



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

Reviewed: Mar 2024	Next review due: Sept 2024
Governing Body Committee: FGB	CLT contact: Headteacher Jeremy Plumb Senior Assistant Headteacher Martine Blandin - Neaves
Policy adopted by the Full Governing Body on: 08/05/24	

Policy – Amendment Record Sheet

Amendment Number	Section Amended	Amended By	Reason for Amendment	Date
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	Introduction	J. Plumb	The term “positive culture” added. The aims of the policy updated	13/06/23
12	10.0 Suspensions & Permanent Exclusions	J. Plumb	Exclusions can be cancelled and governor reviews can be conducted remotely	13/06/23

13	10.0 Suspensions & Permanent Exclusions	J. Plumb	Updated link to DfE guidance for schools and guide for parents	13/06/23
14	5.0 Use of reasonable force	J. Plumb	Link to DfE guidance of use of reasonable force in schools added	13/06/23
15	Sixth Form expectations and contract Appendix B	J, Plumb	Updated	25/06/2023
16	Governing board's statement of behaviour principles	J. Plumb and L. Nobes	Reviewed	28/06/23
17	6.0 Searches and confiscation	J. Plumb	Detection or sniffer dog visits added	29/06/23
18	Sanctions and Support Tariff	J. Plumb	Removed	29/06/23
19	1.0 General Guidance	J. Plumb	Section on relational Practices added	06/07/23
20	10.0 Suspensions and permanent exclusions	J. Plumb	One full day in INTEX following reintegration meeting removed and changed to some time	18/10/23
21	10.0 Suspensions and permanent exclusions	J. Plumb	Head of Year and SENDCo added	05/12/23
22	10.0 Suspensions and permanent exclusions	J. Plumb	Exclusion letter and summary of reintegration meeting to be emailed	05/12/23
23	Various	J Plumb	Mobile Phone Policy update	20/02/24
24	Page 13 14	MB-N	Update to stage to exclusion	20/03/24
25	Page 12	MB-N	Governor Expectation panel changed to Behaviour expectation panel	20/03/24

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 and culture of the College and is communicated to students, staff, parents and carers. We define our College culture as a set of expectations and beliefs that everyone buys into. These expectations and beliefs are at the forefront of every decision. We aim for a College in which there is mutual trust, where we praise and celebrate student efforts and successes. 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.

The College’s behaviour policy sets out measures that regulate students’ conduct, and aim to:

- Promote good behaviour, self-discipline, respect and regard to authority;
- Set an acceptable standard of behaviour;
- Prevent bullying;
- Ensure that students complete assigned work.

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, a positive culture 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 Guidance, (publishing.service.gov.uk)
- Searching, Screening and Confiscation, (publishing.service.gov.uk)
- Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (revised in May 2023).

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, Special Educational Needs Policy, intimate care and transport 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 culture and 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 and respect 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 and where possible.

Good behaviour by all members of the College community is the key way in which we show that we value, respect and trust 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 as described in the Teachers' Standards.

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;
- Exercise appropriate authority, act decisively when necessary and consistently: 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;
- Consider any reasonable adjustments and/or support that can be implemented to support the student;
- 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, an appropriate task, 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 College invests time in key relational practices, with an aim to improve feelings, safety and productive collaboration, that are integral to learning, de-escalation and reintegration for every child, with all staff and with every interaction. Some of the relational practices include; restorative, compassionate minds, asset based, contextual safeguarding, trauma informed, bias informed and community voice.

The role of parents and carers are 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.

For students in Year 7 to 11 please see the Home College Agreement in appendix A and for post 16 students appendix B.

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:

<p>Respect</p> <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.	<p>Prepare</p> <ul style="list-style-type: none">• Be on time• Wear the correct uniform;• Phones not to be used in College;• Bring the correct equipment;• Attend College – be here to learn.	<p>Focus</p> <ul style="list-style-type: none">• Listen to each other;• Stay on task;• Allow others to learn;• Follow the seating plan;• Ask for help.
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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.

2.1 Mobile Phones

The College has adopted the policy of mobile phones never used, seen or heard. This means students may keep possession of their mobile phones only on the strict condition they are never used, seen or heard. There will be consequences and sanctions for students failing to comply with this policy, with phones initially being confiscated for the day increasing to a higher level of sanction based on the actions of the student and if they are a repeat offender.

The College prohibits the use of mobile phones and other smart technology with similar functionality to mobile phones (for example the ability to send and/or receive notifications or messages via mobile phone networks or the ability to record audio and/or video) throughout the school day, including during lessons, the time between lessons, breaktimes and lunchtime. There may be exceptions for off-site visits, sporting fixtures and residential trips; this will be at the discretion of the activity lead.

Sixth Form students will be permitted access to their mobile phones at certain times and locations, in accordance with details contained in the Student/Sixth Form Contract at Appendix B. Sixth Form students are prohibited from

using their mobile phones in front of younger students, and remain subject to the College's Behaviour Policy. Misuse of their phones has the potential to lead to sanctions.

The College will make adaptations and reasonable adjustments to the above for specific students, where there are exceptional circumstances. Such adjustments will be considered on a case by case basis and approved by the Behaviour Lead in the College's Leadership Team.

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 must be adhered to ensure consistency. 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 parents/carers 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: <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

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

Appendix C –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 and Student Support are those staff authorised to carry out a search. Authorised members of staff should make an assessment of how urgent the need 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 (see appendix C).

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 a 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 (Appendix C). 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. The police periodically visit the College with a detection or sniffer dog, trained to use senses to detect specific substances including illegal drugs. 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.

A search for mobile phones and similar devices may also be conducted as required.

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 Behaviour 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

We want all of our students to thrive and succeed at TCC and we believe that every child has the right to learn in a calm and safe environment. We understand that some children will find it challenging to regulate their behaviour and meet College expectations. We therefore implement a combination of support and monitoring to teach students to demonstrate excellent behaviour.

Part of this process is our Stages to Exclusion. This is in place to ensure we have a transparent system that allows students to recognise when their behaviour is not meeting our expectations and to understand the potential future consequences. It is important to note that being placed on a stage to exclusion is not just a punitive measure: it also triggers a package of support designed to change the trajectory and avoid a child reaching the point of permanent exclusion.

Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
A student will likely be placed on stage 1 because they have lots of behaviour points or have been given a 1 day suspension. They may have been on Tier 1 report with insufficient improvement.	For students who have been on stage 1 but their behaviour has not improved. They might require a Tier 2 report. They have continued to accrue behaviour points and may have been given high level sanctions such as Internal Exclusion.	For students who have not improved on Tier 2. Students may also go straight onto stage 3 if their behaviour is particularly dangerous, aggressive or challenging.	This is an indicator that the student has not responded to support and are at risk of permanent exclusion. At this stage we will be exploring finding an alternative educational provision for short or long term.	For students whose behaviour is having a detrimental impact on the learning of others. They are impacting on the safety and welfare of students and staff. A managed move, alternative provision or PEX is put in place.

Stage to Exclusion will be reviewed approximately every six weeks and will be reduced or increased depending on student behaviour. Behaviour that causes serious concern, may trigger an earlier review/ increase in stage. The Headteacher holds the right to place a child on any Stage to Exclusion depending on the severity of the behaviour.

Examples of support for students on a Stage to Exclusion:

Regular contact between Head of Year (HoY) and parent/ carer (Tier 2)

Meetings between student and HoY/pastoral support to develop targets, discuss issues and celebrate

successes

Pastoral support plan created (stage 3)

Daily emails to parent(s) of students on Tier 3 and above (stage 3 and above)

Behaviour expectations panel meetings for students at Tier 3 and above (Stage 3 and above)

Outside agency referrals

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. Headteachers can cancel exclusions if appropriate, this is described as withdrawing or rescinding an exclusion. School governing boards exclusion reinstatement reviews and independent review panels can take place remotely, ensuring exclusions are conducted in a lawful, reasonable and fair way.

The DFE published updated statutory suspension and permanent exclusion guidance on 25th May 2023, and a separate guide for parents signposting and supporting them to navigate the school behaviour and exclusion process, both links are below:

- [Suspension and Permanent Exclusion guidance July 2022 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)
- [A guide for parents on school behaviour and exclusion - GOV.UK \(www.gov.uk\)](https://www.gov.uk)

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 member of CLT or Head of Year 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, member of CLT or Head of Year 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 and the SENDCo.
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. There is a written brief that will be followed on the exclusion referral form.
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. This letter will be sent electronically by email.
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 /or Head of Year and certain reassurances about the students' future behaviour will be sought. Students will only be allowed back into College timetabled lessons 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 by email. On return, the student may also spend some time in INTEX as part of the reintegration process. In exceptional circumstances a reintegration meeting can be conducted on electronically or over the telephone.

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, in consultation with the Headteacher. Behaviour, attendance, and safeguarding concerns should be recorded on SIMS and/or CPOMS as appropriate and raised with the DSL and/or Head of Sixth form as they arise.

All students in the Sixth Form are expected to sign the TCC Sixth Form Contract (Appendix B) 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 exclude Sixth Form students. The Headteacher and Head of Sixth Form have regular monitoring and planning meetings regarding Post 16.

Governors' written statement of behaviour principles

Every student understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others;

All students, staff and visitors are free from any form of discrimination;

Staff and volunteers set an excellent example to students at all times;

Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy;

The behaviour policy is understood by students and staff;

The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions;

Students are helped to take responsibility for their actions;

Families are involved in behaviour incidents to foster good relationships between the school and students' home life;

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances. This written statement of behaviour principles is reviewed and approved by the full governing board annually.

Home College Agreement

Student Name:.....

Year group:

Our vision is for all students to be inspiring optimistic learners. Our values are Respect, Prepare and Focus. At Torpoint Community College we strongly believe that your child will achieve more when the College, the parents / carers and students work together.

The College will ensure that	The parents/carers will ensure that
<p>We care for your child's safety and happiness.</p>	<p>My/our child will attend College regularly, punctually and properly prepared and equipped.</p>
<p>Your child achieves their full potential as a valued and respected member of the College community.</p>	<p>I/we will inform the college on the first day of any absence.</p>
<p>We provide a broad and balanced curriculum and focus on the individual needs of your child.</p>	<p>I/we will make the College aware of any concerns or problems that might affect my child's work or behaviour.</p>
<p>We achieve high standards of work and behaviour through building good relationships and developing a sense of respect and responsibility.</p>	<p>I/we support the College's policies and guidelines for behaviour, including the uniform policy and application of sanctions (including lunchtime and after College detentions) where need be.</p>
<p>We will keep you informed about general College matters and your child's progress in particular.</p>	<p>I/we will attend parents' evenings and discussions about my child's progress.</p>
<p>The College will refer to external agencies if there are safeguarding concerns raised about your child.</p>	<p>My child's use of technology/social media is appropriate and does not affect their or anyone else's learning.</p>
<p>Students adhere to the E safety Policy and information is regularly shared with Parents & Carers.</p>	<p>My child will adhere to the E safety policy and I/we will contact the college directly with any queries or concerns.</p>

Student will: Respect	Student will: Prepare	Student will: Focus
Treat other people how you want to be treated, be polite, respectful, and helpful to others.	Wear the correct College uniform. This includes shirts always tucked in and skirts at the correct length.	Complete all classwork to the best of your ability.
Adopt a positive attitude towards the College and follow all aspects of the code of conduct.	Bring the equipment you need every day.	Complete the set homework and seek help from teachers if required.
Adhere to the ICT acceptable use policy.	Attend College regularly and on time.	Participate fully in all aspects of the College work.
Keep the College free from litter and graffiti.	Enter the lesson quietly.	Tell a member of staff if there is a problem.
Follow staff instructions first time and without argument.	Show you want to learn and are ready to learn.	Complete the work to the best of your ability.
Treat staff as professionals.	Strive to make outstanding progress.	Ask for help when you need it.
Value other people's ideas, values, and work contributions.	Help create a positive learning environment.	Value your own success.
Comply with the never used, seen or heard mobile phone policy.	Take responsibility for your own learning and be honest.	

Headteacher: Parent/Carer: Student:

Torpoint Community College Sixth Form Student/Sixth Form Contract (Appendix B)

Agreement is binding between students, parents and Torpoint Sixth Form and is a prerequisite of the enrolment process.

Our vision is for all students to be inspiring optimistic learners. Our values are **Respect, Prepare and Focus**. At Torpoint Community College we strongly believe that your child will achieve more when the College, the parents / carers and students work together.

TCC Sixth Form will provide for you:

Guidance in the following:

EPQ – Year 12 students will be working independently on their Extended Project Qualification to be completed in Year 12. There will be taught EPQ sessions (timings and staffing tbc). This will be open to all Y12 with a target of 50% completing this and being entered for it.

Work Experience Year 12 (June 17th-21st 2024) All of Year 12 will be expected to complete a work experience week in June. Tutor times will be available for letters/research/CV's to be produced. Post 16 admin (Mrs. Peach) and Head of Sixth Form will support this with logbooks/co-ordinating.

UCAS Applications Y13 -For students applying to university their priority in the Autumn term will be applying through UCAS. Miss Bell to update all students on UCAS changes for 2023-4. UCAS deadline 6pm 31st January 2024 (unless 16 October 2023 for 2024 entry to any course at the universities of Oxford and Cambridge, or for most courses in medicine, veterinary medicine/science, and dentistry).

CV's and Careers Guidance – All External speakers to do assemblies about types of degree courses, degree apprenticeships, interview skills, student finance, student life, NSSW and university outreach teams. Mrs Bray to be based in Sixth Form one tutor time per week for Y13 Careers Interviews.

Safeguarding Focus – Y12 and 13 Mrs Lear will be delivering weekly assemblies/sessions on an aspect of safeguarding/PSHE.

Religious Education and Ethics-Y12 and 13 - there is a statutory requirement for all Post 16 students in state schools to receive 10 hours minimum of RE/Ethics across Year 12 and 13. These sessions will take place as assemblies and discussions in tutor times and will focus on a wide range of topics.

Unifrog – Year 12 – All students to register on Unifrog and use it to help support their next steps, tutor sessions on this.

Study Skills Advice – Y12 and 13 focus on time management, independent study, and revision skills through tutor programme.

Tutor 1:1 Meetings – Y12 and 13 Face to face meetings with tutor either in small group or individually to monitor progress/discuss any concerns.

Main School Assemblies – Y12 Where relevant sixth form students attend assemblies with Y11 for whole College issues, our sixth formers as role models.

Monday Assembly – Y12 and 13 Weekly assembly detailing news/information relevant to Post 16. Topical news items etc.

Social Friday – Y12 and 13 Tea and biscuits in the common room, a mix of quizzes, games, social tutor time.

Attendance:

Behaviour Policy (including the Governors' Written Statement of Behaviour Principles) – March 2024

Compulsory registration by 8.45am each morning and full attendance in College using study periods effectively. Post 16 students may go off site at the agreed whole Sixth Form time. (Tbc but likely to be an afternoon P5). Attendance to tutor time is **compulsory** in Y12 and 13, all must wear Post 16 lanyards whilst in College.
Attendance Checker and Post 16 Absence Calls -Parents, carers and students kept informed of poor attendance.

Successful Sixth Form Students will be supported to utilize 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. This also resembles a normal working day and gets Sixth Form students ready for the wider world outside of school. All our references refer to attendance and punctuality. These attributes are highly valued by employers and universities, we are helping students to develop these key skills.

95% Target for Post 16 Attendance- attendance will be tracked and monitored and parents/carers contacted if attendance is a concern. Ultimately, lack of attendance could result in the student being asked to pay for their exam entry fees in subjects where they have a high absence rate. Students with unauthorised absences below 90% will not be entered for exams.

There is a positive correlation between attendance and achievement. Missing lessons and not using study periods properly will stop you achieving your potential.

Holidays will never be authorised.

Quality Teaching and 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 the Head of Sixth Form immediately.

Regular reporting:

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. You, your parents, and your teachers need to know how well you are progressing. This then informs what happens next and highlights any concerns as well as acknowledging success in your studies.

Facilities and resources:

The Common Room is for the exclusive use of Sixth Formers. All ICT facilities are available for your use as is the kitchen area. The front entrance to the Sixth Form block is exclusively to be used by Post 16 students. There will also be upstairs space for quiet study available too.

The Post 16 admin support, Mrs. Peach and Head of Sixth form will be based in the downstairs office. DSL Mrs. Lear, who supports Post 16 pastoral and safeguarding concerns is also downstairs in the Sixth Form block.

You will have access to the YMCA gym following an induction and can use the pool table in the common room at break and lunchtimes.

There will be sports opportunities with our PE dept at TCC – details tbc.

Leadership Opportunities in Year 12 & 13:

You are powerful role models to younger students both in the main 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.

You can still be involved in the College Student Leadership Team. You can also be part of our Post 16 volunteers' group.

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

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 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.

Dress Code for Sixth Form:

Students in the Sixth Form do not need to wear a uniform, it is important to us that they have the privilege of wearing their own clothes to College and that they are able to express their individuality. However, it is also important they project a positive image to the rest of the College and community. Therefore, we expect them to adhere to the following dress code:

1. All students should make sure that no clothing is too tight, too short, or too baggy, ripped, or unclean. Underwear should never be visible.
2. Make sure that logos or images on T shirts will not be considered offensive to anyone.
3. Please do not remove your tops completely, wear low cut tops, very low waisted trousers, mid rift tops or very short shorts or skirts without tights or leggings.
4. Everyone is free to wear hats, caps, and hoodies, but please remember it is polite to take them off in lessons.
5. Footwear needs to be appropriate to the environment. For example, no open toed shoes in a science lab.
6. Aim for smart casual.
7. Always wear your TCC Sixth Form purple lanyard and photo ID for easy identification as one of our valued Post 16 students.

Mobile Phones:

Sixth Form students have the privilege of bringing their mobile phones into College. However, they should not use their phones in public areas, such as corridors and the dining hall, in front of Year 7 to 11 students, or in lessons (unless directed by a member of staff or have permission from member of staff). Obviously in some lessons they may need to be used, and of course in the Common Room it is fine – this is your space.

TCC Sixth Form #Role Models

Achieve at least a grade 4 in GCSE Maths and English:

These qualifications are required by all universities and most 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.

We welcome you to Torpoint Community College Sixth Form and look forward to working with you.

Print Name _____ Tutor Group ____

Signature _____ Date _____



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	Staff use only (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