

EDUCATION SOUTH WEST (ESW) BEHAVIOUR AND CULTURE POLICY

LGB Approved Date	18 June 2026
Version	1.0
Author Initials	LST
Review Date	June 2027

Contents:-

Part A: The ESW approach to behaviour and culture in our schools

- A1. Vision, values and ethos in an ESW school
- A2. The role of Equity, Diversity and Inclusion (EDI) in our school culture
- A3. The role of Rights Respecting Schools in developing our school culture
- A4. ESW Behaviour and Culture Policies have a set of guiding principles
- A5. ESW Behaviour expectations
- A6. Expectations are summarised in our three rules
- A7. Legislation, statutory requirements and statutory guidance
- A8. Monitoring and Evaluation of Part A – reflected in Trust and school monitoring

Part B: Teign School Behaviour and Culture Policy

1. [Aim](#)
2. [School Ethos](#)
3. [Home-school Partnership Agreement](#)
4. [Celebrating Success at Teign School](#)
5. [Recording](#)
6. [Code of Conduct](#)
7. [Tutor time](#)
8. [Mobile phones](#)
9. [Confiscation](#)
10. [Searching](#)
11. [Use of reasonable force](#)
12. [Regulating Pupil Conduct and Misbehaviour Outside The School Premises](#)
13. [Online behaviour](#)
14. [Support](#)
15. [Investigating incidents](#)
16. [Malicious allegations](#)
17. [Behaviour of Parents/Carers](#)
18. [Bullying Prevention Policy](#)
19. [Complaints](#)
20. [Responsibilities](#)

Appendix 1 Code of Conduct – Teign Expectations

Appendix 2 Teign Ten

Appendix 3 School rules relating to more serious incidents

Appendix 4 Teign Home-School Agreement

Part B to be read in conjunction with the following policies:-

- [ESW Suspensions and Permanent Exclusions Policy](#)
- [Teign School Bullying Prevention Policy](#)
- [Teign School Uniform Policy](#)
- [ESW Equality & Diversity Policy](#)

Part C: Teign School Behaviour Ready, Respectful and Safe Guidelines

1. [Context](#)
2. [Pedagogical principles](#)
3. [Creating routines to support our ready, respectful and safe environment at the start of each day](#)
4. [Creating routines to support our ready, respectful and safe environment during lessons](#)
5. [Respecting our own and others' learning](#)
6. [Reflection room](#)
7. [Review, Restoration and Student voice](#)
8. [Creating routines to support our ready, respectful and safe environment all around the site \(tutor time, between lessons, lessons, break 1 & 2, before and after school\)](#)
9. [Restoration Room](#)
10. [Same day follow ups](#)
11. [Senior Leadership Workshop \(1 hour – Thursday evening\)](#)
12. [Home learning support & follow up](#)

EDUCATION SOUTH WEST (ESW) BEHAVIOUR AND CULTURE POLICY

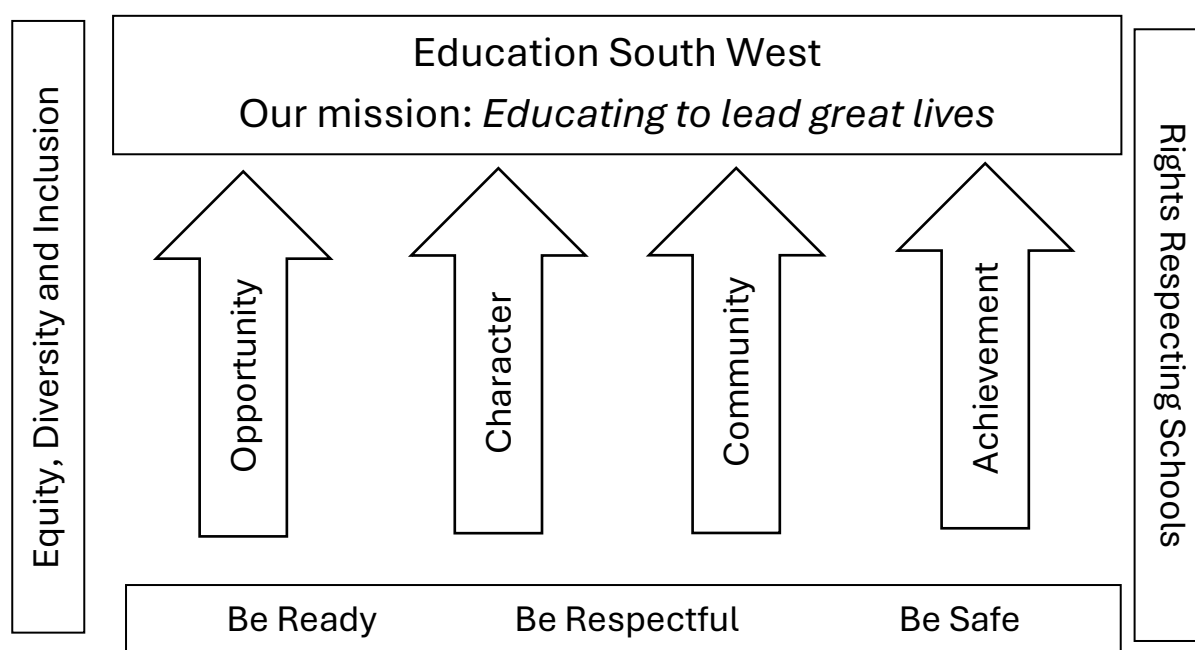
PART A: The ESW approach to behaviour and culture in our schools

A1. Vision, values and ethos in an ESW school:

The culture of our schools is built upon a unifying belief that we are '*educating to lead great lives*'. This mission statement is further embedded in the pillars (values) of our Trust - Opportunity, Character, Community and Achievement.

In order for children and young people to belong, thrive and achieve in our schools we aim to create a culture built upon the same core principles – be ready, be respectful, be safe.

We believe that if we embed the principles of ready, respectful and safe in every school we will create orderly and calm environments. These environments will minimise distraction and disruption enabling every pupil to belong, thrive and succeed through learning.



A2. The role of Equity, Diversity and Inclusion (EDI) in our school culture:

EDI are key concepts in creating fair and supportive environments across our schools for children and young people, families and staff. EDI sits at the heart of every policy.

Our working definition of EDI:

- **Equity:** This involves ensuring fair treatment, opportunities, and advancement while striving to identify and eliminate barriers that have prevented the full participation of some groups. It's about providing varying levels of support based on individual needs to achieve fairness in outcomes.

- **Diversity:** This refers to the presence of differences within a given setting. In the workplace, it includes differences in race, ethnicity, gender, age, religion, disability, and sexual orientation, as well as other attributes like socio-economic background and neurodiversity.
- **Inclusion:** This is about creating environments where any individual or group can be and feel welcomed, respected, supported, and valued. It's about fostering a sense of belonging and ensuring that everyone can participate fully and equally.

These principles are not only about compliance with legal standards, such as the Equality Act 2010, but also about fostering a culture where everyone can thrive.

A3. The role of Rights Respecting Schools in developing our school culture:

As Rights Respecting Schools (RRS) we integrate the principles of the United Nations Convention on the Rights of the Child (UNCRC) into our ethos and policies, including our behaviour and culture policies. Here are some key ways they link:

- **Positive relationships:** RRS focuses on building positive relationships between pupils, families and staff. Behaviour policies in these schools emphasise respect, dignity, and non-discrimination, fostering a supportive environment.
- **Student participation:** Pupils are actively involved in creating and reviewing our school behaviour policies. This includes working with the very youngest pupils as well as the oldest. This participation ensures that policies reflect their views and needs, promoting a sense of ownership and responsibilities.
- **Restorative practices:** Restorative practices are used alongside sanctions and interventions. RRS often use restorative practices to resolve conflicts. This approach encourages pupils to understand the impact of their actions and work towards repairing harm.
- **Rights education:** Behaviour policies are aligned with educating pupils about their rights and responsibilities. This education helps pupils understand the importance of respecting others' rights, leading to better behaviour overall.
- **Wellbeing focus:** By prioritising children's rights, RRS creates a safe and nurturing environment. This focus on wellbeing is reflected in behaviour policies that aim to support rather than punish pupils.

A4. ESW Behaviour and Culture Policies have a set of guiding principles:

The guiding principles which underpin all behaviour management in our schools are in line with our mission to '*educate to lead great lives*':

- **Behaviour is a form of communication:** We assume that most behaviour is a form of communication. We meet this need through wellbeing support and the graduated response which underpins our Trust Special Educational Needs and Disabilities (SEND) policy and processes. The core needs of pupils with SEND are met through the Ordinarily Available Inclusive Provision (OAIP) in each school.

- **Every interaction is an intervention:** Every interaction between staff and students is an opportunity to positively influence behaviour, learning, and wellbeing. This approach emphasises the importance of using daily interactions to support pupils' development, mental health, and relationships, while also addressing behaviour through understanding and restorative practices.
- **Consistency is key:** Clear expectations and consistent responses to behaviour create a predictable and safe environment in which all young people can learn and thrive. All pupils need consistency and none more so than those with protected characteristics including those pupils with additional needs (SEND) or those who experience poverty (Disadvantage).
- **Relentless routines:** Simple, repeated routines which are explicitly laid down by school leaders and are taught and upheld by all adults, help establish a positive culture of behaviour in which all children can thrive and belong. Routines help maintain the high expectations needs for all pupils to learn and achieve.
- **First attention to best conduct:** We prioritise recognising and celebrating positive behaviour over focusing on poor behaviour. This positively framed approach builds the sense of belonging all pupils have with their school community.
- **Restorative practices:** Mistakes are learning opportunities. Restorative conversations help repair relationships and rebuild trust alongside sanctions and interventions where necessary. Restorative practices can help repair relationships and promote better future conduct.
- **Emotionally intelligent:** Adults model emotional regulation and positive behaviours for pupils to emulate. All interactions with children and young people are positively framed through our key rules (see below).

The individual behaviour and culture policies in each of our schools (PART B) are underpinned by these core principles. Furthermore:

A5. ESW Behaviour expectations apply to all members of the school community.

These include:

- Showing **respect** for themselves, others, and the school environment.
- Acting with **kindness and consideration** in their interactions.
- Taking **responsibility** for their actions and decisions.
- Striving to **achieve** their best in all areas of school life.
-

A6. These expectations are summarised in our three rules:

1. Be **ready**
2. Be **respectful**
3. Be **safe**

A7. Legislation, statutory requirements and statutory guidance

Each of our individual school policies are based on legislation and advice from the Department for Education (DfE) on:

[Behaviour in schools: advice for headteachers and school staff 2024](#)

[Searching, screening and confiscation: advice for schools 2022](#)

[The Equality Act 2010](#)

[Keeping Children Safe in Education](#)

[Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)

[Use of reasonable force in schools](#)

[Supporting pupils with medical conditions at school](#)

[Special Educational Needs and Disability \(SEND\) Code of Practice](#)

[Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)

In addition, this policy is based on:

Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy

[DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

A8. Monitoring and Evaluation of Part A – reflected in Trust and school monitoring

The implementation of this policy will be regularly reviewed through:

- Observations of staff consistency during the annual peer review cycle
- Student, parent/carers and staff feedback.
- Analysis of behaviour data to identify patterns and inform interventions.
- Ofsted inspections

By adopting these principles and practices, we aim to create a school culture where all pupils feel they belong, can learn effectively, and grow into responsible, respectful, and resilient individuals.

PART B: Teign School Behaviour & Culture Policy 2025 to 2027

1. Aim

This policy should be read in conjunction with ESW Behaviour & Culture Policy Part A and Part C – Ready, Respectful, Safe Guidance. This Policy will:

- 1.1. Be underpinned by seven core principles laid out in ESW Behaviour & Culture Policy Part A as well as the principles of the United Nations Convention on the Rights of the Child (UNCRC). The seven core principles are:
 - Behaviour is a form of communication
 - Every interaction is an intervention
 - Consistency is key
 - Relentless routines
 - First attention to best conduct
 - Restorative practices
 - Emotionally intelligent.
- 1.2. Encourages all pupils to be **ready**, be **respectful** and be **safe**.
- 1.3. Ensure that all members of the school community (students, staff, parents and carers) have a clear understanding of consequences of poor behaviour which compromises a ready, respectful and safe learning environment.

2. School Ethos

- 2.1 Teign School sits at the centre of the community it serves. For Teign School to achieve a culture where there is a high sense of belonging, where every student matters and each student is noticed, it is important that staff, parents and students support each other. We believe strongly in a culture where we prepare students for the modern world by encouraging their 'best mindset' and celebrating achievement.
- 2.2 To achieve this, we expect:
 - Commitment of staff, pupils and parents / carers in order to develop a positive school ethos. Having a positive, rights respecting ethos helps to ensure good behaviour from pupils in school.
 - Allowing staff to discuss behaviour and to have a clear understanding of the direct link between delivering high quality lessons and having high behaviour expectations, also contributes to improved behaviour and ethos.

- Consistency is crucial in maintaining high standards of behaviour alongside a culture that celebrates success and is not based solely on sanctions.

2.3 Teign School's Behaviour & Culture Policy can be summarised as follows:

- Develop a positive ethos that models and rewards the forms of behaviour that pupils should follow.
- Use detailed knowledge of pupils to plan to avoid potential behaviour issues and allow early intervention.
- Where pupils fall below the standards expected, support mechanisms and consequences are consistency applied.
- Use a restorative approach to support the pupil to act like others in the school community and enable learning to continue.

Article 28: (Right to education): For children to benefit from education, schools must be run in an orderly way.

3. Teign Home-School Agreement



TEIGN HOME-SCHOOL AGREEMENT



Students

Ready, respectful, safe
Visually we summarise student expectations as our Teign Ten in order for pupils to be ready to learn, respectful and safe.

Included in this are punctuality to school & lessons, not bringing in prohibited items, turning off mobile phone & putting them in bags as students enter the green gates.



Parents

Ready
Make sure your child comes to school every day and on time.
Help them wear the right uniform and bring everything they need for lessons.
Encourage them to try their best and work hard.
Support learning at home and check that home learning is done well.
Keep your Parent Pay account topped up and meet payment deadlines for trips and activities.
Encourage your child to read for fun—aim for 20 minutes a day!

Respectful
Let the school know straight away if your child is absent.
Celebrate your child's achievements and join us for parents' evenings and school events.
Download the Class Charts app and turn on notifications to stay in the loop.

Safe
Create a calm and supportive home environment for learning.
Respond to school messages and get involved in special events and clubs.
Keep an eye on your child's internet and social media use.
If you need to contact your child during the school day, please call or email the main school office.
Support the school's behaviour policies, including same-day follow ups.

Staff

Supporting students being Ready
Plan and teach lessons that inspire and include all students.
Use tutor time, interactions and duty time to help build students' character and support the school's values.
Set and review home learning in accordance with the School Policy.

Respectful
Celebrate students' achievements—in class, tutor time, clubs, trips, and events.
Build strong, positive relationships with students.
Support the school's connection with the wider community.
Encourage good behaviour by using consistent strategies and reinforcing expectations every day.

Safe
Treat every student with respect and make sure they feel seen, noticed and valued.
Set high expectations for behaviour and learning by building trust and responsibility.
Keep in touch with parents about both successes and any concerns.

(See Appendix 4 for landscape version)

4. Celebrating Success at Teign School

- Teign School regularly celebrates the success of all pupils in a variety of ways as we recognise that focussing on success and positive outcomes is essential in developing a positive culture and ethos across the School.

4.2 The following list is indicative of the ways in which the school celebrates success and is constantly under review. We use Class Charts (electronic platform) to notify parents and students. ∴

- Verbal praise in class.
- Written praise in marked work.
- Sending positive postcards, emailing home or phoning home to recognise success.
- In every lesson, staff award students points for demonstrating our Teign Ten / demonstrating ready, respectful & safe behaviour
- Around the school site before school, between lessons & break 1 & 2 (e.g. for demonstrating putting litter in the bin)
- Positives are shared including participation in clubs, Eleven by Eleven, upholding the Teign Ten, respect, punctuality, attendance etc.
- Sharing and celebrating success during tutor time, assemblies (both Year group & House)
- Via our Pride through Success assemblies each half term, certificates in assembly are awarded for a wide range of reasons such as exceptional work, improvement, kindness etc.
- Department Student of the half term
- Via the Class Charts platform, students can exchange positive points every half term for rewards
- Headteacher's and Chair of Governor's Award for outstanding achievement, progress, improvement, representing the school etc.
- Cakes with the Headteacher
- Whole School Awards Evening (Pride through Success – Summer Term)

5. Recording

- 5.1 Rewards will be recorded through Class Charts. Parents /carers will be notified of the number obtained through the reporting system and will be able to view this information using the parent access function on the Class Charts app / website.
- 5.2 Behaviour interventions will be recorded through Class Charts. Parents will be able to view this information using the parent access function on the Class Charts system. Notifications of behaviour interventions are sent through the Class Charts app.

Article 28: (Right to education) Young people should be encouraged to reach the highest level of education of which they are capable.

6. Code of Conduct

- 6.1 Teign School operates a Code of Conduct, set out in the 'Teign Ten Expectations' (Appendix 1) outlining the expectations pupils are expected

Teign School Behaviour & Culture Policy – Parts A, B & C 2025 to 2027, updated June 2026

to follow. This goes alongside the 'Teign Ten' (Appendix 2) which gives clear and concise directions on the visible behaviours a Teign school pupil should demonstrate.

6.2 The Teign Expectations and 'Teign Ten' ensure that:

- i) There is a common and agreed framework of expectations in line with our three rules (be ready, be respectful, be safe)
- ii) Pupils are clear about acceptable attitudes to learning within the classroom.
- iii) Expectations are displayed as a reference point for all lessons.

6.3 All staff have direct responsibility for standards within the classroom environment and throughout the School. The pupils must be made aware (our behaviour curriculum) of staff routines and expectations. The School expectations will be displayed in all classrooms and should be used as a reference point.

6.4 Teachers retain responsibility for standards of pupil behaviour beyond their classroom. Interactions (which are viewed as interventions) during the unstructured periods of the school day greatly enhances the standards of behaviour throughout the site.

Article 28: (Right to education): Discipline in schools should respect children's dignity.

7. Tutor Time

7.1 This is an essential part of the day in terms of consistency. Research shows that pupils having a positive start to the day and arriving in a group where they feel they belong vastly improves behaviour and attendance with regards to a sense of belonging. The importance of tutor time and quality tutors is highly valued at Teign School. Tutor time involves a structured programme of daily activities coordinated by each Leader of Personal Development and fully supported by tutors. For example, different days could have assembly, Rights Respecting Schools activity, Wellbeing activity, personal development session, etc.

7.2 To support pupils being ready for learning and upholding high standards, tutors will check equipment and uniform at the start of each tutorial, as well as reminding students to turn off mobile phones and put them in school bags (ready & safe). Any pupil without uniform can be supported by borrowing necessary items from the Student Support Centre (where possible). See Part C for follow up to support students who are not ready to learn (uniform and / or equipment).

7.3 Late to registration and school is recorded electronically and sanctions issued in accordance with the 'Ready, respectful, safe' Part C Guidelines.

- 7.4 Leaders of Personal Development and Senior leaders will deliver regular assemblies and will drop into tutor times to support tutors in achieving high standards and to ensure that there is consistency across the school during tutor time.

Article 12 (Respect for the views of the child): When adults are making decisions that affect children, children have the right to say what they think should happen and have their opinions taken into account. This Convention encourages adults to listen to the opinions of children and involve them in decision-making - not give children authority over adults.

8. Mobile Phones

- 8.1 In line with the Department for Education [mobile phone](#) guidance, **all schools should be mobile-phone free environments by default.**
- 8.2 Please refer to Teign School SmartPhone Free School Policy, which is effective from September 2026 for further information.

Article 3 (Best interests of the child): The best interests of children must be the primary concern in making decisions that may affect them.

9. Confiscation

- 9.1 The School [follows current Government advice](#) (click on this link) when confiscating items from pupils.
- 9.2 The School will confiscate any electronic items 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 onto the school site on electronic equipment. We reserve the right to retain electronic data as evidence, if necessary. School staff can seize any prohibited items found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school rules/discipline.
- 9.3 Pupils wearing any accessories or jewellery which do not follow the School Uniform Policy can expect to have these items confiscated. See Part C 'Ready, respectful, safe' Part C Guidelines.
- 9.4 Pupils with smoking materials (including e-cigarettes and vapes) will have these confiscated and destroyed whether they are found to be smoking or not. They will be issued with a sanction for bringing smoking materials (prohibited items) on to the school premises. At regular intervals during the school year during assemblies we will remind students of what these prohibited items are.

- 9.5 Items that are prohibited by the school will not be returned to pupils and will be disposed of by the school according to the guidance in the DfE guidance, as above.
- 9.6 Pupils must not bring any of the items listed below on to the school premises. The School will automatically confiscate any of the items below and has the power to search pupils with or without consent. The level of sanction, up to and including permanent exclusion, will be determined by the nature of the incident.
- knives or weapons
 - alcohol
 - illegal drugs or related paraphernalia
 - stolen items
 - tobacco, cigarette papers, vapes, e-vapes or related items
 - fireworks
 - laser pens
 - pornographic images
 - any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil). This would include: matches, lighters, metal rulers, 'legal highs', and laser pens
 - Pictures or audio recordings of staff or pupils without appropriate consent
 - Non-emergency medication (see Medication Policy)
- 9.7 The school will contact the police and other relevant outside agencies if there is reason to suspect the law has been broken and there is a safeguarding risk posed to an individual(s) pupil(s) or the community.
- 9.8 Any prohibited items (listed above) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.
- 9.9 We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents/carers, if appropriate.

Article 28: (Right to education): Discipline in schools should respect children's dignity.

Article 33 (Drug abuse): Governments should use all means possible to protect children from the use of harmful drugs and from being used in the drug trade.

Article 36 (Other forms of exploitation): Children should be protected from any activity that takes advantage of them or could harm their welfare and development.

10. Searching

- 10.1 Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation. Staff will apply the following, as contained in points 10.2 to 10.15.
- 10.2 Searches should only be conducted by members of the Safeguarding Team, support staff or SLT.
- 10.3 An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:
- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
 - In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
 - It is not reasonably practicable for the search to be carried out in the presence of another member of staff
 - When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and make sure a written record of the search is kept.
- 10.4 If the authorised member of staff considers a search to be necessary, but not required urgently, they will seek the advice of the headteacher, Designated Safeguarding Lead (or deputy) 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.
- 10.5 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 any item identified in the school rules for which a search can be made, or if the pupil has agreed.
- 10.6 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.
- 10.7 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 pass me your school bag and remove your school blazer"
 - Explain how and where the search will be carried out
 - Give the pupil the opportunity to ask questions
 - Seek the pupil's co-operation

- 10.8 If the pupil refuses to agree to a search, the member of staff (in liaison with the Headteacher and / or Senior Leadership Team) can give an appropriate behaviour sanction.
- 10.9 If they still refuse to co-operate, the member of staff will contact the Headteacher or Deputy Headteacher, to try to determine why the pupil is refusing to comply.
- 10.10 In liaison with the Headteacher, the authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or causing disorder.
- 10.11 The authorised member of staff can use reasonable force to search for any prohibited items identified in section 9, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector (such as wand) to assist with the search.

- 10.12 An authorised member of staff may search a pupil's outer clothing (i.e. coat, jumper or blazer), pockets, possessions, bag etc.

'Outer clothing' includes:

- Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or blazer being worn over a shirt)
- Hats, scarves, gloves or shoes

- 10.13. Any inappropriate items, regardless of whether it was what was being searched for, can be confiscated and should be passed to the main school reception or designated area (depending on the item).

- 10.14. Informing parents/carers:

Parents/carers will always be informed of any search for a prohibited item (listed in section 9). 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

- 10.15 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 children's social care is appropriate.

11. Use of Reasonable Force

- 11.1 Use of Reasonable Force Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

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

- 11.2 When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions. The school will follow the latest guidance from the Department of Education with regards to the use of reasonable force, including notifying parents. This can be found by visiting: Use of reasonable force in schools - GOV.UK

12. Regulating Pupil Conduct and Misbehaviour Outside The School Premises

- 12.1 In certain circumstances, it is important that the School regulates behaviour outside the school premises. The law allows is laid out in the latest DfE Guidance 'Behaviour and discipline in schools. Advice for Headteachers and school staff' February 2024.
- 12.2 Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Headteachers a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable."

- 12.3 Teign School may discipline a pupil for any misbehaviour when the child is:
- taking part in any school-organised or school-related activity; or
 - travelling to or from school; or
 - wearing school uniform; or
 - in some other way identifiable as a pupil at the School
- 12.4 In addition, Teign School may discipline a pupil, whether or not the conditions above apply, if the behaviour:
- could have repercussions for the orderly running of the school; or
 - poses a threat to another pupil or member of the public; or
 - could adversely affect the reputation of the school.
- 12.5 The school is committed to ensuring our pupils act as positive ambassadors for us. We expect the following:
- good order on transport to and from school, educational visits or other placements such as work experience or college courses
 - good behaviour on the way to and from school
 - positive behaviour which does not threaten the health and safety of our pupils, staff or members of the public
 - reassurance to members of the public about school care and control over pupils in order to protect the reputation of the school
 - protection for individual staff and pupils from harmful conduct by pupils of the school when not on the school site.
- 12.6 The same behaviour expectations for pupils on the school premises apply to off-site behaviour.

Article 4 (Protection of rights): Governments have a responsibility to take all available measures to make sure children's rights are respected, protected and fulfilled.

13. Online behaviour

- 13.1 The school can issue behaviour sanctions to pupils for online misbehaviour when:
- It poses a threat or causes harm to another pupil
 - It could have repercussions for the orderly running of the school
 - It adversely affects the reputation of the school
 - The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

14. Support

14.1 We aim to support all our pupils to ensure that every child succeeds during their time at Teign School. Where it becomes clear that a child is having on-going difficulties in managing their behaviour, there are a wide range of strategies which are used to support pupils. If a student is demonstrating behaviours around the school site which raise concern and they are not on our SEND register, we will start a 'QuickChecker'. See SEND Policy for further information.

14.2 We will always consider whether continual disruptive behaviour is the result of an unmet educational or other need/s and should we consider this to be the case, whether multi-agency assessment would be appropriate. Some examples of support are listed below:

- Increased communication between home and school
- Individual Behaviour Plans (IBP), updated learning plans, risk assessments and safety plans
- Referral to the NHS Mental Health Team, School counsellor and other such agencies
- Early Help meetings via 'Team around the Family'
- Liaison and support from the Inclusion Support Team which consists of the SENDCo (Special Educational Needs Coordinator) which could include a QuickChecker
- Small group work or 1:1 according to the area of need
- Coaching and mentoring
- Additional literacy or numeracy support where this is identified as a barrier to learning and impacts on a child's behaviour
- Modified timetable (still on site but a modified timetable)
- Referral to outside agencies such as the school's [Space](#), [YSMART](#), Child and Adolescent Mental Health Services, local Youth Intervention Worker etc.
- Additional support around transition points
- Student spotlight during staff briefing
- Bespoke communication about a child's circumstances to staff
- Alternative Provision
- Redirection of Education – in line with Department for Education guidance
- Liaison with Devon County Council Inclusion Service

Every child's needs are different and all support is tailored to meet the needs of each individual, in the recognition that, what works for one child may not for another.

14.3 In certain circumstances where repeated interventions and targeted support are not having the desired effect, Teign School will consider an 'Offsite Redirection' in line with [Department for Education guidance](#). There will be a time-period set for this off-site redirection with regular review meetings and connections with Teign School as the student's main school.

Article 5 (Parental guidance): The Convention does not take responsibility for children away from their parents and give more authority to governments. It does place on governments the responsibility to protect and assist families in fulfilling their essential role as nurturers of children.

15. Investigating incidents

If required, in addition to student voice & witness statements, CCTV may be used in the investigation of incidents, which is regularly reviewed. This is not accessible to parents and carers due to GDPR.

16. Malicious allegations

- 16.1 Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.
- 16.2 Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.
- 16.3 In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.
- 16.4 The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to the ESW Safeguarding and Child Protection Policy for more information on responding to allegations of abuse against staff or other pupils.

17. Behaviour of Parents/Carers

- 17.1 Teign School is passionately committed to building strong and positive relationships between the school and parents / carers. Regular feedback is obtained from parents via ESW questionnaires, parents' evenings and on a day-to-day basis. Staff emails are made available to allow efficient communication between parents/carers and school in accordance with our Communication Policy. Staff liaise closely with parents / carers to support effective transition into the school.

- 17.2 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 in line with [Department for Education guidance](#). This includes the use of banning orders or specifying specific mechanisms of communication.
- 17.3 The School deems any form of aggression or threat either physical or verbal, rudeness and malicious accusations as inappropriate, and this includes all forms of communication including emails. Teign School reserves the right to follow this up.

18. Bullying Prevention Policy

Please see our Bullying Prevention Policy which includes our procedures on our [website](#).

19. Complaints

Please refer to the [Education South West Complaints Policy](#).

20. Responsibilities

The implementation of this Policy will be monitored by the Governors of the School and remain under constant review, including liaison with parents / carers, staff and students.

Appendix 1 Code of Conduct – Teign Expectations

Teign School



***Your rights are enshrined by the United Nations.
What responsibilities come with them?***

Article 28

You have the right to a good quality education. You should be encouraged to go to school to the highest level you can

Our responsibilities are to...

Try your
hardest.
Be resilient
and positive

Follow staff
instructions to
support them
in upholding
everyone's
rights

Focus on your
work and
allow others
to do the
same

Be the best
version of
yourself

Follow the
commitments
made in the
Home School
Agreement

Article 29

Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people

Our responsibilities are to...

Arrive on time,
with full
equipment
and in correct
uniform

Listen
respectfully
when others
are talking

Celebrate the
success of
others and
encourage
each other to
achieve high
standards

Speak to staff
and students
respectfully
and with
kindness at all
times

Value and
protect our
learning
environment



Appendix 2 – Teign Ten



TEIGN TEN



A Teign Student respects the rights of others and...

1. Keeps trying hard even when it's challenging

2. Follows staff instructions

3. Allows others to work without disruption

4. Maintains the best version of themselves

5. Wears correct uniform smartly

6. Has all of their equipment

7. Arrives on time

8. Listens when others are talking

9. Speaks to everyone with kindness

10. Helps to keep the school tidy



Article 28
You have the right to a good quality education.



PRIDE THROUGH SUCCESS

Appendix 3 School rules relating to more serious incidents

1. Defiance (refusal to carry out a reasonable request made by, or walking away from, a member of staff.)	As discreetly as possible, pupils should be asked explicitly, "I have asked you to ... This is a reasonable request. Are you refusing to do as I have asked?" "At Teign School we....." . If a pupil does not comply with your request, they maybe asked to go to the Reflection Room, or to a trusted adult / Goldfish Bowl to support the situation.
2. Verbal or Physical abuse of staff.	This may include: • Pushing past staff. • Swearing at staff. • Rudeness and name calling. This may result in suspension and in serious cases could lead to a Permanent Exclusion.
3. Exam/Test misconduct	Pupils will be internally isolated/suspended and further sanctions may be actioned by the Exam Board/ Exam regulator'
4. Violent or dangerous behaviour	We are a 'no-hands' school continuously shared through our tutor and assembly programme. This may include: • Fighting • Threatening behaviour Pupils should be sent immediately to the Reflection room and a follow up, including collecting pupil and staff voice will then take place before a decision is made. Violence will not be tolerated and may result in a suspension. In serious cases this could lead to a Permanent Exclusion.
5. Possession or use of drugs	This is against the Misuse of Drugs Act and may result in a Permanent Exclusion. Pupils may not refuse to be searched if a member of staff has reason to believe that they may be in possession of banned substances. Searches should be led by senior members of staff.
6. Possession or bringing a weapon or dangerous items on to the school site	This is against the law on Offensive Weapons, Knives, Bladed and Pointed Articles and is extremely dangerous, and may result in a Permanent Exclusion.

7. Poor behaviour travelling to and from school	This includes: • Swearing or being offensive in public. • Being loud/shouting/playing music on the bus. • Forcing members of public into the road by taking up the pavement. This will result in being sent to the Reflection room In some cases a suspension. It can also lead to bus passes being removed in liaison with Devon County Council.
8. Deliberate damage to or theft of property	The following will result in a serious sanction such as a suspension: • Deliberate vandalism of display boards, walls, doors and windows. • Deliberate vandalism to the school toilets. • Setting off fire alarms In serious cases this could lead to a Permanent Exclusion.
11. Smoking, vaping or use of alcohol.	Smoking, vaping or drinking alcohol is not permitted anywhere on the school site. If a pupil is seen smoking/vaping/drinking alcohol, in possession of smoking/vaping equipment/alcohol, or is present with others smoking/vaping/drinking alcohol on the school site or travelling to and from school in uniform, this will result in an SLT detention, being sent to the Reflection or Restoration Room, or in some cases a suspension
12. Bullying or prejudicial language directed at another person	This may include: • Physical or verbal abuse of others • Offensive text messages or misuse of social networking or other internet sites. This will result in being our Bullying Prevention Policy to be followed, including sanctions such as after-school, SLT detentions, Restoration referrals & suspension alongside Bullying Warnings. In serious cases this could lead to a Permanent Exclusion.

Appendix 4 Teign Home-School Agreement



TEIGN HOME-SCHOOL AGREEMENT



Students

Parents

Staff

Ready, respectful, safe

Visually we summarise student expectations as our Teign Ten in order for pupils to be ready to learn, respectful and safe.

Included in this are punctuality to school & lessons, not bringing in prohibited items, turning off mobile phone & putting them in bags as students enter the green gates.



Ready

Make sure your child comes to school every day and on time.

Help them wear the right uniform and bring everything they need for lessons.

Encourage them to try their best and work hard. Support learning at home and check that homework is done well.

Keep your Parent Pay account topped up and meet payment deadlines for trips and activities.

Encourage your child to read for fun—aim for 20 minutes a day!

Respectful

Let the school know straight away if your child is absent.

Celebrate your child's achievements and join us for parents' evenings and school events.

Download the Class Charts app and turn on notifications to stay in the loop.

Safe

Create a calm and supportive home environment for learning.

Respond to school messages and get involved in special events and clubs.

Keep an eye on your child's internet and social media use.

If you need to contact your child during the school day, please call or email the main school office.

Support the school's behaviour policies, including same-day detentions.

Supporting students being Ready

Plan and teach lessons that inspire and include all students

Use tutor time, interactions and duty time to help build students' character and support the school's values.

Set and review home learning in accordance with the School Policy.

Respectful

Celebrate students' achievements—in class, tutor time, clubs, trips, and events.

Build strong, positive relationships with students. Support the school's connection with the wider community.

Encourage good behaviour by using consistent strategies and reinforcing expectations every day

Safe

Treat every student with respect and make sure they feel seen, noticed and valued.

Set high expectations for behaviour and learning by building trust and responsibility.

Keep in touch with parents about both successes and any concerns.

PART C: Teign School Behaviour Ready, Respectful and Safe Guidelines

1. Context

These guidelines below is how we are going to foster a culture of ready, respectful & safe at Teign School.

In all 'follow up' to behaviour at Teign School, we allow students to have their voice heard in line with Rights Respecting School and apply reasonable adjustments.

2. Pedagogical Principles

At Teign School in line with research in this area, we strongly believe that behaviour should be taught and is an explicit curriculum. Routines outlined below to support a ready, respectful and safe learning environment are enacted by our core pedagogical principles, which enable all staff in a school to use the same routines and norms. This in turn, creates more time for learning and a greater sense of belonging.



TEIGN'S ORDINARILY AVAILABLE INCLUSIVE PROVISION

Entry & Exit Routine WHY? To ensure slick and purposeful starts and ends to lessons, to make every second count HOW? - Thresholding (meet and greet) - Do it Now - Annotated seating plans - Relational uniform checks	Accountable Questioning WHY? To ensure all students actively engage in deep thinking and to assess learning HOW? - Regular retrieval practice - Cold calling - Mini whiteboards - No opt out - All hands	Explicit Instruction WHY? To reduce cognitive overload and allow processing time HOW? - Scripting complex explanations and instructions - Pausing to allow processing time - Reducing text & images
Countdown "5..3..1" WHY? To gain student attention, remove distractions and reduce cognitive load. To ensure slick transitions to make every second count HOW? 5-1 Countdown - Narrating the expectations - Wait for 100%	Circulation WHY? To support students with their learning and engage students with their work HOW? - Delayed engagement - Planned routes - Class Info sheets/seating plans - Personalised feedback - Deliberately narrate success	Modelling 'I, We, You' WHY? To ensure students are prepared for deliberate practice, providing clear guidance on how to complete a task HOW? 'I' - 100% attention, directly narrates the steps 'We' - teacher & students use worked examples to secure knowledge 'You' - students work independently
Narrate the Conditions WHY? To set clear expectations of an activity (DNA) HOW? - Narrated prior to the start of a task - Silence is our default - Work the clock	Whole Class Participation WHY? To secure attention, promote 100% active engagement, and deep thought throughout lessons HOW? - Choral response - Turn and talk - Mini whiteboards / show me - All hands	Chunking WHY? To break down complex content into a manageable sequence to reduce cognitive load HOW? - Breaking large content into smaller steps - Narrating the links between steps - Only progressing when the 80% of the class have shown mastery

3. Creating routines to support our ready, respectful and safe environment at the start of each day:

3.1 Uniform (ready):

- Tutors warmly welcome students at their door each morning (or on assembly days outside on the courts) and check that pupils are looking for their best selves in line with our Uniform Policy.
- If there are any difficulties with uniform, we ask that parents / carers communicate with their child's form tutor in advance, resolving the issue as quickly as possible.
- If a student has a difficulty with uniform, we will give them 24 hours to resolve the issue (within a school week). If the matter is not resolved, a Pastoral Follow Up and communication home via Class Charts will be sent.
- We will be consistent with all issues relating to uniform. If a student is not meeting or unable to meet uniform expectations, they will be offered a replacement where possible. If they refuse to wear the replacement, we will ask that a parent or carer brings in the missing article/s with refusal to accept the alternative will be considered as defiance and the student may be placed in Reflection until the issue is rectified.
- Uniform passes can be issued by form tutors / Student Support / Leader of Personal Development / SLT outlining the date of resolution to the issue.
- Any sensory adaptations to uniform will be authorised by the Deputy Headteacher or Assistant Headteacher (SENDCo) and in line with medical evidence (see Uniform Policy).

3.2 Punctuality and lateness (ready)

- Students are warmly welcomed into school. Students should be sat down in their tutor room by 8.50am each day, with a warning bell at 8.45am to support students with this. Any student arriving in their tutor room after 8.50am will be marked the number of minutes late
- In a school week (Tuesday to Tuesday), students who are over 15 minutes later to registration and / or lessons will receive a 1-hour SLT Detention on a Thursday evening. Parents / Carers will be informed of this via Class Charts.
- Students who are late into school after 8.50am will be supported into school via the late gate where a Senior Leader will support their arrival, check they are ready for their day's learning including uniform and equipment. If there is no reasonable reason for their late, the student will be issued with a Pastoral Follow up (15 minutes) on the same day during break 1.

3.3 Mobile phones (ready & safe)

- As outlined in Part B, Teign School from September 2026 will be a Smartphone Free School.

- As students enter the school via the Green Gates, permitted simple phones should be turned off and in bags. At the end of the school day, the Green Gates are the threshold for students to get their simple phones out of their bags

3.4 Equipment (ready)

- See Student Handbook with regards to expected equipment required to be ready to learn at Teign School.
- Form tutors will establish quick routines via equipment mats to check all students are equipped for their day. Students will be supported to become independent with being ready to learn. Form tutors will communicate with home via the Class Charts app for equipment issues and for regular incidents which require further support.
- If a student doesn't have a piece of equipment, they will be issued with the item and given 24 hours to resolve the issue. If the matter is not resolved, a Pastoral Follow Up and communication home via Class Charts will be sent.
- Student Support Centre sells equipment, and this can be ordered via ParentPay
- For repeated breaches of not being ready to learn with regards to equipment form tutors and Leaders of PD will liaise with home about readiness and how we can work together to support.

3.5 Non-attendance to tutor time

- Any student who arrives on site and does not access any reasonable adjustments (such as a softer start in Reach) is expected to be in their tutor room. Unless there is a reasonable explanation for the student being late, Teign School views truancy in tutor time after 08:55am.

4. Creating routines to support our ready, respectful and safe environment during lessons

- As well as the pedagogical principles outline in section 2 routines in relation to the following aspects of lessons will be applied
- Language to support behaviour will be known as 'follow ups' rather than 'sanction' or consequences'
- All students are supported to move with purpose between lessons to maximise learning time. There is a period of transition (3 minutes) between the end of tutor time and period 1, and 5 minutes at the end of break 1 (moving to period 3) and break 2 (moving to period 5). Staff members will always undertake their 'exit' routine, so students are dismissed on / as close to the bell as possible. Where there is a valid reason for a student to be late, the staff member working with them will provide them a late slip. Any student arriving to a lesson without a late slip and not sat down completing their 'Do it Now' activity by the 5 minute 'ping' bell will be expected to take

their work to the Triage room. If period 1-4, a 'same day' detention will be issued, if period 5 this will be the following day.

- Teign School views any student out of a lesson or support space after the 5 minute late bell to be classed as truancy.

5. Respecting our own and others' learning

- During lesson time we expect staff to explicitly teach behaviour, including classroom routines and rules, specific to each subject and learning space. Each classroom will have a visual display of our Teign Ten (code of conduct) which staff will refer to during the teaching of behaviour and high expectations, as well as effective use of the language of Rights (e.g. "thank you for lining up quietly and respecting everyone's rights to feel safe").
- 'Follow ups' are only used when more positive methods of promoting disruption free classrooms, great learning and good behaviour are not working for an individual student or groups of students. Staff will use our pedagogical principles (see item 2) as well as adaptive teaching strategies and individual information including reasonable adjustments. See item 6 for further information on this as it's relevant to all interactions in school.
- Where a student is not following reasonable requests and strategies above have been used, a warning will be issued (in private where practically possible). Another warning will result in a Reflection referral. The student will be expected to take their work (where possible) to the Reflection room.

6. Reflection room

- In Reflection, students are supervised and set work in line with their curriculum. Work is completed on IPADs with private warnings issued if these devices are misused.
- During time in Reflection, students will be given the opportunity to reflect on their behaviour and will receive interventions (via interactions) with the Intervention Support Officer and other pastoral staff to help improvements in their choices.
- Staff make a range of reasonable adjustments in the Reflection room.

Lesson sent to the Room Reflection	Reflection time	Reflection time	Reflection time	Workshop (new word for after-school detention)	Return to lessons
1	Lesson 1	Lesson 2	Break 1	No	Lesson 3
2	Lesson 2	Break 1	Lesson 3	No	Lesson 4
3	Lesson 3	Lesson 4	Break 2	No	Lesson 5
4	Lesson 4	Break 2	Lesson 5	No	Lesson 1 (following day)
5	Lesson 5	Lesson 5	-	Yes 3.35pm	Lesson 1 (following day)

- Where a student is not focussed, they will be given a private reminder by the Intervention Support Officer, and if the student continues not to focus, they will be given a 2nd reminder. At the 2nd reminder, the student will be supported by an on-call member of staff where a supportive phone call with the student, school and home is made.
- After this point if all strategies to support the student have been explored, a follow up in consultation with the SLT member on call will take place.

Best practice in the area includes:

- Range of multiple rooms to support a range of student needs
- Reasonable adjustments (e.g. movement breaks) applied to support student engagement
- Positive reinforcement used with students
- Students given the opportunity to reflect and (if appropriate) review staff member's decision
- Reconnect, rebuild and restore conversation with staff to help secure the positive relationship
- High quality communication to parent / carer so they understand the nature of the lesson removal

7. Review, Restoration and Student voice

- Any staff member who sends a student to the Reflection room, will positively engage with the student prior to their next lesson in a restorative intervention. This will involve discussing with the student both the current and future intervention and plan, to avoid future lesson referrals
- Mistakes are learning opportunities and restorative interventions can help repair relationships and rebuild trust alongside sanctions and interventions. It is an opportunity for both sides to explain what happened and to try and come up with a mutually acceptable solution to move forwards and promote improved future conduct. There maybe situations where a mediator is present (such as a Leader of Department) 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?
- The questions have been designed so that both sides have an opportunity to hear the situation from each other. It enables them to think about how this may have affected the other person but also the other pupils and their learning. By doing this and coming up with solutions, it encourages both parties to take responsibility for their actions and make them aware of the impact they are having to others. It is also very helpful to hear the other side of the story and really appreciate why others may be upset.
- Restorative approach has been shown to work extremely well if there has been a repeated problem between a pupil and member of staff because it gives them opportunity to air their differences, appreciate how the other

feels, and move on in a positive light, always with the aim to solve the problem, move on and prevent the same situation arising again.

- Restorative approach also works well when pupils fall out with each other, allowing them to see the impact of their actions, apologise if necessary and put it behind them.

8. Creating routines to support our ready, respectful and safe environment all around the site (tutor time, between lessons, lessons, break 1 & 2, before and after school)

8.1 Mobile Phones

- Please see the Teign School Smartphone Free Policy for information about phones.
- [To](#) support the implementation of this policy, we remind parents that if they wish to contact their child during the school, day, they do this through contacting Student Support.

8.2 All students are noticed and belong

In addition to SEND information about students on our SEND register, every student at the school will have a unique selling point – something about them to support staff know about every student they teach. This will be supported by the student's form tutor in conjunction with the student.

8.3 Respond to the first behaviour only

Where possible and safe to do so, staff will receive regular training on only responding to the first behaviour they see around the site or in classrooms. Exceptions to this will include verbal abuse to staff or other students.

8.4 Expectations during break 1 & break 2

- We have high expectations during less structured times at Teign School and work closely with our Student Council, tutor reps and other student voice bodies to see how we can further support students during break 1 & 2.
- During the winter months, when the school field is closed, we will have a supervised classroom so that students can sit and chat with friends in this space, in addition to the wide variety of extra-curricular activities on offer and Canteign (Teign School's Canteign)
- We operate a 'time out' process at Break 1 & 2 if students are not meeting our expectations. This involves a student receiving a warning or immediate time out depending on the incident, which is not logged but they are expected to go to a room and work with a Senior Leader to reflect and regulate ready for their next lesson. Failure to follow this instruction by a staff member (to go to the room) will be seen as defiance, with an immediate referral to the Reflection room. Expectations during Break 1 & 2 are regularly communicated to students during assemblies and tutorial programme.

9. Restoration Room

- For major behaviours, or defiance students will spend a period of time in our restorative base.
- In this space, students are supervised and set work in line with their curriculum. Work is completed on computers (with headphones) with private warnings issued if these devices are misused.
- During time in restoration, students will be given the opportunity to reflect on their behaviour and will receive interventions (via interactions) with the teacher and other pastoral staff to help improvements in their choices.
- Staff make a range of reasonable adjustments in the Restoration room.

10. Same day follow ups

- In line [with Department for Education guidance](#), staff have the authority to issue detentions as a follow-up to poor behaviour, which includes same-day follow ups. This includes a referral to the Reflection Room period 5 which will result in a 20-minute detention.
- Behaviours which will include this follow up include truancy, missed Pastoral follow ups, referral to Reflection (period 5) from a lesson and other behaviours. Parents/carers will be informed of the detention via the Class Charts app.
- In line with [the Department for Education guidance](#), parental consent is not required for such detentions.

11. Senior Leadership Workshop (1 hour – Thursday evening)

- This workshop is seen as a significant follow up, for an escalation of an existing behaviour or significant behaviour
- Students are expected to hand in their mobile phone and log into a computer to undertake learning under supportive supervision
- Students who do not attend this detention will have a further follow up to resolve the matter.

12. Home learning support & follow up

