

POSITIVE BEHAVIOUR MANAGEMENT POLICY

Version 2020

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1. Key Principles

Joseph Chamberlain Sixth Form College believes that:

- All staff have a right to:
 - teach without undue disruption
 - learn how to improve their practice
 - feel physically and emotionally safe at all times
 - be treated with dignity and respect at all times
 - express their feelings in an appropriate way
- All students have a right to:
 - learn, and to make demonstrable progress
 - feel physically and emotionally safe at all times
 - be treated with respect and dignity at all times
 - express their feelings in an appropriate way
- It is the professional responsibility of all teaching staff to manage the conduct and behaviour of those students in their classroom. The College expects that members of staff will work with students, Progress Tutors and managers to resolve poor behaviour and other minor issues informally before the formal disciplinary process is invoked. This responsibility should not be abdicated except in exceptional circumstances where the member of staff feels that their personal safety is at risk; in such cases help should be sought immediately. The college also expects staff (teachers as well support staff) to supervise the conduct and behaviour of students generally across the college. Good discipline helps ensure that the college meets its legal and moral duty to ensure that students and staff are kept safe and safeguarded.

2. Purpose

The purpose of the policy is to clarify

- The standards of behaviour expected of students.
- What to do if student's behaviour falls below the expected standards and to deal with matters consistently, respectfully, fairly and in a way proportionate to the offence.

3. Scope

- This policy applies to all students 16-19-year-old students whether on college site or off-site where the student is recognised as a member of Joseph Chamberlain College.

4. Policy Statement

1. The College is committed to developing students' employability skills which includes being able to demonstrate appropriate professional standards and conforming to high standards of behaviour.
2. Students want to behave well and for this to be recognised by college staff through rewards and recognition.
3. Students can learn to improve their behaviour and come to college to improve both their academic performance but also to develop positive behaviour skills that will support them after leaving college.
4. Mistakes are part of the learning process and students want opportunities to rectify these.
5. All staff can develop their own strategies to support students to improve their behaviour. Developing an understanding of why students behave as they do, coupled with a positive attitude to the student and effective strategies for managing their behaviour is essential for a highly supportive and aspirational college.
6. It is the responsibility of every member of staff to recognise and challenge behaviour that falls below the agreed standards and refer these to the student's Progress Tutor in the first instance.
7. If a student's behaviour falls below the expected standard, responsive action is always taken, and done so swiftly.
8. Clear disciplinary procedures are in place to deal with behavioural issues and these are followed consistently. These include
 - Appendix 1 Procedure for Early Intervention/Minor Misdemeanour
 - Appendix 2 Procedure for Misconduct
 - Appendix 3 Procedure for Gross Misconduct
 - Appendix 4 Procedure for carrying out an Investigation
 - Appendix 5 Investigation report
 - Appendix 6 Procedure for suspending a student
 - Appendix 7 Procedure for appeals against exclusion
 - Appendix 8 Gross Misconduct contract
 - Appendix 9 Procedure for Enrolment Contract
 - Appendix 10 Incident account form
 - Appendix 11 Internal Progression
9. Disciplinary outcomes are commensurate with the offence. For one-off or less serious behavioural issues, students are given a reasonable opportunity to learn from their mistakes and they are given an action plan with targets for improvement, together with information about the consequences of not meeting the targets. Targets are always reviewed through the early intervention, misconduct and gross misconduct procedures.

10. In the case of repeated misconducts a gross misconduct meeting is organised where the student may be deemed unfit to remain part of the college and may be suspended pending investigation or excluded (permanently).
11. If a student compromises the safety of others, they may be suspended by the Director of Studies for Behaviour and Attitudes or the Vice Principal Student Welfare and Progression and disallowed from returning to college prior to the disciplinary hearing.
12. If a student is excluded following a gross misconduct hearing, they will not be readmitted during that academic year and thereafter only in exceptional circumstances.
13. In tackling disciplinary issues, the College actively involves and communicates with the student's parent/carer if they were under 18 on 31 August.
14. In applying the disciplinary policy, due regard is given to the student's personal circumstances including their health, learning difficulties or disabilities and their family situation.
15. If a student's behaviour falls outside the law, consideration will be given as to whether this requires reporting to the police or another external agency for investigation/support. This will not prevent the College from taking its own disciplinary action in the meantime.
16. The College co-operates fully with police on crime or suspected crime.
17. Students have the right to appeal against exclusion and do so by writing to the Vice Principal for Student Welfare and Progression within ten working days of receipt of the correspondence giving the original decision.
18. The College will do its utmost to deal quickly with disciplinary matters. However, this may not always be possible due to the requirement of a thorough investigation. The priority of the organisation is to conduct the most thorough investigation possible and ensure all members of the college and community are safeguarded.

5. Supporting students to develop positive behaviours

a) Relationships - The quality of professional relationships with each other and students

The professional relationships between staff members offers a framework of good role models for students. Some students may have less helpful relationship models in life outside of college.

The quality of these relationships is crucial. Each member of staff is a significant adult for students. To foster successful, enabling relationships it is important to consider:

- actively build trust and rapport
- demonstrate belief in the student that they can succeed and let the student know this.
- treat the student with dignity and respect at all times
- listen respectfully to the student, and make a judgement about how/when to respond appropriately
- hear the message behind the word/behaviour; ask why the student is behaving in this way – there will always be a reason; the behaviour is a symptom
- see things through e.g. if student has to make up time, the staff member concerned should help them to do this during morning break/lunch time/after college
- look for the good in the student – identify it with the student and build on it.
- let go of feelings of a student's previous poor behaviour – it's unhelpful history. Focus instead on getting it right in the future
- quietly but firmly hold appropriate boundaries for the students

b) **Resources and Teaching - The quality of the teaching and resources to support learning**

Meeting the needs of each individual student through the quality of teaching, learning and assessment will result in less frequent occurrences of poor behaviour. Consider the following:

- accurately assess the students starting point in order to maximise their progress
- develop resources and activities that engage all students
- know what the students believe they can do and adjust expectations accordingly
- know what motivates each student and use it to help them to achieve
- carefully plan lessons to ensure that activities are well designed to meet individual student needs and interests
- include the students in the target setting and monitoring process
- give the students feedback on their progress in a supportive way, focusing particularly on their achievements and what they need to do to make further progress
- praise the students for their specific achievements
- actively model positive learning behaviours, so that students know what to do to ensure their own success

c) **Rules - Establishing rules that support positive behaviour within the classroom**

They should be:

- few in number
- agreed with students
- written in a language the students can understand
- stated in the positive
- regularly referred to by all staff with students
- prominently displayed in appropriate areas
- reference should be made to the Student Charter – The JCC10

d) **Routines**

Fostering routines supports students by fixing desired behaviours in their minds. They must be explicitly taught and reinforced. Routines need to be taught for all activities, including:

- the starting/ending of lessons
- welcoming in students to class by standing at entrance of classroom
- moving from the classroom to elsewhere in the college
- entering/leaving the classroom
- answering the register
- collecting equipment
- conduct around the college

The more consistency there is over routines, the easier it is for students to learn them.

e) **Reparation/Restorative Justice**

Students should always be given the opportunity to repair any poor or inappropriate behaviour and that they want to do this. These are some actions that can be taken:

- student offers a verbal or written apology to other person(s) involved/affected
- a mediation meeting is held with progress tutor, student and other person(s) involved/affected
- some form of restorative justice is carried out

f) **Rewards**

College views rewards and recognition as an integral part of the learning process of students. Rewards and praise may include:

- Verbal praise
- Celebration Postcards
- Certificates
- Phone calls
- Letters sent home
- Email or text message
- Effort and Achievement Awards
- Reward Trips – End of Year trip

6. Student Charter – ‘The JCC 10’

At the time of enrolment each student will sign their learning agreement where they will agree to uphold all the values that underline everything we do as a sixth form college. These values will be known as ‘The Student Charter - The JCC 10’ and we expect all students to:

1. Attend 100% of their lessons on time
2. Be prepared to learn with the correct equipment
3. Respect staff, students and their right to learn
4. Have high expectations and take responsibility for their own learning
5. Meet all work deadlines and reflect on the feedback they are given

6. Be aware, be safe in college and online
7. Be proud of our College Community
8. Express their opinions and let others do the same
9. Care for our college environment
10. Make the most of their time at college

7. Responsibilities

All staff members have a responsibility to;

- monitor students' behaviour and intervene if they observe a student behaving inappropriately
- report the behaviour of the student to their progress tutor
- update ProMonitor detailing any incident of concern

Progress Tutors have a responsibility to;

- support the student to achieve high standards of behaviour
- ensure students understand behavioural expectations
- work with teaching staff to monitor students behaviour
- deal with early intervention meetings, liaise with staff and parents, set targets and provide support interventions
- review progress of students and refer to the Progression Manager if insufficient progress is made
- ensure that disciplinary notes are recorded on ProMonitor as soon as possible but within 2 working days of the incident and communication is had with students.

Progression Managers have a responsibility to;

- to support and work with progress tutors to ensure students achieve high standards of behaviour
- ensure students understand behavioural expectations
- to work with teachers and managers to monitor students behaviour
- deal with misconduct meetings, liaise with staff and parents, set targets and provide support interventions
- review progress of students and refer to the Director of Studies for Behaviour and Attitudes if insufficient progress is made
- to carry out investigations for gross misconduct incidents as requested by the Director of Studies for Behaviour and Attitudes
- to be involved in gross misconduct meetings and present the case for the college
- ensure that disciplinary notes are recorded on ProMonitor as soon as possible but within 2 working days of the incident and communication is had with students.

The **Director of Behaviour and Attitudes** has a responsibility to;

- have an overview of students' behaviour across all cohorts
- lead on the procedures for dealing with a gross misconduct incident
- make decisions following disciplinary meetings, ensuring that actions are followed through
- ensure that disciplinary notes are recorded on ProMonitor as soon as possible but within 2 working days of the incident and communication is had with students
- to prepare regular reports to Senior Leadership Team with an update of student behaviour across the college

The **Vice Principal Welfare and Progression** has a responsibility to;

- hear appeals against exclusion.

8. Associated Policies

- Student Attendance and Punctuality Policy
- Equality and Diversity Policy
- Weapons policy
- Safeguarding Policy
- Search and Confiscation Policy
- Fitness to Study Policy
- Drugs policy

9. Appendices

- Appendix 1 Procedure for Early Intervention/Minor Misdemeanour
- Appendix 2 Procedure for Misconduct
- Appendix 3 Procedure for Gross Misconduct
- Appendix 4 Procedure for carrying out an Investigation
- Appendix 5 Investigation report
- Appendix 6 Procedure for suspending a student
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- Appendix 8 Gross Misconduct contract
- Appendix 9 Incident account form

10. Monitoring and evaluating impact

- This policy will be reviewed and if required will be updated annually and approved by the Senior Leadership Team
- It will be monitored by regular reports to the Senior Leadership Team

Appendix 1 Procedure for Early Intervention/Minor Misdemeanour

1.1 When does this apply?

This is the disciplinary procedure for minor misdemeanours whereby the behaviour of the student can be easily rectified. This will be called an early intervention meeting. The aim of this process is to deal with the unacceptable behaviour swiftly and effectively to prevent any further negative impact on learning.

Examples (non-exhaustive)

- Does not keep to agreed classroom rules
- Inappropriate language e.g. swearing
- Behaviour that affects the learning of others
- Missed deadline or lack of effort with academic performance
- Intentional failure to wear ID card and lanyard
- Smoking/vaping in undesignated areas

1.2 Early Intervention Meeting

- The Progress tutor leads the meeting with student and discusses the misbehavior displayed. This will occur as soon after the event as practicable.
- The following staff may be involved in the meeting;
 - Inclusive Learning team member
 - Class teacher
 - Head of Department
 - Security team
 - Student Behaviour Officer
- The Progress Tutor will update ProMonitor under 'Early Intervention meeting' within 2 working days of the meeting.
- The Progress Tutor will telephone the parent or carer of the student with 24 hours of the meeting.

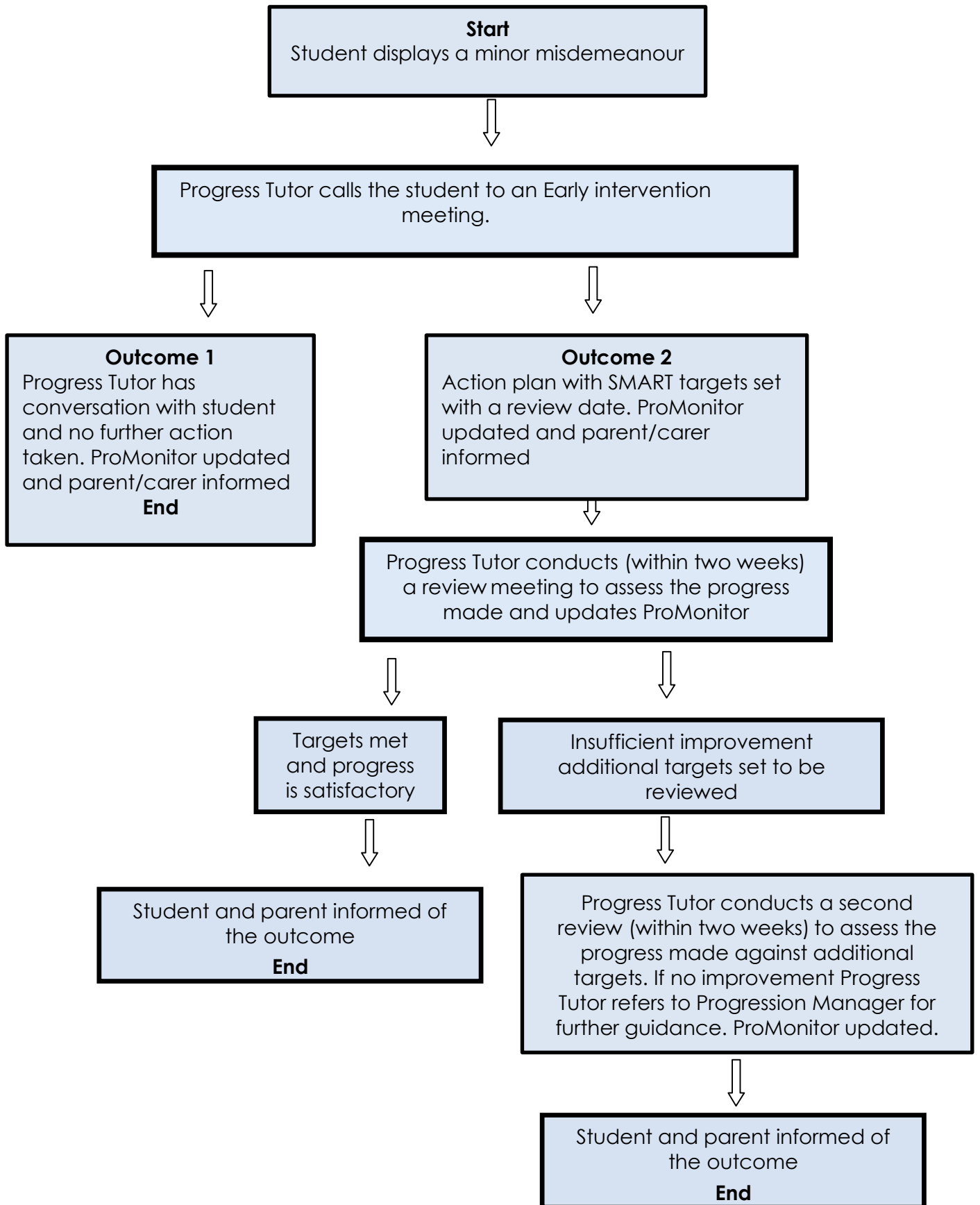
1.3 Possible outcomes

- A) A documented conversation
- B) The student will receive an action plan which details SMART targets to help them improve their behaviour.

1.4 Actions

- A) The Progress Tutor will update the ProMonitor notes section within 2 working days.
- B) Where an action plan is set the Progress Tutor will conduct a review meeting on the date agreed to review progress made against targets. There are two outcomes:
 - The student has made good progress and continues to be monitored by the Progress Tutor
 - Where a student has made insufficient improvement and there have been at least 2 review meetings with demonstrable support being offered to the student the matter is escalated to the Progression Manager for further guidance.

Procedure for Early Intervention



Appendix 2 Procedure for a Misconduct

2.1 When does this apply?

This is the procedure for repeated misdemeanours or where the misconduct is of a more serious incident.

Examples (non-exhaustive)

- Sustained inconsiderate, immature or disruptive behaviour that affects the learning of other students in class or around college
- Repeated lack of respect and not upholding college values
- Continued failure to wear ID card and lanyard
- Does not observe the health and safety regulations
- Disrespectful to the college environment

2.2 Misconduct Meeting

The Misconduct meeting is led by the Progression Manager with the Progress Tutor and student present.

- The student will be provided with 3 days' notice of the meeting and the Personal Progress Tutor will invite the student's parent/carer to attend.
- Should the student not be able to attend this meeting they must inform their Personal Progress Tutor and an alternative date will be provided. If the student is absent with no reason the meeting will proceed in their absence.
- The following staff may be involved in the meeting;
 - Inclusive Learning team member
 - Inclusive learning team manager
 - College Nurse
 - Class teacher
 - Head of Department

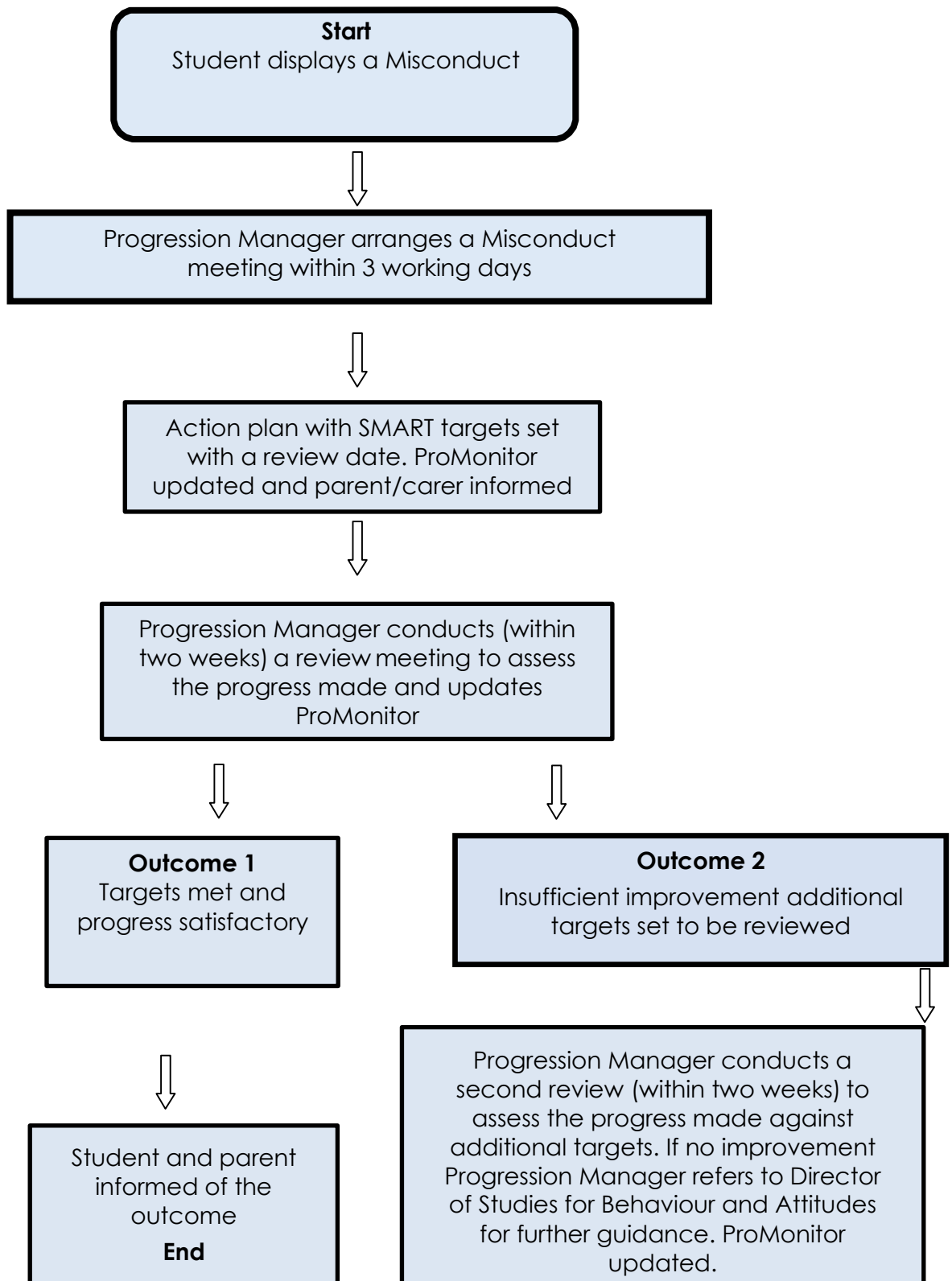
2.3 Possible outcomes

The student receives an action plan which details SMART targets to help them improve their behaviour.

2.4 Actions

- All present at the meeting agree targets for improvement, support interventions, the date of review (within two weeks) and the consequence of not meeting the targets
- The Progression Manager updates ProMonitor under 'Misconduct meeting' within 2 working days
- The Progression Manager together with the progress tutor conducts a review meeting on the date agreed to review progress made against targets. There are two outcomes:
 - a) The student has made good progress and continues to be monitored by the Progression Manager
 - b) The student has made insufficient improvement and the action plan is updated to include new relevant targets. If these new targets are not met then the Progression Manager escalates the matter to the Director of Studies for Behaviour and Attitudes for further guidance.

Procedure for a Misconduct





Student and parent informed of
the outcome

End

Appendix 3 Procedure for a Gross Misconduct

3.1 When does this apply?

Following a Gross Misconduct and a breach of the code of conduct, or there is a strong suspicion of so.

Examples; (non-exhaustive)

- Intentionally setting off a fire alarm and/or extinguisher
- Violent conduct or threatening behaviour
- Anti-social behaviour
- Bullying and harassment including online
- Continued failure to improve behaviour after a Misconduct
- Ongoing failure to complete work
- Plagiarism or cheating in an exam
- Theft or vandalism
- Bringing the college into disrepute
- Possession or suspected possession of prohibited items
 - knives or weapons
 - alcohol
 - drugs
 - being under the influence of drugs or alcohol
 - stolen items
 - 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).

- The outcomes of the process are commensurate with the level of misconduct.

- All gross misconduct cases necessitate an investigation before the disciplinary meeting can take place. The college has the ability to suspend a student for up to 5 days to safeguard the student as well as to safeguard staff, other students and ensure that the investigation can be completed without interference. Suspension is, however, a last resort and is a neutral act.

- The College reserves the right to exclude the student for very serious breaches of misconduct.

- An investigating officer is assigned by the Director of Studies for Behaviour and Attitudes and is required to submit an investigation report within two working days.

There are two possible outcomes:

- a) No evidence of misconduct, no case to answer. If the student has been suspended, the Director of Studies for Behaviour and Attitudes contacts student and reinstates them. A letter is sent to student, parents/carer to confirm this.
- b) Sufficient evidence is gathered to proceed to a Gross Misconduct Meeting

- Incidents that take place off-site, involving students will lead to disciplinary action by the college if the student has been seen to bring the college into disrepute. Examples include; anti-social behaviour including fighting, bullying through social media and/or involvement in criminal activity.
- In the case of theft or vandalism the College reserves the right to ask student or parent/carer for a financial contribution towards the cost of damaged or stolen goods.

3.2 Gross Misconduct Meeting

- The Student Services Adviser invites the student and their parent/carer to the Gross Misconduct Meeting, confirmation of which will be sent in writing.
- Should the student not be able to attend this meeting they must inform their Personal Progress Tutor and an alternative date will be provided. If the student is absent with no reason the meeting will proceed in their absence.
- The following staff may be involved in the meeting;
 - Inclusive Learning team member
 - Inclusive learning team manager
 - College Nurse
 - Head of Department
 - Student Service Adviser
 - Investigation Officer
- The Director of Studies for Behaviour and Attitudes will chair the meeting which will be documented.
- The investigating officer will present the evidence gathered as part of the investigation and the chair will have the opportunity to ask further questions.
- The student will have an opportunity to give their account and the chair will have the opportunity to ask the student questions.
- The Director Behaviour and Attitudes will summarise the meeting and ensure the student understands the possible outcomes

3.3 Possible outcomes with actions

The outcomes are:

a) No case to answer

- The Director of Studies for Behaviour and Attitudes confirms this outcome on ProMonitor under 'Gross Misconduct Meeting'

b) Action plan for improvement

- The Director of Studies for Behaviour and Attitudes and student agree targets for

improvement, support interventions, the date of review (within two weeks) and consequence of not meeting the targets.

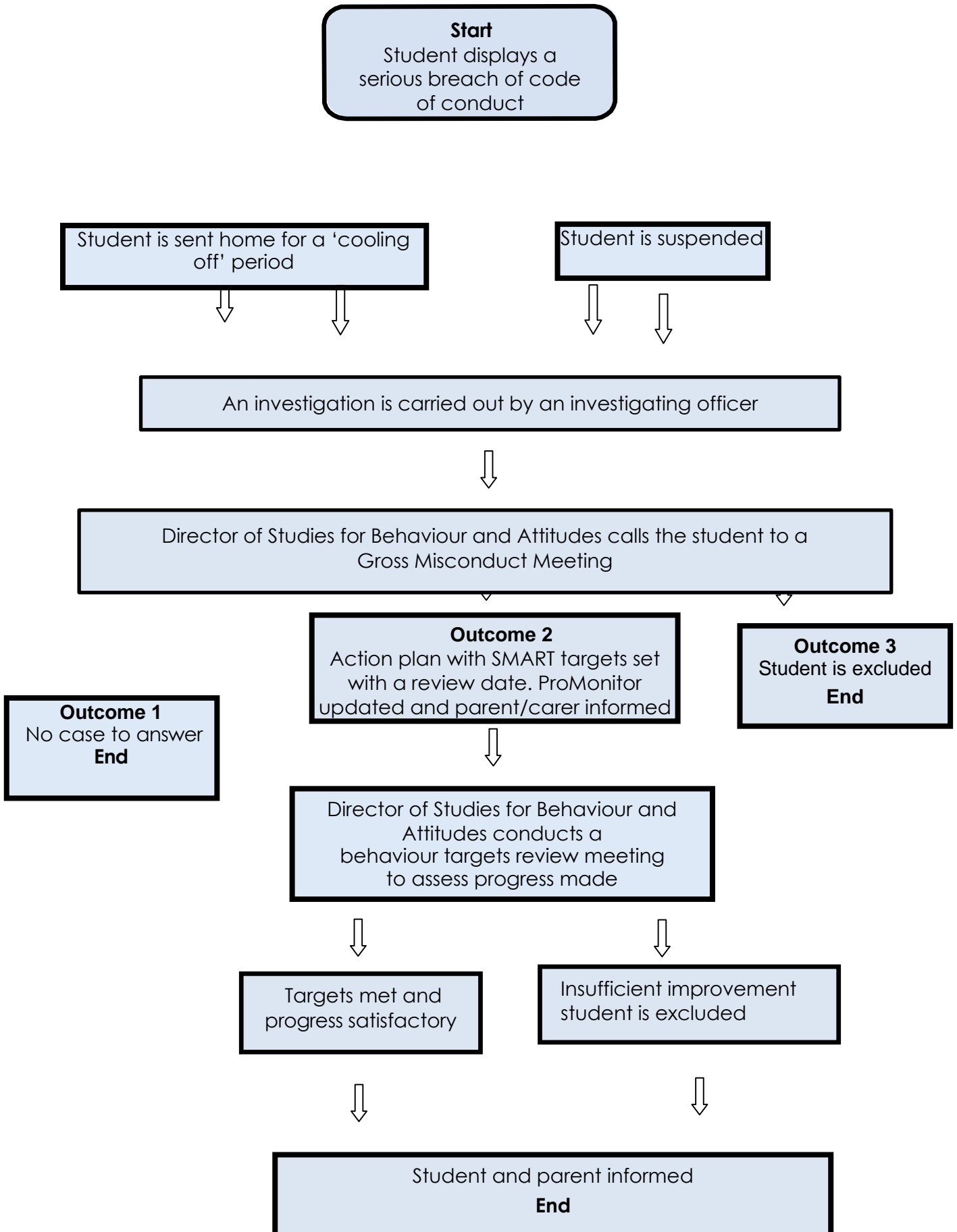
- The Director of Studies for Behaviour and Attitudes updates ProMonitor– under 'Gross Misconduct Meeting'
- The Director of Studies for Behaviour and Attitudes conducts a review meeting on the date agreed to review progress made against targets. There are two outcomes:
 - a) The student has made good progress and continues to be monitored by the Director of Studies for Behaviour and Attitudes.
 - b) The student has not made sufficient improvement and as a last resort the student is excluded from the College.
- The Director of Studies for Behaviour and Attitudes updates ProMonitor with a note added to 'Gross Misconduct Meeting' as soon as possible or within 2 working days

c) Exclusion

- If all other avenues have been exhausted the Director of Studies for Behaviour and Attitudes has the authority to exclude the student
- Following the exclusion the Director of Studies for Behaviour and Attitudes will
 - offer student details of how to appeal against the exclusion
 - refer student for Careers Advice and Guidance
 - offer further support as appropriate
- The Director of Studies for Behaviour and Attitudes updates ProMonitor with a note added to 'Gross Misconduct Meeting' as soon as possible or within 2 working days

Note all outcomes will be provided in writing to the student and their parent/carer within 5 days of the meeting

Procedure for a Gross Misconduct



Appendix 4 Procedure for carrying out an investigation

- Following a Gross Misconduct incident displayed by student this investigation procedure is led by the Director of Studies for Behaviour and Attitudes
- It may be necessary to suspend the alleged perpetrators while the incident is being investigated. The Director of Studies for Behaviour and Attitudes will carry out the suspension or in their absence the Vice Principal Student Welfare and Progression.
- An investigating officer is assigned by the Director of Studies for Behaviour and Attitudes to investigate the incident and all the students allegedly involved and report back on findings within 2 working days
- Following the investigation report there are two possible outcomes:
 - a) No evidence of misconduct, no case to answer and If the student has been suspended, the student is contacted by the Director of Studies for Behaviour and Attitudes and reinstated. Parent/carer are informed and ProMonitor is updated.
 - b) Sufficient evidence to proceed to the gross misconduct procedure

Note: Incidents that take place off-site, involving students can and will lead to disciplinary action by the college if the student has been seen to bring the college into disrepute. Examples include; anti-social behaviour, bullying through social media and/or involvement in criminal activity.

Mitigating circumstances

Recommendations

Signed

Appendix 6 Procedure for suspending a student

- As a last resort a student may be suspended due to their behaviour. The suspension can be up to 5 days for a significant breach of misconduct.
- Where a suspension is not required the decision may be taken to send the student home for a "cooling off period".
- The Director of Studies for Behaviour and Attitudes will carry out the suspension Or in their absence the Vice Principal Student Welfare and Progression.
- Upon suspension, a student will be sent home and a phone call made to inform the parent/carer. If the student is under 18 on 31 August a parent/carer will be asked to collect their child from college unless parent/carer has given permission for their child to be sent home. Student's ID card will be blocked temporarily.
- The student is not allowed on college premises or in the immediate area of the college whilst suspended

Appendix 7 Procedure for appeals against exclusion

- If a student wishes to appeal against an exclusion, they must write to the Vice Principal for Student Welfare and Progression within ten working days of date of the exclusion letter. The student must clearly set out in the letter the grounds for making the appeal and appeals will only be considered on the following grounds:
 - the penalty imposed was not appropriate with the seriousness of the offence
 - the findings of fact in support of the decision was based on incorrect information
 - that the meeting was not conducted in accordance with the procedures set out in the procedure for dealing with a significant incident
 - new evidence has been made available that could not be available at the time of the meeting and which could have been expected to have materially affected the decision
 - If the appeal is outside the time limit or does not demonstrate one or more of the grounds stated above, it may be rejected, and the student will be informed by letter within 15 working days.
- The Vice Principal for Student Welfare and Progression will:
 - Review the evidence and the case for appeal
 - Decide the outcome of the appeal:
- The appeal decision is final, without further opportunity to appeal.

