



CONDUCT & EXPECTATIONS POLICY **Incorporating the Anti-Bullying Strategy**

**Adopted by the Governors of Teignmouth
Community School**

March 2026

Review date:

As required and no later than April 2028

Contents

1.0	Entry Level Requirements	Page 3
2.0	Culture	Page 4
3.0	Conduct and Consequences	Page 5
4.0	Support	Page 9
5.0	Bullying and Discrimination	Page 10
6.0	Social media and the Internet	Page 11
7.0	Significant Concerns	Page 11
8.0	Suspension	Page 12
9.0	Direction Off Site	Page 12
10.0	Permanent Exclusion	Page 12
11.0	Conduct of Parents/Carers	Page 13
12.0	Allegations Against Staff	Page 13
13.0	Complaints	Page 14
14.0	Use of Reasonable Force	Page 14
Appendix 1	Staff and governance	Page 15
Appendix 2	Anti-Bullying Strategy	Page 17
Appendix 3	Mobile Phone and Electronic Devices	Page 17

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 2024
3	November 2022	Rachel Wickham	Amendments following review	As required and no later than April 2024
4	June 2023	Rachel Wickham	Amendments following review	As required and no later than April 2025
5	January 2025	Louisa Tidman	Amendments following review	As required and no later than April 2026
6	January 2026	Chris Darvill	Amendments following review	As required and no later than April 2028
7	March 2026	Rachel Wickham	Updated wef 1 April 2026 to reflect the changes in statutory requirements for use of reasonable force	As required and no later than April 2028

AIMS AND OUTLINE

Teignmouth Community School Exeter Road (TCS) encourages good conduct through a mixture of high expectations, clear policy and an ethos which ensures students show pride in their conduct and learning. TCS uses positive recognition and rewards to reinforce and praise good conduct and clear consequences for those who do not follow the school's conduct policy. Students have a duty to follow this policy and uphold the school rules, they are expected to contribute to the school culture by doing so.

This policy is built upon and is integral to the school's vision: for all members of the school community to **be the best version of themselves**.

This vision is underpinned by our core values:

- **Work hard: never give up**
- **Be kind: care for each other**
- **Join in: develop and grow**

In summary, the aims of this policy are to:

1. encourage positive conduct and respect for others;
2. secure an acceptable standard of conduct of students;
3. promote, among students, self-discipline and proper regard for authority;
4. prevent all forms of bullying;
5. ensure that students complete any tasks reasonably assigned to them in connection with their education;
6. otherwise regulate the conduct of students

So that, they are **the best version of themselves** and are prepared for life in the wider world.

1.0 ENTRY-LEVEL REQUIREMENTS

In order to support all young people to be **the best that they can be** and to prepare them for the wider world, there are some expectations that are, simply, entry-level requirements for anyone wishing to be part of our school community.

1.1 Following Reasonable Instructions

Having proper regard for authority is important for successful transition into the wider world and so following reasonable requests from adults is an essential entry-level requirement. Choosing not to follow reasonable instructions can result in the full range of sanctions from a word of advice to suspension.

1.2 Uniform

Wearing the correct uniform is an entry-level requirement. Students who choose not to meet this entry-level requirement will be isolated from the rest of the community until the matter is resolved (either by accepting an alternative item from school stocks or resolving the issue themselves). Students will be considered to be 'not following reasonable instructions' if they fail to comply with requests around uniform.

1.3 Mobile Phones

Mobile phones can be useful but, in a school setting, they are distractions, social inhibitors and even dangerous if misused. We know that the increase in smartphone usage in young people is directly linked to the increase in their poor mental health. Because we care about the mental health and well-being of our students, mobile phones must be switched off and remain out of sight from 08:45 to 15:15 (unless permission is granted by a member of staff for a specific purpose). Students who choose not to meet this entry-level requirement will be required to hand their phone over for safe-keeping until the end of the day to protect them from the negative impact of over-usage. Refusal will result in students being judged as 'not following

reasonable instructions.'

1.4 Punctuality

In preparing students for the wider world, we recognise that punctuality is an incredibly important habit and life skill. It is an entry-level requirement that students are on time for all sessions. If students choose to not meet this entry-level requirement, the following will happen:

- Students who arrive to school later than 08.45 will be issued an afterschool detention that same day.
- All lateness is recorded for each lesson. If a student is late to two or more lessons on any given day, they are issued an afterschool detention the following school day.
- If they fail to attend either after school detention, then it may be escalated to an Internal Exclusion. Students who are regularly late to lessons will be considered to be 'not following reasonable instructions' and sanctioned accordingly.

1.5 Truancy

Attending lessons is an entry-level requirement as it is the core purpose of a school. Students who fail to attend their lessons within the first 10 minutes are deemed truant. Students who truant are issued an afterschool detention the following school day. Students who choose not to attend lessons when explicitly told to will be considered to be 'not following reasonable instructions' and sanctioned accordingly.

2.0 CULTURE

In order for students to **unlock the best version of** themselves it is essential that they can learn in a calm, safe and supportive environment and that they are protected from disruption. Our values underpin the conduct, social norms and routines that are encouraged and valued in our school as well as those that are discouraged and prohibited. A few examples are given in the table below for illustrative purposes:

	Conduct that is encouraged and valued	Conduct that is discouraged and not valued
Work Hard: Never give up	• Being attentive to the teacher during direct instruction	• Talking and/or not paying attention during direct instruction
	• Resilience and perseverance during independent practice	• Giving up easily and not giving best effort during independent practice
Be Kind: Care for each other	• Caring about the teacher and other students by contributing to disruption-free classrooms • Standing up and speaking out against anti-social conduct and unkind behaviours	• Not caring about the teacher or the learning of others by disrupting the learning environment • Standing-by and accepting the anti-social conduct and unkind behaviours of others
Join In: Develop and grow	• Taking part in extra-curricular activities • Over-coming nerves to engage with new opportunities	• Not taking responsibility for own development • Allowing the unknown to limit experiences

Maintaining a positive culture requires constant work and so we seek to positively reinforce the conduct and attitudes that reflect our values. The main 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 support and to encourage our students to strive to be the **best versions of themselves**:

- **Work hard: never give up** (effort and attainment in lessons and homework)
- **Be kind: care for each other** (acts of kindness and inclusivity)
- **Join in: develop and grow** (taking part and/or achieving beyond the classroom)

Merits are also awarded systematically on a weekly basis through the **Be Your Best** form time sessions held for each year group on a different day each week. During this weekly **Be Your Best** form time session, tutors review each student's individual attendance, punctuality, and effort records for their previous school week with their students, and as a result potentially award the following merits:

Attendance – stable or improved attendance from the previous week = 5 merit points

Punctuality – no late to lesson marks the previous school week = 5 merit points

Effort 1 - no lesson warnings awarded the previous School week = 5 merit points

Effort 2 – 10 or more merits awarded by teachers the previous school week = 5 merit points

This is designed specifically to recognise and reward all those students that do **their best to be their best** every single day, ensuring that no student falls through the net, and no student's endeavor simply to **be their best** goes unacknowledged or un rewarded.

2.2 Awards and Recognition

Each term teachers nominate students from their classes who have **worked hard** and/or **joined in**. Their contribution to our values is recognised by communication home and through year group assemblies.

Members of staff can also request a Headteacher's postcard home at any point throughout the year to recognise students who have **worked hard, been kind and/or joined in**.

An annual Awards' Evening is held at the end of each year for each key stage, with Year 11s having a leavers' event in the summer term post-GCSEs. Awards reflect our core values and are not based on academic rankings – they are likely to be awarded to students who have achieved in two or more of our values:

- **Work hard: never give up** (effort and attainment in lessons and homework)
- **Be kind: care for each other** (acts of kindness and inclusivity)
- **Join in: develop and grow** (taking part and/or achieving beyond the classroom)

2.3 Consequences and Support

When students make choices that do not reflect and uphold our values, it is essential that they are both held to account for those choices and supported to make different ones in the future. By having clear consequences for failing to uphold our values, we are aiming to support those students to **become the best versions of themselves** by teaching them about boundaries, self-control and contributing positively to a community, all important skills for their life in the wider world.

The school recognises that changes in how a student conducts themselves may be an indicator that a student is in need of help or protection. We will consider whether a student's misconduct may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an Early Help intervention or a

referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information.

3.0 CONDUCT AND CONSEQUENCES

3.1 Lesson Conduct and Consequences

We want all students to be **the best version of themselves** during their time at TCS and this is enabled by our classroom expectations of students which are summarised by:

Respond to all reasonable instructions *

Equipped to learn

Smartly presented

Punctual at all times

Engaged – follow academic instruction *

Considerate to all *

Talking only when permitted *

There are 4 specific classroom expectations, identified in bold and with an asterisk above, that carry a warning if a child infringes them. In which case:

1st Infringement - the teacher will tell them that they have a 'Warning' and their name will be written on the board.

2nd Infringement - If a student repeats this infringement or fails to meet one of the other 2 expectations that carry the risk of a warning for a second time, they will be given a **second warning**.

3rd Infringement - 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.

- If sent to Reset during lesson 1, or lesson 2, or tutor time/daily reading 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.

Reset will be used for the following reasons as a consequence for not upholding the schools' values to **work hard, be kind and join in.**:

- a) to maintain the safety of all students and to restore stability following an unreasonably high level of disruption;
- b) to enable disruptive students to be taken to a place where education can be continued in a managed environment (this education may differ from the mainstream curriculum but will still be meaningful for the student);
- c) to allow the student to regain calm in a safe space.

Whilst in RESET, students will be asked to reflect on the ways in which their choices have failed to uphold the school's values, what the impact on themselves and others might have been and how they may have made different choices.

If a student fails to meet basic expectations and, as a result are disrupting the calm and orderly environment

within the **RESET** room, they will be given a clear warning, with the following graduated response:

1st Infringement – Conduct Support Team staff will tell them that they have a **'first warning'**.

2nd Infringement - Conduct Support Team staff will inform them they have a **'second warning'**. The student will be moved to the front of the RESET room, to reduce the opportunity for further disruption.

3rd Infringement - If they commit a further infringement, they will be informed that they have been issued with their **'third and final warning'** removed (suspension for persistent disruptive conduct will be considered).

3.3 Social Time Conduct

All members of the school community are responsible for creating a positive, safe environment in which bullying, physical threats or abuse and intimidation are not tolerated so that students are safe, feel safe and everyone is treated respectfully. The key value to which students are held to account during social time is **Be kind: care for each other**.

Where students fail to conduct themselves in accordance with that value, proportionate action is taken to both restore acceptable conduct around the site for others and to clearly signal the student's failure to uphold their duty to contribute to a positive and safe environment. This can take the form of restorative intervention (see below), a loss of social time, INTEX or suspension depending on the context and the severity of the incident.

3.4 Willful and Accidental Damage

TCS's approach is as follows:

- If damage is accidental, providing this is the first incident involving a particular student, there will be no charge levied on the student.
- If the damage is the result of reckless conduct - 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.
- Students causing accidental damage as a result of reckless conduct will always be subject to consequences that include remedial action (where appropriate) and/or detention and/or Reset or INTEX.
- If the damage is the result of a willful act, the school will consider whether there were any mitigating circumstances. Students causing willful 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.

Students causing willful damage will most likely be subject to either INTEX 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.

3.5 Off-site Conduct

We aim to prepare students for a life beyond education. The school therefore reserves the right to apply all

aspects of this policy to students recognisable as TCS students (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 'Conduct and discipline in schools. Advice for Headteachers and school staff' October 2022

<https://www.gov.uk/government/publications/conduct-in-schools--2>

Teachers have a statutory power to discipline students 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 students' conduct in these circumstances "to such extent as is reasonable."

TCS is committed to ensuring that students seek to always present the **best version** of themselves. 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 conduct on the way to and from school which reassures members of the public about school care and control over students in order to protect the reputation of the school

3.6 Internal Consequences for more Serious Misconduct

More significant breaches of the conduct policy may result in the higher sanction of INTEX (Internal Exclusion) involving the student being out of general circulation for a whole day. They will work for a full school day of five lessons, take both breaks fully supervised within the internal exclusion space, and complete a 30-minute detention after school in INTEX. Examples of conduct which **may** result in being issued the sanction of an 'INTEX' 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 conduct in/disruption of the Reset room
- Truancy
- Refusal to follow instructions/defiance
- Bullying
- Swearing
- Aggression
- Rudeness to staff
- Dangerous conduct
- Willful damage to property

If a student fails to meet basic expectations and as a result are disrupting the calm and orderly environment within the INTEX room they will be issued a clear warning, with the following graduated response:

1st Infringement – Conduct Support Team staff will tell them that they have a **'first warning'**.

2nd Infringement - Conduct Support Team staff will inform them they have a **'second warning'**. The student will be moved to the front of the RESET room, to reduce the opportunity for further disruption.

3rd Infringement - If they commit a further infringement, they will be informed that they have been issued with their **'third and final warning'** and removed (a suspension for persistent disruptive conduct will be considered). If suspended the student will be required to complete the remainder of their time in Internal Exclusion upon their return to school following their suspension.

Whilst in INTEX, students will be asked to reflect on the ways in which their choices have failed to uphold the school's values, what the impact on themselves and others might have been and how they may have made

different choices.

3.7 Restorative Intervention

Restorative Practice is a process which is built around **kindness**, humility and compassion. It seeks to restore 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 – a process that challenges them to be **the best version of themselves** and prepares them for the wider world beyond school. Where appropriate, students 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 can also be helpful if there has been a repeated problem between a student 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 focused on **being kind and caring for each other** so that they can move forward to restore the relationship.

3.8 Confiscation

The school follows government advice when confiscating items from students which is outlined in the document 'Searching, screening and confiscation. Advice for Headteachers, school staff and governing bodies.' July 2022:

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

The school can confiscate any electronic items being used inappropriately on the premises such as mobile phones. 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.

Students wearing any accessories or jewelry 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. The school does not accept any liability for loss or damage to property that is confiscated from students.

Where students repeatedly break rules, they may be asked to hand in items at the beginning of each day to reduce unnecessary time wasting for teachers. Students 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.

Students 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.

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

Students 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 students with or without consent. There may also be severe penalties for students with these items, including permanent exclusion.

The following are some examples, but not limited to:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- Smoking/vaping paraphernalia
- 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 student), including matches, lighters, 'legal highs', and laser pens
- energy drinks
- pictures of staff or students 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 student being searched. There must always be a witness, wherever possible a member of the same gender as the student.
- b. Seek to gain consent of students to search their bags and ask them to empty their pockets. If they refuse, then please escort them to a safe space and inform SLT.
- c. Ask students 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.

4.0 SUPPORT

At TCS we have an unwavering commitment to challenge and support every student to be the **best version** of themselves. Where it becomes clear that a student is having on-going difficulties in managing their conduct, there are a wide range of strategies which are used to support them. TCS will always consider whether continual disruptive conduct is the result of an unmet special educational or other need, and whether multi-agency assessment would be appropriate.

Just as we have a tiered approach to consequences, we also have a tiered approach to support ranging from ad hoc support from the welfare team, one-to-one and group work with external providers as well as referrals to specialists. Further details can be found in our Inclusion and Welfare Provision document. Any student designated at risk of suspensions or PEX will have an Individual Conduct Plan (ICP) which is a tiered response to supporting all students to make positive conduct choices.

5.0 BULLYING AND DISCRIMINATION

In preparing our students for transition into the wider world and to grow into the **best version** of themselves, our aim is to prevent bullying through education, by prompt and sustained response to reports of bullying, and by developing the confidence of students. As a community we have a responsibility to **be kind and care for each other**. We don't need to agree with everyone, we don't even need to understand everyone but there is absolutely nothing, other than our own fear and weakness, that stops us from accepting everyone.

Bullying is defined as repeated conduct 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.

Bullying is unacceptable and will not be tolerated in our community. To establish an ethos where students 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 reporting bullying online that the students can use, and a system to investigate and resolve each case, to enable a clear, fair and consistent response to incidences of bullying, that may include sanctions in line with this policy, to ensure that everyone is in a supportive, caring and safe environment.

Bullying can include but is not limited to:

- Emotional harm
- Physical harm/assault
- Social bullying
- Social media
- Threatening conduct
- Name calling
- Sexting
- Cyber bullying
- Sexual exploitation
- Sexual Harassment or Assault
- Racist harassment
- Homophobic harassment
- Transphobic harassment

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 conduct contract between students to establish a clear and equitable arrangement for communication and conduct. The contract will identify clear consequences for failing to meet the stated requirements that could include, but not limited to: detentions, Reset, INTEX, Suspension and for repeated breaches, Permanent Exclusion.

Further details of the TCS anti-bullying strategy are in Appendix 2.

6.0 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. We believe in **being kind and caring for each other**. 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 potential suspension or permanent exclusion.

7.0 SIGNIFICANT CONCERNS

Some conduct warrants separate consideration and represents a significant risk to the students' own or others' safety, or to the school's ability to function successfully. They may be dealt with through the normal Conduct Expectations System but they may necessitate external interventions and/or the consideration/use of Suspension or Permanent Exclusion (PEX).

7.1 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 student 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. Students 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.

7.2 Alcohol

Consuming, carrying, being under the influence of, or supplying alcohol is strictly prohibited. Any student involved in any alcohol-related activity may be permanently excluded.

7.3 Medication

Carrying, supplying, or taking prescription medicines illegitimately could result in a permanent exclusion. We are aware that it may be necessary for some students 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.

7.4 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 student 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 student 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 student.

8.0 SUSPENSION

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

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

Further details of the suspension policy are available in our Exclusions Policy.

9.0 DIRECTION OFF SITE

In certain incidents of very poor conduct or as a response to a culmination of persistent poor conduct, where the school wishes to avoid further suspensions or PEX, the school may place the student 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 student being directed off site for their education include:

- persistent poor conduct that is not being corrected by sanctions
- persistent defiance
- failure of Reset/INTEX
- refusal to follow instructions
- bullying
- swearing
- aggression
- rudeness
- dangerous conduct
- inappropriate use of social media or online
- fighting
- being at risk of highly frequent suspension
- being at risk of PEX

A direction off site 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 direction off site was unlikely to be successful.

Further details are available in our Exclusions Policy.

10.0 PERMANENT EXCLUSION (PEX)

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

- a. in response to a serious breach or persistent breaches of the school's conduct policy; and
- b. where allowing the student to remain in school would seriously harm the education or welfare of the student 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 student(s)
- sexual assault, harassment, or exploitation
- drug-related activity/paraphernalia
- criminal or terrorist activity
- carrying a weapon or dangerous object
- extremely dangerous/risky conduct
- setting off the school fire alarm more than once
- high frequency of poor conduct, 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 student, staff or the school

In order to avoid a PEX for a one-off serious breach of the school's conduct policy, the school may work with partner schools to facilitate a temporary direction off site to another local school 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 students are treated fairly and not discriminated against. The application of this policy will be dependent upon this guidance:

https://assets.publishing.service.gov.uk/media/66be0d92c32366481ca4918a/Suspensions_and_permanent_exclusions_guidance.pdf

Further details are available in our Exclusions Policy.

11.0 CONDUCT 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 students, parents and carers, communicating professionally at all times (**being kind and caring for each other**).

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 conduct 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 use formal and direct communication with the school to raise concerns and have problems resolved, rather than 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.

12.0 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 student 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.

13.0 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.

14.0 USE OF REASONABLE FORCE

All members of staff who may have to intervene physically with students must clearly understand the options and strategies open to them. This policy clarifies what is acceptable and what is not.

Corporal punishment is in no way authorised through the following policy. School policy and the law forbid a teacher to use any degree of physical contact which is deliberately intended to punish a student, or which is intended to cause pain or injury or humiliation.

All staff should be trained in their responsibilities in the use of reasonable force, including appropriateness for its use, the limits of its use, and the timely and accurate recording of incidents in accordance with this policy, and in line with statutory guidance effective 1 April 2026.

SECTION 550A

The Education Act 1997 clarified the position about the use of physical force by teachers, and others authorised by the Headteacher, to control or restrain pupils. The clarification was made by adding a section (Section 550A) to the Education Act 1996.

This new section came into force on 1 September 1998 and applies to all schools. It restates principles derived from common law and statute that have, in the past, been misunderstood. Where necessary reasonable force can be used to control or restrain pupils.

There are circumstances when it is appropriate for staff to have some physical contact with pupils which does not give rise to any question over the use of reasonable force and other restrictive interventions. This will depend on the circumstance, but examples of occasions when physical contact is generally appropriate include:

- To give first aid.
- To guide or escort pupils, such as holding the hand of a pupil at the front/back of the line when going to assembly, when walking together around the school or on a school trip, or when helping a pupil to a space they have chosen to access to self-regulate.
- To comfort a distressed pupil.
- To congratulate or praise a pupil, for example a pat on the back or a handshake.
- To demonstrate how to use a musical instrument.
- To demonstrate exercises or techniques during PE lessons or sports coaching.

In assessing whether physical contact is appropriate in a given situation, the member of staff should use their judgement and have regard to:

- The school's child protection (or any other relevant) policy.

- The applicable circumstances, such as whether there are other adults present.
- The individual pupil's age.

Staff should always avoid touching or holding a student in a way that might be considered indecent.

Requirements

Teachers and those authorised by the Headteacher, who have control or charge of students are allowed to use 'reasonable force' to prevent a child from doing the following:

- Committing a criminal offence (or what would be a criminal offence if they were old enough).
- Injuring themselves or others.
- Damaging property.
- Acting in a way that is counter to maintaining good order and discipline at school.

The policy is only applicable when an authorised person is on the school premises or has lawful control or charge of the student concerned on an authorised out of school activity.

REASONABLE FORCE:

Although there is no legal definition of reasonable force, the degree of force must:

- Be in proportion to the circumstances of the incident.
- Always be the minimum needed to achieve the desired result.
- Consider the individual

The degree and reasonability of force will depend upon circumstances. Physical force is not justified for:

- Trivial misdemeanours.
- A situation that can be resolved without force.

The school's Conduct and Expectations Policy inc Anti-Bullying Strategy should always be used in the first instance to support both staff and students.

APPLICATION OF FORCE:

Physical intervention can involve:

- Coming between students.
- Blocking a student's path.
- Holding, pushing or pulling.
- Leading a student by the hand or arm.
- Shepherding a student away by placing a hand in the centre of the back.
- In extreme circumstances, using more restrictive holds.

On no account can a member of staff act in a way that might cause injury:

- Holding a student around the neck, by the collar or way that might restrict breathing.
- Slapping, punching or kicking a student.
- Tripping up a student.
- Holding or pulling by the hair or ear.
- Holding a student face down on the ground.

SELF DEFENCE:

All staff have the right to defend themselves against an attack provided they do not use a disproportionate degree of force to do so.

Minimising the need to use reasonable force

Staff should always try to deal with the situation using other agreed strategies to calm a situation before considering using force.

Although we recognise that preventative measures will not always work, there are numerous steps that will be taken in order to help reduce the likelihood of situations arising where the power to use force may need to be exercised. We endeavour to:

- Create a calm, orderly and supportive environment that minimises the risk of violence of any kind.
- Develop effective relationships between pupils and staff that are central to good order.
- Adopt a whole-school approach to developing social and emotional skills.
- Take a structured approach to staff development that helps staff to develop the skills of positive behaviour management; managing conflict and also support each other during and after an incident.
- Recognise that challenging behaviours are often foreseeable.
- Effectively manage individual incidents while understanding the importance of communicating calmly with the pupil, using non-threatening verbal body language and ensuring that the student can see a way out of a situation. For example, pupils should always be given an option of going to a quiet space with the staff member away from bystanders and other students, so that the staff member can listen to concerns; or being joined by a particular member of staff well known to the pupil.
- Wherever practical, warning a pupil that force may have to be used before using force.

Deciding whether to use reasonable force

Staff should only use force when the risk of not using force significantly outweighs those of using force. Then the judgement whether to use force and what force to use should always depend on the circumstances of each case. Students with SEN and/or disabilities should be handled according to information about the individual student concerned (see section on 'Staff Training').

Decisions on whether the precise circumstances of an incident justify the use of significant force must be reasonable. Typically, such decisions have to be made quickly, with little time for reflection. Nevertheless, staff need to make the clearest possible judgements about:

- The seriousness of the incident, assessed by the effect of the injury, damage or disorder which is likely to result if force is not used.
- The greater the potential for injury, damage or serious disorder, the more likely it is that using force may be justified.
- The chances of achieving the desired result by other means. The lower the probability of achieving the desired result by other means the more likely it is that using force can be justified.
- The relative risks associated with the physical intervention compared to the risks of using other strategies. The smaller the risks associated with physical intervention compared with other strategies, the more likely it is that using force can be justified.

Using reasonable force

Staff, as far as possible, should not use force unless or until another responsible adult is present to support, observe and call for assistance. Then staff should always only use the minimum amount of force to achieve the desired effect.

Before using reasonable force, staff should, wherever practical, tell the pupil to stop misbehaving and communicate in a calm measured manner throughout the incident. Staff should not give the impression of acting out of anger or frustration, or to punish a pupil, and should make it clear that physical contact or restraint will stop as soon as it ceases to be necessary.

Staff should always make every effort to avoid acting in a way that might reasonably be expected to cause injury. However, in the most extreme circumstances it may not always be possible to avoid injuring a pupil.

Staff Training

Staff training will occur in accordance with continuous professional development. The Special Educational Needs Co-ordinator (SENDCo) will also make handling plans available to staff where it is known that force is more likely to be necessary to restrain a particular pupil, such as a pupil whose SEN and/or disability is associated with extreme behaviour. Staff will be notified about procedures in place.

Some key members of pastoral staff will be trained and regularly updated in the use of positive handling. Usually, the staff are those most likely to find themselves in a situation (SLT) that may require the use of reasonable force and are therefore trained to do this correctly and in a lawful manner.

Seclusion

Seclusion - a non-disciplinary intervention involving keeping a pupil confined to a place away from others and prevented from leaving - should only be used as a safety measure to protect others from harm when a pupil is experiencing high levels of emotional or behavioural dysregulation. In such circumstances, the pupil is not acting with intent.

Seclusion should not be implemented by staff through threat of punishment. The place to which the pupil is confined should be safe and not feel threatening or intimidating to the pupil. The pupil should be supervised at all times during the period of seclusion. As soon as the immediate risk of harm has reduced, the pupil should be allowed to leave.

RECORDING INCIDENTS:

A detailed, written report of any occasion where force is used is required. This will help prevent misunderstanding and would be helpful should there be a complaint.

This procedure would not be applicable in a minor or trivial incident.

It is recommended that a School First Aider should make a report immediately after there has been a need for restraint to be used.

Immediately following an incident, the member of staff concerned should tell the Headteacher and provide a written report using the **Report of the Use of Reasonable Force, Seclusion or Non-Force Restraint Form** and should include:

- The name of the student or students involved.
- Date and time of the incident.
- Duration of the incident.

- Location of the incident.
- Names of witnesses, staff or students.
- How the incident began and progressed. Include details of student's behaviour, what was said, possible triggers, de-escalation strategies used, type of reasonable force used, degree of force and duration or details of seclusion or non-force restraint.
- Outcome.
- Details of any injuries or damage to property.
- Post Incident Support.
- Reflection and Learning.

All Incidents should be recorded on CPOMS under the category of Use of Reasonable Force attaching the Report of the Use of Reasonable Force, Seclusion or Non-Force Restraint form.
Staff may consider informing their professional association.

Parents will be informed of any such incident as soon as possible. This may require a phone call and should be followed up in writing, such as an email or online messaging system, on the same day.

Complaints from a parent could lead to an investigation either under the Trust's disciplinary procedures, by the Police or Social Services under child protection procedures. It is therefore vital that the policy is carefully followed and all incidents accurately recorded.

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the Headteacher, or by the Headteacher themselves.

Subject to the exception below, the authorised member of staff will be another member of staff present as a witness to the search.

When an authorised member of staff conducts a search without a witness, they will immediately report this to another member of staff and make sure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the Headteacher, designated safeguarding lead or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils.

The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip. Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search.
- Assess whether not doing the search would put other pupils or staff at risk.
- Consider whether the search would pose a safeguarding risk to the pupil.
- Explain to the pupil why they are being searched.
- Explain to the pupil what a search entails – e.g. "I will ask you to turn out your pockets and remove your scarf".
- Explain how and where the search will be carried out.

- Give the pupil the opportunity to ask questions.
- Seek the pupil's co-operation.

The authorised member of staff will always seek the co-operation of the pupil before conducting a search. If the pupil is not willing to co-operate with the search, the member of staff will consider why this is. Reasons might include that they:

1. Are in possession of a prohibited item.
2. Do not understand the instruction.
3. Are unaware of what a search may involve.
4. Have had a previous distressing experience of being searched.

The member of staff will take all reasonable steps to reassure the pupil about items 2, 3 and 4. However, if a pupil continues to refuse to co-operate, the member of staff will assess whether it is appropriate to use reasonable force to conduct the search. A member of staff can use such force as is reasonable to search for legally prohibited items. Any decision to use reasonable force will be made on a case-by-case basis and will be a last resort, where the member of staff considers that conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder. It should also be noted that the use of reasonable force will differ depending on whether the member of staff is searching possessions or the pupil themselves.

Alternatively, where the member of staff decides that the use of reasonable force is not appropriate but there is reasonable suspicion that the pupil will not co-operate with the search because they are in possession of a prohibited item that they do not want to be confiscated, the school will reserve the right to sanction the pupil at the Headteacher's discretion in line with the school's Conduct and Expectations Policy inc Anti-Bullying Strategy, and Exclusion Policy as if a prohibited item had been found and confiscated.

The authorised member of staff may use a metal detector to assist with the search.

Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item. A member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search). If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to an external agency is required.

APPENDIX 1 Roles and Responsibilities

5.1 The governing board

The Local Governing Board (LGB) is responsible for:

- Reviewing this conduct policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

5.2 The headteacher

The headteacher is responsible for:

- Reviewing this policy in conjunction with the LGB
- Approving this policy
- Ensuring that the school environment encourages positive conduct and behaviour
- Ensuring that staff deal effectively with poor conduct and behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of students
- Ensuring that all staff understand the expectations of conduct and behaviour and the importance of maintaining them
- Providing new staff with a clear induction into the school's culture to ensure they understand its rules and routines, and how best to support all students to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on conduct and behaviours, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer students both sanctions and support when necessary
- Ensuring that the data from the incident log is reviewed regularly, to make sure that no groups of students are being disproportionately impacted by this policy

5.3 Teachers and staff

Staff are responsible for:

- Creating a calm and safe environment for students
- Establishing and maintaining clear boundaries of acceptable student conduct and attitudes
- Implementing the conduct policy consistently
- Communicating the school's expectations, routines, values and standards through teaching good conduct in every interaction with students
- Modelling expected conduct and positive relationships
- Providing a personalised approach to the specific behavioral needs of particular students
- Considering the impact of their own conduct on the school culture and how they can uphold school rules and expectations
- Recording incidents promptly
- Challenging students to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to incidents.

5.4 Parents and carers

Parents and carers, where possible, should:

- Get to know the school's conduct policy and reinforce it at home where appropriate
- Support their child in adhering to the school's conduct policy
- Inform the school of any changes in circumstances that may affect their child's conduct and attitude
- Discuss any concerns with the school promptly
- Take part in any pastoral work following misconduct (for example: attending reviews of specific interventions)

- Raise any concerns about the management of student's conduct or attitudes with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's conduct and attitude and the school's policy and working in collaboration with them to tackle any issues.

5.5 Students

Students will be made aware of the following during their induction into the school culture:

- The expected standard of conduct and attitudes they should be displaying at school
- That they have a duty to follow the conduct policy
- The school's key rules and routines
- The rewards they can earn for meeting the standards required, and the consequences they will face if they don't meet the standards required
- The pastoral support that is available to them to help them meet the standards required

Students will be supported to meet the required standards of conduct and attitude and will be provided with repeated induction sessions wherever appropriate.

Students will be supported to develop an understanding of the school's conduct policy and wider culture.

Students will be asked to give feedback on their experience of the culture to support the evaluation, improvement and implementation of the conduct policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

APPENDIX 2 Anti-Bullying Strategy

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

Students 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, we have an online bullying/harassment reporting tool that students, or parents may use. This can be found under the student tab of the school website, or a direct online search tcskind.co.uk The student must use their school login credentials to access this form. Our Engagement Support Team (ESOs) will be alerted to each report and will endeavour to investigate and respond within 24 – 48 hours. In addition to the above reports can be made by a student going to the ESO office during social time. Students and parents can also make a report by sending an email to esos@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 ESO team. 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 misconduct and as such is subject to the most serious consequences including INTEX, 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 students fairly whilst supporting all to be kind.

How the school supports students who have been bullied, and those vulnerable to bullying

TCS has a well-trained and caring welfare team which incorporates the ESO team. We commit to working with all individuals who feel picked on or marginalised. This support starts with the ESO team but can involve mentoring from the welfare team, or access to external support where required.

5. Whole-school proactive strategies to prevent bullying

TCS addresses bullying regularly in the personal development programme and a core value is to **be kind: care for each other**. 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 mission to **unlock the best versions of ourselves**.

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 weekly staff briefing. All new staff and governors are expected to read this policy and this topic is a key part of new staff/governor induction.

APPENDIX 3 Phone Policy

STUDENT PHONE POLICY & GUIDELINES

Phones are not to be used during school. Students have a choice to either bring their phone to school and keep it locked in their Pouch for the duration of the day, or leave their phone at home. Students electing to bring their phone to school will be assigned a personal Yondr Pouch. It is each student's responsibility to bring their Pouch with them to school every day and keep it in good working condition.

Students electing to leave their phone at home will be issued with a 'phone free' card that they must keep with them at all times.

1. DAILY PROCESS

Beginning of the Day

Students must bring their Pouch to school with them each day.

School Entrance Model

As students arrive to school they will:

- 1) Turn their phone off.
- 2) Open their Yondr Pouch by tapping against the Unlocking Base.
- 3) Place their phone inside the Pouch and secure it in front of school staff.
- 4) Store it in their backpack for the day.

End of the Day

Students will:

- 1) Open their Pouch
- 2) Remove their phone
- 3) Close their Pouch (Important to stop the pin bending in the bag)
- 4) Keep the Pouch in their school bag overnight.

Late Starters or Early Leavers

Students arriving late or leaving early will pouch/unpouch their phones in the attendance hub or student services.

2. VIOLATIONS

Pouches will be checked to make sure they have not been damaged.

Pouch Damage or Lost Pouch

If a student damages or loses their Pouch, we will confiscate the phone, notify parents/carers and retain until a new pouch is purchased at £25 fee.

Examples of damage:

- Ripped fabric
- Cut
- Torn
- Bent/cut pin
- Signs of force to black button on flap
- Damage to the black ball
- Pouch opens without unlocking station

Phone seen during School

If a student is found in possession of a phone outside a Yondr pouch, the phone will be confiscated and retained until the following school day at 08:30 when the student will be given a fresh opportunity to meet the school's expectations around phones.

Repeated breaches of the policy will be treated in line with other persistent breaches of the school conduct policy and are likely to result in suspension alongside phone confiscation.

Forgotten Pouch

If a student forgets their Pouch, the phone will be confiscated and retained until the following school day at 08:30 when the student will be given a fresh opportunity to meet the school's expectations around phones.

If a student consistently forgets their Pouch, it is considered Lost. Refer to the Lost Pouch policy above.

Unlocking Stations

If a student is found in possession of a Yondr unlocking station, or a similar strength magnet used to unlock the pouches, this will be considered a serious offence, and could lead to a suspension.

Accidental Damage

Notify the school immediately explaining what happened. If any damage is spotted at a pouch check it will be considered intentional unless the student has raised it previously.