



Tudor Grange Academies Trust

What we do here at Tudor Grange Academy Haselor

Positive Behaviour and Anti-bullying

1. Our Vision and Values

- Our ethos at Tudor Grange Primary Academy Haselor is embedded in the belief that positive relationships underpin everything that we do.
- At Haselor, pupils learn to care for each other and their environment, so that all children can learn to the best of their abilities and thrive.
- It is our aim that all pupils will make a positive contribution to the academy and our community.
- We want to equip all pupils with the skills, knowledge and attitudes they will need to move to secondary school and beyond, while preparing them for the ever-changing world around them.

Our core values are:

TOLERANCE	tolerating the thoughts of others; being kind, patient and thoughtful.
UNITY	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.
DEMOCRACY	treat people like we would want to be treated; listen and be optimistic; respect teachers right to teach and pupils right to learn.
OPPORTUNITY	being creative and determined; challenging yourself to try new things and broaden your horizons.
RESPECT	being well mannered, self-controlled and disciplined, listening and responding to staff and pupils positively.

2. The Behaviour Curriculum at Haselor:

At Tudor Grange Primary Academy Haselor, 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 practise these behaviours, over time they become automatic routines that positively shape how they feel about themselves and how people perceive them. 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. It is expected that all pupils will know this content.

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

<p>In our classrooms, you will see us:</p> <ul style="list-style-type: none"> • Starting our tasks as soon as we enter the classrooms • Ensuring we are prepared for and ready to learn • Maintain clear, clutter free desks • Working independently • Staying on task • Taking pride in the presentation of our work • Treating our environment and equipment with respect • Taking part in discussion, showing an interest in the ideas of others <p>You won't see us ...</p> <ul style="list-style-type: none"> • Calling out • Talking while the teacher is talking • Disrupting others • Swinging back on our chairs • Walking around the room 	<p>When playing outside, you will see us:</p> <ul style="list-style-type: none"> • Treating others with kindness • Demonstrating respect to all peers and staff • Trying to resolve any disagreements independently • Talking part in different activities that do not become physical • Making sure everyone feels included and valued • Following the football rules when it is our day • Lining up quickly and sensibly as soon as the whistle is blown • Treating our environment and equipment with respect <p>You won't see us</p> <ul style="list-style-type: none"> • Taking part in rough play • Using unkind words or inappropriate language • Going indoors unless we have permission from a member of staff • Behaving in a way that may upset others
<p>In our dining halls, you will see us:</p> <ul style="list-style-type: none"> • Walking sensibly • Lining up quietly, standing straight • Remembering our manners • Carry trays sensibly • Using indoor voices • Clearing tables and putting any rubbish in the bin • Pushing in chairs and lining up sensibly <p>You won't see us</p> <ul style="list-style-type: none"> • Getting out of our seat unnecessarily • Running • Being silly • Talking loudly or shouting 	<p>When around school demonstrating outstanding etiquette, you will see us:</p> <ul style="list-style-type: none"> • Walking sensibly • Holding doors open – letting others through a doorway before walking through yourself • Greeting people politely – saying 'Good Morning' or 'Good Afternoon' • Using eye contact when somebody is talking to you • Using 'please' when asking for something • Using 'thank you' and showing gratitude when somebody does something kind for you • Standing aside to let people past • Taking pride in our personal appearance <p>You won't see us</p> <ul style="list-style-type: none"> • Talking loudly • Being silly in corridors • Wandering around
<p>In assembly you will see us:</p> <ul style="list-style-type: none"> • Walking to the hall quietly and calmly • Remaining silent once we have entered the hall • Sitting up straight and listening • Showing good learning behaviours <p>You won't see us</p> <ul style="list-style-type: none"> • Talking to others • Fidgeting 	<p>In the library you will see us:</p> <ul style="list-style-type: none"> • Walking to and through the library quietly • Returning books to their correct place when choosing a book • Treating books with respect and care • Using the Librosoft system respectfully <p>You won't see us</p> <ul style="list-style-type: none"> • Eating and drinking in the library • Leaving books or other items on the floor

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

STAR– Stop what you are doing –Track the speaker and turn to face them – **Attention**, give your full attention to the speaker – **Respond** appropriately and sensibly when asked a question.

Lessons may include:

Lesson structure	Expectations
Respectful teacher led discussion	<ul style="list-style-type: none"> • Stay in your seat and sit up straight • Listen carefully • Raise your hand to ask questions • Only speak when the teacher asks you to • Only one person can speak at a time • Face the front of the class
Independent Learning	<ul style="list-style-type: none"> • Stay in your seat • Work in silence • Raise your hand if you need the teacher • Complete the work to the best of your ability • Keep yourself focussed on your own work • Allow others to work without interruption
Quiet learners	<ul style="list-style-type: none"> • Use inside voices only • Only interact with your partner(s) if you need to/are asked to discuss the work • Raise your hand if you need the teacher • Remain on task • Allow your classmates to work without interruption
Polite Group work	<ul style="list-style-type: none"> • Focus on the task you have been set • Respect all members of the group and ensure that all are given an opportunity to participate • Use the space directed to you by the teacher • Use the volume directed to you by the teacher • Allow other groups to work without interruption

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

3. Uniform

Tudor Grange Primary Academy Haselor, 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.haselor.tgacademy.org.uk/parents/uniform/>

4. Equipment Expectations

Pupils are expected to bring in their book bag with reading book and diary, when in Class 1 and 2 every day.

Children in Key Stage 2 must bring in their reading book and diary every day and may bring in their own stationery if they choose to, although all equipment needed will be provided by school. Pencil cases must be able to fit in the child's drawer.

All children are expected to have a clean water bottle in school daily, that only contains water and not fruit juice or squash.

Mobile Phones are NOT allowed at Haselor Academy. Pupils who require a mobile phone must ensure it is handed to the office staff as they arrive in the morning. 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 by the office staff, 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 Dojo points is an important part of maintaining pupil motivation and high expectations. Dojo points are awarded to each pupil individually and collated on each school's Dojo page online. They are also added to a Dojo point tally by the Principal, as pupils are contributing to an overall weekly Dojo Point award for their whole house.

Weekly Rewards:

- Pupils who demonstrate excellent effort in a lesson will receive a "Lesson Dojo point".
- Dojo points for each house are collated and shared in celebration assembly each week with the highest total changing the ribbon colour on the House Cup that week.
- Dojo point totals are collated each week, and the house awarded most merit points are given an extra 5 minutes play time on the following Monday.
- Pupils who have demonstrated exceptional effort and progress in their work will visit the Principal who will give a Principal's sticker and award 5 Dojo Points.
- Recognition 'Postcard' Certificates are awarded to two pupils in each year group, each week, identified for academic success, positive behaviour or representing the Academy.
- Pupils completing the most amount of time on Mathletics each week will receive a 'Mathlete of the Week' certificate in assembly and have their name shared in the newsletter.
- Pupils completing the most amount of time on Times Table Rock Stars each week will receive a 'TTRockstar of the Week' certificate in assembly and have their name shared in the newsletter.
- Pupils achieving a reading award for regular reading of a variety of authors and genre will receive a certificate in Celebration Assembly.
- 'Catch 'em Caring' raffle tickets are given to any pupil displaying kindness and thoughtfulness towards an adult or pupil. Raffle tickets are pulled out of the box each week and pupils names are awarded a pencil or special sticker.
- Each pupil is awarded a 'Truly Brilliant' certificate once a year where they give a presentation about themselves to the rest of their class, who afterwards, go around and say what makes that class member truly Brilliant – comments are recorded for pupils to keep, and a certificate awarded in celebration assembly.
- Any pupil who represents the Academy will get a praise email sent to their parents/carers and receive two Dojo points.

Annually

- The Pupil who has achieved the highest number of Dojo points will be awarded a Cup and certificate at the end of year assembly.
- The House who has achieved the most points is awarded the House Cup.
- The TGPAH 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 staff to praise work or conduct of an individual or class.

- Use of the class recognition board – display to highlight children who have ‘gone above and beyond’ with their effort.

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 TGPAH 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"> • Pupils who receive occasional negative behaviour points 	<ul style="list-style-type: none"> • Positive behaviour chat with trusted adult • Consequence system to be used to act as a deterrent. • Parental involvement
1	<ul style="list-style-type: none"> • Pupils who accumulate repeat negative behaviour points 	<ul style="list-style-type: none"> • Behaviour Lead meeting with pupil. • Bespoke support if needed • Behaviour Lead & Teacher meeting with parents
2	<ul style="list-style-type: none"> • Pupils who continue to accumulate negative behaviour points despite Tier 1 support 	<ul style="list-style-type: none"> • Class Teacher report card and contact with parents • SEND specific support (if appropriate) • Bespoke support depending on pupil need • Class observations – identify triggers
3	<ul style="list-style-type: none"> • Pupils who continue to accumulate negative behaviour points despite Tier 2 support <i>And/or</i> • Pupils who have received a Suspension 	<ul style="list-style-type: none"> • Parental meeting with Behaviour Lead. • Targeted Action Plan (TAP) written • Bespoke intervention programmes (If appropriate). • SEND specific support (if appropriate) • Bespoke support depending on pupil need
4	<ul style="list-style-type: none"> • One off serious incidents <i>And/or</i> • Pupils who continue to accumulate negative behaviour points and/or TATE / Suspensions 	<ul style="list-style-type: none"> • Parental meeting with the Principal • Personalised Support Plan (PSP) written and actioned • Behaviour Lead mentoring • Bespoke intervention programmes (If appropriate). • SEND specific support (some) • Bespoke support depending on pupil • Managed move (if appropriate) • Additional pupil/family support (depending on need)

(TATE : Tudor Alternative to Exclusion)

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

- Circle of friends for break time
- Buddy support
- Activity leader support at lunchtime
- A job role to build confidence and sense of responsibility.
- Thrive sessions are also planned for pupils who have been identified with specific needs that may be related to Adverse Childhood Experiences or Toxic Stresses. Thrive supports the social and emotional development of all children but can also help to manage distressed behaviour and reduce exclusions.

7. Behaviour management systems

- 1) In lessons it is expected that
 - Teachers plan every lesson applying the principles of Quality First Teaching (QFT).
 - The high expectations outlined are understood, taught, and applied in every lesson.
 - Teacher specific norms and routines are clearly understood for example movement in class, the way in which work is handed in and what pupils should do when tasks are completed.
 - 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
Least invasive intervention	Silent non-verbal hand signal, eye contact, facial expressions.
Reminder	A verbal reminder of the rules
Warning	Explain you have spoken to the child 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.
Amber Consequence	Explain that they have still chosen not to follow rules and as a result received an amber consequence. This means time off their break/lunch time to talk to the teacher.
Red Consequence	Explain that they have continued to choose not to follow the rules and as a result the Principal will be called to refocus their behaviour. Pupils will be returned to lesson following a successful refocus conversation and time in a quiet area. The teacher should call the parents/carers of the pupil by the end of the day to discuss the incident. They will need to spend the full breaktime or lunchtime reflecting on their choices outside Mrs Duxbury's office.

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 TGPAH 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.

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.

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

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 Bromcom.
- If it becomes clear that it is not an isolated incident and requires more time and support, the Thrive 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 in the red book in the office files. The information will also be recorded in the pupil's Bromcom record and logged on My Concern.

The investigating member of staff to inform:

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

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

VICTIM

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

Staff will work with the victim, and wherever possible their parents/carers, to help them feel safe and find coping strategies and responses to bullying. This may involve input from Thrive Lead 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 Thrive 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 Haselor, and is our commitment through all the years that a child is with us.

Key Themes	Tudor Grange Academy Haselor will:	As a pupil I will:	As a parent/carer I/We will:
Diversity, equality and inclusion	<ul style="list-style-type: none"> Tackle discrimination and promote diversity and inclusion. Care for all pupils' safety and happiness within a supportive community. Value highly, the development of self-worth and the fostering of good relationships, where indifference, discrimination and bullying have no place. Provide a welcoming environment for families and ensure their knowledge, expertise and opinions are valued. 	<ul style="list-style-type: none"> Tackle discrimination and promote diversity and inclusion. Demonstrate politeness, care, concern and respect for all other members of Tudor Grange Academy Haselor and for members of the general public. 	<ul style="list-style-type: none"> Tackle discrimination and promote diversity and inclusion. Encourage pupils to value and respect people from all cultures and communities.
Behaviour	<ul style="list-style-type: none"> Create a culture of high expectations where expected behaviours are understood by all stakeholders. Set out a clear behaviour policy which details clear rules, rewards, support mechanisms and sanctions. Apply the policy fairly and equitably. 	<ul style="list-style-type: none"> Model the schools' high expectations always – in school, travelling to and from school, on trips and residential visits. Adhere to the school's behaviour policy. Accept any consequences of my actions. 	<ul style="list-style-type: none"> Promote the Schools' high expectations at home. Support the school's policies and guidelines for behaviour. Take action to tackle any poor behaviour from my child.
Attendance	<ul style="list-style-type: none"> Communicate with all stakeholders the expectations around attendance and punctuality. Set out a clear attendance policy and apply the policy fairly and equitably. Work with parents/carers, pupils, outside agencies and the local authority where appropriate to improve pupil attendance. 	<ul style="list-style-type: none"> Arrive at school on time every day. Have excellent attendance. 	<ul style="list-style-type: none"> Ensure that my child arrives at school on time each day. Support the school's attendance policy and work proactively with the school and outside agencies when behaviour falls below expected standards. Contact the school attendance office each day of a pupil absence.
Equipment and uniform	<ul style="list-style-type: none"> Share with all stakeholders' clear expectations regarding pupil uniform and equipment. Apply the uniform and equipment policy fairly and equitably. 	<ul style="list-style-type: none"> Ensure I come to school in the correct uniform and with the correct equipment. Only bring a mobile phone if it is essential and put it in the office. 	<ul style="list-style-type: none"> Ensure that my child arrives at school properly equipped for lessons and dressed in the correct school uniform. Fully support the school's policies and guidelines for uniform and equipment.
Communication	<ul style="list-style-type: none"> 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. Provide opportunities for parents/carers to become involved in the life of the school and to be consulted on significant changes. Listen and respond as quickly and effectively as possible to the views and concerns expressed by parents/carers and pupils. 	<ul style="list-style-type: none"> Share any worries I may have with my parents/carers and/or Haselor staff. Support all decisions made by Haselor staff and my parents/carers. Speak up again if things are still not right. 	<ul style="list-style-type: none"> 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. Read all communication from the school and ensure that the relevant documents are returned promptly. Contact academy staff immediately with any concerns and work with staff in a polite and respectful manner to resolve the issue.
Events	<ul style="list-style-type: none"> 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. Give sufficient notice of events and update the website calendar appropriately. 	<ul style="list-style-type: none"> Ensure I discuss upcoming events with my parents/carers. I will attend all relevant academy events, such as Parents' Evenings. 	<ul style="list-style-type: none"> Attend events specific to my child, such as Parents' Evenings and other meetings about my child's progress and future learning. Support wider academy events where relevant/possible (i.e., theatre performances, etc).
Learning environment	<ul style="list-style-type: none"> Create a challenging learning environment in the pursuit of excellence, where pupils are always encouraged to give their best. Create a community we are all proud of, maintaining and improving the academy site to develop a safe and respectful learning environment. 	<ul style="list-style-type: none"> Play my part in keeping the school buildings, furnishings, and site in good order - free from litter and graffiti. Take diligent care of any books, resources, or equipment that I am given. 	<ul style="list-style-type: none"> Communicate any comments (positive or concerns) about the academy premises, to academy staff. Remind my child to respect the academy environment or community and ensure that they do so.
Teaching and learning and the curriculum	<ul style="list-style-type: none"> Be ambitious for every individual in the academy. Provide quality first teaching, with the expectation that all pupils should achieve results in line with their abilities. 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. Set, mark, and monitor classwork and homework regularly. 	<ul style="list-style-type: none"> Complete all classwork and homework to the absolute best of my ability. Read, both at home and school and bring my reading diary into class every day. Reflect on feedback and learn from mistakes. 	<ul style="list-style-type: none"> Encourage and monitor my child's homework, encouraging them to complete it to the best of their ability. Take an active interest in what my child is learning in school and offer support where I can.
Safeguarding	<ul style="list-style-type: none"> Make safeguarding our top priority. Ensure checks, training, systems and procedures are compliant and reflect best proactive practice. Support pupils and families in partnership with other agencies. 	<ul style="list-style-type: none"> Let someone at school know if I have any safeguarding concerns. Keep an eye on my friends and classmates. Talk to staff if I think something may be wrong with them. 	<ul style="list-style-type: none"> Be vigilant and alert the academy to any safeguarding concerns. Fully support staff with all safeguarding work, training and procedures.
Personal development	<ul style="list-style-type: none"> Offer opportunities for pupils to participate in extra-curricular activities, including lunchtime/after school clubs, sports teams, and educational visits within the UK. Provide opportunity for pupils to broaden their horizons. 	<ul style="list-style-type: none"> Take advantage of all opportunities offered to me by Tudor Grange Academy Haselor, both within and outside lessons. Consider my future options and work towards achieving them. 	<ul style="list-style-type: none"> Ensure my child is taking advantage of the opportunities that are offered. Have high aspirations for my child and their future options.
Signed	Head of School	Pupil	Parent

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