



Behaviour Policy

Approved by TCES Operational Board on behalf of
Thomas Keaney, CEO and Schools' Proprietor

Date of next formal review, Sept 2024

This policy applies to TCES National Online School

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POLICY STATEMENT

TCES National Online School (Online school) is committed to creating high expectations around student and staff behaviour as we believe that expectation shapes performance. We want to inculcate a culture of inclusion where pupils who have felt marginalised and misunderstood, and who may have experienced rejection, bullying, and exclusion from peer and friendship groups and from schools, can get a fresh start, free from exclusionary behaviour, bullying and other inappropriate or unsafe behaviours. To promote that positive culture of excellence behaviour linked to creative learning, we set very high standards for the positive behaviour we expect in a safe and secure online environment. We recognise that we may need to teach to the behaviours that we expect, just like we teach to the learning that we expect. However, our staff and pupils must display the highest standards of behaviour, expect that from others and the Online school must provide the support, interventions, and boundaries to ensure those standards are adhered to, always.

INTRODUCTION

At TCES National Online School we support young people with a variety of needs on a positive journey from 'Isolation to Independence'. We understand that some of our pupils arrive to our online school with a history of traumatic experiences of school. We believe that behaviour is a form of communication and requires a multi-disciplinary approach from education, clinical, pastoral, and safeguarding teams. We call this our Integrated Services Team (IST) approach. We require all professionals (internal IST and external MDT) to take responsibility for our student's journey to accessing their education and reaching their full potential and we want everyone to apply our core value of 'High Expectations'.

It is vital for our pupils to gain the greatest benefit from their education, and this can be achieved by supporting them in learning about themselves and building skills to reflect on their behaviour and the potential reasons behind it and to understand and seek support, when needed. We believe that for our behaviour vision to be effective it must be consistently applied throughout every structure of our online school, by our staff, students, families, and carers, whilst we deliver our 'Never Give Up' approach for our pupils.

At TCES we are aware that all behaviour communicates unmet emotional or sensory needs. We must also be attuned to pupils' emotional and physical needs (e.g., hunger, or sleep deprivation). Pupils who present challenging behaviours cannot be defined by their behaviour.

Many of the pupils within the National Online School have neurodiverse needs and poor behaviour can be a display of anxiety, confusion, anger or upset. Positive relationships is

at the centre of everything we do, but equally we are preparing our students for their adult lives, and they must be able to communicate in more effective ways in order to be successful. Ultimately, we are supporting our students through positive relationships to begin to modulate their own behaviour and through this to become more resilient, adaptable, and independent. We hold very high expectations of the behaviour of students as we know expectations shape performance. Despite their barriers to learning, we expect every pupil to exhibit appropriate, safe, and measured communication and behaviour. For many, this will come over time through the multiple ways we support them through positive relationships and behaviour modification.

Our Therapeutic approach to education is underpinned by unconditional positive regard, accepting, and supporting pupils regardless of what they say or do and ensuring they feel wanted. Learning can only happen when children and young people feel safe enough to take risks and open themselves up to challenges.

Neuroscience has taught us that to support our pupils to move from the 'survival' part of their brain to the 'thinking' part of their brain, a therapeutic approach is best. We therefore must use a variety of therapeutic methods to encourage emotional and social growth and create a joy for learning.

OUR THERAPY PRINCIPLES

- 1 We understand neurodiversity
- 2 We understand attachment
- 3 We use relationships for recovery
- 4 We are consistent & predictable
(Expectations, rewards and consequences)
- 5 We view behaviour as communication
(Emotional, sensory and physical needs)
- 6 We have unconditional positive regard for pupils
- 7 We co-regulate and role-model for pupils
- 8 We demonstrate inclusive, strengths-based practice
- 9 We develop emotional literacy
- 10 We develop leadership & life skills

ADULT BEHAVIOUR AND CO-REGULATION

Co-regulation with pupils is key

We recognise and manage our own behavioural responses as a means of containing the challenging behaviours displayed by students.

We acknowledge the importance of supporting staff wellbeing as a means of supporting the development of emotionally healthy pupils.

The adults encountered by pupils have an important responsibility to model high standards of behaviour, both in their dealings with the pupils and with each other, as their example will have an important influence on the pupils.

As adults we:

- Encourage relationships based on kindness, respect, tolerance and understanding of the needs of others.
- Ensure fair treatment for all regardless of age, gender, race, sexual orientation, ability, and disability.
- Show appreciation of the efforts and contributions of all.
- Display the highest standards of conduct, including the modelling of punctuality, consistency, and fair and equitable boundaries.

All staff working within the TCES National Online School are required to sign the TCES Code of Professional Conduct upon induction and must adhere to its requirements at all times.

All staff within the TCES National Online School are trained through a thorough programme of CPD, in managing behaviour, de-escalation techniques, Safety Interventions (de-escalation training) and positive behaviour support.

TCES NATIONAL ONLINE SCHOOL'S COMMUNITY VALUES

At TCES NOS, we see our school as an inclusive, thriving, socially and emotionally healthy community - this vision is driven by the deeply held belief that human beings thrive in positive environments.

To enable this to happen TCES NOS staff and pupils must be supported to own and deliver the community values of our Online school, which are;



STAFF & STUDENT AGREEMENT

The Staff & Student Agreement represents the understanding between staff and students, which focuses on the ways by which are best to build a healthy relationship and mutually communicate our school Community Values, to create a healthy & positive school environment for everyone.

Our Staff and Pupil Agreement



We...

...use kind words when we speak to each other

...treat each other how we'd like to be treated

...always try our best. We keep going!

...try not to shout, as it upsets people

...don't judge each other, and celebrate our differences

...set ourselves goals and work hard to achieve them

...take responsibility for our actions

Zones of Regulation

The Zones of Regulation Model reflects our positive approach to managing behaviour and places a strong focus on the pupil's ability to develop strategies, that will help them to manage their own behaviour within the Online school community and society. TCES Emotional Regulation board is based on The ZONES of Regulation™ model and was developed through multiple consultations with SLT, staff and students.

The daily intervention plans provide an opportunity for students to learn how to regulate their emotional responses and understand how others may be able to offer support and guidance, within each Zone.

The Blue Zone Low and slow	The Green Zone Focussed and calm	The Yellow Zone Bigger feelings	The Red Zone Intense feelings
How could you be feeling?	How could you be feeling?	How could you be feeling?	How could you be feeling?
Tired Bored Sad Hurt Sick	Happy Okay Focussed Ready to learn Calm	Frustrated Loss of some control Worried Excited Silly	Angry Mad Terrified Devastated Out of control
Looks, sounds, feels like...	Looks, sounds, feels like...	Looks, sounds, feels like...	Looks, sounds, feels like...
Not well, crying, disengaged, withdrawn, isolated, avoiding people and work, anxious	Smiling, relaxed, engaged, attentive, nothing is bothering me, enjoyment	Things not going my way, avoiding, overstimulated, pacing, not talking, shouting	I can't handle it, arguing, hurting others, damaging things, yelling, throwing things
How can I support myself?	How can I support myself?	How can I support myself?	How can I support myself?
<ul style="list-style-type: none"> Talk to someone I trust Ask for a break Take a walk Listen to calm music Stretch/movement break Breathing exercise Tools to try 	<ul style="list-style-type: none"> Drink of water Healthy snack Movement breaks Keep listening and engaging Enjoy the feeling Tools to try 	<ul style="list-style-type: none"> Listen to calm music Pause and ask for help Breathing exercise Movement break Ask for a break Draw or colour Tools to try 	<ul style="list-style-type: none"> Stop what I'm doing Ask for space to myself Find a safe space / walk away Ask for help/ talk to someone Grounding techniques Fidget tools Tools to try
How can staff support me?	How can staff support me?	How can staff support me?	How can staff support me?
<ul style="list-style-type: none"> Offer different ways to talk through the situation (writing, drawing) Nurture support Useful break 	<ul style="list-style-type: none"> Special mentions, Bonus cards Positive feedback Sensory fidgets in class Movement breaks Check-ins 	<ul style="list-style-type: none"> Sensory room time Time to myself/ break Movement break Check in/ chat 	<ul style="list-style-type: none"> Calm, reassuring prompts Breathing exercises Space and silence Support from someone different Nurturing approach
There are no bad feelings or emotions. We use our strategies to help us move into the zone we need to be in. How we react needs to match the situation we are in. If things go wrong and I don't accept support or make good decisions, the following could happen:			
Pause of council privileges Pause of rewards Loss of off-site trips Behaviour contract Supportive call home Reflective & refocus sessions			

Children and young people may have bespoke versions that are created in collaboration with the student and professionals including therapists. Everyone that works with children and young people should refer to the daily intervention plans, in our National Online School. Families are encouraged to learn about the Zones of Regulation to support their children.

Rules of the School

OUR SCHOOL RULES



All TCES schools and services follow three simple rules, this allows for all young people and staff in our school community to have clear expectations about the behaviour expected from them.

READY

We come to school to learn and all pupils should be supported to be Ready to learn. This allows us to promote the skills and behaviour needed to access. With many of our pupils this can be journey and clear expectations of what getting ready to learn (or engage) would look like at that moment in time.

KIND

We expect all pupils and staff to be Kind to one another. This is rule allows us to promote prosocial skills and tackling anti-social or disruptive behaviours. This allows us to highlight to young people to be kind to others (separating out the difference between liking someone and treating them well), and for young people to be kind to themselves.

SAFE

We all expect all pupils and staff to be Safe in everything that we do. This support our school community to tackle behaviour which leaves pupils vulnerable, puts people in danger or cause harm.

All TCES schools and services follow three simple rules, this allows for all young people that TCES supports to have clear expectations about the behaviour expected from them.

READY

We come to school to learn, and all pupils should be supported to be **Ready** to learn. This allows us to promote the skills and behaviour needed to access. With many of our pupils “being ready” can be journey and clear expectations of what getting ready to learn (or engage) would look like at that moment in time are key.

KIND

We expect all pupils and staff to be **Kind** to one another. This rule allows us to promote prosocial skills and address anti-social or disruptive behaviours. This allows us to highlight to young people to be kind to others (separating out the difference between liking someone and treating them well), and for young people to be kind to themselves.

SAFE

We all expect all pupils and staff to be **Safe** in everything that we do. This supports TCES to address behaviour, which leaves pupils vulnerable, puts people in danger or potentially causes harm.

We expect these rules to be referenced regularly and frequently to support children to understand what is expected of them and be supported to achieve this. These three rules are expected to be incorporated during TCES staff verbal de-escalation techniques and used proactively to manage behaviour in the classroom.

Example Script:

1. I can see you are (name the specific type of behaviour).
2. I/we are here now to help/support you/keep you safe.
3. I/we want you to be Ready/Kind/Safe.
4. Give example of what can support the situation to become positive (name the 2 options e.g., come for a walk or go get a glass of water, etc.).
5. I know you can be Ready/Kind/Safe because you..... (name an example you gave before).

Promoting Positive Behaviour through Praise and Reward

At TCES NOS we know that immediate recognition and/or praise is fundamental, in supporting our students to make the right choices, in displaying appropriate behaviours. The evidence tells us that to promote good behaviour, especially in children and young people who present with challenging behaviour, adults need to provide an unrelentingly positive environment. Praise and specific Rewards are most effective when given within safe, trusting, and supportive relationships with adults explaining what any praise/reward is for.

Positive Conversations:

- The reward is the positive conversation that staff have with the student and often with parents/carers.

'Catch Ya' Cards

- 'Catch Ya' cards are given to student that are "Caught doing the right thing." These are given out during form time, assembly and in extracurricular clubs.
- 'Catch Ya' cards are given out for: Respect, Anti-bullying & Demonstrating Leadership qualities.
- There is no limit to the amount of "Catch Ya" cards that a student can earn in a day.
- All 'Catch Ya' cards go to the class tutor and are then collected at the end of the week. They are draw in Celebration Assembly where "Catch Ya" cards are picked at random, and the winners receive a £5 voucher.

Weekly Celebration assembly:

- Celebration assembly takes place at the end of every week.
- If the students are not in school online on Friday (INSET or end of term), then the celebration assembly must be brought forward to the last day that pupils are in attendance.
- Celebration assemblies are to follow a set agenda/prize-giving every week.

Attendance rewards

All students who have attended 100% that week receive an Attendance certificate. Students who achieve 100% attendance for the half term, receive a £10 voucher alongside their Attendance certificate. Admin allocate the vouchers and keep a record of serial numbers and names of students who receive them.

Subject specific certificates

All specialist subject leaders are to award certificates to the pupils who, that week, have either performed well, showed vast improvement, completed accreditations or produced some outstanding work.

'Catch Ya' Cards rewards

'Catch Ya' cards are drawn at random from the box. The students that are drawn each receive a £5 voucher and the reason for their Catch Ya card is read out to the group. If the same student is drawn twice, then the card is discarded and re-drawn. The more cards a student has in the box means more chance of being drawn out.

Head of School award for Pupil of the Year

This takes place at the end of the last Celebration assembly of the year. Students receive a framed certificate, £10 voucher and a gift bag.

N.B. Vouchers are only given out for 100% Attendance for the half term (£10), student of the Week (£5), Catch Ya cards (£5) and Bonus Cards (£5). All other awards are non-monetary. Therefore, the maximum number of vouchers a pupil can earn in 1 week is £15 or £25 on the last week of each half term.

Family/parents/carers recognition:

- In all contact with families/parent/carer any positive behaviour/learning progress shown by students should be described.
- Families/parent/carers must be informed by phone call/text or email regarding any rewards the child or young person receives.
- Students should always be made aware of positive phone calls/texts/emails with their families/parent/carers

PROMOTING BEHAVIOUR FOR LEARNING IN THE VITRUAL CLASSROOM

Learning can only happen when children and young people feel safe enough to take risks and open themselves up to challenges.

The classroom environment gives clear messages to students about the extent to which they and their efforts are valued. Relationships between teacher and students and strategies for encouraging good behaviour, all have a bearing on how student behave.

We believe that an appropriately structured curriculum and effective learning environment and culture contribute to good behaviour. Thorough planning for the needs of individual student, the active involvement of students in their own learning, and structured feed-back all help to avoid the alienation and disaffection, which can lie at the root of poor behaviour.

Good classroom management requires the following:

1. Knowledge of the needs of all pupils in the class, including knowledge of:
 - Student pathway plan in place.
 - Home background.
 - Academic strengths and weaknesses.
 - Education, Health, and Care plan.
 - Medical issues.
 - Peer group relationships.
 - Any known behavioural difficulties and patterns of behaviour.
 - Known trigger issues for behaviours/ emotional responses.
 - Behaviour support plans and contracts of behaviour.
 - Adherence to the TCES Behaviour and Attendance Toolkits.
 - Aspects of the Care Plan relevant to students who are 'looked after'.
 - The Positive Reward System which has been created specifically for that student.
 - Student Leadership Role.
2. Well planned work is paramount, including schemes of work and lesson plans with clear aims and objectives, and this preparation should happen after each school day and be discussed by the staff each morning before students arrive. The planning should incorporate differentiation and progression.
3. A variety of strategies must be planned for, in every lesson. Many of our pupils have short attention spans and so tasks set must allow for measurable progress within a short time frame. Once a task is set, and a pupil engages, care should be taken to ensure that they are not disturbed and are allowed to complete the task. Teachers need to be flexible in their lesson planning and delivery and to allow lessons to be responsive to new opportunities which come up during the lesson, to ensure pupil engagement. Lessons can incorporate a number of ways of achieving the same learning objective and

having a number of contingencies for each lesson will provide an often-necessary diversion. This can divert and help to prevent cycles of inappropriate behaviour.

4. We expect pupils to test boundaries. Throughout lessons teachers, and teaching assistants need to be non-judgemental, calm, and positive in their approach.

This requires a high level of self-awareness on the part of teaching and learning support staff, in order that they understand and can manage their own responses to situations and the types of challenge they are likely to face.

5. Neuroscience has taught us that to support our pupils to move from the 'survival' part of their brain to the 'thinking' part of their brain, a therapeutic approach is best. We therefore must use a variety of therapeutic methods to encourage emotional and social growth and create a joy for learning.

Relationships for Recovery

Therapeutic education involves relationships that are:

- Calm
- Nurturing
- Consistent
- Predictable
- Empathetic
- Collaborative
- 'Boundaries' between staff and pupils

A restorative approach to ruptured relationships is the default mode.

6. Occasionally, very low-level challenging behaviour is better downplayed, especially where attention can be focused into a more constructive endeavour. When behaviour escalates, situations may at times be defused by a mixture of humour and clear reprising of expectations and agreements in relation to behaviour, provided that the pupil is not made to feel humiliated and laughed at. Care does need to be taken in this respect; however, a shared sense of humour may help to take the tension out of a situation and restore a healthy and constructive working environment.
7. Where there are breaches of behavioural standards and expectations, there will need to be recognized and fair but clear sanctions
8. Toilet breaks need to be taken during break times with reminders for pupils by staff before the end of each break. There will be exceptions for pupils who have known medical conditions.

9. Eating and drinking are not allowed online during lesson time and the best means of ensuring that this is adhered to by pupils is to explain the reasons why in their Induction i.e., Health & Safety – computers and the cleanliness of the working environment.
10. The above issues need to be gone through carefully with pupils during their Induction process, so that they are clearly explained and understood. Should any of them then become an issue with a pupil, they must first be given a warning that a sanction will be imposed.
11. Support staff need to be aware of teacher expectations regarding classroom management and to do their best to encourage pupils to accommodate requests made of them.

Many of the behaviours likely to be experienced will be characterised as 'attention-seeking' and egocentric. The emotional, social, and moral development of pupils will not always be compatible with their chronological ages. Some pupils will have a very poor self-image, arising from many contributory factors, including previous school failure. Inappropriate behaviours are often their attempts to improve their self-image, without considering the consequences. Any intervention needs to consider the underlying factors which fuel the inappropriate behaviours as well as helping pupils to recognise that the choices they make will have consequences to themselves, and sometimes to others. The need is for them to understand and to accept that they must learn to take personal responsibility for their choices and actions.

SANCTIONS

Reflection

A reflective discussion with a student online is required when a minor or once-off incident has occurred. This may take place immediately after the incident, once a student is regulated or may take place the next day if that is more appropriate. The intention of this discussion is to reflect on the incident/ event and talk about what happened, who was involved, how the student felt in the moment, what they did/thought, how they feel now and what steps need to be taken to make things right. It is important to consider the student's levels of language and avoid 'why' and other complex questions. To support staff in facilitating a reflective discussion, there are two main resources: the reflective discussion sheet and the reflective think sheet that can be found on SharePoint and/or within the universal therapy offer.

Refocus

A refocus is required when a significant incident has taken place or when an incident is re-occurring. A refocus takes place in the learning space in a 1:1 setting with a staff

member and can last for a period of time depending on the severity of the incident. This is decided in consultation with the SLT. A refocus follows the pattern of regulating, relating, and reasoning to support a student to reflect on what has happened and plan for the strategies/ steps that need to be taken to make things right. It is important to consider the student's levels of language and avoid 'why' and other complex questions. If the student has been abusive or inappropriate with their tutor, then another member of staff may take on the refocus session, but the Tutor will always be part of a three-way and especially where restorative justice is required.

Following this, a student would be required to complete any work they missed during the incident period or during the time out of class for the refocus to take place. To support staff in facilitating a refocus session, there is a refocus day booklet which consists of a variety of resources that can be used to support a young person to regulate, relate to the staff member supporting them and finally, reasoning and planning for next steps (this includes creating a strategy list to support emotional and behaviour regulation). This can be found on SharePoint and/or within the universal therapy offer.

Restorative Justice

A restorative is required when a student has had an incident/ altercation with a member of staff or with another student. This may take place immediately after the incident, once a student is regulated and ready to do so or may take place at a later stage if the student is not yet ready to engage in the restorative discussion. If possible, the restorative should take place no later than a week after the incident. The intention of this discussion is to reflect on the incident/ event and talk about what happened, who was involved, how the student(s)/ staff member(s) felt in the moment, what they did/thought, how they feel now and what steps need to be taken to make things right. It is important to consider the student's levels of language and avoid 'why' and other complex questions. To support staff in facilitating a restorative discussion there is a resource called 'restorative discussions template' that can be used as a guide or can be written on to support a student's attention and understanding. For our staff this can be found on SharePoint and/or within the universal therapy offer.

INCIDENT REPORTING

All staff must follow the TCES NOS process for incident reporting. Occasionally, a student will display a behaviour that needs to be recorded. When this happens, the staff member must discuss the incident at de-brief and agree with the SLT who is writing the incident report and which member of the SLT it will be allocated to in order for them to sign it off. Sanctions must also be discussed, and all staff must ensure that the school sanctions log is fully completed immediately.

All incident reports must be written on the day that the incident occurred. They must then be signed off by a member of the SLT within 24 hours.

NOTIFIABLE INCIDENTS

In addition to the incident report, there are some incidents which are classed as “Notifiable”. This means in addition to the Head of School, that the School Proprietor and The Executive Head Teacher must be immediately informed if they happen. The categories for a notifiable incident are:

- Serious physical injuries to anyone resulting in urgent medical or hospital treatment.
- Any threats of self-harm or suicide made by a student.
- Any incident resulting in attendance by any emergency service – Police, Fire or Ambulance.
- Any offensive or dangerous weapons that are shown online including improvised weapons.
- Any substance misuse or suspected substance misuse, including drugs, alcohol, or medication
- Extensive damage to learning/home environment.

When one of these incidents occurs, the staff member must report the incident to SLT immediately. Occasionally, it will not be possible to complete the notifiable incident form immediately. On these occasions, the incident must be reported immediately via a phone call and then the form must be sent by the end of the day, or as advised.

FIXED TERM EXCLUSION

At TCES we do not issue Fixed Term Exclusions and we have never permanently excluded any of our pupils. It is our intention to provide all our pupils with the opportunity to work in a safe and secure environment enabling all teachers to teach and all students to learn.

The Behaviour Policy is underpinned by the above statement.

Pupils whose behaviour is causing concern are identified by the Clinical and Inclusion team and targeted and intensive interventions begin, taken from our Behaviour Toolkit in line with our Therapeutic Principles. At TCES we believe in ‘Time In’ for our pupils as opposed to ‘Time Out’. We have Unconditional Positive Regard for our pupils and our approach to education is underpinned by unconditional positive regard, meaning that we accept and support all pupils, regardless of what they say or do. We always ensure that our pupils feel wanted.

Pupils who present challenging behaviours are never defined by their behaviour. Refocus and Reflection sessions are used as another opportunity to listen to our pupils' voice and support them to self-reflect and learn about themselves and their presenting behaviours and how they can be supported to care for themselves.

PERMANENT EXCLUSION

TCES or its Online School has never permanently excluded a pupil, but to ensure compliance with regulatory bodies, we have set out the required clarity about permanent exclusions:

1. The Online school regards permanent exclusion as the sanction of last resort.
2. A permanent exclusion will normally only be considered for persistent breaches of school discipline after all other strategies and sanctions have been exercised without success and after a written warning has been issued to parents, following extensive consultation with the placing Local Authority.
3. The Online school reserves the right, however, to give a permanent exclusion peremptorily for an offence which involves an exceptionally serious breach of school rules, and which puts staff or other people at physical risk.
4. Such offences may include:
 - Dealing with drugs.
 - Arson.
5. Deliberate serious breach of the school's Health and Safety Code. When a pupil is permanently excluded, a formal letter will be sent to the parents/carers informing them of the reason for the exclusion and their right of appeal. The Head of School will convene a meeting with the Local Authority and the Schools' Proprietor of TCES to discuss the situation. If it is decided to pursue the permanent exclusion of the pupil, they and their parents/carers will be invited to a meeting with the Head of School. If the parent/carer chooses not to attend this meeting then a further meeting involving representatives of TCES, the school, parent/carer and the Local Authority is scheduled. If the decision to exclude is upheld, a letter will be sent to the parents/carers informing them of the decision and their right of appeal. Parents/carers will then have **fifteen** days within which to appeal.
6. The appeal will be heard by the SMT of TCES, and a nominated officer of the Local Authority and the decision reached by this hearing will be final.

All exclusion documents and processes comply with the latest DFE Guidelines.

THE POLICE

The Head of School or office should be notified immediately if there is an immediate Health and Safety incident or threat to safety, parents/carers who are present for all education will be informed immediately and a phone call will be made to 999 and the staff member/s who witnessed the incident must record the incident on Scholar Pack at the earliest

opportunity. A notifiable incident must also be raised with the Schools' Proprietor. If the student action is illegal but does not cause immediate risk the police non-emergency number should be called on 101. Drug taking for example would be an illegal action which usually would require the incident to be reported to the local police rather than 999.

PROHIBITED AND BANNED ITEMS IN TCES SCHOOLS AND SERVICES

In the TCES NOS, pupils are banned from bringing the following items into the virtual school environment/online classroom:

Prohibited Items as defined in Law:

- Weapons including but not limited to knives, blades, guns.
- Any item that could be used as a weapon, including tools.
- Illegal Drugs or drugs paraphernalia.
- Alcohol.
- Tobacco products, cigarettes, lighters or matches
- Fireworks
- Pornographic Images

Additional Items Banned by TCES Online School Rules:

- iPod or any other MP3 player.
- Computer games.
- Gaming equipment.
- Aerosols.
- Fizzy drinks or drinks with added sugar.
- Sweets, chocolate, cakes, crisps, or any other "junk" food.
- Vapes
- Any "gang-related" clothing, symbols, or colours.

If any banned items are brought to online sessions, the tutor, will support the student to meet these expectations. This can be escalated to SLT who will communicate with parent/carers to support with students to appropriately access their learning.

If a member of staff finds a pornographic image, they will follow TCES E-Safety and Safeguarding Policy to ensure that students are kept safe. SLT and DSL to be informed as per policies.

Alcohol, tobacco, cigarette papers or fireworks, staff will immediately contact SLT and Families/carers to maintain safety of child.

Weapons including but not limited to knives, blades, guns and Illegal Drugs or drugs paraphernalia – police should be contacted.

Items that have been (or are likely to be) used to commit an offence or to cause personal injury or damage to property should be reported to the police.

COMPLAINTS

The Online school aims to involve parents or carers at the earliest opportunity; however, it is recognised that there will be complaints at times, and we view these as opportunities to listen to the complainant, resolve the issues, improve our practice and demonstrate that we value their voice and participation.

Other TCES National Online School Policies to be read in conjunction with this one:

- Compliments, Complaints and Comments Policy
- Anti-Bullying
- Exclusions
- Dealing with Allegations against Staff
- Use of Reasonable Force
- E-Safety

Disability Equality Scheme

In reviewing this policy, we have taken into account the consideration of any potential implications of the Disability Equality Scheme.