



Behaviour Policy 2025 - 2026

Equalities Statement

In our Trust we work to ensure that there is equality of opportunity for all members of our community who hold a range of protected characteristics as defined by the Equality Act 2010, as well as having regard to other factors which have the potential to cause inequality, such as socio-economic factors. For further information, please see our Equalities Policy.

Document Management

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Policy Revision Log

Date	Version No. Brief Detail of Change
October 2024 - 2025	Version 1
July 2025 - July 2026	Version 2 - Updated to align to new school values, behaviour systems and processes including rewards system and mobile phone protocols.
January 2026	Version 3 - Updated to add clarity on the process for handling confiscated items and the adjustment to Rewards Systems - School Shop

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1. Introduction

This behaviour policy outlines our expectations for students to ensure a safe and positive learning environment for all. We believe in fostering a culture of mutual respect, where students are encouraged to develop their character and reach their full potential. The policy details our approach to rewards and positive reinforcement, alongside a clear structure for addressing behavioural concerns. We are committed to working collaboratively with students, parents, and staff to promote good behaviour and a successful school experience.

This policy has been written with regards to the Equality Act 2010 and public sector equality duty. The Turing School recognises that reasonable adjustments to the application of this policy will at times have to be made where required to meet individual needs and avoid disability discrimination.

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour in Schools - Advice for Headteachers and school staff Feb 2024](#)
- [Searching, Screening and Confiscation](#)
- [Equality Act 2010: guidance - GOV.UK](#)
- [Keeping Children Safe in Education 2024 \(gov.uk\)](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)
- [Use of reasonable force in schools](#)
- [Supporting students at school with medical conditions](#)
- [SEND Code of Practice](#)

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy
- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its students.
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate students' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate students' property
- DfE guidance explaining that maintained schools should publish their behaviour policy online, as well as [Behaviour in Schools - Advice for Headteachers and school staff Feb 2024](#)
- [Swale Academy Trust Suspensions and Permanent Exclusions Policy](#)

2. School Values

At The Turing School, we empower every student to realise their full potential and lead a happy, fulfilled life. Through our knowledge and character curriculum, effective research-engaged teaching, pastoral care, and community relationships, we create exceptional learning experiences that remove barriers and foster our shared values of belonging, ambition, and respect.

Belonging: We create a strong community where meaningful relationships flourish. Our inclusive environment celebrates diversity and ensures every student feels valued and connected. Through prioritising wellbeing and open communication, we build a nurturing environment where all can thrive.

Ambition: We cultivate curiosity and aspiration, encouraging students to pursue greatness. High expectations and innovative, research-informed teaching prepare students for excellence in their academic, personal, and social development. We inspire students to confidently pursue their aspirations and equip them with the skills to succeed in a rapidly changing world.

Respect: We instil responsibility and care that extends to themselves, others, and the wider world. Through encouraging empathy and healthy debate, students develop strong social-emotional skills and learn to value diverse perspectives. We promote personal responsibility whilst nurturing care for learning, relationships, and environment.

3. Special Educational Needs and Disability (SEND) and Vulnerable Individuals

We fully appreciate that some children will find it more difficult to respond to the rewards and consequences in this policy. In particular, pupils with SEND may require reasonable adjustments to be made in line with their primary and secondary needs. These individuals require a carefully planned and personalised response involving parents or carers and the inclusion team. We also understand that a child may require increased support and care when they experience trauma and loss in their lives. The school may use a number of different strategies and also consider how the involvement of external agencies can support a child with additional needs such as:

- Increased communication between home and school.
- Individual pastoral support plans.
- Support from the special educational needs coordinator (SENDCo) or identified teaching assistants.
- In house counselling service to offer 1:1 support to develop self-esteem and social skills
- Lunchtime nurture group sessions.
- Additional literacy or mathematics support where this is identified as a barrier to learning and impacts on the pupil's behaviour.
- Adjusted curriculum provision.
- An adapted timetable with an agreed timescale.
- Pastoral support meeting with parents and carers
- Facilitate multi agency meetings to plan next steps for a child's SEND provision
- Involve external professionals such as Planning Officers, Provision Evaluation Officers and Inclusion and Attendance Officers.
- Strategies recommended by professionals are consistently implemented.
- Referral to outside agencies such as: LIFT (Local Inclusion Forum Team), Team Around the School and Setting (TASS), Child and Adolescent Mental Health Services (CAMHS), or the Virtual School for Children in Care.

Interventions and support systems in place will depend on pupil need. Examples might include:

- Pastoral care/mentoring/peer support systems;
- Specific strategies for helping children regulate emotions (e.g., breathing techniques, restorative conversations);
- Use of a "graduated response" (Assess-Plan-Do-Review) for pupils with suspected mental health problems or SEND, which involves putting support in place and working with external agencies where needed;
- Work with external partners and professionals (e.g., educational psychologists, speech and language therapists, CAMHS).

Risk Assessments and Risk Reduction Plans:

- The leadership team may judge it to be necessary to construct a risk assessment or a risk reduction plan for identified children.
- These will be constructed in collaboration with key members of staff and parents/carers. The information recorded will then be disseminated to staff.
- The plan will be reviewed at the end of each seasonal term or sooner if circumstances change, e.g as part of a reintegration meeting following a fixed term suspension.
- A whole school overview is updated to reflect the number of children on these plans and with their review dates.
- If the behaviour of a child escalates suddenly, then a member of the senior leadership team will carry out a dynamic risk assessment as stated in the individual risk assessment/risk reduction plan.
- This is to ensure that alternative provision with specific supervision is agreed for the next session or the afternoon so that the child does not resume their scheduled, timetabled activities.
- This is to allow a continued period of quiet reflection for the child in an alternative, safe space. Parents/carers will also be updated.

4. Equality

The Turing School is committed to providing all students with equal access to a rich, broad, balanced and relevant curriculum. Regular monitoring and evaluation of behaviour data in school will allow for this policy to be used fairly so that all students are treated as equal. Furthermore, reasonable adjustments will be considered (and acted upon where necessary and appropriate) to ensure that the needs of each individual child are taken into account. To ensure the thoughts and opinions of students are listened to, student voice will be conducted by senior leaders throughout the year.

Equality Act 2010: The governing body, the leadership team and staff will ensure there is no variation in the application of this positive behaviour policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of children are listened to and appropriately addressed.

[Equality Act 2010: guidance](#)

5. Rewards

The Turing School has high expectations of its students, all of whom should try hard to value their own achievements, both in and out of the classroom. To encourage them, a reward system operates throughout the school: we believe attention should go to those exhibiting the best conduct.

Students are rewarded by staff in a number of ways. Achievement Points are issued and tracked using our in school system that enables all staff to quickly reward students with positive points which they can also earn through excellent attendance. This can be monitored by parents through Bromcom. Parents will be notified of student achievements when certain milestones are attained.

Students are also rewarded in regular celebration assemblies where certificates, vouchers and skip the queue passes are awarded to students. As students progress through the rewards grid they will be invited to attend specific celebration events to recognise their achievements. Students with strong attendance are invited to special attendance events each year to champion their commitment to learning. Alongside this, there are numerous departmental rewards which include (but are not limited to): verbal praise, achievement points, positive contact home, postcards, celebrated work, certificates, trips, events, visits, golden tickets, queue jump passes.

Name	Description	Value Points
BronzeCert	Bronze Certificate 50pts	50
SilverCert	Silver Certificate 100pts	100
GoldCert	Gold Certificate 150pts	150
PlatinumCert	Platinum Certificate 200pts	200
DiamondCert	Diamond Certificate 250pts	250
RubyCert	Ruby Certificate 350pts	350
Saphaire Cert	Sapphire Certificate 450pts	450
EmeraldCert	Emerald Certificate 550pts	550

6. Student Expectations

Students at The Turing School are vital to our community. We expect them to embody respect, kindness, and responsibility, arriving each day with a positive, motivated attitude, fully ready to learn. Our comprehensive Partnership Agreement details the expected code of conduct, and adherence to the Classroom Code of Conduct is a constant expectation.

Our key expectations are:

- To arrive at school and to lessons on time to maximise their learning opportunities.
- To respect themselves, others and the environment.
- To arrive motivated and equipped to learn.
- To wear their uniform with pride and be proud of our school.
- Students walk calmly around the school, keeping left on the corridors.
- Students are not to make physical contact with each other.

7. Classroom and Corridor Behaviour Expectations

Our Classroom Rules

THE TURING SCHOOL

Enter the classroom in silence.

Sit in your assigned seat.

Wear your uniform correctly. Put your blazer on the back of your chair.

Take out your equipment for learning and place it on the desk.

Complete the 'Do it now' task in silence whilst the teacher completes the register.

When the lesson ends stand silently behind your chair and wait to be dismissed.

Move promptly to your next lesson.

Consistency in the classroom

THE TURING SCHOOL

C1 Warn
Recorded by class teacher for monitoring

C2 Reset
Monitored by teacher and curriculum team.

C3 Remove
Call/Email home from class teacher | 15 minute R&R Detention

S1 Serious Incident
Behaviour reviewed by Year team. | Sanction Issued

TTS Corridor Expectations

Walk calmly

Keep Left

No contact

Correct Uniform

Show Respect

Be On Time

8. Mobile Phones

Mobile phones are not allowed to be used or seen on school grounds, this includes break and lunch times.

Device Securing:

- Upon arrival at school, students are required to place their mobile phones in a Yondr Pouch provided by the school.

- Once secured in the Yondr pouch, the pouch will be locked. Students will retain possession of the pouch and phone, but the device will be inaccessible for use.
- Students must keep their Yondr Pouch locked and are not permitted to unlock the pouch until the end of the school day.
- Members of staff may check for mobile phones using 'wands' and/or searching in line with section 22.

Usage Restrictions:

- Mobile phones are not to be used during school hours, including breaks and lunch periods, unless explicitly permitted by a member of staff.
- All calls, messaging, and social media use are strictly prohibited during the school day.

End-of-Day Device Access:

- At the end of the school day, students will unlock their Yondr Pouch at a designated unlocking station supervised by school staff.
- Once unlocked, students may access their phones as they leave school premises.

Exceptions and Emergencies:

- In emergency situations, students may seek permission from a member of staff to access their phones. In such cases, the member of staff will facilitate unlocking the Yondr Pouch.
- If a student needs to urgently contact home during the day, then they will be able to do so from their year team office during break times.
- Parents/Carers needing to reach their child during school hours should contact the school office or year teams who will relay messages to students as needed.
- Students who require their phone to support a medical condition (or for another reason permitted by the school) will be provided with an alternative Yondr Pouch closed with velcro for easy access.

Non-Compliance and Consequences:

- Students found attempting to tamper with, damage, or unlock their Yondr pouch without authorisation will face a sanction, including but not limited to confiscation of the device, detention and internal isolation.
- Repeated infractions may result in other further sanctions in line with school policies.

Damage and Loss:

- Students are responsible for keeping their Yondr pouches and phones in good condition. Intentional damage to the pouch or phone, or attempts to bypass the system, will lead to replacement costs and disciplinary action.
- The school is not responsible for loss or damage to mobile devices. Students are encouraged to leave non-essential devices at home.

Parental Support:

- We request that parents/carers support this policy by encouraging their child's adherence to these guidelines. Limiting communication to essential matters during the school day will help students remain focused on their learning.

[DfE Mobile Phone Guidance - February 2024](#)

9. Partnership Agreement

TTS - Home School Behaviour Agreement

Our Home School agreement is our mutual commitment to student learning celebrating the partnership between parents/carers, the school community and our students. We work together in partnership to ensure that every student does their very best and achieves their potential. We communicate respectfully at all times

understanding that we all want the best for our students. Student learning is the centre of all that we do – so that our young people can flourish. We are committed to celebrating diversity and promoting equality. We will all ensure that we challenge any form of prejudice, including discriminatory remarks with regard to gender, race, age, sexuality, gender identity, religion and disability.

To support all members of our school community we expect everybody to follow our school rules with regards to behaviour, conduct, attitude to learning, uniform, attendance and punctuality.

The school will undertake to:

- Establish and sustain a positive partnership between home and school
- Respond to any email correspondence in line with our contact policy on the website
- Promote a culture of learning so that our students can excel
- Provide a balanced and diverse curriculum which can meet the needs of your child
- Keep parents and carers regularly informed and consulted about school matters in general and your child's progress in particular
- Provide clear information re student progress, achievements and behaviour
- Recognise, reward, praise and celebrate good behaviour, outstanding effort, achievement and contribution to school life
- Encourage your child to participate in a wide range of extra-curricular activities on offer
- Work with you to solve any problems which could harm your child's progress while at school, such as attendance below 96%

Parents and carers will:

- Ensure that my child attends school every day, on time, making sure they do not take time off unless it is unavoidable
- Ensure that my child wears the correct school uniform in line with the school uniform policy. This clearly states no jewellery
- Ensure that my child is properly equipped: A bag that can hold at least an A4 book, A Pencil Case with the following items: Black Pen x2, Purple Pen, Pencil, Rubber, Ruler, Highlighter
- Support the school by working in partnership together, communicating any concerns and sharing success with the relevant staff, whilst demonstrating respect and courtesy.
- Attend parents'/carers' evenings and discussions about my child
- Encourage my child to participate in school life to the full, including extra-curricular activities
- Support the school's Behaviour Policy including the roles and responsibilities of parents/carers and the Student Code of Conduct when in school and on the journey to and from school
- Keep the school informed of any concerns or problems which might affect my child's work or behaviour, working with the school to resolve these
- Use the progress reports provided by school to support my child's progress and work ethic
- Ensure my child completes any homework and requests support where required
- Download any apps that are relevant to my child's life at school
- Respond to communications from the school when required
- Use the school to pass on important messages to my child; understanding it is not possible for them to use their mobile phone during the school day
- Keep the school updated with regard to home contact details, including latest parental/carer mobile phone contact numbers and email addresses

Students will:

- Attend school every day and on time
- Wear the correct school uniform in line with the school uniform policy. This clearly states no jewellery
- Take responsibility for my own behaviour; following the Student Code of Conduct and do everything I can to make The Turing School a safe and happy place for all
- Work with my teachers and school staff to support my learning so that I can achieve.

- Speak and act respectfully and politely to all members of the Turing community
- Respect and appreciate other students and staff , their work, views, property and individuality
- Be prepared to learn and bring all the equipment I need every day: A bag that can hold at least an A4 book, A Pencil Case with the following items: Black Pen x2, Purple Pen, Pencil, Rubber, Ruler, Highlighter
- Follow the school mobile phone policy, making sure that my mobile phone is turned off and locked in my Yondr pouch at all times.

10. Sanctions, Interventions and Support

To foster student engagement, teachers at The Turing School utilise core teaching standards. They may offer students quick reminders of established standards or detailed explanations, ensuring students fully comprehend what is expected of them.

If a student is being disruptive, or they are refusing to work, then the teacher will give a *warning*; this will give the student the opportunity to rethink and alter their behaviour. If there is no improvement, the teacher will speak to the student individually, this may take place outside the classroom. Students will be clearly instructed that they now have the opportunity to *reset* their behaviour. They may be asked to move seats to aid with this.

To respond to initial concerns strategies used may include:

- A specific verbal reminder of expectations
- Writing a students name on the board
- Moving seat

If students continue to not meet expected standards staff will use their professional judgement as to whether further use of the behaviour policy is needed. It may be that a member of staff uses a different tone of voice to ensure students understand the importance of following instructions in the classroom.

- Tier 1 Removal from lesson

The Turing School aims for disruption-free learning in all lessons for all students to work to their potential. On occasions, students may have to be removed from lessons if they disrupt the learning of others.. If there is still no improvement, the student will be *removed* from the classroom and will be directed to a nearby classroom as per the 'Removal Room Timetable', this ensures students are still in a learning environment. Students will be provided work during a Removal. Students who are Removed from their lesson are required to attend a 15 minute detention at 15:10 in the Main Hall. The Senior Leadership Team (SLT) and Heads of Year (HoY) will be present to support conversations. Staff are given regular CPD on how to maintain positive behaviour in the classroom to ensure that removal from a lesson is used as a last resort. This also forms part of the new staff induction programme.

If a Students' behaviour is deemed unsafe or dangerous the class teacher will escalate to Serious Incident. Events are reviewed throughout the day by the individual year teams and Assistant Headteacher for Behaviour and appropriate sanctions applied.

Parents/ carers will be contacted automatically if their child is Removed from a lesson. This will outline the lesson and member of staff that has removed the student. Staff are then encouraged to contact home at the

end of the school day to outline the reasons for the Removal. Reasonable adjustments can be made for students with additional needs.

Examples of behaviour that could result in a student being Removed include, but are not restricted to:

- Repeated defiance.
- Rudeness to staff.
- Damage to school property.
- Refusal to follow instructions.
- Health and safety concerns from the teacher.

Students who fail to attend an R&R detention are escalated to an hour after school detention on the following school day. These are again communicated via Email automatically once registers are taken.

Students who fail to attend the Hour Detention are escalated to a Full Day placement in Internal Exclusion and will include the Hour detention missed the day before. This escalation is again communicated by email.

Heads of Year and Subject Leaders have the ability to place students on subject reports where persistent disruptive behaviour occurs consistently within a single subject. Parents will be contacted by the class teacher or Subject Leader to identify targets for the report.

- Tier 2 Detention

Detentions serve as an effective behavioural management tool, offering students a dedicated period to reflect on their actions. This time also facilitates the resolution of issues between staff and students. Evidence suggests that the immediacy of a detention significantly enhances its reflective impact. Depending on the specific circumstances, detentions may be held during unstructured periods such as break or lunch.

Both immediate and pre-arranged after school detentions will be used as deemed appropriate by the Headteacher to respond to specific issues. Any parent of a student being kept for an after school detention will be notified via the school communication system. The guidance from the Department of Education states that schools have the right to issue after school detentions and are not subject to parental approval.

We expect all students to attend their detentions and will sanction students who do not. This could lead to the student being placed into the Internal Exclusion the following day. Depending on the type of behaviour, after-school detentions last for thirty minutes (3.10pm - 3.40pm) or for an hour (3.10pm - 4.10pm). In exceptional circumstances, detentions may run past 4.10pm.

As per the DfE guidance for [Behaviour in Schools - Advice for Headteachers and school staff \(2024\)](#), teachers have the authority to issue a detention to students, including same-day detentions. Whilst staff will act in a supportive and collaborative manner, DfE guidance states that as long as suitable travel arrangements can be made for the student, 'it does not matter if making these arrangements is inconvenient for the parent'.

- Tier 3 Internal Exclusion

A panel of senior and pastoral staff meet each day to review the behaviour and engagement incidents raised throughout the day. When a serious incident occurs, or if a student has multiple smaller incidents in a short time, they might be placed in Internal Exclusion (IE). This provision is used in order to prevent a student from being issued with a suspension from school and provides a more structured learning environment for a day or more, until they can successfully return to regular classes. Students will work in isolation, under the

supervision of middle leaders, the pastoral team, and the senior leadership team. A parental meeting may be required before a student can rejoin the main school. Refusing to enter or remain in the IER could lead to suspension or other serious consequences.

Students who are frequently placed in the IE or who commit serious breaches of the school's behavior policy may be asked to continue their education at another local school for a period of time.

Work is to be completed in silence in order for students to reflect upon their behaviour and to prevent any future repetition of any poor behaviour. Reasonable adjustments can be made for students with additional needs. Parents/ carers will be contacted if their child is placed in Internal Exclusion. Examples of behaviour that could result in a student being placed in Internal Exclusion include, but are not restricted to:

- Assault
- Swearing at staff
- Prejudice language. This covers, but is not limited to, language against protected characteristics (see Section 16).
- Persistent bullying
- Deliberate damage to school property
- Multiple Removals
- Refusal to be leave a classroom following being issued a C3
- Truancy
- On Call from Class

11. Truancy

Internal truancy is defined as when a student is present on school grounds but is not attending their scheduled lessons, this can be the whole or part of the lesson. Truancy is not permitted in school for several important reasons. Students who choose not to go to lessons: miss out on vital learning opportunities and in turn, limit the ability to reach their academic potential; miss out on the development of key skills developed in class such as teamwork and communication; can disturb the good order of the school community as well as having a negative impact on the education of other students; pose a significant safeguarding risk to themselves and others.

Students will be supported to re-engage with their learning in the following ways:

- Supported to return to their lesson
- Supported to attend the Restart Room which is a temporary staffed provision with resources for students refocus on their learning

If a student do not re-engage with their lessons truancy will be addressed in the following ways:

- 1 occasion of truancy in a day - after school detention for 30 minutes the next day.
- 2 occasions of truancy in a day - after school detention until 4pm the next day.
- 3 occasions of truancy in a day - special case review.

At all stages of truancy the school will aim to support students in ensuring they attend all lessons. Special case reviews will continue to focus on support but may include any of the tiers of consequences mentioned in this document.

12. Attendance, Lateness and Punctuality

Attendance:

The School has an expectation for Attendance of **96%**. Should your child's attendance drop below this expectation the school will begin to commence with supportive interventions. Should all interventions and

support become unsuccessful legal intervention may be considered. Parents/carers so ensure they read the Turing Attendance Policy.

Lateness and Punctuality:

The school opens at 8.40 am and closes at 3.10pm.

Pupils **MUST** arrive in school by 8.40 am on each school day.

A pupil who arrives late before the register has closed will be marked as late, using the appropriate code (L) and will receive a 15 minute after school intervention. After the register has closed it will be marked as an unauthorised absence, using the appropriate code (U) and will receive a 30 minute after school intervention.

13. Anti-Discrimination, Racism and Bullying

The Turing School is committed to anti-discriminatory, racism and bullying practices that promotes equality and values diversity for all staff, children and families. We are a committed school that aims to overcome sexist, racist, disablist, homophobic, bi-phobic, transphobic, xenophobic and classist attitudes with an approach which seeks to raise consciousness and develop positive attitudes. Students and staff have access to report any form of discrimination online. We are notified immediately and address the incident instantly. Through a clear guided tier system, incidents are investigated and fair sanctions proposed that educate the student through educational discriminative online packs, teacher restorative meetings and an additional parental meeting, pending on the sanction.

Restorative actions include:

Tier 1- Staff member (who reported the incident) to discuss and educate the student. Staff member to call 8 parent/carer and add a negative behaviour entry.

Tier 2 - A discriminatory educational pack given to the student and a staff member from the discriminatory team to have a restorative conversation. This tier may also include use of the IE as a consequence. Pastoral teams will make a call home making the parents of all students involved aware.

Tier 3 - This tier may result in the use of the IE, a fixed period placement at another local school or a fixed period suspension. In extreme or exceptional cases the school reserves the right to issue a permanent exclusion. A discriminatory education pack and a member from the anti-discrimination team will have a restorative conversation with the student. The pastoral team will make a call home and if deemed necessary, will organise a parental meeting with a member of the Senior Leadership Team. By having such a policy we give a clear message to everyone in the school community that discriminative language and/or behaviour will not be tolerated.

14. Threatening, aggressive and sexualised behaviour

Sexual harassment and assault

The Turing School is committed to providing a safe environment free from the risk of sexual violence or harassment. Where a student is accused of sexualised behaviour they will be removed from circulation. The Designated Safeguard Lead (DSL) will assess the information and ensure that it is categorised and recorded by the nature of the incident. The DSL will identify appropriate outcomes to the incident which may include school based support or interventions, as well as referrals to other agencies including the Police (if the allegation involves a potential criminal offence).

Aggressive, threatening and violent behaviour

Community is at the heart of our school and all staff and students are expected to treat others with kindness and respect. Students and parents should report issues to a member of staff so that any concerns can be investigated fully. Aggressive, threatening and violent behaviour is not accepted or tolerated at The Turing School. Aggressive behaviour can be both physical and verbal. Students who decide to act in this way, either directly or indirectly, are likely to receive severe sanctions ranging from detentions to possible permanent exclusion.

15. Malicious Allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct. Please refer to our Child Protection and Safeguarding Policy for more information on responding to allegations of abuse against staff or other pupils. The use of risk reduction plans may be used in conjunction with the safeguard team and lead DSL.

16. Suspensions & Exclusions

Whilst every effort is made to support student behaviour and conduct at The Turing School, suspensions and permanent exclusions 'are sometimes a necessary part of a functioning system where it is accepted that not all student behaviour can be amended or remedied by pastoral processes, or consequences within the school' (DfE guidance, 2024).

Whilst used as a last resort, suspensions and permanent exclusions may be used to ensure that the academic welfare and safety of staff and students is maintained. A student's behaviour outside of school can be considered grounds for a suspension (or permanent exclusion) and decisions made must be made in line with the principles of administrative law i.e. that it is lawful, reasonable, fair; and proportionate. When investigating

the evidence in relation to a suspension or permanent exclusion the Headteacher must apply the civil standard of proof, i.e. 'on the balance of probabilities' rather than the criminal standard 'of beyond reasonable doubt' (DfE guidance 2024).

A suspension can also be for parts of the school day. For example, if a student is continually disruptive during lunchtimes, they may be suspended from the school premises.

Only the Headteacher can suspend or permanently exclude a student, however, in instances where the Headteacher is absent from school and is uncontactable for an extended period, the Acting Head of School has delegated authority to suspend a student from school. In extreme circumstances the suspension will be immediate and parents and carers may need to collect their child at short notice.

A suspension may be for a fixed period but in some cases this may lead to a permanent exclusion from school. A suspension may be for up to 45 days in a school year. The Turing School is responsible for 6th day provision if the suspension is longer than five days.

When the Headteacher suspends a student for a fixed period, parents/carers will be informed of the length of the suspension and the reason for it. When a student is suspended for a fixed period, arrangements will be made for the student to receive work to do at home. This can include online platforms such as Google Classroom or Oak Academy. There may be occasions where students re-integrate through the IE and will require a parental meeting before the student can return to mainstream learning. On return to lessons, the student will be monitored closely and support strategies, discussed at the reintegration meeting, will be employed in an attempt to improve student behaviour.

For a suspension of more than 5 days, but less than 15 in a seasonal term, parents can make representation. The governing body would then need to convene a meeting to consider reinstatement within 50 school days of receiving the notice of a suspension. If the result of suspension would be that the student may miss a public examination (although at (The Turing School) we would endeavour to avoid this), a meeting of the Committee will be arranged.

The reasons below are examples of the types of circumstances that may warrant a suspension. It is important to note that this list is not exhaustive.

- Verbal abuse against an adult.
- Physical assault against a pupil.
- Encouraging and participating in a physical assault against a pupil.
- Verbal abuse or threatening behaviour against a pupil.
- Being in possession of a prohibited item or items relating to a prohibited item, such as an offensive weapon or dangerous piece of equipment, alcohol or drugs, pornographic images, or any item likely to cause significant disruption to the good order of the school.
- Child on child abuse, including various forms of bullying, including cyber-bullying.
- Abuse directed at race, sexual orientation, gender reassignment, disability and any other vulnerability or protected characteristic.
- Repeated incidents of defiance, particularly those which undermine the authority of the school or disturb the learning environment for others.
- Actions which are deliberately designed to bring the name of the school into disrepute, particularly relating to false allegations.

If a student exhibits extreme behaviour then the Headteacher has the right to pursue a permanent exclusion. As aforementioned, the Headteacher must consider if the decision to permanently exclude is lawful, reasonable, fair and proportionate.

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

- In response to serious or persistent breaches of the school's behaviour policy, and

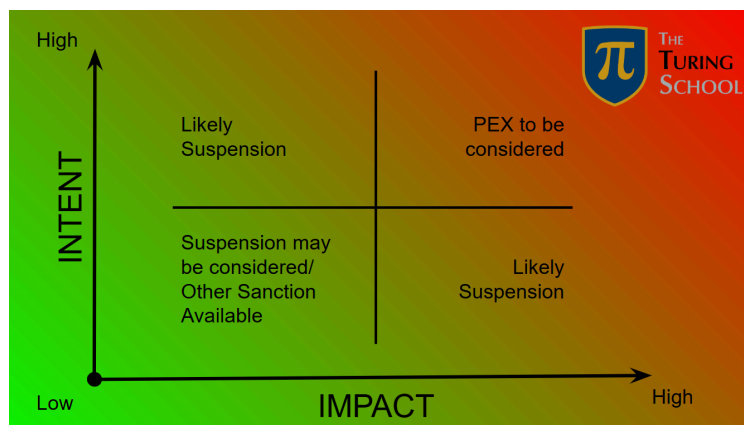
- If allowing the student to remain in school would seriously harm the education or welfare of others

The reasons below are examples of the types of circumstances that may warrant a permanent exclusion. It is important to note that this list is not exhaustive.

- Persistent breaches of the school’s behaviour policy, including, but not isolated to, the list of behaviours in the suspensions section, particularly after significant interventions have been put in place by the school or outside agencies.
- Violent assault against a pupil causing significant harm or discomfort.
- Physical assault or threatening physical assault against an adult.
- Using, threatening to use, or distributing an offensive weapon.
- Using, threatening to use, or distributing a prohibited item, such as alcohol or drugs, which could cause a significant safeguarding risk to the individual or other members of the school community.
- Extreme incidents of child on child abuse including sexual violence, sexual harassment, teenage relationship abuse, consensual and non-consensual sharing of nude/semi-nude images and upskirting.

We are committed to following all statutory exclusions procedures to ensure that every child receives an education in a safe and caring environment.

When deciding whether to use a suspension or permanent exclusion, leaders will always consider the impact and intent of any particular behaviour. See below for guidance:



17. School Directed Placement

As per the Department for Education’s Suspension and Permanent Exclusion Guidance (August 2024), an off-site direction is used as a preventative measure to permanent exclusion. It states that ‘school exclusions, managed moves and off-site direction are essential behaviour management tools for headteachers and can be used to establish high standards of behaviour in schools and to maintain safety of school communities’.

Short-term

These are set for one or two days and don’t require a PAM (pre-admission meeting). Time is spent in the partner schools isolation area. Work is provided to ensure there are no gaps in learning. Our placement schools are Ratton School, The Eastbourne Academy and Willingdon School.

Long-term

These are placements of 3 days and longer and require a PAM. Individual arrangements are made with partnership schools for what the placement will look like. Our placement schools are Ratton School, The Eastbourne Academy and Willingdon School, there may be occasions where another local school is more appropriate, this will be discussed at the time of making arrangements.

Students who fail to attend a School to School placement will have the original behaviour event reviewed and risk the sanction escalating to a Suspension.

As opposed to an off-site direction, a 'SWP' is used to initiate a process which leads to the transfer of a student to another mainstream school permanently. Parents and the schools must all be in agreement to ensure the move is part of a planned intervention to support the student. Whilst offsite directions and managed move are not an avenue The Turing School would want to pursue, they can and will be used where appropriate.

[Suspension and Permanent Exclusion - DfE Guidance August 2024](#)

[Swale Academies Trust Suspensions and Permanent Exclusion Policy](#)


18. Uniform

Students are expected to wear their uniform with pride throughout the school day. If students are not compliant with our uniform policy they will be supported to wear their uniform with pride. Students will face a sanction for persistent or blatant non compliance.

Students who live within walking distance may be asked to return home to collect the missing item or if they live further from the school will be required to wear borrowed items. If students still do not have the correct uniform they may be asked to complete their learning in the IE until the issue is rectified. Please refer to the school's uniform policy for further guidance and clarification.

Jewellery is not allowed in school and should not be worn. Jewellery can be an added distraction and our uniform policy is designed to ensure there is a consistency across the student body. Items of jewellery, including rings, earrings, necklaces, bracelets and nose piercings may be confiscated. This is not an exhaustive list.

If a student has lost an item of uniform or property, they should first check the school office to see if it has been handed in. Another place to check would be with the appropriate year team.



THE TURING SCHOOL

School Uniform & Equipment Policy


- School blazer with the The Turing School logo (Compulsory)
- White Shirt (Undergarments should not be visible through the white shirt)
- Black pleated/ straight skirt down to the knee (no stretchy material or tube skirts are permitted) or black, loose-fitting trousers (no jeans, chinos, joggers or leggings)
- Black tailored shorts knee length can be worn in Term 6 to replace trousers
- Black V neck jumper with the Turing School logo (Optional)
- The Turing tie (Compulsory)
- Plain black footwear – shoes or trainers but no coloured logo / designs. Black laces.
- Hair styles must not be extreme in either cut or colour, no excessive make-up or false eyelashes
- No Jewellery or piercings allowed, No false nails or nail varnish
- Sportswear - Turing branded training top and Turing branded shorts or Turing leggings. (Compulsory) Turing branded training pants and shorts optional. On colder days students can wear optional Turing PE Jumpers/long sleeved Turing training tops for PE lessons. No other non Turing items allowed.
- School bag with pencil case to include pencil, black or blue writing pens, rubber, highlighter pen & pencil sharpener
- A reusable water bottle which can be filled at break and lunchtimes.
- No smartwatches allowed

Coats and Jackets: Coats and jackets may be worn on the way to & from School but must be removed immediately on entering the School buildings. We do not allow hoodies to be worn at any point in school.

Shoes: All pupils should wear plain black shoes with dark soles and black laces. Black plimsolls are not an acceptable alternative and are strictly not allowed. Boots must not be worn. Black trainers with black laces and no coloured logos on are acceptable. In exceptional cases, alternative footwear will be permitted only if a letter from a doctor can be shown. (Students can wear trainers for PE with minimal logos and colours).

School uniform can be purchased online from the schools partner website <https://www.monk-house.com>

Acceptable Uniform




These preferred styles are available from the school suppliers, Monkhouse Uniform at the website above or can be brought from Stores like Asda, Tesco, Sainsbury's, Primark and other high street retailers. Please only buy straight cut or boot cut.


Mobile Phones: From Sept 2025 all students will receive a Yondr phone pouch. On entry into school they will lock their phone inside the pouch. Students will carry the pouch around in their bag with them but will have no access to the phone during the school day.

Upon leaving school students will then unlock the pouch to gain access to their phone. Students will be expected to look after their phone pouch any damage caused to them will be charged for.


Headphones, earphones and smart watches are also not allowed in school.



Unacceptable Uniform



No visible zips or sets of bottoms. No skirts/ trousers too tight and too short. No coloured logos on shoes. No trainer colour other than black.



19. Valuables

The school cannot accept responsibility for the loss of valuables which are brought to school, or for damage to the personal property of students. This includes confiscated items. Pens, watches and calculators etc. should have their owner's name marked in some permanent way on them for identification.

It is unsafe for students to bring large amounts of money to school. If, in exceptional circumstances, this is necessary, it should be carried in a purse, wallet or envelope, clearly marked with the owner's name and handed to a Pastoral Support Manager for safe-keeping. PE staff will accept watches and money for safe-keeping (both must be identifiable as mentioned above).

Expensive electronic items may not be brought to the school. Students are not allowed to buy, sell or trade any articles on the school premises or to bring into school any items they have dealt with in this way.

20. Breakages and Damages

The school expects all students to treat the school community with respect. Where breakages, damage, defacement or loss of school property (this includes books, equipment, furniture, fittings, and the fabric of the school) are a result of a student's action, whether deliberate or reckless, there may be a consequence. Parents may be charged for the breakage or for the replacement of the damaged, broken, defaced or lost item(s) and/or the cost of materials and labour to replace, repair, or restore as necessary. A receipt will be issued for all payments made.

Community Service: At The Turing School, our students value their school community. Therefore, where applicable, if a student has been engaged in behaviour which is not respectful of the school community, including damaging/vandalising school property, we may tailor sanctions to reflect this. It is hoped that community service will allow students to see the wider impact of their behaviour on the whole school community and develop their own sense of pride in their school community. If students continue to disrupt the good order of the school, they will be placed in the IE until a meeting with their parents or carers has occurred with the appropriate staff. Additionally, students may be expected to complete community service on staff development days.

21. Access to the school

Students have free access to most areas of the school. However, there are certain restricted areas and these are listed below. Students who go 'out of bounds' may be sanctioned.

- With the exception of using the canteen, students must remain in any designated year group areas at break and lunchtime. Students should use only designated toilets which are clearly signposted.
- School teaching rooms and certain blocks are out of bounds before school and during break and lunch times.
- No student should be in classrooms without a member of staff present.
- Car parking areas are out of bounds to students.
- No student is allowed to leave the school premises during break or lunch or before the end of the school day.
- Students must enter and exit the school on foot via the Larkspur entrance and exit.
- Students attending the Alternative Provision (AP) must enter via the AP entrance.
- Only students in supervised activities can remain on site at the end of the school day.
- The Main Field, Astro and Basketball courts are only accessible during Break and Lunch, or during a designated PE lesson.

22. Screen, Search and Confiscate

The school retains the right to search any student who we suspect of having contraband items on their person. This is outlined in 'Behaviour and discipline in school- guidance for headteachers'. If a student refuses to be searched they will be isolated until their parent or carer arrives to conduct the search with a senior member of staff. If a student continues to refuse to be searched the school may contact the police. Students' school internet accounts will be regularly screened to ensure they are not viewing harmful content. The school does not have to return confiscated items.

For further information, refer to the Department for Education's guidance on searching, screening and confiscation.

Prohibited items include, but not limited to:

Category A items (illegal items or those that may cause a danger to health and safety) may include:

- knives and other offensive weapons
- alcohol
- illegal drugs and drug paraphernalia
- stolen items
- tobacco and cigarettes / cigarette papers / lighters / matches
- vapes and e-cigarettes
- fireworks
- pornographic images / content
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and

Category B (items that may cause disruption or disturbance to the smooth running of the school) may include:

- energy drinks / sugary drinks such as Coca-Cola
- sugary sweet

- large quantities of unhealthy food
- jewellery (including rings / earrings / necklaces / bracelets / nose-studs / false eyelashes)
- electronic (including bluetooth) speakers
- any item banned by the school rules which has been identified in the rules as an item which may be searched for (such as mobile phones, iPads, airpods, smart-watches, aerosols, water based sprays, water pistols, stink bombs, water balloons).

In order to ensure staff and student safety, vape detectors and wands (hand-held metal detectors) may be used. Items that are considered a risk to the safety and well-being of the school community will be disposed of. **Under no circumstances will Category A items be returned to students, parents, or carers.** All Category A items will be disposed of appropriately, which includes destruction or being handed over to the police as required by law. Items listed under Category B, and those that could cause issues with safety and well being of the school environment such as; aerosols, water pistols and stink bombs will also not be returned under any circumstances.

Offensive weapons

At The Turing School the safety and wellbeing of students, staff and visitors is of paramount importance. The school takes a zero tolerance approach to offensive weapons to ensure the safety of all.

An offensive weapon can be deemed as any article, made or adapted, for use for causing injury to the person, or intended by the person.

For further information on offensive weapons will be dealt with by The Turing School, reference should be made to the Swale Academies Trust Offensive Weapons Protocol.

Returning items

Depending on the category of the confiscated item, a decision will be made on if or when an item will be returned. Items that are illegal or dangerous (category A) may need to be reported to the Police and will not be returned. For other items, such as those in category B, they may, at the discretion of senior staff, be handed back at the end of the school day, the end of the school week or the end of the school term. Students who refuse to hand over items or continue to repeat the behaviour may face sanctions in line with this behaviour policy and items will need to be collected by parents.

23. Use of Reasonable Force

Although the use of reasonable force is sanctioned by section 550A of the 1996 Education Act which came into effect on 1 September 1998, the staff at The Turing School will always seek to use other methods to resolve situations and only use reasonable force as a last resort.

Members of staff have the power to use reasonable force to prevent students:

- Committing an offence
- Injuring themselves or others
- Damaging property
- Engaging in behaviour prejudicial to maintaining good order and discipline at the school.

Headteachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco

and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm or damage to property.

[Use of Force in Schools - Department for Education guidance](#) (currently out for consultation)

24. Power to Discipline Offsite

As outlined in the Department for Education's 'Behaviour and discipline in school - guidance for headteachers', the school has the power to discipline students, for their conduct and behaviour outside of the school premises (as well as online). The school will sanction any student whose behaviour could have the following impact:

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

The school is in regular contact with local service providers and will sanction when informed of incidents of poor behaviour committed by students in the local community.

The Turing School may discipline students for misbehaviour when the student is:

- Taking part in any school-organised or school-related activity such as a trip or off-site event
- Travelling to or from school when wearing the school uniform or in some other way identifiable as a student at the school.
- Engaging in misbehaviour that could have repercussions for the orderly running of the school, or that poses a threat to another student or member of the public, or could adversely affect the reputation of the school

25. Useful Links

[Behaviour and Discipline in Schools - A guide for headteachers and school staff](#)

[Searching, screening and confiscation - GOV.UK](#)

[Part Time Timetable Protocols](#)

[Use of Force in Schools - Department for Education guidance](#) (currently out for consultation)

[Swale Academies Trust Offensive Weapons Protocol](#)

[Suspension and Permanent Exclusion - DfE guidance 2024](#)

[Swale Academies Trust Suspensions and Permanent Exclusion Policy](#)

26. Appendix

Supporting student behaviour – Guide for staff

Staff should be given the opportunity to amend or correct behaviour whenever possible. The following guidance provides a script for staff to challenge and correct any behaviour issues while de-escalating behaviour problems in the classroom.

Staff should:	Suggested language:
Define the issue – tell the student what they are doing wrong	(Student name), I can see you are ... This is preventing you / other students from making progress.

<p>Restate your expectations (link to code of conduct where appropriate). Be specific about what the student should be doing.</p>	<p>At The Turing School we ... I expect...</p>
<p>Be explicit about the consequence of not changing behaviour</p>	<p>If I do not see xxx change, I will be setting a detention.</p>
<p>Give the student time to make the expected changes.</p>	
<p>EITHER praise the improvement OR sanction the behaviour</p>	<p>(Student name), I have noticed an improvement in xx since I last spoke to you, well done!</p> <p>As a result of xxx you will have a 30 minute detention at the end of the day.</p> <p>You will be escorted by your period 6 teacher but it's your responsibility to attend.</p>