

Brixham College

Behaviour Policy

DATE: Academic Year 2021 - 2022

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Prepared by	Mark Eager
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A Values Led College

PRIDE IN PROGRESS

1 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.

2 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 'Pride in Progress'.

The Pride in Progress 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

Pride in Progress is neither draconian nor rigid. Consistency and flexibility should operate in a harmonious and complementary manner. The organised and widespread use of praise and rewards will ensure the College is a positive environment for all. All teachers must look to recognise, praise and reward 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.

A positive learning environment is best maintained through the focus on and positive reinforcement of good behaviours and not through the confrontational challenge of negative behaviours. At the College, we recognise this through the effective use of our staged reward and sanctions systems.

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 too. 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 formal warnings and staged sanctions they are committed to doing so in a calm, non-confrontational and professional manner at all times.

For the system 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 sanction or range of sanctions must follow. In making the decision to impose a sanction, staff will take account of the identified needs of the student in all circumstances. The identified sanction is not open to negotiation or debate with the student. This is key in ensuring consistency.
- Once the sanction 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 sanction is, or sanctions 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.

3 Responsibilities

Students

Students are expected to take responsibility for their own behaviour but also to take care of the needs of others. Students are made fully aware of the College policy, procedure and expectations. 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 peer on peer abuse whenever they see it.

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 peer on peer 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

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

Principal

The Principal is responsible for the implementation and day-to-day management of the policy and procedures.

Trustees

The Trustees have the responsibility to ensure that the policy and procedures are consistently applied and not discriminative on any grounds (including those regarding ethnic or national origin, culture, religion, gender, disability or sexuality). They will also ensure that the concerns of students are listened to and appropriately addressed.

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. More serious infractions will be communicated by more senior staff initially via phone or email.

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.

Teachers

Teachers will encourage pride in progress by being consistent in the classroom.

A positive learning environment is best cultivated and maintained through the focus on the positive reinforcement of good behaviours and not through the confrontational challenge of negative behaviours. At Brixham College, all staff will model this through their conduct and daily actions. We recognise the message of Hain Ginott's quote and the influence we have as teachers and adults:

"I have come to a frightening conclusion: that I am the decisive element in my classroom. It's my personal approach that creates the climate. It's my daily mood that makes the weather. As a teacher, I possess a tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humour, hurt or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated and a child humanised or de-humanised." Hain Ginott 1973

We therefore accept the responsibility to act in accordance with the College's behaviour policy.

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.

All staff will use the following range of strategies to maintain a positive learning environment and so be committed to the aim of keeping students in the classroom where possible therefore continuing with their learning.

All Staff will:

- use the language of 'Brixham College Values' to manage behaviour.
- understand that all students can improve and therefore each lesson is a fresh start.
- always challenge the negative behaviour rather than the individual student.

- be seen to praise but not publicly sanction, whenever possible. Staff will use the 'Take Up Time' strategy appropriately.
- talk calmly to students at all times in a professional non-confrontational manner.
- know their students, use their names and demonstrate emotional intelligence in helping students to address negative behaviours.
- use the 'Positive Sandwich' and 'Tactically Ignore' strategies when appropriate to minimise confrontation.
- seek helpful guidance where they recognise an individual area of development regarding behaviour management.
- plan lessons and activities to create a positive learning environment.
- when issuing a formal warning, will ensure the student understands why this has happened and provide the student the opportunity to amend their behaviour.
- follow up episodes of negative behaviour by having restorative conversations therefore recognising the importance of positive relationships and enabling a fresh start next lesson.
- keep parents informed of any concerns regarding negative behaviours at every stage.
- relentlessly follow the College's Routines and Rituals at all time.
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College's Routines and Rituals

The College has established ten elements that must be adhered to by all teachers to develop consistency for students in each and every lesson. These are defined as our 'Routine and Rituals'.

1. Lesson plan to promote and encourage positive behaviours.
2. Use the language of 'Brixham College Values' to manage behaviour in a calm and non-confrontational manner.
3. Be seen to praise but not publicly sanction, whenever possible. (Discuss issue with students individually at the end of the lesson.)
4. 'Meet & greet' students to your classroom at the door. (No lining up. Make eye contact and be welcoming.)
5. Ensure students 'quietly' sit in their allotted chair with appropriate books and equipment on the desk and take the register. (Students to be seated in line with a pre-planned seating plan.)
6. Use student names. Know your students. (Demonstrate emotional intelligence in helping students to address negative behaviours.)
7. Consistently follow the College's Behaviour Policy in terms of rewards and sanctions. (Do not deviate.)
8. Issue an 'Out of Class Pass' for a student leaving your classroom. (One out of pass per member of staff.)
9. Ensure students only leave their seat with your permission. (No wandering around the classroom.)
10. At the end of the lesson ensure students stand 'quietly' behind their chairs and dismiss only on the bell. (Dismiss students in rows to ensure a calm exit.)

4 Classroom Expectations

In the classroom, explicit and clear expectations are essential for 'Pride in Progress' to have a positive impact.

Our Classroom Expectations for students are listed below:

- Arrive on time
- Sit where you are asked - raise any concerns politely with staff
- Show you are prepared by having the correct equipment and sit up straight in your chair
- Listen respectfully (in silence) when others are talking
- Keep off-task conversations for social times
- Work in silence when an adult asks you to - always put your hand up to ask a question
- Allow others to learn - do not disrupt/distract
- Work to the best of your ability and attempt all tasks set – alert a teacher if you find the work difficult
- Stay in your seat - only leave with permission from staff
- Don't eat or drink (water is allowed in lessons)
- Treat everyone with respect - no swearing or abusive language
- Phones and headphones should be out of sight and silent throughout lesson and transitions unless specifically given permission by staff to use them
- At the end of the lesson wait behind chairs in silence ready to be released from the room

The College has an expectation that students will arrive at each and every lesson with the correct equipment. The College defines the compulsory basic equipment to be:

- A Pen & Pencil
- A Ruler
- A Calculator

Other equipment will be required for different lessons from time to time particularly in practical subjects.

Sanctions - The only sanctions/systems to be used within a lesson are warnings and isolation.

Sanctions 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 sanctions these are always to be applied impersonally (i.e. it is the negative behaviour that is resulting in the sanction not the student's personality), calmly, fairly, consistently and professionally.

The aim should be to keep all students accessing their learning within the lesson for the full duration of the lesson. We are committed to not allowing the negative behaviour of the minority to continually disrupt the outstanding learning of the majority. For this reason, we use a system where students who fail to respond to a verbal warning by correcting their behaviour can be sent to the Isolation Room in order to allow the learning of the rest of the group to continue. We also employ the on-call system so that a student can be collected (if deemed a serious incident) and removed from the classroom to the Isolation Room.

When issuing a verbal warning to a student it is important that this is done calmly and professionally throughout. The aim is to show students that they have 'chosen' their behaviour. There is a (mandatory) opportunity for restoration explicitly written into the system, whereby any student sent to the Isolation Room will be met by the member of staff responsible to discuss the behaviours leading to isolation. Students will be given one warning, therefore have the opportunity to correct their behaviour, before isolation is initiated.

Restorative Process

All students will complete a reflection sheet upon entry to the Isolation Room and may use this to indicate if they feel the isolation is unfair. Any staff member who sends a student to isolation will visit the student (within a 24-hour period) and complete a restorative conversation.

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 who is not involved in the problem. The mediator's job is to keep all involved calm and civil and to help people move forward to restore the relationship.

5 Community Expectations

Pride in Progress has an important influence not only in the classroom but also in conduct around the College site. There is no place for anti-social behaviour within our community and therefore we have rules to help all students adhere to our expectations.

We expect students, staff and visitors to be able to move around our College community safely without experiencing forms of anti-social behaviour.

Sanctions - A Red Card Detention

The 'Red Card' detention is a 20-minute detention for anti-social behaviour in and around the College. At the College, we expect everyone to behave and treat each other with respect at all times. That means walking around the College calmly and quietly, respecting each other's space and looking out for each other. Our red card detentions enable us to address any behaviour that does not meet our high expectations.

There are no warnings for a red card sanction. Students will receive a social time detention for any of the following:

- Running indoors
- Eating and drinking in banned
- Shouting indoors
- Pushing/shoving
- Being out of bounds
- Inappropriate language or attitude
- Damaging property
- Littering/throwing food
- Incorrect uniform without a pass
- Having a mobile phone visible in College between 840am – 3.00pm.

***The list above is not conclusive and all forms of anti-social behaviour is inappropriate.*

If a student does one of the things above, an adult will tell them that they have a "Red Card", and that they must serve a 20-minute break-time detention at the start of the next break (either that day or the next day).

Punctuality and lateness

Students who arrive in College after the bell at 8.40am will be issued with a 20-minute RED Card detention. Failure to attend this detention will result in isolation.

College Uniform

Uniform expectations are detailed on the College website and in the Uniform Code. Uniform is checked regularly by tutors and senior staff. Students who are not in correct uniform (unless carrying signed permission slip) and refuse or are unable to correct it will be dealt with on an individual basis with a red card detention.

Confiscation

The College follows government advice when confiscating items from students which is outlined in the document 'Searching, screening and confiscation. Advice for Principals, College staff and governing bodies.' February 2014.

The College will confiscate any electronic items being used inappropriately on the premises such as mobile phones and other similar devices. 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 according to the guidance in the DfE document as above.

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.

- 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 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
- E-cigarettes
- fizzy drinks and energy/caffeine drinks
- Substances deemed to be a 'legal high'
- pictures of staff or students without appropriate consent
- medication which has not been accounted for under the medication policy

College staff apply the following protocols when searching for or confiscating items. Searches should only be conducted by senior staff.

Searching students - key points:

- Searches should only be carried out by a member of staff of the same gender as the student being searched. There MUST always be a witness – wherever possible a member of the same gender as the student.
- Always seek to gain consent of students to search their bags and ask them to empty their pockets. If they refuse then please refer them immediately to SLT and escort them to the Isolation Room.
- Please ask students to empty their own pockets fully and allow you to look through their bag and any coat / blazer pockets.
- Anything found which you believe is inappropriate, regardless of whether it was what was being searched for, can be confiscated and should be passed to Vice-Principal (Standards)
- Parents should be informed of anything found which is inappropriate.
- All searches should be formally recorded.
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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 and discipline in Colleges. Advice for Principals and College staff' January 2016.

Teachers have a statutory power to discipline students for misbehaving outside of the College premises. Section 89(5) of the Education and Inspections Act 2006 gives Principals

a specific statutory power to regulate students' behaviour in these circumstances "to such extent as is reasonable."

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.

The College is committed to ensuring our students act as positive ambassadors for us. We expect the following:

- good order on transport to and from College, educational visits or other placements such as work experience or College courses
- good behaviour on the way to and from College
- positive behaviour which does not threaten the health and safety of our students, staff or members of the public
- reassurance to members of the public about College care and control over students in order to protect the reputation of the College
- protection for individual staff and students from harmful conduct by students of the College when not on the College site.

The same behaviour expectations for students on the College premises apply to off-site behaviour.

Sanctions 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 detention, fixed term exclusion, 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.

6 Rewards and Merit System

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.

How we reward

Merits

Merits are used by ALL staff to reward positive behaviour and are given through Class Charts in either the classroom or around the College. Each aspect may attract a merit - a student may receive several merits in a lesson or within one day.

Classroom Criteria

Readiness	Conduct	Involvement	Completing Work	Home
<p>Arrives to lessons punctually</p> <p>Enters the classroom sensibly, focused on learning</p> <p>Settles to work immediately</p> <p>Always has the correct equipment</p>	<p>Has full respect for the learning environment and resources</p> <p>Is consistently attentive</p> <p>Avoids distraction, excellent focus during tasks</p> <p>Displays resilience, even when faced with a considerable challenge</p>	<p>Works with high level of commitment and interest</p> <p>Makes frequent, valuable contributions to class discussions</p> <p>Asks probing questions to deepen understand</p> <p>Willingness to work collaboratively with other students</p>	<p>Undertakes tasks with dedication to achieve highest possible standards</p> <p>Takes pride in presenting work to the highest standard</p> <p>Responds enthusiastically to feedback, using it effectively to make excellent progress</p>	<p>Always completes home learning and to a high standard</p>

Community Criteria

RESPECTFUL	BELONGING	KIND	HELPFUL
<p>Is well mannered, polite and responsible.</p> <p>Ensures self and others are safe.</p> <p>Is calm and trustworthy at all times.</p>	<p>Represents the College in the wider community by participating in opportunities and joining in events.</p> <p>Takes pride in being part of the College by wearing uniform consistently and attending regularly.</p>	<p>Is welcoming and kind to others, particularly new students and visitors.</p> <p>Takes care of self and others through deeds and actions.</p> <p>Is active in supporting charitable causes and events.</p>	<p>Is helpful to others around the College, to students, staff and visitors.</p> <p>Volunteers to assist in College events and being an ambassador.</p>

Merit Awards (Badges) from September 2019

Bronze, Silver, and Gold awards (badges) are given to students achieving over 200, 500 & 1000 Merits.

A Principal's Commendation is awarded for students achieving 2000+ Merits

Rewards Store

Students may cash in their merit points for prizes available in the rewards store in Class Charts.

Attendance Awards

Bronze, Silver & Gold Certificates are presented on an annual basis to students for 98, 99 and 100% attendance respectively over the year.

A separate award is given to students who have had 100% attendance over a 4 year period.

Recognition

The Lighthouse, Website, Twitter and the College electronic noticeboards celebrate students' achievements

Assemblies

Individual students are recognised in termly assemblies for exceptional achievement.

Celebration Evenings

Celebration Assemblies are held throughout the year, culminating in the Presentations Evening at the end of the summer term. House Competitions are held for particular activities and occasional prizes given. Inter-House sports competitions are held between Houses during the year.

7 Serious Breaches

Serious breaches of the behaviour policy will be dealt with by pastoral leads in consultation with SLT.

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 member of 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, sexual, racial or other harassment
- Possession, supply or use of a banned substance
- Defiance of College Rules and sanctions
- Persistent disruption to the learning of others
- Bringing the College into disrepute

Smoking- including all forms of e-cigarette/vaping devices

Smoking, in all its forms, is detrimental to health, anti-social and not conducive to a safe College environment.

Students with smoking materials will have these confiscated and destroyed whether they are found to be smoking or not. Students will also receive sanctions for smoking near the College and on their way to and from College.

Isolation

We are committed to inclusion of all and to preventing exclusion. However, where a student (for example) repeatedly fails to wear the correct uniform, or attend a RED CARD, the College will isolate the student for a 24-hour period to be successfully completed. This means they are supervised in a room, given work to do, and given the chance to reflect on their behaviour. When this happens students also receive shorter breaks and lunches than the rest of the College and at slightly different times.

Isolation at another education provider

In certain incidents of very poor behaviour but where the College wishes to avoid fixed term exclusion, or this penalty seems inappropriate, the College may place the student in Internal Exclusion at another education provider (with parental consent). This allows the student to continue to learn. If a student refuses to attend isolation at another College then FTX is likely to be used.

Fixed Term Exclusion (FTX)

A decision to exclude a student for a fixed period is taken only in response to very serious breaches of the College's behaviour policy, including persistent disruptive behaviour, or where such breaches are neither serious enough to merit permanent exclusion nor minor enough for detention or isolation to be appropriate.

Permanent Exclusion (PTX)

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

- in response to serious breaches of the College's behaviour policy (see para. 7) and
- if allowing the student to remain in College would seriously harm the education or welfare of the students or others in the College.

The decision can be taken directly from a Managed Move - if the student due to return to College has failed to demonstrate significant/sustained improvement at the host College or if the criteria for a. and b. are met.

The act of setting off the fire alarm without good cause may lead to Permanent Exclusion.

The College follows the latest DfE guidance regarding exclusions from Colleges for both fixed term and permanent exclusions to ensure that students are treated fairly and not discriminated against.

If a decision to permanently exclude a student is made by the Principal, the Trustees will be required to follow the latest DfE guidance, as above, and set up a Disciplinary Hearing to review the decision.

The Trustees' Panel will comprise of three members of the Trustees. They should have had sufficient training to be able to effectively challenge the Principal's decision and ensure all necessary evidence is considered appropriately. One member of the Panel should be elected to chair the hearing. The Chair will also be responsible for providing a letter detailing the Panel's decision and also sign and date the hearing minutes as accurate.

Use of reasonable force

The College is strongly against the use of force against students and the advice to all staff is to seek support and advice in a difficult situation before using force. However, there may be instances where this is not possible due to the nature of the incident. The College and its staff will always endeavour to resolve situations without force and to manage any difficult situation calmly. The College policy 'Physical contact with children and young people policy' should be adhered to in any situation leading to physical encouragement or assist.

8 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.

Some examples of support are listed below:

- Monitoring report cards with targets to promote success in lessons
- Increased communication between home and College
- Referral to relevant agencies
- Referral to the SEND lead
- Support from the Student Support Team which consists of the Thrive personnel, counsellors, nurses
- 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 – in line with locally agreed protocols and overseen by the Local Authority, Students may be offered a move to another College in order to have a 'fresh start' and break a pattern of poor behaviour

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.

9 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.

10 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 or permanent exclusion from the College. Fixed term exclusion 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.