in using such provision to try to prevent exclusions, or to re-engage students in their education.

Tudor Grange Academy Redditch will consider carefully what providers are available that can meet the needs of their students, including the quality and safety of the provision, costs and value for money. The following procedures will be in place:

- a. A personalised plan for intervention should be prepared by the school, 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.

- b. Plans should be linked to other relevant information or activities such as PSPs or EHCPs for children with SEND.
- c. The academy must maintain on-going contact with the provider and student, with clear procedures in place to exchange information, monitor progress and provide pastoral support.
- d. The academy must maintain a full record of all placements they make, including a student's progress, achievements and destination following the placement. This should also include the student's own assessment of their placement.

## 28. Off rolling

Schools are permitted to remove compulsory-school-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.

Removing a child from the school 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 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.

The Trust does not permit the 'practice of removing a student from 'roll' without a formal, permanent exclusion or by encouraging a parent to remove their child from the school roll, when the removal is primarily in the interests of the school rather than in the best interests of the student'. Off-rolling in these circumstances is a form of 'gaming'." Students must not be removed from the school roll without authorisation from the headteacher or another designated person.

## 29. Elective Home Education

The DfE guidelines 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."*

Parents have a legal right to educate their child 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.

If parents are considering home education because of a dispute with the school, the Trust expects the school to take all necessary steps to resolve the issue. The Principal or another designated person should signpost the parent to the Local Authority EHE service for further advice and guidance to enable them to make an informed choice.

## 30. Photographic Images

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.

### 31. Confiscation of Property

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:

- MP3 player/iPods
- Smart Watches
- Any products containing solvents e.g. 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.

# **Home School Agreement**

## **Together we will:**

- ensure our students reach their full potential;
- provide a safe and secure environment where our students can grow and develop;
- establish open and respectful communication;
- share common goals and expectations for our students;
- enable our students to make their needs known;
- enable our students to know right from wrong;
- develop consistent approaches for addressing behaviour issues where appropriate; and
- encourage our students to value and respect people from all cultures and communities.

## **Parents/Carers**

### **I/We will:**

- ensure that my son/daughter arrives at school on time, properly equipped for lessons and dressed in the correct school uniform;
- support the school's policies and guidelines for uniform and behaviour;
- inform the school of any concerns or problems that might affect my son/daughter's work or behaviour;
- support the school's attendance policy, particularly with regard to taking students on holiday during term time;
- encourage my son/daughter to complete all homework set, and to do so to the best of his/her ability;
- review the 'Student Planner' weekly, sign it to indicate homework is being monitored and respond to notes from staff;
- attend Parents' Evenings and other meetings about my son/daughter's progress;
- get to know and take interest in my son/daughter's life at school;
- read all communication from the school and ensure that the relevant documents are returned promptly. This includes data checking sheets, detention letters, appointment times for Parents' Evenings and letters concerning school events that require a parent/carer signature;
- inform the school of changes in address and home/work telephone numbers; and
- encourage our students to value and respect people from all cultures and communities.

## **Tudor Grange Academy Redditch will:**

- care for students as individuals and be available to parents/carers to discuss and help;
- care for all students' safety and happiness within a supportive community, where acceptance is granted to all, 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 firm but caring and fair discipline framework within the school, which sets frameworks for students to develop self-discipline and respect for others;
- provide a high standard of teaching and the expectation that all students should achieve results in line with their abilities;
- create a challenging learning environment where the pursuit of excellence is everyone's objective and where students are encouraged to give their best efforts to everything undertaken;



- provide a broad and balanced, but stretching curriculum that will develop the whole person, and so prepare students not only for academic success, but also for the world of work and participation as responsible citizens within society;
- provide each student with an information, advice and guidance programme to help them achieve their potential and ambitions;
- set, mark and monitor classwork and homework regularly;
- review the 'Homework Planner' weekly, sign it to indicate homework is being monitored and respond to notes from parents/carers;
- communicate regularly with parents/carers to inform them about the life of the school, the academic progress of their son/daughter and also about any concerns or problems that might affect their son/daughter'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;
- offer opportunities for students to participate in extra-curricular activities, including lunch-time/after school clubs, sports teams, and educational visits both within the UK and abroad;
- provide a welcoming environment for families and ensure their knowledge, expertise and opinions are valued; and
- listen and respond as quickly and effectively as possible to the views and concerns expressed by parents/carers and students.

## **Students will:**

- arrive at school on time every day, prepared and organised for all my lessons;
- be ready for lessons, on time and with the correct equipment:
  - Pens x 2
  - Pencils x 2
  - A ruler
  - A calculator
  - A protractor
  - My planner
  - Reading book
  - School bag able to accommodate A4 ring binder
- demonstrate politeness, care, concern and respect for all other members of Tudor Grange Academy Redditch and for members of the general public;
- follow the school's behaviour policy and uniform code;
- abide by the school Rules and Code of Conduct at all times – in school, travelling to and from school, on school trips and residential visits/exchanges;
- do all my classwork and homework as well as I can;
- do all the work set by the deadline and to the best of my ability, seeking to extend myself through additional effort, reading, research and target setting;
- let someone at school know if I have any concerns;
- keep an up-to-date and tidy Homework Planner which is signed by my parents/carers on a weekly basis, and is used as a means of communication between home and school;
- take advantage of all opportunities offered to me by Tudor Grange Academy Redditch, both within and outside lessons;
- adopt a positive attitude towards, and participate fully in, the life of Tudor Grange Academy Redditch;
- play my part in keeping the school buildings, furnishings and site in good order, in particular, free from litter and graffiti; and
- take good care of the books, resources and equipment of which I have use.

***In order to confirm you agree with your role please sign and tick the relevant document towards the end of this pack.***