



EXETER ROAD
Thrive, Care, Succeed

BEHAVIOUR EXPECTATIONS POLICY
Incorporating Anti-Bullying and Exclusions

**Adopted by the Governors of
Teignmouth Community School
on 5 May 2022**

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Amendment Record

VERSION No.	DATE	AMENDED BY	NATURE OF CHANGE	REVIEW DATE
1	December 2021	James O'Connell	New Policy	April 2022
2	April 2022	Paul Cornish	Amendments following review	As required and no later than April 2026

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 actions.
3. To provide 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
- Homework submitted on time and to a high standard

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

Bronze, Silver & Gold Attendance Certificates are presented on an annual basis to pupils for 98, 99 and 100% attendance respectively over the year. A separate award is given to pupils who have had 100% attendance over a 3-year period.

2.7 Recognition

The School website and social media pages (e.g. 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 systems.

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.

3.1 Behaviour Expectations System

If a pupil does not adhere to 'Classroom Expectations', a teacher will tell them that they have a 'Warning' and their name will be written on the board. If a pupil does this for a second time, they will be given a second warning, and where practical/possible they will be asked to 'Move' which will involve being sent out of the room for a few minutes or moved to an alternative seating position. If they commit a further infringement, they will be removed from the lesson by being sent to the Reset Room ('Reset') for the remainder of lesson time and will complete an immediate detention as detailed below. This clear system of two warnings and removal is sometimes summarised as warn, move, remove.

- If sent to Reset during tutor time, lesson 1, or lesson 2 they will remain for 15 mins of break 1
- If sent to Reset during lesson 3 or lesson 4 they will remain for 15 mins of break 2
- If sent to Reset lesson 5 they will remain there for 15 mins after the end of school.

More significant breaches of the behaviour policy may result in the higher sanction of the Escalation Room (Escalate). This is effectively an internal exclusion, involving the pupil being out of general circulation for a whole day. They will work for a full school day of five lessons, take both breaks, and complete a 30 minute detention after school in Escalate. Examples of behaviours which **may** result in being issued the sanction of an 'Escalate' are (this is not an exhaustive list):

- Refusal to leave the room and attend Reset when instructed to do so by the teacher
- Failure to attend Reset having been sent
- Poor behaviour in/disruption of the Reset room
- Truancy
- Refusal to follow instructions/defiance
- Bullying
- Swearing
- Aggression
- Rudeness to staff
- Dangerous behaviour

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 a high-performing 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 classroom expectations of pupils which are summarised by:

Respond to all reasonable instructions

Equipped to learn

Smartly presented

Punctual at all times

Effort 100%

Considerate to all

Talking only when permitted

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 may be placed in Escalate until the issue is rectified.

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 Practice

Restorative Practice 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 Practice 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 Practice 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 Appeal and Restoration

If pupils feel they have been unfairly or incorrectly treated, they have the right to appeal. All pupils may complete an appeal sheet upon entry to Reset or Escalate to indicate if they feel they have been removed on an unfair basis. The appeal will be considered by a member of the Behaviour Support Team (BST) or Senior Leadership Team (SLT) and the pupil will be informed of the outcome. They may request a meeting with a member of staff who will visit that pupil if they can. We expect our staff to engage with restorative meetings positively where required and to warmly greet and start afresh with every pupil the next time that they meet them if there has been an incident; e.g. the next lesson with that pupil.

3.7 Social time behaviour

A Break Detention is a 15-minute detention for poor/anti-social behaviour in and around school. We expect all pupils to behave well and treat each other, staff, visitors, and school property 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.

Most behaviour of this sort can be met with a simple request for the behaviour to cease. In the majority of cases the pupil will comply, show remorse and cease the behaviour. If the behaviour is more serious,

repeated, or the pupil's reaction to being corrected is not appropriate then they should be issued a breaktime detention. The following are possible (but not limited to) reasons for a Break Detention:

- Running indoors
- Shouting indoors
- Being out of bounds
- Dropping litter/throwing food
- Eating and drinking in banned areas
- Not clearing away in canteen
- Hitting or kicking school property
- Inappropriate language or attitude

If a pupil does one of the things above, an adult will tell them that they have a Break Detention and that they must serve a 15-minute detention at the next available session. If a pupil fails to attend their Break Detention then they may be issued with a higher sanction.

4.0 Punctuality/Lateness

We consider punctuality to be an incredibly important habit and life skill. We encourage students to be on time for all sessions, and particularly to be on time for school first thing in the morning. Poor punctuality/lateness is sanctioned in the following way:

- If a student is late for school in the morning (after 8.49am) they are issued a short breaktime detention for break one
- If they fail to attend this detention then they serve a longer one break two
- If they fail to attend this second chance detention then they serve a longer detention on a Friday after school
- Repeated lateness may be sanctioned using an even longer detention on a Friday after school
- Significant punctuality issues may be dealt with by placing a pupil on punctuality report

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 normal Behaviour Expectations System but they may necessitate external interventions and/or the consideration/use of Suspension (used to be Fixed-term exclusion FTE) or Permanent Exclusion (PEX).

5.1 Drugs

The school will not tolerate drug use of any sort on school property or during off-site school activities. The school will discipline any pupil found to be supplying, possessing, taking, or being under the influence of drugs. 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. For further information, see the school's Drugs Policy.

5.2 Alcohol

Consuming, carrying, being under the influence of, 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 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. Use of suspension will nearly always be considered for smoking/vaping related incidents. The principle of 'guilt by association' will be applied when students are caught with others who are smoking/vaping. The expectations regarding smoking/vaping will be applied at all times when a pupil is considered to be representing the school, including the journey to and from school, around the proximity of the school site, and whenever wearing our school uniform/identifiable as a TCS pupil.

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, 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.

The following are some examples, but not limited to:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco, filters, and cigarette papers
- fireworks
- pornographic images
- 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
- E-cigarettes/fluid/vaping equipment
- fizzy drinks
- energy drinks
- pictures of staff or pupils taken without appropriate consent
- medication which has not been accounted for under the medication policy

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

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. The school aims to foster an atmosphere of friendship, mutual trust and consideration for each person within the community.

Bullying is defined as repeated behaviour which is intended to hurt someone either emotionally or physically and is often aimed at certain people because of their race, religion, gender or sexual orientation or other aspects such as appearance, disability or SEN need. It might be motivated by actual differences between children, or perceived differences.

Bullying can impact on a pupils' attendance and attainment at school, marginalises those groups who may be particular targets for bullies and can have a life-long negative impact on some young people's lives. Bullying is unacceptable and will not be tolerated in our community. To establish an ethos where pupils set a good example to others, to encourage all members of our school community to recognise bullying and to acknowledge its unacceptability and report it, 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 ensure that everyone is in a supportive, caring and safe environment.

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

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).

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 Social media and the internet

All members of our learning community, staff and students, deserve to carry out their lives free from the potential threat, humiliation, and harm of abuse on social media. The school itself, as an organisation, also has the right to have its reputation and name protected from harm and disrepute. Any student found to be using social media or the internet in a disrespectful, mocking, threatening, or potentially harmful way toward another student, a member of staff, or the school as an organisation is likely to face a high-level sanction, including potentially suspension or permanent exclusion.

9.0 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.

10.0 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 may be instructed to go to Reset or Escalate 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.

11.0 Managed Moves

In certain incidents of very poor behaviour or as a response to a culmination of persistent 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 poor behaviour that is not being corrected by sanctions
- persistent defiance
- failure of Reset/Escalate
- refusal to follow instructions
- bullying
- swearing
- aggression
- rudeness
- dangerous behaviour
- inappropriate use of social media or online
- fighting
- being at risk of highly frequent suspension
- being at risk of PEX

A managed move does not have to have been tried before a decision to PEX. Particularly if the PEX is a response to a one-off serious incident, or if in the view of the Headteacher a managed move was unlikely to be successful.

12.0 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
- serious/repeated assault of a pupil(s)
- 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
- high frequency of poor behaviour, disruption of learning, disruption of the good order of the school
- presenting as completely outside the authority of the school
- bringing the school into disrepute
- potentially harmful use of social media/internet toward a pupil, staff or the school

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 in 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>.

13.0 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.

14.0 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

14.1 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

15.0 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.

16.0 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.

We ask all parents to follow a general principle of, "if you don't like what we do tell us, if you like what we do tell others". This means using formal and direct communication with the school to raise concerns and have problems resolved, and not resorting to criticising the school in the public arena (including via social media/internet). Public criticism or shaming of the school serves no legitimate aim and only serves to damage the name and reputation of the school of which the child is a member.

17.0 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.

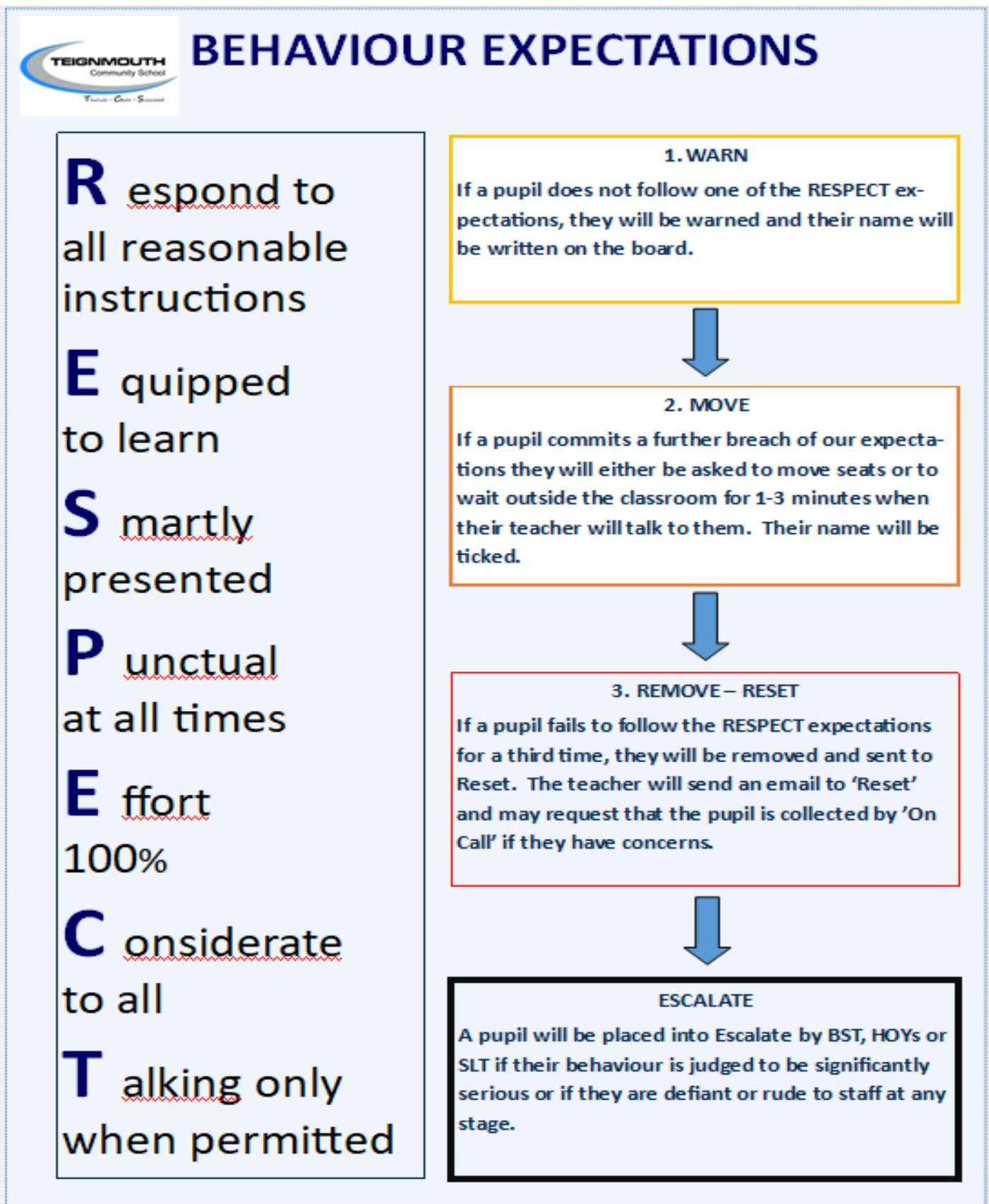
Parents and carers should also be aware of the prohibition on reporting or publishing allegations about teachers in section 141F of the Education Act 2002. If parents or carers wish to apply to the court to have reporting restrictions removed, they should seek legal advice. If the school is made aware 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.

18.0 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 the Trust's Complaints Policy, available to download from the Trust website.

APPENDIX 1 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

The following is a guide to help all staff to establish consistency fairly and effectively.

Using the Policy

1. If a pupil does not meet lesson expectations, state clearly that you are giving them a warning with the reason (you should make explicit reference to the expectations list) and that their name will be written on the board.
2. If the pupil behaves poorly later in the lesson, having already had a warning, by not meeting any of the lesson expectations they will be given a second warning and their name will be ticked (again referring explicitly to the relevant expectation). If it is possible/practical the pupil will be instructed to move seats (or outside of the room for a few minutes to reflect and moderate their behaviour). You may choose to talk to them outside of the room.
3. If the pupil behaves poorly again (after two previous warnings) by not meeting any of the lesson 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. You should contact 'On call' 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. Failure to arrive is likely to result in a higher level sanction.
6. Poor behaviour in Reset should be reported to HoY/SLT and may result in a higher level sanction. The BST will send a text to the parent/carer informing them that their child has been removed from lessons, giving the reason in brief summary.
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.

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 5... 4... 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 5,4,3,2,1”*

As soon as staff get to ‘1’, warnings should 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...5...4...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 should issue an immediate warning to the pupil – direct this to the individual with reluctance and care. Make sure the tone is such that the warning is associated with their behaviour and not them as a person.

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 actively seek not give a second warning **within 2 minutes of the first**. This is to avoid secondary behaviours escalation.

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 Escalate 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 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 Reset. 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

Inform the pupil that due to the nature of their behaviour being more serious than can be dealt with using the warning system they must leave the room immediately and attend Reset. You should then immediately complete a Reset+ email giving as much information as possible about the behaviour so that this can be investigated and a senior member of staff can decide whether to issue a higher sanction such as Escalate/Suspension over and above the Reset (which the pupil will still be required to complete).

Use On-Call in such situations if the pupil refuses to follow your instruction to leave the room immediately or you have reason to believe that they will not attend Reset calmly, or they may abscond..

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 site in school from the moment a pupil enters the site until the end of the school day at 3.15.
- 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 3.25.
- 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 Escalate Reset for defiant behaviour.
- 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.
- 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 or acting Headteacher, can exclude a pupil from school. A permanent exclusion will only 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 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 Acting Headteacher 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 5 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 suspensions and permanent exclusions 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.