



**EXETER ROAD**  
*Thrive, Care, Succeed*

## **BEHAVIOUR FOR LEARNING POLICY**

**Policy Date: March 2021**

**Version: March 2021**

**Adopted by the Governors of  
Teignmouth Community School  
on 19<sup>th</sup> March 2021**

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## Amendment Record

VERSION No.	DATE	AMENDED BY	NATURE OF CHANGE	REVIEW DATE
1	March 2021	James O'Connell	New Policy	No later than March 2025

## 1. Aims

Our approach to behaviour at Teignmouth Community School (TCS) Exeter Road (ER) is a 'behaviour for learning' policy because learning is at the heart of all that we do in school. Our system puts recognition and rewards first because we know that the vast majority of our students get things right in terms of their behaviour nearly all of the time. We seek to positively acknowledge students wherever possible in order to reinforce good behaviour.

This policy aims to promote positive behaviours consistently and fairly, so all children can thrive in a safe and stimulating school environment, based upon a consistent set of principles:

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others.
- All pupils, staff and visitors are free from any form of discrimination.
- Staff and volunteers set an excellent example to pupils at all times.
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy.
- The behaviour policy is understood by pupils and staff.
- Exclusions will only be used as a last resort.
- Pupils are helped to take responsibility for their actions.
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life.

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

## 2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

In addition, it is based on:

- Special educational needs and disability (SEND) code of practice.
- Schedule 1 of the Education (Independent School Standards) Regulations 2014: paragraph 7 outlines a school's duty to safeguard and promote the welfare of children; paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy.
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online

## 3. Definitions

**Misbehaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes

- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism, including the deliberate setting off of the fire alarm to cause disruption
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - Fireworks
  - Pornographic images
  - Any article a staff member 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)

## 4. Bullying

**Bullying** is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching

Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy in appendix 1.

## 5. Roles and responsibilities

### 5.1 The governing board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the principal to account for its implementation.

### 5.2 The Principal

The principal is responsible for reviewing and approving this behaviour policy. The principal will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently and fairly.

### 5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents

The senior leadership team will support staff in responding to behaviour incidents.

### 5.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

## 6. Pupil code of conduct

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect

- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

These expectations are encapsulated in our 3 basic rules:

- Be respectful
- Be kind
- Be prepared

## 7. Recognition and rewards

### 7.1 Positive Reinforcement

Staff are encouraged to offer praise, and acknowledge good behaviours fairly, regularly and consistently to motivate and encourage students, both verbally and through awarding 'merits' on Class Charts/SIMS. Staff should look to follow a ratio of at least 1:5 in terms of positive interaction with students and thus constantly seek to build and sustain positive relationships.

Awarding merits is a tangible way of acknowledging good behaviour, attitude and efforts, and acts of thoughtfulness and kindness. We have devised a tiered system to acknowledge and recognise those who achieve a substantial levels of 'net' points throughout the year (positive 'merits' are added against negative behaviour points). This system is outlined in appendix 2.

### 7.2 Whole School Recognition

Whole school systems operate in order to make the recognition of students' positive behaviour a part of our school culture.

**Weekly:** On a weekly basis, students who have achieved well or done something exceptional, stood out or made particularly good progress in some respect, are awarded a certificate and a small gift by their Head of Year. This will be celebrated publicly.

**Monthly:** Each month teachers award one or more students in each of their classes with a 'Student of the Month' award. This results in a certificate being emailed home to students' parents/carers or an actual postcard being sent home.

**Half Termly:** The top 10 to 12 students in each year group will be invited to the Principal's office for a celebratory breakfast in tutor time once every half term. In addition, every half term the Head of Year will announce the tutor group who have collaboratively achieved the highest number of net points in assembly. This tutor group will receive a group reward to celebrate.

**Termly:**

- After each reporting point, students in the top third of their year group for effort and attitude scores are sent a letter highlighting and congratulating their good efforts.
- Each year group will end the term with an assembly celebrating the hard work, effort, achievement and attendance of individuals within the year. This is organised by the Head of Year.
- All students with no behaviour points and good attendance will be invited to a celebratory 'Rewards Afternoon' at the end of each term. This will involve a 'free

lesson' and some small prizes to recognise the majority of students who invariably get things right in school.

Annually: TCS ER will host a prestigious Awards Evening towards the end of the school year celebrating significant effort and the achievements of students both in and outside of school. This will be an important event in the school calendar and invitations to attend this high-profile event will be sent to those students who have done exceptionally well over the year.

## 8. Sanctions and behaviour management

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- Moving a pupil within a class
- Asking a student to wait outside the classroom temporarily
- Sending the pupil out of the class to work in another classroom (known as 'Faculty Time Out')
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour contract
- Putting a pupil 'on report'

Staff may isolate pupils in the Behaviour for Learning (BfL) room in response to serious or persistent breaches of this policy. Pupils may be sent to the BfL Room during lessons if they are persistently disruptive and they will be expected to follow the school rules and work in this room for up to a whole day, missing their breaks. Pupils who do not attend a given detention are also sent to the BfL Room. The BfL Room and follow-up on significant poor behaviour is coordinated by the Behaviour Support Team (BST).

An outline of the BfL procedure is shown in appendix 3.

For the most serious behaviours or if pupils continue to be defiant in the BfL Room, a fixed term exclusion (FTE) will be considered. Ultimately, in exceptional cases, the school can apply to permanently exclude a pupil (PEX). The right to exclude is the sole responsibility of the Principal. Details of the school's exclusion policy are in appendix 4. Our policy is to only exclude pupils from school as a last resort.

### 8.1 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the way to or from school, or for behaviour in and around the local area when wearing school uniform or which in other ways damages the school's reputation or disrupts the school's task of educating all pupils.

### 8.2 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Principal will discipline the pupil in accordance with this policy.

Such accusations will be dealt with as serious misbehaviour and as a form of bullying. Refer to the safeguarding policy and code of conduct policy for details on dealing with allegations against staff. The principal will also consider the pastoral needs of staff accused of misconduct.

### 8.3 Behaviour management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct or their own classroom rules
- Develop a positive relationship with pupils, which may include:
  - Greeting pupils in the morning/at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement
- Liaise with parents/carers as required to keep them informed of behaviour, using Class Charts, email and telephone as best fits.

### 8.4 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

See the use of reasonable force policy for further details.

### 8.5 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils. Staff will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate. Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Mobile phones and electronic devices are not allowed to be used on the school site without the direct permission of a member of staff. They may be confiscated if used without permission. See appendix 4 for full guidance.



## 8.6 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator (SENCo) will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

## 9. Training

Our staff are provided with training on managing behaviour as part of their induction process. Behaviour management also forms part of continuing professional development.

## 10. Monitoring arrangements

This behaviour policy will be reviewed by the Principal and local governing body every three years.

## 11. Links with other policies

This behaviour policy is linked to the following policies:

- Safeguarding policy
- Staff code of conduct policy
- Uniform policy
- Use of reasonable force policy

## APPENDIX 1                      Anti-Bullying Strategy

### **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@teignmouth.devon.sch.uk](mailto:BST@teignmouth.devon.sch.uk) or by ringing the school and speaking to Student Services.

### **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

### **Sanction procedures, making reference to section 7 of this policy where applicable**

Bullying is graded as serious misbehaviour and as such is subject to the most serious sanctions including isolation in the BFL room, fixed term 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 students fairly whilst supporting all to thrive.

### **How the school supports pupils who have been bullied, and those vulnerable to bullying**

TCS ER 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.

### **Whole-school proactive strategies to prevent bullying**

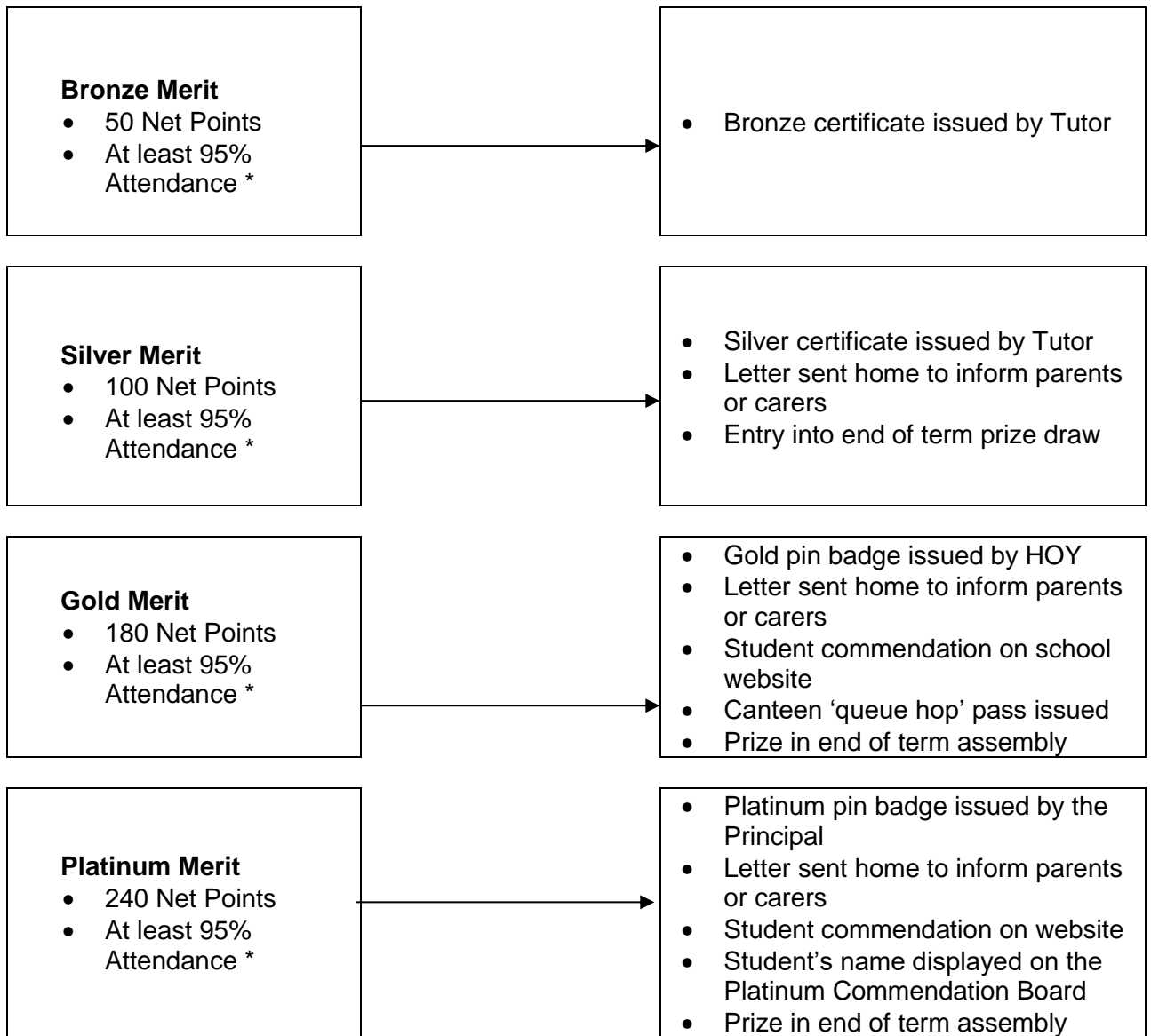
TCS ER addresses bullying regularly in tutor sessions where Personal, Social, Health and Economic (PSHE) education is covered, plus in a weekly assembly and in fortnightly PSHE lessons. Anti-bullying is reinforced throughout the curriculum in messages about equality, diversity, empathy, kindness, fairness 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'.

### **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 every whole-school inset day 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 2

## Merit Awards



\* Regard will be given to exceptional and personal reasons for attendance issues.

## APPENDIX 3

## BfL Procedure



At TCS our school rules are:

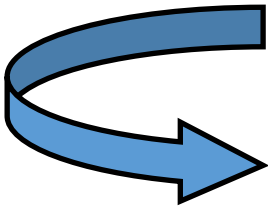
- Be respectful
- Be kind
- Be prepared

All students have the right to learn in a safe, calm and positive environment where they are not disrupted. All staff have the right to work in a positive environment and they should expect that students follow instructions.

The stages below outline what will happen if the school rules are not followed.

### Stage 1: Verbal Warning

If you break a school rule, you will be given a clear warning by a teacher or any other adult in the room. Your name will be written on the board. You are then given the opportunity to think about how you are behaving and the impact your behaviour is having on other students' learning.



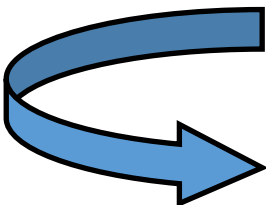
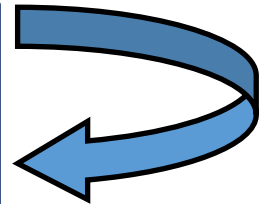
### Stage 2: Formal Warning - Action

If you break a school rule for a second time, you will be given a formal warning; this will be marked on the board.

Your teacher may ask you to move seats or step outside and reflect. This is to help you stay in the lesson and ensure you are given further time to change your behaviour.

### Stage 3: Action

If your behaviour has not improved and you continue to break the school rules you will be given work and sent to Faculty Time Out (FTO). In the FTO room you must complete the work in silence and then return to your classroom at the end of the lesson to reflect with your teacher.



### Stage 4: BFL Isolation

If you refuse to go to the FTO room or if your behaviour continues and escalates, this is significant defiance and disruption. You will be issued with a BFL isolation and you will be given 5 minutes to independently walk to the BST office. If you do not arrive within 5 minutes a member of staff will come to collect you.

You will be placed in BFL for 5 lessons (including break times) and will stay until 3:30pm afterschool.

## APPENDIX 4 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. Legislation and statutory guidance

This policy is based on statutory guidance from the Department for Education: Exclusion from maintained schools, academies and pupil referral units (PRUs) in England and on the following legislation, which outline schools' powers to exclude pupils:

- Section 52 of the Education Act 2002, as amended by the Education Act 2011
- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012
- In addition, the policy is based on:
- Part 7, chapter 2 of the Education and Inspections Act 2006, which looks at parental responsibility for excluded pupils
- Section 579 of the Education Act 1996, which defines 'school day'
- The Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007, as amended by The Education (Provision of Full-Time Education for Excluded Pupils) (England) (Amendment) Regulations 2014
- This policy complies with our funding agreement and articles of association.

### 3. The decision to exclude

Only the Principal, or acting Principal, can exclude a pupil from school. A permanent exclusion will be taken as a last resort. 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 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 for a fixed period, the Principal will:

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

### 4. Definition

For the purposes of exclusions, 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.

## 5. Roles and responsibilities

### 5.1 The Principal Informing parents

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

- The reason(s) for the exclusion
- The length of a fixed-term exclusion 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, and that parents have a right to attend a meeting, be represented at a meeting (at their own expense) and to bring a friend
- The Principal will also notify parents by the end of the afternoon session on the day their child is 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.

### Informing the governing board and local authority

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

- A permanent exclusion, including when a fixed-period exclusion is followed by a decision to permanently exclude a pupil
- Exclusions which would result in the pupil being excluded for more than 5 school days (or more than 10 lunchtimes) 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 Principal 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 Principal will notify the governing board and LA once a term.

## 5.2 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.

## 5.3 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.

## 6. 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 fixed-term exclusion 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 Principal 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 Principal, 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 an 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 an 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

### **7. 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 Principal 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 Principal 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.

### **8. 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.

### **9. Returning from a fixed-term exclusion**

Following a fixed-term exclusion, 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
- Internal isolation and putting a pupil 'on report' will be considered

### **10. Monitoring arrangements**

The BST lead monitors the number of exclusions every term and reports back to the Principal and SLT. Exclusions data is 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 excluded pupils and pupils who are at risk of further exclusions.

## APPENDIX 5                      Mobile Phone and Electronic Device Rules

### 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 roll 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 students 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 not be used by pupils in school without permission from a member of staff.

### Expectations

- All devices should be kept out of site in school from the moment a student enters the site until the end of the school day at 3.15.
- In the event that a student 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 student 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. Students ringing home without seeking help from staff is not helpful or allowed and may be sanctioned.
- The only reason that a student 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.

### Sanctions

- 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 BFL room.
- Pupils will then need to collect the device from the BST at the end of the school day, at 3.15.
- 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 an immediate BFL sanction (isolation in the BfL room for a school day) for defiant behaviour.
- If a mobile phone goes off in a lesson as a result of not being switched off, this may result in the phone being confiscated.

### 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. If the pupil refuses then the member of staff will not enforce the instruction, nor search through a device without the pupil's permission. The member of staff can, however, legitimately issue a sanction for failure to follow a reasonable instruction.

The school cannot be held responsible for the loss or damage of any electronic item that the student chooses to bring on to school premises.