

Student Support Provision

September 2023



Teignmouth Community School



At TCS we are passionately committed to every young person reaching their full potential to become the very **best version of themselves**, regardless of their circumstances. Young people thrive through high challenge. We have the highest expectations of every student to: **Work hard - Be kind - Join in.**

While we have high expectations and know that a core part of our role is to challenge young people to be the **best that they can be**, we also recognise the need for varying levels of support. Everyone experiences difficulties at some point or another and a minority of students at TCS face additional challenges in their lives resulting from difficult personal circumstances, both historic and current. To ensure that these circumstances do not prevent young people **working hard, being kind and joining in**, we provide the following framework of coordinated strategies to support them.

Support with Choosing Positive Conduct

We believe that how we conduct ourselves is a choice and that to function successfully in the wider world, young people need to develop strategies to regulate and control their conduct. The Expectations and Conduct Policy outlines the conduct we require from our students. However, we recognise that some young people will need additional support to develop those strategies. Therefore, school consequences are reviewed weekly to identify instances of continuing or multiple acts of poor conduct by individuals and a four-tier graduated approach is deployed to support them in being the **best version of themselves**.

Tier 1	2 or more days suspended	<ul style="list-style-type: none"> • Key worker allocated for weekly 1-1
Tier 2	5 or more days suspended	<ul style="list-style-type: none"> • Boxall Profile completed • SPACE SEMH group workshops (60 mins x 12 weeks) OR • 1-1 or group sessions to support students with trauma and/or attachment.
Tier 3	10 or more days suspended	<ul style="list-style-type: none"> • Inclusion Panel Meeting (DCC) • Early Help • SPACE SEMH 1-1 sessions (60 mins x 12 weeks) OR • John Gayle mentoring OR • 1-1 or group sessions to support students with trauma and/or attachment.
Tier 4	15 or more days suspended	<ul style="list-style-type: none"> • Request additional support from Inclusion Panel (DCC) • If accrued in one term a Governors' Disciplinary Panel is convened

Response to Bullying (including prejudice and sexual harassment)

We expect all our staff and students to **be kind** to one another at all times so it is very disappointing when bullying, prejudicial incidents or harassment takes place. This is the complete opposite of being kind.

We run an online reporting tool that allows students to report bullying and harassment independently and in confidence. Access to this tool is provided via the school website, through QR codes on posters throughout the school and can be accessed below.



This tool alerts the student support team who then investigate and follow the Expectations and Conduct Policy in response. They aim to inform and support all parties involved normally with 48 hours, and often with 24.

Our approach to bullying, prejudicial incidents and harassment will always focus first on education, ensuring that the views of the perpetrator are challenged in a supportive way, with a clear explanation of the damaging effect of their words and/or actions. Re-education is always the goal.

However, inevitably, sometimes this will not be enough to change the attitude and conduct of young people with entrenched views, opinions and beliefs. In these circumstances we take a four-tier graduated approach (although this is not a binary system and the nature and severity of the incident is also taken into consideration).

Tier 1	1 st offence of bullying/unkind conduct	<ul style="list-style-type: none">• Pastoral re-education• Restorative conversation (if victim agrees)• Recorded on bullying log
Tier 2	2 nd offence of bullying/unkind conduct (same or similar) OR 1 st offence of racial prejudice	<ul style="list-style-type: none">• Senior staff-led re-education• Restorative conversation (if victim agrees)• Formal warning and/or detention• Recorded on bullying log• Parents/carers informed

Tier 3	3 rd offence of bullying/unkind conduct OR 2 nd offence of racial prejudice OR 1 st offence of sexual harassment	<ul style="list-style-type: none"> • Suspension • Early Help • Parents/carers informed • Recorded on log • Devon County Council informed • Police informed (sexual harassment)
Tier 4	4 th offence of bullying/unkind conduct OR 3 rd offence of racial prejudice OR 2 nd offence of sexual harassment	<ul style="list-style-type: none"> • Suspension or permanent exclusion • Child Protection initiated • Request for Support (formerly a MASH Contact) (and potentially CHANNEL) • Recorded on log • Devon County Council informed • Police informed (sexual harassment)

Analysis of data from the bullying log also informs the whole school personal development plan in terms of topics to be covered on a whole school or year group basis.

Support with Attendance and Welfare

Regular school attendance and student wellbeing often go hand in hand, particularly in the aftermath of the Covid lockdowns in 2020 and 2021. Whilst we understand the difficulties that young people face, it is important to remember that we all need to **work hard** to overcome life's challenges and it is important to **never give up**. There are plenty of steps that we can take to look after our mental and physical health. Regular school attendance leads to increased academic outcomes which leads to greater choices and less disadvantage in adulthood which, in turn, leads to better mental and physical health for life.

For more information on the importance of regular attendance, please see our [TCS attendance page](#). Anyone can request support with increasing their child's attendance at school. Please see our [self-referral form](#)

As with all aspects of school life, we have high expectations of our students but are also able to offer support to those students and families who face additional challenges.

Attendance Improvement Officer (DCC)	<ul style="list-style-type: none"> • Termly targeted meetings to understand the root cause for attendance issues and agree strategies/agencies to bring about improvement.
Attendance Coach, Wayne Westacott	<ul style="list-style-type: none"> • 1-1 sessions and family support sessions developing strategies to overcome emotionally based school avoidance.
The Bridge (opening October 2023)	<ul style="list-style-type: none"> • On site alternative provision to support a phased re-integration into mainstream education. • Aimed at those persistently or severely absent from school.

Trauma Informed Schools Practitioner

- 1-1 or group sessions to support students with trauma and/or attachment.

Mental Health Support Team

- 1-1 and small group CBT sessions.

For more detail on support for mental health, please go to our [Mental Health & wellbeing webpage](#).

As with other areas of support, our approaches to mental health & wellbeing and attendance are through a four-tier approach where provision is assigned according to need.

Tier 1	Universal Provision (available to all)	<ul style="list-style-type: none">• Identified member of staff to listen to student and provide care and support
Tier 2	Universal Provision (available to all)	<ul style="list-style-type: none">• Progress Leader will refer the young person to Pastoral Triage• The TCS Welfare Team will provide in-school support• Parents/Carers will be informed of supportive approach
Tier 3	Targeted Support	<ul style="list-style-type: none">• A meeting will be arranged with parents/carers• Early Help will be offered• In-school support (as outlined in the table above) with the option of external support referrals being considered
Tier 4	Personalised Support	<ul style="list-style-type: none">• Depending on risk to the young person, referral to CAMHS crisis• Early Help Assessment or Local Authority Request for Support (formerly a MASH Contact)• In-school interventions (as outlined in the table above) and/or other external referrals.• Establishment of safe spaces within school for the young person

The world can be a challenging place at times and so we firmly believe that the best gift we can give to our students is supportive challenge that enables them to build their resilience as they strive to **unlock the best version of themselves**.



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