



# Tudor Grange Academies Trust

**What we do here at Tudor Grange Academy – Meon Vale**  
**Positive Behaviour and Anti-bullying**

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## 1. Our Vision and Values

At Tudor Grange Primary Academy – Meon Vale, we pride ourselves in being part of a family of schools who are strong together in the Tudor Grange Academies Trust. We believe in getting the fundamentals right from the start and sharing with our pupils and community the values that we have created that underpin our foundations evidenced through our actions and not words alone.

At the heart of our ethos and culture is Maslow's Hierarchy of Needs – we want our school community of pupils, staff, parents to feel safe, valued, respected and understood as individuals; to have a shared responsibility in supporting the wellbeing of our school and wider communities as a collective. Only then can we strive for individual and collective 'betterment'.



At the start of each academic year, our core values are discussed by each class to establish their age-appropriate understanding of our core values in action.

The promotion of modern British values are embedded in our school and Trust core values.

An adult-speak version of our core values can be seen as:

### **KINDNESS AND COMPASSION:**

- Being considerate, patient and thoughtful
- Tolerating the thoughts of others and challenging them respectfully where appropriate
- Developing in our pupils and our community a "sympathetic consciousness of others' distress together with a desire to alleviate it"

### **RESPONSIBILITY:**

- Contributing positively in our school and wider community
- Being ready to learn and to always do our best
- Attending school punctually and maintaining high expectations of attendance
- Wearing our full uniform with pride
- Treating our school like our homes and looking after our own and other people's belongings
- Being considerate and courteous in our actions and words

### **RESPECT:**

- Treating others as we would want to be treated ourselves
- Developing self-respect and taking responsibility for our actions in order to grow into the best versions of ourselves
- Listening and responding to staff and other pupils positively
- Recognising the importance of mental health and wellbeing and knowing we can reach a point when our buckets are full which affects our abilities to regulate our behaviours without support
- Knowing who our safe people and places are to buffer us when we need extra support

## **2. The Behaviour Curriculum at Meon Vale Primary Academy**

To achieve a positive learning culture, we will ensure that all expected behaviours are modelled and reinforced in all aspects of school activities. The table below outlines many of these.

<p><b>Greeting adults and visitors</b></p> <ul style="list-style-type: none"><li>• Be respectful and polite</li><li>• For example:</li><li>• “Hello Mrs Powar, how are you?”</li><li>• “Good morning and welcome to Tudor Grange Academy – Meon Vale”</li></ul> <p><b>Be Smart – Think Smart</b></p> <ul style="list-style-type: none"><li>• Wear your school uniform with pride</li><li>• Live our school core values and school code through your actions</li></ul> <p><b>The right fuel at the right time</b></p> <ul style="list-style-type: none"><li>• Only bring water into school in water bottles</li><li>• Only bring a healthy snack for breaktime</li></ul> <p><b>When arriving at school</b></p> <ul style="list-style-type: none"><li>• Enter through the pupil entrance</li><li>• Wear your full school uniform following the school uniform guide</li><li>• Arrive in class by 8:45 am</li><li>• Dismount bikes/scooters before entering the school gate. Walk with bike/scooter taking into account personal safety and safety of others. Park bike/scooter responsibly and respectfully</li></ul> <p><b>When entering your classroom</b></p> <ul style="list-style-type: none"><li>• Hang your coat and bag on your peg/drawer to keep it tidy and others safe</li><li>• Greet your teacher on the door</li><li>• Enter the classroom calmly</li></ul> <p><b>Throughout the lesson</b></p> <ul style="list-style-type: none"><li>• Remain in your seat /carpet space</li><li>• Respect the space and property around you</li><li>• Follow all the instructions given by your teacher</li><li>• Only leave the classroom if you have permission from your teacher</li></ul>	<p><b>How we communicate with peers</b></p> <ul style="list-style-type: none"><li>• Speak to each other in a calm tone</li><li>• Keep your hands to yourself</li><li>• Treat each other equally regardless of any differences</li></ul> <p><b>When attending assembly</b></p> <ul style="list-style-type: none"><li>• Walk from your classroom to the hall quietly and calmly</li><li>• Sit with your class or in a safe space</li><li>• Be exemplary in your sitting and listening (remember dominoes)</li></ul> <p><b>When using the toilets</b></p> <ul style="list-style-type: none"><li>• Use the toilet at break and lunch time</li><li>• Wash your hands after using the toilet</li><li>• Treat all facilities respectfully</li></ul> <p><b>During a fire drill</b></p> <ul style="list-style-type: none"><li>• Leave your belongings</li><li>• Exit the building with your class in a calm manner</li><li>• Line up in silence</li><li>• Remain standing face forwards</li></ul> <p><b>When leaving the school site</b></p> <ul style="list-style-type: none"><li>• Leave through the correct exit</li><li>• Say “Goodbye” to staff as you leave</li><li>• Collect bike/scooter from the storage area responsibly and respectfully and walk with bike/scooter taking into account personal safety and safety of others</li><li>• Only mount your bike/scooter when you have passed the school gates.</li><li>• Stay close to the adult who has come to collect you from school on your journey home.</li></ul>
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<p><b>When exiting the classroom</b></p> <ul style="list-style-type: none"> <li>• Exit classrooms quietly and calmly</li> <li>• Exit the classroom as directed by the teacher</li> <li>• Walk calmly to the right place for your class (ie MUGA, Dining Hall, Playground)</li> </ul> <p><b>In the Dining room</b></p> <ul style="list-style-type: none"> <li>• Queue in single file</li> <li>• Use inside voices</li> <li>• Remain seated when in the dining room</li> <li>• Sit sensibly and talk to children on your table, not shouting to others in the hall</li> <li>• Ensure all litter is placed in the bin</li> <li>• Remove coats when seated and place on seat before you sit down</li> </ul> <p><b>Outside during break/lunch</b></p> <ul style="list-style-type: none"> <li>• Football is only permitted in the MUGAs (Multi-use Games Areas)</li> <li>• Be sensible and calm in the quiet area</li> <li>• Put all litter in the bin</li> </ul> <p><b>How we communicate with staff</b></p> <ul style="list-style-type: none"> <li>• Use a calm tone and quiet volume</li> <li>• Use good manners</li> </ul>	
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When in lessons, pupils are encouraged to be active learners, participating with respect and demonstrating positive learning behaviours. Lessons may include:

Lesson structure	Expectations
Respectful teacher led discussion	<ul style="list-style-type: none"> <li>• Stay in your seat and sit on chair alert and upright with all chair legs on the floor</li> <li>• Listen carefully</li> <li>• Raise your hand to ask and answer questions</li> <li>• Only speak when the teacher asks you to</li> <li>• Only one person can speak at a time</li> <li>• Face the front of the class</li> </ul>
Independent Learning	<ul style="list-style-type: none"> <li>• Stay in your seat</li> <li>• Work using the appropriate voice for the task</li> <li>• Raise your hand if you need the teacher</li> <li>• Complete your work to the best of your ability</li> <li>• Keep yourself focussed on your own work</li> <li>• Allow others to work without interruption</li> </ul>
Polite Group work	<ul style="list-style-type: none"> <li>• Focus on the task you have been set</li> <li>• Respect all members of the group and ensure that all are given an opportunity to participate</li> <li>• Use the space directed to you by the teacher</li> <li>• Use the volume directed to you by the teacher</li> <li>• Allow other groups to work without interruption</li> </ul>

Pupils are taught these behaviours through lessons, assemblies and modelling by staff.

### 3. Uniform

Tudor Grange Academy is very proud of the standards it maintains with uniform. This is achieved through the partnership between the Academy and home. To enable you to support the Academy, the full uniform requirements are listed on our website. Uniform Guide Link <https://www.meonvale.tgacademy.org.uk/parents/uniform/>

### 4. Equipment Expectations

Pupils are expected to have a book bag, ruck sack and water bottle as part of their essential items for school. Pupils in KS1 are not required to bring a pencil case. Pupils in KS2 are able to bring in a suitable pencil case (including for example: pencils, pencil crayons, highlighter, rubber, pencil sharpener). This is not an essential item.

Mobile Phones are NOT allowed at the academy. We understand that some parents / carers feel strongly that they want their child to have a phone on their way to and from school. In these cases, parents / carers should support the academy in ensuring that their child/ren understand that mobile phones must be handed in to the school office and be collected when they leave the school site.

Should a phone be seen or heard it will be confiscated and handed to the school office staff who will contact parents and they will need to collect the phone from the school office.

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

### 5. Rewards

We aim to recognise all pupils' positive contributions to Academy life. The Academy's reward system acknowledges academic success, good attendance, positive behaviour and those pupils who represent the Academy. The school has four houses linked to Shakespeare's family tree to reflect the local context of the school and develop opportunities for building cultural capital through the curriculum. **The four houses are Arden – Hall – Hathaway- Shakespeare.**

The awarding of House points is an important part of maintaining pupil motivation and high expectations. House points are awarded to each pupil individually and collated using Class Dojo in Nursery and Carrot Rewards in Reception, KS1 and KS2. House points are shared weekly in our Achievement Assembly and half-termly with parents in our Tudor Times Newsletter. House points are also on display live on the school website.

Certificates are awarded for milestone house points achieved. At the end of the year, pin badges are awarded for milestone house points awarded over the academic year.

25 House points Certificate	50	House points Certificate
75 House points Certificate	100	House points Certificate
125 House points Certificate	150	House points Certificate

Milestone badge to reward 200+ House points end of the year.

## Weekly Rewards

- House Points are awarded across four main learning behaviours and attitudes to learning: **Resilience in Learning, Teamwork, demonstrating the Academy's Core Values, Achievements rewarded by Class Teachers, Phase Leaders and Principal** (including personal, social and emotional and academic)
- House point totals are collated each week and shared with pupils in the Achievement Assembly. The winning house is announced and pupils are congratulated for their achievements
- House point certificates are awarded to pupils for achieving milestones as above
- Pupils who have demonstrated exceptional effort and progress in their work can visit the Phase Leader or Principal and are awarded 10 House points and 20 House points respectively
- Teachers can also award House points for pupils achieving Above and Beyond in school or outside of school
- Star of the Week certificates are awarded to one pupil from each class each week for their learning and progress
- Love of Reading Certificates are awarded to one pupil from each class each week for demonstrating their positive attitudes to reading for enjoyment
- Golden Book Nominations – one piece of work completed by a pupil from each class, selected by Class Teacher, added to the school Golden Book
- The class with the highest attendance for that week are awarded the Attendance Cup which is kept in their classroom
- Pupils who have participated in Times Tables Rock Stars, Mathletics and Numbots are awarded their individual achievement certificates

	<b>+5 points</b> Above and Beyond
	<b>+1 point</b> House Point
	<b>+10 points</b> Phase Leader Award
	<b>+20 points</b> Principal's Award
	<b>+1 point</b> Resilience
	<b>+1 point</b> School Values
	<b>+1 point</b> Teamwork

## Half Termly Rewards

- The class with the best attendance are awarded a class treat
- Pupils who have read the target number of books in their year group reading spine are awarded a raffle ticket for a book raffle. One pupil from each class wins a book for their age range
- Pupils are awarded Reading Spine certificates for reading or exceeding a target number of books

## Termly Rewards

- Pupils with 100% attendance for the term are awarded a Gold Excellent Attendance Certificate
- Pupils with attendance between 96% and 99% are awarded a Green Good Attendance Certificate

## Annual Rewards

- Pupils with 100% attendance for the Year will receive a Gold Outstanding Attendance Certificate
- Pupils with 96%+ attendance for the year will receive a Green Good Attendance Certificate
- The House who has achieved the most points is awarded the House Cup
- Pupils who have achieved 200 House points or above will be awarded a badge to acknowledge this

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

- Praise / verbal comment
- Stickers
- Praise postcard sent home
- Prominent display of pupils' work
- Visit to class by member of SLT (Phase Leaders/Principal) to praise work or conduct of an individual or class

## 6. **Pastoral support and additional intervention**

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

Tier	Tier entry requirements	Support provided:
0	<ul style="list-style-type: none"> <li>Pupils who receive occasional negative behaviour points</li> </ul>	<ul style="list-style-type: none"> <li>The consequence system to be used to act as a deterrent – child who rarely shows negative behaviour is reminded and does not repeat.</li> </ul>
1	<ul style="list-style-type: none"> <li>Pupils who accumulate repeat negative behaviour points.</li> <li>Pupils who are involved in a significant behaviour event</li> </ul>	<ul style="list-style-type: none"> <li>Class teacher discusses behaviour changes with child</li> <li>Restorative conversations are held</li> <li>Class teacher discusses with parent/carer</li> <li>Class teacher initiates a behaviour chart with behaviour targets</li> </ul>
2	<ul style="list-style-type: none"> <li>Pupils who continue to accumulate negative behaviour points despite Tier 1 support</li> <li>Pupils who are involved in a significant behaviour event</li> </ul>	<ul style="list-style-type: none"> <li>Class observations – SLT/Phase Leader/SENCo</li> <li>Teacher Record/Tally Card to be completed for a week - identify triggers</li> <li>SEND specific support (if appropriate)</li> <li>(EAA) Emotionally Available Adult (Thrive Lead Practitioner) will advise or support, dependent on need.</li> <li>Parent meeting with Phase Leader/SLT member and Class teacher</li> </ul>
3	<ul style="list-style-type: none"> <li>Pupils who continue to accumulate negative behaviour points despite Tier 2 support</li> <li>Pupils who are involved in a significant behaviour event</li> </ul>	<ul style="list-style-type: none"> <li>SEND specific support (Specialist Teacher Services/SAP WCC support if appropriate)</li> <li>Bespoke intervention programmes (if appropriate)</li> <li>SLT Targeted Action Plan (6 weeks) written with parents.</li> <li>Daily catch up with SLT/Phase Leader/SENCo</li> <li>Seek outside agency support e.g. Early Help</li> </ul>
4	<ul style="list-style-type: none"> <li>Pupils who continue to accumulate negative behaviour points and/or Suspension despite Tier 3 support.</li> <li>One off serious incident</li> </ul>	<ul style="list-style-type: none"> <li>Parent meeting with the Principal</li> <li>Pastoral Support Plan written and actioned (6 weeks)</li> <li>Bespoke intervention programmes (if appropriate).</li> <li>SEND specific support (if appropriate)</li> <li>Additional pupil/family support (depending on need)</li> <li>Managed move (if appropriate).</li> </ul>
<b>The final decision on Tier support will be at the discretion of the Principal.</b>		

At Tudor Grange Primary Academy- Meon Vale, we consider each pupils circumstances and offer a range of additional support that may include:

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



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

## **7. Behaviour management systems**

- 1) In lessons it is expected that
  - Teachers plan every lesson applying the principles of Quality First Teaching (QFT).
  - The high expectations outlined are understood, taught, and applied in every lesson.
  - Teacher specific norms and routines are clearly understood for example movement in class, the way in which work is handed in and what pupils should do when tasks are completed.
  - The teacher should clearly identify to pupils what learning mode they are working in.
  - Explanations are clear.
  - Work requirements of pupils are clearly set out, and progress is monitored carefully; clear instructions are given so that activities run smoothly.
  - Poor behaviour is handled quickly and calmly so that the pace of a lesson is not lost, and further disruption is minimised.
  - Teachers have developed good listening skills and react appropriately to pupils' responses.
  - Utilise additional behaviour management strategies and de-escalation techniques to further support pupils in meeting the expected high standards of behaviour.
  - Work set is appropriate to pupils' abilities.
  - Lesson objectives are shared with pupils and clear goals are set for each work activity.
  - Staff need to 'own the door frame' of their classroom, greeting pupils on arrival and dismissing them in an orderly manner.
  - Classrooms are set out to suit a particular activity as far as possible.
  - All classes need a seating plan. The seating plans may change based on activity but should always be designed in a way which encourages focus from all pupils.
  - External interruptions are minimised wherever possible.
  - Appropriate materials for a given activity are available.
  - Good behaviour should be recognised and rewarded.
- 2) Where a sanction is necessary for behaviour that does not meet expectations, the following general rules should be observed.
  - Teachers should avoid whole group sanctions for the activities of individuals unless there are exceptional circumstances.
  - Where possible, those who have instigated disruption should be identified.
  - Sanctions should be in proportion to the offence.
  - Whatever sanction is employed pupils should be left in no doubt as to why they are being sanctioned and how, through improvements in behaviour, they can avoid a recurrence.
  - If a pupil accumulates three warnings in a lesson for low level disruption a member of SLT should be called who will speak to the pupil to "refocus" their behaviour. Pupils will be returned to lesson following a successful refocus conversation. The teacher should call the parents/carers of the pupil by the end of the day to discuss the incident.
  - If a high-level incident occurs, SLT should be called immediately, and the child will be removed.
  - Should a fourth incident occur in the lesson, SLT will be alerted again, and the pupil will be removed from the lesson to a "Quiet area" and miss some break time. The teacher should call the parents/carers of the pupil by the end of the day to discuss the incident and reason for the loss of break.

- Where a pupil has been removed to a “Quiet area” staff should meet with pupils to conduct a restorative conversation at the earliest opportunity on the same day.

Tiered Consequence	Explanation and Feedback
<b>Step 1</b>	<b>Verbal Warning</b> The child is spoken to about breaking the rules and that they are now receiving a specific warning in relation to the behaviour and there will be a consequence if the behaviour does not change
<b>Step 2</b>	<b>Teacher Verbal Warning and Discussion</b> As the child has chosen not to follow rules, they will now stay with their teacher for part of their break/lunchtime to discuss their behaviour and identify ways of improving their choices to meet expectations required. <b><i>1 Behaviour point logged on Bromcom.</i></b>
<b>Step 3</b>	<b>Playtime/Lunchtime with Phase/SLT Lead</b> As the child has continued to choose not to follow the rules they will miss more of their social time and reflect on their choices with a ‘A Restorative Conversation Record’ to support a restorative conversation. <b><i>2 Behaviour points logged on Bromcom.</i></b>
<b>Step 4</b>	<b>Removal from class</b> The pupil has continued to choose not to follow the rules and as a result: <ul style="list-style-type: none"> <li>The pupil will work/spend time with the Phase Leader/Principal as follows:  Reception – KS1 Phase Leader  Year 1 – KS1 Phase Leader  Year 2 – EYFS Phase Leader  Year 3 – Year 4 Teacher  Year 4 – Year 3 Teacher</li> <li>A restorative conversation will be held and recorded on a ‘Put it right’ form</li> <li>Pupils will be returned to a lesson following a conversation and time out</li> <li>Class Teacher will call the parents/carers of the pupil to discuss the incident</li> </ul> <b><i>3 Behaviour points logged on Bromcom</i></b>

## Negative behaviours

Below is a table that links the steps we sanction at TGPAMV to maintain a positive learning environment and ensure all pupils feel safe.

	Teacher Verbal Warning and Discussion (-1 point)	Playtime/ Lunchtime with Class Teacher (-2 Point)	Phase Leader/involved pupil works elsewhere (-3 Points)	Internal Exclusion with member of SLT (-5 Points)
Step 2				
Step 3				
Step 4				

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

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

- Bi-phobic behaviour (child-on-child abuse).
- Homophobic Behaviour (child-on-child abuse).
- Racist behaviour (child-on-child abuse).
- Radicalised behaviour.
- Transphobic behaviour (child-on-child abuse).
- Dangerous behaviour.
- Disability discrimination (child-on-child abuse).
- Verbal abuse (child-on-child abuse).
- Refusing to Follow Instruction.
- Possession of prohibited items.
- Physical Abuse Pupil (child-on-child abuse).
- Persistent disruptive behaviour.
- Fighting (child-on-child abuse).
- Bringing the Academy into disrepute.
- Malicious allegations.
- Use of a prohibited item.
- Possession of smoking or vaping paraphernalia.
- Vandalism.
- Theft.
- Smoking or vaping.
- Bullying (child-on-child abuse).
- Bi-phobic bullying (child-on-child abuse).
- Transphobic bullying (child-on-child abuse).
- Racist Bullying (child-on-child abuse).

- Cyber bullying (child-on-child abuse).
- Drugs or Alcohol.
- Pornography (child-on-child abuse).
- Physical Abuse Adult.
- Sexting (child-on-child abuse).
- Sexual harassment (child-on-child abuse).
- Sexual Violence (child-on-child abuse).
- Up skirting (child-on-child abuse).
- Initiation/Hazing (child-on-child abuse).
- Weapon.

#### 1) Loss of break or lunchtime play

When pupils miss part of their social time at Step 1, they will spend time with their teacher who will discuss the issue leading to this consequence. When pupils miss and complete a 'Restorative Conversation Record' to reflect on the reasons for and the implications of their behaviour.

#### 2) Internal Exclusion (IE)

Pupils will work in a 'quiet area' supervised by SLT for a morning, afternoon, or whole day. Period determined by the severity of their behaviour. All class work will be explained, and the pupil will be expected to complete this during their isolation period. The pupil will not be out at social times unless unaccompanied by a member of staff.

### **8. Bullying**

#### 1) How to raise a concern regarding bullying

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

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

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

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

#### 2) Action to be taken if bullying occurs:

When bullying is reported it will be taken seriously.

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

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

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

#### **INFORM**

Complete a pupil statement. Form to be placed in pupil's file and logged on My Concern

The investigating member of staff to inform:

- Teaching staff and support staff
- Parent of victim
- Parent of bully

The academy informs the parents of both the victim and the bully, to outline action taken and to highlight the need for their support and vigilance, and to advise parents not to get involved in incidents themselves. The situation will be monitored and reviewed as necessary.

#### **VICTIM**

If additional support is required, depending on the nature and seriousness of incident, this support could be given by an appropriate member of staff.

Staff will work with the victim, and wherever possible their parents/carers, to help them feel safe and find coping strategies and responses to bullying. This may involve input from Thrive Lead Practitioner or member of SLT.

#### **BULLY**

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

Incidents to be addressed as appropriate with use of sanctions and /or support. The Bully will be enrolled onto "The Tier System of Pastoral support"

The bully may require support. This support may involve input from the Thrive Lead Practitioner or member of SLT

### 3) Cyber bullying and online incidents

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

- 4) Children should be careful who they give their phone number to or invite into their personal space over the internet and are encouraged to report any offensive message. Teachers will encourage victims to save messages or screen print information that they are concerned about and share with a trusted adult. When pupils report offensive messages, the academy needs to take the complaint seriously; the child's family might also need to contact the police. If one or more pupils on a persistent basis have carried out such bullying, or there has been a threat of violence, it will need to be dealt with firmly. The same also applies to malicious emails etc. sent by other pupils.
- 5) We strongly advise parents to closely monitor their child's use of the internet and remind them that social network sites such as WhatsApp, Snapchat and Instagram have age restrictions, exceeding those of the primary age phases.

### 9. Parent/Carer Expectations

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



Tudor Grange Primary Academy  
**Meon Vale**

## HOME-SCHOOL AGREEMENT

Name: \_\_\_\_\_ Year Group: \_\_\_\_\_

### The school

#### We shall:

- Promote the implementation of our core values: **Kindness and Compassion, Responsibility and Respect**
- Care for your child's happiness and well-being
- Be courteous and professional
- Be open and welcoming and provide opportunities for you to be involved in school life
- Achieve high standards through good relationships, high expectations and clear boundaries
- Fulfil our role in promoting the welfare and safety of our school community
- Provide a balanced and enriched curriculum
- Keep you informed about general school matters and your child's progress in particular
- Work with other schools and multi-agency professionals to meet the needs of your child
- Give you opportunities to consult on plans and projects based on school improvement

### Parents / Carers

#### I/we shall:

- Promote the implementation of our core values: **Kindness and Compassion, Responsibility and Respect**
- Ensure that my child attends school and is punctual
- Ensure my child attends in the correct school uniform
- Make the school aware of concerns or problems that might affect my child's work or behaviour
- Be polite and courteous in all my/our dealings with school
- Support all school expectations and policies in full
- Support my child with home learning
- Take responsibility for my child's behaviour
- Attend parental consultations to discuss my child's progress
- Not use social media in a way that causes grievance to the school, its staff or other parents and children

### The pupil

#### I shall:

- Promote the implementation of our core values: **Kindness and Compassion, Responsibility and Respect**
- Attend every day and arrive punctually
- Wear the correct school uniform at all times
- Bring all the equipment I need every day
- Be courteous, polite and helpful to all members of the school community
- Complete all my class work and homework to the best of my ability
- Look after all resources and equipment (my belongings, others' belongings and school resources given to me)
- Follow the school's **Pupil Code of Conduct: Be safe, Be respectful, Be ready and have pride**
- Always represent the school positively and responsibly, including to and from school.
- Not use electronic or social media in a way that causes grievance to the school, its staff or other pupils

Signed (pupil): \_\_\_\_\_ Date: \_\_\_\_\_

Signed (parent/carer): \_\_\_\_\_ Date: \_\_\_\_\_

Signed (teacher): \_\_\_\_\_ Date: \_\_\_\_\_



## Restorative Conversation Record

### Summary:

#### PUPIL

Can you tell me what happened?

What were you thinking/ feeling at the time?

How have you been thinking/feeling since it happened?

#### TEACHER & PUPIL

Who do you think has been affected by your actions?

How do you think it made them feel/how did it affect them?

What could you do now to help make things right?

#### PUPIL

How can we prevent this from happening again in the future?

How do you feel now? Do you feel like we need to talk some more?

Name:

Class:

Date:

Teacher:

RC No:

Parent informed: Yes/No