



EXETER ROAD
Thrive, Care, Succeed

BEHAVIOUR EXPECTATIONS POLICY

Policy Date: December 2021

Version: December 2021

**Adopted by the Governors of
Teignmouth Community School
Exeter Road, on 15th December 2021**

Contents

1.0	Aims and Outline	Page 3
2.0	Rewards and Recognition	Page 3
3.0	Consequences	Page 5
4.0	Focus Week	Page 8
5.0	Significant Concerns	Page 8
6.0	Confiscation	Page 8
7.0	Bullying and Discrimination	Page 10
8.0	Support	Page 11
9.0	Suspension	Page 11
10.0	Managed Moves	Page 11
11.0	Permanent Exclusions	Page 12
12.0	Use of Reasonable Force	Page 12
13.0	Off Site Behaviour	Page 12
14.0	Wilful and Accidental Damage	Page 13
15.0	Behaviour of Parents/Carers	Page 14
16.0	Allegations Against Staff	Page 14
17.0	Complaints	Page 15

Amendment Record

VERSION No.	DATE	AMENDED BY	NATURE OF CHANGE	REVIEW DATE
1	December 2021	James O'Connell	New Policy	

1.0 Aims and Outline

Teignmouth Community School Exeter Road (TCS) encourages good behaviour through a mixture of high expectations, clear policy and an ethos which ensures pupils show pride in their conduct and learning. TCS uses positive recognition and rewards to reinforce and praise good behaviour, and clear consequences for those who do not follow the school's behaviour policy. These all serve to enable all pupils to uphold our values - to 'Thrive', 'Care' and 'Succeed'.

In summary, the aims of this policy are:

1. To support and encourage pupils to take pride in their behaviour so that there is a culture of achievement, ambition and learning, and no learning time is wasted.
2. To encourage pupils to take responsibility for their actions.
3. To provide absolute clarity for staff, pupils and the community about acceptable behaviour and the consequences of misbehaviour.
4. To enable teachers to deliver engaging and creative lessons, to experiment and to take risks, without concern for behavioural interruptions as barriers.

The commitment of staff, pupils and parents is vital to develop a positive whole school ethos. All stakeholders have responsibilities which contribute to this.

2.0 Rewards and Recognition

TCS regularly celebrates the success of pupils in a variety of ways as we recognise that focussing on positive behaviours and outcomes is essential to developing a strong culture and ethos across the school. The many ways we celebrate success are listed below and may be reviewed and developed during the academic year.

2.1 Merits

Merits are used by all staff to reward positive behaviour and are given through Class Charts in the following categories:

- Good manners
- Kindness
- Courage
- Excellent effort
- Achievement
- Resilience
- Leadership
- Excellent home learning

2.2 Merit Badges

Bronze, Silver, Gold and Platinum certificates and badges are awarded for pupils achieving positive behaviour scores after behaviour points have been deducted.

2.3 Pupils of the Week

Heads of Year nominate a pupil from their year group each week who has made great progress, done something special or deserves recognition in some way. They are awarded a small prize and are publicly celebrated in assembly and on the school's media platforms.

2.4 Half termly awards

Each half term teachers nominate pupils from their classes who have demonstrated considerable effort or resilience in lessons and home learning. They are given a certificate and an e-postcard is sent home recognising their achievements.

2.5 Headteacher Awards

A Headteacher Award certificate and small prize may be given to pupils who have shown exceptional effort on a termly basis. This may be awarded for kindness, effort or achievement, either in school or as part of an extra-curricular activity. A letter is also sent home to inform parents about the Award.

2.6 Attendance

Attendance Certificates are presented on a termly basis to pupils for 100% attendance. A separate award is given to pupils who have 100% attendance over the whole year.

2.7 Recognition

The School website and Facebook are used to highlight pupils' achievements, as well as notifications in local press.

2.8 Termly Celebrations

Individual pupils are recognised in Year Group termly assemblies for exceptional achievement and certificates are handed out by the Head of Year. Rewards afternoons are also used to recognise the vast majority of pupils who continuously behave well.

2.9 Awards Evenings

An annual Awards Evening is held for each key stage, with Year 11s having a Graduation Evening in the December after leaving School. Awards are given in the following categories:

- Outstanding Attainment and Effort in each subject (nominated by heads of subject)
- Heads of Year Awards
- Headteacher's Awards

2.10 Maintaining a Positive Learning Environment

A positive learning environment is best maintained through the focus on positive reinforcement of good behaviours and not through the confrontational challenge of negative behaviours. We recognise this through the effective use of our staged reward, recognition and consequences system. TCS sets extremely high expectations of every member of our community. Our policy is designed to encourage everyone to take full responsibility for behaviour in a way that encourages the right choices and protects the rights of staff and pupils.

Staff make a commitment to 'catch pupils being good' as often as possible and reinforce this through non-verbal and verbal acknowledgement and praise as well as using some of the more formal rewards available. Staff also make a commitment to deal indirectly with some negative behaviours in this fashion too. An off-task pupil can often be redirected through praise of a neighbouring pupil who is working and behaving appropriately. When staff do feel the need to resort to formal warnings and staged consequences, they are committed to doing so in a calm, non-confrontational and professional manner at all times.

3.0 Consequences

We are committed to disruption free learning in all classrooms and throughout the school environment at all times. This means that it is necessary to use clear consequences consistently to reinforce expectations and teach pupils boundaries and self-control. We believe that effective behaviour management is at the heart of a successful and thriving school; good behaviour creates a learning environment in which teachers can teach and pupils can learn – **every child has the right to learn but no child has the right to disrupt the learning of others**. As such, we are dedicated to not allowing the behaviour of the minority to negatively affect the learning of the majority.

3.1 Behaviour Expectations System

If a pupil does not adhere to classroom behaviour expectations, a teacher will tell them that they have a 'Warning' and their name will be written on the board in the Expectations section. If a pupil does this for a second time, they will be told to 'Move' which will either involve being sent out of the room for one to three minutes or moved to an alternative seating position. A tick will then be placed next to their name on the board. If they commit a further infringement, they will be sent to the Reset Room ('Reset') for the remainder of lesson time and the next break period. When issuing warnings and implementing behaviour interventions, it is important that this is done calmly & professionally throughout. The aim is to show students they have 'chosen' their behaviour.

- If a pupil is sent to Reset in tutor time or lessons 1 or 2, they will remain there until 11.25am
- If a pupil is sent to the Reset lessons 3 or 4, they will remain there until 1.50pm
- If a pupil is sent to the Reset lessons 5, they will remain there until 3.30pm
- If a pupil fails to attend Reset, this will result in an immediate Escalate sanction

If a pupil does not follow expectations in Reset (students are expected to complete work) or commits a significant breach of the behaviour policy, they will be sent to the Escalation Room (Escalate) where they will work for a full school day of five lessons, Break and Lunch, and 30 minutes after school until 3.45pm. If a pupil refuses to work in Escalate, or fails to meet the expectations of Escalate, they will be suspended. Some but not all behaviours which may result in being sent straight to 'Escalate' or may lead to Suspension are:

- Truancing
- Refusal to follow reasonable requests/ instructions
- Repeated significant defiance
- Bullying
- Swearing
- Aggressive, violent, or intimidating behaviour
- Rudeness to staff
- Dangerous behaviour
- Non-attendance or refusal to attend detention
- Removal from lesson by SLT
- Theft
- Refusal to attend Reset
- Fighting
- Refusal to correct uniform/ jewellery until resolved
- Refusal to hand in Mobile device
- Using abusive & offensive hand gestures
- Using racist, homophobic or sexualised language
- Any other challenging behaviour
- Smoking/ Vaping on or near the school site – triggers an automatic suspension

A schematic of the Behaviour Expectations System is contained in Appendix 1. Staff guidance on implementing the Behaviour Expectations System is contained in Appendix 2.

3.2 Consistent Expectations

Consistency is hard to achieve in any organisation. We recognise that it is key when creating an outstanding learning environment. Pupils are much less likely to test the boundaries if they know that what is expected of them will remain constant throughout the day, from one classroom to the next, one teacher to the next, every day. We want all pupils to 'Thrive', 'Care' and 'Succeed' during their time at TCS and this is enabled by our RESPECT for learning classroom expectations of pupils which are summarised by:

- **R**espond to all reasonable instructions - Show pride in your behaviour by following all staff instructions and not distracting others.
- **E**quipped to learn - Sit where you are asked showing you are ready to learn with the expected equipment out. Engage with the 'Do Now' when instructed.
- **S**martly presented - Wear your uniform correctly and with pride throughout the school day.
- **P**unctual at all times* - Arrive on time to all sessions in the day. You need to be in school by 8.45am every day and in lessons within 5 minutes of the bell sounding between lessons and after breaks.
- **E**verybody engaged with 100% effort - Show pride in your learning by always working to the best of your ability and promptly attempting all work set. Going off-task and opting out of working is not tolerated.
- **C**onsiderate to all - Listen respectfully when others are talking and do not interrupt or begin a conversation. Be considerate of others' opinions and viewpoints.
- **T**alking only when permitted - Talk only when given permission and work in silence when an adult asks you to.

* If a pupil arrives to a lesson more than 5 minutes after the scheduled start of the lesson, then they will be issued with a warning for not adhering to the 'P' of the RESPECT behaviour expectations.

The sound of the bell signals the start of transition time between lessons and students should proceed promptly to their next lesson. Due to the size of our site, staff can exercise their professional judgement when determining if a pupil is late or not. If for some reason a class is let out late by staff, it is incumbent on this staff member to inform the receiving member/s of staff of the situation as soon as possible, so the receiving staff can make the appropriate punctuality call for the incoming pupils.

No student should be out of class without permission from a member of staff in which case they will have a blue 'out of lesson' card. In the very rare occasion of allowing a student out of a lesson to go to the toilet, the above protocol must be followed by staff (the issuing blue 'out of lesson' card) and no more than one student should be let out of lessons at any one time.

3.3 Uniform

Consistency is applied to all issues including uniform. Pupils will be expected to follow the uniform policy at all times. If a pupil is unable to meet uniform expectations, an alternative will be offered (if possible). Refusal to accept the alternative will be viewed as defiance and the pupil will be placed in Escalate until the issue is

rectified. No staff will accept pupils wearing their uniform incorrectly (unless they have a green signed uniform pass) and will always challenge pupils appropriately on this. Pupils wear full school uniform at all times around the school buildings (unless instructed otherwise) and should not wear outdoor garments (coats, scarfs, gloves, hats) once settled inside classrooms (unless it is exceptionally cold and they are given permission).

3.4 Mobile Phones

Mobile phones can be useful communication tools, powerful computers and aids to learning. They can also be distractions, social inhibitors and even dangerous if misused. TCS allow mobile phones on site and will allow their use in lessons, under staff's guidance, but their use is otherwise restricted in the school day and they should be turned off in school bags or pockets. Please see Appendix 3 for further details.

3.5 Restorative Justice

Restorative Justice is a process which restores relationships where there have been problems. It is an opportunity for both sides to explain what happened and to try and come up with a mutually acceptable solution. When there has been a significant issue between people, they may be asked to meet with a mediator who will ask them three main questions:

- What happened?
- Who else has been affected by this?
- What can be done to stop this happening again?

Restorative Justice works well when pupils fall out with each other, allowing them to see the impact of their actions, apologise if necessary and put an issue behind them. Restorative Justice can also be helpful if there has been a repeated problem between a pupil and member of staff because it gives both an opportunity to air their perspectives, appreciate how the other feels, and move on in a positive light, always with the aim to solve the problem and prevent the same situation arising again. Restorative meetings are ideally held in a neutral place and sometimes with a mediator who is not directly involved in the problem. The mediator's job is to keep all involved calm and civil and to help people move forward to restore the relationship.

3.6 Social time behaviour and lateness into school

All students should be on site by 8.45am every morning ready to attend morning registration at 8.50am. **Any pupils arriving to school after 8.49am will be classed as late and issued with a break time detention.** Failure to attend this detention will result in the pupil being placed in a longer lunch-time detention. If the student fails to attend this detention, this will be treated as defiance, and the student will be placed in Escalate.

A pupil may be placed in a Break or Lunch Detention for anti-social behaviour in and around school. We expect all pupils to be on time and to always behave and treat each other with respect. That means walking around the school calmly and quietly, respecting each other's space and looking out for each other. Our detentions enable us to address any behaviour that does not meet our high expectations.

There are no warnings for these behaviours. The following are possible (but not limited to) reasons for a Break or Lunch Detention:

- Running indoors
- Shouting indoors
- Being out of bounds
- Dropping litter/throwing food
- Behaving dangerously
- Trying to enter restricted areas
- Eating and drinking in banned areas
- Not clearing your tray/ food away in canteen
- Hitting or kicking school property
- Inappropriate language or attitude
- Kicking/ using balls in unauthorised areas
- Being in a classroom without teacher supervision

If a pupil does one of the things above, an adult will tell them that they have a Break or Lunch Detention and that they must serve a 15-minute detention at the next available session. If a pupil fails to attend their Detention they will be placed in Escalate as this will be treated as defiance.

4.0 Focus Week

At periodic times throughout the school year there will be a 'Focus Week'. These weeks will vary depending on the needs of the school and current emerging issues. An example week might focus on uniform or pupil equipment. The focus will be communicated in advance to parents and pupils. The week will focus positively on pupils' engagement and additional rewards will be available for pupils who consistently meet our expectations. Pupils will receive additional support to ensure they are not only aware but also prepared for the focus. All staff will support pupils and all staff will be responsible for the issuing of merits/consequences at this time. Wherever possible tutors will support and prepare pupils in advance to enable them to meet expectations.

5.0 Significant Concerns

Some behaviours warrant separate consideration and represent a significant risk to pupils' own or others' safety, or to the school's ability to function successfully. They may be dealt with through the Behaviour Expectations System, but they may necessitate external interventions and/or the consideration of Suspension or Permanent Exclusion (PEX).

5.1 Drugs

Consuming, carrying or supplying drugs is strictly prohibited and the school will discipline any pupil found in possession of drugs on the school site. This includes the possession, supply or misuse of solvents or other substances that can be harmful. Pupils may be permanently excluded if they are found to be involved in drug-related incidents. Where controlled drugs are found, these must be delivered to the police as soon as possible but may be disposed of if the staff member thinks there is a good reason to do so.

5.2 Alcohol

Consuming, carrying or supplying alcohol is strictly prohibited. Any pupil involved in any alcohol-related activity may be permanently excluded.

5.3 Medication

Carrying, supplying or taking prescription medicines illegitimately could result in a suspension or permanent exclusion. We are aware that it may be necessary for some pupils to take medication during the school day. Parents/carers should contact Student Services if this is the case who can ensure that the medication is stored and used safely.

5.4 Smoking, including all forms of e-cigarette/vaping devices

Smoking (including vaping), in all its forms, is detrimental to health, anti-social and not conducive to a safe school environment. We will apply this policy to any pupil who is seen smoking/vaping or we suspect of smoking/vaping. Any consequences applied will consider the nature, location and frequency of the incident. Smoking/vaping is not permitted anywhere on the school site. As mentioned in section 3.1, any pupil found smoking/ vaping on or near the school site and thus bringing the school's reputation into disrepute, will be suspended.

6.0 Confiscation

The school follows government advice when confiscating items from pupils which is outlined in the document 'Searching, screening and confiscation. Advice for Headteachers, school staff and governing bodies.' January 2018:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf

The school can confiscate any electronic items being used inappropriately on the premises such as mobile phones, etc. The school reserves the right to view, confiscate and delete any files deemed to be inappropriate that are brought on to the school site on electronic equipment; e.g. photos on a mobile phone. In certain circumstances, we reserve the right to retain electronic data as evidence.

Pupils wearing any accessories or jewellery which do not follow the school uniform policy can expect to have these items confiscated. Any confiscated item will be logged and available for collection at the end of the school day. Where a pupil is unable to immediately rectify a uniform issue – e.g. hair dye or false nails – they will spend time in the Escalate room until they are able to follow uniform expectations. In all cases parents will be informed and given the opportunity to rectify the issue.

Where pupils repeatedly break rules, they may be asked to hand in items at the beginning of each day to reduce unnecessary time wasting for teachers. Pupils may also be asked not to bring items to school at all – e.g. mobile phone – and bag searches used to support this. For repeated offences of this nature, parents may be asked to collect confiscated items. Where items are not collected, the school will dispose of them at the end of every term.

Pupils with smoking/vaping materials, including electronic devices and fluid will have these confiscated and destroyed whether they are found to be smoking/vaping or not. They will also be issued with a sanction for bringing such materials on to the school premises. Pupils will also receive consequences for smoking/vaping near the school (as previously mentioned), and if they are recognisable as a school pupil on their way to and from school.

In certain instances, other items will not be returned to pupils and will be disposed of by school according to the guidance in the DfE document as above.

Pupils must not bring any of the items listed below onto the school premises. The school will automatically confiscate any of the items below and has the power to search pupils with or without consent. There may also be severe penalties for pupils with these items, including permanent exclusion in the case of the most serious items such as drugs or weapons. The following are some examples, but not limited to:

- Fizzy drinks
- Energy drinks
- Tobacco, lighters, filters and cigarette papers
- E-cigarettes/fluid
- Fireworks
- Pictures of staff or pupils taken without appropriate consent
- Pornographic images
- Medication which has not been accounted for under the medication policy
- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items

- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil), including matches, lighters, 'legal highs', and laser pens.

School staff apply the following protocols when searching for or confiscating items. Searches will only be conducted by agreed staff members. Search protocol - key points:

- a. Searches should normally only be carried out by a member of staff of the same gender as the pupil being searched. There must always be a witness, wherever possible a member of the same gender as the pupil.
- b. Seek to gain consent of pupils to search their bags and ask them to empty their pockets. If they refuse, then please escort them to the BST Office and inform SLT.
- c. Ask pupils to empty their own pockets fully and allow you to look through their bag and any coat/jacket pockets.
- d. Anything found which you believe is inappropriate, regardless of whether it was what was being searched for, can be confiscated.
- e. Parents should be informed of anything found which is inappropriate.
- f. All searches should be logged.

7.0 Bullying and Discrimination

We define bullying as intentionally and repeatedly causing distress or harm to the same individual when it is difficult for the bullied pupil/pupils to defend themselves. This refers to the power imbalance between the parties – a bullied pupil usually has less power or physical strength than the bully or bullies. Bullying can take many different forms. Most often it consists of verbal abuse and public ridicule of the target, but there are many other forms of bullying as well. Often the targets are bullied in more than one way and bullying is more than just single attacks. Bullying can include but is not limited to:

- Emotional harm
- Physical harm
- Social bullying
- Social media
- Threatening behaviour
- Name calling
- Sexting
- Cyber bullying
- Sexual exploitation

At TCS our aim is to prevent bullying through education, by prompt and sustained response to reports of bullying, and by developing the confidence of pupils. We aim to have a culture of courage, compassion and respect where difference is valued. All bullying incidents will be treated and addressed individually, and we will apply the full range of consequences depending on the severity, frequency and seriousness of the incidents(s). We have a system of support for pupils who have been bullied and a system of clear, fair and consistent responses to incidences of bullying to establish a supportive, caring and safe environment.

In exceptional circumstances and where other attempts to resolve an issue have not been successful, the school may use a behaviour contract between pupils to establish a clear and equitable arrangement for communication and behaviour. The contract will identify clear consequences for failing to meet the stated requirements that could include, but not limited to: detentions, Reset, Escalate, Suspension and for repeated breaches, Permanent Exclusion.

Further details of the TCS anti-bullying strategy are in Appendix 4.

8.0 Support

TCS aims to support all pupils to ensure that every child succeeds during their time at school. Where it becomes clear that a child is having on-going difficulties in managing their behaviour, there are a wide range of strategies which are used to support pupils. TCS will always consider whether continual disruptive behaviour is the result of an unmet special educational or other need, and whether multi-agency assessment would be appropriate.

Every child is different and all support is tailored to meeting the needs of each individual; in recognition of this, what works for one child may not work for another. Any pupil designated at risk of suspensions or PEX will have an Individual Behaviour Plan (IBP) which is a tiered response to supporting all pupils to make positive behaviour choices.

9.0 Suspension

We will endeavour to avoid exclusion wherever possible. A decision to suspend a pupil for a fixed period is taken only in response to a significant breach of the school's behaviour policy, including persistent disruptive behaviour, or where such breaches are neither serious enough to merit permanent exclusion nor minor enough for detention, Reset or Escalate. All suspensions are authorised by the Headteacher or designated representative, or in their absence the next most senior member of staff.

All suspended pupils will be given work to complete and will attend a readmittance meeting on their return to school accompanied by their parent/carer. A readmittance meeting will take place at the earliest available time on the first day the pupil is to return to school. The meeting will aim to clarify next steps and discuss if any additional support is required. Following readmittance a pupil will go to Reset where a decision will be made as to whether they are ready to return to mainstream lessons. Failure to attend will result in the pupil remaining in Escalate until the readmittance meeting can be held.

Further details of the exclusions policy are in Appendix 5.

10.0 Managed Moves

In certain incidents of very poor behaviour, where the school wishes to avoid further suspensions or PEX, the school may place the pupil in another school for a temporary period in order to give them an opportunity to reset in a fresh context. This action is taken in consultation with partner secondary schools in the local area who TCS works with. Circumstances that could result in a pupil going on a Managed Move include:

- Persistent defiance
- Failure of Escalate
- Refusal to follow instructions
- Bullying
- Swearing
- Aggression
- Rudeness
- Dangerous behaviour
- Inappropriate use of social media or online
- Fighting

11.0 Permanent Exclusion (PEX)

A decision to exclude a pupil permanently should be taken only:

- a. In response to a serious breach or persistent breaches of the school's behaviour policy; and
- b. Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

A serious breach of the school's policy may result in a Permanent Exclusion (PEX). The list below indicates the circumstances where a PEX may occur (at the discretion of the Headteacher) and includes, but is not limited to, the following:

- Assault or attempted assault on staff
- Violent assault
- Sexual assault, harassment or exploitation
- Drug-related activity/paraphernalia
- Criminal or terrorist activity
- Carrying a weapon or dangerous object
- Extremely dangerous/risky behaviour
- Setting off the school fire alarm more than once

In order to avoid a PEX for a one-off serious breach of the school's behaviour policy, the school may work with partner schools to facilitate a managed move or look for temporary placement an Alternative Provision (AP).

The school follows the latest DfE guidance regarding exclusions from schools for both suspension and permanent exclusions to ensure that pupils are treated fairly and not discriminated against. The application of this policy will be dependent upon this guidance:

[https://www.gov.uk/government/publications/school-exclusion.](https://www.gov.uk/government/publications/school-exclusion)

12.0 Use of reasonable force

The school is strongly against the use of force against pupils and the advice to all staff is to seek support and advice in a difficult situation before using force. However, there may be instances where this is not possible due to the nature of the incident. The school and its staff will always endeavour to resolve situations without force and to manage any difficult situation calmly. The school follows the guidance below from the DfE: 'Use of reasonable force. Advice for Headteachers, staff and governing bodies'. July 2013

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/355362/use_of_reasonable_force.pdf

Please see the separate 'TCS ER Use of Reasonable Force Policy' for further details.

13.0 Off site behaviour

We aim to prepare pupils for a life beyond education. The school therefore reserves the right to apply all aspects of this policy to pupils recognisable as TCS pupils (not just by their uniform) even if they are outside of the school grounds, or outside the usual hours of attendance, or using social media/online activity. What the law allows is laid out in the latest DfE Guidance 'Behaviour and discipline in schools. Advice for Headteachers and school staff' January 2016.

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and Discipline in Schools - A guide for headteachers and School Staff.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf)

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Headteachers a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable."

The School may apply consequences to a pupil for any misbehaviour when the child is:

- Taking part in any school-organised or school-related activity
- Travelling to or from school
- Wearing school uniform
- In some other way identifiable as a pupil at the school

At any time, whether the conditions above apply, that:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

TCS is committed to ensuring pupils act as positive ambassadors. TCS expects the following:

- Good order on transport to and from school, educational visits or other placements such as work experience or college courses
- Good behaviour on the way to and from school which reassures members of the public about school care and control over pupils in order to protect the reputation of the school

13.1 Consequences and disciplinary action as a result of poor behaviour off the school premises

Consequences may be in the form of detention, Reset, Escalate, Suspension or, in very serious cases, Permanent Exclusion. In issuing consequences, the following will be considered:

- The severity of the misbehaviour
- The extent to which the reputation of the school has been affected
- Whether pupils were directly identifiable as being members of the School
- The extent to which the behaviour in question would have repercussions for the orderly running of the school and/or might pose a threat to another pupil or member of staff (e.g. bullying another pupil or insulting a member of staff)
- Whether the misbehaviour was on the way to or from school, outside the school gates or in close proximity to the school
- Whether the misbehaviour was whilst the pupils was on work experience, taking part in a course as part of a school programme, participating in a sports event (and in any situation where the pupil is acting as an ambassador for the school) which might affect the chances of opportunities being offered to other pupils in the future

14.0 Wilful and Accidental Damage

TCS's approach is as follows:

- If damage is accidental, providing this is the first incident involving a particular pupil, there will be no charge levied on the pupil.
- If the damage is the result of reckless behaviour - e.g. running inside the building, throwing an object at a peer, etc. - the school will levy a charge up to 50% of the total repair/replacement cost. The precise amount levied will depend upon the presence of any mitigating circumstances.

- Pupils causing accidental damage as a result of reckless behaviour will always be subject to consequences that include remedial action (where appropriate) and/or detention and/or Reset or Escalate.
- If the damage is the result of a wilful act, the school will consider whether there were any mitigating circumstances. Pupils causing wilful damage (graffiti, vandalism, etc.) will face a charge of up to 100% of the total cost of repair or replacement. The precise amount levied will depend upon the presence of any mitigating circumstances.

Pupils causing wilful damage will most likely be subject to either Escalate or Suspension. The school may also inform the Police. The school and the Police will work together to bring about a satisfactory resolution within the guidelines above. In extreme or repeated circumstances damage may be logged as a crime. The Police may also act as facilitator in acts of restorative justice that might include remedial work or conferencing with parents and other parties. Invoices will be raised by the Finance office and pursued to an appropriate solution. If payment is not forthcoming, a restorative measure of appropriate gravity should be imposed.

15.0 Behaviour of parents/carers

We are committed to building strong and positive relationships between the school and parents and carers. We are grateful for regular feedback from parents via questionnaires, at parents' evenings and events and on a day-to-day basis. Staff emails are made available to allow efficient communication between parents/carers and school. Staff liaise closely with parents to support effective transition into the school. All members of our school community will do everything they can to support all pupils, parents and carers, communicating professionally at all times.

The school has a duty to ensure staff work in a positive environment free from any form of harassment or intimidation. To this end the school will take firm action against any parents who behave inappropriately towards the school or any members of staff. This includes the use of banning orders or specifying specific mechanisms of communication.

The school deems any form of aggression or threat - either physical or verbal - rudeness or malicious accusations as unacceptable. This includes all forms of communication, including emails and social media. As a response to inappropriate behaviour by a parent/carer, the Headteacher may place a temporary ban on a parent entering the school site or specify specific forms of communication to be used, putting in writing the reasons for the ban or details of mechanisms for communication and giving the parent an opportunity to respond. A ban or limitations on communications will remain in place for an appropriate timescale and will be reviewed.

16.0 Allegations against staff

The school will not automatically suspend a member of staff who has been accused of misconduct, pending an investigation, but the Headteacher will draw on advice given in 'Dealing with Allegations of Abuse against Teachers and Other Staff' guidance.

Parents and carers should also be aware of the prohibition on reporting or publishing allegations about teachers in section 141F of the Education Act 2002. If parents or carers wish to apply to the court to have reporting restrictions removed, they should seek legal advice. If the school is made aware of any inappropriate comments the school will report these to the relevant authorities for immediate action to be taken. Publishing allegations should be taken to include publication online or on social media such as Facebook.

All allegations against staff will be investigated in line with the Complaints Policy and all complaints have the potential for consequences for the staff concerned. For this reason, where it is concluded that a pupil has made a malicious allegation against a member of staff, the school consequences will be applied in a way that the school considers to be proportionate to the severity of the allegation made and its potential impact on the member of staff concerned. Other factors, for example the length of time for which the allegation was sustained, will be considered. The consequences may include restorative justice but may also include Suspension or Permanent Exclusion from the school.

17.0 Complaints

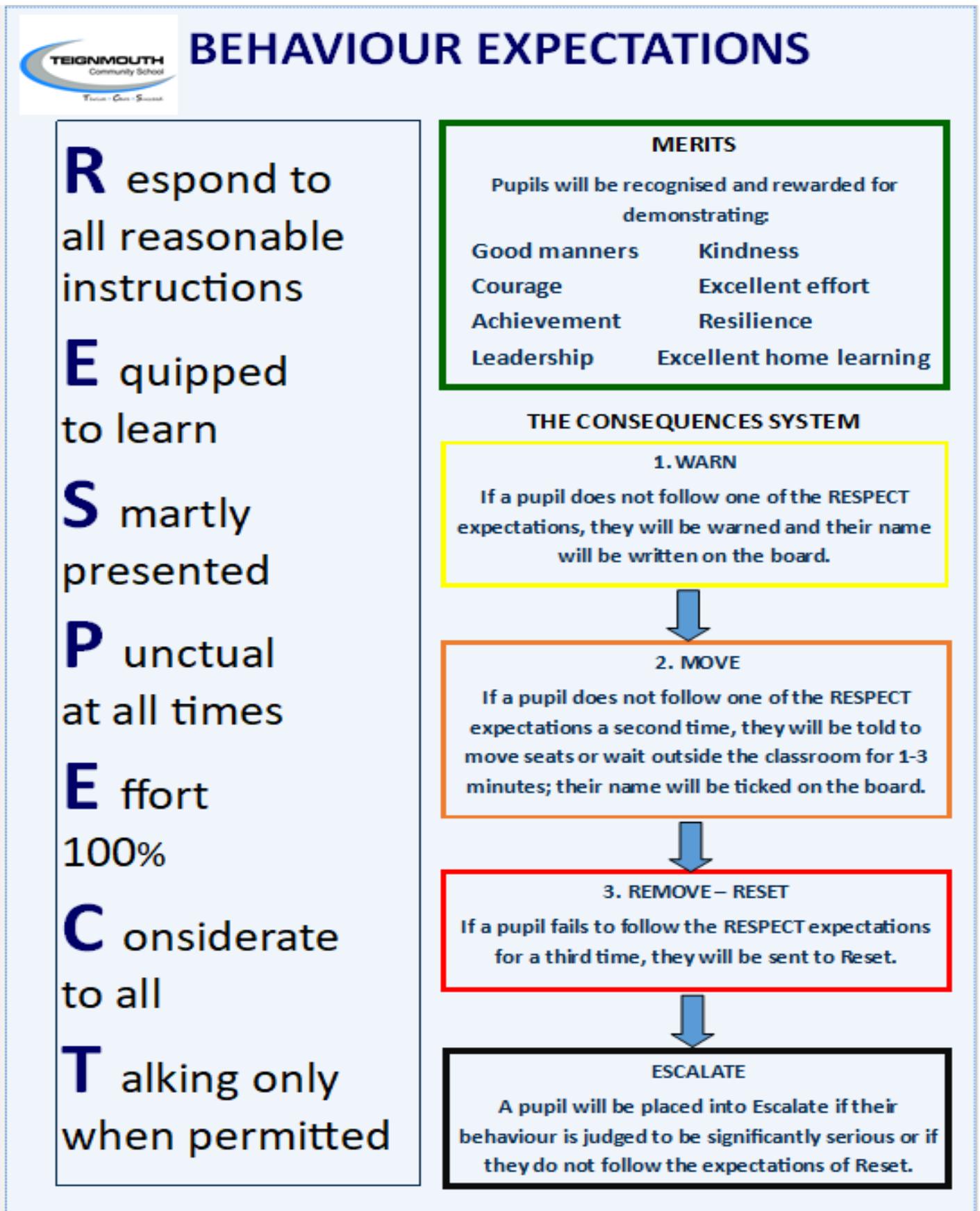
The school has a complaints procedure. We encourage parents/carers to take any complaints or concerns to a staff member or the Headteacher and the school will do everything within its power to help resolve conflict or complaints swiftly and effectively. For details of the full complaints procedure, see our School Complaints Policy, available to download from our website.

APPENDICES

- 1. Behaviour Expectations Schematic**
- 2. Staff Guidance**
- 3. Mobile Phones and Electronic Devices**
- 4. Anti-bullying Strategy**
- 5. Exclusions Policy**

APPENDIX 1

RESPECT for Learning Classroom Behaviour Expectations Schematic



APPENDIX 2 Staff Guidance

The Behaviour Expectations System is a whole school policy which clearly sets out the TCS expectations for culture and behaviour across the school. All consequences are given through a central school system and are monitored by the Behaviour Support Team (BST) and Senior Leadership Team (SLT). The *Teacher Standards* make explicit reference to the management of behaviour in the classroom as an area of professional practice that we must all make a commitment to develop:

S1: Set high expectations:

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils

S7: Manage behaviour effectively:

- have high expectations for behaviour
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary

Rewarding Conversations

Research both within and outside of the school has shown that for most pupils' their preferred reward is positive recognition – being told that they are “getting it right”. Therefore, what is said and how it is said has a big impact on them. It influences how they perceive the relationship between themselves and the teacher, which in turn affects their commitment to learning. The following strategies are used by teachers at TCS to help to create a positive learning climate:

- Smile and use open body language as you welcome pupils into the classroom.
- Over time, try to notice and say something positive about every pupil.
- Make eye contact with pupils, especially when they are answering questions.
- Use polite language to model the tone of responses you expect.
- Use pupils' names frequently in affirmative ways; for example: “Ava gave two of the really important points in that answer and backed each with an example”.
- Try to keep your voice pitched low and avoid shouting.
- Use praise frequently, but not indiscriminately. Reward progress towards and achievement of targets. Pupils value praise if it is clear that it is deserved.
- Encourage Pupils to be supportive of each other, to listen and respond with respect; for example by using structures such as “I agree with Tom that ... however I think that ...”
- Avoid putting pupils on the spot. Use strategies to ensure pupils feel ‘safe’ to answer - for example, extending waiting time (try to count to eight before expecting an answer); using ‘think, pair, share’; prefacing challenging questions with “this is a really difficult question so I’m going to ask several people and then we’ll construct a best answer together”.

Try to avoid telling pupils they are wrong. Pupils need to see mistakes as a vital part of learning.

- Try: “*You’re a step nearer to the right answer*” ✓
- Avoid: “*You’re wrong again*” X
- Words like ‘rehearsal’ or ‘trial’ can be useful
- Try to avoid appearing to blame pupils for their lack of learning:
 - “*Put in bit more effort*” X
 - “*OK, it’s a little tricky at the moment. Which bit can’t you do yet?*” ✓
- Other useful positive words and phrases: “*When you finish... I know you can... Which part didn’t I explain well enough? I’m sorry, I should have made it clearer. What do we need to remember here? OK, so you haven’t quite mastered it yet.*”

Up to now this bit has proved a little tricky..... Today you have a fantastic opportunity to show yourself how much you've remembered from the last module..... Your choice...it's up to you...you decide.... That's right, isn't it?"

In addition to the above, it is important that we establish a common and consistent approach to starting and ending lessons.

Lesson Starts – As per the TCS8 lesson expectations, staff should meet and greet pupils at the door threshold and acknowledge them as they come in and either direct them to the 'Do Now' task or the action pupils are required to complete upon entry to the room. Uniform and jewellery (and masks if entering via an indoor corridor) need to be checked and corrected (if required) before entry into the classroom.

Lesson Endings – Once all resources are collected in/ packed away, pupils should tuck their chairs underneath their desks and stand behind their chairs in silence. Once this is secure, uniform should be checked once again (if entering an indoor corridor upon exit, masks should be put on) and pupils then dismissed row by row/ table by table in a quiet and orderly fashion.

Applying the behaviour expectations consequences

1. If a pupil does not meet behaviour expectations, state clearly that you are giving them a warning with the reason (you must clearly refer to the RESPECT expectations list) and that their name will be written on the board in the 'Expectations' section with the letter of the relevant expectation.
2. If the pupil repeats any poor behaviour by not meeting any of the RESPECT expectations, they will again be told referring to the relevant expectation and told to either move seats or to go outside of the classroom for a 1-3 minutes to reflect and moderate their behaviour. You may choose to talk to them outside of the room at this point.
3. If the pupil repeats any poor behaviour again by not meeting any of the RESPECT expectations, they must be removed and sent to the Reset Room. You should clearly state the reason(s) to the pupil.
4. The class teacher must **immediately** send an email to BST and inform them that the pupil has been sent & the reason for this. You should contact 'On call'/ e-mail 'Assistance Required' if a pupil refuses to leave the classroom or for 'Immediate removal' reasons – see section 9.
5. The BST will expect the pupil within 3 minutes of the email being sent and will contact staff 'On call' if the pupil fails to arrive.
6. The BST may move the pupil from Reset to Escalate if their behaviour is still not satisfactory or if the initial behaviours are deemed serious enough. The BST will send a text to the parent/carer informing them that their child has been removed from lessons, and is in Reset and/or if they are placed in Escalate, giving the reason in a brief summary if possible.
7. Staff must be aware that a graduated response system operates for pupils with identified SEN. This enables reasonable adjustments to be made which are required by law. Some pupils will receive a different sanction from the normal Reset or Escalate rooms. **Please note, differentiation in this system is applied at the point of sanction. We do not lower/amend expectations for pupils due to their needs.**

Escalating Behaviour	Description	Staff Action
1 st Warning 'WARN' stage reached	Pupil does not adhere to one of the RESPECT Behaviour Expectations	Pupil's name is written on the board in the Expectations 'W' section. The warning is delivered calmly, carefully and professionally, clarifying that the behaviour is the issue, not the pupil.
2 nd Warning 'MOVE' stage reached	Pupil continues to not adhere to the RESPECT Behaviour Expectations	Pupil's name is ticked on the board in the Expectations 'M' section and they are either sent out of the room for 1-3 minutes and quietly spoken to, or moved to an alternative seat in the room.
3 rd Warning 'REMOVE' stage reached	Pupil continues to not adhere to the RESPECT Behaviour Expectations for a 3 rd time	Pupil's name is written on the board in the Expectations 'R' section and is sent to the BST office (pupil to arrive within 3 minutes) where they will be sent to the Reset room for the remainder of the lesson/ next lesson and next break time. Staff to e-mail BST to inform them of the incoming pupil along with reason for being sent.

(The **only** consequence system to be used **within lessons** are Warn, Move, Remove, Reset and Escalate)

- If a pupil is sent to Reset tutor time or lessons 1 or 2, they will remain there until 11.25am
- If a pupil is sent to the Reset lessons 3 or 4, they will remain there until 1.50pm
- If a pupil is sent to the Reset lessons 5, they will remain there until 3.30pm
- If a pupil fails to attend Reset, this will result in an immediate Escalate sanction

If a pupil does not follow expectations in Reset (pupils are expected to complete work) or commits a significant breach of the behaviour policy, they may be sent to the Escalation Room (Escalate) where they will work for a full school day of five lessons, Break and Lunch, and 30 minutes after school until 3.45pm. If a pupil refuses to work in Escalate, or fails to meet the expectations of Escalate, then a fixed term suspension will be considered.

1. A common approach to language - language to engage not to enrage

In all your communication, think carefully about your language. Keep it positive - avoid negative phrasing. Most things can be converted to positive language. For example, you see a child running in a corridor you can say *“Walk Please”* as opposed to *“Don’t Run”*. Instead of *“Will you stop talking”*, say *“I’d like you to be listening please”*; instead of *“Stop turning around”*, say *“I’d like you to face this way please”*.

Use choice direction such as “either/or”: *“You can either work quietly by yourself in that seat or you can come and sit here”*; or “when/then”: *“When you have finished completing the written task, then you can move and work on a group task.”*

Use language that assumes and encourages a positive response: *“When I come to see you at the end of the school day we can resolve this.”* As opposed to: *“I will see you at the end of school and sort this.”*

Staff must use language to de-escalate situations: language to engage, not to enrage. Staff must model the language, behaviours and demeanours, including body language, we wish our pupils to emulate. We must be courteous, polite, de-escalating and non-confrontational.

2. Starting lessons - give a countdown to prepare class

Delivering the countdown

It is essential that all pupils know that the lesson is ready to start and that they must therefore be ready to learn and meet all the expectations.

To make this crystal clear for pupils, all staff must give a clear countdown when they are ready to start the lesson. The countdowns will indicate to all pupils that they must be silent and ready to listen. Use language that assumes and encourages a positive response. *"I'm expecting **maximum attention** and when you are in silence I will explain the task. Ready to start in 3... 2... 1. Thank you."*

As opposed to giving a stark instruction without any explanation or positive reinforcement: *"I want you to be silent now 3,2,1"*

As soon as staff get to '1', warnings must immediately be given to any pupil not meeting the lesson expectations.

3. Managing transitions - making whole class expectations clear

1. Establishing silent work

If you want pupils to work in silence, this should be communicated clearly: *"We'll now be practising in silence for 20 minutes. Obviously, if you talk or make a deliberate noise during that time, you will receive a warning for not meeting the expectation of following reasonable instructions. When you are working in silence, I will be able to circulate and help you individually."*

2. Forewarning

If pupils are really engrossed in, for example, a group discussion, then it might be unreasonable to expect them to switch immediately to silent listening within 5 seconds. In these cases, staff should **forewarn** pupils that they need to get ready for that: *"[Over pupil discussion] 30 seconds left... 20 seconds... 10 seconds 3...2...1."*

3. Communicating expectations and objectives before each episode of teaching or transition to another task

It is vital that the teacher is explicit about expectations and objectives for each phase of the lesson and that pupils' comprehension of them is checked and frequently reiterated. Do not simply ask "Does everyone understand?" Ask questions to check pupils know what the expectation is. Keep this brief, but you must ensure all pupils, including identified groups, understand how the task is going to operate. For example:

"I am now going to explain the theory of relativity to you. My expectations for the next 10 minutes are that you put your pens down and look at me. You may ask questions but only by putting your hand up. I expect everyone to listen in silence. Alice, can you echo the expectations for everyone please?"

"We are now going to discuss the meaning of life in pairs. My expectations are that you only talk about this topic and you use the key vocabulary on the board in your discussion. John, what vocabulary are we going to use and where are you going to find it?"

"We are now going to discuss this as a class. I am going to cold call pupils to share their answers with the class. My expectations are that you give each other the maximum attention and give the most academic answer you can. If you have a point to make, you may raise your hand."

“For the next 10 minutes we are going to practise in silence. My expectation is that you do not talk. If you get stuck, challenge yourself to think through the problem. If you are really stuck, put your hand up and I will come to you.”

“For the next 10 minutes we are going to answer the questions from the information in the text book and you may turn and talk with the person next to you. My expectations are that you only discuss the method of simultaneous equations. This is challenging work. If you don't understand after trying together for 5 minutes, please raise your hand. Jayden, can you echo those instructions please?”

4. Collective reminders

Having made whole class expectations clear, teachers should always aim to use the lesson expectations to address individual pupils first and foremost. However, if a number of pupils are not meeting the expectations, then the teacher may wish to draw attention again to the lesson expectations, without giving a warning to a particular pupil. In such situations, a collective reminder to the whole class is appropriate.

For example, if the class is working in groups and you notice that the groups' conversation may be straying away from the set task, you should say: *“I'd like to remind everyone that off-task conversations are for social times. I don't wish to have to give anyone a warning about this.”*

5. Calling out

If a pupil who is genuinely engaging with learning calls out, they should not be given a warning initially. However, if a pupil **repeatedly** calls out you should say to them: *“I know you are only trying to answer the question, but you have called out too many times, which is unhelpful for other pupils. I am giving you a warning for talking when not permitted.”*

6. Immediate warnings - a common approach and language

Once expectations are clear, if a pupil does not meet any of the lesson expectations, they must be given an immediate warning. **It will lead to inconsistency and unfairness for staff and pupils if some staff choose to 'remind' pupils that 'next time you will get a warning'**. Therefore, if a pupil does not meet any of the lesson expectations then the teacher must issue an immediate warning to the pupil – direct this to the individual and make it as private as possible.

Lesson expectation warnings must be given as a simple, clear and non-negotiable warning. Make it clear that the pupil is not meeting one of the lesson expectations. In practice it is easy to get caught up in a lengthy argument or confrontation. Do not do this. Focus on delivering your warning and then moving on quickly. The longer the interaction, the more chance of negative 'secondary behaviours' so deliver the warning, calmly, politely and quietly and get out quickly, efficiently and without lingering.

It is important that all staff use a common language when giving warnings:

“Mollie you are not meeting the lesson expectations because you are not following reasonable instructions. Your name is being put on the board; I need you to concentrate on completing the simultaneous equation you are working on.”

“John, I'm giving you a warning because you are talking when not permitted. You need to be engaged 100%.”

Warnings should be given individually and privately if possible. However, if the warning needs to be issued during your whole class interaction, then a public warning is appropriate.

Having delivered the warning, choose a positive phrase that you will end the interaction on. For example:

"I need to see you working as well as you were in yesterday's written task. Thank you for listening"

"I will come back and give you feedback on your work in five minutes."

Think carefully about your body language when issuing the warning. If giving a private warning, try to crouch down to eye level and talk to the pupil, or give plenty of personal space if standing up.

7. Managing secondary behaviours and de-escalation

Once you have given a warning, you should not give a second warning **within 2 minutes of the first**. This is to avoid secondary behaviours escalation and avoid a 'scatter gun' approach.

Secondary behaviours are those that occur during your intervention or as you leave after you have given a warning to a pupil. They are 'chase me' behaviours by the pupil designed to generate a negative response from you. When you have issued a warning, the pupil may display negative secondary behaviours – such as pushing their chair noisily back, claim their innocence, or giving you a sarcastic smile. Pupils may do this because they want to divert the conversation away from the original behaviour and they want to encourage a confrontation with you. If you respond immediately to their negative secondary behaviour you have allowed the pupil to take control of the situation.

For example, if a pupil disagrees with you or argues with you about the warning, then you can tell the pupil that you will discuss the issue at the end of the lesson if they would like, but if they continue to argue you will send them to the Reset room. For example:

"Sam, I will discuss this with you at the end of the lesson. You can either discuss it then or if you continue to argue I will send you to Reset."

Give time for the pupil to make the right decision. For example:

Teacher: *"Sam, you are having an off-task conversation. You are not showing 100% effort. That's a warning. I need you to be talking about the work using the key vocabulary."*

Pupil: *"It wasn't just me, it was him as well. It's not fair...You are so unfair!" (This sort of language continues).*

Teacher: *"Sam, I'm going to leave you now for a while. Use the time to think about things and to make the right decision."*

This approach turns it back on the pupil to make the choice. You must now turn your attention back to the lesson and the other pupils. No further discussion from the teacher is required.

If the pupil then stops the negative 'secondary behaviour', the teacher must take that to mean the pupil's acceptance of the warning. There is no need for the teacher to go back to challenge the pupil again. Instead leave the pupil and find a suitable time to have a positive interaction later in the lesson. If you offered a conversation at the end of the lesson, you must be ready to have it if the pupil asks.

8. Continued negative secondary behaviour or the third time the pupil does not meet lesson expectations. In both cases send immediately to the Reset room

If the pupil does not respond to your warnings, and **you have given them the two minutes to respond positively, you must send them immediately to Reset.**

“Sam, you did not listen in silence. I have given you two warnings and you have continued to argue about it. I am sending you to Reset. Please go there now.”

If a pupil responds positively to your second warning but then later in the same lesson does not meet the same or another lesson expectation, then you must send them immediately to Reset, even if they have worked well in the intervening period and the incidents are unrelated.

“Jane, you need you to go to Reset. You had a warning for being late and for talking when not permitted. Please make your way to the Reset now.”

9. Immediate removal

More serious misbehaviours (including serious secondary behaviours that fall into the categories below) warrant immediate removal from the lesson to the Escalate room for 24 hours. These include:

- Persistent defiance – refusing to follow any instructions
- Swearing at or about a member of staff
- Violence, aggressive or intimidating behaviour towards staff or other pupil/s
- Unsafe or dangerous behaviour

Use On-Call / ‘Assistance Required’ e-mail in such situations and a member of staff will come to your lesson as quickly as possible.

10. Follow up from behaviour incidents

Sometimes it may be necessary to hold a restorative conversation between a member of staff and a pupil. A teacher may request this or a member of SLT may decide that this is necessary. Staff are expected to engage with this when necessary in order that positive and successful relationships can be restored or built. However, normally, restorative conversations are neither necessary nor practically possible.

Teachers should always resume their next class with a pupil who has been removed by greeting them warmly next lesson and starting afresh. **Teachers must contact parents/carers if they need to remove a pupil from their lesson more than twice in a fortnight or three times in a half term.**

11. General guidelines for telephone calls to parents

We need to work closely with parents. Parental engagement is a powerful lever for raising attainment and improving behaviour. If we work together, the gains can be significant. Parents need to be made aware if their child is regularly behaving inappropriately in any lesson to be able to support you as the teacher and to influence them to behave positively:

- Try to make the first contact home for all pupils a positive one.
- Be clear with the parent that it is the behaviour not their child that is the problem; discuss the times when their child was able to behave appropriately and ask parents to consider whether there are any reasons for the negative behaviour.
- Be specific about the types of behaviour that caused the sending to the Reset room and give specific

details - not general "he just was not behaving well" comments.

- Have the data available and let parents know the targets that you need their child to work towards.
- Agree on how you will be monitoring progress and feeding this back to them.
- Set a date when you will telephone them to review progress and if improvements are noticeable early, share the positive progress.

For example:

Hello Mr/Mrs/Miss I am Mr/Mrs/Miss/Ms ... (staff name and role)

I teach (child's name) (subject) and am calling to explain that I had to send him/her out of class to the Reset room today.

After a clear warning for (explain) X was still not ready to learn and interrupted the learning of other pupils. I have spoken to X and we have agreed that next lesson Y will happen. I hope that we have your support in this matter.

I'm sure you'll share my concerns about...

Thank you for your continued support with X's behaviour and progress.

It is really important to us that we are able to support each other to help X make progress in this aspect of his/her learning/behaviour.

Is there anything that you think I should be aware of that would help me to support X in class?

If the parent/carer challenges the decision you have made:

This is in accordance with our behaviour policy; pupils understand that if they do not meet our lesson expectations they are given a clear warning and a chance to remain in the class. If they choose to ignore that and need to be spoken to again they are sent to the Escalate room for a full working day. Our pupils have told us that they do not want their learning disrupted by the behaviour of other pupils and this is this action we are taking to address that.

If the parent/carer presents a mitigating reason for the behaviour:

If you are satisfied with the reason, refer it to the HoY, SENCo, Welfare team. Don't promise to rescind the decision, only to pass on the information. If you are not satisfied with the reason, restate the school lesson expectations as detailed earlier in this guidance.

If the parent/carer becomes angry or aggressive:

I am going to end the call. If you wish to contact me regarding the matter, you can do so by writing to me at school.

If you have further concerns about an angry or aggressive response, please refer to HOY/SLT.

APPENDIX 3 Mobile Phone and Electronic Device Rules

1. Scope

Our school understands and fully accepts that most pupils possess a smart phone and that this is useful for parents to communicate with their children, particularly at the end of the school day. These devices can also play a powerful role in learning. They have their place and uses. However, school presents an opportunity for young people to learn how to socialise effectively, build friendships and develop communication skills. We do not allow pupils to use their mobile phones or other devices in social time in school because this helps them learn these life skills and helps to avoid some of the negative effects of social media, cyber-bullying and other threats that exist in the virtual world. Mobile phones or electronic devices should therefore not be used by pupils in school without permission from a member of staff.

2. Expectations

- All devices should be kept out of sight in school from the moment a pupil enters the site until the end of the school day at 3.15pm.
- In the event that a pupil needs to contact home, they need to seek permission from a member of staff and should then use their phone within sight of that member of staff.
- If a pupil is ill or has a problem or concern, they should report to Student Services or to a member of staff who can refer them to the right person to help them. Pupils ringing home without seeking help from staff is not helpful or allowed and may be sanctioned.
- The only reason that a pupil might use a mobile phone without direct permission from a member of staff is in the unlikely event of a medical emergency where there are no staff present.
- For sound educational reasons and at the discretion of teachers, pupils may be permitted to use their mobile phones / electronic devices to assist with their learning in a controlled teaching environment. The relevant member of staff has complete autonomy over this and is responsible for the appropriate use of these devices.

3. Consequences

- If a pupil is found to be using a mobile phone/electronic device (including earphones) on school premises, the device will be confiscated and handed to a member of the BST (Behaviour Support Team) in the BST Office.
- Pupils will then need to collect the device from the BST office at the end of the school day, at 3.15pm.
- If this behaviour is repeated, parents/carers will be contacted and a detention will be issued.
- If a pupil refuses to hand over their device, this will then result in the student being placed in the Escalate Room for defiant behaviour. They will serve a full 5 lesson cycle in Escalate along with the loss of break and lunch-time and remain in Escalate until 3.45pm.
- If a mobile phone goes off in a lesson as a result of not being switched off, this will result in the phone being confiscated and a warning being issued.
- If a pupil gets a phone out in a lesson without permission, this will result in the phone being confiscated and a warning issued for not following reasonable instructions.

4. Conclusion

In some circumstances, it may be necessary for a member of staff to ask a pupil to reveal a message or a photograph, for instance for the purpose of establishing whether cyber bullying has occurred. The school cannot be held responsible for the loss or damage of any electronic item that the pupil chooses to bring on to school premises.

APPENDIX 4 Anti-Bullying Strategy

1. How pupils, parents and staff can report incidents of bullying

Pupils and their parents are strongly encouraged to report incidents of bullying at the earliest opportunity. Concerns, allegations and incidents can be reported to any member of staff who has a duty to pass these on. However, the first point of contact for a pupil should be their tutor or a member of the Behaviour Support Team (BST). Heads of Year (HoY) should be informed of all concerns regarding pupils in their year group. Reports can be made by a pupil speaking to their tutor or by going to the BST office out of lesson time. Pupils and parents can also make a report by sending an email to BST@teignmouthschool.co.uk or by ringing the school and speaking to Student Services.

2. How the school investigates allegations of bullying

All allegations of bullying are taken seriously. Normally, any incident report or allegation will be referred to the BST and tutor and HoY will be informed. In serious cases, a member of the Senior Leadership team (SLT) will also be informed. The investigating member of staff will speak to the victim/reporter in the first incident, taking written evidence and seeking permission before then investigating and reporting back to the person who raised the concern

3. Sanction procedures

Bullying is graded as serious misbehaviour and as such is subject to the most serious consequences including Escalate, Suspension or even permanent exclusion. However, every incident is judged on its own merits and our school recognises that young people will fall out and will sometimes be unpleasant to each other, particularly when social pressure is at work. We undertake to treat pupils fairly whilst supporting all to thrive.

4. How the school supports pupils who have been bullied, and those vulnerable to bullying

TCS has a well-trained and caring welfare team which incorporates the BST. We commit to working with all individuals who feel picked on or marginalised. This support starts with the tutor but can involve mentoring from the HoY or other staff or personalised mentoring from one of the welfare team, or external support where required. Some pupils may be selected to join a social confidence building group or given time in our on-site extra provision, 'STARS', to help them develop resilience or social skills, where required.

5. Whole-school proactive strategies to prevent bullying

TCS addresses bullying regularly in tutor sessions where Personal, Social, Health and Economic (PSHE) education is covered, plus in a weekly assembly and in fortnightly PSHE lessons. Anti-bullying is reinforced throughout the curriculum in messages about equality, diversity, empathy, kindness, fairness and tolerance. Furthermore, it is embedded within our school culture which is rooted in a sense of community and our strapline of 'thrive, care, succeed'.

6. How the school trains staff and governors in preventing and handling bullying

Anti-bullying is a fundamental strand of our safeguarding policy and part of our culture and ethos. This is visited in whole-school inset days and regularly touched on in our twice-weekly staff briefing and weekly staff bulletin. All new staff and governors are expected to read this policy and this topic is a key part of new staff/governor induction.

APPENDIX 5 Exclusions Policy

1. Aims

Our school aims to ensure that:

- The exclusions process is applied fairly and consistently
- The exclusions process is understood by governors, staff, parents and pupils
- Pupils in school are safe and happy
- Pupils do not become NEET (Not in Education, Employment or Training)

2. The decision to exclude

Only the Headteacher, acting Headteacher, or staff that the Headteacher delegates to can suspend a pupil from school. The decision to permanently exclude will only be taken as a last resort by the headteacher. Our school is aware that off-rolling is unlawful. Ofsted defines off-rolling as:

“...the practice of removing a pupil from the school roll without a formal, permanent exclusion or by encouraging a parent to remove their child from the school roll, when the removal is primarily in the interests of the school rather than in the best interests of the pupil.”

We are committed to following all statutory exclusions procedures to ensure that every child receives an education in a safe and caring environment. A decision to permanently exclude a pupil will be taken only:

- In response to serious or persistent breaches of the school’s behaviour policy, **and**
- If allowing the pupil to remain in school would seriously harm the education or welfare of others

Before deciding whether to exclude a pupil, either permanently or as a suspension, the Headteacher or delegated representative will:

- Consider all the relevant facts and evidence, including whether the incident(s) leading to the incident(s) were provoked
- Allow the pupil to give their version of events
- Consider if the pupil has special educational needs (SEN)

3. Definition

For the purposes of exclusions, the school day is defined as any day on which there is a school session. Therefore, INSET or staff training days do not count as a school day.

4. Roles and responsibilities

4.1 The Headteacher

The Headteacher will immediately provide the following information, in writing, to the parents of an excluded pupil:

- The reason(s) for the suspension/ PEX
- The length of a suspension or, for a permanent exclusion, the fact that it is permanent
- Information about parents’ right to make representations about the exclusion to the governing board and how the pupil may be involved in this
- How any representations should be made

- Where there is a legal requirement for the governing board to meet to consider the reinstatement of a pupil, parents have a right to attend a meeting, be represented at the meeting (at their own expense) and to bring a friend
- The Headteacher will also notify parents by the end of the afternoon session on the day their child is suspended/ excluded that for the first 5 school days of an exclusion, or until the start date of any alternative provision where this is earlier, parents are legally required to ensure that their child is not present in a public place during school hours without a good reason. Parents may be given a fixed penalty notice or prosecuted if they fail to do this.

If alternative provision is being arranged, the following information will be included when notifying parents of an exclusion:

- The start date for any provision of full-time education that has been arranged
- The start and finish times of any such provision, including the times for morning and afternoon sessions, where relevant
- The address at which the provision will take place
- Any information required by the pupil to identify the person they should report to on the first day

Where this information on alternative provision is not reasonably ascertainable by the end of the afternoon session, it may be provided in a subsequent notice, but it will be provided no later than 48 hours before the provision is due to start. The only exception to this is where alternative provision is to be provided before the sixth day of an exclusion, in which case the information can be provided with less than 48 hours' notice with parents' consent.

The Headteacher will immediately notify the governing board and the local authority (LA) of:

- A permanent exclusion, including when a suspension is followed by a decision to permanently exclude a pupil
- Exclusions which would result in the pupil being excluded for more than 15 school days in a term
- Exclusions which would result in the pupil missing a public examination

For a permanent exclusion, if the pupil lives outside the LA in which the school is located, the Headteacher will also immediately inform the pupil's 'home authority' of the exclusion and the reason(s) for it without delay. For all other exclusions, the Headteacher will notify the governing board and LA once a term.

4.2 The governing board

Responsibilities regarding exclusions are delegated to a committee consisting of a governing board of at least three governors from the local governing body. The governing board has a duty to consider the reinstatement of an excluded pupil (see section 6). Within 14 days of receipt of a request, the governing board will provide the secretary of state with information about any exclusions in the last 12 months. For a fixed-period exclusion of more than 5 school days, the governing board will arrange suitable full-time education for the pupil. This provision will begin no later than the sixth day of the exclusion. Provision does not have to be arranged for pupils in the final year of compulsory education who do not have any further public examinations to sit.

4.3 The LA

For permanent exclusions, the LA is responsible for arranging suitable full-time education to begin no later than the sixth day of the exclusion.

5. Considering the reinstatement of a pupil

The governing board will consider the reinstatement of an excluded pupil within 15 school days of receiving the notice of the exclusion if:

- The exclusion is permanent
- It is a suspension which would bring the pupil's total number of school days of exclusion to more than 15 in a term
- It would result in a pupil missing a public examination or national curriculum test

If requested to do so by parents, the governing board will consider the reinstatement of an excluded pupil within 50 school days of receiving notice of the exclusion if the pupil would be excluded from school for more than 5 school days, but less than 15, in a single term.

Where an exclusion would result in a pupil missing a public examination, the governing board will consider the reinstatement of the pupil before the date of the examination. If this is not practicable, the governing board will consider the exclusion and decide whether or not to reinstate the pupil. The governing board can either:

- Decline to reinstate the pupil, or
- Direct the reinstatement of the pupil immediately, or on a particular date

In reaching a decision, the governing board will consider whether the exclusion was lawful, reasonable and procedurally fair and whether the Headteacher followed their legal duties. They will decide whether or not a fact is true 'on the balance of probabilities', which differs from the criminal standard of 'beyond reasonable doubt', as well as any evidence that was presented in relation to the decision to exclude.

- Minutes will be taken of the meeting, and a record of evidence considered kept. The outcome will also be recorded on the pupil's educational record.
- The governing board will notify, in writing, the Headteacher, parents and the LA of its decision, along with reasons for its decision, without delay.

Where an exclusion is permanent the governing board decision will also include the following:

- The fact that it is permanent
- Notice of parents' right to ask for the decision to be reviewed by an independent review panel, and:
 - The date by which an application for an independent review must be made
 - The name and address to whom an application for a review should be submitted
 - That any application should set out the grounds on which it is being made and that, where appropriate, reference to how the pupil's SEN are considered to be relevant to the exclusion
 - That, regardless of whether the excluded pupil has recognised SEN, parents have a right to require the Trust to appoint a SEN expert to attend the review
 - Details of the role of the SEN expert and that there would be no cost to parents for this appointment
 - That parents must make clear if they wish for a SEN expert to be appointed in any application for a review
 - That parents may, at their own expense, appoint someone to make written and/or oral representations to the panel, and parents may also bring a friend to the review
- That if parents believe that the exclusion has occurred as a result of discrimination, they may make a claim under the Equality Act 2010 to the first-tier tribunal (special educational needs and disability), in the case of disability discrimination, or the county court, in the case of other forms of

discrimination. A claim of discrimination made under these routes should be lodged within 6 months of the date on which the discrimination is alleged to have taken place

6. An independent review

If parents apply for an independent review, the Osprey Trust will arrange for an independent panel to review the decision of the governing board not to reinstate a permanently excluded pupil. Applications for an independent review must be made within 15 school days of notice being given to the parents by the governing board of its decision to not reinstate a pupil. A panel of 3 or 5 members will be constituted with representatives from each of the categories below:

- Where a 5-member panel is constituted, 2 members will come from the school governors' category and 2 members will come from the Headteacher category.
- A lay member to chair the panel who has not worked in any school in a paid capacity, disregarding any experience as a school governor or volunteer
- School governors who have served as a governor for at least 12 consecutive months in the last 5 years, provided they have not been teachers or headteachers during this time
- Headteachers or individuals who have been a headteacher within the last 5 years

A person may not serve as a member of a review panel if they:

- Are a member or director of the trust or local governing board of TCS
- Are the Headteacher from TCS, or have held this position in the last 5 years
- Are an employee of the trust or the governing board of TCS (unless they are employed as a headteacher at another school)
- Have, or at any time have had, any connection with the Osprey Trust, TCS, the governing board, parents or pupil, or the incident leading to the exclusion, which might reasonably be taken to raise doubts about their impartiality
- Have not had the required training within the last 2 years (see appendix 1 for what training must cover)

A clerk will be appointed to the panel. The independent panel will decide one of the following:

- Uphold the governing board's decision
- Recommend that the governing board reconsiders reinstatement
- Quash the governing board's decision and direct that they reconsider reinstatement (only when the decision is judged to be flawed)

The panel's decision can be decided by a majority vote. In the case of a tied decision, the chair has the casting vote.

7. School registers

A pupil's name will be removed from the school admissions register if 15 school days have passed since the parents were notified of the exclusion panel's decision to not reinstate the pupil and no application has been made for an independent review panel, or if the parents have stated in writing that they will not be applying for an independent review panel. Where an application for an independent review has been made, the governing board will wait until that review has concluded before removing a pupil's name from the register.

Where alternative provision has been made for an excluded pupil and they attend it, code B (education off-site) or code D (dual registration) will be used on the attendance register. Where excluded pupils are not attending alternative provision, code E (absent) will be used.

8. Returning from a suspension

Following a suspension, a re-integration meeting will be held involving the pupil, parents, a member of senior staff and other staff, where appropriate. The following measures will be implemented when a pupil returns from a fixed-term exclusion:

- A reintegration meeting will take place and a behaviour action plan agreed
- Further support and monitoring
- Time in Reset and putting a pupil 'on report' will be considered

9. Monitoring arrangements

The BST lead monitors the number of suspensions every term and reports back to the Headteacher and SLT. Behaviour incidents data, including referrals to Reset, Escalate, suspensions and permanent exclusions are shared with the local governing body and the Osprey Trust each half-term. TCS also liaises with the local authority to ensure suitable full-time education and support for suspended pupils and pupils who are at risk of further exclusions.