



Inspiring Optimistic Learners

Behaviour Policy (including the Governors' Written Statement of Behaviour Principles)

Linked Policies/Protocols

- Anti-Bullying
- Management of Drugs and Substance Abuse Protocol
- E-safety Policy
- Safeguarding Policy
- Health and Safety Policy

Reviewed: September 2018	Next review due: September 2019
Governing Body Committee: CSC	CLT contact: Jeremy Plumb/Sue Fowell

Policy adopted by the Full Governing Body on:

The points covered in this policy reflect the UNCRC and our commitment to it – we understand the Articles affecting children’s’ rights in respect of behaviour are:

- Article 2 – We treat every child equally - without discrimination
- Article 3 – Every child is treated equally; everything we do is in their best interests
- Article 4 – We respect and protect the rights of every child
- Article 5 – We respect the rights and responsibilities of parents to guide and advise their child and work together with them to ensure they apply their rights properly
- Article 6 – We ensure that every child survive and develop to grow up to be healthy and happy wherever possible
- Article 8 – We preserve the identity of every child
- Article 13 – We ensure that every child has the right to say what they think and how they feel
- Article 15 – We ensure that every child has the right to meet with other young people and join groups and organisations as long as it does not impact on anyone else enjoying their rights
- Article 19 – We do everything we can to ensure that every child is protected from all forms of violence, abuse, and mistreatment
- Article 18 – We respect and encourage parents to share responsibility for bringing up their child, always considering what is best for them
- Article 31 – We respect and ensure that every child has the right to relax, play and join in a wide range of cultural and artistic activities

Introduction

Behaviour and Safety of the students as judged by Ofsted in November 2012 and March 2017 was good. The vast majority of students’ behaviour in lessons and around the College site is “good” and often “outstanding.”

These examples of good and outstanding standards of behaviour come from the strong relationships that the staff have with the students, built on a clear set of values and high expectations we have for our students. This policy sets out the ways in which to sustain and improve these standards and the mechanisms for responding when there is unacceptable behaviour. The policy draws on the most recent legislation, in particular the Education Acts of 1996, 2002 and 2011 as well as the Education and Inspections Act of 2006.

With any behaviour policy, there also needs to be a clear set of rewards and recognition for students who demonstrate good and outstanding behaviour at all times. Please refer to the Rewards and Recognition Policy.

This Behaviour Policy is supported by a range of other policies, such as anti-bullying, e-safety, SEN, intimate care, transport, safeguarding etc. **Where decisions are made on sanctions or disciplinary penalties, it is the Behaviour Policy that takes precedence over all other policies.**

Please note in this College safeguarding young people is paramount. All staff have received training re the Prevent Duty and understand their responsibility to prevent extremism and radicalisation. Students have been advised about the issues surrounding this.

Aims and Objectives

We want our students to be “inspiring, optimistic learners”. In order to do this, we need to ensure that:

- There is a strong positive ethos that deters poor behaviour and prevents students accessing learning and the curriculum;
- Behaviour is not a barrier to learning and progress;
- We adopt a consistent approach to managing behaviour of unacceptable incidents;
- Our focus is ensuring that we encourage behaviours needed for learning;

- Our focus is ensuring that we promote the emotional health and wellbeing of all our students and staff.

This Behaviour Policy covers the following areas:

1. General Guidance
2. Expectations and values at Torpoint Community College
3. Responding to poor behaviour
4. The harassment of staff
5. Physical restraint
6. Searches and confiscation
7. Information regarding sanctions
8. Tracking behaviour and managing persistent breaches of the College's code of conduct
9. Multi-agency approach
10. Exclusions.

General Guidance

The importance of strong relationships cannot be understated in maintaining good behaviour. Such relationships are part of a caring environment where individuals demonstrably value each other. It is essential that staff make and take opportunities to build these relationships. Therefore they should:

- Be at the classroom door to welcome students as they arrive to the lesson and to ensure orderly movement in the corridor;
- Take an active interest in all aspects of the students' work and College life, acknowledging achievements and encouraging.
- Provide opportunities for students to talk about their aspirations and look at ways we can raise these.

Good behaviour by all members of the College community is the key way in which we show that we value and respect each other. At all times our actions should promote and commend good behaviour. When confronted with poor behaviour, staff always stay calm and continue with their professional approach.

In general we should:

- Focus on the behaviour not the student;
- Not consider poor behaviour as a personal affront to our work;
- Not become angry or aggressive with the student(s) at fault;
- Respond in a calm and measured tone.

When dealing with any aspect of poor behaviour our immediate aims must be to:

- Prevent poor behaviour impacting on the health and safety of staff and students;
- Prevent poor behaviour impacting on the learning of other students;
- Understand the cause of poor behaviour;
- Help the student to understand why the behaviour was unacceptable;
- Work to prevent the repetition of the poor behaviour.

On some occasions this will mean a student will receive a sanction which should be directly related to the behaviour in question. Punishments must not humiliate or degrade a student, but should put right what has been done wrong.

Expectations and Values

As members of a Cooperative Trust we emphasise the following values: solidarity, self-help, self-responsibility, democracy, equality and equity. These are underpinned by our code of conduct; Respect, Prepare and Focus. These are outlined in more detail below:

Respect	Prepare	Focus
<ul style="list-style-type: none">• Respect yourself and others;• Value our community;• Accept consequences;• Speak politely to others;• Respect our College environment;• Follow all staff instructions.	<ul style="list-style-type: none">• Be on time• Wear the correct uniform;• Phones only to be used outside or in the canteen;• Headphones and earplugs should not be visible• Bring the correct equipment;• Attend College – be here to learn.	<ul style="list-style-type: none">• Listen to each other;• Stay on task;• Allow others to learn;• Follow the seating plan;• Music only to be used as part of the teacher-directed learning, not for personal use;• Ask for help.

The well-being of students and staff is supported by this Behaviour Policy. It outlines a clear set of expectations for behaviour, the importance of sanctions when behaviour is less than expected and the mechanisms to support students in improving behaviour. It also encourages students to become independent in their learning and to be responsible for their own actions.

Responding to Poor Behaviour

Teachers make professional judgements about how to manage an example of poor behaviour. This includes breaches to the Uniform Policy and Uniform and Dress Code as detailed on our website. No two instances are the same and the point at which a teacher instigates the initial stages of the sanction tariff may vary. Our consistent approach in behaviour management is rooted in our core set of beliefs (i.e. Respect, Prepare and Focus). This means that individual teachers can choose the best mechanisms based on the knowledge of the students to manage individual behaviour. However, it must be stated that once a certain response has been triggered, the sanction tariff must be adhered to. At all times the member of staff instigating any sanction, must be involved to build and improve the relationships with the students.

The Power to Discipline beyond the “College gate”

The College’s Behaviour Policy applies to all incidents of unacceptable behaviour where the students are not in College or in the charge of the College, for example:

- In the immediate vicinity of the College;
- On the journey to and from College;
- When clearly identifiable as a member of the College;
- When the behaviour is witnessed by a member of staff or reported to the College;
- When students may be outside College on College business including, for example, College trips and educational visits, College courses, sporting activities and work experience placements.

In such circumstances, breaches of the behaviour policy will be dealt with as if they had taken place in College.

The Behaviour Policy also extends to when students are using technologies including mobile phones and the internet. For behaviour outside College, but not on College business, including through the use of the technologies such as mobile phones and the internet, the College may discipline a student with a sanction, including an exclusion decided upon by the Headteacher, or Deputy Headteacher in their absence, if there is a clear link between that behaviour and maintaining good behaviour and discipline among the student body as a whole.

The Headteacher will consider whether it is appropriate to notify the police, either directly or via the local Police Liaison Officer, of the actions taken against a student. If the behaviour is criminal or poses a serious threat to a member of the public, the police will be informed. In addition, the College will consider whether this misbehaviour may be linked to the child suffering or being likely to suffer, significant harm. In which case, the College will follow our Safeguarding Policy.

The Harassment of Staff

The harassment, abuse or intimidation of staff, both on and off the premises, including via the use of technologies such as mobile phones and the internet, is considered a serious breach of the College's Behaviour Policy. The College will discipline a student who breaches the College behaviour code in this way with a sanction.

If a student is found to have made a malicious allegation against a member of the College staff the Headteacher may exclude the student from College either for a fixed term or permanently. This does not affect a parent's/carer's or child's right to raise a complaint against a member of staff in good faith.

For information on support and guidance on staff subjected to accusations, refer to the policy on allegations made against staff.

Physical Restraint

The use of reasonable force should always be a last resort for teachers and support staff. The Education and Inspections Act 2006 enables College staff to use "such force as is reasonable in the circumstances to prevent a student from doing or continuing to do" any of the following:

- Committing any offence (or, for a student under the age of criminal responsibility, what would be considered an offence for an older student).
- Causing personal injury to any person (including the student themselves).
- Causing damage to the property of any person (including the student themselves).
- Prejudicing the maintenance of good order and discipline at the College, and among any students receiving education at the College, whether during a teaching session or otherwise.

The act also defines to whom the power applies as follows:

- Any teacher who works at the College.
- Any other person whom the Headteacher has authorised to have control or charge of students. These may include support staff, teaching assistants, Learning Mentors, lunchtime supervisors and others.

The power to use reasonable force applies whether students are on College premises or elsewhere, as long as they are in the lawful control or charge of a staff member.

The College will also follow the Department of Education advice to clarify the use of force in schools for governing bodies, headteachers and school staff as published in July 2013.

The College also ensures that there are a number of staff at TCC who have completed the 'De-escalation and Positive Handling' training.

Physical Contact with Students in Other Circumstances

There are occasions when physical contact with a student may be proper or necessary other than those covered above. Some physical contact may be necessary to demonstrate exercises or techniques during PE lessons, sports coaching, or DT, or if a member of staff has to give first aid. Young children and children with special educational needs may need staff to provide physical prompts or help. Touching, such as a hand on the shoulder, may also be appropriate where a student is in distress and needs comforting. Teachers will use their own professional judgement when they feel a student needs this kind of support.

Searches and Confiscation

- If a member of staff reasonably suspects that a student is in possession of a prohibited item the student may be searched, with or without consent.

When items are found they can be confiscated if they are not allowed under the College rules. Where any item is thought to be a weapon or drugs, it must be passed to the police and a log number will be recorded. In the case of drugs, evidence bags will be used to store items and these will be logged with the Headteacher, or the Deputy Headteacher in their absence.

Electronic devices may be seized and examined where it is reasonable to do so and any material on those devices may be removed where the material may be detrimental to the smooth running of the College.

Although currently not regular practice, the College reserves the right to screen students entering the College premises. Any complaints relating to the imposition of sanctions short of exclusion or other measures contained within the Behaviour Policy may be dealt with via the College Complaints Procedure.

It is not necessary (but is good practice) to inform parents/carers that a search for prohibited items has taken place. Where objects are found the individual student's parents or guardians should be contacted where what is found constitutes a significant breach of the College's rules and especially where a prohibited item is found.

Prohibited Items:

- Alcohol, illegal drugs and substance and related paraphernalia;
- Legal "highs" and intoxicating substances;
- Cigarettes, cigarette paper, tobacco, cigarette lighters, matches, e-cigarettes etc;
- Weapons and offensive weapons such as BB guns, knives, catapults etc;
- Explosives/explosive material;
- Fireworks, including fire crackers; 'stink bombs' and other dangerous/noxious items;
- Stolen property;
- Racist literature and other similar items;
- Pornographic images;
- Any other item that can be detrimental to the smooth running of the College.

Information Regarding Sanctions

Under the Education and Inspections Act 2006, staff have specific legal power to impose detentions outside College hours.

Parental consent is not required for a detention to go ahead and parents/carers cannot over-rule the College's decision to issue a detention for a student under the age of 18. Parents/carers are expected to make arrangements to ensure that their child attends the detention but may ask the College to consider an alternative date for their child to complete the punishment if the original date will cause the family a particular problem.

If a student does not attend a detention that has been set, disrupts or refuses to stay in a detention, then a further or higher level sanction may be imposed. This might be a day's internal exclusion or, in extreme cases, a fixed term exclusion, imposed by the Headteacher.

Tracking Behaviour and Managing Persistent Breaches of Torpoint Community College's Code of Conduct

The College monitors breaches of the Code of Conduct Policy electronically. This enables the College to identify individual students with persistent poor behaviour. Parents/carers of students giving cause for concern regarding their behaviour will be contacted regularly with updates of their child's current discipline record.

Torpoint Community College has various strategies to support students in changing their behaviour. The choice of which strategies to employ is based on an assessment of an individual student's needs but might include any of the following:

- The College engaging with the parents/carers.
- Regular reviews, including interim reports.
- Close monitoring including different levels of monitoring reports, tiers 1-4.
- Changing tutor group or teaching group.
- Registration with a member of the pastoral team or in the Student Support Centre.
- Consideration by the College SENDCo.
- Placed on a mentoring programme.
- Group work on social skills and anger management.
- Pastoral Support Programme.
- Mediation meetings.
- One or more days working in isolation in the Supervision Room.
- Referral to alternative provision, for example, Acorn Academy (Caradon).
- Meet with the Governors' Expectations Committee.
- Meeting with the Governors' Discipline Committee.
- Use of Stage to Exclusion referral system.
- Referral to a specific support service such as the Education Welfare Service, Children's Services, Educational Psychological Service, Child Adolescent Mental Health Service.
- A managed move to another local school with the consent of all parties, following the local Fair Access Policy.

Multi-Agency Approach

The College has a multi-agency approach to support students who display continuous disruptive behaviour. Therefore, some students are already referred to other agencies such as Specialist CAMHS, MARU, Speech and Language Therapist or the Educational Psychologist. For students who are not already referred, parents/carers will be encouraged to support the College's recommendations that they agree to a specialist referral to assess whether the behaviour is due to any unmet underlying educational or other need.

Stages to Exclusion – Tier Two Intervention and above (see attached: 'Respect. Prepare. Focus. Tier System')

When a student is showing persistent concerns with their behaviour or are involved in one off serious incidents, they will be placed on a Stage to Exclusion. There are five stages: five (5) being the most serious and likely to lead to a permanent exclusion and one (1) being the lowest.

Students' stages to exclusion will be reviewed every 12 weeks and a decision will be made to move down, stay on the same or move up a stage. However, students can be placed on any stage to exclusion or be moved up a stage in response to poor behaviour at any time.

Parents will be kept fully informed at all times on any decision regarding which stage their child may be on. When a student is moved down or up the Stage to Exclusion a phone call will be made to parents/carers; this will be followed by a letter and the reason for this movement will be stated. A full intervention package will also be put in place based on the child's needs in order to support them in improving their behaviour

Exclusions

There are three types of exclusion: a) a fixed term exclusion that is **permanent** which means that the student may never return b) a fixed term exclusion that is **temporary** which means that the student may return to the College once the exclusion has been served. For the period of exclusion the student cannot attend the College or come near to the College premises or c) internal exclusion (INTEX). The student is temporarily placed in the Internal Exclusion Room. This is monitored with CCTV, has a specialist Behaviour Learning Mentor present to support and challenge and the student must complete the work in line with the class.

The ultimate sanction available to the Headteacher is exclusion – including permanent exclusion. The decision to exclude is never taken lightly. Only the Headteacher can exclude a student. In the absence of the Headteacher a student will be placed in INTEX until the Headteacher has been consulted and agreed to the exclusion. In the event the Headteacher is absent for 2 or more days the decision to exclude will be delegated to the Deputy Headteacher. Other exclusion-related activities, including the investigation, may be delegated to other staff.

When making decisions on exclusions and administering the exclusion procedure, the Headteacher must comply with the law and must also have regard to the current guidance from the **Department for Education**.

The Headteacher may decide to exclude the student from College:

- If a student has been involved in a serious incident at College that breaches the College's code of conduct;
- Where the student has engaged in persistent disruptive behaviour contrary to the College's code of conduct and Behaviour Policy;
- Where allowing the student to remain in College would seriously harm the education and/or welfare of the student or the College community

A student may be excluded after being involved in a single or one off incident that is a serious breach of the behaviour code. Examples of such an incident include:

- Drug and alcohol related incidents;
- Incidents involving cigarettes, tobacco, cigarette lighters or matches;
- Incidents involving offensive weapons;
- Stealing;
- Swearing at teachers or other staff;
- Challenging /poor behaviour;
- Threatening staff;
- Serious actual or threatened violence against another student or member of staff;
- Destructive behaviour;
- Deliberate damage to College property or the property of other members of the College community;
- Incidents impacting on the health and safety of other students or members of staff;
- Bringing the reputation of the College into disrepute

A student may be excluded for persistent challenging behaviour. In the case of student with a history of challenging behaviour, a relatively minor offence might also trigger an exclusion.

Examples of persistent poor or challenging behaviour include:

- Persistent disruption of lessons;
- Persistent bullying;
- Frequent referrals to Internal Exclusions (INTEX);
- Persistent refusal to comply with instructions.

The above lists are by no means exhaustive and merely indicate the type of incident which may lead to exclusion.

The Decision Making Process

1. Following an incident which will start the process, there will be an investigation by members of staff. The investigation will usually be coordinated by a senior member of staff with pastoral staff supporting the investigation. At this time it is usual that witness statements will be taken from students and/or staff. These will be done by completing the College approved forms.
2. Students involved in an incident may be placed in isolation – usually in the Internal Exclusion room (INTEX) – whilst the matter is investigated.
3. Students are encouraged to give their version of events and will be given the opportunity to write a statement explaining what happened, using the official College forms. If a student finds it difficult to write, an adult may scribe for them. Students must be honest in their account. Following an incident on a residential trip, statements will be taken during the trip. It may not be possible to use the standard statement College approved form but the student will be asked to write their name, date, time of incident, location and names of the other students or staff as soon as it is practicable to do so. The statement will be completed as close to the incident as possible but of course this will need to be managed around the specific activity and not have an adverse impact on the enjoyment of the students.
4. Other information, such as a SIMS behaviour log, may be used as can other forms of evidence.
5. Should the outcome be an exclusion then an exclusion referral form will be completed by the senior member of staff dealing with the incident. This will outline the specific reasons why they think exclusion is appropriate, past sanctions, interventions and support that are already in place and what policies it relates to. Any evidence relating to the incident will be attached to this form.
6. The Headteacher, using this exclusion referral form, will review any evidence and confer with the relevant member of the investigation and pastoral team and/or look at the student's file and check the behaviour record to determine whether or not such an incident is out of character. The Headteacher may contact the student and or the parents for a discussion around the incident. The Headteacher will consider the DfE guidance on exclusions alongside all relevant information before making any decision on the exclusion and whether it will be fixed period or permanently.
7. When the decision to exclude a student is taken, parents/carers will be telephoned and informed of the incident by either a member of the College Leadership Team, or one of the House Leaders of Learning or another senior member of staff.
8. If the incident is very serious, the person contacting a parent/carer may ask them to remove their child from the College immediately.
9. Occasionally, an exclusion will be for an initial period, perhaps because key witnesses are absent from College or the investigation proves to be lengthy. The Headteacher will reserve the right to extend the exclusion or to make the exclusion permanent once the investigation is concluded.
10. The Headteacher will write to parents/carers informing them of the decision to exclude, why and for how long and either the parent's/carers right to make representation to the Governors or their right to appeal if appropriate.
11. At the end of all non-permanent (fixed term) exclusions parents/carers are required to attend a reintegration meeting with their child. These are important meetings; Torpoint Community College has found that working together with parents/carers is the most effective means of ensuring that a child does not reoffend. These meetings will usually be conducted by a member of the leadership team and certain reassurances about the students' future behaviour will be sought. Students will only be allowed back into College following a successful reintegration meeting (see flowchart on the reintegration process). A record of the meeting will be made that is signed by the student, parent/carer and the senior member of staff as an account of the meeting. A copy of this document will be sent to the student and parent/carer.

Sixth Form Expectations

Post 16 students are expected to display the same high standards of behaviour as the rest of the College and although rare, can expect to have incidents of unacceptable behaviour dealt with in line with the College policy. As Post 16

education is voluntary, specific sanctions may differ according to circumstance and each incident is dealt with as seen appropriate by the Head of Sixth Form and the Sixth Form Team. All students in the Sixth Form are expected to sign the TCC Sixth Form Contract (Appendix A) which makes it clear what the expectations are of students and what students can expect from the Sixth Form in return. The Head has the authority to exclude Sixth Form students.

Governors' written statement of behaviour principles

Rationale and purpose.

1. This Statement has been drawn up in accordance with the Education and Inspections Act, 2006, and DfE guidance (Behaviour and Discipline in Schools, 2014).
2. The purpose of the Statement is to provide guidance to the Headteacher in drawing up the College's Behaviour Policy so that it reflects the shared aspirations and beliefs of all stakeholders in the College; governors, staff, parents and students, as well as taking full account of law and guidance on behaviour matters. It is intended to help all College staff to be aware of and understand the extent of their powers in respect of recognition and reward for good behaviour, discipline and sanctions for unacceptable behaviour and how to use them. Staff should be confident that they will always have the Governors' support when following this guidance.
3. This is a statement of principles, not practice: it is the responsibility of the Headteacher to draw up the College's behaviour policy, though the Headteacher must take account of these principles when formulating this policy. The Headteacher should also take account of the guidance in DfE publication Behaviour and Discipline in Schools: a guide for Headteachers and school staff (Feb 2014).
4. The Behaviour Policy is to be published on the College website and distributed to all members of staff via e-mail and available to all on request.

Principles

High standards of behaviour: The governing body of Torpoint Community College believe that high standards of behaviour lie at the heart of a successful school which enables all of its students to make the best possible progress in all aspects of their school life and that all staff should be able to teach and promote good learning without interruption.

The right to feel safe at all times: All students, staff and visitors have the right to feel safe at all times in College and free from the effects of unacceptable behaviour. There should be mutual respect between all members of the College Community and the policy should help to foster this.

Inclusivity and Equality: Torpoint Community College is an inclusive establishment. All members of this College community should be able to work or study, free from any form of discrimination, harassment or bullying. (As laid down in the Equality Act, 2010). To this end the College must have a clear and comprehensive Anti-bullying Statement that is known and understood by all, consistently applied and monitored for its effectiveness. Measures to protect pupils from bullying and discrimination as a result of gender, race, ability, sexual orientation or background should be clearly set out and regularly monitored for their effective implementation. The College's legal duties under the Equality Act, 2010 in respect of safeguarding pupils with Special Educational Needs and all vulnerable pupils should be included in the Behaviour Policy.

Emotional Health and Wellbeing: The governors believe that the emotional health and wellbeing of all students and the staff at Torpoint Community College are important and procedures and practises should ensure this aspect is promoted and given importance.

Practice: Whilst the governing body recognise it is the Headteacher's responsibility to draw up the College's Behaviour Policy, the following should be included:

Home-College Agreement: Parents/carers should be encouraged and helped to support their children's education, just as the students should be helped to understand their responsibilities during their time within the College. The responsibilities of students, parents/carers and College staff with respect to student's behaviour must be covered in the 'Home-College Agreement' which students and parents/carers must be asked to sign when a child joins the College.

Code of Conduct: The Code of Conduct should be clearly stated in the Behaviour Policy. These should set out expected standards of behaviour, should be displayed in all classrooms and other, relevant parts of the College and shared with and explained to all students. The governing body expect the rules to be consistently applied by all staff.

Reward and Recognition: The governing body would like to see a wide range of rewards consistently and fairly applied in such a way as to encourage and reward good behaviour in the classroom and elsewhere. These should be made clear in the Behaviour Policy.

Racism/Racist bullying: Racism/Racist bullying in schools can range from ill-considered remarks, which are not intended to be hurtful, to deliberate physical attacks causing serious injury. Racism/Racist bullying can be identified by the motivation of the antagonist/bully, the language used, and/or by the fact that victims are singled out because of the colour of their skin, the way they talk, their ethnic grouping or by their religious or cultural practices. Torpoint Community College actively encourages it's students and staff to understand, embrace and celebrate their diversity.

Bullying or abuse of anyone because of their race will not be tolerated, and any reports of such behaviour are swiftly and rigorously investigated in line with the College's current reporting and resolution protocols.

Incidents of racist bullying are recorded using the B1/B2 reporting system and logged in SIM's; the bullying log is regularly reviewed by the pastoral leads, DSL's and safeguarding governor.

Torpoint Community College will always seek restorative outcomes for any cases of bullying including:

- 1:1 and small group mediation
- Working with parents and students
- Referral to Police Youth Liaison Officer
- Raising awareness and promoting positive relationships through PSHE and Rights Respecting Schools programme
- Sanctions taken against perpetrators of bullying in any form in line with College Behaviour Policy
- Individual or small group mentoring.

Sanctions for the breaches of the Code of Conduct:

Sanctions for unacceptable/poor behaviour should be known and understood by all staff and students and consistently applied. The range of sanctions should be described in the Behaviour Policy so that students, staff and parents can understand how and when these are applied. The governing body strongly feel that exclusions, particularly those that are permanent, must be used only as a very last resort.

The policy should also include the following in some detail:

- Power to use reasonable force or make physical contact: the situations in which reasonable force may be used (including removing disruptive pupils from classrooms, or preventing them from leaving). A definition of 'reasonable force' should be included, which should also explain how and when pupils may be restrained. The governing body expect appropriate staff to be trained in the use of reasonable force and restraint.
- The authority to search students for prohibited items and to confiscate where necessary, the governing body would expect the Headteacher to inform the relevant authorities when items prohibited by law, weapons, non-prescription drugs etc. are brought onto the College premises.
- The power to discipline outside the College gates: disciplining beyond the College gates covers the College's response to misbehaviour and bullying that occurs anywhere off the College premises that is witnessed by a member of staff or reported to the College. This includes any misbehaviour when the student is taking part in any College organised or College related activity.

The Behaviour Policy should set out the disciplinary action that will be taken against students who are found to have made malicious accusations against College staff and the pastoral support that College staff should expect to receive if they are accused of misusing their powers.

Approved by the Board of Governors October 2018

Review this statement in line with the Behaviour Policy

Signed on behalf of the Full Governing Body of Torpoint Community College.

C Parton
Chair of FGB

TCC 6th Form Student/Sixth Form Contract (Appendix A)

This agreement is binding between students, parents and Torpoint Sixth Form and is a Pre requisite of the enrolment process.

TCC will provide for you:

Daily Guidance

Why?

- To build your relationship with your tutor who will be writing your UCAS or employment reference. This reference is a crucial tool you will need when you leave us.
- It is an excellent opportunity for your tutor to clarify data and support your progress.

You will also receive at least one “interview” with your tutor each half term that will be recorded. This will provide you with the opportunity to discuss any issues you have and for us to monitor your well being both in and out of the classroom.

Compulsory registration by 8.45am each morning

Why?

- Successful Sixth Form Students use the school day wisely so that they keep on top of their work and allow themselves time in the evenings for part time work, socialising and leisure activities.
- You need to use the working day properly by using study periods appropriately. By getting in school early you can make full use of the working day. This also resembles a normal working day and gets you ready for the wider world outside of school.
- All our references refer to attendance and punctuality. By establishing good habits early on in Year 12, particularly with regards to attendance, you will be enabling us to write you a really supportive reference.

Next Steps Advice

- Where monitoring data indicates that you are underachieving in a subject you will receive a “Why not higher” comment where you will be given clear explanations as to why your grades are not higher from your subject tutors in those subjects you are underachieving in. You will need to show evidence of acting on this advice.

Why?

- We will do everything we can to stop you underachieving.
- By giving you targets early you can act on this advice and get back on track quickly.

Quality Teaching and formative assessment

- This will involve appropriate teaching, setting and marking of homework and coursework. On any piece of work there will be next steps advice. Any concerns you have regarding the quality of teaching, marking or homework should be reported to Head of Sixth Form immediately.

Why?

Quality teaching means quality learning. Next Steps advice is crucial to you progressing – you need to know what to do next.

Regular reporting and monitoring.

- Regular reports and assessments of progress are in place which will take account of your abilities and your objectives for the future. Much of the information generated will be reported to your parents.

Why?

- You, your parents and your teachers need to know how well you are progressing. This then informs what happens next.

Facilities and resources.

- All classrooms in the 6th Form Block, including the common room are free for use as Quiet Study Area's . The Common Room is for the exclusive use of Sixth Formers. All ICT facilities are available for your use as is the kitchen area and you have free membership to the gym.

Why?

- You are important. You are valued. You deserve to have excellent computer: student ratios during study periods. This is an advantage of attending a smaller more personal Sixth Form.

Leadership Opportunities in Year 12 & 13

- Bus Marshalls, Library volunteers, Associate Tutors, - Learning Mentors, Sixth Form Student Council

Why?

- To help you develop more than just academic skills.
- To give you leadership & development opportunities.

Career guidance

- This will come in several forms – from your tutor, through assemblies, through UCAS/ employment booklets, through targeted career trips and outside speakers and the Careers Academies.

Why?

- By giving you career guidance you are more likely to make an informed decision on what to do next. Also, those students with clear goals and targets tend to out perform those students who do not have targets and goals.

Clear communication channels.

- A willingness to talk with yourself and your parents at both regular published meetings, parents evenings and whenever you request an appointment.

Why?

- Communication is crucial. Without it barriers build up between the three parts of the triangle – students, parents and teachers

J.Golding
Assistant Head KS5
September 2018

TCC 6th Form Student Contract

What we expect of you in order to ensure your own development and success:

Better than 90% Attendance & 100% Punctuality at all lessons and Tutor times

Why?

- There is a really positive correlation between attendance and achievement. Missing lessons and not using study periods properly will stop you achieving your potential.
- Students with unauthorised absences below 90% will not be entered for exams. Students will have to pay for their own exam entries. Holidays will never be authorised.

High levels of respect for yourselves, each other, your teachers, our school and wider local Community

Why?

- It is by having this mutual respect that we can develop socially and morally. You are special and unique and we want to work with you to bring out the very best in you. You must think highly of yourself in order to achieve your potential. We will show we value you and care. You must be sure of yourself and believe in yourself.
- You are what our younger students aspire to be, you need to be worthy of this aspiration.

High Achievement levels

Why?

- You are in one of the best achieving Sixth Forms in Cornwall with high levels of teaching & learning and guidance and consequently we expect you to achieve your potential as determined by your progress against your target grade.
- You need to try your best to achieve your best. This means meeting deadlines and completing independent learning.

Leadership Opportunities

Why?

- You are powerful role models to younger students both in school and the local community. Your input into their activities helps them to realise their potential. Equally the selflessness, diligence and commitment required to regularly undertake voluntary work will develop you. This development will allow us to represent you favourably in all references we write on your behalf.

A strong work ethic

Why?

- Second only to attendance this is the biggest barrier to achievement. We expect you to work hard both in school and out of school because you have chosen to continue in post 16 education – no one has forced you – it is your choice.

Make good use of Study Periods

- The successful use of these is crucial. It is suggested as an approximate guideline that for every hour spent in Class you dedicate one hour outside of class to additional independent study. For the first half term of Year 12 students are not permitted to study offsite during non-contact periods. You are expected to study in the Sixth Form to develop and consolidate this positive work habit. If you are on track by Autumn half term, with the agreement of your tutor, you will be allowed to study offsite.

Achieve at least a grade 4 in GCSE Maths or English

Why?

- These qualifications are required by all universities and the vast majority of employers.

To attain a minimum of grade E's at AS Level in all subjects

Why?

- In order to progress to Yr 13 students must have attained a grade in at least 3 out of 4 subjects minimum in either internal end of year exams or formal AS examinations. U and E grades mean no automatic progression to Yr 13. No year 13 student will be allowed to follow just 2 A levels.

Why?

- Students leaving Sixth Form with two A levels instead of three have reduced career prospects.

. No student will follow less than 3 AS levels in Year 12. Where a student drops an AS level subject they will Study independently in the Sixth Form.

Why?

If a student fails to attend these study sessions they will be given a warning. If they persist in not attending these sessions they will be put on a final contract after which time if attendance is anything less than 100% they will be released from the Sixth Form.

Print Name _____ Tutor Group _____

Signature _____ Date _____

Tier System			Stage of Suspension		Possible Support offered See Policy	
	Trigger for Sanction	Immediate actions	Duration		Additional Actions (BST, CLOL, HLoL etc)	Successful Outcome Criteria
Curriculum Interventions (Tier 1 Intervention)	Not meeting College Expectations in Classroom/Poor Attitude to learning	<ul style="list-style-type: none"> Clear Warnings given, take up time, other strategies to re-engage student reinforcement of the rules and warning given. 	During lesson			Student Follows College Expectations Praise given to the student at the end of the lesson for making appropriate choices
	Poor Low level behaviour persists	<ul style="list-style-type: none"> Teacher Detention same day (if up to P4) & 'final warning' – 'either/or' OR Teacher Detention next day (If P5) & 'final warning' – 'either/or' 	Lunchtime 15 minutes		Ensure use of positive standardised language for final warning i.e. "This is your final warning, you either...[positive expectation] or ...[negative consequence]"	Student completes Teacher Detention and behaviour improves
	Student misses lunchtime detention	<ul style="list-style-type: none"> Notify student of teacher detention. Behaviour log raised on SIMs. E-mail sent to 'BST' which indicates student name and date of detention. Sticker placed in student's planner. 	After College 3.20 – 3.40		BST create a detention on SIMs BST inform parent/carer text Student and parents/carers spoken to by teacher issuing sanction	Student completes Teacher Detention and behaviour improves teacher ticks attendance on detention list as attended
	Behaviour becomes a serious disruption to class or teacher detention not served correctly	<ul style="list-style-type: none"> Teacher clicks 'not attended' on SIMs 'Teacher detention'. Behaviour log raised on SIMs to indicate 'CLOL detention'. E-mail CLOL /or Parked with CLOL (if serious disruption during lesson). 	After College 3.20 – 4.00 (On specific dept night)		CLOL e-mails BST, class teacher and tutor CLOL leads mediation between student & classroom teacher BST gives student a detention slip BST inform parent/carer by text BST create a detention on SIMS Student and parents/carers spoken to about sanction by class teacher or CLOL	Student completes CLOL detention and this is logged on detention list as attended
	Refuses to attend CLOL detention/CLOL detention not served correctly	<ul style="list-style-type: none"> CLOL clicks 'not attended' on SIMs 'CLOL detention'. CLOL raises behaviour log for 'CLT detention' CLOL e-mails BST to indicate 'CLT Detention' 	After College 3.20-5.00 (CLT rota)		BST create a detention on SIMS BST gives student detention slip BST inform parent/carer informed by letter Student and parents/carers spoken to about sanction by class teacher or CLOL	Student completes CLT detention and this is logged on detention list as attended
	Student refuses to go to parking	<ul style="list-style-type: none"> Teacher contacts on-call on 111. Teacher creates behaviour log on SIMs 	Immediately 2hr Supervision Room		BST inform parent/carer by text BST places student in Supervision Room for up to 2 hours (taking away the break or lunchtime too) (BST). If P5, up to end of break the next day. BST e-mail CLOL, Tutor and HLoL so student is fast-tracked to DBC. Classroom teacher or CLOL speaks to parents/carers and student	Student responds and behaviour improves over the rest of the day/on the DBC.
	Despite CLOL detention behaviour does not improve. After student is parked 3 times/ or has been issued with 4 separate teacher detentions in a subject	<ul style="list-style-type: none"> Teacher notifies CLOL by-email Teacher sets up DBC (Dept Behavioural Contract) with student 	DBC for 8 lessons		CLOL gives teacher is given DBC report card and uses it to monitor for 8 lessons. CLOL sends letter home to parents/carers that indicates "if there is no improvement after 2 lessons of being on DBC, further consequences will occur"	Behaviour improves: letter sent home to indicate DBC is closed DBC is closed and CLOL and HLoL are notified BST log on SIMs Events as an intervention
	Behaviour does not improve on DBC	<ul style="list-style-type: none"> Teacher e-mails CLOL. Fixed period exclusion from subject with middle level leader 	Lesson exclusion – 1 lesson		CLOL e-mails teacher, BST, tutor and HLoL to arrange 1 lesson exclusion. CLOL sends letter home. Student excluded with a middle level leader. CLOL leads conversation with student and CLOL.	Beh improves, DBC is finished with positive outcome and DBC is closed as per above. Letter sent home, CLOL/Classroom teacher & HLoL are notified. Logged on SIMs under SEN events.

	Behaviour does not improve after 1 lesson exclusion	<ul style="list-style-type: none"> Fixed period exclusion from subject with middle level leader 	Lesson exclusion – 2 lessons		CLOL e-mails teacher, BST, tutor and HLoL to arrange 2 lesson exclusion. CLOL sends letter home. Student excluded with a middle level leader. CLOL leads conversation with student and CLOL.	As above
	Behaviour does not improve after 2 lesson exclusion	<ul style="list-style-type: none"> Fixed period exclusion from subject with middle level leader 	Lessonexclusion – 3 lessons		CLOL e-mails teacher, BST, tutor and HLoL to arrange 3 lesson exclusion. CLOL sends letter home. Student excluded with a middle level leader. CLOL leads conversation with student and CLOL.	As above
	Behaviour does not improve after 3 fixed period exclusions	<ul style="list-style-type: none"> Fixed period exclusion with CLT Parents/carers Meeting with CLOL, CLT, classroom teacher and student. 	Lesson exclusion – 5 lessons		CLT/BST arranges parents/carers Meeting with CLT, CLOL, classroom teacher and student.	As above
Tier 2	Global concerns – more than one DBC	<ul style="list-style-type: none"> HLoL arranges parents/carers meeting with HLoL & CLOL/Tutor/etc Clear sanctions/targets are put in place HLoL puts student on Tier 2 report and e-mails class teachers, CLOLs, tutor and BST. HLoL logs on SIMs start date of Tier 2. HLoL gives students tier 2 report card monitored daily by HLoL CLOLs close DBCs and notifies class teacher. 	Tier 2 report card Wk 1-4	Stage One	HLoL/AHLoL sends letter home to parent/carer after meeting, explaining the move to Tier 2. CLOL logs end of DBC on SIMS.	Behaviour improves and student comes off report Standardised letter is sent home. 'Teachers' notified Logged on SIMs
	Behaviour still does not improve as judged by HLoL/ more than on DBC still open	<ul style="list-style-type: none"> HLoL notifies parent/carer about additional 4 weeks/meeting/telephone. Tier 2 report card monitored daily by HLoL Clear sanctions/targets are put in place 	Tier 2 report Card Wk 5-8		HLoL logs on SIMs further 4 weeks on Tier 2. HLoL informs parent/carer that there may be a possible referral to Tier 3 if no improvement. HLoL/AHLoL sends letter home.	Behaviour improves and student comes off report Standardised letter is sent home. 'Teachers' notified. Logged on SIMs
Tier 3 Panel	Student has 3 or more DBCs and/or 15 detentions in 1 term	<ul style="list-style-type: none"> Referral To Tier 3 Panel consisting of SSM/HL/one CL to decide of Tier 3 or Tier 4 is appropriate 		Stage Two	Meeting held between SSM, HLoL, student and parents/carer	
Tier 3	Referred by Tier 3 panel	<ul style="list-style-type: none"> Parents/carers meeting with SSM/CLT Formal Pastoral Support Plan agreed Tier 3 report card Daily text home immediate after College detention/ internal for poor behaviour 	Up to 12 weeks		Parents/carers contacted daily to update on behaviour internal exclusion for poor behaviour	Back to Tier panel if behaviour improves and stage 2
Tier 4	Referred by Tier 4 Panel SSM/CLT	<ul style="list-style-type: none"> Refer to outside agency Parents/carers meeting with CLT/SSM CAF raised if not one already Tier 4 report card . 	Up to 12 weeks	Stage Three	Meeting held between DHT, SSM, students and parent/carer Parents/carers contacted daily to update on behaviour internal exclusion for poor behaviour	Back to Tier 3if behaviour improves in 4 weeks on report card
Tier 5	Referred by SSM/CLT	<ul style="list-style-type: none"> Parents/carers meeting for final PSP review with CLT Tier 5 report card Daily text home immediate internal for poor behaviour 	Up to 12 weeks	Stage Four	Consider managed move, Plymouth Transfer/Alternative Provision	Back to Tier 4 on 4 weeks good behaviour on report card

		<ul style="list-style-type: none"> Part time timetable Student name taken to BFL panel. 				
	Continued or one off serious breach of the Behaviour Policy			Stage Five	Permanent Exclusion/Managed Move	