



Conduct Policy

Building Belonging by how we Behave

At Teignmouth Community School, we believe that education starts with relationships: relationships between peers and with staff. This policy outlines how we conduct ourselves to ensure that relationships are strong and great learning takes place.

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

July 2026

**To be reviewed and updated as required
and no later than July 2028**

POLICY AMENDMENT RECORD

Date	Reviewed by	Nature of Change	Next Review Due
14.07.2026	RW	Refreshed policy	As required and no later than July 2028.

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CONDUCT POLICY

This policy applies to all students on the school roll, during school hours, at break and lunchtimes, on school visits, travelling to and from school, and whenever students are identifiable as members of Teignmouth Community School (including online behaviour where it has a clear effect on members of the school community). The policy is implemented in line with current statutory guidance including: Keeping Children Safe in Education, Searching, Screening and Confiscation (DfE), Use of Reasonable Force, and the Department for Education guidance on suspensions and permanent exclusions. The Headteacher retains discretion to apply the policy fairly and proportionately.

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 Expectations

At Teignmouth Community School, conduct is rooted in our simple and explicit rules:

- **Be Ready**
- **Be Respectful**
- **Be Safe**

Rule 1: Be Ready

This rule includes:

- Be ready to start learning (on time to lessons, listening to instructions, starting tasks quickly ...)

- Be ready to be part of the community (uniform, join in with clubs and activities ...)

Rule 2: Be Respectful

This rule includes:

- Be respectful to others (listening, letting others learn, kind words ...)
- Be respectful of differences (acceptance, kind words ...)
- Be respectful of the environment (no litter, damage or graffiti ...)

Rule 3: Be Safe

This rule includes:

- Be safe travelling around the school site (corridors, classrooms, toilets, field ...)
- Be safe in person and online (no physical aggression, no bullying – online or in person ...)
- Follow instructions from staff, first time every time (Please stop, please wait, please stand there ...)

2.0 Cultural Values

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.

- **Work Hard: Never give up**
- **Be Kind: Care for each other**
- **Join In: Develop and grow**

These values can be seen as lived realities through our three simple rules.

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 within and 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 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 endeavour simply to **be their best** goes unacknowledged or unrewarded.

2.2 Awards and Recognition

Lapel badges are awarded to students for reaching certain milestones with their merit points. These reflect an element of public praise and role modelling within the school community:

	Work Hard	Be Kind	Join In
Bronze	150 merits	50 merits	100 merits
Silver	300 merits	100 merits	200 merits
Gold	450 merits	150 merits	300 merits

(The number of merits required for each award is proportional to the number of opportunities available on a daily basis to earn the type of merit.)

Each term teachers nominate students from their classes who have **worked hard**, **been kind** 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)

Staff award Golden Tickets to students who show strong demonstration of the school values. Staff have a limited number of tickets and these are a coveted award as they are put into a prize draw of the student's choice (from three) and are drawn each term.

2.3 High Support, High Challenge

When students make choices that do not reflect and uphold our values through the school rules, 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 through the school rules, 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.

The school will apply this policy with regard to pupils' protected characteristics, special educational needs and disabilities (SEND), mental health and other vulnerabilities. Where a pupil has an Education, Health and Care Plan (EHCP) or identified additional needs, the school will:

- (a) consider whether behaviours arise from unmet needs;
- (b) make reasonable adjustments to expectations and sanctions;
- (c) record adaptations in the pupil's SEND support plan/behaviour plan; and
- (d) involve parents/carers and external professionals in planning support.

Sanctions will not be applied where they would be disproportionate given a pupil's needs

3.0 Conduct and Consequences

At Teignmouth Community School, conduct is rooted in our simple and explicit rules:

- **Be Ready**
- **Be Respectful**
- **Be Safe**

All interactions between staff and students are driven by a “purpose over power” approach, where adults use calm, respectful and consistent language to support students in making positive choices. In this way, we aim to minimise any time out of learning as students will always be given the opportunity to make the choice to remain in the lesson and accessing their education.

Staff will prioritise:

- Reinforcing positive behaviour through recognition and narration of expectations
- Using clear, calm and specific language
- Applying a consistent stepped response:
Reminder → Correction → Reset

3.1 Lesson Conduct and Consequences

We expect all students to demonstrate conduct aligned with our rules:

Be Ready, Be Respectful, Be Safe.

This includes but is not limited to:

- Being ready to learn (on time, equipped, engaged)
- Showing respect to others and the environment
- Acting safely and following instructions first time

Stepped Response System

1. Reminder (First Stage)

A low-key, supportive intervention to prompt the student to meet expectations.

- Delivered in a warm and calm manner

- Uses WIN language (I wonder... I notice... I imagine...)
- Clearly identifies the behaviour and links it to school rules

Example:

“David, I notice you are talking while I am giving instructions. At Teignmouth Community School we are respectful by listening. Thank you.”

This stage is designed to:

- Maintain the flow of learning
- Preserve relationships
- Give the student the opportunity to self-correct without consequence

2. Correction (Second Stage)

If the behaviour continues, a clear correction is issued.

- Makes explicit that a reminder has already been given
- Frames behaviour as a choice
- Reinforces the expectation using school rules

Example:

“David, I have reminded you of our expectation to be respectful. You have chosen to continue talking. This is now your correction. I want to keep you in this lesson, so you need to make a better choice. Thank you.”

This stage:

- Signals increased seriousness
- Maintains dignity and clarity
- Gives a final opportunity for the student to remain in the learning environment

3. Reset (Third Stage)

If the behaviour continues (ignoring secondary behaviours of the correction), the student is removed to Reset.

- Delivered with a tone of regret, not confrontation
- Focused on maintaining a safe and disruption-free learning environment

Example:

“I’m sorry, David, but I cannot allow you to continue to disrupt learning. You will need to go to Reset now. I will speak with you later.”

Reset is used to:

- Restore calm and order
- Allow learning to continue for others
- Provide the student with time to regulate and reflect

At this third stage, pastoral staff will work with the student to re-regulate and take responsibility for their choices. As soon as they show that they can be polite to others and engage with work, they will be returned to their learning (they will never be returned to the lesson from which they have been sent). Reset provision will provide meaningful learning activities and access to curriculum resources.

Resets are monitored carefully and automated alerts identify patterns that may require further action such as a phone call home, a parent/student meeting, a detention and so forth. The over-arching aim is always to minimise disruption to learning whilst maximising student attendance to the classroom. Students must not be kept out of lessons longer than is necessary.

Reset staff follow the same protocols as elsewhere in the school apart from, should a student not make better choices after being reminded and corrected, they will receive an escalated sanction such as INTEX or suspension.

- Reinforcing positive behaviour through recognition and narration
- Using clear, calm and specific language
- Applying a consistent stepped response:
Reminder → Correction → Escalation

3.2 Out of Lesson Conduct and Consequences

The same three rules apply outside the classroom both in school and beyond the school gates whether that be travelling to and from school or going on a school trip or fixture.

- **Be Ready**
- **Be Respectful**
- **Be Safe**

First attention will always be to best conduct. For example:

“Thank you, Amy, for walking sensibly.”

“Ted, look how smart your uniform looks. Thank you.”

Where reminders and corrections need to be given, staff will be specific about what needs correcting so that the student can make a good choice. For example:

“Toby, I wonder why you are running in the corridor when at TCS we are safe in everything we do and running inside is not safe. Please walk. Thank you.”

If a student is walking away, they will be asked to return to the member of staff, if they do not then this will be followed up later. We always encourage students to take responsibility for their choices and work collaboratively to resolve it rather than walk away.

3.3 Wilful and Accidental Damage

At TCS we **respect** our environment and any damage to it will be approached as follows:

- If the damage is accidental, providing this is the first incident involving a particular student, there will be no charge levied.
- If the damage is a result of reckless conduct, for example, throwing an object at a peer that breaks a window, the school will levy up to 50% of the total repair/replacement cost depending on any mitigating circumstances.
- Students causing wilful damage, for example graffiti, will face a charge of up to 100% of the cost of repair/replacement depending on any mitigating circumstances.

In addition to the above, the standard approach of a fair and proportionate sanction will also be applied.

3.4 Off-Site Conduct

We aim to prepare students for a life beyond education. We expect them to be **respectful** and **safe** on their way to and from school, on public transport and educational visits or other placements. 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, 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."

3.5 Restoration, Support and Intervention

At TCS we accept that there will be times when we are not **the best version of ourselves** and, when that happens, it is important to restore the relationship. We believe that it is important for all parties to reflect on what happened, why it happened and what steps can be taken to avoid a repeat in the future. (See Appendix II.)

At TCS we recognise that we are a microcosm of society and, as such, our community has wide ranging needs and differences (which we embrace and celebrate). As a place of education, our main priority is always to coach and develop young people into well-rounded adults capable of thriving in their future lives. We acknowledge that, at some point, many of our students will need additional support to be **ready, respectful and safe**. We operate a graduated approach to this support in a range of areas. (See Appendix IV)

3.6 Behaviour Data and Governance

All behaviour incidents, resets, detentions, suspensions and bullying reports must be recorded on the appropriate central system. SLT will review behaviour data weekly and present termly anonymised reports to Governors including: number and type of incidents, repeat offenders, incidents involving pupils with SEND/DS, location hotspots, sanctions issued and re-integration outcomes. Patterns that indicate discrimination, disproportionality, safeguarding concerns or repeated absence from lessons will trigger a multi-agency plan and individual monitoring. The Inclusion Lead will produce termly actions to reduce persistent exclusions and improve attendance for targeted groups.

4 Bullying and Discrimination

In preparing our students for transition into the wider world and to ensure that TCS is a place of safety, our aim is to prevent bullying through education, by prompt and sustained responses to reports of bullying and by developing the confidence of students.

We differentiate bullying from unkindness through the following acronym:

Several

Times

On

Purpose

Bullying is unacceptable and will not be tolerated in our community. It goes against both our values to **be kind** but also one of our rules: **be respectful**. Students are encouraged to report any incidents of unkindness or bullying through <https://tcskind.co.uk/>

Bullying can include but is not limited to:

- Emotional harm
- Physical harm
- Social bullying
- Social media
- Name calling
- Sexting
- Racist harassment
- Sexual harassment of assault
- Homophobic harassment

All incidents will be treated and addressed individually and we will apply a full range of consequence based on severity and frequency of incidents and our default starting place will usually be educational and restorative. (Anti-bullying Strategy Appendix III)

5 Mobile Phones and Other Banned Items

5.1 Mobile Phones

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.

DAILY PROCESS

Beginning of the Day

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

School Entrance

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 with the unlocking base.
- 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.

5.2 Consequences

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, they must hand their phone in at Reset by 08:40 and collect it at the end of the day.

If a student consistently forgets their pouch, it is considered lost. (Refer to 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.

5.3 Searches, Confiscation and Use of Reasonable Force

In order to keep everyone **safe**, certain items are prohibited in school. The following are examples, not a finite list:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Any article that the member of staff reasonably suspects has been, or is likely to be used to: commit an offence or to cause personal injury or damage to property
- Smoking/vaping paraphernalia
- Fireworks
- Pornographic images
- Energy drinks
- Medication which has not been accounted for under the medication policy
- Pictures taken of students or staff without consent
- Mobile phones

The school follows government advice when searching students and/or confiscating items from students which is outlined in the document 'Searching, Screening and Confiscation'

https://assets.publishing.service.gov.uk/media/62d1643e8fa8f50bfbefa55c/Searching_Screening_and_Confiscation_guidance_July_2022.pdf

School staff apply the following search protocols:

- Wherever possible, searches should include a member of staff of the same gender.
- At least two members of staff must be present.
- The reason for the search is explained to the student and their consent is gained. Refusal to be searched will escalate the situation to a senior member of staff.
- Students are asked to empty their pockets and staff will empty their bag and check any coats.
- Anything inappropriate will be confiscated regardless of whether it was the reason for the search.
- All searches are logged and parents informed of anything found which is inappropriate.

An authorised member of staff can confiscate any item that they have reasonable grounds for suspecting:

- Poses a risk to staff or students
- Is prohibited, or identified in the school rules, or
- Is evidence in relation to an offence.

All staff have a legal power to use reasonable force in certain circumstances:

To prevent or stop a student from:

- Causing injury to themselves or others
- Committing a criminal offence
- Damaging property
- Causing disorder among students at the school, whether during a teaching session or otherwise

Staff in key roles have received appropriate training.

All decisions and actions are taken within this guidance

https://assets.publishing.service.gov.uk/media/6943dad6501cdd438f4cf5aa/Restrictive_interventions_including_use_of_reasonable_force_in_schools.pdf

6 Sanctions that are Fair, Proportionate and Legal

Whether the sanction be a detention, Reset, internal exclusion, suspension or an alternative, the school will follow all statutory guidance in ensuring that the response is fair and proportionate, taking in any mitigating factors.

6.1 Suspensions

Through the process of reminding, correcting and encouraging students to take responsibility for their choices, we aim to avoid suspensions wherever possible. A decision to suspend for a fixed period is taken only in response to a significant breach of the school's conduct policy (including persistent breaches) or where breaches are neither serious enough to reach the legal requirements for permanent exclusion nor minor enough for detention, Reset or internal exclusion. All suspensions are authorised by the Headteacher or designated representative or, in their absence, the next most senior member of staff.

Suspension will follow the statutory guidance. Parents/carers will be notified by telephone and written notice the same day, explaining reasons, length and right to make representations. A re-integration meeting must be held before the pupil returns; this meeting will include the pupil, parent/carer, a member of SLT and relevant staff and will produce a written re-integration plan with SMART targets, reasonable adjustments (if required), and a review date. For pupils with EHCPs or where SEND is a factor, the Inclusion Lead must be involved prior to re-integration to consider alternative provision and risk reduction strategies.

6.2 Off-site Direction

If intervention and support in school has not been successful in improving a student's behaviour an off-site direction can be used. This is a time-limited placement in another school. The length of time that a student remains at the alternative setting depends on what best supports the student's needs and potential improvement in behaviour. It must be reviewed regularly.

Any off-site direction placement will be time-limited with clear objectives, named contact, curriculum coverage and safeguarding arrangements documented. The placement will be reviewed every 4 weeks and the parent/carer and pupil will be involved in review meetings. The school will ensure the pupil receives at least the minimum statutory education entitlement

6.3 Permanent Exclusion

The decision to permanently exclude is a decision of last resort and must only be taken:

- in response to a serious breach or persistent breaches of the school's conduct policy; **and**

- where allowing the student to remain in the school would seriously harm the education or welfare of the student or others such as staff and students in the school.

All decisions and processes follow this statutory guidance

<https://assets.publishing.service.gov.uk/media/6a2c1d4aa3674dfd3eb50816/suspension-and-permanent-exclusion-from-maintained-schools-academies-and-pupil-referral-units-in-England-including-pupil-movement-comes-into-force-from-26-July-2026.pdf>

APPENDIX I

All staff will receive induction training on this policy, restorative practice, de-escalation techniques and recognising behaviour linked to SEND. Key staff (Reset team, SLT, Inclusion) will receive annual refresher training on restraint (where relevant), search procedures and safeguarding. Training completion will be recorded and reviewed by the CPD lead.

Key Expectations for Staff Practice

All staff will:

1. Use Consistent Language

- Use WIN sentence starters (I wonder... I notice... I imagine...)
- Be specific about the behaviour and link to rules
- Avoid escalation or confrontation

2. Prioritise Positive Reinforcement

- Recognise and narrate positive behaviour first
- Example:

“Thank you for being ready and starting straight away.”

This establishes the expectation before correction is needed.

3. Maintain Calm Authority

- Use a calm, respectful tone at all times
- Avoid public confrontation where possible

- Allow students to regulate and save face

4. Focus on Choice and Responsibility

- Frame behaviour as a choice
- Make consequences predictable and consistent
- Support students to make better choices next time

5. Follow Through

If a student reaches Reset:

- The incident must be followed up
- A restorative conversation will take place using structured questions such as:
 - What happened?
 - Who was affected?
 - How can this be put right?
 - What will you do differently next time?

APPENDIX II

Restorative Conversation Script

1. What happened?

Talk me through the build up to...then what happened....?

2. How were you feeling?

I wonder what you were thinking at the time? Tell me about your emotions when this happened.

3. Who has been affected by this?

What effect do you think that had on X? What was the effect on the rest of the class? How do you think this affected me?

4. How can we make this?

How can you go about fixing this? How can I support you with this?

5. What have we learnt from this?

How can we avoid this happening again? What can we change for next lesson?

APPENDIX III

This strategy is consistent with current UK law and guidance, including:

- Keeping Children Safe in Education (2026)
- Behaviour in Schools (DfE guidance, 2022)
- Equality Act 2010 (protected characteristics)
- The Education Act 1996 / 2002 and subsequent guidance on school duties
- DfE guidance on cyberbullying and online safety
- DfE National Minimum Standards for Boarding Schools (where applicable)

Principles

- Bullying will not be tolerated.
- All reports will be taken seriously, investigated promptly and proportionately, and actions taken will be recorded.
- The welfare and safety of the child are paramount.
- Responses will balance support for victims and proportionate, educational and restorative actions for perpetrators.
- The school will act in partnership with parents, carers, outside agencies and, where required, statutory services.

Roles and responsibilities

Headteacher and Senior Leadership Team (SLT)

- Ensure strategy implementation, adequate resourcing, and oversight.
- Maintain links to safeguarding processes and external agencies.
- Ensure reporting to governors/trustees about incidents, trends and actions.

Designated Safeguarding Lead (DSL) / Deputy DSL(s)

- Lead on child protection concerns arising from bullying.
- Ensure appropriate referrals and multi-agency work.
- Maintain central records and monitor patterns.

Inclusion lead

- Coordinate whole-school prevention, investigation and support.
- Provide training and guidance to staff.
- Monitor data and evaluate interventions.

Governing Body / Trustees

- Ensure statutory duties are met and strategy is kept up to date.

- Regularly review incidents, effectiveness and resourcing.

All staff (teaching, support and boarding staff)

- Promote positive behaviour, recognise and respond to bullying, record and report concerns quickly and follow procedures.
- Model respectful behaviour and enforce routines and expectations.

Students

- Respect others, report bullying, support peers and participate in restorative processes where appropriate.

Parents and carers

- Reinforce school expectations at home, report concerns promptly, engage with interventions.

External agencies

- Provide therapeutic, criminal justice or safeguarding support as appropriate (e.g., police, CAMHS, social care).

Prevention and proactive approaches

Whole-school culture

- Embed the school vision and values so they shape behaviour and relationships.
- Use assemblies, form time, PSHE, RSHE and tutor programmes to teach about respectful relationships, empathy, online safety, and bystander action.

Explicit teaching and curriculum

- Deliver planned lessons on bullying, cyber-safety, consent, diversity and inclusion.
- Use age-appropriate materials and evidence-based programmes to build social and emotional skills.

Routines, rules and positive reinforcement

- Clear classroom and playground rules, visible expectations and consistent consequences.
- Praise, rewards and recognition for positive conduct and inclusion.

Student voice and empowerment

- Student council, peer mentors, anti-bullying ambassadors and restorative approaches.
- Regular surveys and safe ways for students to report concerns.

Environment and supervision

- Identify hotspots via staff and student feedback and ensure sufficient supervision.
- Safe online systems, filtering and monitoring aligned with Online Safety Policy.

Targeted work for vulnerable groups

- Proactive support for DS, SEND, LGBTQ+, looked-after children and those with mental health needs.
- Individual risk reduction plans and reasonable adjustments.

Identification, reporting and recording

Reporting routes

- Multiple routes: speak to a trusted member of staff or complete online reporting tool <https://tcskind.co.uk/>
- Clear signposting available on the school website.

Immediate response

- Ensure any immediate risk to safety is addressed; DSL informed without delay.
- If a safeguarding concern is suspected, follow the Child Protection & Safeguarding Policy and KCSIE.

Recording

- Use designated incident reporting forms and the central bullying log for all bullying incidents.
- Record: date/time/location, people involved, nature of incident, actions taken, outcome and follow-up.

Monitoring and data

- SLT and governors review termly reports showing number, type, location, repeat incidents and outcomes. Use pupil groups and protected characteristics in analysis.

Response, investigation and sanctions

Principles of response

- Investigations must be prompt, impartial and proportionate.
- Prioritise safety and wellbeing of the victim while ensuring fairness.
- Use restorative approaches where appropriate to repair harm and teach better behaviour.
- Sanctions should be consistent with the Behaviour Policy and range from mediation and restorative meetings to isolation, fixed-term or permanent exclusion in most serious cases.

Investigation steps

1. Receive report and log it.
2. DSL/pastoral lead assesses risk and decides immediate protective actions.
3. Gather accounts from victim(s), alleged bully(ies) and witnesses; preserve any evidence (screenshots, CCTV).
4. Consider whether incident meets threshold for child protection or criminal referral; contact external agencies if required.
5. Determine findings and proportionate outcomes — support for victim, disciplinary action, education and restorative processes.
6. Communicate outcome to parents/carers (as appropriate) and set review date.

Sanctions and outcomes

- Examples: apology and restorative meeting; behaviour contracts; loss of privileges; targeted mentoring; internal exclusion; fixed term exclusion; direction off site; permanent exclusion (very serious or persistent cases).
- For criminal behaviour (threats with weapon, assault, sexual violence), involve police and follow safeguarding guidance.

Support for victims, perpetrators and witnesses

For victims

- Immediate pastoral support, risk assessment and agreed safety plan.
- Access to counselling, mentoring, and other external agencies where required.
- Regular check-ins and monitoring of wellbeing and academic impact.

For perpetrators

- Clear explanation of harm, consequences and required change.
- Behaviour support plans, restorative processes, mentoring and skill-building interventions.

- Consider SEND needs and whether behaviour is linked to additional needs; seek specialist advice as needed.

For witnesses / bystanders

- Support to process their involvement and encouragement to report incidents.
- Opportunities to participate in positive peer-led programmes to promote prosocial behaviour.

Bullying off-site and online / cyberbullying

- The school will challenge bullying that occurs off-site and online when it has a clear impact on school life and student welfare.
- We will provide education about safe online behaviour and set expectations for social media use.
- For serious online incidents, liaise with platform providers, police (if a crime is suspected), and follow reporting routes for harmful online content.
- Encourage evidence preservation (screenshots, message headers) and advise students and parents on legal and safety steps.

APPENDIX IV

TIER	ATTENDANCE	CONDUCT	WELFARE	SEND
OAIP	• BYB tutor monitoring (weekly) • 20-day streak rewards day (termly) • 100% attendance raffles (weekly – 2nd half of each term). • Strong start parent coms at the start of every full term • Dedicated routine parent communications at key thresholds (positive & negative)	• Relational practice • BYB tutor punctuality and effort monitoring (weekly) • Automated email alerts to parent for merits/de-merits thresholds • Weekly conduct report • Termly rewards assemblies.	• CPOMS reporting tool • TCS Safeguarding Reporting tool (TCSKind.co.uk) • TCS Bullying reporting tool (TCSKind.co.uk) • PSHE content	• TCS Pillars (of HQIT) • Teacher Graduated response process initiated
1	• Tutor belonging check-ins (weekly) • Progress Leader belonging check-ins	• Tutor belonging check-ins (weekly) • Progress Leader belonging check-ins	• Internal welfare support • Attachment aware support for vulnerable students • Regular routine 1-1 check-ins and additional support for children in care and those previously known to care	• Investigation (screeners) • Monitoring of engagement and progress
2	• SPACE mentoring support - PA coaching	• SPACE mentoring support- Conduct	• SPACE mentoring support - Welfare • External welfare support (Early Help / TAF) • Front door referral • MHST	• Further Identification of need • Targeted support • Monitoring and review
3	• Formal Challenge	• Family Agreement / Plan • Offsite direction	• MASH / CIN / CP • CAMHs	• Bespoke intervention for complex need • EHC Needs assessment request • External referrals

Tier 0 - Ordinarily Available Inclusive Provision				
ATTENDANCE	CONDUCT	WELFARE		SEN
		Safeguarding	Mental health and wellbeing	
All staff use and update <u>centralised</u> pupil information supports response to need- Arbor/ Provision map / CPOMs / Class charts / SEN register / Medical register / Vulnerable student list/ Social care intervention register				
HQIT OAIP thresholding, daily staff meet and greet on main gate	HQIT OAIP connect before <u>correct</u> , correct before <u>warn</u>	HQIT OAIP including relational practice	HQIT OAIP Including 'noticing changes' 'reporting emergent needs'	HQIT OAIP including teacher adaptive strategies responsive to emergent need
BYB tutor monitoring (weekly) / Assembly curriculum	BYB tutor punctuality and effort monitoring (weekly)	DSL planning for PSHE Programme with lead	PSHE <u>Programme</u> / Assembly curriculum	SEN Spotlight individual children's needs for all staff
20-day streak rewards day (termly)	<u>Classcharts</u> recording and monitoring/ Automated parent alerts merits and demerits	CPOMS reporting tool	Safe spaces for check-in	Signpost to acceptable concentration aid list
100% attendance raffles (weekly – 2 nd half of each term).	Weekly conduct reports	TCS Safeguarding Reporting tool (TCSKind.co.uk)	TCS Bullying reporting tool (TCSKind.co.uk)	Basic additional needs-based adaptations e.g., concentration aids/ seating for success/ low distraction/ check-in / prompts/ relational support/ reading ruler
Attendance hub 'warm welcome'	Directed drop-in / leadership patrol	Supervised break/lunch in library, year 7 playground, canteen	Supervised break/lunch in library, year 7 playground, canteen	Supervised break/lunch in library, year 7 playground, canteen
Strong start parent <u>coms</u> to all parents at the start of each full term.	Automated class charts alerts to parent for merits/de-merits thresholds	Advice and guidance to parents on whole school contextual issues e.g., vaping	Form teacher signposting students to in-school support e.g., Sen hub, attendance hub, engagement team	
Automated data watch signals and communications	Termly rewards assemblies.	Whole staff training annual safeguarding and refreshers	First aid/provision & updated medical register	
Dedicated parent communications at key thresholds (positive & negative)	Uniform supports – ESO team	Sign-posting for staff of student incidences in staff briefing or email	Round robin information shared	
'Return to school' day 1 check in from attendance lead	Mobile phone supports- <u>Yondr</u> pouch or slip – ESO team	' <u>warm</u> welcome' for vulnerable groups or individuals	10 a day MHST guidance support	
		'Staying in touch' postcards / emails	Parenting support online information	

Tier 1 - Monitoring and Early Inclusion Intervention				
ATTENDANCE	CONDUCT	WELFARE		SEN
		Safeguarding	Mental health and wellbeing	
Attendance report (to include 3-day, 5-day calling, where appropriate)	Engagement Support Officer 1-1 check-in support and conduct monitoring	Record of <u>children</u> PLAC, LAC, CIN, CP, Early Help.	Signposting to online mental health services and courses / workbooks	Additional adaptations to teaching e.g., sensory, social, cognitive and emotional supports
Tutor belonging check-ins (weekly)	Tutor belonging check-ins (weekly)	6 th form ambassador engagement appointment-bullying / language use/ social issues	ESO RAG timetable plus mentoring	Mini-needs assessment and basic supports e.g., tea and talk, morning motivation, hub club.
Progress Leader belonging check-ins	Progress Leader belonging check-ins	Regular routine 1-1 check-ins and additional support for children in care and those previously known to care	Daily warm welcome or meet and greet to support transition to other teams	Round robin for pastoral and engagement leads and teachers to update emerging needs
Signpost parents to attendance information	Screening for unmet needs to assess barriers suggest potential for underlying need.	Safeguarding for EHE requests	Young Carers support	Short-term individual mentoring to problem-solve
Teacher postcard/ Positive call for improved attendance	Basic wellbeing assessment e.g. Student stress survey / resilience screener/ anxiety	Staying in touch 6-day eyes on meetings	Parent signposting for mental health needs workshops	SEN spotlight- group
Engagement case meeting review weekly	RESET mentoring	Papyrus risk assessment/ signposting helpline	Record of children engaged with mental health services	Regulate and return- Hub / Medical / Engagement
Automated watch signal praise emails	Suspension reintegration action planning meetings	LGBTQ+ and gender-based violence supports	Medical needs review and bespoke planning / risk assessment	Daily check-in morning or break times in Hub
	Engagement case meeting review weekly	Child-centered policing team involvement e.g., operation encompass, local issues escalating/		Hub club at break and lunch
		Postcards and praise emails	Postcards and praise emails	Exams access <u>arrangements</u> teacher-based evidence collation or review.

Tier 2 – Targeted Inclusion Support				
ATTENDANCE	CONDUCT	WELFARE		SEN
		Safeguarding	Mental health and wellbeing	
Screening for unmet needs to assess barriers and implement strategies for support				
SPACE mentoring support – Persistent Absence ‘presence’ coaching	SPACE SEMH Youth Intervention support	External welfare support (Early Help / TAF)	External welfare support (Early Help / TAF)	1:1 Mentoring with key staff member short term for high impact
Engagement case meeting review weekly	Engagement case meeting review weekly	PCSO welfare check request	SPACE mentoring support – Welfare Support (Stage 1)	Teacher referral for initial SEND assessments (using referral form) following 2 cycles ADPR
‘Return to learn’ process in conjunction with Engagement team and Hub team	Cause for concern meeting with PL plus key staff and parents	Safeguarding team targeted support 1:1 short term	Mental Health Support Team referral- Group work intervention	Subject teacher-based APDR (at least 2 cycles) and SEN referrals
Attendance hub support	Screening assessments- student stress survey; resilience scale; anxiety scale	Risk management plan in place e.g. self-harm; HSB; eating disorder	Addition to high-risk vulnerable list	Teacher contacts parents to raise concerns and suggest support strategies.
Attend framework interventions (Helen Maxfield)	Understanding and managing Anger group intervention	Safeguarding group interventions- Healthy relationships; HSB; risk-reduction group intervention; hygiene and self-care; online safety	Welfare interventions group- grief group/ young carers support/ emotion logic /anger management / talk and craft/ walk and talk	SEN Interventions (social skills, zones of regulation, exams anxiety, reading, math’s mastery, morning motivation, regulation station)
Connect 5 Staff spotlight for attendance	5-point scale regulation plan	DV external support intervention	Record of children engaged with mental health services, SPACE and School Nurse	Regulate and return provision (Hub)
Parent training on School attendance		Safeguarding Officer directed support 1:1 short term	Attachment-based mentoring support	K Code (external diagnosis)
		Risk management plan in place e.g. self-harm; HSB; eating disorder	School Nurse referral	Educational Psychology and ‘Experts at hand’
		TAF meetings with external professional involvement	Young Devon referral	5-point scale regulation plan
		Addition to high-risk vulnerable list		Bespoke Support Round 1 (SEN Hub)

Tier 2+ – Targeted Inclusion Support+

ATTENDANCE	CONDUCT	WELFARE		SEN
		Safeguarding	Mental health and wellbeing	
Ivy Education Trust attendance lead 'soft monitoring'	Boxall SEMH assessment profile	DASH assessment to identify and assess risks when a potential victim discloses domestic abuse, <u>'honour'- based violence or stalking.</u>	Timetable adjustments	Assessment of unmet need screening; SL link; Dyslexia; Dyscalculia; CAT4s
Educational keyworker referral	Local Authority Inclusion Partner work	CIN plan if necessary	SEN Hub lessons for EBSA with 'return to learn' support	Reasonable adjustments in RESET where appropriate
Ongoing TAF and attendance reviews escalating involvement of partners and in-school professionals		Ongoing TAF and attendance reviews escalating involvement of partners and in-school professionals	MHST individual or CAMHs+	In-lesson interventions e.g., Toe-by-Toe; regulation intervention; Power-of-Two; energy management; mentoring for metacognition
		Kinship Team	Daily 'soft landing' with meet and greet	Referral to external LA partnership services
		CNF/Neglect Tool	Young Carer's External referral and support	Formal Assessment for Exams Access Arrangements with Qualified SEND Assessor
		Prevent Referral	Bespoke medical provisions e.g., physio interventions, intimate care plans, support for taking medications	Formal SEN Support review
		FIT engagement	Emergency medical list updates for staff information including round robin and centralized register	
		Devon Front Door referral-professionals		
		Local Authority Inclusion Partner work	Local Authority Inclusion Partner work	LA Inclusion Partner work

Tier 3 - Enhanced Inclusion Support

ATTENDANCE	CONDUCT	WELFARE		SEN
		Safeguarding	Mental health and wellbeing	
Child is raised with Inclusion partner				
Engagement team meeting reviews weekly to monitor needs and plan provisions				
Ongoing Multi-disciplinary Team Meetings escalating involvement of partners and in-school professionals				
Reduced timetable	Temporary Direction Offsite			
Early Help Process	Parent training- Violence Reduction Course	PEP reviews	CAMHS long term intervention	Early Annual Review
Formal Challenge – home school / agreement	Family agreement plan	Sustained children's social care involvement	Managed Transfer	Close and regular review and monitoring by SENCO / Assistant SENCO
Formal Challenge – Education Supervision Order	De-escalation staff trained and ready to deploy.	Community Policing team involvement		Appeal processes launched
Formal Challenge – Prosecution	Alternative provision if funded by the LA and appropriate			Restricted timetable with twice daily check-in with Senior Leaders
		Alternative provision if funded by the LA and appropriate	Alternative provision if funded by the LA and appropriate	Alternative provision if funded by the LA and appropriate
		Missing and Child Exploitation multi-agency professional meeting: preventing children and young people from being exploited by working together		
		Ysmart referral		Bespoke provision to meet unique needs
		Bridges referral		Requests for Interim funding