



Behaviour Policy

Linked Policies/Protocols

- Anti-Bullying
- College Bus and Transport Policy
- Management of Drugs and Substance Abuse Protocol
- E-safety Policy
- Child Protection and Safeguarding Policy
- Health and Safety Policy
- Rewards and Recognition Policy

Reviewed: July 2025	Next review due: July 2026
Governing Body Committee: FGB	CLT contact: Headteacher Dr Jeremy Plumb Assistant Headteacher Mrs Jenni Howard
Policy adopted by the Full Governing Body on: 17 th Sept 2025	

Policy – Amendment Record Sheet

Amendment Number	Section Amended	Amended By	Reason for Amendment	Date
1	Lates detention	JHO	Change in college wide protocol	20/2/25
2	Truancy	JHO	Clarification on sanctions used for Refusal to attend /Truancy	20/2/25
3	Behaviour Report Tiers	JHO	Change in staff allocated roles Change in communication protocols BEP panel will take place at the re-entry meeting if a student is suspended.	20/2/25
4	Vision, Aims and Objectives	JHO	The Vision and Aims section has been revised to provide a more concise and accessible summary of the school's behavioural ethos, ensuring greater clarity for all stakeholders.	9/7/25
5	Purpose	JHO	A Purpose section has been added to clearly articulate the intent of the Behaviour Policy, providing a stronger foundation for its implementation and helping staff, students, and parents understand its core rationale.	9/7/25
6	Change to section order-renamed to 'How we behave'	JHO	The section has been reordered and renamed to 'How we behave' to improve clarity and engagement, using language that reflects our shared expectations and encourages ownership of behaviour.	9/7/25
7	Appendix A Home College Agreement	JHO	Updated March 2025 version now added.	9/7/25
8	Classroom Pedagogy	JHO	The section has been renamed to 'Classroom Pedagogy' to better	9/7/25

			reflect. the focus on teaching practices that support positive behaviour, emphasising the role of high-quality instruction in creating a productive learning environment.	
9	Responding to poor behaviour	JHO	A warning system has been added to the 'Responding to Poor Behaviour' section to provide a clear, stepped approach that supports consistency, fairness, and opportunities for students to self-correct before further sanctions are applied.	9/7/25
10	Detentions	JHO	The detention upscale process has been added to ensure a clear and consistent escalation pathway for repeated non-compliance, supporting staff in managing behaviour effectively while reinforcing accountability for students.	9/7/25

Vision

At Torpoint Community College, we believe that good behaviour is the foundation of a successful education. A calm, safe and inclusive environment enables every student to thrive—academically, socially, and emotionally.

We are committed to fostering a culture of mutual respect, high expectations, and personal responsibility. All members of our community—students, staff, and families—are expected to work together to maintain the positive, purposeful ethos that defines our College.

We want our students to be *inspiring, optimistic learners* who are confident in themselves, respectful of others, and ready to contribute positively to the wider world.

Purpose of This Policy

This Behaviour Policy sets out the College's approach to promoting, managing, and sustaining positive behaviour. It reflects our legal duties under the Education Acts of 1996, 2002, 2006 and 2011, and is aligned with the latest government guidance:

- *Behaviour in Schools* (DfE, Feb 2024)
- *Searching, Screening and Confiscation* (DfE, July 2023)
- *Suspension and Permanent Exclusion Guidance* (DfE, Aug 2024)

This policy is supported by related policies such as Anti-Bullying, Online Safety, Special Educational Needs (SEN), and Rewards and Recognition.

Where disciplinary decisions are required, this Behaviour Policy takes precedence.

Aims and Objectives

The aims of this policy are to:

- Promote a consistent, fair, and inclusive approach to behaviour management across the College.
- Establish clear expectations that support a productive learning environment.
- Encourage self-awareness, accountability, and mutual respect among students.
- Celebrate and reward positive behaviour, effort and academic progress.
- Provide a framework for addressing behavioural incidents constructively.
- Strengthen the partnership between staff, students, and families in managing behaviour.

General Principles

Positive behaviour underpins effective learning and respectful relationships. At Torpoint Community College:

- Every student has the right to learn without disruption, and every teacher has the right to teach.
- Behaviour expectations are clearly communicated and consistently reinforced.
- Staff promote positive behaviour both in and outside the classroom.
- All students are treated equitably, with sensitivity to individual needs, including those with Special Educational Needs and/or Disabilities (SEND).
- The College maintains a safe environment free from bullying, harassment and discrimination.
- Strong relationships between students and staff are built on trust, high standards, and a shared sense of community.
- Families are involved in supporting positive behaviour and addressing any concerns.

How we behave at Torpoint Community College

Home College Agreement (Appendix A)

Students

To enable every student to have the opportunity to learn, and for the teacher to be able to deliver high quality Teaching and Learning, students are expected to conform to the expectations linking to our College ethos 'Respect, Prepare, Focus'.

RESPECT	PREPARE	FOCUS
Respect everyone's right to learn. Follow staff instructions first time. Respect others and speak politely at all times. Respect the College environment. Accept sanctions without argument.	Attend every day. Arrive on time to College/lessons. Wear correct uniform. Have all the correct equipment. 'Ready to learn' Can do attitude. Arrive to lessons with completed home learning.	Focus on your own work. No opt out – work hard at all times. Allow others to learn. Do not create distractions that stop the teacher from teaching and students from learning. Ask for help if needed.

The expectations for the performance of students in lessons are simple, explicit and repeatedly communicated to students for clarity through weekly tutor sessions, year-group assemblies and curriculum-linked activities, ensuring our standards are front-loaded, revisited and aligned with the DfE emphasis on embedding a whole-school behaviour curriculum.

To ensure that learning is disruption-free students will:

- Move between learning sessions calmly and with purpose
- Ensure that their uniform is correct before entering the classroom
- Arrive punctually and fully equipped for learning
- Enter the classroom and sit in their allocated seat
- Engage immediately with the starter/retrieval task
- Work silently whilst the register is taken
- Respond to the register with 'yes/here Miss/Sir'
- Listen silently and attentively whilst teachers and support staff are talking
- Listen silently and attentively whilst peers are responding to feedback
- Raise their hand if they have a question or an answer
- Work exceptionally hard
- Remain in their seats unless given permission to move
- Utilise personal support measures that may be prescribed in their Pupil Passport
- Not disrupt any other students
- Ask the teacher for help and not their peers- unless directed to do so
- Respond to staff instructions the first time they are asked
- Do not argue with staff in response to instructions given
- Demonstrate self-respect through their personal conduct
- Treat others with respect especially when they disagree on something
- Communicate any additional issues that you may have in learning sessions with the staff member.

Travel to and from College

Students are expected to navigate the surrounding area safely and with respect for themselves and the residents they pass.

The College day begins at 8.40am. This means students should be on site and outside their tutor base for the 8.40am start; students should arrive no earlier than 8.20am (unless attending Breakfast Club). Students are urged to prioritise their own prompt arrival to College and not to wait for peers who may make them late.

If using public transport, we expect students to behave in a respectable manner that supports the good reputation of the College. Please refer to the College Bus and Transport Policy for further information.

Uniform

Please refer to the Uniform Policy on our website.

Tutor time

Starting at 8.40am, Tutor Time is the first session of every day for students. Students are expected to arrive in correct uniform and with full equipment for learning. This is the first opportunity that tutors can support their tutees to set them up for a positive day. Students are expected to engage positively with tasks that are designed for them. When reading, students are expected to sit up straight and track the text silently using their reading guide.

Assemblies

Assemblies are used to provide the opportunity for students to consider spiritual and moral issues, to develop community spirit and reinforce positive attitudes. They are also times to share important updates about College life and support the delivery of our behaviour curriculum. Assemblies are a great opportunity to recognise exemplary performance of individuals and groups of students and as a result often involve students receiving rewards. Assemblies will often be used to welcome input from external speakers, delivering keynotes, careers and workshops on issues relating directly to student life in and outside of College.

Students will register in Tutor Groups before going to assembly to ensure that attendance is accurate. Tutors will ensure that students move calmly and purposefully to assembly to ensure minimal disruption to other students engaging with Tutor Time activities in classrooms. Staff support a silent entry into the Assembly Hall. Students sit in silence and await input from their Head of Year (HOY). Students sit up straight and in silence until asked to engage. Students exit in silence and ensure that their uniform is in line with policy.

Punctuality

Late arrival to College and lessons disrupts learning. Over the course of a term, repeated late arrival to lessons can have a significantly negative impact on the progress of both the student arriving late and their peers.

If a student arrives late and there is no genuine reason for lateness, they will receive a late detention as an automatic sanction. Tutors will remind students during at the am registration period of the late detention. Sanctions will be escalated for repeat offenders.

Times of the school day:

Tutor	8.40-9.10
Period 1	9.10-10.10
Period 2	10.10-11.10
Break	11.10-11.35
Period 3	11.35-12.35
Period 4	12.35-1.35
Lunch	1.35-2.10
Period 5	2.10-3.10

Punctuality threshold

Behaviour	Intervention
Late to lesson/school	Late detention issued
3 x late within one week	HOY after College detention
Persistent ongoing lateness	Report card, parental meeting, supervised break and lunch periods.

Reasonable adjustments to the policy will be made for students with specific needs. For example, students with mobility issues or students with sensory issues who have adjustments made for transiting around the College – details of which will be noted on their pupil passport.

Right Place, Right Time

Our ability to effectively safeguard our community requires students to be in the right place at the right time. All students have timetables that show clearly where they need to be and when they need to be there. All students are expected to know what lessons they have each day and to follow their timetables. Students with specific SEND needs will be supported by staff to ensure they are able to access their timetable.

Any other engagements and appointments will be scheduled and clearly communicated between the College, the student and their parents and carers. Lesson registers and corridor patrol teams are used by the College to monitor student attendance to lessons and interventions and to track their safe movement through the site.

Refusal to attend lessons / truancy

Refusal to attend lesson is defined by the College as the deliberate avoidance of timetabled lessons and scheduled interventions of support. This represents a significant safeguarding risk to all students due to additional and unforeseen time required by staff to locate and or track truanting students.

Refusal includes but is not limited to such events where a student:

- Arrives 10 minutes late to lesson without a note or verified reason
- Fails to attend a lesson without teacher approval
- Is not in the right place at the right time
- Is present in College but is not attending timetabled lessons.

Students who refuse to attend lessons will be parked into another suitable lesson/College area; they will be sanctioned with detentions during lunch periods.

Truancy is linked to students who leave site without permission and knowledge of the College. Parents are not able to authorise their child to leave site and students will be sanctioned with a period of time in Reflection. Reflection is a structured environment supervised by the Behaviour Support Team. Students will complete academic work, address any issues that led to the sanction and reflect on their behaviour, all whilst remaining in College.

If students repeat the behaviours there will be an escalation in the sanction issued and students will be placed on a Stage to Exclusion. Suspension may be needed so that College staff know where the student is at all times during the school day in order to:

- More effectively safeguard the truant
- Maintain the ability of staff to achieve their other professional responsibilities
- Maintain a calm environment within the College.

Break and lunch

We expect standards of behaviour to remain high during social times. To promote enjoyable and safe breaks and to support a prompt and positive start to proceeding lessons student must:

- Be kind and show respect to others
- Queue calmly and respectfully for food/drink. Do not push-in
- Keep hands to themselves
- Avoid unintentional negative interactions
- Not engage in playfighting, pushing and other physical interactions
- Not drop litter
- Manage known challenging peer relationships with maturity. Maintain distance and ask for support from staff if needed
- Keep away from Reflection and detention rooms to avoid disruption
- Use the toilets to avoid use during lessons
- Refill water bottles
- Adjust levels of physical exertion in response to hot weather – avoid returning to lessons hot, bothered and unable to focus
- Leave with plenty of time to get to lessons punctually
- Report any cases of unsafe, unkind and disrespectful behaviours to staff member on duty immediately (duty staff will be wearing high visibility vests)
- Ensure they are in the correct areas of the building and use outside transit routes
- Not encourage or support unacceptable behaviour, including fights.

Lesson transitions

Students are expected to move calmly and with purpose between lessons. Students are expected to wear full uniform correctly in corridors between lessons to avoid unnecessary lateness to lessons. Students are urged to prioritise their own prompt arrival to lessons as sometimes waiting for peers can lead to unnecessary lateness.

Toilets

Students should only leave lessons in an emergency. On rare occasions this might include a trip to the toilet. Students will be permitted to leave lesson to use the toilets one at a time during lessons if it is absolutely essential. Teachers will not allow more than one child to leave the lesson at a time. Students will be required to leave their mobile phone in the classroom. Students must prioritise the use of the toilet and refrain from engaging in conversations with peers that may delay their return. To promote comfort during lessons and decrease time lost to learning, we urge students to use toilet before school, during break and lunchtimes and after school. Where a verified medical note has been provided, students may be issued a toilet pass. Toilet use during lessons should remain exceptional. Where students leave a lesson, they may be required to spend up to 5 minutes at the end of Period 2, 4 or 5 with the teacher to catch up on any missed content. Sanctions can also be applied in cases where the use of toilets by a student compromises the safety, wellbeing and/or academic progress of themselves and/or others.

Equipment

Asking to borrow equipment disrupts learning. Being prepared and organised are essential life skills. Students are expected to arrive correctly equipped for lessons.

Essential equipment	Other useful items include
Pens – black ink Pencil Eraser Ruler Calculator	A geometry set Highlighters Colourings pen/pencils.

Specialist subject equipment will be provided by the College.

Student equipment will be checked every morning during Tutor Time and records will be kept when a student does not have every item of their essential equipment. Parents/Carers will be notified by email if their child has not arrived in College with the correct equipment. Three equipment issues within a week will result in a sanction. We will provide equipment for students who do not have access to it, but they are then responsible for bringing it to College every day.

Home learning

If we learn something new, but then make no attempt to relearn that information, we remember less and less of it as the hours, days and weeks go by. The greatest decrease in retention happens soon after learning. Without reviewing or reinforcing our learning, our ability to retain the information decreases.

Home-learning tasks set for students will be done so via Satchel One (a cloud-based platform designed to streamline homework management and communication between schools, students and parents). These will:

- Be used to secure the memory of knowledge already taught
- Be reasonable in duration
- Be achievable
- Accessible to all students
- Be relevant.

Students will be expected to:

- Complete all tasks set to the best of their ability
- Meet all deadlines for submission
- Communicate any challenges they are facing with their teacher prior to the submission date.

Behaviour logs on Satchel One and Homework support sessions may be used where tasks are incomplete or completed to a poor standard, copied from another student, copied verbatim from a source, not attempted and or not submitted. Refer to the Homework Policy on our website for specific details.

Classroom pedagogy – disruption free classrooms

The College's teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. Well managed classrooms are essential to preventing disruptive and unacceptable behaviour.

To maintain this, staff will:

- Create and maintain a stimulating environment that encourages students to engage
- Develop a positive relationship with students, which will include:
 - Knowing the individual needs of their students and preparing lesson delivery accordingly
 - Creating a seating plan that maximises their ability to support every student
 - Providing high-challenge learning experiences for all students
 - Entry Thresholding: greeting students at the start of lessons of classrooms to promote calm and purposeful corridors and prompt arrival of students to lessons
 - Ensuring that student uniform is correct at the beginning and end of every lesson
 - Displaying a starter/retrieval activity that allows students to engage as soon as they enter the classroom
 - Establishing clear routines
 - Use common College routines such as "3, 2, 1...silence"
 - Show respect to students and develop a safe, secure and purposeful environment
 - Circulating the classroom to maximise the efficiency and effectiveness of their support of students

- Communicating expectations of behaviour in ways other than verbally
- Highlighting and promoting good behaviour
- Using the rewards procedures to encourage positive behaviours
- Following the College procedure for dealing with low-level disruption
- Ensuring that lessons finish on time, every time so that students can arrive promptly at their next lesson
- Exit Thresholding: Securing calm, orderly lesson exits so that students enter the corridors in a safe and purposeful manner with correct uniform.

Teachers will support students to understand and follow classroom rules and routines. Teachers will inform students of classroom rules and routines at the beginning of the academic year and visit these regularly. Where appropriate teachers will explain the rationale behind the rules and routines to help students understand why they are needed and will model rules and routines to ensure students understand them. Teachers will also clearly explain to students what will happen if they breach any rules to ensure students are aware of the sanctions that are imposed.

Responding to poor behaviour

Our high expectations for all students means that they will be challenged and sanctioned if they breach the Code of Conduct. We firmly believe that students must learn to manage their own behaviour and whilst staff will support them to do this, we expect them to follow staff instructions and comply with any sanctions issued. There will be an increased level of sanction for any student who fails to take responsibility for managing their behaviour.

Parents/Carers have a vital role to play in promoting a positive attitude to College and, together with the College, celebrating achievement at all levels and in all areas of College life. The College will work with parents/carers and the student to resolve any difficulties. This 'partnership' is cemented through the Home-College Agreement.

The guiding principle of this policy is to apply sanctions when there is a compromise in learning and teaching, the learning environment, and safety. In line with DfE guidance, schools have the authority to sanction students who fail to meet the school's expectations.

"Teachers can discipline pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a school rule or fails to follow reasonable instruction the teacher can impose a punishment on that pupil"

The aim of any response to misbehaviour will always be to maintain the culture of our College, restore a calm and safe environment in which all students can learn and thrive, and prevent the recurrence of misbehaviour.

Our response to all misbehaviour is rooted in 3 main objectives:

Deterrence: sanctions can often be effective deterrents for a specific student or a general deterrent for all students at the College.

Protection: keeping students safe is a legal duty of all staff. A protective measure in response to inappropriate behaviour, for example, removing a student from a lesson, may be immediate or after assessment of risk.

Improvement: to support students to understand and meet the behaviour expectations of the College and re-engage in meaningful education. Students will test boundaries, may find their emotions difficult to manage, or may have misinterpreted the rules. Students will always be supported to understand and follow the rules. This may be via sanctions, reflective conversations or targeted pastoral support.

There are a number of responses that staff may use to manage an incident within the College:

Collective reminders	We use collective reminders regularly with students when we have specific concerns around behaviour in College. At times this may also be followed up with tutor sessions or targeted group work.
Individual Correction	We use verbal / non-verbal corrections with students is often a starting point for managing behaviour. Students will be reminded of the expectations and given an opportunity to correct their behaviour.
Verbal Warnings	Following on from a correction if the student continues to impact on others they will receive a verbal warning. A log will be made on SIMS and parents/carers will be able to see these via the SIMS Parent App.
Confiscation	If students bring items prohibited into the College these will be confiscated by staff members. Where deemed appropriate parents may be contacted to collect the item. Any mobile phone or electronic device such as a smart watch used will immediately be confiscated.
Detentions	If students fail to respond to corrections and warnings, or their behaviour is a cause for concern, then detentions are used. They are a way to communicate to the student that their behaviour is unacceptable and provide an opportunity for reflection. They ensure that students are held accountable for their actions and serve a deterrent against future misbehaviour.
Parking	If students do not respond to corrections/verbal warnings in lessons they will be parked. This means they will be expected to complete the work with another teacher. This ensures all students right to learn is protected and the focus of the teacher is on directing the class. A Curriculum Lead detention will be set. Refusal to go to the parking as directed by the class teacher will result in Reflection.
Reflection	If a serious breach of the College Behaviour Policy has occurred students will be placed in Reflection. Reflection is a structured environment supervised by the Behaviour Support Team. Students will complete academic work, address any issues that led to the sanction and reflect on their behaviour, all whilst remaining in College.
Suspension	A suspension is a serious sanction where a student is temporality removed from the College. As a College we want a calm and safe environment in which all students can thrive and achieve academic success. If a student's behaviour poses a serious threat to the safety or wellbeing of others, or they fail to comply with staff instructions then a suspension can be used. Where students are continually exhibiting disruptive behaviour that impacts learning a suspension can also be used.

Alongside sanctions, the College recognises the value of restorative conversations and structured reintegration meetings in promoting reflection, repairing relationships, and preventing repeated incidents of misbehaviour. Where appropriate, students will be supported to engage in restorative dialogue with staff or peers following incidents. Reintegration meetings are not limited to formal exclusions and may also be used after time in Reflection or repeated behavioural incidents, helping students to re-engage with learning in a supported and constructive manner.

Special Educational Needs and/or disabilities

The College recognises its legal duties under the Equality Act 2010 and the SEND Code of Practice (2015, updated 2024), and those in respect of safeguarding and supporting students with special educational needs and disabilities (SEND). As a College, we are committed to ensuring that we do not discriminate through the application of our Behaviour Policy, against students whose apparent inappropriate behaviour may be a function of their SEND, racial and/or cultural background.

Therefore, when intervening with apparent inappropriate behaviour all stakeholders must accept that there will be circumstances in which some students may be treated differently from others and are expected to take account of those individual student needs when applying sanctions.

As a part of meeting these duties, the College will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring. This may include approaches such as:

- Short, planned movement breaks for a student whose SEND means they find it difficult to sit still for long
- Adjusting seating plans to allow a student with visual or hearing impairment to sit in sight of the teacher

- Adjusting uniform requirements for a student with sensory needs
- Training for staff in understanding conditions such as autism
- Use of separation spaces where students can regulate their emotions during a moment of sensory overload.

Any preventative measure will take into account the specific circumstances and requirements of the student concerned.

Disruptive classroom behaviour/ The Warning System

When a student breaches the classroom Code of Conduct, the teacher will challenge the behaviour in line with the College's Behaviour Policy. Staff will follow the staged warning system outlined below, moving progressively through the steps. In some circumstances, staff may move more swiftly through the stages where appropriate.

The needs of the whole class are paramount, and ongoing disruption cannot be allowed to continue. Any behaviour that challenges the authority of the teacher will likely escalate the warning process more rapidly.

All staff will apply the warning system consistently with all students. Consistency is key.

Stage 0: Verbal Correction

- No formal behaviour log is made.
- The teacher will clearly communicate to the student that they are not meeting expectations and will offer guidance to help them improve.
- If the student modifies their behaviour, no further action is taken.

Stage 1: First Warning

- The student's name is written on the board.
- No formal behaviour log or further consequence at this stage.
- The teacher will explain the reason for the warning clearly before writing the name on the board.
- This is a clear instruction to the student to change their behaviour. Most students do not progress beyond this stage.

Stage 2: Second Warning

- A tick is added next to the student's name on the board to indicate a second warning.
- A formal behaviour log is recorded on SIMS, and the student will be issued a teacher detention.
- This means the student has breached the Code of Conduct for a second time during the lesson and has failed to respond to the previous warning.
- The teacher will clearly explain the second warning and notify the student that the next step will be removal from the classroom ('parking') if the behaviour continues.

Stage 3: Removal from Class ('Parking')

- The student will be sent to a named alternative classroom (parking) to complete their work away from the main class.
- A formal log will be made using the category 'Disruptive Behaviour – Parked'.
- The student will receive an after-school detention with the Head of Department.

Note:

In the event of extreme behaviour or serious incidents, a staff member may move directly to **Stage 3**. This includes, but is not limited to, aggressive behaviour, threatening language, refusal to follow direct instructions, or any conduct that significantly undermines the learning environment or the safety of others. In such cases, the student will be immediately removed from the classroom, and the incident will be formally logged and escalated in line with the College's Behaviour and Safeguarding Policies.

Long term approaches to persistent negative behaviour

As a College we use **Behaviour Reports** as a tool to communicate with students and parents/carers about their behaviour on a lesson-by-lesson basis. Students who are identified through the tracking and monitoring of College wide behaviour data as a cause for concern will initially be placed on report to either their tutor or their Head of Year.

Behaviour Report Tiers increase as the severity and frequency of incidents increases. The tiers also help the College to categorise and address the behaviour concerns in a structured way, ensuring appropriate responses and interventions are put in place.

Report Tier	Threshold	Review period	Mandatory Support	Further support	Success Criteria
0	10 behaviour points within a term.	2 weeks	Logged communication with home. Conversation with the student to reinforce behaviour expectations.		Reduction in behaviour points accumulated over 2-week period.
1	20 behaviour points within a term linked to low level behaviour across multiple subjects.	4-6 weeks	Tutor Report (green) Logged communication with home. Weekly meeting with tutor and student. Weekly tutor communication with home.	Tutor led additional support. Round Robin to staff. Referral for mentoring. SEND referral. Signpost to Normal Magic/Kooth.	Successfully meeting targets on report card.
2	Failure on Tier 1 report Significant incident resulting in Reflection or Suspension.	4 weeks	HOY Report (yellow). Parental meeting. Behaviour Report shared with parents. Weekly behaviour data shared with parents/carers. Weekly meeting with HOY and student. 4 week review meeting with parents/carers.	Round Robin to staff. Referral for mentoring. EHH. SEND referral. Signpost to Normal Magic/Kooth. Camhs referral. Change of sets/tutor group.	Successfully meeting targets on report card.
3/4/5	Failure on Tier report Significant incident resulting in Reflection or Suspension	Half Termly	CLT Report (orange/red). Daily meet and greet with Assistant Head of Year (AHOY). Daily exit conversation with AHOY. Parental meeting. Behaviour Support Plan.	Round Robin to staff. Referral for mentoring. EHH. SEND referral. Signpost to Normal Magic/Kooth. Camhs referral. Change of sets/tutor group. Offsite direction. Alternative provision. Reduced timetable. Counselling referral.	

			Behaviour Expectation Panel Meeting.		
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Where students are making good progress on report but there are concerns raised about removing the support of a report card either from the College, student or parent/carer the College has a **Positivity Report Card** they can use. All report card formats can also be altered to meet the specific needs of the student.

Investigating other events

Where staff feel that a reported incident of poor behaviour requires deeper investigation, they may employ the use of:

- CCTV
- Student statements
- Staff statements
- Student IT account screening
- Searches.

The outcomes of the investigation will support staff to make informed decisions relating to the potential application of sanctions. When a staff member alleges that a student has behaved inappropriately towards them directly, it is usually good practice to report the incident so a colleague can conduct the investigation.

The Balance of Probabilities

As a College, we will apply the civil standard of proof to all decisions regarding behaviour in and out of College. When establishing the facts in relation to a sanction the staff member must apply the civil standard of proof, i.e. 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt'. If, following an investigation, there is sufficient evidence to support that a child has carried out an action we will use this to inform our decision, even when the child does not admit to any misbehaviour.

Mobile Phones/Smart Watches and other smart technology with similar functionality

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.

This means students may keep possession of their devices only on the strict condition they are never used, seen or heard. Students are required to store these items in their bags throughout the College day. There will be consequences and sanctions for students failing to comply with this policy, with devices initially being confiscated for the day and increasing to a higher level of sanction based on the actions of the student and if they are a repeat offender. If a student refuses to hand their mobile phone or other device over when asked, they will be sent to Reflection.

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.

Parents are urged not to contact their children on their mobile phones during the school day. As it is the students' responsibility to ensure that their mobile devices are on silent and stored away, texts and calls received from parents and carers may result in their child being sanctioned if the phone is heard and/or seen. In cases of emergency, parents and carers should contact the College's reception.

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 2024.

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 or individual
- 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 its 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's code of conduct in this way with a sanction. If this happens, the staff member should report it to an appropriate colleague to investigate.

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.

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 for Education’s advice to clarify the use of force in schools for governing bodies, headteachers and school staff as published in July 2013 (last updated 15 January 2025):

<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 administer 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.

Searches and Confiscation

Appendix C: Search Pack

Appendix D: Student Brief before search

Appendix E: Parents/carers Brief for contact after a search

Appendix F: Student’s statement,

Searches 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 (including footwear). 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, Head of Year or the Designated Safeguarding Lead where what is found constitutes a significant breach of the College's rules and especially where a prohibited item is found.

Prohibited Items include (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 image
- 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.

Detentions

The College uses detentions as a consequence, including detention outside of College hours. All College staff can issue detentions to students during break, lunch or after College hours.

The Department for Education cites the following in the "Behaviour in Schools- February 2024" document:

'A detention is a commonly used sanction, often used as a deterrent to future misbehaviour. It is typically a short period where the pupil is required to remain under supervision of school staff when their peers have been allowed to go home or to break. When used, it should be done so consistently and fairly by staff. This process should be well known to all pupils and staff'

What the law allows

Teachers have authority to issue detentions to students, including same-day detentions.

A school's behaviour policy should make clear that detention (including detention outside of school hours) can be used as a possible sanction.

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.

TCC approach to detentions

Parents/carers are expected to support the decision of the College to issue a student with a detention and should work with the College to ensure it is completed at the set date/time.

Although consent is not required for a detention to be imposed outside the College day, the College will inform parents/carers of any detention.

Staff will always allow reasonable time for the student to eat, drink and use the toilet during break or lunchtime detentions.

A detention may be rearranged where there is any reasonable concern that by not doing so it 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
- the student has known caring responsibilities.

It is the responsibility of the parent/carer to liaise with the College to find a mutually agreeable date/time. It is not acceptable for parents/carers to refuse attendance to detentions based on the detention being 'inconvenient'.

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 could be a day in Reflection or, in extreme cases, a suspension, imposed by the Headteacher.

Type of Detention	Duration
Teacher Lunch	15 mins
Teacher After College	15 mins
Head of Department / Head of Year	25 mins
CLT Detention	40 mins

Detention Upscale

Should a student fail to attend a 15-minute lunchtime or 15-minute teacher after College detention, the sanction will be escalated to a Head of Department detention. Should the student fail this detention it will escalate to a College CLT Detention. If a student fails to attend the CLT detention, a day in Reflection will be triggered. Repeat offensive or failure to complete the Reflection successfully will result in a suspension from the College.

Tracking Behaviour and Managing Persistent Breaches of Torpoint Community College's Behaviour Policy The College monitors breaches of the Behaviour Policy. 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
- Pupil Passport
- Mediation meetings
- One or more days working in Reflection
- Referral to alternative provision
- Meet with the Behaviour Expectation Panel
- Use of Stages 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.

Stages to Exclusion

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 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 to Exclusion will be reviewed on a termly basis 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.

Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
A student will likely be placed on Stage 1 because we have evidence that they are regularly failing to meet our behaviour expectations 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 Reflection.	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 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 permanent exclusion is put in place.

Examples of support for students on a Stage to Exclusion:

- Regular contact between HOY and parent/ carer
- Meetings between student and HOY/pastoral support to develop targets, discuss issues and celebrate successes
- Pupil Passport
- Daily emails to parent(s) of students on Tier 3 and above (Stage 3 and above).
- Behaviour Expectation Panel meetings for students to review progress, support and agree targets for improvement. This Panel may consist of the CLT Behaviour Lead, SENDCo, DSL and the HOY.
- Outside agency referrals.

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.

Taking a student centered approach we will aim to:

- Have clear plans for students presenting with challenging behaviours to ensure that staff are aware of them
- To build in suitable support for students with behavioural difficulties
- To build positive relationships with the parents of students with behavioural difficulties.

11.0 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.

Reflection is a designated space within the College where student can go to calm down, reflect on their actions and learn how to make better choices in the future. This space is monitored with CCTV, has a member of the Behaviour Support Team present to manage the behaviour and learning of the student. The student will complete subject learning in line with their Curriculum Related Expectations alongside the completion of work aimed at helping them learn from their behaviour.

The most serious sanctions available to the school are suspension and permanent exclusion. These decisions are never taken lightly and must always be lawful, reasonable, and fair.

Only the Headteacher has the authority to suspend or permanently exclude a student. In the event that the Headteacher is unavailable, the authority to suspend is delegated to the most senior member of the College Leadership Team present on site, in order to ensure timely decisions that safeguard students and maintain the orderly running of the school.

Where a serious incident occurs and a decision regarding suspension cannot immediately be made, the student may be placed in the Reflection Room while the Headteacher is consulted. In such cases, a member of the College Leadership Team or the relevant Head of Year will contact parents/carers to explain the situation and next steps.

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 in August 2024, 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 August 2024 \(publishing.service.gov.uk\)](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 or 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 a number of incidents that is considered to be a serious breach of the College Behaviour Policy.

Reasons for a suspension or a permanent exclusion include:

- Bullying
- Drug and alcohol related behaviour
- Repeated/extreme non-compliance
- Deliberate damage to College property or the property of other members of the College community
- Serious actual or threatened physical violence/assault against another student or member of staff
- Racism
- Theft
- Discriminatory behaviour
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability
- Verbal abuse and/or swearing at other students and staff
- Incidents involving weapons
- Challenging /poor behaviour
- Incidents involving cigarettes, vapes, tobacco, cigarette lighters or matches
- Threatening behaviour against other students or staff
- Destructive behaviour
- Incidents impacting on the health and safety of other students or members of staff
- Bringing the reputation of the College into disrepute
- 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 a 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 Reflection

- Persistent refusal to comply with instructions
- Persistent refusal to attend lessons.

The above lists are not 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 Improving Behaviour in Schools 2024.

The Decision-Making Process to Suspend or Permanently Exclude

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 and any CCTV footage will also be examined.

Students involved in an incident may be placed in Reflection whilst the matter is investigated.

Students are encouraged to give their version of events and will be given the opportunity to write a statement explaining what happened. 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, the date and time of the incident, the 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.

Other information, such as a SIMS behaviour log, may be used as can other forms of evidence.

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.

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 for a fixed period or permanently. The Headteacher will also consult with the lead Designated Safeguarding Lead and the SENDCo.

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.

If the incident is very serious, the person contacting a parent/carer may ask them to remove their child from the College immediately.

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.

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.

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 Reflection as part of the reintegration process. In exceptional circumstances a reintegration meeting can be conducted 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 student 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

Appendix B: Sixth Form Contract

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 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 permanently exclude Sixth Form students. The Headteacher and Head of Sixth Form have regular monitoring and planning meetings regarding Post 16. The Sixth Form Admin support provides weekly attendance reports for the tutor team to track and monitor any concerns.

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 College 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.

Appendix A:

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**. We believe your child will achieve more when the College, parents/carers, and students work together in partnership.

The College will:

Care for your child's safety, wellbeing, and happiness.

Support your child in achieving their full potential as a valued member of the College community.

Provide a broad and balanced curriculum tailored to individual needs.

Promote high standards of work and behaviour through positive relationships, mutual respect, and responsibility.

Keep you informed about College activities, policies, and your child's academic and personal progress.

Refer to external agencies where appropriate for safeguarding concerns.

Promote responsible use of technology, and regularly share e-safety guidance with students and parents/carers.

The parents/carers will:

Ensure my/our child attends College regularly, arrives on time, and is properly prepared and equipped.

Notify the College promptly on the first day of any absence.

Inform the College of any concerns or issues that may impact my/our child's learning or behaviour.

Support the College's policies and expectations, including those for behaviour, uniform, and appropriate consequences.

Attend parents' evenings and meetings to discuss my/our child's progress.

Ensure my/our child uses technology and social media responsibly and safely, supporting the College's E-safety Policy.

Contact the College directly with any questions or concerns related to digital conduct or wellbeing.

Celebrate diversity and ensure all members of the community feel respected and included.	
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Students will:

Respect	Prepare	Focus
<p>Treat others how I would like to be treated: with politeness, respect, and kindness.</p> <p>Follow the College Code of Conduct and listen to staff instructions the first time. Use College technology responsibly and follow the ICT Acceptable Use Policy.</p> <p>Respect the College environment, keeping it clean and free from litter or graffiti.</p> <p>Respect all College property, including student facilities such as the toilets.</p> <p>Value others' ideas, beliefs, and contributions.</p> <p>Treat all staff members as professionals</p>	<p>Wear the correct College uniform smartly, including shirts tucked in.</p> <p>Bring the necessary equipment every day.</p> <p>Attend College regularly and be punctual.</p> <p>Enter lessons calmly and be ready to learn.</p> <p>Take responsibility for my learning and be honest.</p>	<p>Complete all classwork and homework to the best of my ability.</p> <p>Participate actively in College life and take pride in my progress.</p> <p>Ask for help when needed and inform staff if something is wrong.</p> <p>Refrain from using mobile phones or smart technology during the College Day, unless authorised.</p> <p>Contribute to a positive learning environment and value my own success.</p>

Headteacher: Parent/Carer: Student:Date:

Appendix B: Sixth Form Contract (updated September 2025)

Agreement is binding between students, parents and Torpoint Community College 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 Year 12 with a target of 50% completing this and being entered for it.

Work Experience Year 12 All of Year 12 will be expected to complete a work experience week in the Summer Term. Tutor times will be available for letters/research/CV's to be produced. Post 16 admin and Head of Sixth Form will support this with logbooks/co-ordinating.

UCAS Applications Year 13 For students applying to university their priority in the Autumn term will be applying through UCAS. The Head of Sixth Form to update all students on any UCAS changes, and the UCAS deadlines for applications.

CV's and Careers Guidance – Year 12 and 13 External speakers to do assemblies about types of degree courses, degree apprenticeships, interview skills, student finance, student life, NSSW and university outreach teams. The College's Career's Lead to see one student from Sixth Form one tutor time per week for Year 12/13 Careers Interviews.

Safeguarding Focus – Year 12 and 13 The College’s DSL will be delivering weekly assemblies/sessions on an aspect of safeguarding/PSHE. This will take place in the Monday assemblies.

Religious Education and Ethics - Year 12 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. We follow a structured course called ‘Your Journey of Life’ in tutor times in Year 12 and 13 every week.

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 – Year 12 and 13 Focus on time management, independent study, and revision skills through tutor programme.

Tutor 1:1 Meetings – Year 12 and 13 Face to face meetings with tutor either in small group or individually to monitor progress/discuss any concerns.

Main School Assemblies – Year 12 Where relevant Sixth Form students attend assemblies with Year 11 for whole College issues, our Sixth Formers as role models.

Monday Assembly – Year 12 and 13 Weekly assembly detailing news/information relevant to Post 16. Topical news items etc.

Social Friday – Year 12 and 13 Tea and biscuits in the Common Room, a mix of quizzes, games, social tutor time.

Attendance:

Compulsory registration by 8.40am 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 a Friday afternoon P5). Attendance to tutor time is **compulsory** in Year’s 12 and 13, all must wear Post 16 purple lanyards whilst in College.

Attendance Checker and Post 16 Absence Calls Parents, carers and students kept informed of poor attendance – dedicated post 16 absence email used by parents/carers and students. Sixth Form admin to monitor and check this daily.

Successful Sixth Form Students will be supported to utilise 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% may 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 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 Sixth Form admin support and Head of Sixth form will be based in the downstairs office. The DSL, who supports Post 16 pastoral and safeguarding concerns, is located opposite the Sixth Form Common Room.

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 at least 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 _____

Appendix C: 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 DSL 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 should 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:

Name of parent / carer informed:

Time of incident:

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. 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

Appendix D: Student Brief

“It has come to our attention that you may have a prohibited item in 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 for us to complete a search in which we will ask you to empty your bag and pockets, and remove outer clothing including footwear if necessary so we can confirm you have nothing on you that you shouldn't have? Do you give consent for the search to take place of your bag, pockets and outer clothing? 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 and or that you are not in possession of any of these items?

- 9) Do you understand that if you were to bring any forbidden/prohibited items, or be in possession of any such items, your place in this College would be at risk?"

Appendix E: Parent/Carer Brief

- Introduce yourself.
- Ask if it is a convenient time to speak.
- Reassured parent/carers 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/outer clothing.
- 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/carers.
- Explain that student has been placed in Reflection 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.

Script for where student has refused for search to take place

- Introduce yourself.
- Ask if it is a convenient time to speak.
- Reassured parent/carers that son/daughter are well.
- Explain the context including need for search as per our policy.
- Explain daughter/son refused to be searched.
- Explain the disciplinary action taken as a result of the refusal.

Appendix F

Student Statement

Name: Tutor Group: Year group:

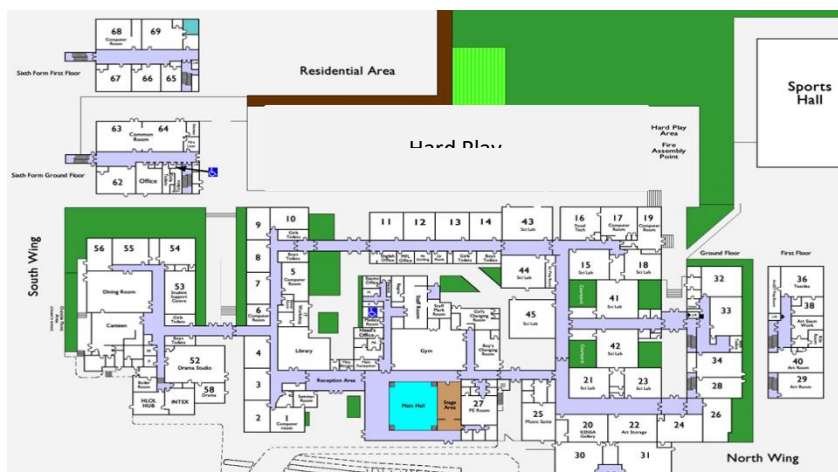
Incident Date:

Incident Details

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	Date
Statement given in the presence of:	
CCTV (Date and time and evidence)	

Location and Time

1. Mark on the map where the incident happened
2. What time did the incident happen? _____



Outcomes

Please circle & tick the following...

4. Record

1. Discussion

- ☐ Incident discussed with Student/ HOY/ Tutor/ BST

2. Consequence

- ☐ Lunchtime detention
- ☐ After college detention
- ☐ Reflection (No. of days/time?)

- ☐ Suspension (No. of days/time?)

3. Communication

- ☐ Parent/Carer informed – Telephone/ Text/ Meeting/ Letter/ Email

- ☐ SIMS Behaviour Log

- ☐ CPOMS log completed (link all relevant students and scan statements)

Original to be retained in Student File