



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 2026	Next review due: July 2027
Governing Body Committee: FGB	CLT contact: Headteacher Dr Jeremy Plumb Assistant Headteacher Mrs Jenni Howard
Policy adopted by the Full Governing Body on: 16.09.2026	

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
11	Responsible use of Artificial Intelligence	JHO	Updated page 26 & 29 – responsible use of AI	18/11/25
12	Use of handheld metal detectors	JHO	Updated page 18/34	06/12/25
13	Use of reasonable force updated	JPL	DfE Restrictive interventions, including use of reasonable force, in schools	01/04/26
14	Reference to exclusions and suspensions	JPL	DfE published a new version of its statutory suspension and permanent exclusion guidance July 2026. A number of updates	10/06/25
15	Timings of day	JPL	Early lunch for Year 7 and Year 11	11/06/26

16	Equipment	JPL	Whiteboard pen added	11/06/26
17	Exclusion	JPL	Updates on Off-Site Direction and managed Moves	11/06/26
18	Governors	JPL	Data monitoring expectations for governors	11/06/26
19	Mobile phones	JHO	Clarification of sanctions linked to misuse	28/06/26
20	Whole Behaviour Policy	JHO	Comprehensive review following publication of KCSIE 2026 and updated DfE guidance. Policy restructured, duplicated content removed, behaviour systems clarified, AI section introduced, mobile phone procedures updated, statutory references refreshed and terminology standardised throughout.	10/07/26

At Torpoint Community College, we believe that behaviour is fundamental to learning. Every student has the right to learn in a calm, safe and purposeful environment, and every member of staff has the right to teach without disruption.

Positive behaviour is taught, modelled and reinforced every day. Through clear routines, high expectations and positive relationships, we help students develop the self-discipline, resilience and personal responsibility they need to succeed in College and beyond.

Our approach is underpinned by our core values of Respect, Prepare and Focus. These values shape how we learn, how we treat one another and how we contribute to our College community. As young people develop socially and emotionally, they will sometimes make mistakes. When this happens, our response is intended to support learning, restore relationships and help students make better choices in the future.

Consistency is central to our approach. Students thrive when expectations are clear, routines are predictable and adults respond fairly and professionally. Every member of staff shares responsibility for maintaining these standards so that students experience the same high expectations in every classroom and across the College.

Our behaviour systems are built around three key principles:

Protect Learning

Learning is our priority. We act promptly to minimise disruption, maintain purposeful classrooms and ensure that every student can learn without unnecessary interruption.

Teach Responsibility

We expect students to take responsibility for their behaviour and understand the impact their actions have on others. Where sanctions are necessary, they are applied fairly and consistently alongside opportunities for reflection, restorative conversations and appropriate pastoral support.

Build Character

Education is about more than academic success. We aim to develop respectful, resilient and responsible young people who demonstrate integrity, kindness and ambition, preparing them to contribute positively to their communities and future workplaces.

We maintain high expectations for every student while recognising that some may require reasonable adjustments or additional support to achieve them. Where appropriate, we work closely with families and external agencies to remove barriers and enable every student to succeed.

Strong partnerships between the College, students and families are essential to this work. By working together with shared expectations and mutual respect, we create a culture in which every student can flourish, achieve success and leave Torpoint Community College ready for the opportunities and responsibilities of adult life.

Teaching Great Behaviour

At Torpoint Community College, positive behaviour is taught, practised and reinforced every day. We do not simply respond to poor behaviour; we proactively teach the routines, habits and behaviours that enable every student to succeed.

Through consistent expectations, high-quality teaching, structured tutor time, assemblies and positive relationships, students learn what successful behaviour looks like and why it matters. Every member of staff has a responsibility to model these behaviours, reinforce our expectations and create the calm, purposeful culture that allows all students to thrive.

Our Behaviour Expectations

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 while the register is taken.
- Respond to the register with 'yes/here Miss/Sir'
- Listen silently and attentively while teachers and support staff are talking
- Listen silently and attentively while 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 should make their own way promptly to lessons and should not wait for friends if this risks them being 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

Tutor Time is the foundation of our behaviour curriculum and provides the first learning opportunity of every College day. It establishes high expectations, strengthens positive relationships and prepares students for successful learning.

Beginning at **8.40am**, students are expected to arrive promptly, in full uniform and fully equipped for learning. They are expected to engage positively in all Tutor Time activities and contribute to a calm, purposeful learning environment.

Tutor Time provides opportunities to reinforce behaviour expectations, develop positive relationships, celebrate success, promote personal responsibility and prepare students for the learning day ahead.

During reading activities, students are expected to read silently and engage fully with the session.

Assemblies

Assemblies are an integral part of the College's behaviour curriculum and play an important role in developing our shared culture, reinforcing high expectations and building a strong sense of community.

Assemblies provide opportunities to:

- Explicitly teach and reinforce the College values of Respect, Prepare and Focus.
- Promote high expectations for behaviour, conduct and personal responsibility.
- Explore spiritual, moral, social and cultural themes.
- Celebrate individual and collective achievement.
- Share important College information and key messages.
- Welcome external speakers and enrichment opportunities.
- Prepare students for key events and experiences throughout the academic year.

Students register with their tutor before assemblies to ensure attendance is recorded accurately. Students are expected to move calmly to assemblies, enter and leave respectfully, listen attentively, participate positively when appropriate and maintain the high standards of behaviour, presentation and conduct expected throughout the College day.

Assemblies reinforce the routines, expectations and culture that underpin learning and behaviour across the College.

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 morning registration of the late detention. Sanctions will be escalated for repeat offenders.

Times of the College 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

*Early lunch is often implemented for Year 7 in the Autumn term, as a supportive measure, and for Year 11 in the Spring term to attend revision sessions

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/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 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 missing 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 a same day CLT after college detention.

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 without prior communication and agreement with the college. Students will be sanctioned with a period of time in Reflection.

If students repeat these behaviours, sanctions will escalate, and they will be placed on a Stage to Exclusion with parental meetings arranged. In cases where behaviour continues to pose a serious risk to learning, safety or the orderly running of the College, a suspension may be issued in accordance with statutory guidance.

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. Full College uniform must be worn correctly while moving around the site. Students should prioritise their own prompt arrival to lessons, as waiting for peers can result in unnecessary lateness. The College bell system is designed to support students in managing their time effectively, and students are expected to respond promptly to bells by making their way directly to their next lesson.

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. Students will be expected to evidence that their mobile phone has remained in their bag as per expectations. Teachers will not allow more than one child to leave the lesson at a time. 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 the toilet before school, during break and lunchtime, or 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 Whiteboard pen	A geometry set Highlighters Colouring pens/pencils.

Specialist subject equipment will be provided by the College.

Student equipment will be checked each morning during Tutor Time. Students who arrive without the required equipment will be reminded of the College's expectations and, where appropriate, essential equipment will be loaned by The Hub to ensure they are able to participate fully in learning.

Where a student repeatedly arrives without the required equipment, staff will seek to establish whether this is due to a genuine barrier, such as financial hardship or other individual circumstances, and appropriate support will be provided where necessary.

Students who repeatedly fail to bring the required equipment without a reasonable explanation will receive a sanction. Three equipment issues within a week will normally result in a detention.

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, access the internet, or record audio and/or video) throughout the College day, including during lessons, lesson changeovers, breaktimes and lunchtime.

Students may bring a mobile phone or smart device to College; however, from the moment they enter the College site—including when arriving by bus, car or on foot—it must be switched off and stored securely in their school bag. This expectation applies throughout the entire time a student is on the College site, including before College, during the College day and after College until they have left the site. Mobile phones and smart devices must not be seen, heard or used at any point whilst on the College site unless specifically authorised by a member of staff.

Any mobile phone or smart device that is seen, heard, used or is not stored securely in a student's school bag will be immediately confiscated by a member of staff.

The following sanctions will apply:

First offence

- Device confiscated until the end of the College day.
- Student reminded of the College mobile phone expectations.

Second offence

- Device confiscated until the end of the College day.
- A detention will be issued in line with the College Behaviour Policy.

Third offence

- Device confiscated and retained until collected by a parent/carer.
- Following this, the student will no longer be permitted to carry a mobile phone during the College day. The device must either remain at home or be handed to The Hub at the start of each day for collection at the end of the College day.
- Daily checks will be carried out to ensure that students are complying with college expectations.

Any further breaches of this policy may result in additional sanctions in line with the College Behaviour Policy.

A student who refuses to hand over a mobile phone or other smart device when instructed by a member of staff will be deemed to have refused a reasonable instruction and will be placed in Reflection.

There may be exceptions for off-site visits, sporting fixtures and residential trips at the discretion of the member of staff leading the activity.

Sixth Form students may use their mobile phones only at the times and in the locations specified within the Student/Sixth Form Contract (Appendix B). They must not use mobile phones in the presence of younger students and remain subject to the College Behaviour Policy.

The College will make reasonable adjustments for individual students where there is an agreed medical, safeguarding or SEND need. Any adjustment will be considered on a case-by-case basis and approved by the Behaviour Lead or another member of the College Leadership Team.

Parents/carers are asked not to contact students directly on their mobile phones during the College day. If there is an emergency, parents/carers should contact the College Reception, who will ensure messages are passed to students promptly.

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 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.

Responsible Use of Artificial Intelligence (AI)

This section should be read alongside the College's E-Safety Policy, Child Protection and Safeguarding Policy and Acceptable Use Agreement.

Torpoint Community College recognises that Artificial Intelligence (AI) has an increasingly important role within education. When used responsibly, AI can support teaching, learning and administrative tasks. However, AI must never be used in a way that compromises academic integrity, breaches safeguarding expectations, or causes harm to others.

The College will keep its approach to AI under regular review to reflect developments in technology and national guidance, including the Department for Education's guidance on the use of generative AI in education (<https://www.gov.uk/government/publications/generative-artificial-intelligence-in-education/generative-artificial-intelligence-ai-in-education>).

Responsible use of AI reflects our college values of Respect, Prepare and Focus - respecting academic integrity and the work of others, preparing for ethical technology use in future study and employment, and focusing on developing your own skills and understanding.

Expectations for Students

Students are expected to use AI responsibly and only where permitted by staff.

- Only use AI tools for legitimate educational purposes
- Complete and submit work that is their own unless the use of AI has been authorised
- Acknowledge the use of AI where required by their teacher
- Never enter personal, confidential or sensitive information into AI platforms
- Never use AI to create, access, share or distribute harmful, abusive, discriminatory, sexual or otherwise inappropriate content
- Report any misuse of AI or any concerning content to a member of staff immediately

Expectations for Staff

- Model the safe, ethical and responsible use of AI
- Teach students how AI can be used appropriately to support learning
- Ensure any use of AI complies with examination regulations (<https://www.jcq.org.uk/exams-office/malpractice/artificial-intelligence/>), copyright and data protection requirements
- Monitor and challenge inappropriate use of AI
- Ensure that the use of AI does not disadvantage students who have limited access to technology

Misuse of Artificial Intelligence

The misuse of AI will be treated as a breach of this Behaviour Policy and may also be dealt with under the College's safeguarding procedures where appropriate.

Examples of misuse include:

- Submitting AI-generated work as a student's own
- Using AI to cheat in assessments or examinations
- Generating or sharing abusive, threatening, discriminatory or offensive material
- Creating, possessing or sharing AI-generated or digitally altered images intended to humiliate, intimidate or exploit another person, including AI-generated sexual imagery ("deepfakes")
- Using AI to impersonate another person, spread misinformation, facilitate bullying or otherwise cause harm
- Attempting to bypass the College's ICT security or acceptable use requirements through AI tools

Consequences

Where AI is misused, the College will respond in line with this Behaviour Policy. Depending on the nature and seriousness of the incident, consequences may include:

- Behaviour points and detentions
- Placement in Reflection
- Suspension for serious or repeated misuse
- Review of access to the College ICT network
- Referral to external agencies where appropriate

Where AI misuse raises safeguarding concerns, involves child-on-child abuse, online abuse, harassment, exploitation, the creation or sharing of indecent images (including AI-generated or digitally altered images), or any other behaviour that places a child at risk of harm, the matter will be managed in accordance with the College's Child Protection and Safeguarding Policy and statutory guidance, including Keeping Children Safe in Education.

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 the circumstances, and each incident will be dealt with as deemed 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.

Creating a Positive Behaviour Culture

Outstanding behaviour is underpinned by outstanding teaching. The College recognises that well-planned lessons, predictable routines and positive relationships are among the most effective strategies for preventing disruption and creating classrooms where every student can succeed.

Teaching staff will:

- Create and maintain stimulating learning environments that promote engagement.
- Develop positive professional relationships with students built on high expectations, consistency and mutual respect.
- Know the individual needs of their students and adapt teaching appropriately.
- Use carefully planned seating arrangements to maximise learning and support.
- Provide ambitious, high-quality learning experiences for every student.
- Greet students at the classroom door (thresholding) to promote calm, purposeful starts to lessons.
- Ensure students meet College uniform expectations at the beginning and end of lessons.
- Ensure a retrieval or starter activity is ready as students enter the classroom.
- Establish, teach and consistently reinforce clear classroom routines.
- Use agreed whole-College routines, such as countdowns, to gain students' attention quickly.
- Communicate expectations clearly using both verbal and non-verbal strategies.
- Circulate regularly to support learning, maintain engagement and address misconceptions.
- Recognise, celebrate and reinforce positive behaviour through the College rewards system.
- Apply the College Behaviour Policy consistently when behaviour falls below expectations.
- Finish lessons promptly and organise calm, orderly exits through exit thresholding to ensure students move safely and purposefully around the College.

Teachers explicitly teach classroom routines at the beginning of each academic year and revisit them regularly throughout the year. Where appropriate, staff explain the purpose behind routines so that students understand how they contribute to a calm, safe and productive learning environment. Teachers also ensure students understand the consequences of failing to meet expectations by consistently applying the College Behaviour Policy.

By explicitly teaching, modelling and consistently reinforcing these routines every day, we create classrooms where behaviour supports learning, disruption is minimised and every student has the opportunity to achieve their very best.

Supporting Positive Behaviour

Behaviour Reports and Graduated Support

At Torpoint Community College, we recognise that while the vast majority of students consistently meet our behaviour expectations, some students require additional guidance, intervention or personalised support to be successful. Our aim is to identify concerns early, work collaboratively with students and parents/carers, and provide targeted support that enables every young person to develop the skills, confidence and resilience needed to meet the College's expectations. Support is always proportionate to need and is reviewed regularly to ensure it remains effective.

Early Identification

Behaviour is monitored continuously through lesson behaviour logs, behaviour points, attendance, punctuality, staff concerns and wider pastoral information. This enables the College to identify emerging patterns of behaviour before they become established and to intervene at the earliest opportunity.

Professional judgement is always used alongside behaviour data when determining the most appropriate level of support for an individual student. Placement on a Behaviour Report is informed by the frequency and severity of concerns, previous interventions, the individual circumstances of the student and any relevant safeguarding or SEND considerations.

Behaviour Reports provide a structured approach to supporting students whose behaviour is causing concern. They monitor behaviour on a lesson-by-lesson basis, strengthen communication between school and home, and provide regular opportunities to review progress, celebrate success and agree clear targets for improvement.

Each Behaviour Report focuses on:

- clear and achievable behaviour targets;
- regular monitoring and feedback;
- positive reinforcement and celebration of improvement;
- communication with parents/carers;
- regular review meetings.

The purpose of Behaviour Reports is to support improvement, develop positive behaviour habits and help students successfully meet the College's expectations. They are not intended simply as a monitoring or sanctioning tool.

Report Tier	Typical Threshold	Review period	Mandatory Support	Further support	Success Criteria
0	Early emerging concerns identified through behaviour data or professional judgement	2 weeks	Logged communication with home. Conversation with the student to reinforce behaviour expectations.		Reduction in behaviour points accumulated over 2-week period.
1	Low level concerns across several 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	Persistent concerns despite previous interventions or repeated serious incidents. Significant incident resulting in Reflection or Suspension.	Half Termly	CLT Report (orange/red). Daily meet and greet with CLT. Daily exit conversation with BST. Parental meetings. Behaviour Support Plan. Behaviour Expectation Panel Meeting.	Round Robin to staff. Referral for mentoring. EHH. SEND referral. Signpost to Normal Magic/Kooth. Camhs referral.	Sustained improvement in behaviour, successful completion of report targets, positive engagement with support strategies and no

				Change of sets/tutor group. Offsite direction. Alternative provision. Reduced timetable. Counselling referral.	serious behaviour incidents during the review period.
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Support becomes increasingly personalised as students progress through the Behaviour Report tiers.

- tutor mentoring;
- Head of Year support;
- parental meetings;
- behaviour support plans;
- daily check-in/check-out;
- Behaviour Expectation Panel meetings;
- mentoring;
- curriculum adjustments;
- pastoral interventions;
- SEND assessment or reasonable adjustments;
- referrals to internal or external support services;
- counselling;
- alternative provision or off-site direction, where appropriate and in accordance with statutory guidance.

Students demonstrating sustained improvement will normally be stepped down through the Behaviour Report system before successfully exiting support.

The College may adapt report formats, targets and review arrangements to meet the individual needs of a student. Where appropriate, students may also move onto a Positive Report to help maintain successful behaviours before fully exiting the report process.

Where behaviour continues to cause significant concern despite support, students may also be placed on the College's Stage to Exclusion process. This provides a transparent framework for communicating the College's level of concern and any further interventions that may be required.

Responding to poor behaviour

At Torpoint Community College, our response to behaviour is designed to maintain a calm, safe and purposeful learning environment where every student can succeed.

Most behaviour is successfully managed through positive relationships, explicit teaching of expectations, clear routines and consistent staff responses. However, when behaviour falls below our standards, staff will respond promptly, fairly and consistently. Students are expected to take responsibility for their behaviour, follow all reasonable instructions given by staff and complete any sanctions issued. Failure to comply with a reasonable instruction or sanction is likely to result in further consequences.

Parents/carers are important partners in promoting positive behaviour. By working together, we can reinforce high expectations, celebrate success and support students to make positive choices. Where concerns arise, the College will work closely with parents/carers to secure improvements in behaviour.

In line with Department for Education guidance, the College has the authority to apply sanctions where a student's conduct falls below the standard that can reasonably be expected. Sanctions are applied to protect the learning environment, uphold College expectations and support students to improve their behaviour.

Our response to behaviour is guided by three key principles.

Protect Learning

Every student has the right to learn without disruption and every teacher has the right to teach. When behaviour affects learning, staff will intervene quickly to restore calm, minimise disruption and maintain high expectations.

Teach Responsibility

Students are expected to understand the impact of their behaviour on others. Staff will use behaviour incidents as opportunities for students to reflect, accept responsibility and make better choices. Sanctions are intended not simply as consequences, but as opportunities to help students develop self-discipline and positive habits.

Maintain Consistency

Students thrive when expectations are predictable. Every member of staff is expected to apply the Behaviour Policy consistently so that students experience the same high expectations in every classroom and across the College. When responding to behaviour, staff will always exercise professional judgement, taking account of the individual circumstances, the age and understanding of the student, and any reasonable adjustments required under the Equality Act 2010. The aim is always to restore a calm environment, protect the education of others and support students to re-engage successfully with learning.

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 and non-verbal corrections with students, which are often the 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	Detentions are an important part of the College's behaviour system and are used to reinforce expectations, promote accountability and provide students with an opportunity to reflect on and improve their behaviour. They may be issued where students fail to meet the College's expectations or do not respond to previous reminders or sanctions. Parents/carers will be informed of detentions in accordance with College procedures.
Parking	Where a student is unable to meet the College's behaviour expectations and is preventing effective teaching and learning, they may be removed from the classroom to protect the learning of others. Students will be directed to an appropriate alternative learning environment, where they are expected to continue their work and complete the associated sanction. Refusal to follow staff instructions or attend the allocated location will normally result in placement in Reflection.

Reflection	Reflection is used where a student's behaviour represents a serious breach of the College Behaviour Policy or where lower-level interventions have not successfully restored positive behaviour. It provides a structured environment where students continue their learning, reflect on their behaviour and receive support to help them make positive choices. Where appropriate, restorative conversations and reintegration meetings will take place to support a successful return to mainstream lessons.
Suspension	Suspension may be used where behaviour meets the threshold set out in the Suspension and Permanent Exclusion section of this policy.

Alongside sanctions, the College uses restorative conversations and reintegration meetings, where appropriate, to help students reflect on their behaviour, repair relationships and successfully re-engage with learning. These approaches complement, rather than replace, appropriate sanctions.

Restorative conversations may be used following incidents of conflict, disruption, unkind behaviour or after a period of removal from lessons, Reflection or suspension. They provide an opportunity for students to reflect on the impact of their behaviour, take responsibility for their actions, consider how relationships can be repaired and identify strategies to prevent similar incidents in the future.

Following a suspension, a reintegration meeting will normally be held with the student, parents/carers and an appropriate member of College staff to review the incident, reinforce expectations, identify any additional support required and agree a plan to support a successful return to College.

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.

Classroom Warning System

The majority of low-level behaviour can be addressed through calm, consistent classroom management and positive relationships. Staff will follow the classroom warning system outlined below. Where behaviour is serious, dangerous or significantly disruptive, staff may move directly to a higher stage.

Consistency is essential. All staff are expected to apply the warning system fairly and consistently so that students understand the consequences of their behaviour.

Stage 0 – Verbal Correction

The teacher provides a clear verbal or non-verbal reminder of the expected behaviour.

- No formal behaviour log is recorded.
- Students are given an opportunity to correct their behaviour.
- Most behaviour incidents are successfully resolved at this stage.

Stage 1 – First Warning

If the behaviour continues:

- The student's name is written on the board.
- The teacher clearly explains why the warning has been given.
- No formal behaviour log is recorded at this stage.
- The student is expected to immediately improve their behaviour.

Stage 2 – Second Warning

If the behaviour continues:

- A tick is added next to the student's name.
- A formal behaviour log is recorded on SIMS.
- A teacher detention is issued.
- The teacher explains that any further disruption will result in removal from the lesson.

Stage 3 – Removal from Lesson (Parking)

Where a student is unable to continue learning successfully within the classroom, they will be removed from the lesson to protect the learning of others.

The student will report to The Hub, where Hub staff will identify the most appropriate alternative learning location. This may include:

- another classroom;
- The Hub; or
- the Reflection Room.

The decision will be based on the seriousness of the incident, the impact on learning, the student's ability to re-engage appropriately, any relevant SEND or individual needs, the safety and wellbeing of students and staff, and the availability of suitable supervised learning spaces.

The student will:

- continue with the lesson work provided;
- receive an after-college detention with the Head of Department; and
- have the incident formally recorded as Disruptive Behaviour – Parked.

Refusal to attend the allocated parking location, refusal to follow a reasonable instruction, or behaviour that cannot be safely managed within the parking system will normally result in placement in the Reflection Room.

Serious Incidents

Staff may move directly to Stage 3 where behaviour is serious, dangerous or significantly disrupts learning. This may include, but is not limited to:

- aggressive or abusive behaviour;
- threatening or intimidating language;
- refusal to follow a reasonable instruction;
- behaviour that significantly disrupts the learning of others; or
- behaviour that presents a risk to the safety or welfare of students or staff.

Such incidents will be formally recorded and may result in additional sanctions in accordance with this policy.

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 parental consent is not required for a detention outside the College day, the College will inform parents/carers when an after-College detention has been issued. Where reasonably practicable, we will normally provide at least 24 hours' notice of an after-College detention. This does not apply to same-day detentions issued for refusal to attend lessons.

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.

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 Escalation

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 CLT detention. If a student fails to attend the CLT detention, a day in Reflection will be triggered. Repeat offences or failure to complete the Reflection successfully may result in a suspension from the College.

Investigating Behaviour incidents

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.

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 Restrictive interventions, including use of reasonable force, in schools (April 2026) and the College policy.

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. If a child has inhaled/taken an illegal substance 999 needs to be called.

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. As part of our safeguarding responsibilities, Torpoint Community College may use a hand-held metal detector to support both screening and searching procedures.

Metal detectors may be used:

- Proactively as a screening tool — for example, when students enter the College site or at other appropriate times, to prevent prohibited items entering school.
- As part of a search — where there is reasonable suspicion that a student may be in possession of a prohibited or banned item, or where a screening alert suggests the need for further investigation.

Screening using a metal detector does not require student consent and does not involve physical contact. Where a metal detector indicates a concern, staff may proceed with a search in line with Department for Education guidance and this Behaviour Policy. Refusal to be screened or searched will be treated as a serious safeguarding matter and may result in an appropriate sanction.

The use of metal detectors is a preventative measure to ensure our environment remains safe, calm and disruption-free for all students and staff.

Screening will always be carried out by authorised staff. This process does not require the student's consent and does not involve a physical search of the student's person unless the metal detector identifies a reason for further investigation. Where a screening device indicates that a student may be in possession of a prohibited item, a search may subsequently be conducted in accordance with DfE guidance Searching, Screening and Confiscation (DfE, July 2022) and this Behaviour Policy.

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/substances 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 or any 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.

Suspension and Permanent Exclusions

The government recognises that, in some circumstances, suspension and permanent exclusion are necessary to maintain a calm, safe and supportive environment in which students can learn and thrive. While the College is committed to early intervention, pastoral support and restorative approaches wherever appropriate, there are occasions when these measures are insufficient. In such circumstances, suspension or permanent exclusion may be necessary to protect the education, safety and welfare of the wider College community.

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.

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 July 2026, and a separate guide for parents signposting and supporting them to navigate the school behaviour and exclusion process, both links are below:

- https://assets.publishing.service.gov.uk/media/6a102af79819be865f421c7d/Suspension_and_Permanent_Exclusion_guidance_July_2026.pdf
- [A guide for parents on school behaviour and exclusion - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/a-guide-for-parents-on-school-behaviour-and-exclusion)

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 or 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 while 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 a Suspension and Permanent Exclusion Request 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, the reasons for the decision, the length of any suspension and their right to make representations to the Governors or appeal, where appropriate.

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 every suspension and every permanent exclusion in accordance with the Department for Education's statutory guidance. The notification will include the reason for the suspension or permanent exclusion, the length of any suspension, and any other information required to enable the governing board to fulfil its statutory responsibilities. The governing board will carry out its statutory duties in relation to suspensions and permanent exclusions, including considering reinstatement where required by law and the Department for Education's statutory guidance.

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 Cornwall 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.

Consider interim PEP reviews for looked-after children at risk of suspension or exclusion

Where a looked-after child (LAC) is likely to be subject to a suspension or permanent exclusion, the DSL will contact the LA's virtual school head as soon as possible.

When considering what additional assessment and support is needed, consideration should be given to:

- How effectively the current personal education plan (PEP) is being implemented, and whether an interim PEP review needs to be called
- How the College is using Pupil Premium Plus

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.

Alternatives to exclusions and further information

In rare circumstances, a student can be temporarily forbidden from attending, if there is a requirement to separate two or more students for safeguarding purposes. This is not considered an exclusion on disciplinary grounds and this protocol is only used when:

- Separating students is essential, and
- There isn't a practical way to allow one or more students involved to remain on College premises.

This could, for example, follow an allegation of harm by one student against another which requires physical separating a student from others. Decisions will be made on a case-by-case basis, in discussion with the DSL, using professional judgement and supported by agencies like children's social care and the police as required.

Where a pupil is temporarily forbidden from attending College:

- Will inform their parents/carers of the reason why, and notify the governing board without delay

- The local authority (LA) must arrange education for the student, unless the College or the student's parents/carers choose to do so
- The College will support the student to reintegrate into school life once they return.

Managed Moves and Off-Site Direction

A managed move is used to initiate a process leading to a permanent transfer of a student to another mainstream school, as part of a behaviour management process. Trials are not permitted.

Where a temporary move (i.e. a time-limited placement at another education setting) needs to occur to improve a student's behaviour, the College will use off-site direction instead. During the review of an off-site direction placement, the College may identify alternative options, including a permanent managed move.

Students cannot be permanently excluded because of an unwillingness by them and/or their parents/carers to agree to a managed move.

Before a managed move:

- The College will involve the student, support them to share their views and share how this will be considered this as part of the decision-making process
- The College will provide evidence that appropriate initial intervention has been provided, including, where relevant, multi-agency support or any statutory assessments
- The College and the new school will ensure relevant information is shared between them and the LA as appropriate, including:
 - Data on prior and current attainment
 - Academic potential
 - A current risk assessment, including safeguarding and behaviour related information
 - Advice on effective ongoing risk management and/or other student support strategies.

The points above also apply to off-site direction.

Following a managed move, the College will delete the student's name from their admission register as it will be added to the new school's admission register. Where a managed move follows a period of off-site direction, the student will already have been registered at the school where they are receiving education off-site. In these circumstances, the deletion from the original school's register only takes place when the move becomes permanent, to ensure the student is registered at one school only.

Notify relevant parties in advance of a managed move for students with a social worker

The College will notify relevant parties as soon it is contemplated that a managed move for a student with a social worker is proposed.

The College will communicate with the following:

- The social worker
- DSL
- The student's parents/carers, unless this would lead to safeguarding risks
- The virtual school head (VSH), if the child is looked-after

If it's decided that a managed move is in the student's best interests, the College and new school will make sure any personal education plan (PEP) the student has is reviewed and amended to take account of the move.

The information to provide to parents about off-site direction

Maintained schools are already required to make sure that parents/carers (or the student if they're aged 18 or over, and the LA if the pupil has an EHC plan) are notified in writing about an off-site direction, as soon as practicable and no later than 2 school days before the placement begins.

The notice must include the following information:

- The address where the educational provision will be provided
- The person the student should report to when they first attend the provision
- The number of days the requirement is to be imposed
- The reasons for, and objectives of, imposing the requirement; and in relation to the educational provision:
 - Where 2 sessions per day are provided, what time the morning session starts, the afternoon session ends and the break between them starts and ends, or
 - Where a single session per day is provided, what time the session starts and ends

Off-rolling

Off-rolling is using unlawful means to remove a student from a school roll. The College has no part to play in off-rolling.

Examples of what would be considered off-rolling include:

- Moving a student to off-site AP where this is not in their best interests
- Encouraging a post-16 student not to continue with their course of study when this is against the best interests of that student
- Sending a student home without a formal suspension regardless of whether it occurs with the agreement of parents/carers
- Placing a student on a part-time timetable for behavioural reasons
- Intentionally removing a student from the school roll without correctly following regulations

The College is committed to providing an inclusive education and believes that, wherever possible, students should remain in mainstream education and be supported to succeed. We will work collaboratively with students, parents/carers and external agencies to identify and remove barriers to learning, providing appropriate support and reasonable adjustments where required. Decisions about alternative provision, managed moves or permanent exclusion will only be made where they are lawful, proportionate and in the best interests of the student and the wider College community

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, MASSH, 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 centred 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.

Stages to Exclusion

The Stages to Exclusion provide a transparent framework for communicating the College's level of concern about a student's behaviour. They help students and parents understand where a student is within the behaviour process, the support that will be provided and the potential consequences if behaviour does not improve. The purpose of the process is to secure positive change and prevent students from reaching the point where permanent exclusion becomes necessary.

Being placed on a Stage to Exclusion is not a punitive measure. It is a formal notification that the College has significant concerns about a student's behaviour and triggers a graduated package of support, intervention and monitoring designed to improve behaviour and reduce the risk of permanent exclusion.

A student's Stage to Exclusion will be reviewed at least once each term and may be increased or reduced in response to their behaviour. Reviews will consider the frequency, severity and pattern of behaviour, the student's engagement with support and interventions, and whether sustained improvement has been demonstrated over time. Serious incidents may result in a student being placed on a higher stage without progressing through each preceding stage.

A reduction in stage will normally be considered where a student has consistently met the College's behaviour expectations, engaged positively with support and demonstrated sustained improvement over the review period.

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.

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.

Data monitoring expectations for governing boards

The role of the College's governing board is to challenge and evaluate school data and leaders' decisions, This includes:

- Carefully considering the levels and characteristics of students leaving the school, whether through permanent exclusion, removal from the admission register, off-site direction, or any other form of student movement, to ensure that such actions are taken only as a last resort when necessary
- Using "maximum challenge" to school leadership to understand these movements and identify any emerging patterns that may require further scrutiny or action
- Reviewing data on the separation of students for safeguarding purposes, where this approach is used

Using performance data and benchmarking

To effectively hold leaders to account and make informed decisions, the governing board should consider understanding and making use of performance data in the following areas:

- student numbers, attendance and exclusions
- Attainment and progress
- Curriculum planning and class sizes
- Financial management and governance
- Quality assurance
- Safeguarding and wellbeing
- The College community, including staff, student, parents/carers, and the governing board

In addition, the board should consider building an evidence base from the most recent and accessible data to identify successes and root causes of issues, and using data to benchmark and analyse trends to improve educational and financial outcomes.

Appendices

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. Students achieve their greatest success when the College, parents/carers and students work together in partnership.

The College will:	The parents/carers will:
Care for your child's safety, wellbeing, and happiness.	Ensure my/our child attends College regularly, arrives on time, and is properly prepared and equipped.
Support your child in achieving their full potential as a valued member of the College community.	Notify the College promptly on the first day of any absence.
Provide a broad and balanced curriculum tailored to individual needs.	Inform the College of any concerns or issues that may impact my/our child's learning or behaviour.
Promote high standards of work and behaviour through positive relationships, mutual respect, and responsibility.	Support the College's policies and expectations, including those for behaviour, uniform, and appropriate consequences.
Keep you informed about College activities, policies, and your child's academic and personal progress.	Attend parents' evenings and meetings to discuss my/our child's progress.
Refer to external agencies where appropriate for safeguarding concerns.	Ensure my/our child uses technology and social media responsibly and safely, supporting the College's E-safety policy.
Promote responsible use of technology, and regularly share e-safety guidance with students and parents/carers.	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.	Support the College's expectations for responsible and safe use of AI tools at home and in school.

Promote and expect the responsible and ethical use of Artificial Intelligence (AI) in line with the College's AI and E-Safety policies.		
Students will:		
Respect Treat others how I would like to be treated: with politeness, respect, and kindness. 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. Respect the College environment, keeping it clean and free from litter or graffiti. Value others' ideas, beliefs, and contributions. Treat all staff members as professionals	Prepare Wear the correct College uniform smartly, including shirts tucked. Bring the necessary equipment every day. Attend College regularly and be punctual. Enter lessons calmly and be ready to learn. Take responsibility for my learning and be honest. Use Artificial Intelligence tools only when permitted by staff, and never to produce or submit work dishonestly. I will follow the College's Responsible Use of AI guidance.	Focus Complete all classwork and homework to the best of my ability. Participate actively in college life and take pride in my progress. Ask for help when needed and inform staff if something is wrong. Refrain from using mobile phones or smart technology during the College day, unless authorised. Contribute to a positive learning environment and value my own success.

Headteacher: Parent/Carer: Student:

Appendix B: Sixth Form Contract

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 while 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 College day wisely so that they keep on top of their work and allow themselves time in the evenings for part time work, socialising, and leisure activities. 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 _____

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, 'unless exceptional circumstances apply'.

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

Reason for search:

Specific item suspected:

Information source (if applicable): Student / Staff / Parent / CCTV / Hand-held metal detector alert/Other

Full date of incident:

Time of incident:

Name of parent / carer informed:

Please indicate the category:

Prohibited items found **ON** school premises

Student in possession of prohibited item

Student supplying unauthorised drug on school premises

Student disclosure of drug use

Emergency / intoxication

Disclosure of parent / carer drug misuse

Parent / carer express concern

Incident occurring **OFF** school premises

☐
☐
☐
☐
☐
☐
☐
☐

Staff present during the search:

Where did the search take place (venue):

-

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

Where found / seized:

Name of Witness (including signature):

Ambulance / Doctor / Police called

Called by:

Time called:

Brief description of incident including any physical symptoms:

Other action taken (e.g. 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

Any prohibited item found during a search will be handed to the appropriate member of the College Leadership Team or Designated Safeguarding Lead for secure storage, disposal or referral to the police, as appropriate. Illegal drugs, offensive weapons and other items requiring police involvement will be handed to the police as soon as reasonably practicable in accordance with Department for Education guidance.

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:

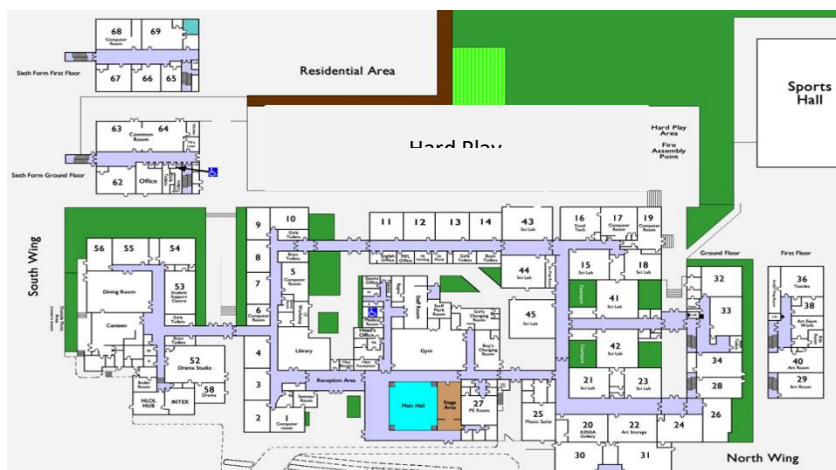
Incident Date:

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