



Tudor Grange Academies Trust

Behaviour Policy

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1. Trust Vision

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

A taught behaviour curriculum

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

Support

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

Sanctions

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

2. Introduction

- 2.1 The Board of Tudor Grange Academies Trust has the duty to lay down the broad strategy for maintaining a high standard of pupil behaviour and discipline in Tudor Grange Academies. The Trust and all academies within it are committed to providing a high-quality environment that upholds high expectations for every pupil, while providing the structure and support needed to both promote these values and instill them in our pupils.
- 2.2 The Board expects all academies within the Trust to adhere to this policy and has delegated to each academy the responsibility for producing a localised annex for further guidance on areas identified in this policy. This Policy is in line with Department for Education (DfE) Guidance regarding behaviour and discipline.
- 2.3 Tudor Grange Academies Trust (TGAT) expects:
 - all pupils to show respect and courtesy towards teachers and other staff and towards each other.
 - Principals/Heads of School to prevent and deal with all forms of bullying in a timely and efficient manner.
 - Parents and Carers to encourage their children to show respect and support an academy's authority to discipline its pupils.
 - Principals/Heads of School to help to create that culture of respect by supporting their staff's authority to discipline pupils and ensuring that this happens consistently across the academy.
 - Local Trustees and Principals/Heads of School to deal with allegations against teachers and other academy staff quickly, fairly and consistently in a way that protects the pupil and at the same time supports the person who is the subject of the allegation.
 - That every teacher will be good at managing and improving pupils' behaviour and will be well supported by the senior leadership team at the academy to help them achieve this.

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

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

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

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

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

- [Improving Behaviour in schools](#) (EEF, Oct 2021).
- Running the Room (Tom Bennett, 2020).
- Why Don't Pupils Like School? (Daniel Willingham, 2021).
- [Behaviour in schools](#) (DfE, July 2022).
- Suspension and Permanent Exclusion from maintained schools, academies and Pupil referral units in England, including pupil movement. (DFE, July 2022).
- [Searching, screening and confiscation: advice for schools](#) (DfE, Updated January 2018).
- [Teaching online safety in schools](#) (DfE, June 2019).

- [Keeping Children Safe in Education](#) (Updated, September 2022).
- [Use of reasonable force in schools](#) (DfE, July 2013).

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

3. Roles and Responsibilities

3.1 Responsibilities of Trustees

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

3.2 Responsibilities of LGB

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

3.3 Responsibilities of the Principal/Head of School

- The Principal/Head of School's role is to establish and maintain a behaviour policy that promotes self- discipline, respect for others and proper regard for authority both in and out of the classroom. The Principal/Head of School, when determining the behaviour policy, must do so with a view to ensuring that pupils complete any tasks reasonably assigned to them in connection with their education.
- The Principal/Head of School will determine measures (including the making of rules and provision of disciplinary penalties) to be taken, with a view to:
 - promoting self-discipline and proper regard for authority among pupils;
 - encouraging good behaviour and respect for others, and preventing all forms of bullying among pupils;
 - teach pupils the expectations and routines that are desirable in all aspects of the academy, so they become the 'social norm' and performed habitually via the taught behaviour curriculum;
 - ensuring that the standard of behaviour is acceptable; and

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

3.4 Responsibilities of Staff

- To contribute to the development of the taught behaviour curriculum.
- To teach and re-teach the taught behaviour curriculum at key points in every academic year.
- know the academy's standards of behaviour and promote the Tudor Values.
- actively teach the academy's expected behaviours.
- support the standards of the academy publicly.
- apply the lesson expectation system routinely and consistently.
- set an example to pupils by their own behaviour (Adult Code of Conduct).
- know and consistently apply procedure for rewarding good behaviour.
- know and consistently apply procedures for dealing with misbehaviour.
- apply standards in their own classrooms, including any agreed academy or departmental routines for classroom conduct.
- be aware of and apply principles of effective classroom practice.
- take responsibility for maintaining standards outside the classroom.
- never to ignore poor behaviour, whether within or outside the academy, responding appropriately according to circumstances.

- establish positive relationships with pupils.
- use a holistic Thrive approach when working with pupils.
- adhere to the expectations outlined in the academy Home School Agreement.
- rigorously and continuously monitor attendance and punctuality.
- address attendance and punctuality concerns and celebrate pupil success.

3.5 Responsibilities of parents/carers

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

3.6 Responsibilities of pupils

- Treat all members of the academy community with care and respect.
- To engage with the Taught Behaviour Curriculum.
- To uphold behaviour routines both inside and outside of lessons.
- To know what the academy means by positive behaviour.
- Meet the academy expectations of positive behaviour, around the academy and when representing the academy (including in the community).
- To set an example to others through their own behaviour.
- To understand that poor behaviour is unacceptable and will have consequences.
- To never ignore poor behaviour by others, whether in the academy or in the community, and to inform a member of staff of any occurrences.
- To ensure their online conduct is equally exemplary.
- Adhere to the expectations outlined in the academy Home School Agreement
- Maintain excellent levels of attendance and punctuality.

4. A Taught Behaviour Curriculum

- 4.1 All Tudor Grange Academies Trust will identify the expected behaviours that pupils are expected to always adhere to: “The Behaviour Curriculum”. These expectations and how they are taught will be identified in each academy’s, “Behavioural Code of Conduct” annex. This work is inspired by Tom Bennett, the retained expert adviser on behaviour to the Department for Education, who believes: ‘Behaviour must be taught. The habits and skills that comprise successful class behaviour should be taught to all pupils. It is entirely possible to do for most pupils.’ Academies are also encouraged to: ‘Teach, rather than tell the pupils what you expect of them. Behaviour should be seen as a curriculum, and it should be assessed, revised and refreshed.’
- 4.2 Pupils who do not adhere to each academy’s expectations will experience a tiered response that will feature sanctions alongside targeted intervention and support to ensure that they are able to reflect on their behaviour and work towards meeting the academy standards.
- 4.3 It is the responsibility of each academy and every member of staff to help shape pupil behaviour. Staff will understand that good behaviour needs teaching. In lessons, the teacher will apply a range of routines to deliver the ‘behaviour curriculum’ including approaches to lead and guide pupils in the behaviour that they wish to see from the pupils, to allow for excellent learning to take place.
- 4.4 Routines also play a vital role in delivering the taught behaviour curriculum and are used to guide pupils in the type of behaviours and habits we wish to see in the classroom and around the academy. Examples include:
- Lesson entry.
 - Lesson exit.
 - Corridor expectations.
 - Transitioning between lessons.
- 4.5 Each academy will identify its expectations regarding uniform, equipment, mobile phones in its “Behavioural Code of Conduct” Annex.

5. Rewards and Recognition

- 5.1 Rewards are important in celebrating pupil excellence and effort. They are public recognition for where pupils uphold the ethos and values of their academy. They are used to celebrate pupil achievement and are an important part of sharing the academy’s ethos and maintaining pupil motivation and endeavour.
- 5.2 All Tudor Grange Academies Trust will have a system where praise is logged, positive behaviour points will be associated with this.
- 5.3 Individualised rewards systems will be outlined in each academy’s “Behavioural Code of Conduct”.

6. Negative Behaviours

- 6.1 Pupil behaviour that does not meet our high expectations in any of our academies will be logged and sanctioned accordingly. Some behaviours come with fixed sanctions whereas others are determined by the academy leadership team following a review of the incident.
- 6.2 Reasonable adjustments are ‘changes made’ to ensure that pupils who require additional support can participate in their education. Where the misbehaviour of pupils is related to a particular

need, the academy will make reasonable adjustments to enable those pupils to be included within the academy community. When considering reasonable adjustments, the academy will:

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

- 6.3 All academies operate a progressive approach to behaviour management, allowing pupils the opportunity to reflect on and change their choice of behaviour to prevent any further disruption to learning. In all Tudor Grange Academies Trust each negative behaviour is associated with negative behaviour points, as positive behaviours are associated with positive behaviour points.
- 6.4 Each academy will identify what sanctions may be imposed for each negative behaviour. In some cases, these will be fixed whereas in others the sanction will vary depending on several factors such as: severity of incident, intent, repetitiveness.
- 6.5 Some behaviours fall under the category of child-on-child abuse. All staff should refer to the Safeguarding and Child Protection Policy also when dealing with incidents of child-on-child abuse.
- 6.6 A tiered response will be implemented when pupils accumulate negative behaviour points.
- 6.7 The negative behaviours and restorative processes are identified in each academy's "Behavioural Code of Conduct" annex.

7. Lower-level sanctions

- 7.1 In Tudor Grange Academies Trust all sanctions are to be applied fairly and consistently. None of the Academy's sanctions will be degrading or humiliating.
- 7.2 Some behaviours require the issue of low-level sanctions. Examples include: verbal reprimands, the setting of written tasks such as writing an account of their poor behaviour, detention, academy-based community service, scheduled uniform and other behaviour checks or being placed "on report" for behaviour monitoring.
- 7.3 Detention is one of the sanctions which can be used. Academies have clear legal authority to detain pupils without the consent of parents. Each academy will set out its expectations on detentions in their, "Behavioural Code of Conduct" annex.
- 7.4 Staff may also keep pupils after the end of the academy day without giving notice to parents/carers to hold a restorative conversation or for the safety of pupils.

8. Higher level sanctions

- 8.1 For the scope of this policy 'higher level sanctions' are as follows: lesson removal, internal exclusion, Tudor Alternative to Exclusion (TATE), suspension, managed move, offsite direction, alternative provision or permanent exclusion.
- 8.2 Removal from the classroom is a higher-level sanction used by the academy as a response to misbehaviour. There are three higher level sanctions used within the academy that require pupils

to be removed from lessons: 'hotspot', internal exclusion and TATE. The length of time that a pupil will be removed from lessons depends upon the severity and the repetitiveness of a pupil's behaviour. Parents will be informed as soon as possible of the lesson removal.

- 8.3 Pupils may be removed from classrooms and taken to a designated and agreed place within the academy if their poor behaviour continues. This action allows the academy to a) restore order and calm following unreasonably high levels of disruption b) enable disruptive pupils to be taken to a place where education can be continued in a managed environment. Pastoral support will be provided to pupils to ensure they will succeed in adhering to the academy expectations when they return to lessons.
- 8.4 Internal exclusions may be issued as a sanction for those behaviours identified in each academy's "Behavioural Code of Conduct" annex. This action allows the academy:
- to restore order and calm following unreasonably high level of disruption.
 - to enable pupils who have exhibited disruptive behaviours to be taken to a place where education can be continued in a managed environment. In Internal exclusion leaders will facilitate reflection by the pupil on the behaviour that led to their removal from the classroom and what they can do to avoid such behaviour in the future. Pastoral support will be provided to pupils to ensure they will succeed in adhering to the academy expectations when they return to lessons.
- 8.5 For some behaviours a Tudor Alternative to Exclusion (TATE) may be issued as a sanction. The purpose of TATE is to address the inappropriate behaviours exhibited by the pupil and help the child to understand their exclusion from the wider academy community in an attempt to restore, repair and rehabilitate. Pupils in TATE will be supported by a Thrive approach. This is intervention which will address the needs of the child and help to equip the child with the tools that they need to avoid further sanctions or repeating the negative behaviours that have been sanctioned. Following a TATE, parents are invited to a reintegration meeting with their child and College Leader to explore what has been learnt over the course of the day and the strategies that will be employed in the future. Unsuccessful reintegration will result in further temporary exclusion from the wider academy community, either in TATE or through a suspension. If parents fail to attend the reintegration meeting pupils will remain out of circulation until the meeting has taken place.
- 8.6 For serious misbehaviours, or where there are continuing behavioural difficulties for which other sanctions, interventions, and support have been unsuccessful, a suspension may be an appropriate sanction. In some circumstances a lunchtime only suspension may be considered a suitable option. The suspension must be authorised by the Principal/Head of School and work will be provided for pupils to complete at home if the suspension is for more than one day.
- 8.7 When the decision is made to issue a suspension or permanent exclusion the academy will follow DFE guidance. Where a pupil has been given a suspension, parents / carers will be invited to attend a reintegration meeting upon their return to the academy. As above, this is designed to be supportive and to prevent further poor behaviour and/or escalation to potential permanent exclusion. If parents / carers fail to attend the reintegration, the pupil will remain in Internal Exclusion until the meeting has been undertaken.
- 8.8 When establishing the facts in relation to a suspension or permanent exclusion decision, the Principal will apply the civil standard of proof, i.e., 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.' This means that the Principal will accept that something happened if it is more likely that it happened

than that it did not happen. The Principal will take account of their legal duty of care when sending a pupil home following a suspension.

9. Support and Intervention

- 9.1 All academies within the Tudor Grange Academies Trust recognise the importance of early intervention and support in achieving positive behaviour throughout the academy.
- 9.2 Pastoral support processes are implemented with pupils when academy sanctions do not act as a deterrent for repeated poor behaviour or once a higher-level sanction has been issued. The 'tiered system of pastoral support' is used to ensure the support is given to the right pupils at the right time.
- 9.3 The 'tier system of pastoral support' will differ between academies depending on their internal resources and external agency availability but they will monitor behaviour points accrued by pupils and use this monitoring as guidance for timings of interventions, responding to patterns that are a cause for concern.
- 9.4 The intervention offered for pupils on each 'tier', as well as any additional intervention offered by each academy, is outlined in each academy's, "Behavioural Code of Conduct" annex.
- 9.5 Reasonable adjustments are 'changes made' to ensure that pupils who require additional support can participate in their education. Academies must make special educational provision for pupils with SEND and those whose behaviour-related learning difficulties call for it to be made. Academies should be alert to the potentially disproportionate impact of the behaviour policy on vulnerable children. Where the misbehaviour of pupils is related to a particular need, the Principal/Head of School will make reasonable adjustments to enable those pupils to be included within the academy community. Defining 'reasonableness' is important, an academy is not required to compromise its standards on behaviour.
- 9.6 When considering reasonable adjustments, Principals/Heads of School should consider whether:
- some children with SEND or from difficult family circumstances are at a substantial disadvantage, for example, they are likely to lack access to parental support and guidance or low expectations at home may manifest in the academy.
 - this disadvantage could be addressed, for example by an alternative method of suspension which offers one-to-one support or specialist mentoring or SEND provision/teaching to modify behaviour that would not be corrected by receiving a suspension.
 - staff have received appropriate training in the nature of individual pupil needs and how they should treat pupils with these particular needs, including disabilities.
 - appropriate help can be sought to enable the academy to make reasonable adjustments.
 - the academy has the resources to commit to assist in making reasonable adjustments.
- 9.7 Tudor Grange Academies Trust acknowledges the importance of supporting pupils' emotional wellbeing to support them to achieve. We encourage all stakeholders within the Trust to adopt approaches to engage positively with children and young people. This will actively contribute to the development of healthy and supportive staff-pupil relationships and to the development of pupils having a healthy sense of self. In the first instance, all professionals interacting with pupils should model mutual respect, encourage individuality, and value the personal success of our pupils in all areas of their lives.
- 9.8 Within our classrooms, we adopt the PACE approach. PACE stands for Playful, Accepting, Curious and Empathetic.

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

10. Bullying

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

11. Off rolling and elective home education

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

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

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

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

11.5 Parents have a legal right to educate their children at home and are not required to have any qualifications or training to provide their children with a suitable education. The [1996 Education Act](#) makes clear that it is a parent’s duty to ensure his/her child receives suitable education in

accordance with section 7. In addition, the Act provides that, generally, children are to be educated in accordance with the wishes of their parents.

12. Confiscation of property / searching pupils

- 12.1 In all cases, before a search is considered, the pupil should be given the opportunity to hand over the suspected item. If handed over, it will be for the member of staff to decide if a search remains necessary. Any searches undertaken, there will always be two members of staff present (including where searches are undertaken on academy premises by police). One of those members of staff will be acting as the appropriate adult (this may include the pupil's parents). The Trust will have regard to the DfE guidance '[Searching, Screening and Confiscation](#), Sept 2022' is used. The Principal, Senior Leadership Group or any member of staff who has received permission from the Principal may complete a search. The search will take place in an area defined by the academy as a safe environment which safeguards all participants. Before the search takes place, it is imperative that the reason for the search is clearly explained to all present and there are reasonable grounds to suggest the presence of a banned and/or prohibited item. In the event of a search, all should be reported and captured on the academy's safeguarding platform (MyConcern), including whether or not an item is found.
- 12.2 Unless not reasonably practicable, the member of staff conducting the search must be the same sex as the pupil.
- 12.3 ALL ITEMS of value e.g., laptops, mobile phones as well as dangerous or banned items are brought into the academy at the pupil's own risk. They are not covered by the academy insurance and the academy will not accept responsibility for any loss or damage.
- 12.4 Academy leaders can search a pupil for any item if the pupil agrees.
- 12.5 Prohibited and banned items not to be brought into the academy:
- Prohibited Items:**
1. knives or weapons (Including mock/replica/fake items).
 2. pornographic images.
 3. illegal drugs (Including any item associated with drug use).
 4. stolen items.
 5. tobacco and cigarette papers.
 6. vapes (Including vaping fluid and other associated materials).
 7. fireworks (Including any other flammable items).
 8. alcohol.
 9. any article that the member of staff reasonably suspects has been, or is likely to be, used: to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).
 10. any item that the academy rules identify as an item which may be searched for.
 11. balaclavas or any other item used to conceal identity.
- 12.6 Authorised staff have the power to search without consent if they have reasonable grounds for suspecting that a pupil may have a prohibited item. Academy staff can seize any prohibited item found as a result of a search. They can also seize any item they consider harmful or detrimental to academy discipline.

- 12.7 The academy will inform the police if items 1, 3 or 4 are brought onto the academy premises and will hand any items to the police.
- 12.8 Any pupil involved in incidents involving items 1, 3, or 4 is liable to be permanently excluded. This applies whether in the academy, to or from the academy or taking part in an academy activity. It covers not only the possession of these items but also involvement in the purchase, sale or passing on of these items, even if the item itself is not brought into the academy.
- 12.9 Suspected criminal behaviour. If the academy suspects criminal behaviour and make the decision to report to the police, they need only gather enough information to establish facts and this should be fully documented, once reported they should ensure that any further action does not hinder police work. Being in possession of a prohibited item – especially knives, weapons, illegal drugs or stolen items – may mean that a pupil(s) is involved, or at risk of being involved, in anti-social or criminal behaviour including gang involvement, and in some cases may be involved in child criminal or sexual exploitation. A search may play a vital role in identifying pupils who may benefit from early help or a referral to the local authority children’s social care service.
- 12.10 Authorised staff can also search for any item banned by the academy rules as outlined in their “Behavioural Code of Conduct” annex.
- 12.11 Material on electronic devices
- When an electronic device, such as a mobile phone, has been confiscated for good reason by a member of staff, that staff member can examine data or files and delete these where there is good reason to do so.
 - In no circumstance should a member of staff search a phone if they suspect that it may contain child nudity. In such circumstances, the member of staff must seek further advice/guidance from the academy’s DSL (Designated Safeguarding Lead).
 - There is no need to have parental consent to search through a young person’s mobile phone.
 - If an electronic device that is prohibited by the academy rules has been confiscated, and the member of staff has reasonable grounds to suspect that it contains evidence in relation to an offence, they must give the device to the police as soon as possible. Material that is suspected to be relevant to an offence should not be deleted before giving the device to the police.
 - If the staff member does not find any material that they suspect is evidence in relation to an offence and decides not to give the device to the police, they can decide whether it is appropriate to delete any files or data from the device, or whether to retain the device as evidence of a breach of the academy discipline.
- 12.12 On occasion, as agreed by academies, visits from the local police will take place which will involve ‘screening’.
- 12.13 Under no circumstances will a ‘strip search’ take place.
- 12.14 After a search, the pupil will be offered time to discuss the event with a member of senior staff or safeguarding team.

13. Use of reasonable force

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

- 13.2 The term 'reasonable force' covers the broad range of actions that involve a degree of physical contact with pupils. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury.
- 13.3 'Reasonable in the circumstances' means using no more force than is needed. This can be used to prevent pupils from hurting themselves or others damaging property, or from causing disorder. The decision whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
- 13.4 Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- 13.5 Restraint means to hold back physically or to bring a pupil under control. This is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention. Academy staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil. Reasonable adjustments will be made for disabled pupils and pupils with special educational needs.
- 13.6 Examples when staff may use reasonable force:
- remove disruptive children from the classroom where they have refused to follow an instruction to do so.
 - prevent a pupil behaving in a way that disrupts an academy event or an academy trip or visit.
 - prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others.
 - prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground.
 - restrain a pupil at risk of harming themselves through physical outbursts.
- 13.7 Authorised staff can use reasonable force to search for prohibited items.
- 13.8 We do not require parental consent to restrain a pupil.

14. Sexual Violence and Sexual Harassment

- 14.1 One-off incidents may be dealt with under the academy's Behaviour Policy.
- 14.2 Appropriate disciplinary measures may be taken by the academy. If there is an ongoing police or social care investigation this must not be jeopardised, but the academy may still undertake its own disciplinary measures by considering the conduct of the alleged perpetrator(s) as part of their Behaviour Policy and applying appropriate and proportionate consequences based on their own conclusions about what happened on 'the balance of probabilities', unless it is prejudicial or unreasonable to do so. The alleged perpetrator(s) must also be provided with support alongside any disciplinary measures.
- 14.3 In cases of sexual violence, a risk assessment must be implemented immediately and discussed with the Trust's Safeguarding Lead. In cases of sexual harassment, a risk assessment should be considered on a case-by-case basis.

- 14.4 If cases reported to the police result in a conviction or caution, this Behaviour Policy will be followed. This may involve consideration of permanent exclusion.
- 14.5 Rape or assault by penetration is likely to constitute a serious breach of discipline and lead to the view that allowing the perpetrator(s) to remain in the same academy would seriously harm the education or welfare of the victim, and possible other children at the academy. Sexual assault may also lead to consideration of permanent exclusion amongst any other suitable sanctions in keeping with this policy.
- 14.6 Reports of sexual assault and sexual harassment may not lead to a report to the police, or if reported may not be progressed or may result in a 'not guilty' verdict. It is important to note that this does not necessarily mean that the offence did not happen or that the victim lied. Following such an outcome, the academy can still apply its own sanctions, up to and including permanent exclusion. All concerns related to sexual violence or sexual harassment should be dealt with as per the Safeguarding and Child Protection Policy.

15. Alternative provision

- 15.1 Alternative provision can be defined as something in which a pupil participates as part of their regular timetable, away from the site of the academy where they are enrolled, and not led by academy staff. The Trust supports academies using such provisions to try to prevent suspensions, or to re-engage pupils in their education.
- 15.2 The Trust expects all individual academies to consider carefully what providers are available that can meet the needs of their pupils, including the quality and safety of the provision, costs and value for money. Academies should put the following procedures in place:
- A personalised plan for intervention should be prepared by the academy, setting clear objectives for improvement and attainment, timeframes, arrangements for assessment and monitoring progress, and a baseline of the current position against which to measure progress.
 - Plans should be linked to other relevant information or activities such as Targeted Action Plan (TAP), Pupil Support Plan (PSP) or Education, Health Care Plan (EHCP) for children with special educational needs (SEND).
 - The academy must maintain on-going contact with the provider and pupil, with clear procedures in place to exchange information, monitor progress and provide pastoral support.
 - The academy must maintain a full record of all placements they make, including a pupil's progress, achievements and destination following the placement. This should also include the pupil's own assessment of their placement.

Appendix 1

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

1. Vision & Values.
2. The Behaviour Curriculum.
3. Uniform Standards.
4. Equipment Expectations.
5. Rewards.
6. Pastoral support and interventions.
7. Behaviour management.
8. Bullying.
9. Parent/carer expectations.
10. Banned and Prohibited Items based on the list at paragraph 12.5 of this policy.

Tudor Grange Academy Kingshurst's Behavioural Code of Conduct

The ethos of the Academy is built around a set of core values;

- Meeting the needs of every student
- Quality in all that we do
- Raising aspirations
- Blending tradition and innovation
- Being inclusive and collaborative
- Positivity and care for all.

The Right Way – Our Taught Behaviour Curriculum

Our ethos and values mean that we have high aspirations of our students and expect them to behave 'The Right Way'. We want all our students to become responsible, respectful young adults who are ready to flourish in all aspects of life.

We expect and will guide our students to:

- Be ready to achieve their best
- Be responsible for their actions, outcomes and for each other
- Be respectful of themselves and others

The Behavioural Code of Conduct will detail 'The Right Way' behaviours we expect to see. It will also discuss the sanctions and support in place for those who need it, and the rewards in place for those who demonstrate 'The Right Way' on a regular basis.

THE RIGHT WAY **R**

We want all our students to become responsible, respectful young adults who are ready to flourish in all aspects of life.



Tudor Grange Academy
Kingshurst



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Expected Behaviours for Uniform & Standards

| Staff | Students | Parents / Guardians |
|---|--|---|
| Staff will challenge incorrect uniform throughout the school day in classrooms and around the Academy. | Students will arrive to the Academy in correct uniform and remain in correct uniform throughout the day. | Parents/Guardians will support the Academy by providing students with correct uniform and ensuring they leave the house in correct uniform. |
| Staff will challenge students if they do not meet standards of appearance (I.e. jewellery, make-up, hairstyle etc). | Students will follow the school policy regarding accessories. Jewellery is not permitted in the Academy and students will hand over these items if they do not follow this policy. Students will have a natural, non-extreme hairstyle and will not wear excessive make-up or nail varnish (or acrylic nails). | Parents/Guardians will support the Academy's uniform policy and work with Academy to rectify incorrect uniform. |
| | | Parents/Guardians will uphold the standards and expectations of the Academy and support sanctions given around appearance (jewellery, make-up, hair). |
| Staff will confiscate prohibited items such as phones and ear pods at first contact. | Students will not bring phones, ear pods and other related items into the Academy. These items are prohibited. If seen or heard, students will hand over these items when requested by a member of staff. | |
| Staff will be dressed professionally and role model the expected standards. This includes adhering to the staff code of conduct, dress code and modelling expected standards for students such as removing coats. | | |

Expected Behaviours for Speaking to Adults

| Staff | Students | Parents / Guardians |
|--|---|--|
| Staff will speak to students with respect and use manners by saying please and thank you. | Students will speak to all adults in the Academy with respect and say please and thank you. | Parents/Guardians will speak to all adults in the Academy with respect and use manners by saying please and thank you. |
| Staff will use students' first names, rather than nicknames or surnames, when speaking to them as a sign of respect. Where staff do not know a student's name, they will ask. | Students will refer to all adults in the Academy as "Sir" or "Miss", regardless of their role or if they are a visitor, as a sign of respect. | Parents/Guardians will refer to adults in the Academy by their title and surname (e.g., <i>Miss Crehan</i>) and avoid using derogatory nicknames or descriptions. |
| Staff will speak clearly, calmly, and concisely to students at all times. | Students will use respectful language rather than slang terms when speaking to all adults in the Academy. | Parents/Guardians will use respectful language when speaking to all adults in the Academy. |
| Staff will speak to students about any behaviour issues or concerns in private, not in public. | Students will stand up straight, remove hands from pockets and not fidget when having a conversation with an adult in the Academy. | Parents/Guardians will raise concerns with the appropriate adult at the Academy, starting with either the class teacher, form tutor or college admin. Patience will be shown in expectation of a response and not expected before 8am and after 5pm, nor at the weekend. Emails will be responded to as soon as possible but aim to be answered within 48 hours. |
| Staff will greet students on corridor with a smile and a positive greeting, even when challenging students for uniform infringements. | Students will stop when approached by an adult and engage in a conversation and/or follow instructions given first time, every time. | |
| Staff will be responsive to students' behavioural needs and cues when engaged in conversation and amend their tone/expectations of eye contact when necessary to deescalate a situation. | Students will maintain eye contact with the adult to whom they are speaking as a sign of respect. | Parents/Guardians will converse with adults at the Academy politely, calmly and respectfully in person, on the phone and over email. |
| Staff will communicate with parents/guardians with professionalism. | | |

Expected Behaviours for Speaking to Peers

| Staff | Students | Parents / Guardians |
|--|---|--|
| Staff will challenge students who do not speak to each with respect and will use sanctions and educational conversations as appropriate. | Students will always speak to each other with respect inside and outside of the Academy and in all forms of communication (e.g., face to face, emails etc). | Parents/Guardians will remind and encourage children to speak to each other respectfully. |
| Staff will always speak to each other with respect and professionalism in all forms of communication (e.g., face to face, emails etc). | Students will challenge each other and/or report any behaviour such as bullying or offensive language. | Parents/Guardians will support the Academy in any sanctions issued if students are not respectful to each other. |
| | Students will use an appropriate tone and volume when speaking to each other. | Parents/Guardians will use respectful language when speaking to each other. |
| | Students will speak about other students respectfully, even if they are not present in the conversation. | |

Expected Behaviours for travelling to/from the Academy

| Staff | Students | Parents / Guardians |
|--|---|---|
| Duty staff will positively welcome students onto the Academy site as they arrive in the morning from all site entrances whilst safeguarding their arrival. | Students will remember that whilst travelling to or from the Academy, that their uniform forms a reputational extension to that of the Academy and therefore students will commit to behave in a respectful manner to their peers, transportation staff and the communities they interact with whilst on their journey. | Parents/Guardians will support the Academy in ensuring that students are able to leave home in a timely manner or arrive in good time for the warning bell at 8.25am. |
| Duty staff will maintain positive affirmations as students depart in the afternoon whilst safeguarding their movements offsite. | | Parents/Guardians will support students leaving site each afternoon in planning for timely collection or supporting their child with their onward journey home. |
| | Students will time their journey to arrive safely, both, to the Academy in time for the warning bell at 8.25am and to arrive home in line with the expectation of parents or carers. | |
| | Students will be proactive in reporting any incidents involving themselves or other members of the Academy community whilst travelling to or from the Academy. | |

Expected Behaviours at the Gate in the Morning

| Staff | Students | Parents / Guardians |
|--|--|---|
| Duty staff will be at the gate and will greet all students with warmth and care. | Students will be polite and courteous to duty staff. | Parents/Guardians will drop students at the gate and will do so with respect for other students, staff, and parents at the Academy. |
| Duty staff will demonstrate their knowledge of the children by making positive comments to begin the day. | Students will respond to staff and engage in conversation. | |
| Duty staff will not remind students of the previous day's misdemeanours. They will adopt a fresh start approach. | | |
| Duty staff will challenge uniform as students enter site | Students will enter the site in correct uniform. | |
| Duty staff will challenge students on their bikes and ask them to step off on entry into the Academy site. | Students will walk their bikes around the Academy. | |

Expected Behaviours at the Gate in the Afternoon

| Staff | Students | Parents / Guardians |
|--|--|--|
| Duty staff will be at the gate and will dismiss all students with warmth and care. | Students will be polite and courteous to duty staff. | Parents/Guardians will collect students at the gate and will do so with respect for other students, staff, and parents at the Academy. |
| Duty staff will demonstrate their knowledge of the children by making positive comments to end the day. | Students will respond to staff and engage in conversation. | |
| Duty staff will usher students out of the gates to avoid lingering on site and at the gate. | Students will leave the site promptly and will treat each other with respect whilst making their way home. | |
| Duty staff will challenge any anti-social behaviour swiftly. They will explain to the students why their behaviour is anti-social. | Students will remain in correct uniform until they have left the site. | |
| Duty staff will challenge students on their bikes and ask them to step off. | Students will walk their bikes around the Academy. | |

Expected Behaviours for Classroom Entry

| Staff | Students | Parents / Guardians |
|--|--|--|
| Staff will own their doorframe and engage in positive conversations as students enter the classroom | Students will be on time for their lessons. There is no excuse for lateness at the Academy. | Parents/Guardians will support the Academy in its drive to improve punctuality and remind students about the importance of punctuality. |
| Staff will challenge corridor behaviour while owning their doorframe and challenge uniform as students enter the classroom. | Students will arrive at the lesson in correct uniform. This will include the removal of coats inside the Academy. | Parents/Guardians will support the Academy by providing students with correct uniform and ensuring they leave the house in correct uniform. Parents will ensure that students are fully equipped. Where this is not possible, parents and guardians can seek support from the Academy. |
| Staff will treat each lesson as a fresh start. | Students will adopt a fresh start approach when going to lessons. Students must attend every lesson. Opting out is not an option. | Parents/Guardians will support the behaviour policy and any sanctions issued for punctuality and standards. |
| Staff will have a 'let's get started' task on the board for students to complete in silence. Expectations of student behaviour will be clearly identified, and staff will hold students to account if expected behaviours are not met. | All students will enter the room and open their books/workbooks. They will complete the 'let's get started' task in silence. There is no opting out. If students do not know the answer, they will write a sentence stem ready to complete the answer. | |
| Staff will check student equipment during the 'let's get started' task. | Students will be fully equipped for lessons. In the case of missing equipment, students may borrow from teachers, and this will be addressed later via a sanction. | |
| Staff will complete the register within the first ten minutes and follow the Academy's safeguarding policy for absent students (ESCO AWOLs). | Students will address their teacher as "Sir" or "Miss" during the register and remain in silence for the duration of the register. | |

Expected Behaviours for Classroom Exit

| Staff | Students | Parents / Guardians |
|--|--|--|
| Staff will have prepared a reflection task or plenary to summarise learning or lesson content. | Students will engage with the plenary to demonstrate progress they have made in the lesson. | Parents/Guardians will support the behaviour policy and any sanctions issued for student who do not follow Academy expectations. |
| Staff will ensure they have planned enough time to tidy the classroom and for students to prepare to leave the lesson by the bell. | Students will help the teacher tidy the classroom as per teacher's instructions. | |
| Staff will ensure students stand behind their desks in silence and in correct uniform ready to be dismissed. | Students will stand behind their desks, with their chair tucked in (or on the desk in science labs), in correct uniform. | |
| Staff will own their doorframe as they dismiss students one row at a time in a calm, orderly manner. | Students will wait to be dismissed by their teacher and will leave in a calm, orderly manner. | |
| Staff will ensure students follow the one way system, where appropriate. Staff will challenge students who do not follow these expectations. | Students will follow the one-way system, where appropriate, as they leave lesson. | |
| Staff will ensure students remain in correct uniform as they walk away from lesson and will challenge students who do not follow these expectations. | Students will remain in correct uniform in the corridors. This includes not wearing coats inside the Academy. | |

Expected Behaviours for Learning

| Staff | Students | Parents / Guardians |
|---|--|--|
| Staff will have a proactive approach to embedding expected learning behaviours by planning for positive behaviour. This includes completing SLDs, seating plans, planning for praise and planning responses to potential misbehaviour. Staff will commit to knowing their learners. | Students will follow seating plans as directed by the teacher. | Parents/Guardians will understand that seating plans are planned and considered and support teachers who make the final decisions on seating plans. |
| Teachers will plan high quality lessons and will do so with compassion and care for their students' needs. Staff will plan for students who may be less resilient. | Students will be respectful of all adults and other students. Students will understand that sometimes, tasks will be challenging, and they will need to be resilient. Students will commit to trying and working hard. | Parents/Guardians will support the Academy by having high expectations and ambitions for students. Parents will support with home-learning and reading. |
| Staff will teach learning behaviours with clarity and remind students of the expectations of the Learning Modes. Staff will use the consequence and reward systems fairly. | Students will adhere to the Learning Modes and expectations (outlined below). | Parents/Guardians will support the behaviour policy and any sanctions issued for student who do not follow Academy expectations. |
| Staff will not allow students out of lesson to get equipment such as printing or a pen. Staff will not allow students to go to the toilet during lesson, but will use professional judgement. If on the rare occasion a student must leave a lesson, staff will give an 'out of a lesson pass'. | Students will use the toilet at break and lunch to maximise learning time in lessons. If needed, students can use the toilet at transition times but must ensure they arrive to lesson on time. | Parents/Guardians will support the Academy by reminding students to be proactive when needing the toilet and go between lessons to maximise learning time. |
| If a student leaves a lesson without permission, staff will follow the safeguarding policy and issue an ESCO. Staff will also follow this with a sanction and a phone call home. | Students will not leave a lesson without permission. There is no exception to this. | Parents/Guardians will support the Academy by attending meetings if required. |
| Staff will celebrate students who behave 'the right way' and role model these behaviours to the class. Staff will record praise visually on the board to role model behaviours to other students. | Students will behave 'the right way' in lessons by being ready, respectful and responsible. | Parents/Guardians will remind and encourage students of 'the right way' to support them to be successful. |

Learning Modes

Work in silence
Allow peers to work without interruption
Complete the work to the best of your ability
Raise your hand if you need the teacher
Remain on task
Focus on your own work

SILENT INDEPENDENT STUDY



Sit up straight, listen deeply
Face the front of the class
Track the teacher
Raise your hand to ask questions
Respond when asked a question
Only one person can speak at a time



RESPECTFUL TEACHER LED DISCUSSION

QUIET LEARNERS



Use inside voices only
Only interact with your partner(s)
if you need to discuss the work
Raise your hand if you need the teacher
Remain on task
Allow your classmates to work without interruption



POLITE GROUP WORK

Speak to each other with respect
Focus on the task you have been set
All members of the group should be given
an opportunity to participate
Use the space directed to you by the teacher
Use the volume directed to you by the teacher
Allow other groups to work without interruption

Expected Behaviours for Movement Around the Academy Corridors

| Staff | Students | Parents / Guardians |
|---|---|--|
| <p>Staff will walk of the left at all times to show consideration for other people using the space. Staff will remind students and visitors too.</p> | <p>Students will walk on the left at all times to show consideration for other people using the space.</p> | <p>Parents will support the Academy in its drive to make the Academy corridors a safe and purposeful environment and remind students of the importance of respect.</p> |
| <p>Staff will use the correct stairs for movement in A Block and D Block, moving up and down floors in the correct staircase. Staff will remind students and visitors too.</p> | <p>Students will use the correct stairs for movement in A Block and D Block, moving up and down floors in the correct staircase.</p> | <p>Parents will support the behaviour policy and any sanctions issued to students for not being respectful in the Academy corridors.</p> |
| <p>Staff will challenge students who are not being respectful moving around the Academy and will follow the behaviour policy for any students not behaving 'the right way'.</p> | <p>Students will use an appropriate volume as they move around the Academy and be respectful to the Academy community.</p> | |
| <p>Staff will speak to students with positivity and kindness on the corridors whilst continuing to maintain the high expectations of the Academy and policies in place.</p> | <p>Students will move with purpose from one place to another within the Academy without loitering.</p> | |
| | <p>Students will be respectful to all users of the Academy corridors, not making physical contact with others, ensuring everyone is safe when moving around the site.</p> | |
| | <p>Students will speak to each other respect and show courtesy to others, for example holding the door and saying thank you.</p> | |
| | <p>Students will be considerate of each other's personal space and will not physically touch another student in any situation. We are a non-contact Academy.</p> | |

Expected Behaviours for Lunch and Break Times

| Staff | Students | Parents / Guardians |
|---|---|--|
| Duty staff will be on time to allocated positions and greet all students with warmth and care. Staff will wear a high visibility vest which is collectible from the Principal's PA at the start of the day and returned after duty. | Students will remain in designated areas during break or lunch time. | Parents/Guardians will support the Academy in its drive to improve manners and behaviour within the Academy during social and break times to improve the smooth order of the school. |
| Duty staff will challenge uniform standards, including coats off indoors, as students move around the Academy. | Students will be respectful to all members of the Academy community and follow all staff instructions and requests first time, every time. | Parents/Guardians will support the behaviour policy and any sanctions issued for not following lunch and break time protocols. |
| Duty staff will challenge students who are out of bounds and sanction on Bromcom. | Students will behave sensibly and responsibly as they travel around the Academy at break time. | |
| Duty staff will challenge students if they are not displaying sensible and respectful behaviour to each other or the Academy community. | Students will remove coats inside the Academy and will continue to wear correct uniform. | |
| Duty staff will challenge students if they are not displaying sensible and respectful behaviour to the environment and Academy facilities. | Students will participate sensibly and safely in physical recreational activities (for example football/basketball) | |
| Duty staff will log incidents of poor and inappropriate behaviour and own the follow up actions (calls home/informing patrol/logging on Bromcom). | Students will challenge each other and/or report behaviours such as bullying or offensive language. | |
| Staff will celebrate and reward students who behave 'the right way'. | Students will moderate the noise level and language of conversation with other students at breaktime, so it is sensible, respectful and responsible. They will be mindful and considerate of how their behaviour can intimidate others (for example congregating in large groups) | |
| Staff will role model the behaviours we expect of students at all times whilst on duty. | Students will only eat food in the designated areas (foyer, restaurant and quad). | |

Expected Behaviours for the Restaurant

| Staff | Students | Parents / Guardians |
|--|---|---|
| Staff will be on time and in the correct place for duty. | Students will join the back of the queue in single file and wait patiently. | Parents/ guardians will support the Academy policies, including sanctions issued for behaviour in the restaurant. |
| Staff will be proactive when on duty. They will manage queues and support the catering staff. | Students will enter the restaurant in correct uniform without wearing a coat. If they are challenged by staff, they will respond quickly and politely. | |
| Staff will hold high standards for uniform, including coats. They will challenge students who are not meeting these expectations and restaurant staff will only serve students in correct uniform. | Students with food will sit down to eat or move purposefully outside. Students who are waiting for their friends will sit down at a table away from the queues. | |
| Staff will remind students to sit down in the restaurant or move purposefully outside. | Students will make positive behaviour choices and remain calm. They will treat all adults with respect and respond politely. | |
| Staff will follow the school behaviour policy and challenge inappropriate behaviour which is too loud, boisterous, intimidating or dangerous. | As students leave, they will clear up spillages, bin all rubbish from their table, and tuck chairs in. | |
| Staff will remind students to clear their own rubbish as they leave. | | |

Expected Behaviours for Detention

| Staff | Students | Parents / Guardians |
|--|--|--|
| Staff will take an accurate register at the start of the detention as quickly as possible. | Students will line up in full school uniform and wait patiently outside of the allocated detention room. | Parents/Guardians will support the Academy by reminding students of expected behaviours. |
| Staff will positively reinforce student expectations. | Students will be respectful and understand that all students need to be registered before entering the detention room. | Parents/Guardians will support the Academy behaviour policy and any sanctions issued for students who do not follow the expectations. |
| Staff will make it clear to students where they need to sit and how long the detention is for. | Students will enter the detention room in silence and sit in the allocated seat. | Parents/Guardians will communicate the reasons for detention with students and support them in making better choices moving forward. |
| Staff will clearly state how long is left in the detention and give a 10 minute and 5-minute warning. | All students will remain silent for the duration of the detention. | Parents/Guardians will support the Academy by reminding students to attend detentions and accept accountability. |
| Staff will reset and escalate detentions for any student who does not attend. | Students will sit up straight and remain facing forward for the entirety of the detention. | Parents/Guardians will support the Academy by discussing the impact of poor choices and escalation of detentions if a detention is missed. |
| Staff will reset a student if they are not meeting expectations in detention. If this behaviour continues after a reset then staff will remove the student and escalate the detention. | Students will only leave the detention room once instructed by a member of staff. | |
| | Students will exit the detention room in silence and leave site immediately after their detention. | |
| | Students will understand the consequences of and escalation process for not attending detention. | |
| | Students will understand that poor behaviour in detention will result in the detention being reset. | |

Expected Behaviours for Educational Visits and Out of School Activities

| Staff | Students | Parents / Guardians |
|--|---|--|
| Staff will complete the process for organising Educational Visits in a timely manner using the online system to record all planning, risk assessing and documentation. | Students will arrive on time at the agreed meeting point for the start of the educational visit and at any point during the visit. | Parents/Guardians will support the Academy in providing payment (where required) and returning a completed consent form for any educational visit in a timely manner. |
| Staff will submit any queries regarding the visit to the Educational Visits Coordinator. | Students will arrive for their educational visit attired in correct uniform or agreed appropriate attire in the case of visits that require non-school uniform. | Parents/Guardians will contact the trip leader in advance of the educational visit where they need to seek further advice or support. |
| Staff will complete a register prior to leaving the site and will leave a copy of this in addition to a copy of all consent forms with the Main Reception prior to leaving site. | Students will always remain as part of a group with the staff leaders and peers and will not isolate themselves at any point. | Parents/Guardians will support the behaviour policy and any sanctions issued for punctuality and standards during the educational visit. |
| Staff will check that students are equipped with all necessary resources, provisions, and attire, prior to them leaving the Academy site. | Students will make the visit leader aware of any resources or equipment they are unable to source prior to the day of the visit. | Parents/Guardians will support the Academy by providing students with the correct uniform or appropriate attire for the context of the educational visit. |
| Staff will take responsibility for collecting a first aid kit prior to leaving for their educational visit. | Students will address all staff and adults as part of the educational visit as "Sir" or "Miss". | Parents/Guardians will support the Academy through ensuring students arrive with required equipment, resources and provisions for their educational visit. |
| Staff to celebrate the opportunity to enrich student learning through educational visit opportunities and to treat the visit as a fresh start for each pupil. | Students will follow instructions as directed by TGAK and educational visit venue staff. | Parents/Guardians will support students in ensuring they arrive safely, in a timely manner for the departure and plan for collection or safe journey home upon their return. |
| Staff will remind pupils as to the expectation of their behaviour both enroute and within the context of the venue being visited. | | |
| Staff will maintain frequent communication with the EVC throughout the course of the day and will seek to record aspects | | |

of the day to enthuse and share with the Academy community upon their return.

Sanctions & Detentions at Tudor Grange Academy Kingshurst

As previously described in the TGAT Behaviour Policy, there are various sanctions depending on the severity of the incident.

At Tudor Grange Academy Kingshurst, we have 2 types of detentions. These are:

- B3 detentions (15 minutes after school). These may given for not meeting the standards of the Academy (for example, lack of equipment, lateness, wearing jewellery, incorrect uniform) or for behaviour in lessons (for example, refusing to follow instructions, disruptive behaviour)
- College (SLT) Detentions (60 minutes after school detention)

B3 detentions

- These are supervised by Assistant College Leaders and College Tutors.
- A staff member logs the detention on Bromcom, giving relevant reasons, and will also note the reason in the student's planner (this may not always be possible)
- These detentions take place every day after school.
- These detentions are for 15 minutes. Parents are informed the day before via text.
- An email is sent during tutor and during P5 each day to inform teachers and tutors of who is in detention.
- If a student does not attend or refuses and no acceptable explanation is provided, then an escalated sanction will be issued.
- If a student receives more than one detention in a day, they will sit multiples of 15 minutes as shown below:
 - o One detention = 15 minutes
 - o Two detentions = 30 minutes
 - o Three detentions = 45 minutes
 - o Four detentions = 60 minutes
- If a student receives 5 or more detentions in a day then they will be placed in internal suspension the following day.

College (SLT) Detentions

- College detentions of 60 minutes are issued at the discretion of College Teams for a wide range of reasons that are deemed more serious or there is a repeated pattern of disruptive behaviour or detentions. This sanction is for students who warrant a greater sanction than a detention, but is not deemed serious enough to warrant internal suspension. Parents are informed the day bin advanced via text.
- These detentions are led by a member of SLT and take place every day after school.
- An email is sent during tutor and at 2:45pm each day to inform teachers and tutors of who is in detention.
- Students may be collected for this detention, but the responsibility is with the student to attend.

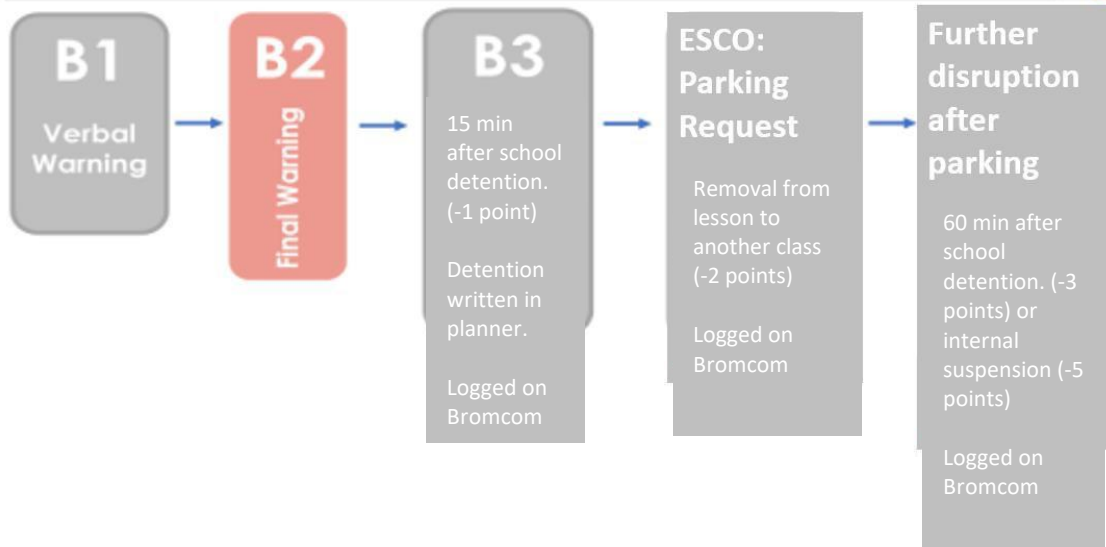
Behaviour for Learning

The Academy uses a graduated warning system. This is highlighted below.

- B1 and B2 are verbal warnings or a classroom strategy to re-engage.
- A student will also be given a reset. This may take various forms. For example, a brief conversation with the teacher or a mentor, a change of seat to prevent further disruption.
- When a student receives a B2, they are required to give their planner to the teacher to collected at the end of the lesson.
- A B3 results in a 15 minute detention as behaviour has not been changed via the use of warnings and a reset. The detention will be written into the student's planner and logged on Bromcom.
- If disruption continues after a B3, staff will send a parking request for the student to be removed from the class. A student will be asked to work in another classroom, office area or isolation. If a student refuses parking, does not follow reasonable instructions from staff or continues to be disruptive when parked, then the sanction will be escalated.

- If a student receives multiple parking requests in a day, then this will result in internal suspension.

TGAK Consequence System



Emergency Support Call Outs (ESCOs) may also be raised for the following reasons:

- Persistent disruptive behaviour resulting in a parking request
- Walking out of lesson
- if a student is not in lesson, but is in school (AWOL)
- Inappropriate physical contact/assault
- Offensive language to staff
- Dangerous behaviour
- Possession of prohibited items
- Theft
- Vandalism

Confiscation of property/searching pupils

Authorised staff have the power to search without consent if they have reasonable grounds for suspecting that a pupil may have a prohibited item. Academy staff can seize any prohibited item found as a result of a search. They can also seize any item they consider harmful or detrimental to academy discipline. Prohibited and banned items not to be brought into the academy:

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

Tier system of support

- The tier system is a graduated approach to support students to flourish at Tudor Grange Academy Kingshurst.
- Student will be escalated through the tiers if they need more support.
- In some cases, students may jump tiers.

| Tier | Tier Entry Requirements | Support |
|------|---|--|
| 0 | Students who receive occasional negative points. | <ul style="list-style-type: none"> - Rewards and sanctions system to be used to impact positively - Parent/carer communication and involvement |
| 1 | Students who accumulate repeat negative behaviour points. | <ul style="list-style-type: none"> - Rewards and sanctions system to continue - Form tutor support and light touch intervention - SEND specific support (as appropriate) - Parent/carer involvement |
| 2a | Students who continue to accumulate negative behaviour points despite Tier 1 support. | <ul style="list-style-type: none"> - Rewards and sanctions system to continue - 4-week Form Tutor Report. - Parent/guardian involved in the process. - SEND specific support (as appropriate). |
| 2b | <p>Students who continue to accumulate negative behaviour points despite Tier 2a support</p> <p><i>And/or</i></p> <p>Students who have received repeat days in internal isolation or TATE</p> | <ul style="list-style-type: none"> - Rewards and sanctions system to continue - 4-week College Mentor Report. - Parent/guardian involved in the process. - SEND specific support (as appropriate) - Possible placement on learning mentor caseload for extra support. - Potential PP/SEND Top 20 (if PP/SEND) - Support from external agencies (as appropriate) |
| 3a | <p>Students who continue to accumulate negative behaviour points despite Tier 2b support</p> <p><i>And/or</i></p> <p>Students who have received Suspensions</p> | <ul style="list-style-type: none"> - Rewards and sanctions system to continue - 4-week Targeted Action Plan with Assistant College Leader. - Toolbox/Handling plan created and sent to teachers. - Parent/guardian involved in the process. - SEND specific support (as appropriate) - Placed on learning mentor caseload for extra support. - Potential PP/SEND Top 20 (if PP/SEND) - Support from external agencies (as appropriate) |

| | | |
|----|---|---|
| 3b | <p>One off serious incidents (depending on severity)</p> <p><i>And/or</i></p> <p>Students who continue to accumulate negative behaviour points and/or Suspensions/TATEs despite Tier 3a support.</p> | <ul style="list-style-type: none"> - Rewards and sanctions system to continue - 6-week Personal Support Plan (PSP) with College Leader. If unsuccessful this will result in a meeting with the Principal to determine next steps. - Parent/guardian involved in the process. - SEND specific support (as appropriate) - Remain on learning mentor caseload for extra support. - PP/SEND Top 20 (if applicable) - Governor's panel (after Principal's meeting) - Support from external agencies (as appropriate) |
| 4 | <p>One off serious incident (depending on severity)</p> <p><i>And/or</i></p> <p>Students who continue to accumulate negative behaviour points and/or Suspensions/TATEs despite Tier 3b support.</p> | <ul style="list-style-type: none"> - Rewards and sanctions system to continue - Off-Site Direction (managed move or alternative provision) - Parent/guardian involved in the process. - SEND specific support (as appropriate) - Remain on learning mentor caseload for extra support. - Governors panel. - Support from external agencies (as appropriate) |
| 5 | <p>One off serious incident (depending on severity)</p> <p><i>And/or</i></p> <p>Students who have not engaged Tier 4 support. I.e. students have failed a managed move or has not engaged with alternative provision.</p> | <p>The support will depend on each case, but decisions may include:</p> <ul style="list-style-type: none"> - Permanent exclusion - 2nd managed move - Alternative provision - Reintegration back into school - Support from external agencies (as appropriate) |

Rewards

The Right Way is at the heart of rewards at Tudor Grange Academy Kingshurst. We aim to celebrate those students who make a positive contribution to the Academy and we strive to “catch them being good” at all times. Students who demonstrate they are ready, respectful and responsible will receive positive points which are logged on Bromcom. The Academy uses a positive/negative ratio which takes into account any praise or sanctions students receive. Students who consistently achieve a positive ratio or have a significantly positive impact on the school community are recognised and praised through letters home and regular college assemblies. The positive/negative ratio is shared with students every week to enable personal reflection and target setting to be the best they can be.

Students receive badges and certificates based on the positive points they accumulate over the year.

| Rewards | Points |
|-----------------------------------|--------|
| Tutor Certificate | 50 |
| Mentor Certificate | 80 |
| ACL Certificate | 100 |
| College Leader Certificate | 120 |
| Bronze Package | 150 |
| Bronze Badge | |
| Bronze Certificate | |
| Silver Package | 250 |
| Silver Badge | |
| Silver Senior Leader Certificate | |
| Gold Badge | 350 |
| Gold Badge | |
| Gold Certificate | |
| Platinum Tudor Grange Badge | 500 |
| Platinum Badge | |
| Platinum Certificate | |
| Headteachers Commendation Meeting | |
| External Rewards Event | |

Rewarding Good Behaviour In the classroom

- Staff can give out as many positive points as they deem appropriate in a lesson.
- A class teacher can also give the following:
 - o A positive point for being ready, respectful or responsible (1 point)
 - o A postcard for being ready, respectful or responsible (3 points)
 - o A positive Phone call/text/email to parents (5 points)

College Rewards

- Each student will gain 4 positive points each week by being ready. Two positive points for 100% attendance each week and two positive points for having the correct uniform.
- Students with 100% attendance at the end of each term will receive a Gold Award (3 Terms), Silver Award (2 Terms) and Bronze Award Certificate (1 Term). This will include 10 positive points.
 - Students achieving 98% attendance will automatically be awarded with a place on the College Reward Trip at the end of the year.

Other forms of rewards in the school

- Golden Ticket Events (Cinema, Hot chocolate morning, Free time) – will be conducted Termly for those students who have met the standards for the competitions.
- Annual Key stage 3 and 4 Rewards evening to recognise effort, progress and achievement in Subject and College areas. Rewards include Trophies, Certificates and Vouchers.
- College Competition – A college cup will be given to the winning college to recognise their achievement throughout the year. This will be based on Attendance, Punctuality, Positive Points, and College competitions.



Tudor Grange
Academies
Trust

Uniform Guide





Academy Uniform

Tudor Grange Academy is very proud of the standards it maintains with uniform. This is achieved through the partnership between the Academy and home. To enable you to support the Academy the full uniform requirements are listed in this guide.

Tudor Grange Academy bespoke School Uniform and PE kit is supplied by PB Sports, Kingshurst.

All items of uniform are of a high quality, hard wearing and offer excellent value for money.

The following bespoke items can be purchased from our supplier.

Blazer

- Green with Academy badge on pocket, single breasted, two-button blazer.

Tie

- Official Tudor Grange tie, reaching the waist. Ties should not be tucked into shirts and must be worn showing seven stripes.

Pullover

- Mid grey with Academy badge. **The pullover is compulsory from October half term until Easter.** Hoodies, round-necked and sweatshirts are not permitted.

Skirt

- Mid grey pleated boxed skirt to be worn on or just above the knee. Plain pencil type skirts are not permitted.





PE Kit: (Purchased from PB Sports)

Girls Outdoor Kit

COMPULSORY GIRL'S KIT

- Black/green with logo – Polo Shirt
- Black/green with logo – Fleece Top or Hoodie
- Black with logo – Shorts
- Black/green with Tudor Grange lettering– Sports Socks
- Shin guards

Boys Outdoor Kit

COMPULSORY BOY'S KIT

- Black/green logo - Polo and Rugby Shirt
- Black with logo - Shorts
- Black/green with Tudor Grange lettering – Sports Socks
- Shin guards

PE Optional Extras:

- Plain black tracksuit bottoms (no large logos)
- Black base layer top (highly recommended)
- Black logo sports leggings
- Gum shield (advised for rugby)
- Black/green with logo – TGAK Hoodie

Trainers (for PE)

- Astro turf trainers or rounded moulded rubber studs are required for the 3G surface.
- Astro turf trainers can be worn for all activities.
- Trainers can be worn for indoor activities.

Shoes, normal trainers, bladed boots and metal studded boots are not permitted on the 3G surface.

PE Kit Policy

- Pupils will be expected to bring kit to **all lessons**, even if not being able to practically participate, as they will be expected to take part in other roles, such as that of a referee, scorer keeper or coach etc.
- Kit will be provided for pupils who forget to bring this into school on PE days. Failure to wear this will result in a same day detention of 30 minutes.

Academy PE KIT



BOYS



OR



GIRLS



Mobile Phones

Phones are not allowed whilst on the school site during normal school hours, this includes any headphones, Smart watches or MP3 players.

If phones or mobile devices are seen or heard on the academy site, then they will be confiscated and a detention issued.

A second confiscation will require the parent/ carer/ nominated adult to collect the phone from the school

The following non-bespoke items can be purchased from the identified retailers:



Shirts

- White buttoned shirt, which should be tucked in at all times.

Trousers

- Mid grey of an orthodox style, not unduly tapered or flared, **no** skinny style trousers or trousers that are tight at the ankles

Skirt

- Mid grey pleated boxed skirt to be worn on or just above the knee.

Socks

- Plain black or dark grey. These need to be ankle or knee length.

Tights

- Pupils are encouraged to wear tights when wearing skirts. These need to be either dark grey or black. Thick opaque tights are acceptable and advised. Patterned tights are not acceptable. Tights must **not** be worn underneath socks.

Shoes

- Shoes should be plain black leather with a maximum heel height of 5cm and a maximum sole thickness of 2cm (the heel height is measured from the ground to the welt up the back of the heel). **Boots, boot-style shoes, stiletto heels, sling-back shoes, canvas shoes, suede shoes, trainers and skater style shoes are not permitted.**
- Students who are unable to wear shoes, at any point, must have a medical note for this to be authorised. A uniform pass will be given to cover the specified injury period.

Trainers (for PE)

- Astro turf trainers or rounded moulded rubber studs are required for the 3G surface.
- Astro turf trainers can be worn **for all activities**. Trainers can be worn for indoor activities.

Coats

- We encourage pupils to wear coats in adverse weather conditions. Please do not wear coats with slogans on that could cause offence to others and please note that coats are not worn inside the school academy buildings. Pupils will be asked to remove them when entering.

Academy Bag

- A School bag should be an appropriate size and be able to fit an A4 folder and be free of graffiti. Small hand/shoulder bags and carrier bags are not allowed.

Scarves and gloves

- Similar to coats, if the weather is poor then scarves and gloves are encouraged. Please note that they are not worn inside the school academy buildings. Pupils will be asked to remove them when entering.

Turbans

- Black or dark green.



Hijabs

- Black and pinned under the chin to stay on the head comfortably. Hijabs worn around the neck only are not permitted.

Hairstyles, Jewellery, Make-Up and Fashion Accessories

- Earrings are not permitted at the academy. No other piercings are allowed, this includes no clear piercings, nor spacers, holders or flesh coloured piercings.
- Extreme hairstyles, cuts and colours are not allowed on any occasion. Examples of extreme hairstyles, including close shaved, decoratively shaved, two-tone colouring, extensive highlighting and decorative braiding, are not allowed.
- Any dyed hair must be a natural hair colour.
- Hairbands and slides, if worn, should be bottle green or plain black.
- Jewellery is not to be worn in the Academy (this includes bracelets, necklaces and rings)
- Watches may be worn, but no bracelets except charity and medical bracelets. **Smartwatches are also not allowed on site as they are a mobile communication device.**
- Pupils may wear a discreet amount of mascara only. Students with excessive make-up will be asked to tone this down. Fake tan is not allowed.
- Nail varnish or false nails are not allowed; nails should be of a safe length to avoid injury to self or others. False eyelashes or other decorative items are also not permitted.

Please remember:

- Academy uniform should not be mixed with non-uniform items.
- The sports clothing specified in the uniform list must be worn for PE and games, and for matches with other schools.
- All uniform must be clearly labelled. The use of laundry markers is proving to be most effective in the re-turn of mislaid items.
- In travelling to and from the Academy, while at the Academy, and while representing the Academy at functions or matches, pupils must wear full Academy uniform.
- Uniform is also normally worn during educational visits

Note - If a pupil arrives at school with incorrect uniform their College Leader/member of the Senior Leadership Team may:

- (a) Send the pupil home to change, having first contacted the parents,
- (b) Provide a change of uniform,
- (c) Send the pupil to the isolation room to work for the day.

The Principal's decision on acceptable uniform is final.

School Trouser & Skirt Guidance

The following information has been provided to help parents and carers in identifying what styles of trousers and skirts are suitable for school wear.

Our Uniform Policy clearly stipulates that tight fitting trousers, leggings, shorts, cargo pant or fashion trousers of any kind are not permitted in school.

Whilst this is not designed to be an exhaustive list, and bearing in mind that shop stock and styles will change, we hope that this guidance will be useful when purchasing school uniform items for your child.

Thank you in anticipation of your full support.

Suggested suppliers in this booklet include:



PB Sports supplies Tudor Grange Academy bespoke School Uniform and PE kit. The address for PB Sports is Unit 8 Waterloo Avenue, Chelmsley Wood Industrial Estate, B37 6QQ. Tel: 0121 770 8000. <https://www.pbsportonline.co.uk/tudor-grange-academies-trust>

Early Years Schoolwear currently stock Tudor Grange Solihull and have all trousers and skirts in stock. The address for Early Years Schoolwear is 407 - 411 Stratford Road, Shirley, B90 4AA. <http://www.earlyyearsschoolwear.com/c/1678/Tudor-Grange-Academy>

Examples of Prohibited Trousers

The following items are an indicative gallery of prohibited items. They are not appropriate for school wear and must not be worn.

As fashions change quickly, this gallery may not show all pictures of prohibited items. Be sure that you are purchasing appropriate school wear please contact the Academy with any queries.



Acceptable Footwear

Examples of shoe styles that are acceptable and suitable to be worn with uniform.



Unacceptable Footwear

Unacceptable styles that must not be worn. For example, black or dark trainers, ballet pumps and canvas pumps including leather Vans or Converse style shoes.





Academy Uniform Check List

| | |
|---|--|
| Academy blazer | |
| White shirt with top button | |
| Academy tie | |
| Pullover (compulsory October half term to Easter) | |
| Grey trousers | |
| Grey boxed pleat skirt | |
| Socks (plain black, or grey) | |
| Tights (black, grey or neutral) | |
| Black leather shoes | |
| PE polo shirt | |
| Shorts | |
| Rugby shirt (boys) /Fleece and or Hoodie (girls) | |
| Astro turf trainers | |
| Shin guards | |
| Water bottle | |
| ID Card, Lanyard and Holder | |

Stationery Check List

| | |
|---------------------------------------|--|
| Bag (big enough to hold an A4 folder) | |
| 2 Pens (at least) / 2Pencils | |
| Pencil sharpener and Eraser | |
| Ruler (minimum 15cm) | |
| Glue stick | |
| Green pen | |
| Highlighter | |
| Maths calculator (Casio fx-83GT plus) | |
| Named pencil case | |
| Reading Book | |

PB Sports

Official Uniform and PE kit supplier for the Academy



PB Sports is conveniently located one minute from the Academy.

PB Sports

Unit 8 Waterloo Avenue, Chelmsley Wood Industrial Estate, B37 6QQ

Tel: 0121 770 8000

Email: info@pbsports.co.uk

Web : www.pbsportonline.co.uk



Uniform is only available via an online order, click and collect service.

<https://shopify.pbsportonline.co.uk/collections/tudor-grange-academies-trust>

