



# Tudor Grange Academies Trust

## Tudor Grange Academy Behavioural Code of Conduct Annex

### “What we do here at Tudor Grange Academy Solihull”

**Please find a list of TGA Trust policies that should be read in conjunction with this document:**

- Behaviour Policy
- Exclusions Policy
- Safeguarding and Child Protection Policy
- SEND Policy
- Online Safety Policy

**Then, a list of localised Tudor Grange Academy Solihull policies which should also be read in conjunction with this document:**

- Exclusions Policy
- Complaints procedure
- Health and safety policy
- Mental Health policy
- Pupil Attendance and Punctuality Policy
- SEND Policy
- Sixth Form Disciplinary Policy

**Within this document, we will be sharing localised, Academy specific information falling under the following headings:**

1. Our Vision & Values
2. Praise & Rewards
3. Our Taught Behaviour Curriculum
4. Uniform Standards
5. Equipment Expectations
6. Mobile Phones
7. Pastoral Support and Interventions
8. Behaviour and Punctuality Management
9. Bullying
10. Parent/Carer Expectations
11. Banned and Prohibited Items

**Any items that do not feature under these headings can be found within the TGA Trust Behaviour Policy.**

# 1. Our Vision and Values at Tudor Grange Academy Solihull

At Tudor Grange Academy Solihull, we acknowledge that students need more than academic qualifications to flourish, succeed and lead happy, fulfilling lives. Consequently, we have designed and continue to reflect on the development of our Tudor Habits and Values. Our Character and Learning Habits have been selected by our Academy community and underpin the choice behaviours we wish to see from our student body:



**The Character Habits:** Encourage students to make wise decisions informed by a strong ethical foundation. The character habits is an umbrella term we use to describe for all the virtues/character traits that students will need to be a good person. Some subjects lend themselves easily to teaching students about the character habits.

**Examples of character habits that students, parents/carers and staff feel are particularly important are:**

**Responsibility:** The habit of being accountable for one's actions, choices, and obligations, and fulfilling one's duties and commitments with diligence and care.

**Integrity:** The quality of being honest, consistent, and principled in one's beliefs and actions, and aligning one's behaviour with one's values and moral standards.

**Empathy:** The ability to understand and share the feelings, perspectives, and experiences of others, and to respond with sensitivity and compassion.



**The Learning Habits:** Encourage students to hold themselves to high standards, be reflective in their approach to work and to manage their emotions and remain motivated when challenged. The learning habits is an umbrella term we use to describe for all the virtues and character traits that students will need to draw on to perform well in each subject. What this looks like will be different in every subject.

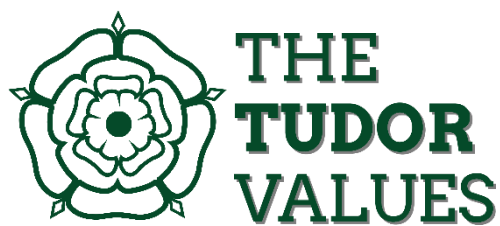
**Examples of learning habits that students, parents/carers and staff feel are particularly important are:**

**Resilience:** The ability to recover and adapt in the face of adversity or challenging situations. It involves a positive mindset, a willingness to persevere, and the ability to bounce back from setbacks.

**Curiosity:** A strong desire and motivation to learn, explore, and understand new things. It involves asking questions, seeking out information, and being open to new ideas and experiences. Curiosity can lead to greater knowledge, creativity, and personal growth.

**Reflective:** The ability and habit of carefully examining and evaluating one's thoughts, emotions, and behaviours to gain insight, learn from experiences, and make better decisions and improve work.

**Pride:** The habit of feeling proud of one's individual achievements and growth, as well as taking pride in the accomplishments of one's community. A sense of unity and collaboration, motivating students to strive for excellence in both their academic and extracurricular activities, and to support their fellow classmates.



**The Tudor Values:** Encourage students to play an active role within their democratic society.

**Tolerance & 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 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, 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.

At Tudor Grange Academy Solihull, we do not leave our vision for positive behaviour to chance.

To support the development of positive behaviour, we look to our Taught Behaviour & Character Curriculum and Personal Development Curriculum. These are designed to promote positive behaviour, strong relationships and a flourishing community.

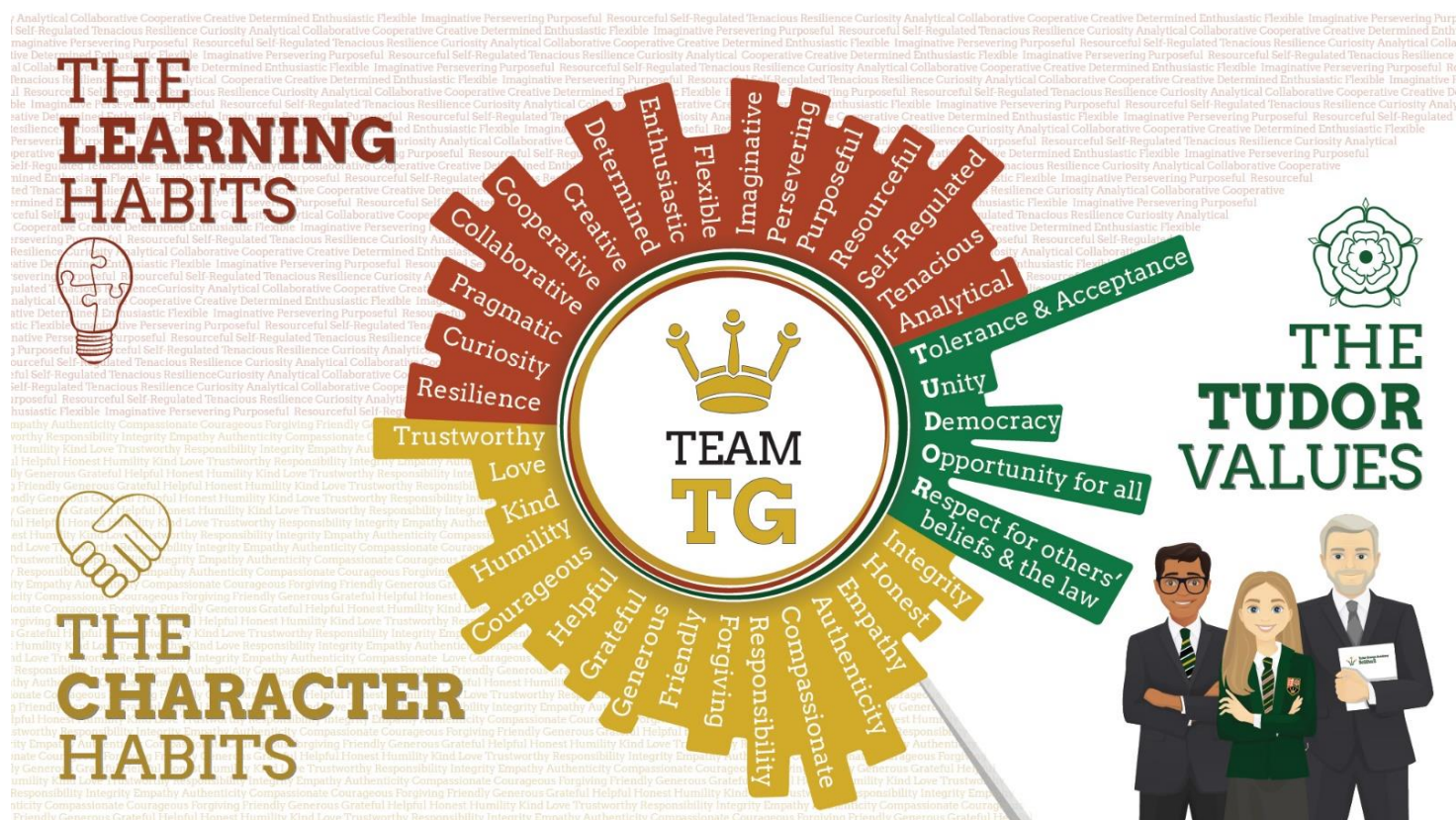
At Tudor Grange Academy Solihull we use consequences and sanctions consistently, proportionately, and predictably. The Taught Behaviour Curriculum explicitly outlines our high standards and expectations and why students want to uphold them. In developing our approach, we have considered the following research and statutory guidance:

- Tom Bennett – 'Running the Room – The Teachers Guide to Behaviour' 2020
- Tom Bennett – 'Creating a culture: how school leaders can optimise behaviour' 2017
- Jubilee Centre Framework for Character Education 2023
- Education Endowment Foundation – Improving Behaviour in Schools
- Ofsted – 'Below the radar: low-level disruption in the country's classrooms' 2014
- Behaviour and discipline in schools (DfE July 2013, updated Jan 2016)
- Exclusion from maintained schools, academies and pupil referral units in England (DfE June 2012, updated July 2017)

- Teaching online safety in schools (DfE June 2019)
- Keeping Children Safe in Education (DfE March 2015, updated September 2022)
- Use of reasonable force in schools (DfE July 2013)
- Sexual violence and harassment between children in schools and colleges: advice for governing bodies, proprietors, Headteachers, Principals, senior leadership teams and designated safeguarding leads. (DfE 2021)
- When to call the police: Guidance for schools and colleges (Child centred policing, 2021)
- Behaviour in schools: Advice for headteachers and school staff (DfE, September 2022)

**Further documentation referenced can be found in the TGA Trust Behaviour Policy.**

Our approach is based on the Aristotelian view of human nature, which holds that humans are naturally inclined to pursue the good and that the development of good character is essential for a happy and fulfilling life. Character is understood to be the part of personality that we can change and improve through education and socialisation.



## 2. Praise and Reward

We recognise that praise and reward should be sincere, targeted, and personalised. In addition to public praise and community acknowledgement, students are also encouraged to develop intrinsic self-motivation and drive. We aim to create a balance between tangible reward and altruistic behaviour.

We aim to recognise all students' positive contributions to Academy life. The Academy's merit reward system acknowledges demonstration of the Character Habits, Learning Habits and Tudor Values. In addition to this, 100% attendance and those students who attend wider curricular clubs are rewarded. Staff at TGAS acknowledge that awarding of merits is an important part of maintaining student motivation and high expectations.

TGAS operates a 'conduct' point system whereby each type of merit is worth a different numerical value. The sum of any negative conduct points (associated with sanctions) is then deducted from any positive merit points.

**Tudor Habit Merit Stickers (1 point per sticker)** - Every lesson, students will be recognised for their ability to demonstrate the character and learning habits. Each merit sticker will be worth one praise point, these are then stored at the back of student planners. At the end of every half term, tutors will log these merits on our system.

**Wider Curricular Merit - (1 point per club attended per week)** - To promote our wider curricular programme, students are issued with one merit per wider curricular club attended, these merits will be issued at the end of every half term.

**Super Merit (3 points per merit)** - Students will have the opportunity to strive for a 'Super Merit', this will be an example of a student demonstrating exceptional effort. This will trigger an email notification home and a success spotlight in lesson.

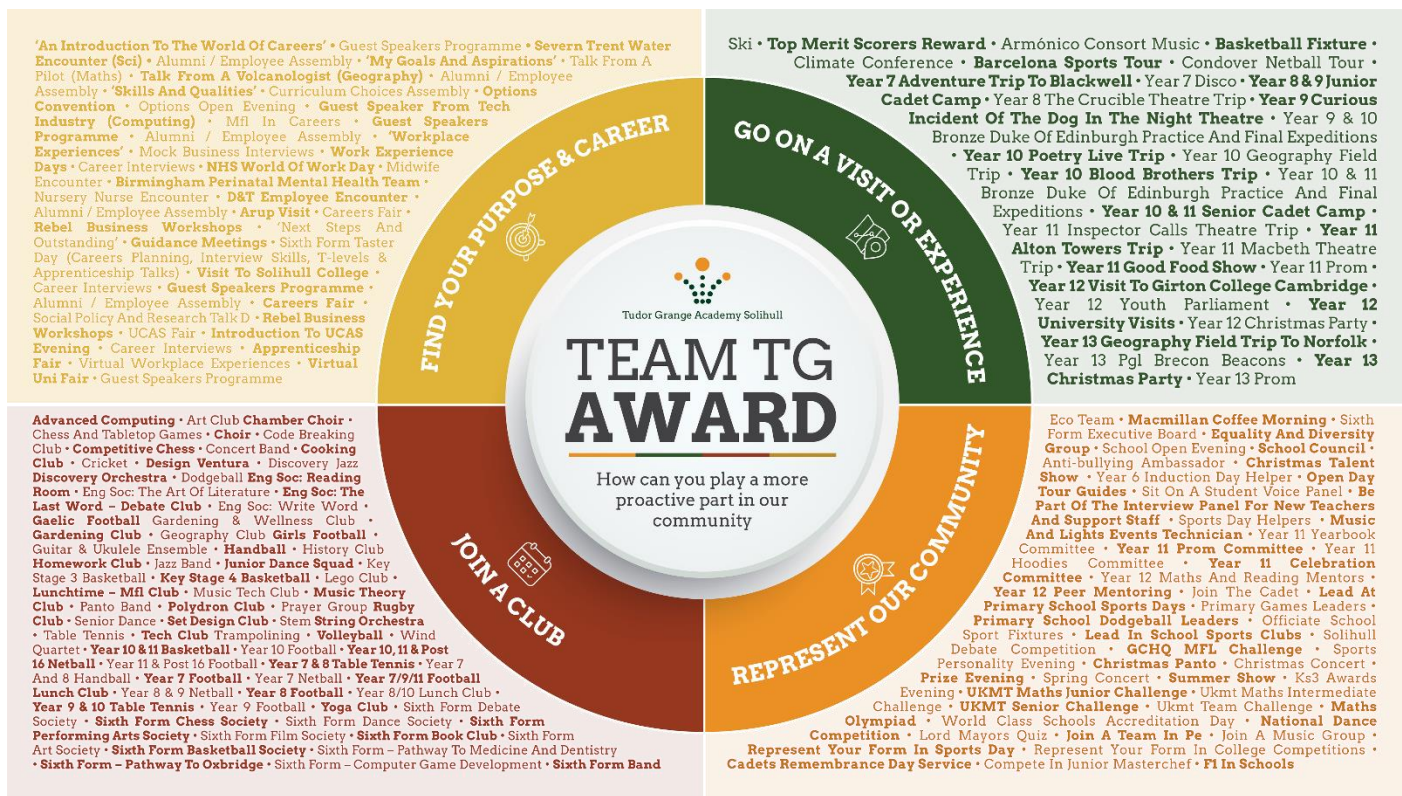
**Curriculum Leader Merits (5 points per merit)** - Departmental areas can issue a curriculum leader merit for exceptional work in their subject area. This will trigger an email notification home.

**College Leader Merit (5 points per merit)** - Every week, college teams will select one student per tutor group to receive a college leader merit. This will trigger an email notification home.

**Principal Merit - (10 points per merit)** - Mrs Smith will issue a Principal's merits for exceptional work or for contributing to the wider life of the Academy or community. This will trigger an email notification home.

**Team TG Award** - A flourishing community is essential for flourishing students. Only when students feel that they belong to **Team TG** will they be motivated to do the right things for the right reasons (not just because they want to avoid getting a penalty). We promote active involvement within our school community by creating four key categories:





**Tudor Habit Merit Milestones** - To recognise students for their repeated demonstration of our Tudor Habits and values, eligible students are issued with bronze, silver, gold and platinum badges at the end of every term. Students will be invited to the next 'Merit Milestone' activity to receive these rewards and celebrate their success.

**100 merits = Bronze**

**200 merits = Silver**

**250 merits = Gold**

**300 merits = Platinum**

**Merit Milestone Activities** – In addition to the awarding of badges when students reach the above milestones, the top ten students in each year group will be invited to a merit milestone morning. There will be one merit milestone activity at the end of every half term. Students will be invited to these events by receiving a golden ticket.

**Overall Conduct Point Winners** – Students will accumulate merits which contribute to their conduct point total. At the end of the academic year, the top fifty students in each year group will be invited to the end of year rewards trip.

**College Competition** – In addition to contributing to their own conduct point total, students will also contribute to their overall college conduct point total.

### 3. Our Taught Behaviour Curriculum

At Tudor Grange Academy Solihull, we teach our students how to behave, in the same way we teach our subject curricular. Students are supported in all aspects of the taught behaviour curriculum where our fundamental routines are broken down, practiced and reinforced.

**“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.”**

Tom Bennett, The Beginning Teacher’s Behaviour Toolkit (2020)

We identify behaviour routines which are vital to the smooth and safe running of the school community. We break down each behaviour routine, repeat and rehearse them, then return to them in the event of misbehaviour or misunderstanding. The behaviour curriculum includes reference to behaviour routines inside the classroom as well as corridors, dining spaces, travelling to and from school, playgrounds and when welcoming visitors.

We use the following opportunities to reinforce our Taught Behaviour Curriculum:

- Curriculum lessons
- Assemblies and tutor time
- Praise and reward system
- Wider curricular programme
- Interactions between adults and students

# CLASSROOM ROUTINES

## LESSON ENTRY

### Be Punctual

- Arrive in good time
- Use the quickest routes

### Be Friendly

- Greet your teacher
- Be polite to others

### Be Respectful

- Enter quietly
- Follow instructions immediately
- Stay quiet for the register
- Sit in your seating plan
- Place your bag on the floor
- Place your coat on your chair

## LESSON START

### Be Prepared

- Get out your equipment
- Pencil case
- Planner &
- Book

### Be Organised

- Copy the date & title
- Start the task provided
- Put your hand up to ask for help

## DURING LESSON

### Be Proud

- Complete your work to the highest standards
- Own your achievements
- Set out work clearly
- Glue in loose sheets

### Be Curious

- Ask questions
- Listen attentively
- Join in with discussions
- Own your learning
- Take the initiative
- Set yourself goals

### Be Resilient

- Keep a proactive mindset
- Don't give up
- Maintain your enthusiasm
- Remain focussed on the task
- Don't be distracted or distract others

### Be Considerate

- Use your partner voice,
- Put your hand-up
- Sit up & make eye contact
- Stay seated
- Pass equipment, don't throw
- If you are late do not disrupt the class

### Be Reflective

- Review your own work critically
- Seek feedback
- Check spellings and grammar
- Use red pen for self-marking
- Use your learning journey to make connections
- Learn from your mistakes
- Know your targets

## LESSON END

### Be Respectful

- Only pack up when told
- Stand behind your chair

### Self - Regulate

- Leave your area tidy
- Check your uniform
- Leave quietly & calmly


# SCHOOL SITE ROUTINES

CORRIDORS & STAIRS	RESTAURANT, CAFÉ & TOILETS	BREAKTIME	AFTER SCHOOL
<b>Be Responsible</b> <ul style="list-style-type: none"> <li>Follow the one-way systems</li> <li>Respect others' space</li> <li>Avoid walking in large groups</li> <li>Avoid unnecessary physical contact</li> <li>Walk don't run</li> <li>Keep moving</li> </ul>	<b>Be Responsible</b> <ul style="list-style-type: none"> <li>Queue sensibly</li> <li>Avoid unnecessary physical contact</li> <li>Walk don't run</li> <li>Remain calm</li> </ul>	<b>Be Responsible</b> <ul style="list-style-type: none"> <li>Stay in designated areas: Playground, toilets &amp; eating areas only</li> <li>Stay out of all other corridors</li> <li>Only gather in small groups</li> <li>Don't throw food or drink</li> </ul>	<b>Be Responsible</b> <ul style="list-style-type: none"> <li>Use the pedestrian crossings</li> <li>Keep moving on the pavements</li> <li>Don't play around near the road</li> <li>Wear a bike helmet</li> <li>Wear your uniform with pride</li> </ul>
<b>Be Considerate</b> <ul style="list-style-type: none"> <li>Keep belonging close</li> <li>Keep noise to a minimum</li> <li>Don't distract others in classrooms</li> <li>No eating in corridors</li> <li>Don't touch others' belongings</li> </ul>	<b>Be Considerate</b> <ul style="list-style-type: none"> <li>Keep noise to a minimum</li> <li>Leave the area as you would like to find it</li> <li>Use the bins provided</li> <li>Avoid overcrowding tables</li> <li>Don't move tables</li> <li>Don't touch others' belongings</li> </ul>	<b>Be Considerate</b> <ul style="list-style-type: none"> <li>Keep noise to a minimum</li> <li>Ball games in Oak playground only</li> <li>Use the bins provided</li> <li>Respect others' space</li> <li>Use respectful language</li> <li>Don't touch others' belongings</li> </ul>	<b>Be Considerate</b> <ul style="list-style-type: none"> <li>Keep noise to a minimum</li> <li>Walk in small groups</li> <li>Use respectful language</li> <li>Give other pedestrians space</li> <li>Avoid gardens and private property</li> <li>Don't touch others' belongings</li> </ul>
<b>Be Kind</b> <ul style="list-style-type: none"> <li>Be polite to staff</li> <li>Follow instructions immediately</li> <li>Report any concerns immediately</li> <li>Be friendly and inclusive towards others</li> </ul>	<b>Be Kind</b> <ul style="list-style-type: none"> <li>Be polite to staff and dinner supervisors</li> <li>Follow instructions immediately</li> <li>Report any concerns immediately</li> <li>Be friendly and inclusive towards others</li> </ul>	<b>Be Kind</b> <ul style="list-style-type: none"> <li>Be polite to staff</li> <li>Follow instructions immediately</li> <li>Report any concerns immediately</li> <li>Be friendly and inclusive towards others</li> </ul>	<b>Be Kind</b> <ul style="list-style-type: none"> <li>Be polite to staff and members of our community</li> <li>Follow instructions immediately</li> <li>Report any concerns immediately</li> <li>Be friendly and inclusive towards others</li> </ul>

## 3.1 – SMART Cards

Each student carries a termly SMART card. This is a way of recording any misbehaviours outside the classroom (SMART Conduct) and uniform infringements (SMART Uniform).

Please see an example of a termly SMART card issued to each student:



## SMART CARD

Student Name: ..... Year ..... Tutor Group .....

Should **three** reminders be accumulated across both boxes, or **one box filled completely** your SMART card will be replaced and a College Detention for 1-hour will be arranged.

**SMART Reminder Total**  
A box is to be crossed every time a SMART reminder is received.

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**Uniform Reminder**


Reminder Code	Date	Staff Code

**Conduct Reminder**  
(This includes all social times and transition between lessons)

Reminder Code	Date	Staff Code

CLEAR SMART CARDS CAN BE SUBMITTED TO STUDENT SERVICES AT THE END OF EVERY TERM. THIS WILL LEAD TO A MERIT AND ENTRY INTO A TERMLY PRIZE DRAW

Issue Number .....  
Staff Code .....



## SMART CARD

**SMART UNIFORM CODES**

Uniform not meeting acceptable standard (untucked shirt, no tie, rolled skirt, trainers etc)	A
Coat on inside the building after SMART uniform checkpoint has been passed.	B
Jewellery/Smart Watch	C
Make up/Nail Varnish	D

**SMART CONDUCT CODES\***

Not following school movement rules around the school site/Lack of urgency when walking to lessons	E
Being out of bounds or congregating in places not suitable for gatherings.	F
Inappropriate behaviour during break and lunch time.	G
Littering/eating in the corridor or a lack respect for the school site.	H
Chewing Gum	I

\*Please be aware that serious incidents will warrant an escalated sanction and further investigation.

**When a SMART card is full:**

- The member of staff to fill your SMART card will replace your smart card with a new one, recording their initials below.
- You will then be set a college detention for 1-hour. Notice of this college detention will be sent home to parents / carers.



Each term a student will be issued with a new smart card, giving them an opportunity to have a fresh start. For every three SMART card reminders issued, a student will receive a college detention. If three college detentions have been issued over a term for SMART card reminders, the student will be issued with a senior staff detention on the fourth occasion.

## 4. Uniform and Equipment Standards

In line with our Taught Behaviour Curriculum, we consistently uphold the shared belief that good standards of uniform reflect pride in our collective identity as a school community. By maintaining high uniform standards students are able to focus their interactions with staff on learning and character development.

Should a student fail to meet acceptable standards, a staff member will use the SMART card system to remind them of the expected standard.

Students should remove their coats as they enter the classroom.

This graduated approach to uniform standards can be seen below:

### Years 7-11

All students are issued with a Smart Card. This must be kept with them at all times to allow staff to record uniform reminders if uniform is worn incorrectly or equipment is not present.



Once students receive 3 (or multiples of 3) smart card reminders in one term



Student Services generates a College Detention of 60 minutes.



If a student fails to attend, then a Senior Staff Detention will be issued.

For the following uniform problems, in addition to a smart card reminder, Student Services will send out the appropriate letter / email to parents and form tutors will contact home:

- Skirt length more than 5cm above the knee
- Incorrect footwear – if trainers/pumps are being worn without a Doctor's note, the member of staff should send the student-to-student services to collect plimsolls
- Non regulation haircut or style

### Year 12 &13

If a post 16 student attends the Academy without the correct dress or without wearing their lanyard they are to be warned by the member of staff. The member of staff will log a 'yellow card'.



Uniform will then be checked by their tutor the next day and if further infringement occurs the student will be given the opportunity to replace the sub-standard uniform element prior to the next week with contact made home by the form tutor.



Escalation to a sixth form compulsory study session to address lack of improvement in uniform standards.

Students who are unable to rectify uniform issues will be kept out of circulation at break and lunchtime and such situations may require parents to attend school to bring in correct uniform.

If students repeatedly infringe uniform guidelines, then this will be treated as a persistent failure to follow instructions and sanctions will be escalated. This includes the right to confiscate items of inappropriate clothing and jewellery that are worn repeatedly. Parents / carers will be expected to collect these items.

If a student does not have their smart card, they will be required to collect a new one from student services and will be issued with a college detention.

Students should have their planners with them every day. If a student does not have their planner, the form tutor will request that a college detention is generated.

## **4.1 Uniform Requirements at Tudor Grange Academy Solihull**

Please note, although we have recommended uniform suppliers, items from other retailers are also permitted. In addition, the PTA have a stock of second hand uniform and can be contacted if you wish to find out about a uniform sale or to enquire about a specific item. Our main uniform suppliers are Monkhouse and Midland School wear.

We are very proud of our high uniform standards and this is achieved through a strong partnership with the Academy and home. The full uniform requirements are listed below:

Blazer	All students. Green with Academy badge on the pocket, single breasted two button blazer.	Compulsory	Monkhouse: <a href="https://www.monkhouse.com/tudor-grange-solihull-girls-blazer-gr">https://www.monkhouse.com/tudor-grange-solihull-girls-blazer-gr</a>
Shirt	All students. White buttoned shirt with top button. Enough material to remain tucked into waistband.  Apple green shirts are no longer permitted.	Compulsory Long Sleeve  Optional Short Sleeve (Summer Term only)	Blouse: <a href="https://www.monkhouse.com/banner-girls-twin-pack-l-s-blouse-wh">https://www.monkhouse.com/banner-girls-twin-pack-l-s-blouse-wh</a> Long Sleeve Shirt: <a href="https://www.monkhouse.com/banner-boys-twin-pack-long-sleeve-shirt-wh">https://www.monkhouse.com/banner-boys-twin-pack-long-sleeve-shirt-wh</a> George (Asda Options): <a href="https://direct.asda.com/george/school/school-shirts/D10M5G1C13,default,sc.html">https://direct.asda.com/george/school/school-shirts/D10M5G1C13,default,sc.html</a> Marks and Spencer Options: <a href="https://www.marksandspencer.com/l/kids/school-uniform/shirts">https://www.marksandspencer.com/l/kids/school-uniform/shirts</a>
Trousers	All students. Trousers should be <b>dark grey (not black)</b> of an orthodox style, not unduly tapered or flared and without front pockets. No super skinny or skinny style trousers.	Compulsory (Trousers or skirt)	Monkhouse: <a href="https://www.monkhouse.com/stuncroft-edgware-mens-charcoal-trousers-ch">https://www.monkhouse.com/stuncroft-edgware-mens-charcoal-trousers-ch</a> Mark and Spencer: <a href="https://www.marksandspencer.com/l/kids/school-uniform/trousers#intid=foundit_fi_fi_top_plp_12_0">https://www.marksandspencer.com/l/kids/school-uniform/trousers#intid=foundit_fi_fi_top_plp_12_0</a>

Skirt	<p>Grey pleated box skirt.</p> <p>Skirt length should be no more than 5cm above or below the knee.</p> <p>Pencil skirts are NOT permitted.</p>	Compulsory (Trousers or skirt)	<p>Monkhouse: <a href="https://www.monkhouse.com/banner-designer-pleated-skirt-gy">https://www.monkhouse.com/banner-designer-pleated-skirt-gy</a></p> <p>M&amp;S - <a href="https://www.marksandspencer.com/girls-plus-fit-permanent-pleats-skirt/p/clp60100106#intid=pid_pg1pip14g4r4c1">https://www.marksandspencer.com/girls-plus-fit-permanent-pleats-skirt/p/clp60100106#intid=pid_pg1pip14g4r4c1</a></p> <p>Asda - <a href="https://direct.asda.com/george/school/girls-school-skirts/girls-grey-pleated-school-skirt-2-pack/GEM984931,default,pd.html?cgid=D10M2G1C10">https://direct.asda.com/george/school/girls-school-skirts/girls-grey-pleated-school-skirt-2-pack/GEM984931,default,pd.html?cgid=D10M2G1C10</a></p>
Pullover	<p>Medium Grey V-neck tank top or V-neck jumper.</p> <p>Round necks and sweatshirts are not permitted.</p> <p>Hoodies are strictly prohibited.</p>	Optional	<p>Monkhouse: <a href="https://www.monkhouse.com/charles-kirk-coolflow-jumper-bo">https://www.monkhouse.com/charles-kirk-coolflow-jumper-bo</a></p>
Tie	<p>Tudor Grange Academy clip on tie, reaching the waist.</p> <p>Ties should not be tucked into shirts.</p>	Compulsory	<p>Monkhouse: <a href="https://www.monkhouse.com/tudor-grange-academy-s-hull-clip-tie-mt">https://www.monkhouse.com/tudor-grange-academy-s-hull-clip-tie-mt</a></p>
Tights and Socks	<p>Tights: Plain black, grey or flesh-coloured opaque tights can be worn. No patterned tights allowed.</p> <p>Socks: Plain black or dark grey. If wearing a skirt, socks can be knee length but <b>must not be worn over the knee.</b></p> <p>No socks to be worn over tights.</p>	Compulsory (socks or tights)	Any suitable retailer.

Coats	<p>Grey, dark green, dark navy blue or black with no obvious branding, stripes, slogans, or designs.</p> <p>A minimal fur trim is acceptable.</p> <p>Coats should be removed at classroom doors.</p> <p>TGAS Scarf.</p>	Advisable.	<p>Any suitable retailer.</p> <p>TGAS Scarf:  <a href="https://www.monkhouse.com/tudor-grange-academy-solihull-scarf-mt">https://www.monkhouse.com/tudor-grange-academy-solihull-scarf-mt</a> </p>
Make Up & Nail Varnish	<p>Students in Year 7, 8 and 9 are not permitted to wear make-up.</p> <p>Students in Year 10 and above may wear a small amount of <b>discreet</b> make-up but lipstick, coloured lip gloss/ lip salve and coloured nail varnish are NOT permitted.</p> <p>False eyelashes, acrylic or gel nail varnish and semi-permanent make up is not permitted, and students will be asked to remove these as soon as possible.</p> <p>Nails should be of a safe length to avoid injury to self or others.</p>	<p>Year Group Specific.</p> <p>No Nail Varnish.</p> <p>Students must not bring make-up into the Academy</p>	Not applicable.
Jewellery	<p>No jewellery other than a watch to be worn.</p> <p>SMART watches are not permitted.</p> <p>Please note: No watches are allowed into exam venues. JCQ Guidelines.</p> <p>Exceptions include medical bracelets.</p>	All students.	Not applicable.

### **Hairstyles**

Hair bands, slides or 'Alice' bands should be black, dark brown or bottle green if worn.

Extreme hairstyles, cut and colour are NOT permitted on any occasion.

Decorative shaving, patterns, two tone colouring, decorative braiding with beads and fabric are NOT permitted. Cultural braiding and plaits are acceptable.

**If parents/carers are not sure please seek clarification from the Academy prior to cut or styling.**



### **Turbans & Hijabs:**

Black, dark grey or dark bottle green in colour.

Black, dark grey or dark bottle green in colour. To be pinned under the chin to stay on the head comfortably. Hijabs worn around the neck only are not permitted.

### **Hats**

Not permitted except during extreme weather.

### **Academy bag**

All students should carry a school bag. The bag should be fit for purpose and large enough to carry books and files, along with all equipment. Small hand/shoulder bags and carrier bags are NOT permitted.

## **4.2Footwear**

Students that arrive at the Academy without the appropriate footwear and without a medical note will be issued with a SMART card penalty and asked to report to Student Services to replace their inappropriate footwear with loaned school pumps.

### **Acceptable Footwear:**

Plain black leather or leather style 'school shoe' with a maximum heel height of 5cm and a maximum sole thickness of 2cm.

Boots, boot-style shoes, stiletto heels, sling-back shoes, canvas shoes, trainers and shoes with logos are NOT permitted. If you are unsure of whether a shoe is permitted then please seek clarification from the Academy, a photograph of the shoe would be of great use.

### **Acceptable Footwear Examples:**



### **Unacceptable Footwear Examples:**



## 5. Equipment Expectations:

All students are expected to be equipped for learning; missing equipment will be sanctioned with a reminder in the student planner. Tutors conduct weekly uniform and equipment checks. Please contact your child's tutor should you have any equipment issues.

### TGAS Year 7 – 13 Compulsory Equipment List:

Pencil Case
Blue/Black Pens (Biro/Fountain)
Red Pen (Biro/Fountain)
Pencil
Coloured Pencil Crayons
A 30cm plastic ruler (Not flexi kind or metal)
Highlighter Pens
A rubber and pencil sharpener
A glue stick
A pair of compasses
180° or 360° protractor
A plastic A4 whiteboard
A black whiteboard pen
A Calculator (CASIOFX-83GT PLUS recommended)
An art sketch book. (£1.00 on Parent Pay)
Collins English Pocket Dictionary
Collins French, German or Spanish Pocket Dictionary (Dependent on subject studied)
Apron (Food, Art, and Tech)
<u>Please note, for safety reasons, the following items are not allowed:</u>
Scissors
Liquid Ink Erasers
Tippex

Should your child be eligible for pupil premium fundings, a stationary pack will be available from our Pupil Premium Champion, Mrs Maisey.

## 6. Mobile Phones at Tudor Grange Academy Solihull

TGAS is proud to be a mobile phone free school. Students are not permitted to bring a mobile phone into school.

Should a phone be seen, heard or suspected, a member of staff will ask the student to hand over the device for confiscation. Should a student fail to hand over the item, a member of staff (authorised by the Principal) will conduct a non-invasive search by asking the student to empty their possessions out of their blazer, bag, PE kit and pockets. A scanning device is also available to detect metal items that have been concealed.

Students are made aware of the reasons for TGAS being a mobile phone free school, including:

- Misuse of mobile phones leading to bullying incidents.
- Taking of photographs in school.
- Ensuring that students are free from social media during the school day.
- Allowing students to focus on learning.
- Allowing students to socialise and 'play' at social times without technology.

The misuse of mobile phones, camera/video devices and social media are the primary contributor in incidents of bullying, harassment, and serious safeguarding concerns. We ask parents and carers to support us to keep students safe in school.

We continue to work closely with the local policing team who advise that mobile phone can make students a target for crime, including street robbery.

If students wish to make contact with parents / carers during the school day, they should make their way to Student Services where a college administrator will support their request. Parents / carers can also get messages to students by phoning into the school office.

In special circumstances, a very small minority of students are permitted to store their phone in student services and pick these up at the end of the school day. Should you believe you or your child have a special set of circumstances, please contact your child's College Leader. Mobile phones will be left at the owner's risk. Parents/Carer will have to re-apply for this every academic year should it be required.

## **7. Pastoral Support and Interventions:**

Tudor Grange Academy Solihull operates a graduated approach to behaviour support. This is outlined below:

### **Wave 1: Tutor support**

Tutors will closely monitor students in their tutor group, maintaining oversight of conduct points and holding conversations with students about behaviour and conduct where required.

### **Wave 2: Tutor Target Card**

Following a conversation with the college leader, the tutor will issue a target card with specific targets linked to school routines and expectations. This card will be signed by all teachers and monitored by parents / carers and the tutor. Students are usually on a target card for a minimum of two weeks.

### **Wave 3: College Target Card**

The College Leader will issue a target card with specific targets linked to school routines and expectations. This card will be signed by all teachers and monitored by parents / carers and the College Leader / College Intervention Co-ordinator. Students are usually on a target card for a minimum of two weeks.

### **Wave 4: Targeted Action Plan (led by a member of the leadership team)**

When a student's behaviour / conduct is a serious concern, they will be supported with a Targeted Action Plan (TAP). Parents / Carers will be invited in for a meeting with the College Leader / Curriculum Intervention Co-ordinator and targets will be set. Actions will be set following the Assess, Plan, Monitor, Review cycle with review meetings held at least half termly. Students usually remain on a TAP for three cycles. If there is not sufficient improvement, they will be escalated to a Personal Support Plan.

### **Wave 5: Personal Support Plan (led by a member of the leadership team)**

Students at increased risk of permanent exclusion will be supported with a Personal Support Plan (PSP). The process for this is similar to a TAP but with increased levels of support and intervention. Should a student fail to improve after three cycles, a meeting to outline the risk of permanent exclusion will usually be arranged with the Principal and a representative from the Local Governing Body.

In most cases, students will progress through each wave (based on accumulation of behaviour points and staff concerns). There will be occasions when leaders determine that student behaviour warrants support at a higher level.



## 8. Behaviour Management

The Academy's Sanction system is based on TG Reminders. A reminder is a warning to the student that their behaviour is unacceptable. Reminders are recorded at the back of the student planner.

A restorative detention will be issued after three reminders from the same member of staff (or within the same subject where classes are shared) within a half term.

### Additional ways of addressing misbehaviour include:

- Reporting to teacher at break time/lunchtime/end of day.
- Referral to Curriculum Leader/Lead Teacher.
- Removal from class to work elsewhere within the department.
- Referral to form tutor.
- Parents/carers invited into the Academy.
- 'Out of Circulation' – students lose their social time at break and/or lunch.
- Removal of privileges (e.g., end of year events, enrichment opportunities and trips).

### 8.1 Detentions

Schools and academies have clear legal authority to issue a same day detention without the consent of parents/carers. At TGAS, we endeavour to inform parents via email or any detention with 24 hours' notice.

#### **Restorative detentions (30 mins)**

- Subject teachers are responsible for all behaviour and work in their lessons. If a detention is deemed necessary, then it is for the subject teacher to issue the detention and to be responsible for it.
- Restorative detentions last for half an hour and normally take place at the end of the academy day
- A restorative detention will be given after three reminders have been accumulated in the students' planner (see above re: reminders) or where a single behaviour event warrants it.
- The member of staff who has issued the detention will notify the student of this sanction and arrange a date for the restorative detention to be served. This should be written in the planner by the student (who should check they are not already scheduled for a detention) and the member of staff should create an electronic notification via Bromcom / MCAS to the parents / carers.
- If the student fails to attend a restorative detention without an acceptable reason, then the matter should be referred to the Curriculum Leader/Lead Teacher and a college detention issued.
- Poor behaviour in a restorative detention will result in the student having to leave the restorative detention and serve a college detention.

#### **College detentions (60 mins)**

These are issued by College Leaders / Curriculum Leaders and overseen by college tutors.

- College detentions will be held every Monday.
- College detentions are issued at the discretion of the College Leader. Reasons include (but are not limited to) completed smart cards, being out of bounds, possession of a mobile phone, antisocial behaviour and unacceptable behaviour in lessons.
- Poor behaviour in a college detention will result in the student having to leave the college detention and serve a senior staff detention.
- Staff may choose to collect students from detention and support students to reflect on their behaviour.

### **Senior staff detentions (120 mins)**

- College detentions will be held every Friday.
- Senior staff detentions are issued at the discretion of the leadership team for those students who persistently fail to adhere to the standards of the Academy or for more serious isolated incidents.
- Parents / carers will usually be informed of a senior staff detention by a telephone call.
- Students should bring their own work to complete during this detention. This can include revision or reading.
- Poor behaviour in a senior staff detention will result in the student having to leave the senior staff detention and serve a day in internal exclusion and a repeat of the senior staff detention.
- Staff may choose to collect students from detention and support students to reflect on their behaviour.

All detentions take priority over sporting fixtures, musical events, study supports and any other enrichment opportunities. Students should speak to their college leader if they are concerned about a clash.

## **8.2 Higher Levels of Sanctions**

### **Higher level of sanctions may include:**

- Out of circulation – students lose their social time at break and / or lunch.
- Withdrawn from lessons (arranged by Leadership group only).
- Home time 'delay' – this is used where concerns are raised about further incidents happening at the end of the academy day.
- Collection of students by parent after lessons.
- Internal Exclusion.
- Tudor Alternative to Exclusion (TATE).
- Suspension.
- Managed Move.
- Use of Alternate Provision.
- Direction off-site.
- Permanent exclusion.

### **TATE**

A TATE Day (Tudor Alternative to Exclusion) may be issued as a sanction where leaders feel that this would have more impact than a suspension. The purpose of TATE is to address inappropriate behaviours and help students to understand their exclusion from the wider school community. Students in TATE will work with a mentor in order to restore, repair and rehabilitate. The TATE day will be bespoke to the student and will support them to avoid repeat occurrences.

### **Suspensions**

The aim would be to deal with serious incidents as soon as possible after it is reported. For some offences, or where there are continuing behavioural difficulties for which other sanctions have been unsuccessful, a suspension (including lunchtime only suspensions) may be an appropriate sanction.

Parents / carers are invited to a reintegration meeting with their child and College Leader after any suspension or TATE day. Unsuccessful reintegration will result in further exclusion from the wider school community, either in TATE or externally. If parents fail to attend the reintegration meeting students will remain in isolation until the meeting has taken place between all partners.

More information can be found in the Suspensions and Permanent Exclusions Policy (located on the Academy website).

Where a student has been given a five day or more suspension or has been given a suspension whilst on a PSP, they will receive some intervention to help reintegrate him/her back into lessons successfully.

### 8.3 Reasonable adjustments

Reasonable adjustments are modifications made to a child's school life so that they are not at a disadvantage compared to others and so that they can participate fully in their education. All students are required to meet our behaviour standards. When considering reasonable adjustments, the academy will consult specialists (including learning mentors and SEND team) to discuss sanctions and intervention to prevent reoccurrence.

### 8.4 Punctuality Management

The register is taken at 8.35am. A student is late if they arrive after 8.35am. Students who arrive late may be issued with a same day lunchtime detention.

Additionally, the following graduated approach will be followed to support students to improve their punctuality.

<u>Years 7-11</u>	<u>Years 12-13</u>
Late marks are monitored via the student services team and are reset every term.	When a student is late they will receive an informal warning from their tutor and a yellow card will be issued that is shared with home on the day.
↓	↓
Accumulation of 3 late marks in one term = College Detention and punctuality letter to be sent home.	If a student fails to improve their punctuality over the half term, then a meeting with the Head of Year, the student and parent/carer will be made to discuss and a punctuality report issued.
↓	↓
Accumulation of 6 late marks in one term = Senior Staff Detention.	Students who are persistently late and where a punctuality report does not lead to a long term improvement will be placed on the Student Disciplinary Code at stage 1 with agreed targets for improvement and further four weekly reviews.
↓	
Accumulation of 9 late marks in one term = Further Senior Staff Detention and attendance interventions triggered.	
↓	
Accumulations of 12 late marks in one term = Further sanction and intervention to be discussed between the leadership group.	
↓	
Further accumulation of late marks in one term = Discussion with the Principal and arrangements made on a case-by-case basis in liaison with the AWO.	

## 9. Anti - Bullying

Tudor Grange Academy Solihull does not tolerate bullying or harassment of any kind. All reports of bullying will be taken seriously.

***“Bullying is ANY deliberately hurtful behaviour, usually but not necessarily for a repeated period of time, which intentionally harms another pupil or group physically or emotionally.”***

*Antibullying Alliance*

### **Examples include:**

- Physical (including sexual) assault.
- Racist, sexist, or homophobic abuse.
- Verbal abuse (name calling, spreading rumours, making comments, provoking/winding up).
- Cyber bullying (the use of ICT that is intended to upset others).
- Indirect tormenting.
- Harassment (including sexual).

TGAS acknowledge that bullying can happen anywhere within the school or wider community. Regardless of where it occurs, TGAS staff take all concerns seriously and deal with them sensitively and confidentially.

### **How to raise a concern**

We understand that students do not always want to share concerns and they may be anxious about making the situation worse. There are a variety of ways that students (and parents) can raise concerns and seek support.

### **These include (but are not limited to):**

- The Yellow Door
- The Yellow Box
- Speaking with a member of staff
- Email into the office email address
- Raising a concern with the peer mentors (assigned to identified students)
- List of contacts in student planners
- Accessing self-help publications
- Speaking to a member of staff in student services
- Completion of a purple bullying report form
- Online report using ‘My Voice’ accessed via the school website.

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

- Students are encouraged to report incidents of bullying to a member of staff.
- If a student approaches a member of staff and says they are being bullied in the academy, the member of staff should listen and take it seriously.
- It should be made clear to the student that they have made the right decision to say something. They have done nothing wrong; the bully has.
- It may be necessary to take immediate action as a member of staff.
- The member of staff should record what the student has said on a student incident slip which should be passed to student services.



- A student may be asked to complete a purple bullying report form and place this in the “purple box”.
- If it becomes clear that it is not an isolated incident and requires more time and support, advice should be sought from either the College Leader or the College Intervention Co-ordinator (CIC).
- If necessary, the matter will then be investigated further by a member of the on-call team.
- It may be necessary where serious incidents of bullying are taking place outside the academy premises to contact/involve the local police.

### **Protected Characteristics**

- Students are taught about the protected characteristics and the law.
- Staff have received training on the protected characteristics and how to challenge conversations that may be overheard amongst the student body.
- Staff ensure all incidents reported are recorded and reviewed for any patterns and/or trends.

### **Cyber bullying and online incidents**

An online incident is defined as a one-off incident rather than repeated behaviours.

Cyber bullying is 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.

Children should be careful who they give their phone number to or invite into their personal space over the internet and keep a record of the date and time of any offensive message. Teachers need to encourage victims to save messages or screen print information that they are concerned about and let a member of staff see them. When students report offensive messages, the academy will take the complaint seriously. The academy may advise the child’s family to contact the police.

The Academy strongly advise parents to monitor closely their child’s use of the internet and especially social network sites such as Facebook, Snapchat and Instagram etc. Support for parents and students can be found in the safeguarding section of our website.

### **Action to be taken in the event of report of sexual harassment or online sexual abuse:**

- Students are taught to spot the signs of sexual abuse, harassment and grooming.
- School staff uphold an extremely high level of vigilance in reporting any incident of suspected sexual abuse or harassment and look to identify patterns and intervene early to prevent abuse.
- Sexual harassment and online sexual abuse features frequently in staff safeguarding training.
- School leaders consider the severity of sanctions to ensure a culture of sexual harassment and online sexual abuse are not tolerated.
- School leaders and the safeguarding team work closely with students to seek feedback about their experiences at school.

## **10.Parent/Carer Responsibilities**

**Parents at the academy are expected to act in a way that contributes to positive working and social environments, including:**

Actively promoting the TGAS Learning and Character Habits

- To accept and support the academy's student behaviour policy.
- To recognise the academy's need to balance the rights of the individual student 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, homework undertaken in line with academy policy.
- To actively participate in academy behaviour-related procedures, for example monitoring planners, target cards and attending meetings with academy staff to discuss the child.
- 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.
- To take an interest in the 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.

## **11.Banned and Prohibited Items**

**Dangerous and banned items not to be brought into the academy.**

**Dangerous Items:**

1. Illegal drugs and 'legal highs' and any equipment associated with drug taking.
2. Guns, knives and other offensive weapons (including toys/mock/replica items).
3. Stolen items.
4. Pornographic images.
5. Alcohol.
6. Cigarettes and smoking materials including vapes or vaping materials.
7. Fireworks or any other explosive or flammable items.

**The school will inform the police if items 1, 2, 3 are brought onto the school premises and will hand any items to the police.**

Any student involved in incidents involving items 1, 2 or 3 is liable to be permanently excluded. This applies whether in the academy, to or from the academy or on 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.

## **Items Banned by the Academy:**

- Mobile Phones (post 16 students can use these in sixth form spaces only).
- MP3 player/iPods (post 16 students can use these in sixth form spaces only).
- Smart Watches (these are allowed for post 16 students only).
- Any products containing solvents.
- Aerosols / sprays.
- Matches, lighters and cigarettes.
- Electronic/battery computer games, devices and gadgets.
- Excess jewellery (see uniform policy for Years 7-11 and dress code for post 16).
- Balaclava or other items used to conceal identity.
- Energy drinks, i.e. those with a high caffeine content such as Source, Red Bull, Monster Boost, or any other supermarket own-brand.
- Laser pointers/pens.
- Make-Up.
- Scissors.
- Any item that the member of staff reasonably expects has been, or is likely to be, used: to commit an offence, or cause personal injury to, or damage to the property of, any person (including the student).

### **11.1 - Procedures for staff**

- If a member of staff finds a student in possession of a dangerous item, they should immediately confiscate it and notify the 'on call' team.
- Items being misused in the academy, but not listed above, will also be confiscated.

### **11.2 -Searching students**

- The senior leadership group (or anyone with permission from the Principal) have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited, banned or stolen item.
- Academy staff can search students with their consent for any item. Staff will ask the student to turn out his or her pockets, and bag and take off their blazer.
- If a student refuses to co-operate with a search the academy will apply an appropriate sanction.
- The academy is not required to inform parents before a search takes place or to seek consent to search.
- Wherever possible, searches of students will be carried out with two members of staff present, including one member of staff who is the same gender as the student being searched
- The Academy can use a handheld metal detecting device to scan students should they feel necessary.
- The Academy reserves the right to complete randomised searches of students who have repeated incidents of bringing banned items into school buildings. This includes students who have been sanctioned for multiple occupancy of toilet cubicles.