

## Relationships and Behaviour for Learning Policy

**Date adopted:** July 2025 (for September 2026)

**Prepared by:** James O'Connell

**Ratified by:** Governing body

**Review date:** July 2025

Other relevant School policies include:

- Equal Opportunities Policy
- Safeguarding and Child Protection Policy
- Inclusion (SEND) Policy
- Health and Safety Policy
- Staff Code of Conduct
- Uniform Policy
- Allegations of Abuse Against Staff Policy
- Ted Wragg Trust Anti-Bullying Policy
- Ted Wragg Trust Exclusion Policy
- Ted Wragg Trust Attendance Policy
- Ted Wragg Trust Supporting pupils with medical conditions Policy
- Ted Wragg Trust Computer/Mobile device and online use policy – pupils

Statutory guidance:

- <https://www.gov.uk/government/publications/school-exclusion>
- [Behaviour in Schools](#)
- [Searching, Screening and Confiscation \(publishing.service.gov.uk\)](#)
- [Reasonable force](#)- DRAFT

Changes:

Minor updates for 2025/26 policy with minor adjustments to Behaviour Policy

**Note:** This behaviour policy has been written as a policy for the whole school. While it should be followed it should also be read in accordance with the school's duties under the Equality Act 2010 and should be read in

*that light together with other relevant policies. Where a child has (or may have) a disability then active consideration must be given to how the policy may be adapted to take into account a child's individual needs. This will include consideration about what reasonable adjustments may be made. Children and parents with SEN/disability should be encouraged to be involved in considering these points, an example could be through the creation of a relational support plan. Records should be made about any such changes and any staff who work with these particular children should be informed about any such changes (for example a supply teacher should be made aware of any potential changes). In addition to SEN/disability the policy should also take into account other protected characteristics such as race, religious belief or matters in respect of gender/sexual orientation. If staff have any questions they should seek guidance from a senior leader.*

*This behaviour policy is reviewed annually and is done so in consultation with students, parents/carers and staff. In addition to an annual student, parent/carer and staff survey there are multiple opportunities through school council/parliament/leadership, parental listening sessions and engagement activities to provide feedback.*

### **Aims of policy**

This behaviour policy is based on our key concept for Every Child Succeeds and is underpinned by an inclusion model created using the work of Bronfenbrenner and on Maslow's hierarchy of needs. Our model is based on **safe** and **connected** children learning **successfully** in a classroom environment. This policy aims:

1. To **support students to take pride in their behaviour**, so that there is a culture of warmth, achievement, ambition and learning everywhere in the school, with no learning opportunity wasted.
2. To provide **clarity for staff, students and the community** about acceptable behaviour and enable the creation of **strong and positive relationships**.
3. To encourage students to **make positive choices** and **take responsibility** for their own actions.
4. To enable teachers to **deliver engaging and creative lessons, experiment and take appropriate risks**, in a safe and secure environment.

### **1.0 Tor Bridge High Relationships and Behaviour Policy**

Tor Bridge High encourages positive behaviour through high expectations, clear policy and an ethos which ensures students show pride in their conduct and learning by making positive behaviour choices. The school has in place a comprehensive package of rewards to reinforce and praise good behaviour with clear sanctions for those who do not make positive choices and therefore fail to comply with the school's behaviour policy.

This Policy aims to outline the measures by which the school aims to promote positive behaviour, self-discipline and respect; prevent bullying; ensure that students complete assigned work in a disruption free environment; and ensure Tor Bridge High is a safe place for all.

The commitment of staff, students and parents is vital to develop a positive whole school ethos. Tor Bridge High reserves the right to apply this policy to **all** students and **any time** a student is recognisable as a Tor Bridge High student, regardless of whether this is before/during/after school hours and to all matters relating to social media and online activity. The application of this policy is not dependent on whether the student is wearing school uniform.

## **2.0 Rewards**

We recognize that the most powerful form of motivation is intrinsic. Students respond positively to three features of school life (Davis, 1993):

- a well-organised lesson;
- a member of staff who is enthusiastic about the material and about teaching; and
- a member of staff who shows they care about the pupils and their learning, which includes being knowledgeable about additional needs and the support required.

### **2.1 Recognition**

We aim to ensure that staff embody these attributes at all times and we seek to praise and recognise students' hard work, resilience and efforts as much as possible. This can take many forms, from informal, verbal feedback to students through to the awarding of prizes and awards at whole school events. As well as providing recognition to students in class and around the school, we encourage everyone to celebrate students' success at every opportunity.

### **2.2 Achievement Points and Golden Tickets**

Achievement points are awarded on Class Charts for exhibiting our values of: ambition, love and courage. Tallies of achievement points are recorded on reports and lead to certificates for reaching the bronze, silver, gold or platinum level. These also lead to celebration events at the end of each half term and prizes. Every lesson, one 'Golden Ticket' is issued. This is equivalent to five achievement points and also gives students an entry ticket for one of three tom bowler prizes. Each half term, there is a celebration assembly and draw where three big prizes (all equivalent to a £50 prize) are awarded to three fortunate ticket holders, and multiple other prizes are awarded.

### **2.3 Headteacher Awards**

The Headteacher recognises students who have contributed positively to our school community or the wider community and will recognise them with a headteacher's award on a termly basis. These students are invited to a prestigious event to be recognised for their service and presented with their award by the Headteacher. They will also be entered onto the 'wall of fame'.

### **2.5 Attendance**

Good attendance is publicly recognised by the school and this is celebrated regularly in assemblies each week and at the end of each half term. Students with good attendance are entered into a half-termly prize draw and there are weekly prize draws for students who have been in school for the last five and ten consecutive days.

### **2.6 Termly Celebration Assemblies**

At the end of each term there are afternoon rewards' assemblies for each year group which recognise all students who have been attending, completing their home learning and behaving well in lessons.

### **2.7 Awards Evenings**

There is an annual Awards Evening in December which recognises some of Tor Bridge High's outstanding students who have been working hard to make exceptional progress. Students are invited to this prestigious event by a personalised invitation and presented their award by the headteacher and a distinguished guest.

## **2.8 House System**

The house system provides an additional means of fostering team spirit and promoting healthy competition. A variety of multi-disciplinary competitions happen during the year which give students an opportunity to develop cross-curricular skills and compete in a friendly and supportive environment. Achievement points and attendance also feeds into the house competition which culminates with sports day at the end of the year.

## **3.0 High Expectations**

All Lesson expectations are based on the following principles:

- **PUNCTUAL AND ORGANISED:** Be on time with all of your equipment and uniform.
- **KIND and INCLUSIVE:** Be kind, in everything you do, to everyone in the school and wider community.
- **PRIDE:** In learning, effort and appearance/community.
- **POSITIVE CHOICES:** Following all reasonable requests.
- **ENGAGEMENT:** As an active learner always trying your best.

The Tor Bridge High lesson expectations have been co-produced in consultation with staff and students. Lesson expectations are reviewed regularly with students and staff.

Student, parent and staff voice is really important to our school and we conduct an annual survey with each group to help inform our approaches and support continual improvement. In addition to this, there are a number of opportunities throughout the year for our communities to share their recommendations and reflections including through our student parliament, through termly parent forums, annual surveys and staff networks.

## **Tor Bridge High Lesson Expectations**



- **Arrive on time with the correct uniform and equipment**
- **Enter the room and immediately start your LST**



- **Work in a natural state (silence) unless you are asked to talk**
- **Show pride in your learning by working to the best of your ability and starting work promptly**



- **Follow reasonable requests from all staff first time**
- **Follow your timetable and seating plan at all times**

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### **3.1 Creating Routines**

All school routines are created and developed in consultation with staff and then practised and explained carefully with students, with the 'why' – the reasons behind routines – narrated as well as the 'what' they consist of. Routines are regularly re-visited and rehearsed with staff in Wednesday pastoral briefing and in twilight sessions, and with students in the weekly Monday expectations tutorial. Each half term begins with assemblies which clarify and revisit our expectations and routines.

Key routines which establish consistency and help students to understand our high expectations include:

- Morning line-up to start the day;
- Tutorial structure;
- Thresholding at the start of every lesson;
- A consistent lesson structure which includes a 'Do It Now', Introduction, 'I do', 'We do', 'You do' structure;
- Routine drills for line ups, assemblies and fire alarms.

### **4.0 Sanctions**

All sanctions have been created to be proportionate and reasonable and to give students the chance to reset their behaviour whilst ensuring a disruption-free learning environment can be maintained for all. We support and encourage all of our staff to 'use their craft' to de-escalate situations as much as possible:

- If a student does not respond to adult guidance, de-escalation techniques and other positive behaviour management techniques, they will be given a 'Reminder' to demonstrate positive behaviour.
- Their name will be noted by the teacher and recorded on Class Charts by the end of the lesson.

#### **4.1 Lesson removal**

- If, after adequate take up time, a student does not meet expectations again, they will be sent to 'Reset'. This information will be recorded on Class Charts and an automatic message will be sent to the student's parent/carer informing them that their child has been sent to Reset.
- The member of staff will ring home to speak to the parent/carer on the phone about the reason for their child being sent out within 24 hours of the event occurring.
- The member of staff may meet with the student whilst they are in Reset if this is possible and if they deem it useful to do so; in some instances, a restorative conversation will be facilitated by pastoral staff and/or senior leaders.
- Students will remain in Reset until 15 minutes into the next break time (depending upon their behaviour in Reset) or, if sent in period 5, until 15 minutes after the end of the school day.
- Whilst in Reset, students will be expected to follow the Reset guidelines and complete their classwork as directed.
- If a student fails to follow the guidelines in Reset, they will be given a Reminder. After two reminders, or any extreme behaviour (e.g. swearing towards staff), students may be referred to Internal Suspension (IS).
- Reasonable adjustments will be made for students, when appropriate.

#### **4.2 Time Out detentions**

The 'Time Out' detention is a 15-minute detention for anti-social behaviour in and around school. We expect all students to always behave and treat each other with respect. That means walking around the school calmly and quietly, respecting each other's space and looking out for each other. The time out detentions enable us to address any behaviour that does not meet our high expectations. The following are possible (but not limited to) reasons for a time out detention:

- Running or shouting indoors;
- Eating and drinking in banned areas;
- Not clearing away your food/litter in the restaurant;
- Dropping litter/throwing food;
- Hitting or kicking school property;
- Being out of bounds;
- Inappropriate language or attitude.

If a student does one of the things above, an adult will tell them that they have a "Time Out", and that they must serve a 15-minute break/lunch-time detention at the next available session.

#### **4.3 Repeated or more Serious Incidents**

We are committed to inclusion and to preventing suspensions and exclusion. However, where a student (for example) repeatedly fails to wear the correct uniform, fails to attend detentions, receives multiple lesson removals, continues to display defiant or disruptive behaviour in Reset or is involved in an incident too serious for a detention or Reset, the student will be referred to IS or may be considered for a 'host school' (see below), suspension or, in extreme cases, permanent exclusion.

Students in IS will spend a full day in the room including an after-school detention of up to one hour.

More serious incidents could include but are not limited to:

- truanting (student deliberately missing from lesson without permission);
- vaping/smoking;
- vandalism/deliberate damage;
- refusal to follow instructions;
- bullying;
- swearing;
- aggression;
- rudeness; and
- dangerous behaviour.

#### **4.4 Reconnect, rebuild and restore**

Tor Bridge High School operates a restorative and trauma informed approach. We recognise that behaviour is often, if not always, an expression of an unmet need and that we as staff operate in loco parentis. We put relationships first and always start afresh with students after an incident. If a student needs to be removed from a lesson due to their behaviour, they are supported in the welcome desk area of the Pastoral Hub and enabled to regulate. They have the opportunity to reflect and report their view of events, when desired, and restorative conversations are enabled as required.

All staff receive training in restorative practice and about the effects of trauma on young people in annual in-service training and through our regular, weekly briefings and training sessions. We have a number of pastoral staff who are extensively qualified in the trauma informed approach and we provide specialist provision in our Pastoral and Academic Hubs, which support students with social, emotional and mental health (SEMH) needs to access reasonable adjustments.

#### **4.5 School community sanctions**

We may employ school community sanctions for some anti-social or otherwise relevant behaviours. These include but are not limited to:

- Litter picking duties (with appropriate equipment provided);
- Assisting the site team;
- Clearing, cleaning or fixing damaged school property;
- Working for the school community in order to off-set the costs of damage caused.

#### **4.6 Focus Week**

We revisit our routines and expectations at the beginning of each half term through targeted assemblies, tutor sessions and by briefing staff about our key foci. The precise areas of foci will be informed by our observations, behaviour data and the quality assurance process used by the senior leadership team.

#### **4.7 Punctuality and lateness**

We recognise and promote the fact that punctuality is a courtesy and also an asset to be developed. If students are late to school in the morning, they receive a 15-minute detention at the end of the school day. If they are late to lessons they receive an immediate 'Reminder' and if they are more than ten minutes late for lesson, we regard this as being truant and they receive a detention of 45 minutes to an hour after school (the exact duration depends upon the conduct of the students in detention).

#### **4.8 Multiple referrals**

Multiple referrals to Reset or IS will lead to further investigations and potentially (but not necessarily) an escalation of sanctions. Possible next steps if a student is sent to Reset more than once in a day or repeatedly over a week include, but are not limited to:

- Referral to the Adaptive Provision team for assessment and consideration;
- Face to face meetings with parents/carers;
- A behavior contract or report;
- Escalation to IS;
- Escalation to a Host School;
- Escalation to suspension.
- Referral to the Governors' Disciplinary Committee; and/or
- Consideration of PEX.

#### **4.9 Lesson removal at a host school**

Tor Bridge High School is a member of the Ted Wragg Trust and has strong links with other secondary schools in Plymouth. As such, we work with our partner schools to support each other and students across the city. Occasionally, we may welcome students from other schools or ask other schools to host one of our students in order to avoid suspending or permanently excluding a student.

The aim of these practices that may be known as 'circuit breakers', 'fresh starts' or 're-engagement packages' (which may last up to seven weeks) or - short term - 'host school placements' for one to five days, are to:

- provide respite for a student;
- enable a change of face where relationships may be becoming fractured;
- demonstrate fairness and that school expectations are relatively consistent in all schools;
- create space and time for further interventions and support to be put in place;
- avoid external suspension and lost learning; and
- give students a fresh start in a new setting where they may not feel pressure to behave negatively.

#### **4.10 Deliberate use of fire alarm**

Deliberately setting the fire alarm off is an extremely dangerous act. The whole school experiences significant disruption and could prevent a fire engine attending a genuine emergency. In addition to the disruption to teaching, learning and the good order of the school, it also has a disproportionate impact on the most vulnerable students. Many students will struggle to regulate their feelings after such a significant disruption to their routine. The school reserves the right to permanently exclude any student is deemed to have triggered the alarm deliberately or with malicious intent.

## 5.0 Bullying and Discrimination

Please see our separate Ted Wragg Trust Anti Bullying Policy.

At Tor Bridge High our aim is to prevent bullying through education, by prompt and sustained responses to reports of bullying, and by developing the confidence of students. We aim to have a culture of ambition, courage and love where difference is valued and everyone recognises that we are part of one community. Tor Bridge High aims to foster an atmosphere of friendship, mutual trust, respect and care for each person within the community. We are proud of our involvement with the Diana Award for Anti-bullying and of developing work with student voice and leadership through our school parliament and ambassadors.

To establish an ethos where students set a good example to others and to encourage all members of our school community to recognise bullying, acknowledge its unacceptability and report it, we have a system of support for students who have been bullied. This is a system of clear, fair and consistent responses to incidences of bullying ensuring that everyone is in a supportive, caring and safe environment. Bullying is unacceptable and will not be tolerated in our community.

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

Bullying can also occur where there is a power imbalance between students. A power imbalance is when one student (or a group of students) is able to dominate decision-making or otherwise asserts power in ways that disadvantages other student(s).

Bullying in any form will not be accepted or condoned. All forms of bullying will be addressed.

Bullying can include but is not limited to:

- Emotional harm;
- Physical harm;
- Deliberately hurtful comments;
- Social bullying;
- Social media;
- Filming students/staff without consent;
- Posting inappropriate content/filmed incidents online/sharing;
- Threatening behaviour;
- Power imbalance;
- Name calling;
- Sexting;
- Cyber bullying; and
- Sexual exploitation.

Bullying can impact on a students' attendance and attainment at school, marginalises those groups who may be particular targets for bullies and can have a life-long negative impact on some young people's lives. We continue to promote a culture of high expectations and work with our community to ensure that our students have a sense of pride and feel happy and safe to be a part of our community.

All bullying incidents will be treated and addressed individually, and we will apply the full range of sanctions depending on the severity, frequency and seriousness of the incidents(s).

In exceptional circumstances and where other attempts to resolve an issue have not been successful, the school may use a behaviour contract between students to establish a clear and equitable arrangement for communication and behaviour. The contract will identify clear sanctions for failing to meet the stated requirements that could include, but are not limited to: Time Outs, Lesson removal, after school detention, suspension, host-school placements, exclusion and for repeated breaches, permanent exclusion.

### **5.1 Sexual harassment and online sexual abuse**

Tor Bridge High takes all reports of Sexual harassment, sexual violence and online sexual abuse extremely seriously and aims to create an open culture where students are comfortable and confident to report all incidents to any member of staff. We are clear that sexual harassment and violence are not acceptable, will never be tolerated and is not an inevitable part of growing up. We will always challenge behaviour or language that seeks to normalise sexual harassment or violence in schools.

School aims to prepare students for issues related to sexual harassment and online abuse through the curriculum and assemblies. Our age and stage appropriate curriculum covers such issues as:

- Healthy and respectful relationships, including consent;
- Gender roles, stereotyping, equality, diversity;
- Body confidence and self-esteem;
- Prejudiced behaviour;
- That sexual harassment and violence is always wrong; and
- Addressing any culture of sexual harassment.

We recognise the complexity of this issue and will always aim to safeguard all students involved taking in to account the nature of incidents and their wider context.

For the purpose of this policy, when referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur both in person and online. Sexual harassment is likely to violate a student's dignity, and/or make them feel intimidated, degraded, or humiliated and/or create a hostile, offensive or sexualised environment.

Sexual harassment could include but is not limited to:

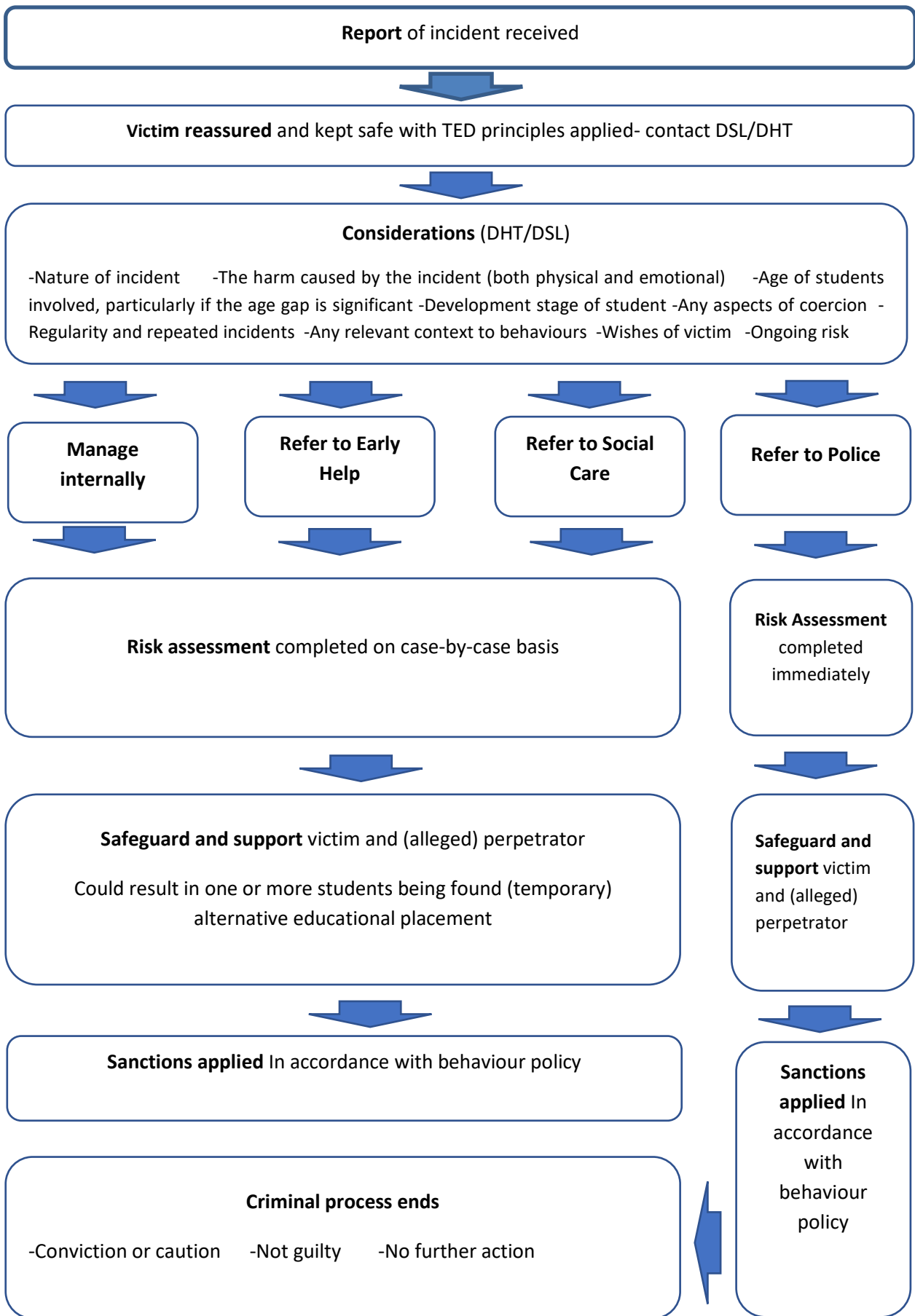
- Sexual comments, lewd comments, sexual stories, remarks about clothing, appearance and name calling;
- Sexual 'jokes' or taunting;
- Physical behaviour, such as: deliberate contact, interfering with clothing, displaying sexual images;
- Online sexual harassment, which might include: non-consensual sharing of images and videos (often referred to as sexting), inappropriate sexual comments on social media, exploitation, coercion and threats; and
- The deliberate creation and/or distribution of deep fake or AI images involving any member of the school community.

Sexual violence could include but is not limited to:

(When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003)

- Rape;
- Assault by Penetration;
- Sexual Assault; and
- Causing someone to engage in sexual activity without consent.

Tor Bridge High will follow the following process when incidents are reported.



Tor Bridge High recognises that all reported cases will have a range of factors that will be considered, these include but are not limited to:

- Nature of incident;
- The harm caused by the incident (both physical and emotional);
- Age of students involved, particularly if the age gap is significant;
- Development stage of student;
- Any aspects of coercion;
- Regularity and repeated incidents;
- Any relevant context to behaviours;
- Wishes of victim; and
- Ongoing risk.

Tor Bridge High will always aim to deal with incidents in a timely and sensitive manner. All reported incidents will be recorded and (where relevant) passed on to other agencies for support or further action.

Tor Bridge High will apply the full range of sanctions available to any student responsible for sexual harassment or online sexual abuse. The application of any sanction is not dependent on any further actions from any other relevant agencies and will be applied in-line with the balance of probabilities principle.

Sanctions may include but are not limited to:

- Restorative meeting;
- Behaviour contract;
- Lesson removal;
- Host school Lesson removal;
- suspension;
- Managed move;
- Permanent exclusion; and
- Referral to social services or police.

Confidentiality and anonymity are very sensitive issues when dealing with allegations and cases of sexual harassment and online abuse. In all cases Tor Bridge High will work in-line with safeguarding principles and in conjunction with any other relevant agencies to protect students. Ultimately, Tor Bridge High will balance the victim's wishes with our duty to protect the victim and other students within the school setting. Any decisions made will be discussed with all concerned and handled sensitively.

## **6.0 Support**

Students can proactively seek support through a variety of routes:

- They may speak to their tutor or Head of Year in tutor time or in a break time;
- They may report to the Student Support Office in tutor time, break or lunch;
- They may speak to one of the Relational Support Team – especially if they are sent to Reset and want to appeal or request some support (e.g. with a restorative conversation or to mediate with peers);
- They may ask to see a subject teacher;
- They may request help from Adaptive Provision; and
- They may talk to their parent/carer who should contact the student's tutor and/or Head of Year in the first instance.

## 7.0 Suspension

All suspensions are completed using the following statutory guidance:

<https://www.gov.uk/government/publications/school-exclusion>

We will endeavour to avoid suspension wherever possible. A decision to suspend is taken only in response to a breach of the school's behaviour policy, including persistent disruptive behaviour, or where such breaches are neither serious enough to merit permanent exclusion nor minor enough for detention, lesson removal, or lesson removal at host School to be appropriate. All suspensions are authorised by the Headteacher or designated representative or in their absence the next most senior member of staff.

Under exceptional circumstances a student may receive a suspension but if further investigation reveals more serious circumstances, then a permanent exclusion may be issued.

All suspended students will be given some work to complete and may be expected to write a restorative letter apologising for their actions leading to the exclusion. As part of their reintegration students may be expected to spend some in lesson removal.

A re-integration meeting will take place at the earliest available time on the first day the student is to return to school. The reintegration meeting will aim to clarify next steps and discuss if any additional support is required. Failure to attend may result in the student remaining in lesson removal until the reintegration meeting can be held.

## 8.0 Permanent Exclusion (PEX)

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

- a. in response to a serious breach or persistent breaches of the school's behaviour policy; **and**
- b. where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school

The act of setting off the fire alarm without good cause may lead to PEX, due to the huge disruption caused and potential harm to vulnerable students.

A serious breach of the school's policy may result in a PEX. The list below indicates the circumstances where a PEX may occur (at the discretion of the Headteacher) and includes, but is not limited to, the following:

- assault or attempted assault on staff;
- violent assault - including any form of filming, sharing and distribution;
- sexual assault, harassment or exploitation;
- drug-related activity/paraphernalia;
- criminal or terrorist activity;
- carrying a weapon or dangerous object;
- extremely dangerous/risky behaviour; and
- setting off the school fire alarm.

For detailed information on Permanent Exclusion please see TWMAT Exclusion policy.

## 9.0 Consistent Expectations

Consistent expectations are maintained through the school's regular training programme which include the weekly pastoral briefing for staff and the weekly expectations tutorial for students. This consistency is underpinned by regular quality assurance of our systems and practice and weekly scrutiny of the behaviour data, where patterns are identified. The coaching system for teaching staff addresses and supports staff who may be struggling to build strong relationships with students and/or to set consistent expectations in their lessons.

### **10.0 Maintaining a Positive Learning Environment**

We insist on a positive learning environment to support all. This is based on our routines and practices which emphasises a 'Connect, then Correct' approach. This means that we put relationships first and seek to understand and support students first in every interaction.

We also expect and ensure that the physical environment of our school is safe, clean, bright and welcoming. We invest strongly in the management and maintenance of our exceptional site.

### **11.0 Drugs**

The school will not tolerate drug possession, use or supply of any sort on school property or during off-site school activities. The school will sanction any student found to be supplying, possessing or taking drugs. This includes the possession, supply or misuse of solvents, vape fluids or other substances that can be harmful. Students may be permanently excluded if they are found to be involved in any drug-related incidents. Where controlled drugs are found, these will be delivered to the police as soon as possible but may be disposed of if the staff member thinks there is a good reason to do so.

### **12.0 Alcohol**

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

### **13.0 Medication**

Carrying, supplying or taking prescription medicines illegitimately could result in a permanent exclusion. We are aware that it may be necessary for some students to take medication during the school day. Parents/carers should complete an 'Administration of medicines in school' form and bring it together with the medication to student reception. This form authorises our first-aid trained staff, to dispense medication on their behalf. All medication brought into school by parents/carers is stored in a locked cabinet.

### **14.0 Smoking- including all forms of e-cigarette/vaping devices**

Smoking (including vaping), in all its forms, is detrimental to health, anti-social and not conducive to a safe school environment. We will apply this policy to any student who is seen smoking/vaping or we suspect of smoking/vaping. Any sanctions applied will consider the nature, location and frequency of the incident.

Smoking/vaping is not permitted anywhere on the school site.

### **15.0 Search and Confiscation**

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

[Searching, Screening and Confiscation \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

The school can confiscate any electronic items being used inappropriately on the premises such as mobile phones, etc. The school reserves the right to view, confiscate and delete any files deemed to be inappropriate that are brought on to the school site on electronic equipment e.g. photos on a mobile phone. In certain circumstances, we reserve the right to retain electronic data as evidence.

Students wearing any accessories or jewellery which do not follow the school uniform policy can expect to have these items confiscated. Any confiscated item will be logged and available for collection at the end of the school day. Where a student is unable to immediately rectify a uniform issue - e.g. hair dye or false nails - they will spend time in the lesson removal room until they are able to follow uniform expectations. In all cases, parents will be informed and given the opportunity to rectify the issue.

Where students repeatedly break rules, they may be asked to hand in items at the beginning of each day to reduce unnecessary time wasting for teachers. Students may also be asked not to bring items to school at all - e.g. mobile phone and bag searches used to support this. For repeated offences of this nature, parents will be asked to collect confiscated items. Where items have been previously returned to parents and have been brought again to school, they will be confiscated again and retained until the end of term. Where items are not collected, the school will dispose of them at the end of every term.

Students with smoking/vaping materials, including electronic devices and fluid will have these confiscated and destroyed whether they are found to be smoking/vaping or not. They will also be issued with a sanction for bringing such materials on to the school premises. Students will also receive sanctions for smoking/vaping near the school, and if they are recognisable as a school student on their way to and from school.

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

Students 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 students with or without consent. There may also be severe penalties for students with these items, including permanent exclusion. The following are some examples, but not limited to:

- knives or weapons;
- alcohol;
- illegal drugs;
- stolen items;
- tobacco, filters and cigarette papers;
- fireworks;
- pornographic images;
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student). This would include: matches, lighters, 'legal highs', and laser pens;
- E-cigarettes/vapes/fluid;
- fizzy drinks;

- energy drinks;
- hot water bottles;
- pictures of staff or students taken without appropriate consent; and
- medication which has not been accounted for under the medication policy.

School staff apply the following protocols when searching for or confiscating items. Searches will only be conducted by authorised staff members.

Search protocol - key points:

- a. Searches should only be carried out by a member of staff of the same gender as the student being searched. There MUST always be a witness – wherever possible a member of the same gender as the student.
- b. Always seek to gain consent of students to search their bags and ask them to empty their pockets. If they refuse, then please escort them to a safe place and inform SLT.
- c. Please ask students to empty their own pockets fully and allow you to look through their bag and any coat/jacket pockets.
- d. A metal detection device (non-contact) may be used if deemed appropriate.
- e. Anything found which you believe is inappropriate, regardless of whether it was what was being searched for, should be confiscated.
- f. Parents should be informed of anything found which is inappropriate.
- g. All searches should be logged.

## **16.0 Use of reasonable force**

The school is strongly against the use of reasonable force and other restrictive interventions against students and the advice to all staff is to seek support and advice in any situation before using reasonable force or other restrictive interventions. 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 reasonable force and other restrictive interventions and to manage any situation calmly. The school follows the guidance below from the DFE: 'Use of reasonable force and other restrictive interventions in schools Guidance for schools in England'. July 2025: [Reasonable force](#)

### **16.1 Who can use reasonable force**

All members of school staff have a legal power to use reasonable force in certain circumstances, these include:

- to prevent or stop a pupil from causing injury to themselves or others,
- committing a criminal offence,
- damaging property,
- or doing something that prejudices discipline at the school, whether during a teaching session or otherwise.

Examples of the above could include but are not limited to:

- removing disruptive children from the classroom where they have refused to follow a reasonable request to do so;
- preventing a student behaving in a way that disrupts a school event or a school trip or visit;

- preventing a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- preventing a student from attacking a member of staff or another student, or to stop a fight; and
- restraining a student at risk of harming themselves through physical outbursts.

### **Unacceptable use of force**

School staff must never use force on a pupil for the purpose of punishment. Pupils should not be deliberately restrained in a way that affects their airway, breathing or circulation, for example by covering the mouth and/or nose or applying pressure to the neck region or abdomen.

Where needed, the pupil should receive a medical assessment and treatment for any injuries as soon as possible. For any form of restraint, including seated and standing, there is a risk of physical and psychological harm, and it should be avoided where possible.

### **17.0 Student conduct outside the school premises**

We aim to prepare students for a life beyond education. The school therefore reserves the right to apply all aspects of this policy to students recognisable as a Tor Bridge High student (not just by their uniform) even if they are outside of the school grounds, or outside the usual hours of attendance, or using social media/online activity. What the law allows is laid out in the latest DFE Guidance [Behaviour in Schools](#).

Teachers have a statutory power to discipline students for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Headteachers a specific statutory power to regulate students' behaviour in these circumstances "to such extent as is reasonable."

The school may apply sanctions to a student for any misbehaviour when the child is:

- taking part in any school-organised or school-related activity;
- travelling to or from school;
- wearing school uniform; and
- in some other way identifiable as a student at the school.

At any time, whether the conditions above apply, that:

- could have repercussions for the orderly running of the school;
- poses a threat to another student or member of the public; or
- could adversely affect the reputation of the school.

The school is committed to ensuring our students 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 students, staff or members of the public;
- reassurance to members of the public about school care and control over students in order to protect the reputation of the school; and
- protection for individual staff and students from harmful conduct by students when not on the school site including online/social media.

The same behaviour expectations for students on the school premises apply to off-site behaviour.

### **17.1 Sanctions and disciplinary action as a result of poor behaviour off the school premises**

Sanctions may be given for poor behaviour off the school premises including online behaviour and use of social media which undermines any of the above expectations and regardless of whether it is an activity supervised directly by school staff. Sanctions may be in the form of detention, lesson removal, suspension or in very serious cases permanent exclusion. In issuing sanctions, the following will be considered:

- the severity of the incident;
- the extent to which the reputation of the school has been affected;
- whether students were directly identifiable as being members of the school;
- the extent to which the behaviour in question would have repercussions for the orderly running of the school and/or might pose a threat to another student or member of staff (e.g. bullying another student or insulting a member of staff);
- whether the misbehaviour was on the way to or from school, outside the school gates or in close proximity to the school; and
- whether the misbehaviour was whilst the students was on work experience, taking part in a course as part of a school program, participating in a sports event (and in any situation where the student is acting as an ambassador for the school) which might affect the chances of opportunities being offered to other students in the future.

### **18.0 Wilful and Accidental Damage**

Our approach is as follows:

- If damage is accidental, providing this is the first incident involving a particular student, there will be no charge levied on the student.
- If the damage is the result of reckless behaviour, e.g. running inside the building, throwing an object at a peer, etc. the school will levy a charge 50% of the total repair/replacement cost. The maximum charge will not exceed £150. The precise amount levied will depend upon the presence of any mitigating circumstances.
- Students causing accidental damage as a result of reckless behaviour will always be subject to sanctions that include remedial action (where appropriate) and/or detention and/or Lesson removal. Details of the incident will be placed on internal files.
- If the damage is the result of a willful act the school will consider whether there were any mitigating circumstances. Students causing willful damage (graffiti, vandalism, etc.) may face a charge of 100% of the total cost of repair or replacement. The maximum charge will not exceed £500. The precise amount levied will depend upon the presence of any mitigating circumstances.

Students causing wilful damage are likely to be subject to either internal or external exclusion. In every incident of wilful damage (where damage is estimated to cost over £25 to repair) the school may inform the Police. The school and the Police will work together to bring about a satisfactory resolution within the guidelines above. In extreme or repeated circumstances damage may be logged as a crime. The Police may also act as facilitator in acts of restorative justice that might include remedial work or conferencing with

parents and other parties. Invoices will be raised by the Finance office and pursued to an appropriate solution. If payment is not forthcoming, a restorative measure of appropriate gravity should be imposed.

### **19.0 Behaviour of parents/carers**

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

All members of our school community will do everything they can to support all students, parents and carers, communicating professionally at all times.

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.

Tor Bridge High 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 and social media.

As a response to inappropriate behaviour by a parent/carer, the Headteacher may place a temporary ban on a parent entering the school site or specify specific forms of communication to be used, putting in writing the reasons for the ban or details of mechanisms for communication and giving the parent an opportunity to respond. A Governing Body Sub-committee will be convened (consisting of three Governors) to review the Head's decision, and parents will be able to share their views in writing but will not be invited to the hearing. The Governors' Hearing will decide if a ban or limitations on communications should remain in place and decide on the appropriate timescale for these, giving a specific date at which they will be reviewed.

### **20.0 Allegations against staff**

Tor Bridge High has a clear Complaints Policy, which is published on its website, and encourages parents/carers to use this as necessary.

The school will not automatically suspend a member of staff who has been accused of misconduct, pending an investigation, but the Headteacher should draw on advice given in 'Dealing with Allegations of Abuse against Teachers and Other Staff' guidance.

Parents and carers should also be aware of the prohibition on reporting or publishing allegations about teachers in section 141F of the Education Act 2002. If parents or carers wish to apply to the court to have reporting restrictions removed, they should seek legal advice. If we are made aware of any inappropriate comments, we will report these to the relevant authorities for immediate action to be taken. Publishing allegations should be taken to include publication online or on social media such as Facebook.

All allegations against staff will be investigated in line with the school's relevant policy and all complaints have the potential for consequences for the staff concerned.

### **20.1 Malicious/false allegations**

Where it is concluded that a student has made a malicious allegation against a member of staff, school sanctions will be applied in a way that the school considers to be proportionate to the severity of the allegation made and its potential impact on the member of staff concerned. Mitigating and aggravating factors will be examined closely; for example: the nature of the allegation or length of time for which the allegation was sustained. In some cases, it will be appropriate to use restorative justice as a tool for supporting students to understand the consequences of their behaviour. The sanctions for malicious allegations could include lesson removal, internal exclusion, suspension and permanent exclusion.

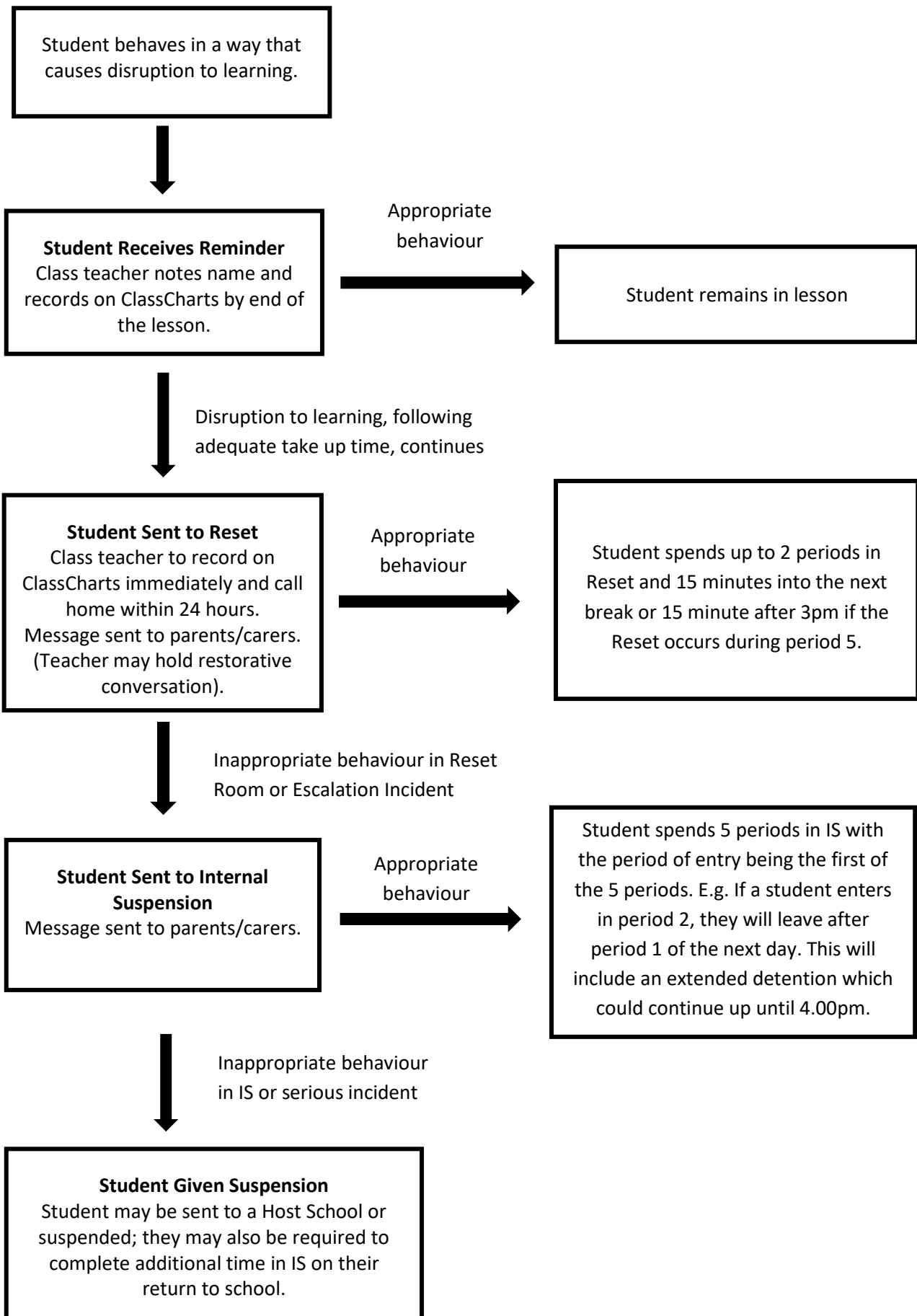
## **21.0 Complaints**

The school has a complaints procedure. We encourage parents/carers to take any complaints or concerns to a staff member or the Headteacher and the school will do everything within its power to help resolve conflict or complaints swiftly and effectively. For details of the full complaints procedure see our **School Complaints Policy**. For information on complaints relating to exclusions, see the **School Exclusions Policy**. **Both of these policies are available to download from our website.**

## APPENDIX

1. Disruption Free Learning Summary
2. Tor Bridge High: School-Parent/Carer Partnership Agreement

**Appendix 1 Disruption Free Learning Summary**



## Appendix 2 Tor Bridge High: School-Parent/Carer Partnership Agreement

### Aim

We know that success comes from developing relentlessly positive collaborations from the outset. Our aim at Tor Bridge High is to establish the strongest partnerships between our staff, parents/carers of our students and our wider community. By signing this agreement, we are showing our commitment to each other in growing great people, setting the highest of expectations for our young people and therefore providing them with the greatest chances of success. This agreement outlines the roles and responsibilities of all parties to promote student success, well-being and provide a life of opportunity.

### Responsibilities of the School

#### 1. Educational Excellence

- Provide high-quality teaching and a broad, balanced curriculum.
- Maintain a safe and supportive learning environment.
- Regularly assess student progress and provide feedback.

#### 2. Communication

- Keep parents informed about school policies, events, and updates.
- Provide regular reports on student progress and behaviour.
- Offer opportunities for parents to meet with teachers and discuss their child's development.

#### 3. Support and Inclusion

- Address the individual needs of students, including those with special educational needs.
- Foster an inclusive environment that respects diversity and promotes equality.

### Responsibilities of the Parents/Carers

#### 1. Support for Learning

- Ensure regular and punctual attendance of their child.
- Encourage their child to complete home learning and engage in school activities.
- Provide a conducive environment for studying at home.

#### 2. Communication

- Keep the school informed about any issues that may affect their child's learning or well-being.
- Attend parent-teacher meetings and other relevant school events.
- Respect the school's policies and procedures.

#### 3. Positive Engagement

- Encourage their child to respect school staff, fellow students, and school property.
- Support the school's efforts to maintain high standards of behaviour.
- Promote healthy lifestyles, good manners and building a respectful community.

### Student Responsibilities

#### 1. Commit to Learning

- Attend classes regularly and arrive on time.
- Complete all assignments and home learning to the best of your ability.

#### 2. Behaviour

- Follow school rules and regulations.
- Show respect to teachers, staff, and fellow students.

#### 3. Participation

- Engage actively in class and school activities.
- Seek help when needed and communicate with teachers.

## Joint Commitments

### 1. Student Well-being

- Collaborate to ensure the physical, emotional, and social well-being of the student.
- Address any concerns regarding bullying, mental health, or other issues promptly and effectively.

### 2. Lifelong Learning

- Promote a love of learning and intellectual curiosity.
- Encourage students to set and achieve personal goals.

### 3. Community Involvement

- Foster a sense of community within the school and beyond.
- Participate in school events and contribute to the school community.

## Agreement

By signing this contract, all parties agree to uphold their respective responsibilities to ensure the best possible educational experience for the student.

### Student:

Name:	
Tutor:	
Date:	
Signature:	

### Parent/Carer:

Name:	
Date:	
Signature:	

### School Representative:

Name:	
Position:	
Date:	
Signature:	