

**Brixham College**

# Behaviour Policy

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Prepared by	John Townsend Assistant Principal
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A Values Led College

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## 1. Team Brixham Smart

### **Scope of this Policy**

The commitment of staff, students and parents is vital to develop a positive whole College ethos. The College reserves the right to apply this policy to all students and any time a student is recognisable as a College student regardless of whether this is before/during/after college hours. The application of this policy is not dependant on whether the student is wearing College uniform.

### **Brixham College Behaviour Policy**

Brixham College encourages good behaviour through a mixture of high expectations, clear policy and an ethos which ensures students are encouraged to demonstrate outstanding behaviour and take pride in their individual progress. Our approach to ensure consistently good behaviour across the College is known as 'Team Brixham Smart'.

We follow our Academy Trust's (TSAT) 7 Principles of Behaviour and culture

The Team Brixham Smart approach is designed:

- To eliminate disruptive behaviour, so that there is a culture of achievement, ambition and learning everywhere in the College, and no learning time is wasted
- To provide clarity for staff and students about acceptable behaviour and the consequences of misbehaviour
- To encourage students to take responsibility for their own actions
- To enable teachers to deliver engaging and creative lessons, experiment and take risks, without concern for behavioural interruptions as barriers

Our behaviour policy is neither draconian nor rigid. Consistency and flexibility should operate in a harmonious and complementary manner. The organised and widespread use of praise and recognition will ensure the College is a positive environment for all. All teachers must look to recognise and praise all students as a matter of agreed policy. Non-teaching staff will also be expected to formally praise students whenever it is appropriate to do so.

Consistency is hard to achieve in any organisation but here at Brixham College we recognise that it is key when creating an outstanding learning environment. Students are much less likely to push the boundaries if they know that what is expected of them will remain constant throughout the day; from one classroom to the next; one teacher to the next; one subject to the next; one year to the next. Rules become routines creating a positive learning environment.

A positive learning environment is best maintained through the focus on and positive reinforcement of good behaviours and least invasive interventions. We do not believe behaviour is improved through the confrontational challenge of negative behaviours. At the College, we recognise this through the effective use of our staged consequences systems. All behaviours should have consequences - either positive or negative.

Staff make a commitment to 'catch students being good' as often as possible and reinforce this through non-verbal and verbal acknowledgement and praise as well as using some of the more formal rewards available. Staff also make a commitment to deal indirectly with some negative behaviours in this fashion. An off-task student can often be redirected through praise of a neighbouring student who is working and behaving appropriately. When staff do feel the need to resort to behaviour nudges, formal warnings and staged consequences, they are committed to doing so in a calm, non-confrontational and professional manner at all times.

For the system is to be successful the following must be understood by all concerned:

- Staff will be aware of the needs of their students and will pay particular attention to any identified special educational needs or disabilities set out in a student's file or EHCP;
- When a particular misdemeanour takes place an identified consequence or range of consequences must follow. In making the decision to impose a consequence, staff will take account of the identified needs of the student in all circumstances. The identified repercussion is not open to negotiation or debate with the student. This is key in ensuring consistency.
- Once the consequence has taken place it is up to the member(s) of staff concerned to decide upon an appropriate follow up strategy with each student's case being viewed on an individual basis. This is key to demonstrating flexibility.
- Where a child or young person is covered by SEN and disability legislation, reasonable adjustments and targeted support should be considered as part of SEND planning and reviewed as required under the Equality Act 2010. Where a consequence is, or consequences are, imposed consideration will be given to the need for reasonable adjustments or targeted support to assist the student.
- Senior members of staff must also look to operate within the framework at all times.
- Members of staff who fail to adhere to the policy will be held to account either formally or informally.



## TSAT'S 7 PRINCIPLES OF BEHAVIOUR AND CULTURE



## **2. Roles and Responsibilities – Policy Implementation**

### **2.1 All Staff**

Staff (including teachers, support staff and volunteers), are responsible for ensuring that this policy and its attendant procedures are followed and that they are consistently and fairly applied. All staff, both teaching and support staff at Brixham College, have the responsibility to:

- Consistently apply the College expectations;
- implement procedures to confront poor behaviour and child on child abuse in any form;
- take appropriate action or make a referral (as appropriate) according to the consequence system);
- promote the use of a range of learning strategies which challenge poor behaviour and bullying;
- model the values we believe in; ‘banter’, teasing and other such behaviours have no place at any level within the College
- All staff will make a commitment to ‘catch students being good’ as often as possible and reinforce this through non-verbal and verbal acknowledgement, as well as using the rewards system.
- All staff will also make a commitment to deal with negative behaviours in a calm, non-confrontational and professional manner at all times. Staff will look to deescalate and respond in the least intrusive manner when dealing with negative behaviours.

Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in advising the Principal and the Senior Leadership Team on the effectiveness of the policy and procedures. They also have responsibility, with the support of the Principal and the Senior Leadership Team, for creating a high-quality learning environment, teaching positive behaviour for learning and implementing the agreed policy and procedures consistently.

### **2.2 The Senior Leadership Team**

The Principal and the Senior Leadership Team are responsible for the implementation and day-to-day management of the policy and procedures by ensuring all staff adhere to the policy and there are robust and effective systems for keeping records of all reported incidences and reporting to governors and parents as required

### **2.3 Parents/Carers**

The most effective form of behaviour management occurs when parents/carers and College staff work in partnership. Parents/carers are encouraged and supported to take responsibility for the behaviour of their son/daughter. Partnership between parents/carers and the College is promoted in order to assist in maintaining high standards of desired behaviour. Parent/carer contact is actively encouraged in order to raise any issues arising from the operation of this policy.

Parents/carers have an integral role in ensuring good behaviour in college. For this reason, we aim to inform them about any concerns at an early stage, so that they do not escalate to become more serious. Minor infractions will be communicated via the member of staff directly involved via telephone, email or text within 48 hours. More serious infractions will be communicated by more senior staff initially via phone, email or text. This will be done within 24 hours. Parent/carer response is encouraged. If a behavioural issue is of sufficient magnitude, or if lower-level behaviour interventions have been ineffective, parents/carers will be invited, where appropriate, to attend meetings, formulate joint interventions and to support us in implementing individual behaviour targets through report cards or a behaviour contract.

## 2.4 Students

Students are expected to take responsibility for their own behaviour but also to take care of the needs of others. Students are expected to be “Team Brixham Smart” and to follow our 4 College Rules.

Our 4 Rules:

- ✓ Be Respectful to Everyone and Everything
- ✓ Be Focussed on Learning
- ✓ Be Engaged in College Life
- ✓ Be Kind to yourself and Others

**“Team Brixham Smart” Behaviours are:**

### **Punctuality and Attendance (LEARN SMART)**

- *Attending and arriving on time for college every day*
- *Arriving to lessons on time at all times*
- *Aiming for 100% attendance*

### **Behaviour and Conduct (ACT SMART: LOOK SMART)**

- *Wearing the correct college uniform at all times (Appropriate skirt/trousers, tie, white collared shirt, college blazer and black footwear)*
- *Not wearing excessive jewellery (1 stud in nose/ear - no visible necklaces) makeup or false eyelashes*
- *Not wearing non uniform items in and around college (hoodies, coats, baseball caps, hats)*
- *Not bringing high value items into college (we do not accept responsibility for loss, damaged or stolen items)*
- *Ensuring that all mobile devices are not seen or heard during the college day and until they exit the college building*
- *Using appropriate language to each other and staff at all times*
- *Being polite to any members of the college community*
- *Following reasonable instructions first time without argument*
- *Being quiet and receptive when doing line-ups or in assemblies*

### **Health and Safety (ACT SMART)**

- *Playing safely during breaktimes*
- *Keeping our community environment clean and tidy by putting litter in the bins*
- *Staying in bounds and only eating in designated areas of the college (keep clear of the red-carpet areas)*
- *Never engaging in any behaviour which jeopardises someone else’s wellbeing*
- *Moving about the college on the right-hand side and in single file with pace and purpose*
- *Moving around the college quietly and safely at all times*
- *Not being drawn into a large crowd of students if there is an incident*
- *Getting help straightaway from a member of staff on duty if there is an incident*

### **Behaviour and Conduct in the Classroom (LEARN SMART)**

- *Entering the classroom in a safe orderly quiet manner*
- *Sitting where they are asked in the classroom*
- *Being equipped for college at all times (pen, pencil, ruler, calculator, Chromebook and seminar study book)*
- *Starting the **Do Now** immediately on entry to the classroom*
- *Not shouting out*
- *Not disrupting the learning of others*
- *Minimising the need for any learning time to be missed (using the toilets at breaktimes and any timeout cards appropriately)*

- *Not eating and drinking in the classroom (unless water with the permission from the teacher)*
- *Completing all their seminar study to a high standard and on time*
- *Working to the very best of their ability*
- *Asking a teacher for help if they really need it*

### **Being an ambassador for the College (ACT SMART)**

- *Arriving and leaving in the college uniform*
- *Demonstrating courtesy at all times*
- *Using public transport, school transport, pedestrian zones sensibly and safely*
- *Disposing of litter appropriately*
- *Respecting members of the public/ wider community and treating public areas respectfully*

Students are made fully aware of the College policy, procedure and expectations. We use the language of being **Team Brixham Smart**. This will be revisited on a regular basis and learning behaviours will be taught through our behaviour curriculum and Behaviour Focus Weeks (half termly). Students are also encouraged to take responsibility for their social and learning environments making them both safe and enjoyable by reporting all undesirable behaviour. Students are expected to report child on child abuse whenever they see it.

### **3. Recognition and Celebration**

Brixham College encourages good behaviour through a mixture of high expectations, clear policy and an ethos which ensures students take pride in their progress.

Brixham College regularly celebrates the success of all students in a variety of ways as we recognise that focussing on success and positive outcomes is essential to developing a positive culture and ethos across the College. The many ways we celebrate success are listed below and may be reviewed by students, parents and staff during the academic year.

#### **3.1 Merits and Merit Badges**

Merits are used by all staff to recognise and reward students who are able to demonstrate the use of our five college values. Each faculty/subject area has tailored their recognition of each value to them.

In addition, students are also recognised for their commitment to their own personal development through the college values. Personal development values merits have an additional weighting than their curriculum counterparts. All merits are allocated through the Arbor system allowing, student's, staff and parents to see what their merits were allocated for. Heads of Year celebrate the achievement of these merits with our Bronze Silver and Gold Merit badges. Merit badges are celebrated by the presentation of this to the student takes place through their year assembly (*Bronze Badge = 200 merits, Silver Badge = 500 merits, Gold Badge = 1000 merits*). Those students that achieve more than 2000 merits within the academic year receive a special letter of commendation from the Principal and are celebrated through the college newsletter.

#### **3.2 College Values Boards:**

The college celebrates student's hard work towards these merits via our college Values boards. Each board is updated every half term, and displays the top four students in each year group who have achieved the highest amount of merits for each value. These students are recognised by being presented to the college on the designated Value board for the following half term. Students are also recognised each month for those that have accrued the highest amount of merits across that calendar month.

In both the case of the Merit badges award and Values board recognition parents are informed via email.

#### **3.3 Year Group Recognition & Celebration Events**

At the end of each full term (*Christmas, Easter & Summer Term end*) Heads of Year host their own recognition and celebration events. The Heads of Year will review students across a range of commitments that the student must have demonstrated in relation to their own personal commitment to their learning and achievement. These events will therefore have target that must be achieved, in order to gain an invite to attend the recognition and celebration event.

#### **3.4 Recognition of Community Engagement both in and out of College**

Students that embrace the College values and have made a commitment to the College via their engagement of community events and competitions are celebrated via the Lighthouse newsletter.

### 3.5 House Hero Award

For those students who have made a significant commitment or contribution to our college community, can be nominated via our House Hero Award. The nominations are taken at the end of each full term (*Christmas, Easter & Summer Term end*)

### 3.6 Attendance Awards

Students are celebrated over the year for high levels of attendance and in the Formal Awards Evenings

### 3.7 Tutor and House Events

Competitions are held between tutor groups/Houses for particular activities and occasional prizes given. Inter-House sports competitions are held between Tutor Groups and Houses during the year.

### 3.8 Academic Achievement Awards Evening

This prestigious awards evening is held at the end of September each year. The awards evening is to recognise and celebrate student's commitment to their academic learning and achievement, across the previous academic year. All Heads of Faculty/ in addition to Heads of Year and Pastoral Leads submit students from each year group who will be nominated/awarded the following awards having shown significant personal commitment to:

- **Academic Achievement**
- **Reader Achievement**
- **Principal's Award for Achievement**
- **Attendance Award in supporting Achievement**

In additional nominations are also received for the **Koinonia Award**, originally donated and still supported by Brixham Community Church. This award, recognises student's personal commitment and hard work to achieve despite adversity.

## **4.0 Behaviour Expectations**

There are some behaviours which fall outside the college's expectations and would be dealt with by a senior member of staff. These are known as Serious Breaches of the College behaviour policy. In these circumstances an investigation would take place, and all relevant parties would be informed at the earliest convenience. Subsequent consequences (sanctions) would be decided upon by the relevant Senior Leader and in the case of a school suspension by the Principal.

**The following are examples of serious breaches but are not exhaustive and will take into consideration any mitigating circumstances**

- Theft
- Vandalism
- Truancy
- Physical assault on another student or College staff
- Foul and abusive language directed at a member of College staff
- Possession of an offensive weapon or otherwise threatening the safety of others
- Persistent bullying
- The use of sexual, racist homophobic or transphobic language
- Possession, supply or use of a banned substance including vapes
- Significant/persistent defiance of College rules and sanctions
- Persistent disruption to the learning of others
- Bringing the College into disrepute
- Intentionally setting off the college fire alarm
- Knowingly bringing a trespasser onto to the college site
- Gambling or extortion

Once the investigation is complete the senior member of staff will liaise with the Principal and decide on an appropriate and proportionate response which could include

- Community Service
- Internal Suspension
- Referral to Outside Agencies for Support
- Internal Suspension at another partner school
- Fixed term suspension
- Permanent exclusion

If a student receives a fixed term suspension a parent/carer meeting will take place with the relevant member of staff where additional support/actions/strategies can be explored and agreed. The SENDCO may also be involved with students who have an EHCP.

A decision to exclude a student permanently should be taken only:

- In response to serious breaches (either one off or persistent) of the College's behaviour policy and
- If allowing the student to remain in College would seriously harm the education welfare of the students or others in the College

The college follows the latest DfE guidance and TSAT policy regarding exclusions from the College for both suspensions and exclusions to ensure that students are treated fairly and not discriminated against. <https://www.gov.uk/government/publications/school-exclusion>

If a decision to permanently exclude a student is made by the Principal, the governors will be required to follow the latest DfE guidance and TSAT Exclusion policy and set up a disciplinary hearing to review the decision.

## **5. Banned Items**

Students must not bring any of the items listed below on to the College premises. The College will automatically confiscate any of the items below and has the power to search students with or without consent. There may also be severe penalties for students with these items, including permanent exclusion.

- any item that could be used with the intention of causing harm
- knives or weapons
- stolen items
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student). This would include: matches, lighters, 'legal highs', and laser pens
- fizzy drinks and energy/caffeine drinks
- substances deemed to be a 'legal high'
- medication which has not been accounted for under the medication policy
- alcohol / drugs
- fireworks
- cigarettes or any smoking paraphernalia including vapes, e-cigarettes or shisha-type devices
- stink bombs / water bombs
- electronic devices such as mobile phones or headphones (immediately confiscated if seen or heard and returned to the student at the end of the school day or when deemed appropriate by SLT)
- electronic devices which can be heard or are visible
- aerosols
- hooded sweatshirts
- jewellery
- any paraphernalia designed to promote racist or derogatory themes or ideals, including extremist propaganda or pornography of any kind.

Items such as the above (this is not an exhaustive list) will immediately be confiscated by a member of staff and lead to an appropriate sanction dependent on the level of severity. Parents/carers will also be informed to ensure effective lines of communication are maintained.

### **5.1 The Law relating to Searching Students**

The College has the statutory power to undertake a search of a student or their possessions (without their consent) if there are reasonable grounds to believe that the student may be carrying a dangerous or banned substance or object e.g. a weapon or illegal drug, or any other item on the prohibited items list above which might pose a serious risk to the safety of that student and/or others. The specific items which can be searched for without consent are specified on page 22 of the DFE's Behaviour in Schools Guidance

[Searching, Screening and Confiscation \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

Only the Principal or a member of college staff officially authorised by the Principal, can undertake the search of a student, and there must be a witness (also a staff member). The person carrying out the search should be the same sex as the student being searched, as, ideally should be the witness. There is a limited exception to this rule (where a search can be carried out on a student of the opposite sex and / or without a witness) only where the Principal or designated member of staff reasonably believes there is a risk that serious harm will be caused to the person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff. Any searches of a student's own person or of their possessions will be

carried out with due consideration for the student's personal dignity, health and safety, The College's Safeguarding policy, and the Equal Opportunities policy. Any such searches must always be viewed as a last resort, when other methods of investigation and communication have failed and only if absolutely necessary, such as in extreme situations where leaving a student with such a suspected item could pose risks to others (or to that student). It is hoped that in the great majority of instances, there will be no need for a search to be carried out. Any staff authorised to carry out searches must have had sufficient training to enable them to carry out their responsibilities. There may be rare instances where a child with a specific SEND diagnosis requires a different approach. For example, the College may refrain from searching, unless in an emergency, if a child is tactile defensive or has a sensory sensitivity, which means that, a search may significantly escalate a situation. In such circumstance, the College would deal with the situation in a different way, bespoke to the needs of the child to ensure all students remained safe.

## 5.2 Searches without Consent

Students may be searched for the following items without their consent and without the consent of their parents/carers:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used:
  - i) to commit an offence,
  - ii) to cause personal injury to, or damage to the property of, any person (including the student)

Members of staff at the College can use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Such force cannot be used to search for items that are not on the list above. However physical resistance by a student to a search for those latter items can itself be subject to behavioural sanctions. Before a member of staff carries out a search without consent, the member of staff must reasonably suspect that the student has the prohibited item in his/her possession. Only staff members authorised by the Principal may carry out searches without consent where an item prohibited in the behaviour policy is seized as the result of a search and it is an electronic device such as a mobile phone, the member of staff who seized the item may inspect the data on it, if he/she thinks that there is a good reason to do so. For this purpose, the member of staff has a good reason if he/she reasonably suspects that the data or file on the device in question has been or could be used to cause harm, to disrupt teaching or break the College's rules. The College also reserves the right to inspect data on any electronic device which is confiscated by a member of staff. The College is entitled to retain the device if it contains material which has been or could be used to cause harm to disrupt teaching or break the College rules. College staff can seize any prohibited item found as a result of a search and can also seize any item, however found, which they consider harmful or detrimental to college discipline. When deciding what to do with a prohibited item, the College will act in line with statutory guidance issued by the Department for Education. Any decision to search a student's device should be based on the professional judgement of the DSL and should always comply with

the Child Protection / Safeguarding Policy. The College may erase any data or files from the device if the College considers there to be good reason to do so, unless there are reasonable grounds to suspect that the device contains material that has been or could be used to cause harm or may contain evidence in relation to a breach of the College Policy (where a decision may be made whether to delete or retain the material) or of a criminal offence (for example, certain pornographic material including nudes or semi-nudes of a student or another student), where the files should not be deleted and the device must be given to the Police without delay. If, following a search, the member of staff determines that the device does not contain any evidence in relation to a criminal offence, the College can decide whether it is appropriate to delete any files or data from the device, and may confiscate the device as evidence of a breach of this policy and the College Policy, and may then sanction the student in accordance with this policy, where appropriate. College staff can seize any prohibited item found as a result of a search and can also seize any item, however found, which they consider harmful or detrimental to school discipline. When deciding what to do with a prohibited item, the school will act in line with statutory guidance issued by the Department for Education.

### **5.3 Searches with consent**

The College may search students with their consent for any item. A student's possessions can only be searched in the presence of the student and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

Extent of search: The person conducting the search may not require the student to remove any clothing other than outer clothing. 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear, but 'outer clothing' includes hats; shoes; boots; gloves and scarves. 'Possessions' means any goods over which the student has or appears to have control – this includes bags, lockers and desks. It is a condition of having a locker in the College that the student gives their consent to it being searched. Any formal complaints about searches should be made in accordance with the College latest complaints policy.

### **5.4 Confiscation of articles**

College staff have the power to confiscate property from students under their general right to discipline contained in S91 of the Education and Inspections Act 2006. This includes mobile phones. Parents and students shared our concerns over excessive use and reliance on mobile phones by students, the negative impact on wellbeing and the need for students to engage socially face to face with each other. The College will confiscate any electronic items being used on the premises. The College reserves the right to view, confiscate and delete any files deemed to be inappropriate that are brought on to the College site on electronic equipment e.g. photos on a mobile phone. In certain circumstances, we reserve the right to retain electronic data as evidence. Students wearing any accessories or jewellery which do not follow the College uniform policy can expect to have these items confiscated. Any confiscated item will be logged and available for collection at the end of the College day. Where students repeatedly flout rules, they may be asked to hand in items at the beginning of each day to reduce unnecessary time wasting for teachers. For repeated offences of this nature parents will be asked to collect confiscated items.

Where items have been previously returned to parents and have been worn again in college, they will be confiscated again and retained until the end of term. Where items are not collected the College will dispose of them at the end of every term. In certain instances, items will not be returned to students and will be disposed of by the College

## 5.5 Mobile phones

Must not be allowed to adversely affect the learning environment and the investment in Chromebook technology for all children was a positive step in ensuring a safe technology. As a college we have banned the use of mobile phones/headphones and devices on site. There are escalating consequences for non-compliance:

- Confiscation of the phone and collection by student at the end of the school day or when deemed appropriate by SLT.
- Persistent non-compliance will result in parental contact and collection of the phone

## 5.6 Disposal or retention of articles confiscated from students

The College will follow the Department for Education guidance '*Screening Searching and Confiscation – advice for headteachers, staff and governing bodies*' in deciding what to do with confiscated items.

## 5.7 Smoking including all forms of e-cigarette devices

Smoking including all forms of e-cigarette devices is detrimental to health, anti-social and not conducive to a safe college environment. This is a serious breach of the behaviour policy. Students found with smoking materials will have these confiscated and destroyed whether they are found smoking or not. Students will also face consequences if they are found to be smoking near the College and on their way to and from the College.

## 5.8 Drugs

The College operates a zero-tolerance policy on drugs for the health and safety of all staff, students and visitors. The College policy on drugs applies to all College and College-related activities whether on or off site. This includes the journey to and from the College. The word 'drugs' used in this policy does not just mean illegal drugs. It extends to alcohol, tobacco products, volatile substances and legal highs. Over the counter and prescription medicines are dealt with in the medical treatment section of this policy. The College will take into account guidance issued by the Department for Education. The College will monitor and deal with any drugs issues promptly and be proactive in trying to prevent any future drugs incidents. Students will receive drugs education as part of the PSHE programme and the College will also involve outside agencies such as drugs education charities. Any incidents will be reported to the governors

## **6. Consequences**

Consequences are only to be used when more positive methods of promoting outstanding learning through good behaviour are not working with a particular individual or group of students. When a member of staff feels the need to resort to warnings and therefore consequences these are always to be applied impersonally (it is the negative behaviour that is resulting in the sanction not the student's personality), calmly, fairly, consistency and professionally.

### **6.1 After School Detentions (Red Cards)**

The detention is a 60-minute detention held after college. Parents will be informed via text or phone call. Information will be put onto Arbor. Transport will be provided for those who travel on the college transport. After School detentions will be issued for internal suspensions, persistent community behaviours, non-completion of seminar study lateness to college (no reason provided) Students will receive a Break 1 social time detention following failure to attend this consequence will escalate to a period in the PIP centre.

### **6.2 SMART CENTRE (Reset)**

SMART CENTRE Reset is an internal suspension space where students complete their work in silence whilst supported and supervised by a member of the pastoral team or Senior Leader We encourage a period of reflection before entering the Reset space so students can reflect on their behaviours and receive intervention and mentoring support from staff. If a student does not adhere to our 4 rules in the classroom a teacher will clearly tell them that they have a Behaviour Nudge to try to support a change of behaviours. They will deploy classroom behaviour management strategies to support a student to improve their behaviour. If a student continues this behaviour or other behaviours, they will be asked to go to the SMART CENTRE (Reset) Room for one learning cycle of the two consecutive lessons that follow the lesson they received the Reset and a break time detention.

In SMART CENTRE Reset, students are supervised in a room and given work to do which is aligned to the study in their classrooms. During their time in Reset, students will be given the opportunity to reflect on their behaviour and will receive interventions and support from the pastoral team to help them make improvements in their behaviour choices. These interventions can comprise of 1:1 sessions, discussions with staff and students involved, completion of a reflection sheet and completion of a lesson about the consequences of their behaviour choices. In Reset, students also receive shorter breaks and lunches than the rest of the school and at slightly different times.

### **6.3 Repeated or more Serious Incidents – SMART CENTRE Internal Suspension**

As above but the sanction is for the whole day and includes a 3-4pm after school detention. Parents will be informed by text or phone call that we require the student to remain at college until 4pm. If the student catches the college bus - transport will be provided.

### **6.4 Offsite Direction**

Internal Suspension (off-site direction - placement at an alternative site such as Paignton College or Dartmouth College). Internal exclusions are used as an alternative to a formal fixed term suspension where a student has broken the College behaviour policy. The decision to

use an internal suspension is at the discretion of the College. Students will complete a fixed period of time off-site at one of the neighbouring partner schools and will complete their learning in their reflection room. The College will make reasonable adjustments for the thresholds outlined above for accumulating behaviour referral points as we recognise students' needs are very different and may be due to an underlying or diagnosed special educational need / disability relating to learning, communication, interaction or social, emotional and health needs. In these cases, the College's SENCO and inclusion team will be involved throughout in trying to ensure the student's needs are being met whilst still adhering to the high standards the school sets. This process of reasonable adjustment is 'fluid' and will be ever-changing depending on the level of student need and in collaboration with all relevant stakeholders

## **7. Restorative Process**

All students will complete a reflection sheet upon entry to the SMART CENTRE and may use this to indicate if they feel the RESET is unfair. Any staff member who sends a student to the SMART CENTRE will be expected to communicate with home and restore the relationship with the student ready for the next lesson. Parents are notified via Arbor, and we encourage parental engagement with this software.

### **7.1 A Restorative Conversation**

A restorative conversation is a process which restores relationships where there have been problems. It is an opportunity for both sides to explain what happened and to try and come up with a mutually acceptable solution. When there has been an issue the people involved will meet with a mediator who will ask them three main questions:

- What happened?
- Who else has been affected by this?
- What can be done to stop this happening again?

The questions have been designed so that both sides have an opportunity to hear the situation from each other. It enables them to think about how this may have affected the other person but also the other students and their learning. By doing this and coming up with solutions it encourages both parties to take responsibility for their actions and make them aware of the impact they are having to others. It is also very helpful to hear the other side of the story and really appreciate why others may be upset. Restorative conversations have been shown to work extremely well if there has been a repeated problem between a student and member of staff because it gives them opportunity to air their differences, appreciate how the other feels, and move on in a positive light, always with the aim to solve the problem, move on and prevent the same situation arising again. Restorative conversations also works very well when students fall out with each other, allowing them to see the impact of their actions, apologise if necessary and put it behind them. Conversations are always held in a neutral place with a mediator. The mediator's job is to keep all involved calm and civil and to help people move forward to restore the relationship.

## **8. Student conduct and misbehaviour outside the College premises**

Brixham College aims to prepare students for a life beyond education. The College therefore reserves the right to apply all aspects of this policy to students recognisable as Brixham College students (not just by their uniform) even if they are outside of the College grounds or outside the usual hours of attendance. What the law allows is laid out in the latest DFE Guidance [Behaviour in schools guidance \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/612222/behaviour-in-schools-guidance.pdf) Brixham College may discipline a student for any misbehaviour when the student:

- taking part in any College-organised or College-related activity or
- travelling to or from college or
- wearing College uniform or
- in some other way identifiable as a student at the College.

Or misbehaviour at any time, whether the conditions above apply, that:

- could have repercussions for the orderly running of the College or
- poses a threat to another student or member of the public or
- could adversely affect the reputation of the College.

### **8.1 Consequences and disciplinary action as a result of poor behaviour off the College premises**

Sanctions may be given for poor behaviour off the College premises which undermines any of the above expectations and regardless of whether it is an activity supervised directly by College staff. Sanctions may be in the form of detentions, PIP Reset, Internal Suspension, fixed term suspensions, or in very serious cases, permanent exclusion. In issuing sanctions, the following will be considered:

- the severity of the misbehaviour
- the extent to which the reputation of the College has been affected
- whether students were directly identifiable as being members of the College
- the extent to which the behaviour in question would have repercussions for the orderly running of the College and/or might pose a threat to another student or member of staff (e.g. bullying another student or insulting a member of staff)
- whether the misbehaviour was on the way to or from College, outside the College gates or in close proximity to the College
- whether the misbehaviour was whilst the students was on work experience, taking part in a course as part of a College programme, participating in a sports event (and in any situation where the student is acting as an ambassador for the College) which might affect the chances of opportunities being offered to other students in the future.

## **9. Bullying**

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. It may involve an imbalance of power between the perpetrator and the victim. Bullying will not be tolerated at the College. Students who feel they are being bullied either in or outside the College can report it to any member of staff. This also applies to parents/carers who are encouraged to report any incidents of bullying to the College where a thorough investigation will take place. Any student seen to be the perpetrator of bullying (as defined by the definition above) will be sanctioned according to the behaviour and anti-bullying policy at the College.

## **10. Social Media**

This applies to all forms of social media and the use of social media for both College purposes and personal use that may affect the College, students or staff in any way. All staff are aware of the dangers of social media and students; parents/carers can report any concerns they have to any member of staff who will pass it onto a Pastoral Leader/Head of Year or senior member of staff at the College. Instances of prohibited use are listed below (this is not an exhaustive list) and will lead to appropriate student sanctions:

- damage to the College or its reputation even indirectly
- use that may defame College staff or any third party
- use that may harass, bully or unlawfully discriminate against staff, other students or third parties
- false or misleading statements
- use that impersonates staff, other students or third parties
- expressing opinions on the College behalf
- using College logos or trademark

In line with government guidance relating to the Prevent Duty, children must be kept safe from terrorist and extremist material and suitable filtering within the College is in place. The College has a responsible use of social media policy and any breach of that policy on the use of social media will result in disciplinary sanctions.

## 11. Support for students

We aim to support all our students to ensure that every child succeeds during their time at Brixham College. Where it becomes clear that a child is having on-going difficulties in managing their behaviour, there are a wide range of strategies which are used to support students. We will always consider whether continual disruptive behaviour is the result of an unmet educational or other need and should we consider this to be the case, whether multi-agency assessment would be appropriate. We support students with the opportunity to borrow uniform or equipment to enable them to be “Team Brixham Smart “. We have a “Right Start” office located in the main foyer. The pastoral teams will monitor students and support families as appropriate.

Some examples of support are listed below:

- Monitoring report cards with targets to promote success in lessons
  - Pastoral Leader Check in
  - Increased communication between home and College
  - Referral to relevant agencies
  - Referral to the SEND lead
  - Referral to and support from the Wellbeing Services Team which consists of the Trained Counsellors and wellbeing leads
  - Small group work or 1:1 support in self-esteem, emotional literacy, anger management
  - Additional literacy or numeracy support where this is identified as a barrier to learning and impacts on a child’s behaviour
  - Targeted and specialised curriculum provision
  - Personalised timetables and amended College days
  - Referral to outside agencies such as the College’s Educational Psychologist
- 
- Additional support around transition points
  - Managed Moves and Education Directed Offsite – in line with locally agreed protocols and overseen by the Local Authority

Every child is different and all support is tailored to meet the needs of each individual, in the recognition that, what works for one child may not for another.



Staff will consider whether there are reasonable alternative ways to manage a situation and achieve the desired outcome. Staff will assess whether the use of reasonable force and/or other restrictive interventions is likely to successfully reduce the relevant risks, or whether its use would escalate the situation further or cause more harm than the consequences of the behaviour that it intends to address. Where possible, staff will communicate with other staff members to understand any broader risks in the environment.

### **12.3.2 Proportionate**

Staff will use the least amount of force or least restrictive intervention necessary for the least amount of time required to reduce the relevant risks. Staff will consider the personal circumstances of the student such as medical conditions, special educational needs or other vulnerabilities, their characteristics such as age and size, and must consider relevant equality implications under the Equality Act 2010.

### **12.3.3 Student's welfare**

Staff will consider the impact on the student's overall welfare, balanced against any actions taken. For example, students who have experienced an adverse life event, with diagnosed or undiagnosed medical conditions or sensory impairments, past trauma or neglect, communication difficulties, or other needs, may find the use of reasonable force and other restrictive interventions particularly distressing. Staff will seek to maintain respect for a student's dignity. This may include, where possible, considering the location and environment where any intervention is used, such as in front of their peers. Where possible, staff will clearly and calmly communicate to the student what is happening, why it is happening, and explain what the student needs to do. For students with difficulties with speech, language and communication, or with English as an additional language, verbal and/or non-verbal strategies will be used to ensure the student understands what is happening and has adequate time to process information and respond. Staff will seek to understand how the student is feeling and use this information to determine whether the use of reasonable force and/or other restrictive intervention should be, or continue to be, applied, reduced or stopped.

## **12.4 Application**

Using reasonable force in a school setting involves careful consideration of various factors to ensure the safety and well-being of students and staff. Here are the key practical considerations.

### **12.4.1 Assessment of the Situation**

- **Immediacy of Threat:** Evaluate whether the situation poses an immediate threat to the safety of students, staff, or property.
- **Severity of the Threat:** Identify whether the threat involves physical harm, significant disruption, or damage to property.
- **De-escalation Attempts:** Ensure that all non-physical de-escalation techniques have been attempted and proven ineffective before resorting to physical force.
- **Reasonable adjustments:** follow all relevant guidance from student passport/risk assessment

### **12.4.2 Proportionality and Necessity**

- **Minimum Force:** Use the least amount of force necessary to control the situation.
- **Duration:** Apply force for the shortest possible time to achieve the desired outcome.
- **Proportionate Response:** Ensure that the level of force used is proportionate to the severity of the threat.

### **12.4.3 Training and Preparedness**

- **Staff Training:** Ensure all staff members are aware and have an understanding of the use of reasonable force and restrictive intervention policy and principles. All relevant staff will have enhanced training.
- **Refresher Courses:** Provide regular refresher training to maintain staff competence in handling such situations.

### **12.4.4 Physical and Emotional Safety**

- **Avoiding Harm:** Take care to avoid causing unnecessary pain or injury to the student.

- Emotional Support: Be mindful of the emotional impact on the student and provide support following the incident.

#### **12.4.5 Legal and Ethical Considerations**

- Compliance with Laws: Ensure that any use of force complies with relevant local, state, and federal laws.
- School Policies: Adhere to the school's policies and procedures regarding the use of force.
- Rights and Dignity: Respect the rights and dignity of the student at all times.

#### **12.4.6 Documentation and Reporting**

- Incident Reporting: Document the incident in detail, including the circumstances leading up to the use of force, the actions taken, and the outcomes.
- Parental Notification: Inform the student's parents or guardians about the incident as soon as possible.
- Review and Follow-up: Participate in a review of the incident to identify any lessons learned and to plan any necessary follow-up actions, such as counselling or additional support for the student.

#### **12.4.7 Debriefing and Support**

- Debriefing Sessions: Conduct debriefing sessions with the staff involved and the student to discuss the incident and address any ongoing concerns.
- Support Services: Provide access to support services for both staff and students affected by the incident, including counselling if necessary.

#### **12.4.8 Environmental Considerations**

- Safe Environment: Ensure that the environment where the force is used is as safe as possible, minimizing the risk of accidental injury (e.g., removing obstacles that could cause tripping or falling).
- Witnesses: When possible, have another staff member present as a witness to the intervention.

#### **12.4.9 Communication**

- Clear Instructions: Communicate clearly with the student throughout the intervention, explaining why the force is being used and what is expected of them.
- Calm Demeanour: Maintain a calm and controlled demeanour to help de-escalate the situation and reassure the student.

### **12.5 Use of reasonable force to search students**

Head teachers and staff they authorise have a statutory power to search a student or their possessions where they have reasonable grounds to suspect that the student may have a prohibited item. A member of staff can use such force as is reasonable to search for legally prohibited items. The decision to use reasonable force should be made on a case-by-case basis. Staff should refer to the [Searching, Screening and Confiscation in Schools guidance document](#) for detailed advice on searching a student.

### **12.6 Unacceptable uses of force**

School staff will never use force on a student for the purpose of punishment. Students will never be deliberately restrained in a way that affects their airway, breathing or circulation, for example by covering the mouth and/or nose or applying pressure to the neck region or abdomen. The use of force can be dangerous, particularly where it occurs on the ground. If a student is unintentionally held on the ground, staff will release their holds or re-position into a safer alternative or standing position as quickly as possible. Where needed, the student should receive a medical assessment and treatment for any injuries as soon as possible.

### **12.7 Seclusion**

Seclusion - a non-disciplinary intervention involving keeping a pupil confined to a place away from others and prevented from leaving - should only be used as a safety measure to protect others from harm when a pupil is experiencing high levels of emotional or behavioural dysregulation. In such circumstances, the pupil is not acting with intent. Seclusion should not be implemented by staff through threat of punishment.

The place to which the pupil is confined should be safe and not feel threatening or intimidating to the pupil. The pupil should be supervised at all times during the period of seclusion. As soon as the immediate risk of

harm has reduced, the pupil should be allowed to leave.

An incident involving the use of seclusion must be recorded and reported in accordance with the procedures outlined in the section on 'reporting and recording'.

Seclusion, as defined in this policy, is not a disciplinary response to deliberate or wilful misbehaviour. There are disciplinary measures that are similar, such as removal from the classroom to the smart centre or internal suspension.

### **12.8 Reporting and Recording**

Governing bodies of maintained schools must ensure that a procedure is in place for recording each significant incident in which a member of staff uses force on a pupil, as part of the school's duty under section 93A of the Education and Inspections Act 2006.

Incidents must be recorded by the staff member(s) involved **as soon as possible** after the event and must be made in writing using a standardised form.

The requirement to record applies even if the use of reasonable force and other restrictive interventions in certain circumstances is agreed with parents as part of a pupil's behaviour support plan.

### **12.9 Complaints**

If any complaints are raised regarding reasonable for or restrictive interventions the matter will be investigated using our complaints process. The school will initiate the investigation as soon as possible and report any findings back through the appropriate channels.

### **13. Behaviour of Parents and Carers**

Brixham College is passionately committed to building strong and positive relationships between the College and parents and carers. We are grateful for regular feedback from parents via questionnaires at parents' evenings and on a day-to-day basis. Staff emails are made available to allow efficient communication between parents/carers and College. Staff liaise closely with parents to support effective transition into the College.

All members of Brixham College staff will do everything they can to support all students, parents and carers, communicating professionally at all times.

The College has a duty to ensure staff work in a positive environment free from any form of harassment or intimidation. To this end the College will take firm action against any parents who behave inappropriately towards the College or any members of staff this includes the use of banning orders or specifying specific mechanisms of communication.

The College deems any form of aggression or threat either physical or verbal, rudeness and malicious accusations as inappropriate, and this includes all forms of communication including emails.

As a response to inappropriate behaviour by a parent/carer the Principal may place a temporary ban on a parent entering the College site or specify specific forms of communication to be used. The College's policy 'Dealing with aggressive/abusive parents/carers/members of the public policy' should be adhered to in dealing with such situations.

## 14. Allegations Against Staff

The College has a clear 'Complaints Handling Policy', which is published on its website, and encourages parents/carers to use this as necessary.

Brixham College should not automatically suspend a member of staff who has been accused of misconduct, pending an investigation, but the Principal should follow the College's 'Allegations of abuse made against staff policy'.

Parents and carers should also be aware of the prohibition on reporting or publishing allegations about teachers in section 141F of the Education Act 2002. If parents or carers wish to apply to the court to have reporting restrictions removed, they should seek legal advice. If we are made aware of any inappropriate comments, we will report these to the relevant authorities for immediate action to be taken. Publishing allegations should be taken to include publication on social media such as Facebook.

All allegations against staff will be investigated in line with the College's 'Complaints Handling Policy' and all complaints have the potential for consequences for the staff concerned. For this reason, where it is concluded that a student has made a malicious allegation against a member of staff the College sanctions will be applied in a way that the College considers to be proportionate to the severity of the allegation made and its potential impact on the member of staff concerned, and other factors for example the length of time for which the allegation was sustained. The sanctions are likely to include restorative processes but may include fixed term suspension or permanent exclusion from the College. Fixed term suspension is likely to be the minimum sanction for a malicious allegation against a member of staff. Repeated malicious allegations are likely to result in Permanent Exclusion.

## **15. Suspensions and Permanent Exclusions**

**tsat suspension and permanent exclusion from school policy sept 2025.pdf**

(Brixham College)

## Appendix 1 - Home/School Partnership Agreement

**Brixham College**

# Home/School Partnership Agreement

Brixham College encourages every student to strive to achieve their best, both academically and socially through high expectations, clear policies which are available on the school website and an ethos which ensures students show pride in their progress conduct and learning. We believe that a student's success at this school is supported by the commitment and partnership of staff, students and parent/Carers which is vital to develop a positive whole school ethos.

### 1. **Student**

I will...

Be polite and show respect for staff, students, and visitors

Proudly attend Brixham College and be on time for the start of the day and all my timetabled lessons.

- Meet all the Team Brixham Smart expectations
- Complete all Seminar Study every night from my timetable in my Knowledge Organiser
- Proudly wear the correct school uniform when I am in school, and on my way to and from school.
- Work hard to reach the learning targets set for me
- Try to improve my learning habits to support me in developing skills of remembering, questioning, practising and reflecting to make a better learner
- Proudly keep school free from litter and graffiti
- Bring the correct equipment for lessons
- Talk to someone if I have a problem
- Keep Mobile phones or music players switched off and out of sight
- Work to the best of my ability and take pride in my learning and progress

### 2. **Parent/Carer**

I/we will...

- Support my child to meet all the student expectations in this agreement
- See that my child attends Brixham College every day and on time, except in the case of genuine illness or another legitimate reason.
- Contact the school on a daily basis to notify of my child's absence
- See that my child attends Brixham College everyday in the correct school uniform that adheres to the school's uniform policy and expectations and with the correct equipment needed for their learning
- Limit phone calls or texts to my child to outside lesson times
- Support school policies (available on the school website)
- Contact the school about concerns or problems affecting learning and behaviour monitor this using Class Charts
- Do my best to encourage my child to improve their learning habits
- Support my child in accessing our wider curriculum offer such as Seminar Study or after school clubs

- Be considerate in all communication with Brixham College

**3. School**

We will...

- Care about your child’s happiness, wellbeing and emotional health; ensuring their safety at all times
- Provide high quality teaching in a stimulating learning environment
- Provide a knowledge rich and varied curriculum which is cohesive, cumulative and sequenced
- Set high expectations both in terms of academic rigour and behaviour that ensures your child’s potential is fully realised
- Keep you regularly informed of your child’s progress
- Provide a wider curriculum offer beyond the classroom that develops students’ cultural capital and social, emotional and physical wellbeing
- Try to meet the individual needs of your child
- Record and reward your child’s commitment and successes
- Be open and welcoming
- Set, mark and feedback in-line with schools learning cycles on relevant school and seminar study tasks
- Set high standards for an orderly and calm school environment
- Treat all students at the school fairly

**Signed Agreement:**

Principal \_\_\_\_\_ Signature \_\_\_\_\_

Parent/Carer: \_\_\_\_\_ Signature: \_\_\_\_\_

Student: \_\_\_\_\_ Signature: \_\_\_\_\_