Tomlinscote School

Behaviour Policy

Including discipline and consequences

Policy Type:	Statutory
Approved By:	LGB
Effective From:	September 2026
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This is a 1-year policy which will be re-written for implementation in September 2027

Tomlinscote School

Behaviour Policy

1. Principles and Aims

The school believes that in order for every student to fulfil their potential and for learning and teaching to thrive, good behaviour in all aspects of school life is central to a good education. It therefore seeks to create a positive and inclusive learning environment in the school by:

- Promoting good behaviour and discipline at all times
- Promoting self-esteem, self-discipline, appropriate regard for authority and positive relationships based on mutual respect
- Providing clearly stated expectations of what constitutes acceptable behaviour
- Ensuring equality and fairness of treatment for all 9 protected characteristics (age, gender reassignment, disability, being married or in a civil partnership, being pregnant or on maternity leave, race, religion or belief, sex, and sexual orientation)
- Promoting a culture of praise and encouragement in which all students can thrive
- Encouraging students to take responsibility for their learning and behaviour
- Providing a safe environment free from disruption, violence, bullying and any form of harassment or discrimination
- Encouraging consistency of response to both positive and negative behaviour
- Providing early intervention and support for students including our most vulnerable
- Promoting effective behaviour management strategies and support for staff
- Encouraging a positive relationship with parents and carers to develop a shared approach which involves them in the implementation of the school`s policy and procedures
- Enabling students to be healthy, stay safe, enjoy and achieve in learning, make a positive contribution, achieve economic well-being and by promoting the responsibility of every member of the school towards the whole community.
- Encouraging students to behave appropriately whilst online

2. Standards of Behaviour: What does good behaviour look like?

Tomlinscote promotes an ethos of respect for others and works towards standards of behaviour which are based on the shared values of excellence, character, progression, community, and perseverance. Good behaviour is when individuals` actions, words and deeds allow a positive working environment to flourish. This is where students can learn in a safe, calm, and supportive environment. Some examples of good behaviour are listed below:

- Respectful language and respect for other people
- Active listening
- Respect for the environment and property

- Turn taking
- Following appropriate instructions willingly and having a proper regard for authority
- Acting on recognised etiquettes (e.g. holding a door open)
- Promotion of self-discipline amongst students

3. Learning and Teaching

We believe that good behaviour and effective learning go together. An appropriately structured curriculum and effective teaching and learning contribute to good behaviour. Thorough planning for the needs of individual students, clear objectives, the active involvement of students in their own learning, the promotion of independent learning, recognition of effort, praise and structured feedback on what has been achieved and how further progress can be made, all help students to avoid behaviour which hinders learning. Behaviour for learning is both taught and modelled during lessons. Staff have a responsibility to provide this safe environment in which students can learn. Tomlinscote students are expected to arrive to lessons promptly, fully equipped, and ready to learn. During lessons, students are expected to actively engage in all learning activities. Students are expected to complete home learning to the best of their ability, within set deadlines.

4. Responding to good behaviour - Rewards

Positive behaviour is promoted through recognition and reward. This has a motivational role in helping students to realise that good behaviour is valued. Integral to the system of rewards is an emphasis on praise both informal and formal to individuals and groups. Staff members are encouraged to acknowledge and reward students who demonstrate positive behaviour by awarding “House points” on EduLink. These points accumulate, and students are rewarded upon reaching milestones: Bronze, Silver, Gold, Titanium, Platinum, Sapphire, Ruby and Emerald. This system aims to recognise students' achievements both in lessons and around the school, ensuring that those who consistently demonstrate good behaviour—often the silent majority—are appreciated. Students can also be issued ‘House point tokens’ for demonstrating good manners. These tokens can be placed in their house box outside the main hall and contribute to the House point totals.

Some examples of how we praise and reward students are listed below:

- Verbal praise
- Written comments on students` work
- Receiving House Points
- E-Praise and physical postcards of recognition, letters and certificates
- Positions of responsibility, such a school colours, prefect status or the student leadership team
- Achievement assemblies, Award Evenings including Sport Celebration

5. Rules and Procedures

Rules and procedures arising from this policy have been developed by the Principal in consultation with Governors, staff, parents/carers and students. These make clear to all how acceptable standards of behaviour can be achieved. These rules and procedures will be consistently and fairly applied. They can be found at appendix 1, 2 and 3. Our expectations for student behaviour are set out in a code of conduct which can be located in the student handbook and on the school website. All students are expected to abide by the code of conduct.

6. Responding to misbehaviour - Consequences (see Appendix 1)

Consequences are needed to respond to inappropriate and unacceptable behaviour. A range of consequences have three purposes (deterrence, protection and improvement). The focus will be on the behaviour rather than the individual that the consequence is being given to and group consequences will be avoided. Students will be given the opportunity, where appropriate, to make suitable reparation e.g. making an apology. Our procedures make a clear distinction between the consequences applied for minor and major offences.

The school is committed to the continuous reinforcement of the Behaviour policy in all that we do to ensure that standards of behaviour are maintained and improved over time. In particular, the policy is reinforced in the following ways:

- Staff Training: all staff are trained in implementing the Behaviour policy in a consistent and fair manner. There are frequent refresher sessions to ensure that the message remains the same and that standards are maintained.
- Standardised display: All classrooms display consistent posters to ensure that students are reminded of what is expected.
- Assemblies: These are used as an opportunity to constantly reinforce high expectations of behaviour to students and to react to any particular issues that may arise.
- Home-school agreement: This is signed by all parents before they join the School and reinforces to students and parents key messages about standards of behaviour and items that are banned from the school.
- School website: This has a copy of the Behaviour Policy.

Responding to Low-level disruption in the classroom

At Tomlinscote, we recognise that students may not always make the right behaviour choices— mistakes are a natural part of learning and growing. To support students in making better decisions, staff follow a structured approach to manage and improve engagement in the classroom:

- **Remind**: Students are given a verbal reminder, clearly stating the behaviour that does not meet classroom expectations.
- **Reset**: If the behaviour persists, the student is provided an opportunity to reset. This might involve changing their seat, stepping outside the classroom for a moment, an LSA taking a student for a movement break, having a one-to-one conversation, or highlighting positive behaviour.
- **Remove**: Should the behaviour continue, the student will be placed in an alternative classroom and a 45-minute detention will be issued.
- **Restore**: Where appropriate, staff are encouraged to have a restorative conversation with the student during their detention. The following lesson will always begin with a fresh start, ensuring the student can move forward positively.

This structured approach is summarised by the "4 Rs": **Remind, Reset, Remove, Restore**.

Examples of behaviours that reminders might be given for (please note that this is not an exhaustive list):

- Low-level disruption
- Calling out
- Off-task chatter
- Talking over a teacher

- Distracting others
- Shouting
- Refusal to work
- Leaving seat without permission
- Swinging on chair
- Turning around in seat

7. Roles and Responsibilities

All adults working in school are responsible for modelling and promoting good behaviour and for the management of behaviour around school.

The LGB will:
· Agree and promote an ethos and values which support good behaviour, respectful relationships and equality of opportunity in school
· Ensure the Behaviour Policy is followed and reviewed annually
· Take part in LGB behaviour review panels as required

The Principal and Leadership Team will:
· Model and promote the adult behaviours which underpin respectful relationships and good discipline in school
· Maintain a visible presence around school
· Support colleagues to implement the Behaviour Policy consistently

Pastoral Staff will:
· Model and promote the adult behaviours which underpin respectful relationships and good discipline in school
· Maintain a visible presence around school
· Support students through restorative practices when they have made poor behaviour choices

Form Tutors will:
· Meet and Greet form group every day
· Undertake the regular, supportive basic standards checks requested, including uniform and equipment
· Support students ensuring that they are set up for the day regarding uniform
· Follow the daily tutor programme to ensure a calm and purposeful start to the day
· Contact home to discuss concerns around punctuality, uniform and equipment

Staff will:
· Model and promote the adult behaviours which underpin respectful relationships and good discipline in school
· Understand their individual responsibility for the management of behaviour in school and to follow the Behaviour Policy
· Take part in restorative conversations with students as required
· Meet & Greet all classes

Parents/Carers will:
· Take responsibility for the behaviour of their child
· Work in partnership with the school to support the operation of the Behaviour Policy

Students will:
Take responsibility for their own behaviour and comply with basic expectations regarding punctuality, uniform and being respectful

8. Taking into account students with Special Educational Needs and/or disability (SEND) and other vulnerable students

We will take into account SEN, disability, race, religion and culture, and the circumstances of other vulnerable students in our decision making process, by having regard to the Disability Discrimination Act 1995 (Code of Practice for Schools) and the SEN duties in the Education Act 1996, both of which were amended by the SEN and Disability Act 2001, as well as our duties under the Equality Act 2010 and the Children and Families Act 2014. The school will consider whether a students' SEND has contributed to the misbehaviour and whether any reasonable adjustments need to be made to the consequence. The school will also support our young carers. For example, alter our punctuality expectations where required to do so.

9. Support for students

The Student Support team comprises: The Safeguarding Manager and two Deputy Designated Safeguarding Leads (DSLs), who are available to work with and provide pastoral support for students in conjunction with the wider Pastoral Support Team i.e., Heads and Assistant Heads of Year. Furthermore, the Behaviour Manager and the Vice Principal: Pastoral and Behaviour, provide additional pastoral support to students, encouraging them to reflect on incidents of misbehaviour.

The school will work positively with external agencies to ensure that the needs of all students are met by utilising the range of external support available. These may include Behaviour and Student Support; Educational Psychology Service; Child and Adolescent Mental Health Service (CAMHS); Youth Service; Specialist Teachers for Inclusive Practice (STIPs). Alternative provision is considered where it is in the student's best educational interests.

10. Support for staff

Staff are informed to provide written accounts of behaviour events on the school CPOMS. There is training for staff throughout the year on behaviour management strategies during the meeting schedule and in the staff induction and early career teachers' programme.

11. Inter-relationship with other school policies

The behaviour policy should be read in conjunction with the following other related policies: Anti-bullying; Attendance; Child protection and safeguarding; Code of conduct document; Equality; The WMAT use of technology, equality information & objectives statement and SEN & Disability.

12. Monitoring and Review

The Principal, in consultation with the staff, will undertake systematic monitoring and conduct an annual review of the behaviour policy and procedures to evaluate them to ensure that the operation is effective, fair and consistent.

The LGB will regularly review this policy and associated procedures, to ensure its continuing appropriateness and effectiveness. The review will take place in consultation with the Principal, staff, parents/carers and students.

The outcome of the review will be communicated to all those involved, as appropriate.
This document is freely available to the entire school community. It has been made available on the school website and information will be included in the school newsletter.

This policy has been reviewed in line with the following documents:

- Behaviour in schools: advice for headteachers and school staff 2024
- Searching, screening and confiscation: advice for schools 2022
- Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England August 2024
- The Equality Act 2010

Appendix 1: Levels of Consequences
Appendix 2: Expectations and Appropriate School Conduct
Appendix 3: Confiscation, retention and disposal of banned items
Appendix 4: Child on child abuse, online incidents and outside school
Appendix 5: Home-school agreement

Appendix 1 - Levels of consequences

a) Responding to low-level disruption in the classroom

Where possible, low-level disruption will be addressed using the 4Rs, outlined above.

If behaviours are more serious the following consequences will be applied. The level of consequence will be commensurate with the with the misbehaviour.

b) Detention

There are only 2 types of detention issued at Tomlinscote which are summarised in the table below:

Type of detention	When does it take place	Duration	Location	Escalation if missed
Late to school detention	Same day - Morning breaktime	10 minutes	T1	45-minute detention
After school detention	Next day - After school	45 minutes	Year group room	Internal Suspension

After school detentions are issued if (please note that this is not an exhaustive list):

- a student is late to any lesson
- for a uniform violation
- for chewing gum
- for dropping litter
- for poor behaviour at social or movement times
- or if a student is 'removed' from a lesson.

Following the DFE guidance 'Behaviour in Schools Advice for Headteachers and School Staff' 2024, parental consent or prior notice is not required for detentions, but we will endeavour to contact parents via EduLink. Detentions will take priority over and supersedes representing the school in fixtures or performances. Where appropriate, staff will speak with the student during the detention to have a restorative conversation with the student.

Any member of staff, designated by the principal, may issue a student with detention. Failure to attend a detention will result in referral to the Internal Suspension Room the following day. Should a student receive a second detention in a day, this will result in a referral to the Internal Suspension Room.

In all cases, parents/carers will receive notice of a detention by a message through Edulink by the member of staff who has given the detention. There will be notification 24 hours in advance. If a student does not attend a detention, then the parents/carers will be informed through Edulink and the student will be placed in the internal suspension room on the next school day. The school will only reschedule a detention for a student that has a medical appointment at the time of the detention; evidence of the appointment should be forwarded to the behaviour manager, who will liaise with the family and student.

Staff on detention duty will apply the 4Rs approach to low level disruption during the detention. If a student reaches the 'Removal' stage, they will spend six periods in the ISR on the following school day and re-sit the detention.

c) Monitoring on a 'Report'
A student may be monitored on a report form which is signed by members of staff at the end of each lesson and parents/carers are asked to sign this report each evening. Targets for improvement will vary according to the reason for the student being placed on a monitoring report. Before going home at the end of school a student will meet with an appropriate member of staff who will review if the targets have been met during the day. This might be appropriate for persistent infringements, unauthorised absence from school or lessons.

d) Internal Suspension
A student may be referred to the internal suspension room by a member of staff for (please note that this is not an exhaustive list):

- Missing an after-school detention
- Accumulating 2 detentions in a school day
- Fighting or striking another student
- Racist/ homophobic/ discriminatory comments
- Abusive or offensive language
- Defiance – e.g. Walking away from a member of staff, or refusal to follow instructions
- Dangerous or violent behaviour
- Highly disruptive behaviour
- Damage to school property
- Truanting a lesson
- *Any serious incident may result in a further negative consequence following the conclusion of an investigation.

Internal Suspension Room
When a referral is made the student will have 5 minutes to arrive at the Behaviour Manager's office, who will escort them to the Internal Suspension Room. Failure to go to the Behaviour Manager's office within the expected timeframe is likely to result in a suspension from school. Once in the Internal Suspension Room, the student will spend 6 school periods there and will complete a 45-minute detention on the following day. Parents will be informed on the day of the referral to inform them that their child has been referred to the Internal Suspension Room.
Where appropriate, a restorative conversation will take place with the referring teacher. Whilst in the Internal Suspension Room, students will complete appropriate learning linked to the curriculum. A suitably trained member of staff will supervise the Internal Suspension Room.

Students will remain in the Internal Suspension Room during break and at lunchtime, although time will be made available for students to have break and lunch in the Beehive canteen. Students will be given the opportunity to consider how they can avoid future internal suspensions, through conversations with their Head of Year, a member of SLT or the Behaviour Manager.

Staff on duty in the Internal Suspension Room will apply the 4Rs approach to low level disruption. If a student reaches the 'Removal' stage, they will be externally suspended. The 4Rs will refresh at the start of each new period.

Alternative Suspension Room
Students who have accumulated several internal suspensions may be required to attend the suspension rooms of our partner schools within Surrey Heath. This may occur if a change of approach is required by the school. Parents would be responsible for transport to and from a partner school.

e) External Suspension and 'Red Line' Behaviour
There are certain behaviours, known as 'Red Line' behaviours, that will not be tolerated and ones for which a student is likely to receive a suspension from school in line with the Suspension and Exclusion policy. Red Line behaviours include:

- Refusal to go to the Internal Suspension Room when sent by a member of staff
- Failing to meet expectations in the Internal Suspension Room (followed by a day in Internal Suspension Room on their return). This includes the completion of work whilst in the Internal Suspension Room.
- Swearing at a member of staff
- An unprovoked physically attack on another person
- Carrying or using any prohibited item
- Persistent disruption
- Making a false allegation against a member of staff
- Bullying

Suspensions may also be issued for serious breaches of acceptable behaviour, for anti-social behaviour, or behaviour that is disrespectful to the local community or would tarnish the standing of Tomlinscote within the community.

A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year). The decision to issue a suspension can only be taken by the Principal or the Vice Principals, who act on the Principal`s behalf. An external suspension will only be activated after direct personal contact between school and parents. Copies of the suspension letter will be placed on the student's record and forwarded to Surrey Local Education Authority. A suspension is a very serious matter. During the first five days of a suspension parents / carers are required to ensure that their child is not in a public place during school hours. The school will provide work. It is the responsibility of the parent/carer to ensure that the work is undertaken.

At the end of a period of external suspension, the parent/carers are expected to bring the student to school and attend a reintegration meeting. In this meeting the student will reflect upon the reasons for the suspension and targets moving forward. A reintegration document will be completed. Outside agencies may be invited to this meeting when appropriate.

A Local Governing Body (LGB) Behaviour Review meeting may occur for a suspension or where there have been repeated suspensions in a short period of time.

Should a student be suspended for more than five days the school will make alternative arrangements for the student`s education. In line with Department for Education (DfE) guidance, and based on the principles of Behaviour Partnership working, provision from day six onwards is offered in each of our partner secondary schools, of which there are currently three, namely Collingwood College, Gordon's School, Kings International College, or at the North-West Short Stay School. Students who are suspended for more than five days will be placed, from day six, in the provision that best fits the student's needs at the time of the suspension. This would be at the discretion of the Principal.

Parents/carers may be requested to attend a meeting of the LGB's disciplinary committee for a suspension of between six and fifteen days. A suspension of more than fifteen days' duration will trigger a full disciplinary hearing involving Governors, parents/carers, and Local Authority representatives. This will take place between five and fifteen days from the date of the suspension.

f) Penalty Notice relating to Suspensions

Section 103 of the Education and Inspections Act 2006 places a duty on parents/carers to ensure that their child is not in a public place without justifiable cause during school hours when they are excluded from school. This duty applies to the first five days of each suspension. Failure to do so will render the parent/carer liable to a Penalty Notice. The amount payable is £80 if paid within 21 days of receipt of the Penalty Notice, rising to £160 if paid after 21 days but within 28 days. If the Penalty Notice is not paid, the recipient will be prosecuted for the offence under Section 103. Alternative education provision will be made from the sixth day of any suspension and failure to attend such provision without good reason will be treated as unauthorised absence.

g) Directed Offsite Provision and Managed Moves

Directed offsite provision and managed moves are used when a student displays persistent serious misbehaviour. Directed offsite provision is a temporary arrangement where a student attends another school for a period of 12 weeks with the intention of improving a student's behaviour. The behaviour of the student is reviewed at 6 and 12 weeks. This can be done without the consent of parents.

A Managed Move is used to initiate a process which leads to the transfer of a student to another mainstream school permanently. It should be in the student's best interest and agreed by parents or carers.

h) Permanent Exclusion

In extreme cases the Principal may move to a permanent exclusion. Such instances are rare and would usually be preceded by a student being placed on a Pastoral Support Plan (PSP) following a period of continued disruptive behaviour where the student had failed to respond to lesser consequences. Parents/carers will be aware when a PSP is being contemplated since the provision of the plan signals that the student is in danger of permanent exclusion.

If the Principal has made the decision to permanently exclude a student, then a range of key stakeholders will be informed as soon as possible, and a process will be followed in line with DfE guidance. (Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England August 2024).

According to this guidance the government trusts headteachers to use their professional judgement based on the individual circumstances of the case when considering whether to exclude a pupil.

The decision to exclude a pupil permanently should only be taken:

- in response to a single serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school

Appendix 2 - Expectations and Appropriate School Conduct

At Tomlinscote, we expect our students to:

1. Be on time, smart and calm
2. Have all equipment required for the lesson
3. Follow instructions at the first time
4. Be polite, respectful and kind to all
5. Work hard in and out of lessons

Tutor Advocacy

During registration students will be reminded of our expectations around equipment and uniform. Tutors will actively help students prepare for the day by addressing issues relation to uniform and equipment in a supportive way. For example, by issuing a pen to a student that has forgotten one, by reminding students to take out hooped earrings or address top buttons and rolled/ short skirts.

After registration all teachers will pick-up on poor uniform or lack of equipment and issue a detention if children choose to adjust their uniform to a standard that doesn't meet our expectations, they will receive a detention.

Punctuality

- Students must be on site at 08.30 and sat in their tutor rooms by 08.35
- Students will receive a 10-minute, on-the-day, breaktime detention if they are late to school
- If lateness to school is persistent, students will be issued a 45-minute detention each time they are late
- Students that are late to a lesson will receive a 45-minute detention for the following school day

Uniform

- Students are expected to adhere to the uniform expectations, which includes tucking their shirt in and having their top button fastened. Trouser should be worn with the waistband on the hips and skirts should not be rolled up.
- Students should only wear the permitted amount of jewellery (see uniform policy). Jewellery worn outside of what is allowed in the school policy will be confiscated and can be collected at the end of the term from the student reception (unless confiscated in the last week of term, then it will be returned at the end of the following term).
- Students will be asked to remove nail varnish or inappropriate make-up.
- If students have hair that is breach of the uniform policy, parents/carers will be contacted to collect the student to remedy this. If the parent/ carer is unavailable the student will be placed in the ISR until the hair meets the school expectations.
- Students that arrive to school in trainers must have a note to explain the reason. The school will provide plimsolls to a student that are wearing trainers without a medical reason. We require a note from a medical professional for students to wear trainers to support recovery from an injury.
- Students are expected to wear their Tomlinscote PE kit in PE lessons, even if the student is not physically participating due to injury.

Equipment

At Tomlinscote, we do not issue consequences for accidentally forgetting a piece of equipment; in this case the teacher will lend the equipment to the student and make a note that the student is missing an item. Teachers and tutors will contact parents/ carers if the student is missing the item on subsequent occasions. Tutors and

teachers who spot a pattern where a student is regularly forgetting equipment or items of uniform, will support the student by contacting home and referring concerns to the Safeguarding team. If the issue is persistent a detention will be issued.

iPads

- iPads should not be used in social areas during break or lunchtimes
- If a student takes a photo of another student without their consent, they will receive a 45-minute detention
- If a student takes a photo of a member of staff, they will be referred to the internal suspension room

Appendix 3 - confiscation, retention and disposal of banned items

The Power to Search

Searching can play a critical role in ensuring that the school is a safe environment for everyone.
Only the Principal or a member of staff authorised by the principal may screen or search students, with their consent, who are suspected of having in their possession a prohibited item. If a student does not provide consent, then the school will contact the parents/carers immediately and an appropriate consequence will be applied.
The list of banned items includes knives or weapons, alcohol, illegal drugs, stolen property, tobacco and cigarette papers, a lighter, matches, fireworks, pornographic images or any item that could be used to commit an offence/cause personal injury or damage to property. Furthermore, searches may occur where it is believed that the students have an item, identified in the school rules, which may be considered harmful or detrimental to school discipline and a safe environment. For example, a mobile phone, a vape or e-cigarette. Students may be asked to turn out their pockets, bag, or locker and to hand over an item which is causing disruption or contravenes school policy. The member of staff will ensure that the student understands the reason for the search and how it will be conducted. A student's possessions can only be searched in the presence of the student and another member of staff. There will always be two people of the same biological sex present for the search, whenever that is possible. The DSL will be informed when the search has been completed and the parent of the student as soon as practicable. If there is good reason to do so any electronic device which is found may be examined and any data or files may be erased or retained if such material could cause harm, disrupt teaching, or break school rules. If the police were required to do a search on a student in an exceptional circumstance, then the parents/carers will be informed beforehand ad given an opportunity to attend. If the parents/carers were not available, then a member of staff will always be present.

Confiscation of banned items

The school is able to confiscate any item that they have reasonable grounds for suspecting:
• poses a risk to staff, students or themselves.
• is prohibited (or identified in the school rules for which a search can be made) or
• is evidence in relation to an offence or a potential offence.

The items or property will be confiscated as a disciplinary consequence. The school also has the right to determine when such items may be returned or if they will be disposed of. Advice may be sought from the police when it is considered appropriate.

Confiscation, retention, and disposal of banned items

Jewellery

- Jewellery, other than that which is permitted, will be confiscated and held in the Student Reception until the end of the term in which it was confiscated. Details of permitted jewellery are listed in the school's Uniform Policy which is on the school website.
- Items of confiscated jewellery which are handed in to the Student Reception by members of staff will be kept securely and labelled with the name of the student, date of confiscation and initials of staff member.

Mobile phones

- In January 2026, the Department for Education (DfE) updated its guidance to schools, shifting from a discretionary approach to a clear expectation that schools should be phone-free by default. Further to this, in April, the government proposed strengthening this by making the ban a legal requirement rather than an expectation. This latest stance from the DfE now matches our own: that schools should be

mobile-phone-free environments for the entire school day, including lessons, transition times, break times and lunchtimes.

- **All smart devices including mobile phones, wireless headphones, smartwatches and wearable smart devices should be kept in a locked a Yondr pouch when students are on the school site.** If a student is discovered to have one of these items in school that has not been locked away mobile phone, it will be confiscated for a period of 5 school days including across the weekend or to the following Monday.

Hooded Tops

- Hooded tops or hoodies are not permitted. If a student is wearing a hoodie around the site, it will be confiscated and handed into student reception where it can be collected at the end of the school day.

Other banned items which will be confiscated and immediately disposed of include:

- Aerosols
- Fizzy drinks/ energy drinks
- Chewing gum
- Water pistols
- Stink bombs
- Happy snaps/ firecrackers

Confiscated items not collected are archived at the end of the Academic year and retained for 1 year. While reasonable care will be taken with confiscated items, we can accept no responsibility or liability for the loss or damage of such items.

The Use of Reasonable Force to control or restrain students

Teachers, and other persons authorised by the principal who have control or charge of students, have the powers to use reasonable force to prevent a student from doing or continuing to do any of the following:

- committing a criminal offence
- injuring themselves or others
- causing damage to property
- engaging in any behaviour that is prejudicial to maintaining good order and discipline at the school. This excludes items which are banned under school rules.

This power may be used where the student (including a student from another school) is on school premises or elsewhere in the lawful control of the staff member (e.g. on a school visit). It is envisaged that this measure would only be used in exceptional circumstances, where the behaviour was sufficiently dangerous or disruptive and could not be dealt with by any other means.

The school will keep records of every incident in which force has been used.

Breakages or damages to school premises/equipment/ other students' property

In line with our Charging and Remissions Policy, charges will be made to parents by the school where damage results from a student's inappropriate behaviour. Charges are determined on an individual basis, and an invoice will be sent directly to the parent/ carer.

If a student's property is damaged by another student, the child might receive an appropriate consequence for this, and the cost of any replacement will be passed onto the parent of the student that caused the damage.

Appendix 4 – Child on child abuse, online incidents and outside school

Child-on-child sexual violence and sexual harassment

In every aspect of the School, sexual violence and sexual harassment are never acceptable and will not be tolerated. Following any report of child-on-child sexual violence or sexual harassment offline or online, the procedures outlined in the 'Child Protection and Safeguarding Policy' will be followed alongside any potential disciplinary response. Students whose behaviour falls below our expectations both in language as well as action will be issued a proportionate consequence. This can include suspension and up to permanent exclusion. This is because we strongly believe that all students and staff deserve to be in an environment which is free of the risk of sexual harassment and sexual violence.

Outside School

Students are ambassadors of the school and should have due regard for the reputation of the school in the local community. This includes behaviour such as:

- when taking part in any school-organised or school-related activity.
- when travelling to or from school.
- when wearing school uniform.
- when in some other way identifiable as a student at the school.
- which have repercussions for the orderly running of the school.
- which poses a threat to another student, member of staff or members of public; or
- which could adversely affect the reputation of the school.

Where it comes to the attention of the school that there has been misbehaviour, students may be subject to an appropriate consequence.

Behaviour Incidents online

It is expected that parents/ carers, will discuss and agree their expectations around appropriate use of mobile phones, internet access and social media with their child, including the risks associated. It is also expected that parents will set boundaries and agree upon regular check-ins to keep their child safe and encourage open communication.

When considering behaviour incidents online we are clear that the Behaviour policy applies to all activity online including all forms of social media and that they apply to online activity for both school purposes and personal use that may affect the school, students or staff in any way. This will be in line with current school policies around social media and online safety. Instances of prohibited online behaviour may include:

- damage to the school or its reputation, even indirectly
- use that may defame school staff or any third party
- misuse of school IT and passwords
- use that may harass, bully or unlawfully discriminate against staff, other students or third parties
- false or misleading statements
- use that impersonates staff, other students or third parties
- expressing opinions on the school's behalf
- using school logos or trademarks.
- Cyber-attacks on school systems

Even where a student commits inappropriate online behaviour whilst not at school, these actions may be considered under the Behaviour policy where that behaviour poses a threat or causes harm to another student, staff and/or could have repercussions for the orderly running of the school when the student is identifiable as a member of the school or if the behaviour could adversely affect the reputation of the school.

Misuse of social media can be reported on 'a helping hand,' or to a member of the student's pastoral year team who are best placed to then support with resolving any concerns raised. Student involvement in behaviour incidents online may lead to students being issued a consequence for this behaviour.

In line with government guidance relating to the Prevent Duty and Keeping Children Safe in Education, children must be kept safe from terrorist and extremist material and suitable filtering and monitoring within school is in place. Even though the online space differs in many ways, the same standards of behaviour are expected online as apply offline and everyone should be treated with kindness, respect and dignity. Where an incident involves nudes or semi-nude images and/or videos, this will be referred to the designated safeguarding lead or deputy safeguarding lead who will act in line with the 'Safeguarding and Child Protection' policy to ensure that students are appropriately safeguarded.

Appendix 5 – Home-school agreement

This is a partnership agreement and to work effectively it is important to understand the respective roles and responsibilities that each partner has. This Agreement embodies the values and ethos of Tomlinscote School.

The Student will:
Always be polite, kind, helpful and respectful to others in the school and the community
Attend school every day and be on time
Bring all the equipment needed each day
Do all classwork and home learning to the best of their ability
Keep Tomlinscote free from litter, graffiti and avoidable damage
Take pride in their appearance and dress according to the school requirements
Report any issues or concerns promptly
Follow the school's policies for behaviour and discipline whilst in school and when wearing the Tomlinscote uniform
Will not post negative or defamatory comments about the school, students or staff on social media

The Parents/Carers will:
Ensure that my/our child attends school punctually and properly equipped
Ensure my/our child wears the correct school uniform
Support all school policies
Support my/our child and the school in home learning and ensure that home learning is completed
Attend information evenings, progress meetings and other relevant discussions about my/our child
Inform the school promptly about any concerns or problems which might affect my/our child's work, behaviour and attitude
Provide up-to-date contact details and regularly check the information on Edulink
Ensure that any form of communication with the school is respectful
I/We will trust the school's decision in relation to behaviour, discipline and consequences
Contact the School to discuss any concerns or issues promptly that I/we may have.
I/we will not post negative or defamatory comments about the School, Students or Staff on social media.

The School and Governors will:
Undertake to provide a high quality educational, social, moral and spiritual experience (within the available resources) in a climate characterised by strong personal relationships and mutual respect
Set, assess and monitor home learning
Contact parents if there is a concern with punctuality or attendance
Inform the family about any concerns or problems that affect the child's work, behaviour or attitude
Provide the family with regular information on student assessments and progress
Regularly arrange progress meetings during which routine student progress will be discussed, and facilitate parental access to the appropriate staff on occasions when parental concerns are expressed
Keep the family informed about school activities and examination results via letters home and notices of special events
Celebrate success and achievements
Provide a safe environment for students to be listened to and taken seriously, especially regarding their mental health and well-being.