



**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
- Child Protection and Safeguarding Policy
- Health and Safety Policy
- Rewards and Recognition Policy

<b>Reviewed:</b> Sept 2022	<b>Next review due:</b> Sept 2023
<b>Governing Body Committee:</b> FGB	CLT contact: Headteacher Jeremy Plumb Senior Assistant Headteacher Martine Blandin -Neaves
<b>Policy adopted by the Full Governing Body on: 21<sup>st</sup> Sept 2022</b>	

## Policy – Amendment Record Sheet

<b>Amendment Number</b>	<b>Section Amended</b>	<b>Amended By</b>	<b>Reason for Amendment</b>	<b>Date</b>
01	Cover sheet	J. Plumb	Added in Child Protection reference and Rewards and Recognition Policy	8/11/21
02	Cover sheet	J. Plumb	Dates amended & CLT contact	8/11/21
03	Introduction	J. Plumb	Added online safety, child protection safeguarding training	8/11/21
04	Aims & Objectives	M. Blandin-Neaves	Amendments to behaviour curriculum	8/11/21
05	General guidance	M. Blandin-Neaves	Sanction details	8/11/21
06	Responding to poor behaviour	M. Blandin-Neaves	Added in conversation regarding poor behaviour	8/11/21
07	Exclusions	J. Plumb	Removed COVID guidance	8/11/21
08	Behaviour Policy Coronavirus Addendum	J. Plumb	Removed and added section referring to COVID risk assessment	8/11/21
09	6.0 Searches and confiscation	J. Plumb	Update from DfE guidance- the power to search a student without consent	25/05/22
10	A number of changes as a result of updated DfE guidance	J. Plumb	A number of changes as a result of updated DfE guidance	01/09/2022
11				
12				

**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**

Torpoint Community College continually works to maintain high standards of behaviour. Good behaviour is central to good education. Torpoint Community College has developed a robust behaviour policy to ensure a calm, safe and supportive environment where children can learn and thrive.

This behaviour policy is the starting point for laying out the vision of the College and is communicated to students, staff, parents and carers. The College has high expectations of students’ conduct and behaviour which is understood by staff, students and parents/carers and applied consistently and fairly to help create a calm and safe environment.

Behaviour and Safety of the students as judged by Ofsted in November 2012, March 2017 and July 2022 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. It is also as a result of working in partnership with parents and carers to support the needs of all learners. 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.

This policy is also based on three guidance and advice documents published by the Department for Education in July 2022:

- Behaviour in Schools
- Searching, Screening and Confiscation
- Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement.

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, online safety, SEND statement, intimate care, transport, child protection and 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 safeguarding training with regular updates. Staff have also received training with regard to Prevent 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 which deters any behaviour which prevents students accessing learning and the curriculum;
- We teach a behaviour curriculum to our students;
- We include the behaviour curriculum in our on-going Continual Professional Development;
- 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. Suspension and Permanent Exclusion.

## 1.0 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 through the College behaviour curriculum. 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.

Measures are in place and both general and targeted interventions are used to improve student behaviour and support is provided to all students to help them meet behaviour standards, making reasonable adjustments for students with special educational needs and/or a disability as required.

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 a proportionate and fair response that may vary according to the age of the student context, history of needs or circumstances. These can include: verbal correction, extra work, loss of privileges, completing a detention, regular reporting to a designated member of staff or in more extreme cases, a suspension or permanent exclusion.

The role of parents is crucial in helping schools develop and maintain behaviour. To support the College, parents are encouraged to read the College's Behaviour Policy and, where possible take part in the life of the College and culture. Parents have an important role in supporting the Behaviour Policy and are encouraged to reinforce the policy at home as appropriate. Where a parent has a concern about the management of behaviour, they should raise this directly with the College while continuing to work in partnership.

## 2.0 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 in the 3 College values below:

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

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.

## 3.0 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 values (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. This can be achieved with a threshold conversation at the time of the poor behaviour or at a later time.

## 4.0 The Power to Discipline beyond the “College gate”

The College has the power to sanction students for misbehaviour outside of the College premises to such an extent as is reasonable, in accordance with DfE Behaviour in Schools July 2022.

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

- In the immediate vicinity of the College;
- Travelling to and from College;
- When clearly identifiable as a member of the College, including when wearing College uniform;
- When the behaviour is witnessed by a member of staff or reported to the College;
- That could have repercussions for the orderly running of the College
- That poses a threat to another student
- That could adversely affect the reputation of the College
- When students may be outside College on College business including, for example, College trips and educational visits, College courses, sporting activities, work experience placements or taking part in any College-organised or College-related activity

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 a suspension or permanent exclusion decided upon by the Headteacher, 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 Child Protection and 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 suspend or permanently exclude the student from College. 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.

## **5.0 Physical Restraint and the use of reasonable force**

There are circumstances when it is appropriate for staff to use reasonable force to safeguard children. The term "reasonable force" covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. "Reasonable" in these circumstances means "using no more force than is needed".

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, 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.

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

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.

### **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 students 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.



## **6.0 Searches and Confiscation**

### **Annex –Forms**

#### **Search Pack**

#### **Students statements to be completed**

#### **Student Brief before search**

#### **Parents/carers Brief for contact after a search**

Searching can play a critical role in ensuring that the College is a safe environment for all students and staff. It is a vital measure to safeguard and promote staff and student welfare, and to maintain high standards of behaviour through which students can learn and thrive.

- If a member of staff reasonably suspects that a student is in possession of a prohibited item the student may be searched in accordance with the DfE guidelines (Searching, Screening and Confiscation DfE July 2022). Under common law, the College has the power to search a student for any item if the student agrees. The member of staff should ensure the student understands the reason for the search and how it will be conducted so that their agreement is informed.

The headteacher, members of the College Leadership Team, Designated Safeguarding Leads, Heads of Year and colleagues within the Behaviour Support Team are those staff authorised to carry out a search. Authorised members of staff should make an assessment of how urgent the needs for a search is and should consider the risk to other students and staff. Before any search takes place, the member of staff conducting the search should explain to the student why they are being searched, how and where the search will take place and give them any opportunity to ask any questions.

The authorised member of staff should always seek the co-operation of the student before conducting a search. If the student is not willing to co-operate with the search then the headteacher, designated safeguarding lead or member of the College leadership team will be contacted and will follow the guidance in the Department for Education Searching, Screening and Confiscation advice for schools July 2022.

During a search an appropriate location for the search will be found, where possible this should be away from other students. The search will take place on the College premises or where the member of staff has lawful control or charge of the student, for example on a trip. The law states the member of staff conducting the search must be of the same sex as the student being searched and there must be another member of staff present as a witness to the search. There is a limited exception to this rule. This is that a member of staff can search a student of the opposite sex and/or without a witness present only if the member of staff carrying out the search reasonably believes there is a risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency and in the time available it is not reasonably practical for the search to be carried out by a member of staff who is the same sex as the student or it is not reasonably practical for the search to be carried out in the presence of another member of staff.

A member of staff may search a student's outer clothing, pockets, possessions, desks or lockers. The person conducting the search must not require the student to remove any clothing other than outer clothing. Outer clothing means any item of clothing that is not worn wholly next to the skin or immediately over a garment that is being worn as underwear. The person conducting the search must not require the student to remove any clothing other than outer clothing, as

well as hats, shoes, boots or scarves. A strip search is a search involving the removal of more than the outer clothing and can only be carried out by the police.

Any search conducted will be recorded using the College search pack documentation. This will include a record of the date, time and location of search, name of student, who conducted the search and any other adults present, what was being searched for, the reason for searching, what items if any were found and what follow-up action was taken as a consequence. A record will be added to CPOMs to allow the designated safeguarding lead to identify possible risks and to initiate a safeguarding response if required.

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 by a DSL. In the case of drugs, evidence bags will be used to store items and these will be logged with the Headteacher or a member of the College Leadership Team 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 suspension 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 by a member of the College Leadership Team where what is found constitutes a significant breach of the College's rules and especially where a prohibited item is found.

Prohibited Items (not an exhaustive list):

- Alcohol, illegal drugs and substance and related paraphernalia;
- Legal "highs" and intoxicating substances;
- Cigarettes, cigarette paper, tobacco, cigarette lighters, matches, e-cigarettes, vapes 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 article that has been or is likely to be used to commit an offence or to cause personal injury to, or damage property of; and person (including students);
- Any other item that can be detrimental to the smooth running of the College.

College staff can confiscate, retain or dispose of a student's property as a disciplinary penalty in the same circumstances as other disciplinary penalties. The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated, provided they have acted lawfully. Staff should consider whether the confiscation is proportionate and consider any special circumstances relevant to the case.

## **7.0 Information Regarding Sanctions**

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

A detention is a commonly used sanction, often used as a deterrent to future misbehaviour. It is typically a short period where the student is required to remain under supervision of school staff when their peers have been allowed to go home (outside the school day) or to break. When used, it should be done consistently and fairly by staff.

All staff at the College can issue a detention.

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.

Although consent is not required for a detention to be imposed, outside the College day, it is general and good practice for the College to inform parents/carers of the detention. Staff will allow reasonable time for the student to eat, drink and use the toilet during lunchtime detentions.

College staff should not issue a detention where there is any reasonable concern that doing so would compromise a student's safety or put the student at increased risk. A parent/carer may ask the College to consider an alternative date for their child to complete the detention if the original date will cause the family a particular problem, for example the timing conflicts with a medical appointment or the student has known caring responsibilities.

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 suspension, imposed by the Headteacher.

## **8.0 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 INTEX (the internal exclusion room).
- Referral to alternative provision, for example, Wave 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.

## **9.0 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

## 10.0 Suspension and Permanent Exclusions

The government supports headteachers in using suspension and permanent exclusion as a sanction when warranted as part of creating a calm, safe and supportive environment in which students can learn and thrive. To achieve this sometimes suspension and permanent exclusion 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 College.

A **permanent** exclusion is when a student is no longer allowed to attend the College and the decision to exclude a student permanently should only be taken:

- in response to a serious breach or persistent breaches of the College's Behaviour Policy; and
- where allowing the student to remain in college would seriously harm the education or welfare of the student or others such as staff or students in the College.

A **suspension** is where a student is temporarily removed from the College for one or more fixed periods (up to a maximum of 45 days in a single academic year). A suspension does not have to be for a continuous period. A suspension can also be for parts of the College day. For example, if a student's behaviour at lunchtime is disruptive, they may be suspended from the College premises for the duration of the lunchtime period.

The law does not allow for extending a suspension or "converting" a suspension into a permanent exclusion. In exceptional circumstances, usually where further evidence has come to light, a further suspension may be issued to begin immediately after the first period ends; or a permanent exclusion may be issued to begin immediately after the end of the suspension.

**Internal** exclusion (INTEX) is when a student is temporarily placed in the Internal Exclusion Room within the College. This is monitored with CCTV, has a specialist Behaviour Learning Mentor present to support the behaviour and learning of the student. The student will complete subject learning in line with that which is delivered in class.

The ultimate sanction available to the Headteacher is a suspension or permanent exclusion. The decision to suspend or permanently exclude is never taken lightly. Only the Headteacher can suspend or permanently exclude a student. In the absence of the Headteacher a student will be placed in INTEX until the Headteacher has been consulted and a member of the College Leadership Team or Head of Year will contact parents to inform them. In the event the Headteacher is absent for 2 or more days the decision to exclude will be delegated to the most senior member of the leadership team on site. . Other suspension or permanent exclusion-related activities, including the investigation, may be delegated to other staff.

During a suspension the College will ensure work is set and marked to ensure students still receive their education. This can include utilising any online pathways such as Google Classroom or Oak National Academy. The College's legal duties to students with disabilities or special educational needs remain in force, for example, to make reasonable adjustments in how they support disabled students during this period. For a permanent exclusion, the College will take reasonable steps to ensure that work is set and marked for students during the first five College days where the student will not be attending alternative provision.

Only the headteacher can cancel a permanent exclusion that has already begun, and this should only be done where it has not yet been reviewed by the governing body.

When making decisions on suspensions or permanent 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 will use their professional judgement based on the individual case when considering whether to exclude a student.

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 suspended or permanently excluded after being involved in a single one-off incident or number of incidents that is considered to be a serious breach of the College behaviour code. Reasons for a suspension or a permanent exclusion include:

- Drug and alcohol related incidents;
- Incidents involving cigarettes, vapes, tobacco, cigarette lighters or matches;
- Incidents involving offensive weapons;
- Discriminatory behaviour
- Stealing;
- Verbal abuse and/or swearing at other students and staff;
- Challenging /poor behaviour;
- Threatening behaviour against other students or staff;
- Serious actual or threatened physical violence/assault against another student or member of staff;
- Bullying
- Racist abuse
- 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.
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability
- Sexual violence and/or sexual harassment or other criminal behaviour (having regard to the current guidance from the **Department for Education, the police and other agencies**).

A student may be suspended or permanently 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. Further guidance on specific behaviour issues including child-on-child sexual violence and sexual harassment, behaviour incidents online and suspected criminal behaviour can be found in the DfE Behaviour in Schools July 2022.

### **The Decision Making Process to Suspend or Permanently Exclude**

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 CLT and/or Heads of Year, 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. Any CCTV footage will also be examined.
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 a suspension or permanent exclusion then an exclusion referral form will be completed by the senior member of CLT 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 or member of CLT may contact the student and or the parents for a discussion around the incident. The Headteacher will consider the DfE guidance on suspensions and permanent exclusions alongside all relevant information before making any decision on the exclusion and whether it will be fixed period or permanently. The Headteacher will also consult with the lead Designated Safeguarding Lead.

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 Heads of Year.
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. In exceptional cases, usually where further evidence has come to light, a further suspension may be issued to begin immediately after the first period ends; or a permanent exclusion may be issued to begin immediately after the end of the fixed term suspension.
10. The Headteacher will write to parents/carers informing them of the decision to suspend or permanently exclude, why and for how long if a suspension and it is the parent's/carers right to make representation to the Governors or their right to appeal if appropriate.
11. At the end of all suspensions parents/carers are required to attend a reintegration meeting with their child at the College. 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's behaviour is corrected. 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. 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. The student will also spend at least one day in INTEX as part of the reintegration process.

### **Informing the governing board**

The headteacher will, without delay, notify the governing board of:

Any permanent exclusion, including when a suspension is followed by a decision to permanently exclude a student

Any suspension or permanent exclusion which would result in the student being suspended or permanently excluded for a total of more than 5 school days in a term

Any suspension or permanent exclusion which would result in the student missing a public exam

The headteacher will notify the governing board once per term of any other suspensions of which they have not previously been notified, and the number of suspensions and exclusions which have been cancelled, including the circumstances and reasons for the cancellation.

### **Informing the local authority (LA)**

The headteacher will notify the LA of all suspensions and permanent exclusions without delay, regardless of the length of a suspension.



The notification will include:

The reason(s) for the suspension or permanent exclusion

The length of a suspension or, for a permanent exclusion, the fact that it is permanent

For a permanent exclusion, if the pupil lives outside the LA in which the school is located, the headteacher will also, without delay, inform the student's 'home authority' of the exclusion and the reason(s) for it.

### **Informing the student's social worker and/or virtual school head (VSH)**

If a:

**student with a social worker** is at risk of suspension or permanent exclusion, the headteacher will inform **the social worker** as early as possible

**student who is a looked-after child (LAC)** is at risk of suspension or exclusion, the headteacher will inform **the VSH** as early as possible

This is in order to work together to consider what factors may be affecting the student's behaviour, and what further support can be put in place to improve the behaviour.

If the headteacher decides to suspend or permanently exclude a student with a social worker and/or student who is looked after, they will inform the student's social worker, the VSH, as appropriate, without delay, that:

They have decided to suspend or permanently exclude the student

The reason(s) for the decision

The length of the suspension or, for a permanent exclusion, the fact that it is permanent

The suspension or permanent exclusion affects the student's ability to sit a public exam.

The social worker and/or VSH will be invited to any meeting of the governing board about the suspension or permanent exclusion. This is so they can provide advice on how the student's background and/or circumstances may have influenced the circumstances of their suspension or permanent exclusion. The social worker should also help ensure safeguarding needs and risks and the student's welfare are taken into account.

### **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 Headteacher has the authority to suspend or permanent exclusion 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 publications
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 students 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 students with Special Educational Needs and all vulnerable students 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 are made clear in the Rewards and Recognition 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 its 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 SIM's and CPOMs; 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.

**Homophobic/Transphobic bullying:** Homophobic/Transphobic bullying in schools can range from ill-considered remarks, which are not intended to be hurtful, to deliberate physical attacks causing serious injury. Homophobic/Transphobic 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 their sexuality, assumed sexuality, gender identity, assumed gender identity or gender expression.

Torpoint Community College encourages its students and staff to understand diversity.

Bullying or abuse of anyone 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 homophobic/transphobic bullying are recorded using SIM's and CPOMs; 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
- 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 suspensions and permanent exclusions 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 students from classrooms, or preventing them from leaving). A definition of 'reasonable force' should be included, which should also explain how and when students 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

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 6<sup>th</sup> Form Student/Sixth Form Contract (Appendix A)**  
**This agreement is binding between students, parents and Torpoint Sixth Form and is a Prerequisite of the enrolment process.**

TCC will provide for you:

**Regular 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. It will also help to support you to make the transition from GCSE study to post-16 study. 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 and full attendance in College until 11.15 each day**

**Why?**

- Successful Sixth Form Students use the College 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 into College 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 College.
- All our references refer to attendance and punctuality. These attributes are highly valued by employers and universities and we are helping you to develop these key skills.

**Quality Teaching and formative assessment**

- This will involve appropriate teaching, setting and marking of homework and coursework. 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.

- You will receive a written report of your progress every half term through Year 12 and 13. This will be sent home through the SIMS Parent App. It will be shared with your tutor and you will also receive your own paper copy.

#### **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 Sixth Form Block, including the common room are free for use as Quiet Study Areas. The Common Room is for the exclusive use of Sixth Formers. All ICT facilities are available for your use as is the kitchen area.

#### **Why?**

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

#### **Leadership Opportunities in Year 12 & 13**

- You are powerful role models to younger students both in college and the wider 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.
- All Post-16 students are encouraged to become a Post-16 Mentor. There are a number of roles available: Subject Mentor, Community Mentor, Reading Mentor, Sporting Mentor, Revision Mentor and Wellbeing Mentor. This role should take up around an hour a fortnight of your time. Students can take on more than one Mentor role

#### **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, weekly careers sessions with Mr Golding, through UCAS/ employment booklets, through targeted career trips and outside speakers.

#### **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

### **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 College 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.

### **Achieve at least a grade 4 in GCSE Maths and English**

#### **Why?**

- These qualifications are required by all universities and the vast majority of employers. If you have not yet achieved these grades you will be expected to attend retake maths and English lessons. They will be clearly marked on your timetable. You will be entered for exams in November and June each year until you have achieved a grade 4.

Print Name \_\_\_\_\_ Tutor Group \_\_\_\_

Signature \_\_\_\_\_ Date \_\_\_\_\_

Tier System	Trigger for Sanction	Immediate actions	Stage of Suspension		Possible Support offered See Policy	
			Duration		Additional Actions (BST, CLOL, HOY etc)	Successful Outcome Criteria
<b>Curriculum Interventions (Tier 1 Intervention)</b>	Not meeting College Expectations in Classroom/Poor Attitude to learning	<ul style="list-style-type: none"> <li>• Clear Warnings given,</li> <li>• take up time,</li> <li>• other strategies to re-engage student</li> <li>• reinforcement of the rules and warning given.</li> </ul>	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"> <li>• Teacher Detention same day (if up to P4) &amp; 'final warning' – 'either/or'</li> <li>• OR</li> <li>• Teacher Detention next day (If P5) &amp; 'final warning' – 'either/or'</li> </ul>	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"> <li>• Notify student of teacher detention.</li> <li>• Behaviour log raised on SIMs.</li> <li>• E-mail sent to 'BST' which indicates student name and date of detention.</li> <li>•</li> </ul>	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"> <li>Teacher clicks 'not attended' on SIMs 'Teacher detention'.</li> <li>Behaviour log raised on SIMs to indicate 'CLOL detention'.</li> <li>E-mail CLOL /or Parked with CLOL (if serious disruption during lesson).</li> </ul>	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"> <li>CLOL clicks 'not attended' on SIMs 'CLOL detention'.</li> <li>CLOL raises behaviour log for 'CLT detention'</li> <li>CLOL e-mails BST to indicate 'CLT Detention'</li> </ul>	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"> <li>Teacher contacts on-call on 111.</li> <li>Teacher creates behaviour log on SIMs</li> </ul>	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	<ul style="list-style-type: none"> <li>Teacher notifies CLOL by-email</li> <li>Teacher sets up DBC (Dept Behavioural</li> </ul>	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	Behaviour improves: letter sent home to indicate DBC is closed DBC is closed and CLOL and HLoL are notified

student is parked 3 times/ or has been issued with 4 separate teacher detentions in a subject	Contract) with student			lessons of being on DBC, further consequences will occur"	BST log on SIMs Events as an intervention
Behaviour does not improve on DBC	<ul style="list-style-type: none"> <li>Teacher e-mails CLOL. Fixed period exclusion from subject with middle level leader</li> </ul>	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"> <li>Fixed period exclusion from subject with middle level leader</li> </ul>	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"> <li>Fixed period exclusion from subject with middle level leader</li> </ul>	Lesson exclusion – 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"> <li>Fixed period exclusion with CLT</li> <li>Parents/carers Meeting with CLOL, CLT, classroom</li> </ul>	Lesson exclusion – 5 lessons		CLT/BST arranges parents/carers Meeting with CLT, CLOL, classroom teacher and student.	As above

		teacher and student.				
<b>Tier 2</b>	Global concerns – more than one DBC	<ul style="list-style-type: none"> <li>HOY arranges parents/carers meeting with HOY &amp; CLOL/Tutor/etc Clear sanctions/targets are put in place</li> <li>HOY puts student on Tier 2 report and e-mails class teachers, CLOLs, tutor and BST.</li> <li>HOY logs on SIMs start date of Tier 2.</li> <li>HOY gives students tier 2 report card monitored daily by HOY</li> <li>CLOLs close DBCs and notifies class teacher.</li> </ul>	Tier 2 report card Wk 1-4	<b>Stage One</b>	HOYL/AHOY 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 HOY/ more than on DBC still open	<ul style="list-style-type: none"> <li>HOY notifies parent/carer about additional 4 weeks/meeting/t elephone.</li> </ul>	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

		<ul style="list-style-type: none"> <li>• Tier 2 report card monitored daily by HOY</li> <li>• Clear sanctions/targets are put in place</li> </ul>				
<b>Tier 3 Panel</b>	Student has 3 or more DBCs and/or 15 detentions in 1 term	<ul style="list-style-type: none"> <li>• Referral To Tier 3 Panel consisting of SSM/HL/one CL to decide of Tier 3 or Tier 4 is appropriate</li> </ul>		<b>Stage Two</b>	Meeting held between Student Support Manager (SSM), HOY, student and parents/carer	
<b>Tier 3</b>	Referred by Tier 3 panel	<ul style="list-style-type: none"> <li>• Parents/carers meeting with SSM/CLT</li> <li>• Formal Pastoral Support Plan agreed</li> <li>• Tier 3 report card</li> <li>• Daily text home immediate after College detention/ internal for poor behaviour</li> </ul>	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
<b>Tier 4</b>	Referred by Tier 4 Panel SSM/CLT	<ul style="list-style-type: none"> <li>• Refer to outside agency</li> <li>• Parents/carers meeting with CLT/SSM</li> <li>• CAF raised if not one already</li> <li>• Tier 4 report card</li> <li>•</li> </ul>	Up to 12 weeks	<b>Stage Three</b>	Meetng 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

<b>Tier 5</b>	Referred by SSM/CLT	<ul style="list-style-type: none"> <li>• Parents/carers meeting for final PSP review with CLT</li> <li>• Tier 5 report card</li> <li>• Daily text home immediate internal for poor behaviour</li> <li>• Part time timetable</li> <li>• Student name taken to BFL panel.</li> </ul>	Up to 12 weeks	<b>Stage Four</b>	Consider managed move, Plymouth Transfer/Alternative Provision	Back to Tier 4 on 4 weeks good behaviour on report card
	Continued or one off serious breach of the Behaviour Policy			<b>Stage Five</b>	Permanent Exclusion/Managed Move	

**1. Search Pack**

**INCIDENT INVOLVING PROHIBITED ITEMS**

No one member of staff should keep information regarding prohibited items to themselves. It should be shared with CLT and the Child Protection Officer should always be informed. Holding on to certain information could compromise a teacher at a later date. Please complete the following:

Before any search is conducted there must be two members of staff present. The colleague leading the search should be the same gender as the child.

The student is talked through the search brief and consent must be obtained verbally before moving forward with a search.

In the event the child refuses and does not provide consent for a search, the Headteacher must be consulted before moving forward.

Name of Student: \_\_\_\_\_ Age: \_\_\_\_\_ Male/Female: \_\_\_\_\_

Name of School: Torpoint Community College

Has the child provided verbal consent for a search: Yes or No

Full date of incident: \_\_\_\_\_

Time of incident: \_\_\_\_\_

Name of parent / carer informed: \_\_\_\_\_

**Please indicate the category:**

- Prohibited items found **ON** school premises
- Student in possession of prohibited item
- Student supplying unauthorised drug on school premises
- Student disclosure of drug use
- Emergency / intoxication
- Disclosure of parent / carer drug misuse
- Parent / carer express concern
- Incident occurring **OFF** school premises

Staff present during the search:

Where did the search take place (venue):

Prohibited item found: Alcohol/Drugs/Tobacco/Weapon/Pornography/Explosives/other

Where found / seized:

Name of Witness (including signature):

Ambulance / Doctor / Police called

Called by: \_\_\_\_\_ Time called: \_\_\_\_\_

Brief description of incident including any physical symptoms:

Other action taken (e.g. Careers South West or other agencies involved, education psychologist report requested, case conference called, students / staff informed, sanction imposed, LA/GP/police consulted):

Disposal arranged with Police / Parents / Other:

Police reference number (if any):

For additional help or advice, contact the Local Authority (LA)

A completed anonymous form should be sent if advice is being sought.

**Once this form is completed please ensure the information is logged on SIMS and CPOMs. This will act as a reference point should any further incidents occur.**

***Prohibited items form completed ..... Hard copy will be retained by the Headteacher***

### **Student Brief outline before search**

“It has come to our attention that you may have brought prohibited items into college or have been seen with prohibited items on the way to school in uniform.

In order to safeguard you and others at the College we would like to check that you have nothing prohibited on you. Are you happy to empty your bag and pockets so we can confirm you have nothing on you that you shouldn't? Do you give consent for a search to taken place of your bag and pockets? Have you got any questions?

- 1) Have you got any item in your bag, blazer or on your person that you shouldn't have?
- 2) Have you given your bag to anyone to look after this morning?
- 3) Do you mind emptying your bag in front of me?
- 4) Do you mind if I check if there is anything left inside it?
- 5) Can you empty your trouser pockets, front and back?
- 6) Can you hand over your blazer so pockets can be checked?
- 7) Have you any information you would like to share with us?
- 8) Do you understand why it is important that no illegal substances, tobacco, e cigarettes, vapes, papers, lighters are brought into the College?
- 9) Do you understand that if you were to bring any forbidden items, your place in this college would be at risk?



## **1. Parents/carers Brief outline for contact after a search has been conducted**

- Introduce yourself.
- Ask if it is a convenient time to speak.
- Reassured parent/carer that son/daughter are well.
- Explain the context including need for search as per our policy.
- Explain daughter/son were told there had been concerns raised.
- Explain daughter/son gave consent for a search of the belongings including bag and blazers, pockets and any coats.
- Explain search was conducted with two members of staff present and in a private location away from other students.
- Describe what was found to the parent/carer.
- Explain that student has been placed in INTEX until a decision is made regarding the outcome and consequences for the incident or the items found.
- Explain that a decision would be made later and a member of staff will ring them to explain.

**Student Statement**

Name: \_\_\_\_\_ Tutor Group: \_\_\_\_\_ Year group: \_\_\_\_\_

Date: \_\_\_\_\_

Location: \_\_\_\_\_ Time: \_\_\_\_\_

Who else witnessed the incident?	
Please give a factual account of the incident	<b>Staff use only</b> (Further detail/questions asked?)
This statement is a true and accurate account of the incident.	
Signed _____	
Statement given in the presence of: _____	

Outcomes

**Please circle & tick the following...**

- Incident discussed with Student/ HOY/ Tutor/ BST

Consequence

- N/A
- Lunchtime detention
- After college detention

○ INTEX

No. of days

INTEX referral completed

○ Suspension

No. of days

Request form completed

Communication

○ N/A

○ Parent/Carer informed – Telephone/ Text/ Meeting/ Letter/ Email

Record

○ SIMS SEN Events Log

○ SIMS Behaviour Log

If applicable-

○ CPOMS log completed

○ Log linked to student/s completed Yes/No

Students involved? (Initials & Year group) \_\_\_\_\_

***Original to be retained in Student File***