



Tudor Grange Primary Academy

# Perdiswell

## Tudor Grange Academy Perdiswell

### Positive Behaviour and Anti-bullying

#### 1. Our Vision and Values

- To create a culture of excellent behaviour.
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To help learner's take control of their behaviour and be responsible for the consequences of it.
- Allow every child to flourish in a safe learning environment.

Our core values are:

<b>TOLERANCE</b>	tolerating the thoughts of others; being kind, patient and thoughtful.
<b>UNITY</b>	working together as a member of the academy community to make it great; being hungry for knowledge, wearing our uniform with pride; being considerate and courteous
<b>DEMOCRACY</b>	treat people like we would want to be treated; listen and be optimistic; respect teachers right to teach and pupils right to learn.
<b>OPPORTUNITY</b>	being creative and determined; challenging yourself to try new things and broaden your horizons.
<b>RESPECT</b>	being well mannered, self-controlled and disciplined, listening and responding to staff and pupils positively

#### 2. The Behaviour Curriculum at Perdiswell

At Tudor Grange Perdiswell Primary we develop children's character through our behaviour curriculum. In order to build character, we define the behaviours and habits that we expect students to demonstrate. We want to support our pupils to grow into adults who are polite, respectful, grateful and who always consider others. We believe that all pupils need to practise these behaviours so that over time they become automatic routines that positively shape how they feel about themselves and how people perceive them. Behaviour must be taught, for example, a lining up order should be taught in the classroom but must be reinforced in different locations and times throughout the school day e.g., at lunchtime. Pupils are taught these behaviours through lessons, assemblies and modelling by staff.



The table below outlines the expected behaviours.

<p><b>In our classrooms, you will see us show:</b></p> <p><b>STAR</b>  <b>Sit Up</b> – to look interested and stay engaged  <b>Track the speaker</b> – show other people that their ideas matter  <b>Appreciate the speaker’s ideas</b> – by nodding, smiling when they speak  <b>Respond</b> – wait until asked and then offer your thoughts or answer</p> <p>React to the stop and listen signal</p> <p>Respect for all books and equipment.</p> <p><b>You won’t see us ...</b></p> <ul style="list-style-type: none"> <li>• Calling out inappropriately</li> <li>• Talking while the teacher is talking.</li> <li>• Disrupting others</li> <li>• Swinging back on our chairs</li> <li>• Walking around the room</li> </ul>	<p><b>When playing outside, you will see us:</b></p> <ul style="list-style-type: none"> <li>• Treating others with kindness</li> <li>• Demonstrating respect to all peers and staff</li> <li>• Trying to resolve any disagreements independently.</li> <li>• Talking part in different activities that do not become physical.</li> <li>• Making sure everyone feels included and valued.</li> <li>• Following the football rules</li> <li>• Stop when the 1<sup>st</sup> whistle is blown and walk sensibly to line when told.</li> <li>• Treating our environment and equipment with respect</li> </ul> <p><b>You won’t see us .....</b></p> <ul style="list-style-type: none"> <li>• Taking part in rough play</li> <li>• Using unkind words or inappropriate language</li> <li>• Going indoors unless we have permission from a member of staff.</li> <li>• Behaving in a way that may upset others.</li> </ul>
<p><b>In our dining halls, you will see us</b></p> <ul style="list-style-type: none"> <li>• Walking carefully</li> <li>• Lining up calmly and quietly</li> <li>• Using good table manners</li> <li>• Being polite to everyone</li> <li>• Keeping our tables clean</li> <li>• Speaking quietly</li> </ul> <p><b>You won’t see us ....</b></p> <ul style="list-style-type: none"> <li>• Getting out of our seats when we don’t need to</li> <li>• Running</li> <li>• Being silly</li> <li>• Talking loudly</li> <li>• Pushing in the line</li> </ul>	<p><b>When around school you will see us:</b></p> <ul style="list-style-type: none"> <li>• Walking on the left</li> <li>• Holding doors open – letting others through a doorway before walking through yourself.</li> <li>• Greeting people politely – saying ‘Good Morning’ or ‘Good Afternoon’</li> <li>• Using eye contact when somebody is talking to you</li> <li>• Using ‘please’ when asking or something</li> <li>• Using ‘thank you’ and showing gratitude when somebody does something for you.</li> <li>• Standing aside to let people past.</li> <li>• Taking pride in our uniform and the way we look.</li> </ul> <p><b>You won’t see us ....</b></p> <ul style="list-style-type: none"> <li>• Talking loudly</li> <li>• Running in corridors</li> <li>• Wandering around</li> </ul>
<p><b>In assembly you will see us:</b></p> <ul style="list-style-type: none"> <li>• Walking to the hall quietly and calmly</li> <li>• Remaining silent once we have entered the hall</li> <li>• STAR behaviour</li> </ul> <p><b>You won’t see us ....</b></p> <ul style="list-style-type: none"> <li>• Talking to others</li> <li>• Fidgeting</li> </ul>	<p><b>In the library you will see us:</b></p> <ul style="list-style-type: none"> <li>• Walking to and through the library quietly</li> <li>• Returning books to their correct place when choosing a book</li> <li>• Treating books with respect and care</li> </ul> <p><b>You won’t see us ....</b></p> <ul style="list-style-type: none"> <li>• Eating and drinking in the library</li> <li>• Leaving books on the floor</li> </ul>

When in lessons, children are encouraged to be active learners, participating with respect and demonstrating positive learning behaviours.



### 3. Uniform

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

Please follow this link <https://www.perdiswell.tgacademy.org.uk/parents/uniform/>

### 4. Equipment Expectations

Pupils can bring a book bag with their reading book and lunch box, if necessary, to school each day. Pencil cases are not allowed as all pupils are supplied with the equipment that they need. We discourage any rucksacks or large bags as there is no room to store these in the classrooms or cloakrooms.

Mobile Phones are **NOT** allowed at the academy. Pupils who require a mobile phone must ensure it is kept in their bag. Mobile phones that are seen in school, for whatever reason, will be confiscated and a sanction will be issued.

Should a phone be seen or heard it will be confiscated and handed to the school office staff who will contact parents and they will need to collect from the school office. The police advise that mobile phones can make children a target for crime, and we want school to be a place where pupils can learn without the interruptions or distractions of social media.

We understand that some parents/carers feel strongly that they want their child to have a phone on their way to and from school. In these cases, parents / carers should support the academy in ensuring that their children understand that mobile phones must be kept in their bag, switched off and only switched on when they leave the school site.

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

### 5. Rewards

We aim to recognise all pupils' positive contributions to Academy life. The Academy's primary reward system acknowledges academic success, good attendance, positive behaviour and those pupils who represent the Academy. The awarding of praise House points is an important part of maintaining pupil motivation and high expectations. House points are awarded to each pupil individually and collated on a House point card. They are also added to a House point tally in each classroom, as pupils are contributing to an overall weekly House Point award.

#### Weekly Rewards

- Pupils who demonstrate excellent effort in a lesson will receive a "Lesson House point".
- House points for each individual pupil are collated and they receive milestone certificates of Bronze, Silver, Gold or Platinum Certificate in Celebration Assembly.



- House point totals are collated each week and the house awarded the most merit points are given an extra 5 minutes play time after lunchtime on Monday.
- Pupils who have demonstrated exceptional effort and progress in their work will visit the Deputy Principal and/or Principal who will give a Principal's sticker and award 5 House Points.
- Recognition Certificates are awarded to two pupils each week, identified for academic success, positive behaviour or representing the Academy.
- The class with the highest attendance for that week are awarded an Attendance Certificate displayed on their classroom door and get extra playtime on Friday.
- Any pupil who represents the Academy will receive two House points.
- Praise/Star of the day notes will be sent home.
- A specific whole class reward system will be designed by the teacher and pupils e.g. marbles in the jar for STAR.

#### Half Termly Rewards

- Pupils who have achieved House point milestone certificates are invited for Hot Chocolate with the Deputy Headteacher.
- Any pupil who represents our school values in an exceptional way will receive ten House points

#### Termly Rewards

- A Governor's Certificate is awarded by a representative Governor to a pupil from each class who has demonstrated school values consistently.

#### Annually

- Parents/Carers of pupils with 98% and above attendance for the Year will receive a Praise Certificate from the Principal
- The Pupil who has achieved the highest number of house points will be awarded a Perdiswell Bear
- The House who has achieved the most points is awarded the House Cup.
- The TGPAP Year 6 Leaver's Service will celebrate: attainment, progress, effort, and attitude with a selection of Cups awarded.

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

- Praise / verbal comment.
- Praise postcard sent home.
- Prominent display of pupils' work.
- Parents invited into the Academy.
- Visit to class by member of SLT to praise work or conduct of an individual or class.



## 6. Pastoral support and additional intervention

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

Tier	Tier entry requirements	Support provided:
0	<ul style="list-style-type: none"> <li>Pupils who receive occasional negative behaviour points</li> </ul>	<ul style="list-style-type: none"> <li>The consequence system to be used to act as a deterrent – child who rarely shows negative behaviour is reminded and does not repeat.</li> </ul>
1	<ul style="list-style-type: none"> <li>Pupils who accumulate repeat negative behaviour points.</li> <li>Pupils who are involved in a significant behaviour event</li> </ul>	<ul style="list-style-type: none"> <li>Class teacher discusses behaviour changes with child</li> <li>Restorative conversations are held</li> <li>Class teacher discusses with parent/carer</li> <li>Class teacher initiates a behaviour chart with behaviour targets</li> </ul>
2	<ul style="list-style-type: none"> <li>Pupils who continue to accumulate negative behaviour points despite Tier 1 support</li> <li>Pupils who are involved in a significant behaviour event</li> </ul>	<ul style="list-style-type: none"> <li>Class observations – SLT/Phase Leader</li> <li>Teacher Record/Tally Card to be completed for a week - identify triggers</li> <li>SEND specific support (if appropriate)</li> <li>(EAA) Emotionally Available Adult from Nurture Team/Thrive practitioner will advise or support, dependent on need.</li> <li>Parent meeting with SLT and Class teacher</li> </ul>
3	<ul style="list-style-type: none"> <li>Pupils who continue to accumulate negative behaviour points despite Tier 2 support</li> <li>Pupils who are involved in a significant behaviour event</li> </ul>	<ul style="list-style-type: none"> <li>SEND specific support (if appropriate)</li> <li>Bespoke intervention programmes (if appropriate)</li> <li>SLT Targeted Action Plan (6 weeks) written with parents.</li> <li>Daily catch up with class teacher/TA</li> <li>Seek outside agency support e.g. Early Help</li> </ul>
4	<ul style="list-style-type: none"> <li>Pupils who continue to accumulate negative behaviour points and/or Suspension/TATES despite Tier 3 support.</li> <li>One off serious incident</li> </ul>	<ul style="list-style-type: none"> <li>Parent meeting with the Behaviour Lead or Principal.</li> <li>Personalised Support Plan (PSP) written and actioned (12 weeks)</li> <li>Bespoke intervention programmes (if appropriate).</li> <li>SEND specific support (if appropriate)</li> <li>Bespoke intervention programmes (if appropriate)</li> <li>Managed move (if appropriate).</li> <li>Additional pupil/family support (depending on need).</li> </ul>
The final decision on Tier support will be at the discretion of the Principal		

At Perdiswell, we consider each pupils circumstances and offer a range of additional support that may include:

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



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

## 7. Behaviour management systems

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



Tiered Consequence	Explanation and Feedback
<b>Step 1</b>	<p><b>Verbal Warning</b></p> <p>The child is spoken to about breaking the rules and that they are now receiving a specific warning in relation to the behaviour and there will be a consequence if the behaviour does not change</p>
<b>Step 2</b>	<p><b>5 minutes off break</b></p> <p>As they have still chosen not to follow rules, they will now stay with their teacher at break/lunchtime to discuss their behaviour. This is a restorative conversation.</p> <p>-1 Behaviour points logged on Bromcom</p>
<b>Step 3</b>	<p><b>Miss all break/lunchtime</b></p> <p>As they have continued to choose not to follow the rules they will spend the full breaktime or lunchtime reflecting on their choices outside SLT/Staff room. They will complete 'A put it right form.' The class teacher will telephone/contact parents/carers of the child to discuss the behaviour.</p> <p>-2 Behaviour points logged on Bromcom</p>
<b>Step 4</b>	<p><b>Removal from class</b></p> <p>They have continued to choose not to follow the rules and as a result:</p> <ul style="list-style-type: none"> <li>• The child will work in a different classroom or area to refocus their behaviour.</li> <li>• A restorative conversation will be held.</li> <li>• Pupils will be returned to a lesson following a conversation and time out.</li> <li>• SLT will call the parents/carers of the pupil to discuss the incident.</li> </ul>

If a high level incident occurs, SLT should be called immediately and the child will be removed.



## Negative behaviours

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

	Teacher Verbal Warning and Discussion (-1 point)	Playtime/ Lunchtime with Phase/SLT Lead (-2 Point)	SLT Called to class and child works elsewhere (-3 Points)	Internal Exclusion (-5 Points)
Step 2				
Step 3				
Step 4				

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

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

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



- Possession of smoking or vaping paraphernalia.
- Vandalism.
- Theft.
- Smoking or vaping.
- Bullying (child-on-child abuse).
- Bi-phobic bullying (child-on-child abuse).
- Transphobic bullying (child-on-child abuse).
- Racist Bullying (child-on-child abuse).
- Cyber bullying (child-on-child abuse).
- Drugs or Alcohol.
- Pornography (child-on-child abuse).
- Physical Abuse Adult.
- Sexting (child-on-child abuse).
- Sexual harassment (child-on-child abuse).
- Sexual Violence (child-on-child abuse).
- Up skirting (child-on-child abuse).
- Initiation/Hazing (child-on-child abuse).
- Weapon.

1) Loss of break or lunchtime play

Pupils will complete restorative work to reflect on the reasons for and the implications of their behaviour. Pupils will complete Behaviour Reflection Sheet Appendix 2

2) Internal Exclusion (IE)

Pupils will work in a “Quiet Area” supervised by SLT for a morning, afternoon or whole day period, determined by the severity of the behaviour. All class work will be explained, and the pupil will complete this. The pupil will not go out at breaktime and/or lunchtime unless accompanied by a member of staff.

## 8. Bullying

1) How to raise a concern regarding bullying

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

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

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



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

When bullying is reported it will be taken seriously.

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

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

### **INFORM**

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

The investigating member of staff to inform:

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

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

### **VICTIM**

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

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

### **BULLY**



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

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

The bully may require support. This support may involve input from a Nurture Lead or member of SLT

### 3) Cyber bullying and online incidents

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

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

## 9. Parent/Carer Expectations

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



Key Themes	Tudor Grange Academy Perdiswell will:	As a pupil I will:	As a parent/carer I/We will:
Diversity, equality and inclusion	<ul style="list-style-type: none"> <li>Tackle discrimination and promote diversity and inclusion.</li> <li>Care for all pupils' safety and happiness within a supportive community,</li> <li>Provide a welcoming environment for families and ensure their knowledge, expertise and opinions are valued.</li> </ul>	<ul style="list-style-type: none"> <li>Understand and celebrate our differences.</li> <li>Demonstrate politeness, care, concern and respect for all other members of Tudor Grange Academy Perdiswell and for members of the general public.</li> </ul>	<ul style="list-style-type: none"> <li>Tackle discrimination and promote diversity and inclusion.</li> <li>Encourage pupils to value and respect people from all cultures and communities.</li> </ul>
Behaviour	<ul style="list-style-type: none"> <li>Create a culture of high expectations where expected behaviours are taught and modelled within the Behaviour Curriculum</li> <li>Set out a clear behaviour policy which details clear rules, rewards, support and sanctions.</li> <li>Apply the policy fairly and equitably.</li> </ul>	<ul style="list-style-type: none"> <li>Model the schools' high expectations always – in school, travelling to and from school, on trips and residential visits.</li> <li>Demonstrate the school's behaviour policy.</li> <li>Accept any consequences of my actions.</li> </ul>	<ul style="list-style-type: none"> <li>Promote the Schools' high expectations at home.</li> <li>Support the school's policies and guidelines for behaviour.</li> <li>Take action to tackle any poor behaviour from my child.</li> </ul>
Attendance	<ul style="list-style-type: none"> <li>Communicate with the whole school community the expectations around attendance and punctuality.</li> <li>Set out a clear attendance policy and apply the policy fairly and equitably.</li> <li>Work with parents/carers, pupils, outside agencies and the local authority where appropriate to improve pupil attendance.</li> </ul>	<ul style="list-style-type: none"> <li>Arrive at school on time every day.</li> <li>Have excellent attendance.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure that my child arrives at school on time each day.</li> <li>Support the school's attendance policy and work proactively with the school when behaviour falls below expected standards.</li> <li>Contact the school attendance office each day of a pupil absence.</li> </ul>
Equipment and uniform	<ul style="list-style-type: none"> <li>Share clear expectations regarding pupil uniform and equipment.</li> <li>Apply the uniform and equipment policy fairly and equitably.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure I come to school in the correct uniform.</li> <li>In yr5/6 I will only bring a mobile phone if it is essential and give it to my teacher</li> </ul>	<ul style="list-style-type: none"> <li>Ensure that my child arrives at school properly dressed in the correct school uniform.</li> <li>Fully support the school's policies and guidelines for uniform.</li> </ul>
Communication	<ul style="list-style-type: none"> <li>Communicate regularly with parents/carers to inform them about the life of the school, the academic progress of their child and about any concerns or problems that might affect their child's work or behaviour.</li> <li>Provide opportunities for parents/carers to become involved in the life of the school and to be consulted on significant changes.</li> <li>Listen and respond as quickly and effectively as possible to the views and concerns expressed by parents/carers and pupils.</li> </ul>	<ul style="list-style-type: none"> <li>Share any worries I may have with my parents/carers and/or Perdiswell staff.</li> <li>Support all decisions made by Perdiswell staff and my parents/carers.</li> <li>Speak up again if things are still not right.</li> </ul>	<ul style="list-style-type: none"> <li>Inform the school of any concerns or problems that might affect my child's work, attendance or behaviour as well as any changes in address and home/work telephone numbers.</li> <li>Read all communication from the school and ensure that the relevant documents are returned promptly.</li> <li>Contact academy staff immediately with any concerns and work with staff in a polite and respectful manner to resolve the issue.</li> </ul>
Events	<ul style="list-style-type: none"> <li>Put on a range of events to ensure parents/carers are fully aware of the progress their child is making, how to support them in their studies and to highlight further opportunities.</li> <li>We will give sufficient notice of events and update the website calendar appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>Share events with my parents/carers.</li> </ul>	<ul style="list-style-type: none"> <li>Attend events specific to my child, such as Parents' Evenings and other meetings about my child's progress and future learning.</li> <li>Support wider academy events where relevant/possible (i.e., Christmas performances, coffee mornings, work drop ins etc).</li> </ul>
Learning environment	<ul style="list-style-type: none"> <li>Create a challenging learning environment in the pursuit of excellence, where pupils are always encouraged to give their best.</li> <li>Create a community we are all proud of to develop a safe and respectful learning environment.</li> </ul>	<ul style="list-style-type: none"> <li>I will take care of my school environment.</li> <li>I will take care of any books, resources, or equipment that I am given.</li> </ul>	<ul style="list-style-type: none"> <li>Communicate any comments (positive or concerns) about the academy premises, to academy staff.</li> <li>Remind my child to respect the academy environment or community and ensure that they do so.</li> </ul>
Teaching and learning and the curriculum	<ul style="list-style-type: none"> <li>Be ambitious for every individual in the academy.</li> <li>Provide quality first teaching, with the expectation that all pupils should achieve results in line with their abilities.</li> <li>Provide a broad and balanced curriculum that will develop the whole person, preparing pupils not only for academic success, but also for the world of work: cultivating responsible citizens within society.</li> <li>Prepare, mark, and monitor classwork and homework regularly.</li> </ul>	<ul style="list-style-type: none"> <li>Complete all classwork and homework to the absolute best of my ability.</li> <li>Read, both at home and school and bring my reading journal into class every day.</li> <li>Listen and act on feedback given to me.</li> </ul>	<ul style="list-style-type: none"> <li>Encourage my child to complete homework, encouraging them to complete it to the best of their ability.</li> <li>Take an active interest in what my child is learning in school and offer support where I can.</li> </ul>
Safeguarding	<ul style="list-style-type: none"> <li>Make safeguarding our top priority.</li> <li>Ensure checks, training, systems and procedures are compliant and reflect best proactive practice.</li> <li>Support pupils and families in partnership with other agencies.</li> </ul>	<ul style="list-style-type: none"> <li>Let someone at school know if I have any concerns about keeping/being safe.</li> <li>Keep an eye on my friends and classmates. Talk to staff if I think something may be wrong with them.</li> </ul>	<ul style="list-style-type: none"> <li>Be vigilant and alert the academy to any safeguarding concerns.</li> <li>Fully support staff with all safeguarding work, training and procedures.</li> </ul>
Personal development	<ul style="list-style-type: none"> <li>Offer opportunities for pupils to participate in extra-curricular activities, including lunchtime/after school clubs, sports teams, and educational visits both within the local community and further a field.</li> <li>Provide opportunity for pupils to broaden their horizons.</li> </ul>	<ul style="list-style-type: none"> <li>Take advantage of all opportunities offered to me by Tudor Grange Academy Perdiswell, both within and outside lessons.</li> <li>Consider my future options and work towards achieving them.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure my child is taking advantage of the opportunities that are offered.</li> <li>Have high aspirations for my child and their future options.</li> </ul>
Signed	Head of School	Pupil	Parent



# Respect - STAR

**S**it Up – to look interested and stay engaged

**T**rack the speaker – show other people that their ideas matter

**A**ppreciate the speaker's ideas – by nodding, smiling when they speak

**R**espond – wait until asked and then offer your thoughts or answer



Appendix 2 Put it right form

Think TUDOR Values

Tolerance Unity Democracy Opportunity Respect



We are **READY** to learn



We are **RESPECTFUL**



We keep ourselves **SAFE**

**Circle the rule that you need to work on and explain below what you will do so that you do not make the same mistakes again.**

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Name:

Class:

Date:



### Appendix 3 Behaviour Scripts

Scripts should be ad-libbed to suit the circumstances. They should be a scaffold for sincere and professional talk.

The following scripts support the 'Walk Through's' by Tom Sherrington

Strategy	Script
Reinforce positive social norms	<p>Examples:</p> <p>'Thank you to the middle tables who are showing me they're ready because their eyes and shoulders are facing me, you're helping our class by being so quick to focus.'</p> <p>I can see that his book is open, and her pencil is working productively and Anna is too and the whole of Noah's table thank you</p>
Positive Framing	<p>Examples:</p> <p><b>At this school</b> we walk calmly and sensibly in the corridors.</p> <p><b>I need you</b> looking and listening, so you understand what you need to do.</p> <p>You are part of this group and in this group, we have high standards I believe you can achieve these high standards.</p> <p>Instead of 'Sam and Moe stop talking and turn around' say Sam, Mo... I'd like you both looking this way and listening. Thanks</p>
Assume confusion over defiance	<p>Examples:</p> <p>I wonder if this group did not quite hear the instructions.</p> <p>There seems to be some confusion about our expectations here-can I just check you've all understood the routine?</p>
Partial agreement	<p>A tactical compromise to ensure children's best intentions and emphasise what you want to happen/restate the rules and norms you expect.</p> <p>Examples:</p> <p>Teacher: Sarah, I need you focused on the task now. Thank you.</p> <p>Sarah: But I wasn't talking.</p> <p>Teacher: OK maybe you weren't but I need you focused and working hard now. Thank you.</p> <p>Bob: it wasn't me/it's not mine I didn't do anything</p>



	Teacher: -maybe not but as long as you're clear on the rules and you're doing the right thing then we can move on just fine. Thank you.
The Language of choice	Example: You need to get started on the task right away or I will have to give you a warning. Or, combined with positive framing, if you work hard with these questions you'll be finished before break, and you can have all your break time with your friends. This might also need to be utilised when issuing a consequence: Abby you've continued to talk after the warning which disrupts our learning so now you are on step 2.
A verbal reminder of the rules	Example: I notice that you are shouting out and not following our school rules. Please wait for the teacher to decide who speaks, as this is being respectful thank you
Issuing a warning (step1)	Example: <u><a href="#">Link to school rules</a></u> I notice that you are shouting out which is breaking our school rule of being respectful. <u>Explain possible next steps.</u> if this continues you will receive a step two consequence which means you will stay in speak to me for some of your break time. <u>Positive framing to reset.</u> Do you remember (yesterday) when you (give example of previously seen positive behaviour)? That is the (name) I know and that is the (name) I need to see today.
Issuing Step 2 consequence	Example: <u><a href="#">Link to school rules.</a></u> I notice that you're still interrupting by shouting out. You are breaking our school rule of being respectful. <u>Issue and explain the consequence.</u> You have now received a step one consequence, you have chosen to spend some of your break time speaking with me/ catching up on your work you have missed. How Long that will take depends on your attitude and your actions moving forward.
Issuing Step 3 consequence	Example: <u><a href="#">Link to school rules</a></u> you are continuing to break the school rule of being respectful and because of this you received a step two. <u>Issue and explain the consequence.</u>



	<p>you will now spend your break time thinking about the choices you have made outside Mrs Evans/Mrs Hughes office. During this time both I and Mrs Evans will speak to you. You will complete a behaviour reflection sheet/catch up on your work</p>
<p>Restorative conversations: questions to ask</p>	<p><u>Shine a light on the behaviour</u>          What happened /which school rule was broken?          What were you thinking/feeling at the time?          What do you think and how do you feel now?          (Behaviour) isn't like you - is there anything I need to know about that might be a reason why you acted differently?  <u>Discuss the way forward.</u>          Who has been affected by this behaviour?          What is needed to put things right?          How can you make sure that this doesn't happen again?          Tell me what our rules are.</p>

