



Tudor Grange Primary Academy

# Meon Vale

## **Behaviour & Discipline Policy**

Date	May 2021
Written by	Tudor Grange Primary Academy Meon Vale
Review Date	May 2022

## **Ethos and Values**

Tudor Grange Primary Academy Meon Vale aims to provide a safe, caring and happy environment which allows every child the opportunity to flourish and shape their future lives, achieving more than they believe possible from whatever their starting point, and to make a valuable contribution to the academy and the wider community.

### Values

Tudor Grange Academies Trust is a family of academies with a shared ethos, common values and collective goals. We are working together in a model of meaningful, focused collaboration to achieve excellence in our schools.

Our four key values:

- Our children will live 'Happy, fulfilling lives'
- Outstanding teaching and learning is our core focus
- Outstanding Governance supports our schools
- Leadership and professionalism drives continuous improvement

## **Introduction**

The Behaviour Policy at Tudor Grange Primary Academy Meon Vale (TGPAMV) sets out the framework of the school's approach to encouraging good behaviour. This policy should be read alongside the Anti-Bullying policy, Safeguarding policy (peer on peer abuse, e-safety etc) and the Health & Safety policy.

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

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

### **1. To support Covid Security:**

#### **1.1 Social distancing**

Social distancing refers to actions to reduce the number and duration of contacts and increase the physical distance between individuals to slow the spread of COVID-19. Social distancing measures include actions that create more space between pupils in classrooms and corridors; and cancelling activities that bring pupils into close contact (e.g. assemblies) with others. Schools represent important settings for social distancing, as practices that promote social distancing may protect vulnerable children and limit secondary

transmission to adults in their households and communities. Schools also represent a challenging setting for social distancing, as multiple stakeholders with different needs are involved.

## **1.2 Rules and Code of conduct**

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

- promote and encourage a culture of positive engagement;
- set out clear practices which promote calm and orderly movement around TGPAMV;
- set out clear routines and expectations in our classroom routines;
- outline expectations of uniform, use of equipment, jewellery, hair and make-up regulations;
- set out clear routines and expectations for the behaviour of pupils across all aspects of TGPAMV.

These will include:

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

## **1.3 Rules of movement are:**

- non-essential movement around the building and site will be avoided;
- pupils will only use the toilets that have been allocated to their year group;
- move calmly and purposefully along the corridors, adhering to social distancing practices;
- leave TGPAMV at the end of the day sensibly and at the agreed time for your group;
- walk to or from TGPAMV demonstrating respect for private property and the local community;
- pupils must arrive to school at the designated time for their group and observe social distancing measures in place at the school gate.

## **1.4 Rules during social time:**

- When moving around the building and site pupils must abide by the rules, observing procedures allocated to each year group bubble (i.e. playground space).
- Break and lunch times will be arranged by the academy in a manner that supports the reduction of risk and maintains social distancing measures. All pupils will receive clear guidance as to the arrangements for social times and the expectations of them during these times.
- Pupils must use the toilet designated to them, when it is designated. Pupils must only enter the toilet facilities if there is a free cubicle. On exiting the toilet pupils must wash and dry their hands thoroughly.
- Pupils are only permitted to eat and drink in designated areas. Pupils must wash and dry their hands/use hand sanitiser prior to eating/drinking.

- Pupils are not permitted to share food or drink.

### **1.5 Rules on hygiene are:**

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

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

### **1.6 Classroom routines are:**

- sit and stay in the seat designated to them by the teacher
- refrain from moving tables or chairs
- listen carefully when the teacher or another person is talking
- be polite and show respect for other people
- always try their best without disturbing others
- avoid contact with anyone in the classroom and stay within your designated area;
- teachers will not be permitted to collect in or mark books;
- look after and respect the buildings and minimise contact with furniture in the classroom and around the school;
- do not eat in classrooms, corridors or on the site at any time, unless otherwise instructed by an adult.

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

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

It is anticipated that pupils will receive the occasional WARNING in their time with us. Hopefully, as pupils become more accustomed to the practices within the Covid-19 protection rules the great majority of pupil/teacher contact will be positive and enthusiastic.

Pupils should quickly become used to operating within the confines of our new routines and expectations. This will also include settling to work quickly, listening properly to the ideas of others, participating constructively in discussion and adhering to health and safety requirements.

## 2. Roles and responsibilities

Pupils are expected to:

- maintain excellent levels of attendance and punctuality;
- know what TGPAMV means by positive behaviour;
- know and understand all the rules and positive learning behaviours;
- follow TGPAMV's Code of Conduct and demonstrate the Tudor Values;
- accept and respect rewards for good behaviour and praise;
- understand that poor behaviour is unacceptable and will result in a consequence;
- take responsibility for ensuring they follow the routines and expectations of the academy.

Parents are expected to:

- accept and support TGPAMV's behaviour, attendance and punctuality procedures;
- recognise the school's need to balance the rights of the individual pupil with the effective conduct of TGPAMV as a whole;
- provide direct practical support to ensure that the child abides by the rules, for example ensuring correct TGPAMV uniform, daily punctuality and homework undertaken in line with shared expectations;
- participate in the academy's behaviour-related procedures, for example monitoring the reading diary, and attending meetings with TGPAMV staff to discuss the child;
- inform TGPAMV of any personal circumstances which may be relevant to the child's in-school behaviour;
- take an interest in the child's in-school behaviour, using home-based rewards or sanctions in support where appropriate;
- follow the appropriate procedures for contacting TGPAMV when it is necessary.

Staff are expected to:

- understand that the academy's standards of behaviour and promote the Tudor Values;
- rigorously and continuously monitor attendance and punctuality;
- address attendance and punctuality concerns and celebrate pupil success;
- support the standards of TGPAMV publicly;
- apply the positive learning behaviour model routinely and consistently;
- consistently apply procedure for rewarding good behaviour;
- consistently and fairly apply the consequence system when dealing with behaviour which falls below the expectations of the academy;
- apply standards in their own classrooms, including any agreed routines for classroom conduct;
- take responsibility for maintaining standards outside the classroom i.e. in corridors and shared spaces;
- Never ignore behaviour which falls below the agreed standard of the academy, whether within or outside TGPAMV, responding appropriately according to circumstances.

Trustees are expected to:

- fulfil the requirements of the law in relation to Trustees' responsibilities regarding attendance and discipline at TGPAMV;
- 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 head and staff in the operation of all attendance and behaviour-related procedures pertaining to the day-to-day running of the school;
- If appropriate, to assist in the monitoring and evaluation of standards of behaviour to include:
  - a. celebrating positively the standards expected and achieved by our pupils, both within TGPAMV, on the board and in the wider community;
  - b. monitoring the functioning of the TGPAMV behaviour policy by analysis of a range of available indicators;
  - c. receiving any representations by parents regarding the fixed term exclusion of their child;
  - d. ensuring a fair and consistent application of the policy regarding permanent exclusion.

The Board of Tudor Grange Academy Trust 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 (see Anti Bullying Policy) in a timely and efficient manner;
- parents to encourage their children to show respect and support the Academy's authority to discipline its students;
- Principals/Heads of School to help to create that culture of respect by supporting their staff's authority to discipline students and ensuring that this happens consistently across the Academy;
- local 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 pupil's behaviour and will be well supported by the senior leadership team at the Academy to help them achieve this;
- that every student is taught common routines which are expected in all aspects of the Academy.

### **3. Curricular Entitlement**

The curriculum organisation of Tudor Grange Primary Academy Meon Vale encourages responsible attitudes by:

- ensuring an entitlement curriculum that is accessible to ALL pupils;
- encouraging all pupils to take responsibility and make decisions about their own learning needs;
- developing the necessary skills and attitudes to enable pupils to take increasing responsibility for their own learning;
- ensuring a broad and balanced curriculum including extensive opportunities for wider curriculum activities;
- ensuring that equal opportunity is a practical reality in relation to the teaching and learning experiences of each individual student.

### **4. Reasonable adjustments.**

Under the Equality Act (2010) schools are required to make changes in their provision so that all children can access their facilities and services. Reasonable adjustments are 'changes made' to ensure that pupils who require additional support can participate in their education. TGPAMV will make special educational provision for pupils with SEND and those whose behaviour-related learning difficulties call for it to be made.

The school is alert to the potentially disproportionate impact of the behaviour policy on vulnerable children. Where the misbehaviour of pupils is related to a particular need the school will make reasonable adjustments to enable those pupils to be included within the school community. Please note defining 'reasonableness' is important and does not require an Academy to compromise its standards on behaviour.

#### **4.1 When considering reasonable adjustments, TGPAMV will consider whether:**

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

## **5. Standards**

### **5.1 Reading Diary**

- The Reading Diary is an essential part of a pupil's equipment. The diary supports pupils with their effective organisation; imperative for self-propelled learning at home.
- Pupils are required to bring their diary to school on each occasion they attend.
- Staff will not routinely touch pupils' diaries; rewards will be given verbally, stickers given in adherence with hygiene protocols and sanctions recorded separately.
- When requested during lessons pupils must place their planner on their desk, open at the correct date or on a resource page that they are using.
- Pupils must not touch any other pupil's diary.

### **5.2 Uniform and appearance**

Pupils are always expected to wear the correct footwear and the correct uniform. If pupils are found to be wearing incorrect uniform, they will be issued with a reminder and they will be asked to wear uniform provided by the school. The following rules apply:

- school shoes must be black and able to be polished;
- hoodie tops are not part of our uniform and must not be worn to school;
- pupils may wear PE kit for the duration of the relevant day, to avoid changing times;
- pupils are expected to bring their diary and reading book every day.

For full information please see <https://www.meonvale.tgacademy.org.uk/parents/uniform/>

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

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

- Extreme hairstyles, cuts and colours are not allowed on any occasion. Examples of extreme hairstyles, including close shaved, decoratively shaved, colouring and highlighting, are not allowed.
- Hairbands and slides, if worn, should be bottle green or plain black.
- Pupils are permitted one pair of plain stud earrings (silver or gold). These are to be worn in the lower ear lobe only. No other piercings are allowed (nose, tongue or upper ear etc.)
- Watches may be worn, but no bracelets except charity and medical bracelets.
- Nail varnish or false nails are not allowed; nails should be of a safe length to avoid injury to self or others.
- The school supports and welcomes pupils with Afro textured hair to wear their hair in styles that promote the maintenance and upkeep without fear of penalisation.

### **5.3 Mobile phones**

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

Mobile phones must not be in pupil areas during the school day. This includes anywhere in school in the morning and in the afternoon. Mobile phones can be used before and after this time e.g. walking to and from school. Pupils who infringe the rules will no longer be permitted to bring their phone onto the school site. Pupils must turn off / silence any phones once they arrive on site and place them into the care of their class leader. To avoid the risk of breaching the protection rules we encourage parents and pupils to be considerate when applying this rule.

- On the first infringement of this policy, the mobile phone would be confiscated by a senior leader and taken to the office, where it would be securely stored. A record will be made of the incident and the pupil will be reminded of the expectation. The pupil will be able to collect the mobile phone at the end of the school day. On a first confiscation, but where there are aggravating factors such as rudeness on the part of the pupil, the imposition of an additional sanction will be considered.
- On the second infringement, the mobile phone would be confiscated by a senior leader and taken to the office, where it would be securely stored. Parents/carers will be informed of the situation and a request will be made that the phone is collected by a parent or carer.
- For repeated offences, pupils may be required to cease bringing their phone onto the school site.

### **5.4 Physical Education and PE kit**

- Pupils must be considerate of others and comply with health and safety protocols if they need to store their belongings during this period or get changed because of other circumstances.
- Pupils may be required to bring trousers and shorts to get changed into during wet weather lessons. This requirement will be communicated to parents and pupils.

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

The Trust expects its individual academies to implement a 'graduated approach' to behaviour management. The approach must be clearly organised and provide a clear progressive pathway of interventions.

## **7. Classroom management**

The classroom is the most important place in the school. The following characteristics all contribute to high standards of behaviour within the classroom:

- attendance and punctuality is monitored and any concerns are addressed in a timely manner;
- classroom routines are clearly understood and applied e.g. procedures are clearly understood regarding pupil discussion, participation in lessons, movement in class, the way in which work is handed in, and what pupils should do when tasks are completed;
- positive behaviour and those going 'above and beyond' will be acknowledged and rewarded to promote expectations to others;
- low-level disruption is addressed quickly and calmly so that the pace of a lesson is not lost, and further disruption is minimised;
- work set is appropriate to pupils' abilities and clearly explained;
- learning intentions (LIs) are shared with pupils and clear goals are set for each work activity;
- staff set the culture of their classrooms, greeting pupils on arrival and dismissing them in an orderly manner;
- pupil profiles inform provision for pupils with additional needs;
- pupils need a calm and purposeful classroom atmosphere;
- teachers have high expectations of all their pupils, in terms both of achievement and behaviour;
- when teachers are constructive, consistent and positive, and when they are specific about what behaviour is expected of a pupil and what is unacceptable;
- the conduct of teachers themselves is an important element of the ethos at TGPAMV;
- all classes have a seating plan that is available on request. These will often be dictated by the activity but particular attention should be paid to identifying the needs of the pupils, SEND support and Pupil Premium.

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

### **7.1 Rewards**

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

- Praise/verbal comment – an often underestimated, important reward.
- ‘Verbal rewards – as recognition of their positive behaviour, effort, attitude to learning and progress.
- ‘Reward stickers’ will be issued to pupils by members of staff.
- Pupils may also receive recognition in the form of:
  - written comment;
  - prominent celebration of pupils' work;
  - merits;
  - badges;
  - certificates for good attendance;
  - praise postcards;
  - public commendations (in assembly for example);
  - visit by or to Phase Lead Teacher to praise work of individual or class;
  - Visit by or to class by a Senior Leader or the Principal to praise good work or behaviour or outstanding achievement.
- Certificates and other commendations will be issued to pupils to recognise their continued positive behaviour, effort, attitude to learning and progress upon receipt of meeting merit totals.

## 7.2 Sanctions

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

- **Consequence 1:** (Reminder) This sanction is issued – explicitly – when a pupil is not behaving in a way in which the teacher (or any other staff member) deems appropriate i.e. not following the expected ‘positive learning behaviour’. ***This reminder stage must not be bypassed.*** It should be made clear to pupils through a verbal reminder what they should be doing.
- **Consequence 2:** (First warning) This sanction is issued – explicitly – when a pupil is continuing to behave in a way in which the teacher (or any other staff member) deems inappropriate i.e. not following the expected ‘positive learning behaviour’. ***This sanction should not be bypassed*** – and the pupil should know that he/she has been issued a first warning. The warning **should not** be given as a blanket warning to the full class. The behaviour should be noted on BromCom.
- **Consequence 3:** (Second warning) This sanction is issued – explicitly – when a pupil is continuing to behave in a way in which the teacher (or any other staff member) deems inappropriate i.e. not following the expected ‘positive learning behaviour’. ***This sanction should not be bypassed*** – and the pupil should know that he/she has been issued a second warning and be specifically reminded of what they are expected to do, and what will happen next. The warning **should not** be given as a blanket warning to the full class. The behaviour should be noted on BromCom. Pupils who have received a second warning will undertake a restorative conversation outside of learning time to support understanding and future positive choices. They may also be asked to complete ‘service’ to contribute positively to the TGPAMV community.
- **Consequence 4:** The pupil has continued to conduct themselves in a way which the teacher (or any other staff member) deems inappropriate and has been removed from a lesson to complete their work elsewhere because they have failed to follow instructions and meet classroom expectations. Behaviour has likely caused considerable disruption and inconvenience. When asked, the pupil must then go with the ‘On Call’ member of senior leadership to a designated location following any instructions given; the pupil must also adhere to social distancing protocols. Failure to do so will result in the pupil’s eligibility to attend school sessions being withdrawn. . A member of the Senior Leadership

Team will speak to the pupil and will report the incident directly to the Principal. Details of the incident will be logged on Bromcom and the teacher or member of Senior Leadership Team will contact their parent/carer to discuss the matter. Moving pupils to another classroom will be temporarily removed during covid restrictions and replaced with SLT on-call placing the pupil into a suitable location. **Please also see 'Internal Exclusion and TATE procedures' and 'On call procedures'.**

Where a pupil has failed to reflect and follow expectations their parent/carer will be contacted by a member of the Senior Leadership Team and the parent/carer may be asked to collect the pupil. **Please see 'Exclusions' for further details.**

### **7.3 On-call procedures:**

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

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

## **8. Exclusion**

### **8.1 Internal Exclusion (IE) and TATE (Tudor Alternative To Exclusion) procedures**

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

### **8.2 Action taken to prevent an Exclusion**

The purpose of TATE (Tudor Alternative To Exclusion) is to address the inappropriate behaviours exhibited by the pupil and help the child to understand their exclusion from the wider school community in an attempt to restore, repair and rehabilitate.

- Pupils in TATE will work with a designated member of staff, closely matched to their need, in an intensive intervention which will address the needs of the child and help to equip the child with the tools that they need to avoid further sanctions or repeating the negative behaviours that have been sanctioned.

### 8.3 Exclusion

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

- Fixed term exclusions will never be used informally or unofficially. Pupils who fail post-exclusions meetings do so because of disciplinary reasons
- Prior to any decisions on FTE (or IE) the senior team will consider the circumstances of the exclusions of the individual pupils. This must include consideration of the degree to which SEND was relevant to the behaviours leading to the final decision.
- The leadership will look at each incident carefully and where appropriate issue may take reasonable steps to avoid an external exclusion. A TATE sanction (Tudor's Alternative to Exclusion) may be issued as an alternative.
- A reintegration meeting including an individual Risk Assessment will be created/updated prior to the pupil being permitted to return to school. If it is deemed that the risk to other pupils/staff is significant due to the pupil's unacceptable behaviour, the Principal will withdraw the pupil's eligibility to attend TGPAMV for the designated sessions.
- On re-entry to the school after a period of fixed term exclusion a pupil may be automatically placed in IE, if necessary, until the Principal is confident the pupil is ready to enter back into mainstream lessons. Pupils must engage in a restorative conversation.

## 9. Serious Offences

For more serious incidents, the offence will be dealt with as soon as possible by the Principal or other senior leaders instructed to act on their behalf, and ideally on the same day. If necessary, a member of the Executive Leadership Team may be contacted to agree further action. A record will be kept on the pupil's file and appropriate sanctions may include:

- Cooling off period in school
- Withdrawal from circulation at break and lunchtime
- Withdrawal from lessons (arranged by leadership team only)
- Internal exclusion or TATE\* (arranged by leadership team only)

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

### 9.1 Illegal Substances

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

## 9.2 Sexual Violence and Sexual Harassment

- One-off incidents may be dealt with under the TGPAMV Behaviour and Discipline Policy or Anti-Bullying Policy.
- Appropriate disciplinary measures may be taken by the school. If there is an ongoing police or social care investigation this must not be jeopardised, but TGPAMV may still undertake its own disciplinary measures by considering the conduct of the alleged instigator(s) as part of their Behaviour and Discipline 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 instigator(s) will also be provided with support alongside any disciplinary measures.
- In cases of sexual violence, a risk assessment will be put in place immediately. In cases of sexual harassment, a risk assessment will be considered on a case-by-case basis.
- If cases reported to the police result in a conviction or caution, this Policy will be followed. This may involve consideration of permanent exclusion
- 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 school would seriously harm the education or welfare of the victim, and possible other children at the school. Sexual assault may also consider permanent exclusion amongst any other suitable sanctions in light of this policy
- 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 school may 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 Policy.

## 10. Use of Reasonable Force

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

- The term 'reasonable force' covers the broad range of actions that involve a degree of physical contact with 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.
- 'Reasonable in the circumstances' means using no more force than is needed. This can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
- Restraint means to hold back physically or to bring a 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. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil. Staff at TGPAMV are trained in 'Safer Handling' procedures.

## **11. Alternative provision**

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

Tudor Grange Primary Academy Meon Vale will 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. The following procedures will be in place:

- A personalised plan for intervention should be prepared by the school, setting clear objectives for improvement and attainment, timeframes, arrangements for assessment and monitoring progress, and a baseline of the current position against which to measure progress.
- Plans should be linked to other relevant information or activities such as PSPs or EHCPs for children with SEND.
- TGPAMV must maintain on-going contact with the provider and pupil, with clear procedures in place to exchange information, monitor progress and provide pastoral support.
- TGPAMV 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.

## **12. Off rolling**

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

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

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

## **13. Elective Home Education**

The DfE guidelines make it explicit that: *"Schools should not seek to persuade parents to educate their children at home as a way of avoiding an exclusion or because the child has a poor attendance record. In the*

*case of exclusion, they must follow the relevant legislation and have regard to the statutory guidance. If the pupil has a poor attendance record, the school and, if appropriate, local authority should seek to address the issues behind the absenteeism and use the other remedies available to them."*

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

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

## **14. Confiscation of Property**

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

**DANGEROUS AND BANNED ITEMS NOT TO BE BROUGHT INTO SCHOOL** The following items are not allowed in school: Dangerous Items:

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

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

Banned Items:

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

### **PROCEDURES FOR STAFF RIGHTS TO SEARCH**

1. If a member of staff finds a pupil in possession of a dangerous item, they should immediately confiscate it and call the 'on call' member of leadership.
2. If a pupil is found in possession of a banned item staff will take it to the Principal's office.

3. Items not allowed in school or being misused in school, but not listed above, will be confiscated by staff and taken to the Principal's office.
4. Senior leaders will keep a written record of the items handed in and these can be collected by a parent/guardian (over 18 years old) Monday to Thursday 8.00am to 4.30pm and Fridays 8.00am to 4.00pm.