

TEIGN SCHOOL

CELEBRATION OF SUCCESS AND BEHAVIOUR POLICY 2024/26

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	Reviewing Committee	Governing Body's Behaviours & Attitude Group

Other Policies

This Policy should be read in conjunction with the following:

- The 'Teign Ten'
- Anti-Bullying Policy
- Uniform Policy
- Exclusion Policy
- 'Ready to Learn' strategy



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As a Rights Respecting School, Teign School is fully committed to every child receiving the very best education and to ensuring that all pupils reach their full potential. The School has high expectations of its pupils and this supports the delivery of high quality lessons. We expect all members of the school community to behave well, work hard, achieve high standards, show respect for one another and to ensure that Teign School is a positive and safe place to be.

This Policy provides a framework of the high expectations about behaviour and progress and is underpinned by a clear system of rewards and sanctions. The Policy is designed to promote and celebrate positive behaviour.

Aim

1. This Policy will:
 - 1.1 Ensure that all staff motivate learners and promote the highest standards of behaviour by using a variety of rewards to recognise positive behaviour.
 - 1.2 Encourage all pupils to respect and value themselves, their efforts, their class and their School.
 - 1.3 Ensure that all pupils, staff and parents/carers have a clear understanding of consequences of poor behaviour that affect learning.

School Ethos

2. For the School to achieve a positive, rights respecting ethos it is essential that all members of the school community work well alongside each other and develop positive working relationships (this includes all staff, pupils and parents). 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.
3. The commitment of staff, pupils and parents is vital in order to develop a positive whole school ethos.
4. The School's Behaviour Management Strategy can be summarised as follows:
 - 4.1 Develop a positive ethos that models and rewards the forms of behaviour that pupils should follow;
 - 4.2 Use detailed knowledge of pupils to plan to avoid potential behaviour issues and allow early intervention;
 - 4.3 Where pupils fall below the standards expected, sanction fairly and consistently;
 - 4.4 Use a restorative approach to bring the pupil back into 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.

Pupil Expectations

5. Pupils are expected to:

- Attend school regularly and on time.
- Be punctual for all lessons, registration and assemblies.
- Be well organised for school with all the necessary equipment.
- Work to the best of their ability in all lessons and on homelearning tasks, ensuring presentation and content of work is of a high standard.
- Follow The Teign Ten at all times.
- Be polite, helpful and considerate to others at all times, including when travelling to and from school or when involved in an off-site activity.
- Respect the school environment and keep the school free from litter and graffiti.
- Track all homelearning on ClassCharts
- Wear the school uniform properly and be smart in appearance at all times, including when travelling to and from school.
- Be aware that any behaviour offsite that does not meet the school expectations whilst they are on a visit or wearing the uniform will be dealt with as though they were at school.
- Speak to a member of staff if you have any concerns about anything.
- Read for 20 minutes every day at home.
- Switch off mobile phones and keep them in bags when on the school site using the school's green gates as the threshold for phones to be away, at both the start and end of the day.

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

Staff Expectations

6. Staff will:

- Plan and deliver lessons which engage and motivate pupils to achieve.
- Celebrate the success of pupils in lessons, tutor time, assemblies and awards evenings.
- Develop positive working relationships with pupils.
- Use a range of behaviour management strategies and apply the school behaviour system consistently whilst reminding pupils of the school's high expectations daily during tutor time and in lessons, when appropriate.
- Deliver planned sessions in tutor time which contribute to the development of the School Ethos and to the development of pupils' personal qualities.
- Expect and set high standards of work and behaviour through building good relationships and developing a sense of responsibility.
- Set, mark and monitor homelearning on a regular basis in accordance with the School Policy.
- Set targets for pupils and help them in their academic progress.

- Support pupils with learning difficulties.
- Promote good behaviour within Teign School and wider community.
- Provide a stimulating, safe working environment for all pupils.
- Respond promptly to any parental contact with school.
- Maintain regular contact with parents about any successes or concerns that affect their child's work or behaviour.
- Send home regular assessments and annual reports.
- Be open and welcoming at all times, allowing opportunities for parents to be involved in the life of the School.
- Aim to ensure each child achieves their full potential as a valued member of the school.
- Provide opportunities for pupils to achieve their best through a balanced curriculum.

Article 18 (Parental responsibilities; state assistance): Both parents share responsibility for bringing up their children, and should always consider what is best for each child.

Parental Expectations

7. The following list is indicative of ways that Parents/Carers can support the education of their children:
- Ensure their child attends school punctually and regularly.
 - Encourage their child to work hard and achieve their very best in school.
 - Join the School in celebrating the success of their child's learning.
 - Take interest in their child's progress, share in their achievements and attend parents' evenings and other events.
 - Ensure their child wears the correct uniform and is properly equipped for lessons.
 - Support the School's Policies and Guidelines on behaviour and discipline, including the decisions that the School makes in regard to this e.g. a same day detention.
 - Provide opportunities for home learning and check homelearning is completed to a high standard.
 - Encourage their child to read for at least 20 minutes every day.
 - Respond to communications from the school, support special events and extra-curricular activities.
 - Monitor their child's use of the internet and social networking sites.
 - Contact the School when their child is absent.
 - Ensure that their Parent Pay account is in credit and all payments for trips/clubs/visits are made by the required deadlines.
 - Provide their child with an environment at home to support their education.
 - Phone the main school switch board if they need to contact their child during the school day.
 - Download the ClassCharts app and enable 'push notifications' to ensure the best levels of communication from the school.

Article 29 (Goals of education): Children's education should develop each child's personality, talents and abilities to the fullest. It should encourage children to respect others, human rights and their own and other cultures. It should also help them learn to live peacefully, protect the environment and respect other people.

Celebrating Success

8. The 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. The following list is indicative of the ways in which the school celebrates success and is constantly under review:
- Verbal praise in class.
 - Written praise in marked work.
 - Sending positive postcards, emailing home or phoning home to recognise success
 - ClassCharts (app) positives are sharing using this including participation in clubs, Eleven by Eleven, upholding the Teign Ten, respect etc.
 - Sharing and celebrating success during tutor time.
 - Sharing and celebrating success in assemblies.
 - Via our Pride through Success assemblies each half term, certificates in assembly which are awarded for a wide range of reasons such as exceptional work, improvement, kindness etc.
 - Department Student of the Week
 - Student of the Term
 - Headteacher's and Chair of Governor's Award for outstanding achievement, progress, improvement, representing the school etc.
 - Cakes with the Head.
 - Reward Activities for pupils who have collected significant numbers of Praise Points compared to their peers.
 - Whole School Awards Evening

Rewards

9. The School uses ClassCharts to record and monitor the provision of rewards. In the future, pupils will be able to exchange these points for prizes in the Praise shop.
10. Praise points can be awarded by all staff for achievements outside of class which meet the 'Respect' criteria- any action that respects and supports the 'Rights Respecting' ethos of the school.

In particular, Praise points will be awarded for those attributes that demonstrate an excellent attitude to learning. Pupils will be awarded Praise points for:-

- a) Punctuality (Weekly)
- b) Positive behaviour (Weekly)
- c) Working hard (During lessons)
- d) Attendance (Termly)
- e) Attitude to Learning (Termly)
- f) Upholding the 'Rights Respecting' ethos and our 'Teign Ten

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

Code of Conduct

- 12. Teign School operates a Code of Conduct, set out in the 'Teign Expectations' (Appendix 1) outlining the expectations pupils are expected to follow. This goes alongside the 'Teign Ten' (Appendix 3) which gives clear and concise directions on the visible behaviours a Teign school pupil should demonstrate.
- 13. The Teign Expectations and 'Teign Ten' ensure that:
 - a) There is a common and agreed framework of expectations.
 - b) Pupils are clear about acceptable attitudes to learning within the classroom.
 - c) Expectations are displayed as a reference point for all lessons.
- 14. All staff have direct responsibility for standards within the classroom environment and throughout the School. The pupils must be made aware of staff routines and expectations. The School expectations will be displayed in all classrooms and should be used as a reference point.
- 15. Teachers retain responsibility for standards of pupil behaviour beyond his/her classroom. Intervention in situations during the unstructured periods of the school day greatly enhances the standards of behaviour throughout the site.

Specific Classroom Rules

- 16. In addition to the principles in the Teign Expectations, it will be necessary for some teachers to develop more specific rules in line with the nature of the subject, the equipment commonly used and the layout of the room. Health and Safety considerations will guide these specific rules in the more practical subjects.
- 17. These class specific rules will also be displayed as a reminder and reference point.

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

Behavioural Management Strategies

18. The start of a lesson should have the following characteristics so that pupils can settle and engage in learning quickly:
 - 18.1 Teachers are expected to 'meet and greet' pupils at the start of the lesson. Pupils are expected to enter the room on time, wearing their uniform appropriately, collect resources, sit down, get equipment out and engage in the initial lesson activity (called a 'Do it Now').
 - 18.2 A register will be taken whilst pupils are engaged in a silent activity. Latecomers are challenged appropriately in accordance with the 'Ready to Learn' Guidelines.
 - 18.3 Learning objectives and outcomes are normally shared with pupils so that the pupils are clear about the format of the lesson and what you expect to achieve by the end of the session.
19. Activities should be planned to enhance the learning and progress of the pupils. They should give specific consideration to the individual needs of the pupils and assist with the behaviour management of the class. Work or support should be adapted to meet the needs of individual pupils.
20. By the end of the lesson, pupils should be made aware of the progress they have made toward the achievement of the learning objective.
21. The end of the lesson should be planned to ensure that pupils move to their next lesson in an orderly fashion.

Dealing with Inappropriate Classroom Behaviour- 'Ready to Learn'.

22. Teachers should plan to reduce incidents of poor behaviour. Where they occur, teachers should use the 'Ready to Learn' strategy to deal with behaviour which is not in line with the Teign Expectations and 'Teign Ten'.

Tutor Time

23. 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.

24. Tutors will check equipment and uniform and each registration must start and end with every pupil in full uniform. Any pupil without uniform will be able to borrow necessary items from the Student Support Centre (where possible). Consequences for lack of equipment or uniform infringements will be in line with the Ready to Learn guidelines.
25. Late to registration is recorded electronically and sanctions issued in accordance with the Ready to Learn Guidelines.
26. Leaders of Personal Development and Senior leaders will deliver regular assemblies and will drop in to 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.

Restorative Approach

27. Restorative approach is a process which restores relationships where there have been problems. It is an opportunity for both sides to explain what happened and to try and come up with a mutually acceptable solution. When there has been an issue the people involved will meet with a mediator who will ask them three main questions:
 - What happened?
 - Who else has been affected by this?
 - What can be done to stop this happening again?
28. 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.
29. 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.

30. 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.
31. Conferences are always held in a neutral place with a mediator who is not involved in the problem. The mediator's job is to keep all involved calm and civil and to help people move forward to restore the relationship.
32. The School has a team of trained mediators who are available to conduct restorative approach conferences.

Recording

33. Rewards will be recorded through ClassCharts. Parents 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 ClassCharts system.
34. Behaviour interventions will be recorded through ClassCharts. Parents will be able to view this information using the parent access function on the ClassCharts system. Notifications of behaviour interventions are sent through the ClassCharts app.

Achieving Consistency

35. Through monitoring of praise and behaviour data, learning walks with quality assurance documentation, and tutor time drop-ins, the school will ensure that systems are applied consistently during lessons. We recognise that all adults working in the School must model the behaviour we expect from our pupils and wherever possible, pupils should also be used to model the high standards expected.

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.

Mobile Phones

36. The school follows Government advice with regards to mobile phones, and ensuring that our students are not distracted by such devices during the school day. In the

document written by the Department of Education 'Mobile Phones in Schools (March 2024) the school upholds a 'never used, seen or heard' approach to mobile phones meaning that:

- At the start of each school day, as students enter the school via the green gates, mobile phones must be switched off and put in bags should parents wish for their child to have their mobile phone
- At the start of tutor time, before the register is taking, students will be reminded again to ensure that their phone is switched off and put in their bag.
- 'mobile phones / devices' includes associated items such as headphones, battery charging packs, chargers, Smartwatches etc.
- To support disruption free learning, we insist on parents contacting their child through Student Support or Reception, where we will enable communication to take place or pass on a message
- If students need to contact home, we insist on them going to Student Support to facilitate this communication
- If a mobile phone is seen or heard, we have the right to confiscate the item with linked sanctions in place as a deterrent to this happening.

Confiscation

37. The School follows Government advice when confiscating items from pupils. This is outlined in the document 'Searching, screening and confiscation. Advice for Headteachers, school staff and governing bodies.' July 2022.

[Searching, screening and confiscation in schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/107117/Searching_screening_and_confiscation_in_schools_-_GOV.UK_(www.gov.uk).pdf)

38. The School will confiscate any electronic items used inappropriately on the premises such as mobile phones, Smart Watches etc. 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.
39. Pupils wearing any accessories or jewellery which do not follow the School Uniform Policy can expect to have these items confiscated. Any confiscated item will be logged and usually be available for collection at the end of the school day. Where pupils repeatedly breach rules, they may be asked to hand in items at the beginning of each day. For repeated offences of this nature parents will be asked to collect confiscated items. Where items have been previously returned to parents and have been worn again in school, they will be confiscated again and retained until the end of term. Where items are not collected, the School will reserve the right to dispose of them at the end of every term.

40. 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.
41. 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 document, as above.
42. 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
 - stolen items
 - tobacco and cigarette papers
 - fireworks
 - pornographic images
 - any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil). This would include: matches, lighters, metal rulers, 'legal highs', and laser pens
 - E-cigarettes and Vapes
 - Pictures or audio recordings of staff or pupils without appropriate consent
 - Medication which has not been accounted for under the Medication Policy.

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.

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

43. Staff will apply the following when searching for or confiscating items:
 - 43.1 Searches should only be conducted by Leaders of Personal Development, Intervention Support Officers, Wellbeing Officers, Student Support staff or SLT.
 - 43.2 There will always be a witness – wherever possible a member of the same gender as the pupil.
 - 43.3 We will seek to gain the consent of pupils to search their bags and ask them to empty their pockets. If they refuse, they will be referred immediately to SLT

and escort them to an appropriate space. Searches can still take place without the consent of the pupil.

- 43.4 Pupils will be asked to empty their own pockets fully and a search will be conducted through their bag and any coat/shirt pockets.
- 43.5 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).
- 43.6 Parents should be informed of anything found which is inappropriate.
- 43.7 All searches should be logged.

Use of Reasonable Force

44. The School is strongly against the use of force against pupils and the advice to all staff is to seek support and advice in a difficult situation before using reasonable force. However, there may be instances where this is not possible due to the nature of the incident. The school and its staff will always endeavour to resolve situations without force and to manage any difficult situation calmly. The School follows the guidance below from the DfE: 'Use of reasonable force. Advice for Headteachers, staff and governing bodies', July 2013, reviewed July 2015

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

Regulating Pupil Conduct and Misbehaviour Outside The School Premises

45. 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.
46. [Behaviour in schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/behaviour-in-schools) 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."
47. 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

48. In addition, Teign School may discipline a pupil, whether or not the conditions above apply, if the behaviour:
- a. could have repercussions for the orderly running of the school; or
 - b. poses a threat to another pupil or member of the public; or
 - c. could adversely affect the reputation of the school.
49. The school is committed to ensuring our pupils act as positive ambassadors for us. We expect the following:
- a. good order on transport to and from school, educational visits or other placements such as work experience or college courses
 - b. good behaviour on the way to and from school
 - c. positive behaviour which does not threaten the health and safety of our pupils, staff or members of the public
 - d. reassurance to members of the public about school care and control over pupils in order to protect the reputation of the school
 - e. protection for individual staff and pupils from harmful conduct by pupils of the school when not on the school site.
50. 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.

Support

51. 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. 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
 - Personal Support Plans (PSP), Individual Behaviour Plans (IBP) and behaviour support profiles (BSP)
 - Referral to the school counsellor
 - Working with school's Mental Health Support Team
 - Early Help meetings via 'Team around the Family'
 - Support from the Inclusion Support Team which consists of the SENDCO (Special Educational Needs Coordinator), teaching assistants,

- Small group work or 1:1 support in self-esteem, emotional literacy, anger management
- Coaching and mentoring
- Additional literacy or numeracy support where this is identified as a barrier to learning and impacts on a child's behaviour
- Reduced timetable (still on site but a modified timetable)
- Referral to outside agencies such as the Space, YSMART, Educational Psychologist, Child and Adolescent Mental Health Services, local PCSO etc.
- Additional support around transition points
- Alternative Provision
- Redirection of Education – in line with national guidance

52. Every child is 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.

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.

Behaviour of Parents/Carers

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

The School has a duty to ensure staff work in a positive environment free from any form of harassment or intimidation. To this end, the School will take firm action against any parents who behave inappropriately towards the School or any members of staff. This includes the use of banning orders or specifying specific mechanisms of communication.

54. 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.

Responsibilities

55. The implementation of this Policy will be monitored by the Governors of the School and remain under constant review.



**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 1 Teign Expectations

Appendix 2 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.)	Pupils should be asked explicitly, "I have asked you to ... This is a reasonable request. Are you refusing to do as I have asked?" There must be no negotiation. If a pupil does not immediately comply with your request, he or she should be sent straight to IR.
2. Verbal or Physical abuse of staff.	This may include: <ul style="list-style-type: none"> • Pushing past staff. • Swearing at staff. • Rudeness and name calling. This may result in a Suspension and in serious cases could lead to a Permanent Exclusion.
3. Exam/Test misconduct	Pupils will be internally isolated/excluded and further sanctions may be actioned by the Exam Board/ Exam regulator'
4. Truancy or wandering for 10 minutes or more during a lesson.	Pupils may only be out of lessons with a note from a member of staff. If a pupil breaks this rule this will immediately result in a referral to the IR (IR truancy)
5. Violent or dangerous behaviour	This may include: <ul style="list-style-type: none"> • Fighting • Threatening behaviour Pupils should be sent to the IR. Violence will not be tolerated and may result in a Suspension. In serious cases this could lead to a Permanent Exclusion.
6. 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 carried out only by senior members of staff.
7. Possession or bringing a weapon or dangerous item 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.
8. Poor behaviour travelling to and from school	This includes: <ul style="list-style-type: none"> • 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 IR or in some cases a Suspension. It can also lead to bus passes being removed in liaison with Devon County Council.

<p>9. Deliberate damage to or theft of property</p>	<p>The following will result in a serious sanction such as a Suspension:</p> <ul style="list-style-type: none"> • Deliberate vandalism of display boards, walls, doors and windows. • Deliberate vandalism to the school toilets. • Setting off fire alarms <p>In serious cases this could lead to a Permanent Exclusion.</p>
<p>10. Smoking, vaping or use of alcohol.</p>	<p>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 extended SLT detention, being sent to the IR, or in some cases a Suspension</p>
<p>11. Bullying or prejudicial language directed at another person</p>	<p>This may include:</p> <ul style="list-style-type: none"> • Physical or verbal abuse of others • Offensive text messages or misuse of social networking or other internet sites. <p>This will result in being sent to the IR or in some cases a Suspension. In serious cases this could lead to a Permanent Exclusion.</p>



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

Article 2 (Non-discrimination): The Convention applies to all children, whatever their race, religion or abilities; whatever they think or say, whatever type of family they come from. It doesn't matter where children live, what language they speak, what their parents do, whether they are boys or girls, what their culture is, whether they have a disability or whether they are rich or poor. No child should be treated unfairly on any basis.

Article 3 (Best interests of the child): The best interests of children must be the primary concern in making decisions that may affect them. All adults should do what is best for children.

Article 15 (Freedom of association): Children have the right to meet together and to join groups and organisations, as long as it does not stop other people from enjoying their rights. In exercising their rights, children have the responsibility to respect the rights, freedoms and reputations of others.

Article 16 (Right to privacy): Children have a right to privacy. The law should protect them from attacks against their way of life, their good name, their families and their homes.

Article 19 (Protection from all forms of violence): Children have the right to be protected from being hurt and mistreated, physically or mentally.

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 34 (Sexual exploitation): Governments should protect children from all forms of sexual exploitation and abuse.

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.