

Relationships and Behaviour policy

Date adopted: July 2026 (for September 2026)

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Ratified by: Governing body

Review date: July 2027

Other relevant School policies include:

- Written statement of behaviour principles policy
- Equality Policy
- SEND Policy
- Uniform Policy
- Ted Wragg Trust Anti-Bullying Policy
- Ted Wragg Trust Exclusion Policy
- Ted Wragg Trust Attendance Policy
- Ted Wragg Trust Reasonable Force and Restrictive Interventions Policy
- Ted Wragg Trust Supporting students with medical conditions Policy
- Ted Wragg Trust Computer/Mobile device and online use policy - Students

Statutory guidance:

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

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 consider 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

At Tor Bridge High, every student will achieve, thrive and belong.

Tor Bridge High is an ambitious and inclusive School. Our aim is for every student to take an active part in all aspects of school life so they can live “a life without limits”.

We have the highest expectations of every student where we expect that every single individual treats one another, our school and our community with the upmost respect. We ensure disruption-free classrooms, teach strong social skills and promote positive behaviour so all students can succeed. Our warm demanding staff set high expectations and build positive relationships. Students are expected to live our values: Courage to learn from mistakes, Love for their community, and Ambition to improve, earn positive rewards.

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 and 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 create a **truly inclusive** environment for all where students are **safe, connected** and **successful**

1.0 Tor Bridge High Relationships and Behaviour policy

Tor Bridge High encourages good behaviour through high expectations, clear policy and an ethos which ensures students show pride in their conduct and learning by making positive behaviour choices.

Tor Bridge High 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 good behaviour, self-discipline and respect; prevent bullying; ensure that students complete assigned work; 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 at 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

Tor Bridge High regularly celebrates the success of all students in a variety of ways as we recognise that focussing on success and positive outcomes is essential to developing a positive culture and ethos across the school. Tor Bridge High School wishes to recognise the vast majority of students make positive behaviour choices everyday, listed below are the ways we celebrate success with students, parents and staff during the academic year.

- Weekly celebration assemblies.
- Half termly – major milestone celebrations.
- Issuing of 'Golden Tickets' for the half term draw.
- Certificates of achievement in Sparx Maths, Reader and Science.
- Attendance recognition through certificates in assembly.
- Golden Tickets are awarded for exceptional effort in every lesson
- Trips associated with rewards.

Head of Year Awards

Each year team will recognise a number of students at the end of each half-term who have contributed to our community in a positive way. These awards are celebrated at our 'Golden ticket celebrations'. The criteria is determined by our focus weeks and considering, but not limited to:

- 100% attendance for the half-term, or significant improvements
- Head of Year/Tutor recognition for outstanding contributions to our community
- Class Chart points

Weekly Year Assemblies/Daily Line-ups

During the weekly assemblies and daily Line-ups Heads of Year will recognise student and class efforts in number of categories:

- 100% attendance recognition and attendance streak celebrations
- Class Chart recognition
- Student of the Week
- SPARX completion and points leaderboard acknowledgement with reward tickets

2.1 Recognition

We aim to recognise student achievements every day. Staff will always look to welcome students into school, acknowledge their smart uniform, thank them for holding doors and take every opportunity to recognise their achievements whenever possible. Staff recognise students and award points for students who show our values:

- Courage – giving and responding to feedback, being resilience, being brave and taking risks, standing up to bullying and discrimination
- Love – demonstrating kindness, contributing to the school and wider community, displaying excellent social skills
- Ambition – aspiring for the highest standards, working hard, focusing on improvement and growth, giving the best effort

Recognition includes achievement points, verbal praise, golden tickets, postcards, phone calls home, certificates, letters, prizes and celebration events. We celebrate success in school and beyond, sharing achievements in staff briefings and through our website and social media regularly

2.2 Achievement Points and Golden Tickets

Achievement Points: Students earn Achievement Points on Class Charts for living our school values. Celebrations are held in morning line-ups and lead to invitations to half-termly celebration events. Examples of Achievement Points:

- Courage - persisting with challenges, acting on feedback, answering even when unsure, being an upstander
- Love - helping others, working well with unfamiliar peers, listening intently, showing kindness
- Ambition - high-quality work, acting on guidance, joining clubs, giving 100% effort, contributing to community

Golden Tickets: Each lesson, one Golden Ticket is awarded for an exceptional attitude to learning. Tickets enter students into half-termly raffles and entry to the live golden ticket reward events. An exceptional attitude includes:

- Seek understanding rather than simply completing tasks, show curiosity through thoughtful questions,
- Produce high-quality work, stay focused and persevere, contribute meaningfully
- Show respect for peers, staff and the environment or our community, acting as role models
- Extend their learning through reading, research or enrichment, setting personal targets/goals to improve

2.3 Attendance

Improving attendance is our number one school priority because it transforms life chances. Students with 100% weekly attendance receive an attendance Golden Ticket and entry into our end of term Golden Ticket prize draws. There are also end of term attendance draws to celebrate and reward positive and improved attendance.

2.4 Golden Ticket Reward Events

At the end of each half term, selected students are invited to Golden Ticket Live reward events for excellent or improved attendance, completed home learning, consistent values, strong social skills and exceptional behaviour.

2.5 Awards Evenings

Our annual Celebration Evening recognises exceptional attitudes, effort and contributions to our school community. Students receive personalised invitations at each Key Stage, nominated by teachers, HoY and Curriculum leaders. Awards are held for each key stage. Awards are given in the following categories:

- Outstanding Attainment
- Effort
- Subject Award in a particular subject (nominated by their teacher)

2.6 House System

Our house system builds team spirit and healthy competition through cross-curricular events. Achievement points and attendance contribute to the overall house total, culminating in our Sports Day.

2.7 Headteacher Recognition

The Headteacher writes personally to families and presents awards to students who have achieved something exceptional in school or the wider community. Students are recognised at Friday Celebration Staff Briefing and, with permission, on social media. The Headteacher awards one student from each Key Stage each year with an Exceptional Award for contributions to our community.

3.0 High Expectations

All lesson expectations are based on the following principles that students are:

- Punctual and organised: be on time with all 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, appearance, and community.
- Positive choices: following all reasonable requests.
- Engagement: as an active learner always trying your best.

Tor Bridge High Golden Rules:

- I will not disrupt the learning of others.
- I will follow instructions the first time I am asked.
- I will be in the right place, at the right time.

All 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 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 parent forums, annual surveys and staff networks.

3.1 Creating Routines

All teaching staff have a program of development, training and coaching designed to help them constantly improve their practice and establish a healthy behaviour culture. Staff receive coaching to help them develop a range of skills to build strong relationships with students. Consistent routines enable us to reduce cognitive load for students and enable them to thrive. Examples of the techniques include 'connect and correct' and 'narrate the positive' are designed to maintain a safe and secure environment for students whilst creating a culture of high expectations.

4.0 Sanctions

Sanctions are only to be used when more positive methods of promoting outstanding learning through good behaviour are not working with a particular individual or group of students. When a member of staff feels the need to resort to sanctions these are always to be applied impersonally (i.e. it is the negative behaviour that is resulting in the sanction not the student's personality), calmly, fairly, consistently and professionally.

The aim should be to keep all students accessing their learning within the lesson for the full duration of the lesson. Every student has the right to learn in a disruption free classroom. For this reason, we use a system where students who fail to respond to a verbal reminder(chance) by correcting their behaviour can be removed from the lesson to allow the learning of the rest of the group to continue. We also employ the on-call system so that a student can be collected (if deemed a serious incident) and removed from the classroom.

4.1 Lesson removal

At Tor Bridge High the language used in classrooms has been intentionally chosen to support our most vulnerable learners being able to understand each stage of the process:

Chance → Choice → Consequence

Our behaviour system reflects the focus on growing personal responsibility, where students are encouraged to make independent choices throughout the day. Classrooms must remain disruption-free so teachers can teach and students can learn. Disruption is any behaviour that hinders teaching or learning, including arriving late, talking over staff, shouting out, leaving seats without permission, refusing to work, incorrect uniform, swearing, distracting others, or any other off task behaviour.

When a student uses poor social skills or disrupts learning, staff follow a simple, calm sequence:

Chance

The student is given a **Chance** to change their behaviour. This is a verbal reminder issued by the teacher. The teacher writes the student's name on the board as a reminder.

Choice

If the behaviour continues, the student is making a **Choice** to ignore the instruction. The teacher ticks the name on the board and records a **Choice** on Class Charts.

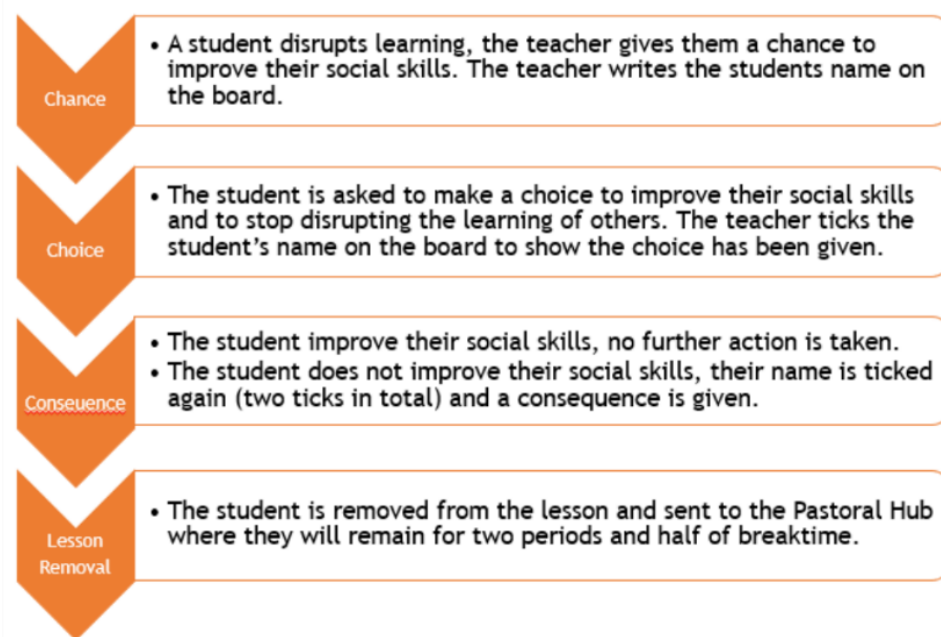
Consequence (Lesson Removal)

If the behaviour continues again, the student receives the **Consequence** of lesson removal. They have 5 minutes to arrive at the Pastoral Hub. A **Consequence** is logged on Class Charts and parents/carers are automatically notified.

The teacher phones home at the next available opportunity (e.g. after school) to explain what happened and logs the call on the communication log on Class Charts. Staff may meet the student in the Pastoral Hub to support reintegration and restorative conversations. On arrival students must hand in their phone and pouch.

Students remain in the lesson removal room until 15 minutes into the next break, or if removed in Period 5 complete a 15-minute after-school detention.

If a student does not arrive at the Pastoral Hub within 5 mins, the incident escalates to an Internal Suspension.



If a student has a “reasonable adjustment” due to a specific need they will have a bespoke plan in place which could involve time spent in a number of different areas within our inclusion provision:

Best practice in this area includes:

- Use of multiple removal rooms/spaces to support a range of student needs – Change of location
- Reasonable adjustments (e.g. movement breaks) applied to ensure student engagement
- Positive reinforcement used with students able to reduce time or reduce detentions by engaging fully in work/activities set
- Adaptive approach with students staying for various lengths of time dependent upon number of visits or their level of need.
- Adapting the length of the consequence
- Completing an intervention (e.g., a social story) alongside the consequence
- Student given opportunity to reflect and (if appropriate) review teacher decision
- Communication to parent/carers so they understand the nature of removal (This may be after school)

4.2 Repeated or more Serious Incidents

We are committed to creating a safe environment where learners can connect to their community and be successful. However, where a student (for example) repeatedly fails to wear the correct uniform, fails to attend detentions, receives multiple lesson removals, or is involved in a more serious incident - crosses a **Red Line**, the student may be referred for additional time in lesson removal (or similar space), receive a suspension or permanent exclusion for persistent breaches of the school's behaviour policy.

Red Lines

Red Lines are serious incidents that demonstrate poor social skills or antisocial behaviour. These behaviours result in immediate consequences, which may include lesson removal, internal suspension, suspension or, in the most serious cases, permanent exclusion. Consequences are decided case by case, depending on the severity of the incident.

Examples of Red Line Behaviours are:

- Truanting (Student deliberately missing a lesson, including being late, without permission)
- Walking away from staff
- Swearing directly at staff
- Physical aggression of any kind (inappropriate or unwanted physical contact, pushing, shoving Internal Support, pushing, shoving, tripping, hitting, fighting)
- Bullying or involvement in bullying incidents
- Discriminatory language or behaviour (racist, sexist, misogynistic, misandristic, homophobic, biphobic, transphobic, ableist)
- Bringing prohibited items into school – Including vapes, cigarettes and alcohol
- Wearing incorrect uniform after being given the chance to correct it
- Being in a toilet cubicle with another student
- Kicking or banging on locked doors or pushing past staff
- Entering banned or closed areas
- Persistent disruptive behaviour that affects others
- Making malicious allegations about staff

Internal Support (IS)

Internal Support is a calm, silent, low-stimulus space used when a student cannot return to lessons because they have continued to disrupt learning or have been involved in a more serious incident. While in IS, students follow Pastoral Hub expectations and complete classwork as directed.

A student will be placed in internal support (IS) if they:

- Have displayed red line behaviours
- Refused/Arrived late to the Pastoral Hub
- Show repeated defiance
- Receive multiple lesson removals
- Cause repeated disruption (e.g. Two Consequences in a day)
- Wear incorrect uniform after being given the chance to correct it
- Fail to complete detentions
- Are confrontational or disruptive
- Are involved in an incident too serious for a detention or lesson removal

If a student disrupts the Internal Support room, staff follow the following process:

IS Chance → IS Choice → IS Consequence

- IS-Chance – the student is given a clear opportunity to correct their behaviour within 5 minutes.
- IS-Choice if behaviour continues, an IS-Choice is issued and logged on Class Charts as a pre-suspension warning. Pastoral team will attempt to contact home to seek support.
- IS-Consequence – if poor behaviour continues again, the matter will be referred to the headteacher for consideration of suspension. Parents/carers are contacted by the Adaptive Provision or Senior Leadership Team.

Examples of behaviours that may lead to a consequence in IS are swearing in front of an adult, leaving a seat without permission, leaving the room, being abusive towards others, not cooperating or completing the work that has been set.

Length of Internal Support

Students in IS complete a full day in the room and finish with an afterschool detention of 45mins. Parents/carers are responsible for making arrangements to collect their child after detention

Suspension

A suspension is used only when a student has seriously breached the behaviour policy or repeatedly disrupted learning. Suspensions follow national guidance. Students complete work at home and may write a restorative letter. When they return, a reintegration meeting is held with parents/carers to agree next steps and support.

Off-Site Direction

Where appropriate, the school may direct a student to receive education off-site for the purpose of improving their behaviour. Any off-site direction will be arranged, reviewed and ended in accordance with current statutory guidance. The student will remain on roll at Tor Bridge High and the suitability, objectives and impact of the placement will be reviewed regularly

Permanent Exclusion

Permanent exclusion is only used for a serious breach or persistent breaches; and where allowing the student to remain would seriously harm the education or welfare of the student or others. Examples include:

- Persistent Disruptive behaviour
- Assault on staff
- Serious violence
- Sexual harassment or assault
- Drug-related activity
- Carrying a weapon
- Setting off the fire alarm

Permanent exclusion is always a last resort, and it is used for situations where the student's presence in school has a detrimental impact on the efficient education of others.

Detentions

Time-out Detentions

Breaktime time-out detentions are for breaking the uniform policy or other minor breaches of the Behaviour and relationships policy.

Examples include, but are not limited to;

- Wearing uniform incorrectly, such as, but not limited to rolling skirts up, not keeping a shirt tucked in, not wearing a blazer, wearing a coat inside the building.
- Pulling a student's tie off.
- Running or shouting indoors.
- Eating and drinking in corridors and banned areas.
- Not clearing away food/litter in the restaurant.

- Dropping litter/throwing food.
- Being in 'out of bounds' areas.
- Not following line-up expectations.
- Talking in assembly.
- Any other minor anti-social behaviour that impacts on our school community.

After School Detentions

These are issued for persistent behaviours such not attending a time-out detention, upscaling of home-learning detentions (where a student has not attended for curriculum support), persistent lateness. Parents are notified by Class Charts as soon as the detention is issued and it is expected that students attend on the same day.

We want students to understand that lesson removal does not happen to most students. The norm is for students to be in all lessons, all the time, learning. Therefore, when this happens it raises concerns and curriculum intervention takes place.

What Happens	Action Taken	Desired Outcome
1 st Lesson Removal	Teacher calls home and speaks to parent/carer and informs them of any seating changes, in class monitoring taking place.	Parent/Carers speaks to their child about how they can make positive choices and avoid repeating this behaviour
2 nd Lesson removal	Subject/Key Stage Leader phones home to discuss concerns that the students is continuing to disrupt learning. Teacher monitors the student's behaviour over the next two weeks.	The additional in class support and guidance helps the student to practice their social skills and reduce any further incidents.
3 rd Lesson Removal	Curriculum Leader places student on subject report. This monitoring takes place for two weeks. Students are supported through guidance and coaching,	The student understands the increasing concerns about the disruption to learning, and the impact on others.
Unsuccessful completion of curriculum intervention	Curriculum Leader notifies parent/carer and Adaptive Provision Leaders for further support and intervention.	Where significant concerns remain and the student has not made progress. The student will be supported through the Behaviour Intervention Stages.
Successful completion of curriculum intervention	The Curriculum Leader issues a postcard to recognise improved effort.	The early intervention has supported the students to improve.

4.3 Reconnect, rebuild and restore

If a student needs to leave a lesson, they are supported in the Pastoral Hub's triage area to regulate and share their voice. Staff listen, help them reflect, and guide them to repair relationships and build stronger social skills.

All staff receive regular training in adaptive teaching and trauma-informed practice through weekly briefings and CPD. Our pastoral team are highly trained in trauma-informed approaches, and our Adaptive Provision supports students with SEMH needs to develop coping strategies and thrive in the school environment.

4.4 School community sanctions

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. There are no warnings for these behaviours. The red card 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
- Being out of bounds
- Inappropriate language or attitude
- Dropping litter
- Incorrect uniform

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. We will ensure students have access to the canteen and food and are not disadvantaged in this situation. Where these behaviours are repeated, the sanctions will escalate in line with persistent disruptive behaviour.

We may use volunteering activity for some 'red line' behaviour. These include but are not limited to:

- Environmental clean-up such as wiping a table in the Restaurant, sweeping up a mess that has been made or collecting litter (with health and safety equipment provided).
- Assisting the site team.
- Clearing, cleaning or fixing damaged school property.
- Working for the school community to offset the costs of damage caused.
- Suspension of Student Ambassador role for a fixed or permanent period.
- Suspension of representation of the school at sporting or school events

4.5 Focus Week

At periodic times throughout the school year there will be a 'Focus Week'. These weeks will vary depending on the needs of the school and current emerging issues. Focus weeks could include but are not limited to: Uniform being worn correctly, the standards of behaviour in a particular year group, lateness and punctuality, behaviour outside the classroom.

The focus will be communicated in advance to parents and students. The week will focus positively on students' engagement and additional rewards will be available for students who consistently meet our expectations. Students will receive additional support to ensure they are not only aware but also prepared for the focus. All staff will support students, and all staff will be responsible for the issuing of merits/sanctions at this time. Wherever possible tutors will support and prepare student in advance and daily (during the week) to enable students to meet expectations.

Any student who does not meet expectations during this week will instantly incur a 45min after school, same day detention instead of the usual sanction laid out in this policy. Students who consistently fail to meet expectations over this week may also be placed in Lesson removal to support them to make the right choices.

We revisit our routines and expectations at the beginning of each half term through targeted assemblies, tutor sessions and by pastoral 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.

4.6 Punctuality and lateness

Punctuality is an incredibly important key skill for any student to develop in life, and we aim to support students to appreciate the importance of good punctuality. Students who arrive in school after their allotted start time without sufficient cause will be issued with a same day late detention after school and parents/carers notified. Failure to attend this detention will result in a visit to IS.

Late to school:

- Students arriving **after 8:40am** will receive an After School Detention until **3:30pm**.
- Students arriving **after 9:10am** will receive an after-school Detention until **3:45pm**
- Students will be walked by teachers at the end of the day to detention. Any refusal to attend will result in Internal suspension

Late to lessons:

Students are expected to be in lessons within 5 minutes of the end-of-break whistle or the end-of-lesson movement bell. If a student arrives after the 5-minute punctuality bell, without a note, the teacher will:

- Issue 'Consequence C3' on Class Charts using the choosing the 'Late to Lesson' button.
- Students will need to attend the pastoral hub and lesson removal.
- Staff will make contact home to inform the parent/carer of the Consequence sanction. Where parents are not available, staff will attempt to leave a message.

4.7 Safeguarding Students

Under exceptional circumstances and/or for safeguarding reasons suspension may be deemed inappropriate, in these cases the school may place the student in lesson removal at another school. This allows the student to continue to learn. If a student refuses to attend, then a suspension could be issued. Any provision should be necessary, proportionate and kept under review.

Multiple referrals

Multiple removals from lessons, referrals to internal support or suspensions from school raise significant concerns about a student's social skills development, their progress at school and the impact on the education of others.

Tor Bridge High has developed behaviour intervention stages to support a student to develop positive behaviours. This staged behaviour intervention approach takes a graduated approach to inclusion, whilst also recognising the serious impact that negative behaviour has on the school community. Moving up the stages of intervention highlights the increasing risk of permanent exclusion.

4.9 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, and this has a detrimental impact on their education. The school reserves the right to permanently exclude any student is deemed to have triggered the alarm deliberately or with malicious intent.

4.10 Mobile phone policy

This policy outlines expectations for mobile phone use in school to ensure a safe, connected, and successful learning environment. This policy applies to all students during school hours, on school grounds, and during school related activities unless otherwise specified by staff.

Smart watches, mobile digital devices or wearable technology.

Smart watches, wearable devices, gaming devices or any other item that connects to the internet are banned items and should not be brought into school at any time. If any of these items are seen, heard or found they will be confiscated.

School Bags

Please note that a school bag is part of the school uniform, and all students are required to bring a bag into school every day so that the phone can be placed into a school bag.

Process for mobile phones

Phones are not to be used during school. Every student is assigned a personal Yondr Pouch. It is each student's responsibility to bring their Pouch with them to school every day and keep it in good working condition. Refusal to adhere to any part of this policy is likely to result in behaviour sanctions in line with the policy and as outlined below.

Beginning of the Day

Students must bring their mobile phone pouch to school with them each day. As students arrive to school they will:

- Turn their phone off or place it on flight mode.
- Open their Yondr Pouch by tapping against the unlocking base or handheld device.
- Place their phone inside the Pouch and secure it in front of school staff.
- Place pouches in their bag where they should be stored for the day. Pouches should not be seen during the school day. During the school day the school will conduct spot checks to ensure systems are being followed.

End of the Day

Students will:

- Open their Pouch by tapping against the unlocking base or handheld device
- Remove their phone and any other wearable technology
- Close their Pouch (Important to stop the pin bending)
- Keep in their pouch in their school bag overnight.

Late Starters or Early Leavers Students arriving late or leaving early will pouch/unpouch their phones in Reception.

Lost or damaged pouches

Lost or damaged pouches will need to be replaced. We will contact home to arrange for a payment of £11 for a replacement pouch. When second-hand pouches are available, these can be bought for £5.

Examples of damage to a pouch include any of the following, which prevent the pouch from functioning properly:

- Ripped fabric

- Cut
- Torn
- Bent/cut pin
- Signs of force to black button on flap
- Damage to the black ball
- Pouch opens without unlocking station
- Graffiti of any kind on pouch

If there is evidence that a pouch has been damaged deliberately, this will be seen as a breach of our behaviour policy and will be treated differently (see below).

Actions taken if a phone pouch is deliberately damaged		
First occasion	Second occasion	Third occasion (or more)
• Phone confiscated. • Confiscation logged on Class Charts. • Parents will be asked to attend a meeting, at which they will be able to collect the phone. • Student will be placed in lesson removal	• Phone confiscated. • Confiscation logged on Class Charts. • Parents will be asked to attend a meeting, at which they will be able to collect the phone. • Student will be placed in IS until 4pm	• Phone confiscated. • Confiscation logged on Class Charts. • Parents will be asked to attend a meeting with the Headteacher or their representative, at which they will be able to collect the phone. • Student will be issued with a fixed term suspension.

If a student refuses to hand over a mobile phone, then this could result in a Fixed Term Suspension.

Phones, wearable technology or gaming devices are seen, heard or found during School

If a student is found in possession of a phone outside a mobile phone pouch, or a smart watch, wearable technology or digital device, this is considered to be a breach of the school's behaviour policy. This could be the result of:

- Bringing multiple phones into school
- Bringing in alternative devices such as smart watches, gaming devices or wearable technology.
- Failing to properly secure their phone during tutor routines
- Damaging a pouch in order to access the phone during the school day
- Accessing an unlocking station or alternative magnet during the school day

Consequences if a student uses a mobile phone during the school day		
First occasion	Second occasion	Third occasion (or more)
• Phone or device confiscated. • Confiscation logged on Class Charts.	• Phone or device confiscated. • Confiscation logged on Class Charts.	• Phone or device confiscated. • Confiscation logged on Class Charts.

- Parents will be asked to attend a meeting, at which they will be able to collect the phone. - Student will spend time in reset	- Parents will be asked to attend a meeting, at which they will be able to collect the phone. - Student will spend time in IS	- Parents will be asked to attend a meeting, at which they will be able to collect the phone. - Student will be issued with a suspension.
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If a student refuses to hand over a mobile phone, then this could result in a Fixed Term Suspension.

Spot checks and Screening

On call and duty staff may ask to check Yondr pouches periodically throughout the day. This will involve simply asking a student to take the Yondr pouch from their bag and show it to the member of staff. The member of staff will check that it has been locked and is working properly.

Our tutor routines and checking have been designed to ensure that all students leave tutor time with a locked pouch. If a pouch is found to be open, with the phone accessible, it will be assumed that it has been left open deliberately. The actions taken are set out below.

Consequences if student is found to have left their mobile phone pouch unlocked		
First occasion	Second occasion	Third occasion (or more)
- Phone confiscated. - Confiscation logged on Class Charts. - Parents will be asked to attend a meeting, at which they will be able to collect the phone. - Student will spend one day learning in Internal Suspension.	- Phone confiscated. - Confiscation logged on Class Charts. - Parents will be asked to attend a meeting, at which they will be able to collect the phone. - Student will be issued with a one-day suspension.	- Phone confiscated. - Confiscation logged on Class Charts. - Parents will be asked to attend a meeting, at which they will be able to collect the phone. - Student will be issued with a two-day suspension.

If a student refuses to hand over a mobile phone, then this could result in a suspension.

Students possessing unlocking stations (or similar magnetic device)

If a student is found in possession of a Yondr unlocking station, or a similar strength magnet used to unlock the pouches, it will be confiscated, and the student will be placed into IS whilst the matter is investigated.

Bringing an unlocking station or a similar strength magnet into school and using it to unlock their own or others' phones could result in a suspension.

Forgotten Pouch

If a student forgets their Pouch, their phone will be placed in a locked box, and a notification will be put onto Class Charts. The phone will be returned to the student at the end of the day. If a student consistently forgets their Pouch, it is considered Lost. Refer to the Lost Pouch policy above.

Unlocking Stations

If a student is found in possession of a Yondr unlocking station, or a similar strength magnet used to unlock the pouches, this will be considered a serious offence and an attempt to undermine school systems. As a result, fixed term suspensions will also be issued.

Persistent breaches of this policy

For persistent breaches of this policy, the school reserves the right to permanently exclude.

Accidental Damage

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

After School Clubs, Sporting Fixtures, School Trips

Use of mobile phones and wearable technology will be at the discretion of the staff leading the activity and they are only to be used when off the school site.

Medical Needs

The very small number of students who need their phones for medical reasons (e.g. diabetes) will have a slightly different pouch that can be opened by the student without the use of the unlocking device.

Screening, searching and confiscation

The Department for Education published revised advice for schools on '[searching, screening and confiscation](#)' which came into force on the 1st of September 2022. Headteachers and staff they authorise have a statutory power to screen pupils (wave a metal detecting wand around their person) and search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item or any other item that the school rules identify as an item which may be searched for. With the implementation of this new policy, the school reserves the right to search for mobile phones if necessary.

4.11 Sixth Form Students

This whole school policy and identified reasonable adjustments can also apply to students in the Sixth Form, in addition to this the CFC (Cause for Concern) system is also an additional deescalation and behaviour management tool to be implemented if the chance (C1) and choice (C2) element of the relationships and behaviour policy do not result in positive behaviour presentations.

Stage	Examples	Example support/ intervention strategies
Cause for Concern 1 (CFC1)	Persistent, missed homework Persistent failure to meet deadlines Breach of 6 th Form behaviour contract Concerns over attitude to learning/ performance/ progress/ study skills Regular lateness/ non-attendance	Subject teacher/ Tutor Staff member who has raised the CFC to communicate with parents and together agreed strategies for intervention and review. Staff member to then record behaviour incident on Class Charts and tutor will monitor student progress.

		Key stage 5 pastoral led to raise referrals for assessment for SLCN, WRAT or Graduated approach as necessary. Additional study support put into place.
Cause for Concern 2 (CFC2)	Issues from CFC1 have not been addressed e.g. Students' academic performance/ study skills/ attitude or progress is highlighted as a concern. Or continued breach of 6 th Form behaviour policy or 3 consecutive unexplained absences.	Subject teacher/ Sixth form Pastoral Leader/ Tutor Sixth Form Pastoral Leader and staff member raising the concern to meet with parents and student. Move to actionable step contract where clear strategies and targets are identified. Weekly monitoring by Key stage 5 Pastoral Leader All unallocated periods removed from timetable and full-time study support in place when not in lessons. EP planning referral.
Cause for Concern 3 (CFC3)	Issues from CFC2 have not been addressed e.g. Students' academic performance/ study skills/ attitude or progress is highlighted as a concern. Interventions have not been successful. A one-off serious incident has occurred or continued breach of 6 th Form behaviour policy or 3 consecutive unexplained absences.	Subject Teacher/ Director of Sixth Form/ Tutor Director of Sixth Form to meet with parents/ carers Programme of study change/ alternative provision sourced. Weekly intervention meeting with Key Stage 5 Pastoral Leader and weekly updates to parents/ carers EP referral if relevant
Final stage	Issues from CFC3 have not resolved and all interventions have failed, or a one-off serious incident has occurred.	Director of Sixth Form with Headteacher Student removed from the 6 th Form

Sixth Form Mobile Phone Use

Mobile Phone Use Within Designated Sixth Form Areas

At Tor Bridge High we recognise that mobile phones can be a useful tool to support independent study and learning within the Sixth Form.

Students may use mobile phones within designated Sixth Form for study spaces for educational purposes only.

Appropriate use includes:

- Accessing learning resources and revision materials.
- Supporting independent study tasks.
- Accessing school-related websites and applications.
- Making purchases within the Sixth Form café area.

Students must ensure that mobile phones are used purposefully and appropriately. Recreational use of mobile phones during study periods is not permitted. This includes, but is not limited to:

- Accessing social media platforms.
- Watching entertainment content.
- Playing games.
- Non-essential personal messaging/ calls

If a mobile phone is not actively used to support learning, it must be kept out of sight.

Mobile Phone Use Beyond the Sixth Form Area

When moving through the main school site, students must adhere to the following mobile phone's expectations.

- Mobile phones must be switched off and stored in bags.
- Mobile phones must not be visible at any time.
- Mobile phones must not be used in lessons unless explicitly authorised by a member of staff.
- Mobile phones must not be visible to younger students from restaurant areas, balconies, corridors, mezzanines, walkways or any area beyond the designated Sixth Form boundary.
- Any mobile phone seen beyond the designated Sixth Form boundary, including past the Sixth Form yellow demarcation line, will be treated as a breach of this policy.

Phone Seen Outside Designated Sixth Form Areas

If a student is found in possession of, using, or displaying a mobile phone outside designated Sixth Form areas, this will be considered a breach of the School's mobile phone policy.

This includes:

- Holding a mobile phone, even if it is not in use.
- Using a mobile phone while moving around the main school site.
- Displaying a mobile phone can be seen by younger students.
- Using a mobile phone in lessons without permission.
- Possessing a visible mobile phone beyond the designated Sixth Form boundary.

Consequences of breaches of the Sixth Form Mobile Phone Policy

Consequences if a sixth form student uses a mobile phone outside the designated areas during the school day		
First occasion	Second occasion	Third occasion (or more)
• Phone confiscated. • Confiscation logged on Class Charts. • The phone returned at the end of the school day. • Parents/carers informed of the breach.	• Phone confiscated. • Confiscation logged on Class Charts. • Parents/carers informed of the breach. • The student is required to hand their mobile phone to the Sixth Form Team on arrival each day. • Phone securely stored in the designated Sixth Form phone locker until the end of the school day.	• Phone confiscated. • Confiscation logged on Class Charts. • Parents/carers informed of the breach. • The student required to continue handing their phone to the Sixth Form Team daily. • Further sanctions may be applied in line with Tor Bridge High Relationships and Behaviour Policy.

Refusal to Hand Over a Mobile Phone

If a student refuses to hand over a mobile phone when requested at the first time of asking by a member of staff, this will be considered a serious breach of the Tor Bridge Relationships and Positive Behaviour.

- Phone confiscation will still be required.
- Parents/carers will be informed.

We are an **ambitious** and **inclusive** Trust of schools
strengthening communities through **excellent education**.

- The student will be placed in Internal Suspension or behaviours escalated as required in line with whole-school procedures.
- Further sanctions may be applied where appropriate.

5.0 Bullying and Discrimination

At Tor Bridge High our aim is to prevent bullying through education, by prompt and sustained response to reports of bullying, and by developing the confidence of students. We aim to have a culture of courage, compassion and citizenship and respect where difference is valued. The school aims to foster an atmosphere of friendship, mutual trust, respect and consideration for each person within the community. We are proud to be working towards our Anti-Bullying Quality Mark.

To establish an ethos where students set a good example to others. 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 and 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 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; it marginalises those groups who may be 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 not limited to: Lesson removal, circuit breaker or Fresh Start, fixed term suspension 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 cover 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:

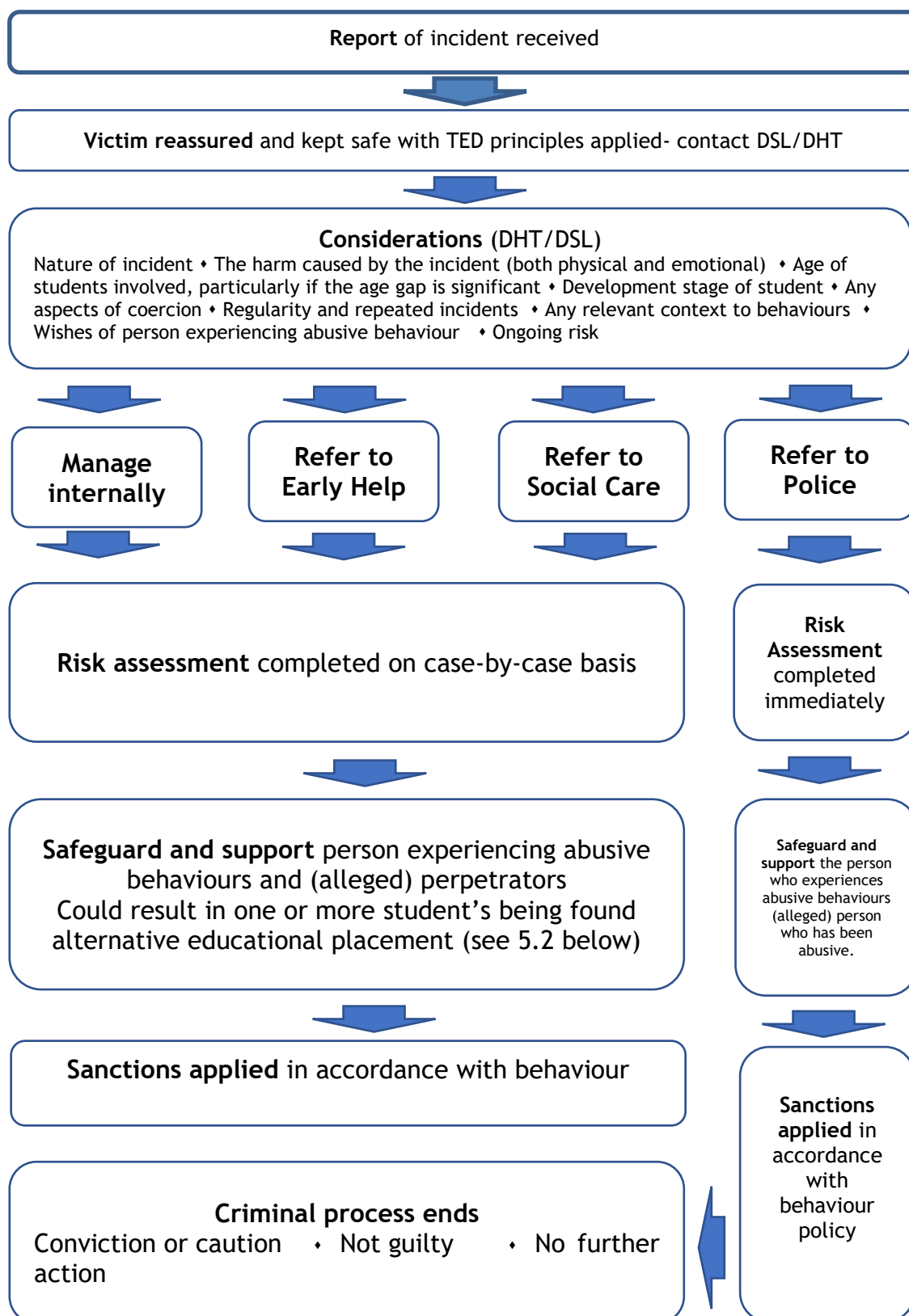
- Sexual comments, lewd comments, sexual stories, remarks about clothing, appearance and name calling;
- Sexual 'jokes' or taunting;
- Physical behaviour, such as deliberate contact, interfering with clothing, displaying sexual images;
- Online sexual harassment, which might include: non-consensual sharing 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;
- suspension;
- Circuit breaker and Fresh Start
- 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.

5.2 Separation of students for safeguarding reasons

In certain circumstances, Tor Bridge High may temporarily forbid a student from attending its premises, for example, due to an allegation of harm by one student against another which might require physically separating a student from one or other students. In this scenario, Tor Bridge High may work with the local authority and/or other partners to arrange education as soon as is possible. **This is not an exclusion on disciplinary grounds.** Tor Bridge High will inform parents of the reason why the student has been temporarily forbidden from attending its premises. The public law principles of acting reasonably, rationally and in a procedurally fair manner will be followed. Any decisions, including to temporarily forbid a student from attending its premises for safeguarding reasons, will be

made on a case-by-case basis, using professional judgement, supported by other agencies, such as children's social care and the police as required.

6.0 Support

Students can seek support through their tutor, Head of Year, the Student Services Office at break times, or any other member of the Adaptive Provision Team, including the Pastoral Hub. All reported incidents are assessed carefully, considering the nature and impact of the incident, age and developmental stage, any coercion, frequency, context, the wishes of the victim, and any ongoing risk. Tor Bridge High responds promptly and sensitively, recording all incidents and involving external agencies where appropriate. Students responsible for sexual harassment or online sexual abuse will receive education and sanctions ranging from restorative work and social-skills contracts to lesson removal, suspension, managed moves to an alternative setting, or permanent exclusion applied on the balance of probabilities. Confidentiality is essential and is purely on a 'need to know' basis. Decisions will always balance the wishes of the person who experienced the abuse with our duty to safeguard all students, and all actions will be communicated sensitively and in line with safeguarding principles.

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 off-site direction to be appropriate. All suspensions are authorised by the Headteacher or designated representatives 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 will result in the student remaining in lesson removal to support assess their readiness for learning 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 student to remain in school would **seriously harm** the education or welfare of the student or others in the school

The act of setting off the fire alarm without good cause may lead to PEX, due to the significant 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 TWT Exclusion policy.

9.0 Consistent Expectations

Consistent expectations are sustained through our regular training programme, including the weekly Adaptive Provision briefing for staff and the weekly expectations tutorial for students. This consistency is strengthened by ongoing quality assurance of our systems and weekly scrutiny of behaviour data to identify patterns. Our coaching and deliberate practice model supports student-facing staff who may need help to build stronger relationships or to apply consistent expectations in lessons, ensuring every classroom reflects our shared standards.

10.0 Maintaining a Positive Learning Environment

We insist on a warm-demanding culture that is ambitious for every student. Our routines and practices emphasise a kind, loving approach, where staff explicitly teach social skills, model positive relationships, and seek to understand and support students first in every interaction. We also expect and maintain a physical environment that is safe, clean, bright and welcoming, investing strongly in the management and upkeep 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. Vapes will not be returned once confiscated and may be passed to the police.

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/vaping

Smoking/vaping including possession of any associated smoking or vaping materials, 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 and/or we suspect of smoking/vaping and in possession of any smoking/vaping materials. 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, Screening 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/government/uploads/system/uploads/attachment_data/file/642222/Searching_screening_and_confiscation_Aadvice_for_headteachers_school_staff_and_governing_bodies_July_2022.pdf)

The school can confiscate any electronic items being used inappropriately on the premises such as mobile phones, watches etc. Where an electronic device is lawfully confiscated, authorised staff may examine data or files on the device, and in appropriate circumstances delete data, only where permitted by law and in accordance with DfE Searching, Screening and Confiscation guidance and the school's safeguarding procedures. Staff must not view or delete material where doing so may compromise safeguarding or criminal evidence. 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 eg. 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 fail to follow expectations, 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 and bag searches used to support this. For repeated incidents 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 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 Tor Bridge High 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:

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

16.0 Use of reasonable force

We will aim to avoid the use of reasonable force and other restrictive interventions unless it is deemed necessary 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: 'Restrictive interventions, including use of reasonable force, in schools' April 2026. Detailed guidance can be found here [Reasonable force and Restrictive Intervention in schools](#).

16.1 Who can use reasonable force

All members of school staff have a legal power to use reasonable force in certain circumstances. These could include but are not limited to:

- Prevent injury to the student or others;
- Preventing a criminal offence;
- Prevent serious damage to property; and
- Maintain good order and discipline among students.

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

- Removing a student from an area where they have refused to follow a reasonable request to do so and may harm themselves or others;
- Preventing a student from behaving in a way that disrupts a school event, trip, or visit and may harm themselves or others;
- Preventing a student from leaving/entering a classroom, where allowing them to would risk their safety or the safety of others;
- Preventing a student from attacking a member of staff or another student, or stopping a fight; and
- Restraining a student who is at risk of harming themselves.

Unacceptable use of force

School staff will never use force on students for the purpose of punishment. Students will never 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. The use of force can be dangerous, particularly when it occurs on the ground. If a student is unintentionally held on the ground, staff will release their hold(s) or re-position into a safer alternative or standing position as quickly as possible. Where needed, the student should receive a medical assessment and treatment for any injuries as soon as possible.

Types of Restrictive Intervention

Preventative Interventions (non-restrictive) to use before a situation escalates. The foundation of safe practice; environmental adjustments, de-escalation strategies, relationship-based approaches, trauma-informed approaches PACE, reasonable adjustments for SEND/Disabled students.

Supportive Physical Contact (non-restrictive) Appropriate everyday physical contact, including guiding or escorting, comforting a distressed student, first aid, demonstrating techniques PE/music/technology etc., celebratory contact, hugs, high fives or handshakes.

Non-Physical Restrictive Intervention restrict movement without physical contact, for example blocking access to unsafe areas, removing a dangerous object, scissors, restricting movement by environment, locking a door to an out of bounds area.

Physical restrictive interventions (Reasonable Force) This involves physical contact that restricts movement as a last resort. Holding to prevent injury such as stopping them from hitting someone, guiding away with resistance, intervening in a fight such as separating students, preventing serious damage – such as smashing glass.

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 such as a trip or visit or Personal Development Week residential or off-site 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 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 student, there will be no charge levied.
- 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 of 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.) will 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.

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 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 3 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

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

The School should 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 the 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.**