



The Telford Langley School
ENSURING EXCELLENCE

Behaviour and Discipline Policy

Approved: Spring 2026

Behaviour and Discipline Policy

(Including Code of Conduct and Anti-Bullying Policy)

Policy Name:	Behaviour and Discipline Policy
Policy Owner:	Mrs E Blount
Last Reviewed:	Spring 2025
Policy Approved \ Ratified by:	School Standards Committee
Term Policy Approved:	Spring 2026
Next Review Due:	Spring 2027
Document Version:	9.0

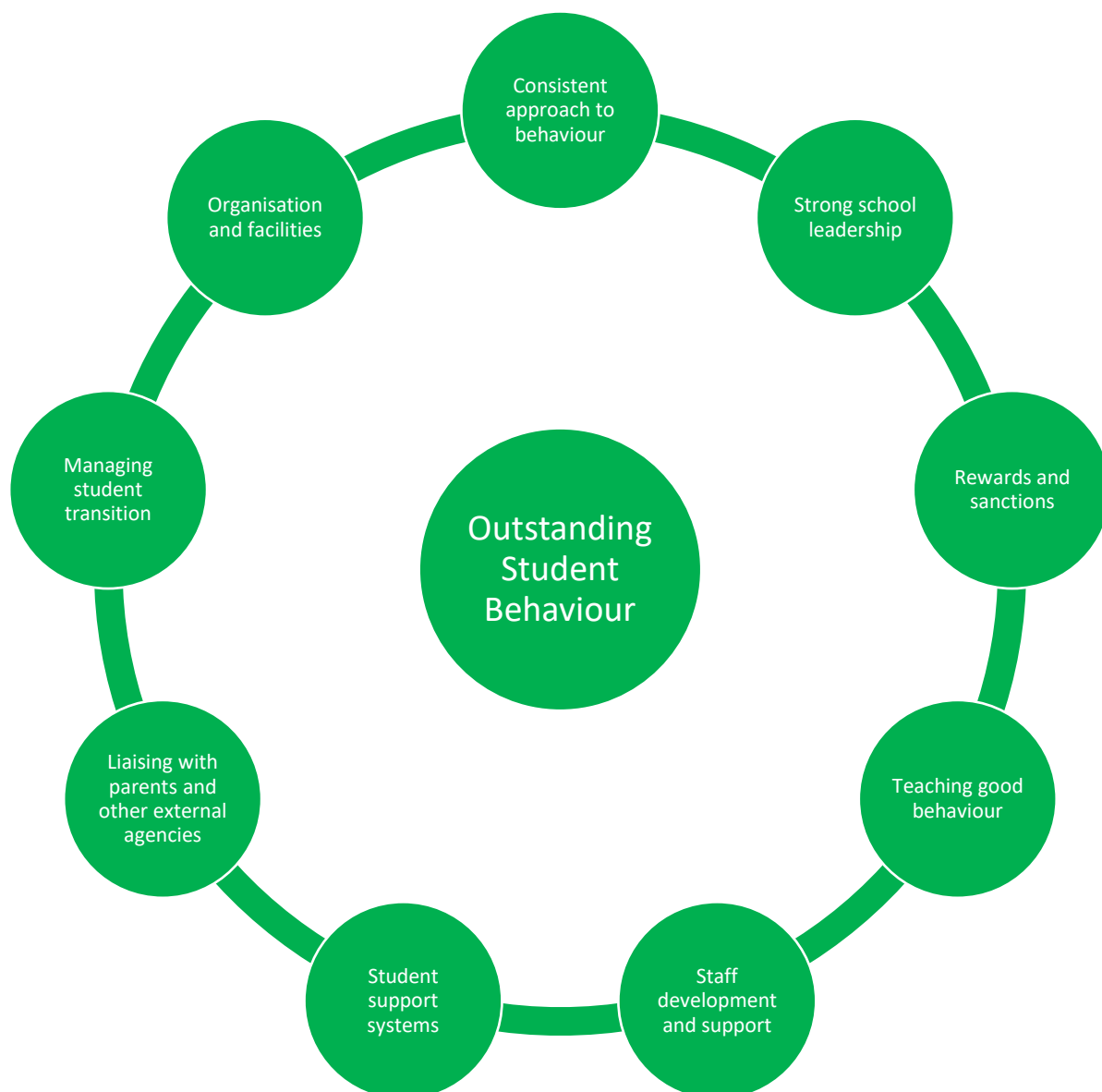
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1. Introduction

To be successful, a school must promote good behaviour among its students and create an orderly atmosphere for learning. This document sets out the main ways we achieve this at The Telford Langley School. It includes our *Code of Conduct for Students* and our *Anti – Bullying Policy* which outline the rules and guidance which we expect everyone to follow. It concludes by summarising the rewards and sanctions which we use. The policy should be read in conjunction with our 'Ensuring Excellence' document and the restraint and physical intervention policy.

We aim to provide an orderly, caring learning community where ALL students have the right to learn and ALL teachers have the right to teach.



2. Code of Conduct for Students

At The Telford Langley School, students are expected to treat others as they would wish to be treated themselves, showing courtesy and consideration to fellow students, staff, visitors and local residents. The Code exists to ensure that students are able to concentrate on their learning in a safe, orderly and pleasant atmosphere. It should be followed whenever students are representing The Telford Langley School, including on the way to and from school, whether walking, cycling or using the bus.

BE READY

- Wear the correct uniform.
- Always be on time.
- Sit in the seat you have been given by your teacher.
- Enter the lesson and leave the lesson in a calm and sensible way.
- Complete your 'Do Now' task as soon as you have entered the room.
- Follow your teacher's instructions.
- Participate in your learning by answering questions and/or contributing to discussions.
- Complete tasks set.
- Ask for support if you need it.
- Complete all homework tasks.
- Push yourself to always improve.

BE RESPECTFUL

- Respect others by listening when they are speaking.
- Do not distract others.
- Support other students in your lesson.
- Be kind and helpful to other students.
- Think carefully about what you say and how you say it.
- Look after your own belongings and respect those of other people.
- Look after school property and be proud of your school.
- Don't drop litter.
- On your way to and from school you must behave sensibly and show respect.

BE RESPONSIBLE AND SAFE

- Walk calmly around the school site.
- Phones should be switched off in school and should not be seen– this includes earphones attached to mobile phones or airpods.
- Do not bring dangerous items to school.
- If you bring medication to school, hand it in to reception
- Wheel your bicycle on the school grounds and be safe on your journey to and from school.
- Clear your table and put rubbish in the bin when you have eaten in the canteen.
- Report graffiti or damage to school property.

- Smoking/vaping is not allowed on school premises or buses.

USE OF SOCIAL MEDIA

- Always be polite when communicating with others.
- Do not use abusive language towards others that may be humiliating and hurtful.
- Do not post or distribute images or videos of others without their permission.
- Do not post or send inappropriate images or videos of yourself or others to anyone.
- Do not post offensive or inappropriate comments about the school or members of staff.
- Report any instances where you come across any information/images that you find upsetting.
- Do not meet with anyone you have met online without first checking with your parents. If they agree to the meeting, make sure it is in a public place and do not go alone, ideally taking a parent with you.

If you bring medication to school, hand it in to the Main School Reception. Remember that the office can only give you medicine, such as painkillers if they have first received written permission from a parent/guardian. These forms can be obtained from the schools main office.

We aim to provide an orderly, caring learning community where ALL students have the right to learn and ALL teachers have the right to teach.

3. Roles and Responsibilities

The School standards Committee are responsible for:

- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

The Headteacher is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Use the 4 to start and finish approach during every lesson
- Employ a carefully prepared seating plan to help enable students to work to their potential, changing it as and when they feel is appropriate
- Deliver well planned and prepared differentiated learning opportunities that engage, challenge and enable students to be successful
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly
- Praise and actively reward students when they work hard and try their best
- Challenging pupils to meet the school's expectations
- Employ a range of classroom strategies as appropriate when students are not responding as you would expect them to, underpinned by clear communication that builds strong relationships

Parents and Carers are responsible for:

- Getting to know the school's behaviour policy and reinforce it at home where appropriate
- Supporting their child in adhering to the school's behaviour policy
- Informing the school of any changes in circumstances that may affect their child's behaviour
- Discussing any behavioural concerns with house staff promptly
- Taking part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions and suspension reintegration meetings)
- Raising any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Taking part in the life of the school and its culture

4. Rewards

We expect all students to behave well, work hard and achieve their full potential. All students like to be praised for their effort and achievement. There are many ways in which the academic, sporting, social and cultural achievements of students are celebrated.

At The Telford Langley School, we offer a range of rewards to:

- Recognise the value of students' regular attendance, achievement, effort, service, and leadership within the school.
- Give positive encouragement to students to succeed and to contribute.
- Enhance staff-student relationships within the school.
- Improve students' sense of worth and self-confidence.

All staff should use the reward systems to acknowledge achievement and positive behaviour and should encourage students to value and participate in the reward systems.

Student Rewards – Points-Based Online System

We operate a points-based online rewards system linked to our MIS provider. Teachers award students points (electronic points) for a range of commendable reasons such as:

• Completion of homework	1 praise point
• Excellent literacy\numeracy in lesson	1 praise point
• Outstanding behaviour for learning	1 praise point
• Outstanding effort in lesson	1 praise point
• Outstanding contribution to the learning environment	1 praise point
• Outstanding contribution to the school ethos	1 praise point
• Excellent progress towards target grades	1 praise point
• 100% weekly attendance with no late marks	5 praise points
• Star of the Week	10 praise points

Students will receive rewards and prizes throughout the academic year when they reach a reward milestone. This will refresh at the start of each new academic year.

100 Praise Points	Certificate in House Colour and a letter home from their tutor
200 Praise Points	Bronze certificate, badge and a letter home from their Head of Year
300 Praise Points	Silver certificate, badge and a letter home from the Deputy Headteacher
400 Praise Points	Gold certificate, badge and a letter home from the Headteacher
500 Praise Points	Platinum certificate, badge and a letter home from the Headteacher and Chair of the Standards Committee.

Verbal praise

Staff should aim to praise students as often as possible; a quick, simple, personal and effective reward, that makes students feel valued and that their efforts are acknowledged.

Star Pupil

Each lesson staff will nominate a pupil of the lesson who will be placed into a draw at the end of the week to receive a prize and certificate.

Star of the week

Each week during house assemblies a pupil will be rewarded for their commitment to their learning. A message will be sent to parents via MCAS to enable parents to reward their child at home.

Praise Postcard

Staff will acknowledge student attitudes through postcards that praise their contribution to school life, both in and out of the classroom. Both pastoral and curriculum leaders send postcards home to congratulate students on their excellent work, attitude and behaviour. These students are selected by their class teachers and tutors and are only sent to students who are seen to be deserving of additional praise and recognition.

Assemblies

- Heads of House should use the weekly house assembly to celebrate individual and/ or group achievements/ successes/ positive activities.

- Heads of House will regularly review students' attendance weekly and announce and congratulate the tutor group with the highest attendance for the week.
- Attendance certificates are awarded half - termly to those students with 100% attendance.
- Pupils will also enter a draw for a £5 Amazon voucher during every assembly if they have had 100% attendance for the previous week.

Phone Calls Home

Every week staff will make positive phone calls home to parents in order to recognise those pupils who have gone above and beyond in their work or daily school life.

Annual Celebration Evening

Students achieving significant personal success in any aspect of the school curriculum will be invited with their parents to join in our Celebration Evening in the Summer Term.

Curriculum leaders are asked to nominate high achieving students in each year group to receive prizes. Heads of House / SLT will nominate one boy and one girl for the 'Student of the Year Award'.

4. Consequence System

In all classrooms we aim for praise to outweigh consequences. There should be an 80/20 ratio. We need to concentrate on **positive aspects of behaviour**.

When students behave inappropriately staff will provide a cool, mechanical, emotionless response. Save emotion, passion, enthusiasm and excitement for when it has most impact - when students behave appropriately.

Setting the scene for positive behaviour is key.

Staff will always use their Professional Best by:

- Implementing the assertive discipline policy
- Implementing agreed school routines.
- Being consistent in the context of an understanding of the students' emotional and social backgrounds
- Building positive relationships with young people and be relentlessly optimistic
- Appreciating that one professional's actions can impact on the work of others – positively or negatively
 - Use the 'lighthouse effect'/eyes in back of head, remaining vigilant and knowing what students are doing all of the time
 - Take direct and prompt action on inappropriate behaviours in line with discipline policy
 - Insist on courtesy and politeness and model this
 - Keep things in perspective
 - Do not back children physically or figuratively into corners.
 - Contribute to ensuring the highest standards of behaviour and manners outside lessons
 - Practise and encourage mutual respect, fairness and friendliness
 - Always take opportunities to challenge prejudice
 - Never hold grudges
- Modelling our expectations
- Being a role model on duty and use this time as an opportunity to praise good behaviour and reinforce expectations
- Applying school policies fairly and consistently

Staff will:

Positive role model – smile, be enthusiastic about working with the students and about the content/context of the lesson. Discuss how successful learners deal with the frustrations and create a calm atmosphere.

Give Achievements and Praise - apply achievements and praise with care – be sure you have explained why a student has received the achievement or praise as some students may feel that individuals are given acknowledgements unjustly.

Start each day with a clean slate – making sure that incidents have been dealt with from prior lessons. (Please clean your consequence boards at the end of the day). Students should be spoken to in the consequence detention.

Be consistent - use this and only this approach with **all** students as they must perceive this as a predictable, reliable and consistent pattern.

Our Professional Best exemplifies and describes what we expect from each other as professionals in terms of excellent behaviour management. With these in place, there will be a limited need for the Consequence system.

The consequence system will be delivered using the behaviour, impact, need model. The teacher will explain the behaviour that is needing to change, they will say what impact it is having on their learning and the learning of others. The teacher will conclude by stating what the student needs to do to improve their behaviour.

Consequence/Behaviour	Behaviour Management Dialogue/Strategies
Warning – Rule Reminder A warning can be given to an individual and also a group/class.	“Philip you are talking, this is distracting other pupils. If you choose to keep talking that is a C1” State the behaviour, the impact on themselves and others and what the pupil needs to change. Try and identify behaviour that is proactive/positive. Staff do not have to write the student’s name on the board at this point.
C1- First negative behaviour The student’s name must be written on the board at this point.	“Philip you have continued to talk across the classroom which is unacceptable, this is affecting others’ learning by not allowing them to concentrate on their work. I need you not to talk across the classroom. Philip you are now on a C1” When issuing a C1 a learning check must be completed by the class teacher: does the pupil understand the activity, have the resources been adapted to meet the pupils need. Mark the moment of poor behaviour, but then redirect behaviour with teaching and learning reminders. Raise expectations and defuse the situation by praising those who are working well.

C2 – Second negative behaviour	“Philip you have again continued to talk, this is not allowing other pupils work to their potential, I need you to stop talking and get on with the task. You have now moved to a C2” When issuing a C2 teachers will move the pupil to an alternative seat in the classroom to aid their learning. When you have given the verbal comment try speaking privately to the student. Getting down to the student’s eye level being more personal can help diffuse whole class communication, this will keep the class calm, additional signals or nonverbal refocusing is useful.
C3 - C3 Behaviour Call Out (BCO)	A C3 BCO will be issued if a teacher has tried to manage the behaviour within the lesson but a pupil(s) behaviour continues to disrupt the learning of others. A member of staff on call out will attend the lesson and remove the child for a behaviour dialogue and decide if they are regulated enough to return. If not, they will be removed to their pastoral base and a C4 REMOVE issued.
C4 - Fourth negative behaviour (Remove)	If a pupil continues to disrupt the learning of others following the C3BCO then a C4 REMOVE will be issued, staff will remove the child to their pastoral base. Staff will log a C4 REMOVE on Arbor which will generate an after-school detention.

C5- Immediate C5 for: Health and Safety Violence or threatening behaviour towards others Swearing SLT reserve the right to issue a C5 where a pupils behaviour contravenes the pupils code of conduct outside of lessons.	A phone call will be made by house staff for every child that receives a C5 during the day. Parents can also view the behaviour incident on their Arbor app. The pupils Head of House reserves the right to extend the duration of the pastoral base time if changes in behaviour are not displayed.
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C5 Truancy	This is given for a student not attending lessons even though they are in school. Staff will ensure lesson-to-lesson registration is accurate and completed timely. Staff will check their registers to identify whether absent students have been absent all day. They can also be issued if a student leaves your lesson without permission, or you see a student around the school anywhere they should not be.
Re-integration meeting	Reintegration meetings are held between the Head of School and/or a member of SLT, any other pastoral staff as appropriate, the student and the parent/carer when a student returns from suspension. At this meeting the student’s behaviour will be discussed and ways to modify this behaviour will be explored.

5. Detentions

The majority of students complete their school career without ever receiving an after-school detention. However, if a student is sanctioned with a C4 REMOVE, a half hour next day after school detention will be issued. Students will be supervised and given a reflection activity to complete. All detentions must be completed. If a student is absent on the day of the detention it will be rearranged. Parents will be notified of the detention via the school SMS service and the Arbor app.

C4 Detentions will take place daily and will initially last for 30 minutes in duration. Should a child disrupt the detention then extra time may be issued. Should a child miss their initial detention this will be escalated to a 60-minute detention. If a child misses the 60-minute detention they will be issued with an internal exclusion which includes both break and lunchtime.

If a child is issued a C5 a pastoral detention will be issued. These will take place on Tuesday and Thursday afternoons in pastoral bases and last for 30 minutes. If a pupil fails to attend a pastoral detention this will result in a loss of social time (LOST) on the following day.

6. Pastoral Bases

Pastoral bases have been introduced to provide a therapeutic approach to behaviour management. Following pupils having time off school during 'lockdown' school leaders identified the need for a therapeutic approach which incorporates a restorative approach to behaviour. Each house has their own identified pastoral base. This allows for more behaviour conversations to take place away from the classroom and time to implement strategies to improve behaviour rather than just punitively sanction poor behaviour. Whilst in the pastoral base pupils will be supervised for their break and lunch times.

Pupils will also complete schoolwork set by their class teachers in line with that of their peers to ensure that all pupils receive a broad and balanced curriculum which is bespoke to their individual learning needs. This curriculum could include nurture and 'Kooth' mental health support.

7. Offsite Direction/Managed Move

To avoid a permanent exclusion: - The school may use a "off-site direction" or a "managed move" to another education setting.

Off-site direction is when the Academy requires a young person to attend another education setting to support them to improve their behaviour for a time-limited period. Where interventions or targeted support have not been successful in improving a young person's behaviour, off-site direction will be used to arrange time-limited placements at an Alternative Provision (AP) or another mainstream school. Off-site direction will be used to improve a young person's future behaviour and support them in remaining in mainstream education. Telford Langley School will have clear procedures for monitoring the effectiveness of the placement in terms of well-being, safeguarding and both academic and personal development.

The headteacher reserves the right to use the powers afforded to them within the DFE guidance for Maintained schools, academies and pupil referral units in England (September 2023) "Suspensions and Permanent exclusions from Maintained schools, academies and pupil referral units in England including Pupil Movement" to direct education off-site (OSD). Please refer to section 23 of the DFE guidance, "Alternative provision" 2013 and Sections 36 to 46 of the DFE guidance, ""Suspensions and Permanent exclusions from Maintained schools, academies and pupil referral units in England including Pupil Movement" 2023.

Managed moves are used as a supportive measure to give young people a fresh start. It should be noted that these arrangements can be established for reasons other than behaviour concerns. Managed moves take place amongst local schools. The Telford Langley School will always support young people who are on a managed move placement to give them every opportunity to be successful and to receive the care they need. A successful managed move results in the young person joining the placement school permanently. At any point during the managed move trial period a young person can have their placement terminated for a one-off serious incident or for persistent failure to adhere to the placement school's behaviour policy. Placement schools may also call for emergency meetings if they feel the managed move is at risk to try and help support the young person and keep the parents/carers updated on any incidents. If a young person does have their managed move terminated, a meeting will be arranged at the original academy/school to discuss how best the young person can be supported. Once taken on roll, the young person has permanently moved to that school. It is important to note that when a young person is on a managed move trial period they are treated as being a part of the school community at their placement school and will be expected to adhere to the placement school's behaviour policy. They are also expected to attend school every day and be on time.

8. Suspension

The formal suspension of a student as a temporary or permanent measure is the strongest sanction available and one which will never be used without considerable thought.

The school should provide our students with an environment in which they can develop as valued members of society; that environment must be harmonious, safe, and calm and ordered. The sanction of suspension will only be used when a student threatens to seriously disrupt the maintenance of that environment. The serious nature of suspension means that it should act as a deterrent to those students who do not meet the standards of behaviour expected in School.

A student can be suspended from the school for a maximum of 45 days (90 sessions) in any one school year. If any pupil receives 15 days suspension within a term a Pupil Discipline Committee meeting will be held.

Parents will be expected to attend a meeting at the school, usually with the Head of House or SLT, on the day of the pupil being readmitted.

Work will be set for students to complete at home during the suspension period. Heads of House are expected to co-ordinate this, liaising with curriculum teachers.

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9. Permanent Exclusion

This is the most severe sanction available to a school. As such it is very rarely used at The Telford Langley School and is reserved for the most grave or repeated breaches of discipline. A permanent exclusion could be issued in response to a serious one-off 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 in the school.

Following a permanent exclusion being issued a Pupil Discipline Committee meeting will be held within 15 days of the permanent exclusion being issued.

This policy should be read in conjunction with the Exclusion Policy.

10. Pupil transfer

To avoid a permanent exclusion parents may be offered the opportunity to transfer their child to another school within Telford and Wrekin. If this is agreed between the school and the parent/carer the student will move onto the new school roll with immediate effect and the permanent exclusion will be withdrawn.

11. Poor behaviour outside of school

When dealing with an 'out of school' incident, the pastoral team will investigate and consult the Deputy Headteacher (relationships) regarding action to be taken.

Students may be disciplined for misbehaviour when:

- Taking part in any school-organised/school-related activity.
- Travelling to or from school.
- Wearing school uniform.
- They are in some other way identifiable as a student at The Telford Langley School.
- Their behaviour could have repercussions for the orderly running of the school.
- Their behaviour poses a threat to another student/member of the public.
- Their behaviour could adversely affect the reputation of the school.

12. Reasonable Force

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

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

Incidents of reasonable force must:

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

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

The policy should be read in conjunction with the Physical Intervention and Restraint Policy.

13. Home and School Communication

The huge majority of our students receive rewards throughout their time at The Telford Langley School because they continue to be well-motivated, self-disciplined and hard-working. However, some students do experience problems or go through a difficult time at some point in their school careers. Loss of motivation or deterioration in behaviour can have a variety of causes and we always try to establish the precise circumstances of each individual case. Whenever possible, we aim to avoid the use of serious punishments by contacting home and

inviting parents into school to discuss what is going wrong and how it can be put right. By working together at an early stage, we can usually sort out the problem.

14. Child-on-Child Abuse

All staff are aware that safeguarding issues can manifest themselves via child-on-child abuse. This is most likely to include, but may not be limited to:

1. bullying (including cyberbullying);
2. physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
3. sexual violence and sexual harassment;
4. sexting (also known as youth produced sexual imagery); and
5. initiation/hazing type violence and rituals.

This policy should be read in conjunction with the schools Child-on-Child abuse policy.

17. Equality

At Telford Langley we acknowledge our legal duties under the Equality Act 2010 in respect of safeguarding all students, irrespective of sex, race, disability, religion, sexual orientation or gender reassignment. We also recognise our legal duties in respect to ensuring 'reasonable adjustments' are made for students with Special Educational Needs. Close liaison with the Inclusion Team will always occur where a student with SEND is exhibiting serious behavioural issues or where a student exhibits new or extreme negative behaviours. In these circumstances appropriate assessments will be made and interventions will be put in place, as required.

18. Searching, Screening & Confiscation

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Confiscation

Any prohibited items found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

Prohibited/banned items:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- E-cigarettes or vapes
- Fireworks
- Pornographic images

- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents/carers, if appropriate.

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and make sure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. “I will ask you to turn out your pockets and remove your scarf”
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil’s co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact a member of the school leadership team to try to determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited item, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desk or locker.

'Outer clothing' includes:

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

Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including:

- Lockers
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items including incidents where no items were found, will be recorded.

Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item. A member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything

- What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the [Police and Criminal Evidence Act 1984 \(PACE\) Code C](#).

19. Anti-Bullying Policy

The aim of the Telford Langley School anti-bullying policy is to prevent bullying of any sort and to ensure that everyone can operate in a supportive, caring and safe environment without fear of being bullied. All members of the community, including teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is and be familiar with the School policy on bullying: therefore the aim of the policy is to help members of the school community to deal with bullying when it occurs and, even more importantly, to prevent it. Bullying is an anti-social behaviour which affects everyone; it is unacceptable and it will not be tolerated. Everyone in the community has a responsibility to report any incident of bullying that comes to their attention and these reports will always be taken seriously.

Definition of Bullying

Bullying may be defined as any deliberately hurtful behaviour, usually repeated over a period of time and intentionally hurts another pupil or group physically or emotionally, where it is difficult for those being bullied to defend themselves, and is often motivated by prejudice. Examples of unacceptable behaviour include,

- physical assault.
- verbal abuse, by name calling, teasing or making offensive remarks.
- cyber-bullying, which is defined as the use of ICT by an individual or group in a way that is intended to upset others. Examples include using social websites, mobile phones, text messaging, photographs, video and e-mail.
- indirect emotional tormenting by excluding from social groups or spreading malicious rumours.

Bullying may be overt and intimidatory but is often hidden and subtle. It includes actions or comments that are racist, religious or cultural, homophobic, transphobic, sexist, sexual or which focus on disabilities or other physical attributes (such as hair, colour or body shape) or any reference to Special Educational Needs and/or disability.

Bullying Outside School Premises

Head teachers have a specific statutory power to discipline pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives head teachers the power to regulate

pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff. This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in the town centre. Where bullying outside school is reported to school staff, it should be investigated and acted on. The head teacher should also consider whether it is appropriate to notify the police or community support officers.

What Should You Do If Bullying Is Taking Place?

If you are being bullied or you know of someone else being bullied – **TELL SOMEONE**. Don't blame yourself for what has happened.

Remember:

- Tell your parents and in school tell your form tutor or any other adult you trust.
- If it is urgent **TELL** the nearest adult. If they do not listen **TELL SOMEONE ELSE. DON'T GIVE UP. IF YOU DON'T TELL, THINGS COULD GET WORSE.**
- Walk away from any dangerous situation and **GET HELP**.

As well as telling, you can help stop bullying by:-

- Being friendly towards people you know are being bullied, including them in your discussions, break-times and lunchtimes.
- Not laughing when someone is being bullied.
- Saying out loud that you don't like what is going on.
- Not joining in.
- Letting an adult know if you see someone else being bullied.

FOR PARENTS

Things to look out for in victims of bullying:

- Regularly feeling sick or unwell in the mornings.
- Reluctance to make the journey to and from school.
- Money or possessions going missing.
- Clothes or school bag torn.
- Wanting extra pocket money for no particular reason.
- Unexplained cuts and bruises.
- Taking different routes to school.
- Unexplained behaviour changes, e.g. moody, bad tempered, tearful.
- Unhappiness.
- Nightmares.
- Not wanting to leave the house.
- Reluctance to talk openly about school friends and playtimes.

WHAT YOU SHOULD DO IF YOU THINK YOUR CHILD IS BEING BULLIED

- Calmly talk with your child about his/her experience.
- Make a note of what your child says – particularly who was said to be involved; how often the bullying has occurred, where it happened and what has happened.
- Reassure your child that he/she has done the right thing in telling you about the bullying and that there is nothing wrong with him/her.
- Encourage your child to report any incidents of bullying to a teacher immediately.
- Make an appointment to see your child's Head of House even if your child is reluctant that you do so.

WE CAN ONLY DO SOMETHING IF WE KNOW THERE IS A PROBLEM

- Explain to the teacher the problems your child is experiencing.
- Do not encourage your child to hit back. It will only make matters worse. Such behaviour could be contrary to your child's nature.

Anti-bullying Procedures

All students are encouraged to feel it is right to tell someone if they are being bullied or if someone they know is being bullied. Incidents of bullying will be referred to pastoral staff and dealt with quickly and appropriately.

Whilst it is the responsibility of all staff within the school to reinforce the anti-bullying strategy and support the victims of bullying, it is recognised that not all staff have the capacity (due to the commitments of their job) to carry out a swift and thorough investigation. Therefore incidents of bullying should be referred to the appropriate house team as quickly as possible.

Staff suspecting an incident of bullying should:

- Reassure the young person that their concerns are being taken seriously and will be investigated.
- Contact the relevant Head of House as soon as possible with details of the incident.
- Record the incident details on the school's electronic recording system as an 'Incident'.

Pastoral staff will investigate all reported incidents of bullying using the following procedure:

- Appropriate students will be interviewed by the relevant pastoral staff and statements taken.
- If the investigation confirms a bullying incident has taken place pastoral staff will enter the bullying incident on the bullying tracker
- Appropriate sanctions will be used for the perpetrator/s
- Parents of the victim and perpetrator will be notified immediately and support will be given by the student support officer. The incident will be reviewed regularly with regular contact with the victim and parents (timing appropriate to individual situations).

The Role of the Anti-Bullying Ambassadors

The trained ambassadors will often be the first point of contact for students who are the victims of bullying. Ambassadors will be easily identified around the School site by wearing an Anti - bullying Ambassador badge. A display of trained ambassadors can be found in the Science department.

The ambassadors will be able to:

- a) Listen to and provide support for fellow students
- b) Share concerns about vulnerable students with pastoral staff/Anti bullying ambassador coordinator (always with a commitment to maintaining confidentiality whenever possible)
- c) Signpost students to other support services available
- d) Show commitment to the anti-bullying ambassador scheme and recruit new students to the scheme
- e) Be involved in regular monitoring of the scheme
- f) Work together with House Teams, staff and students in promoting good citizenship and inclusion throughout the school

The ambassadors will meet as a group with the designated Anti-bullying Co-ordinator every half term to reinforce their training, share experiences, feedback on the programme and make suggestions for improvements.

Recruitment and training of new mentors will take place annually in a programme Coordinated by the anti-bullying ambassador.

Sanctions

Bullying in any form will not be tolerated at The Telford Langley School and bullying related incidents will be dealt with seriously. Each incident will be investigated thoroughly and parents will be kept fully informed of the outcome of such investigations. Sanctions applied will depend upon the individual incident but may include:

- Alteration to seating plans within teaching groups
- After school detentions
- Restricting access to the school site or classrooms
- Internal exclusion

- Exclusion from school site at lunchtime for a fixed period of time
- Transfer of form group or teaching group
- In serious cases the school will consider a fixed term exclusion/permanent exclusion

Useful Websites

www.childline.org.uk

www.bullying.co.uk

www.anti-bullyingalliance.org.uk

www.need2know.co.uk/beatbullying

www.diana-award.org.uk

20. Mobile Phones

Pupils are not able to use their mobile devices in school. The DfE guidance states that "All schools should be mobile phone-free environments by default; anything other than this should be by exception only".

Government guidance "prohibits the use of mobile phones and other smart technology with similar functionality to mobile phones (for example the ability to send and/or receive notifications or messages via mobile phone networks or the ability to record audio and/or video) throughout the school day, including during lessons, the time between lessons, breaktimes and lunchtime."

MOBILE PHONES, HEADPHONES AND SMART WATCHES

Pupils may have a mobile phone as a method of communication outside of school hours, especially travelling to and from school, where not having a mobile phone poses a risk or the perception of a risk.

However, mobile phones and earphones or air pods are not allowed to be visible on school site for all pupils.

Mobile phones must be switched off/silenced and kept in school bags. If a pupil does not have a bag, the mobile phone must be kept in their pocket and not seen. If a student is seen with a mobile phone and/or headphones, the phone and/or headphones will be confiscated, and the student will have to collect them from Student Services Reception at the end of the school day. If a phone is confiscated on three occasions, it will not be returned to the student, and a parent/carer will have to collect the device from reception.

Smart watches must not be used for messaging, answering calls or playing games. If a pupil is seen doing this, the smart watch will be confiscated along with the mobile phone.

Should any student respond inappropriately to a teacher's decision to confiscate headphones, a mobile phone or smart watch, sanctions will follow in line with the school's Behaviour Policy.

School trips

Government guidance states: "Schools should ensure that pupils' educational experience on a school trip is not disrupted by the presence of mobile phones and should consider prohibiting or restricting their use."

For day trips, pupils may bring a mobile phone, but this must not be seen in line with the expectations in school.

For residential trips, pupils are not allowed to bring a mobile phone with them. Contact numbers are shared between staff and parents in case of emergencies.

Pupils with medical needs

Where mobile phone use allows pupils to manage their medical condition effectively, it would not be reasonable for a school to prevent this. For example, pupils with diabetes might use continuous glucose monitoring with a sensor linked to their mobile phone to monitor blood sugar levels. All pupils who have provided appropriate medical evidence to the school will be issued a card outlining that they have permission to use a mobile phone for medical reasons only.

21. Links to other School Policies and References

- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education 2023](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- [Community Academies Trust Exclusion Policy](#)
- [The Telford Langley School Uniform Policy](#)
- [The Telford Langley School Child-on-Child Abuse Policy](#)