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# Positive Behaviour Management Policy

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# **Positive Behaviour Management Policy (including Disciplinary Procedures)**

## **1. Introduction**

St. Brendan's Sixth Form College strives to deliver outstanding education for an inclusive and diverse student body. The College recognises that the individual experiences of students can result in behaviours that impact on a student's ability to engage in their education. Our aim, as a College, is to ensure that all students are supported to stay at College and achieve the best possible outcomes, leaving with the appropriate coping strategies and skills for their next steps. Therefore, managing behaviour should always be seen as a supportive measure with a focus on promoting positive behaviour, rather than simply focusing on negative behaviours.

A holistic approach, which supports students in their personal and social development as well as academic, will be taken when considering any student's behaviour.

- 1.1 St. Brendan's Sixth Form College intends to create an environment where all members of the College community share an understanding of what constitutes good behaviour, including the need for mutual respect, tolerance and understanding, and good working relationships between staff and students.
- 1.2 The College recognises that in order for staff to effectively build relationships with students, there needs to be a focus on supporting their own emotional wellbeing and positive staff relationships. As such, there will be regular staff training on positive behaviour management and INSET on staff wellbeing.
- 1.3 Positive behaviour management will be practised through having a clear and consistent process which focuses on the prevention of inappropriate behaviour using effective behaviour management techniques. Both Support and Teaching staff have a responsibility to model positive behaviour through their own conduct.
- 1.4 The College has a moral duty to all students, parents/carers and staff to try to maintain an environment where people can feel safe from unacceptable or anti-social behaviour, bullying or harassment.
- 1.5 This policy applies to all enrolled students and is designed to support students through staged interventions which encourage students to be aware of their responsibilities, give opportunity for students to learn from their behaviour and enact positive changes.
- 1.6 Where a student has acted against College Expectations, values or rules, sanctions may be imposed as part of this process up to and including permanent exclusion. However this should be a last resort.

1.7 The College is committed to ensuring students a fair and consistent disciplinary process. The implementation of the Policy will be monitored by the Personal Development and Wellbeing Group.

## **2. Aim of Policy**

The overall aim of this policy is to ensure that positive behaviour is promoted to create an environment where students can flourish and fulfil their potential. This involves establishing a culture of recognition for positive achievements and to make the consequences of poor behaviour clear.

## **3. Principles**

St Brendan's Sixth Form College believes that in order to enable effective teaching, learning and assessment to take place, good behaviour, in a safe and secure environment, is necessary.

3.1 The College has a clear set of expectations, values and behaviours, which support Fundamental British Values. As part of their induction and at key points throughout the academic year, students are reminded of these expectations. They are also given the opportunity to review them.

3.2 Managing student behaviour, both in class and around College, is the responsibility of all staff.

3.3 If any concerns relating to a student's behaviour are identified as a safeguarding issue, this will be dealt with through the College's Safeguarding Policy.

## **4. Specific breaches of this policy**

4.1 This Positive Behaviour Management Policy is considered to be breached when a student does not abide by the agreed College Learner Agreement or when their behaviour:

- Is likely to put at risk their chances of successfully completing their course  
(*e.g. repeated failure to meet deadlines and complete set work, failure to attend classes or arrive on time, shows a lack of effort or a failure to come correctly equipped*)
- Adversely affects the teaching, learning or assessment environment
- Adversely affects enrichment or social activities in the College
- Adversely impacts on the rights of other members of the College community or treats them without due respect. This includes all staff as well as students.
- Is considered to constitute discrimination, bullying or harassment
- Shows they have used College facilities without care and respect
- Breaches another significant College Policy (*e.g. E-Safety or Acceptable Use of IT Policy, Equality and Diversity, Health and Safety*)
- Is considered to be gross misconduct

4.2 **Gross misconduct** refers to the most serious breaches of acceptable behaviour. It may require immediate temporary suspension with the student asked to leave college immediately pending investigation (which may lead to a permanent exclusion), or the student may be put on any of the disciplinary stages depending on the nature of the misconduct. Gross misconduct may include the following, (but this is not intended to be an exhaustive list):

- Violent or threatening behaviour (including the carrying of weapons whether or not their use has been threatened)
- Harassment or bullying, hate crime such as homophobia, racism, disablism (refer to the Preventing Bullying and Harrassment Policy for more detail)
- Possession of, or dealing in, illegal substances
- Being under the influence of or in possession of drugs or alcohol
- Vandalism on or off the College premises
- Theft
- Serious breach of the College's Acceptable Use of IT Policy
- Infringement of the College's Equality and Diversity Policy
- Any criminal activity which has brought or may bring the college into disrepute in the view of the College Leadership Team
- Cheating in exams or plagiarism
- Any behavior outside of College that the College Leadership Team deems as gross misconduct or bringing the College into disrepute (such as physical altercations)
- Smoking or vaping outside of the designated areas, including inside College buildings

If the gross misconduct relates to Child Protection or Vulnerable adults, the Safeguarding Policy must be used. If the gross misconduct includes potential criminal activity, the College must not undertake any internal investigation until the police investigation is completed.

## 5. Roles and responsibilities

### 5.1 *Students*

The College has particular expectations of its students but also recognise they have entitlements.

#### ***Expectations of Students:***

- To have full attendance, be punctual and meet all deadlines
- To value the ethos of the College and respect College staff, other students, facilities and resources

- To abide by all College policies, rules and the student charter
- To help to create an inclusive ethos where everyone feels respected and that they belong
- To be willing to attend and actively engage in Religion, Philosophy and Ethics and other College faith-related activities
- To be active citizens and people of service who undertake volunteering, charity and other work in the community
- To be ambassadors for the College in the local community through exemplary behaviour and participation
- To participate in the range of learner voice activities and to be confident about feeding back to staff about teaching, learning and assessment
- To take advantage of extra-curricular activities that enhance the learning experience and contribute to success and progression (*e.g. trips, work experience, enrichment*)
- To contribute to sustainability (*through conserving energy, reducing paper and single plastic use etc.*)
- To wear the student lanyard at all times and in all areas of the College until they have left the College site and to produce their lanyard on the request of any staff member.

## **5.2 Student entitlements:**

- To be taught in an environment which is safe, conducive to learning and free from disruption;
- To receive appropriate timely action from the College to tackle any incidents of violence, threatening behaviour, abuse, discrimination or harassment;
- To have any complaint taken seriously by the College and investigated/resolved as necessary;
- To be treated with respect;
- To have their personal circumstances taken into consideration when any sanctions or actions are being considered;
- To be asked to contribute to the review of this Policy.

## **5.3 Expectations of Staff**

### ***All staff are expected to:***

- Support, praise and, as appropriate, reward students' good behaviour;

- Promote equality and diversity and good relations between different groups of students;
- Tackle discrimination, stereotyping, bullying or harassment;
- Ensure that they provide well organised learning activities which are interesting and appropriate;
- Apply the basic rules for the classroom consistently and persistently;
- Create a climate in which they are clear, fair and able to engage students by applying a positive approach;
- Take responsibility for applying the expectations of good behaviour and intervening when these are not met;
- Lead by example by being considerate, polite and demonstrating positive behaviour at all times;
- Meet the access needs of students with advice from Learning Development
- Promote positive behaviour through active development of learners' social, emotional and behavioural skills;
- Apply sanctions fairly, consistently, proportionately and reasonably – taking account of any additional needs or personal circumstances of vulnerable learners, and offering support as appropriate.

#### **5.4 *Expectations of the College Leadership Team and all College Managers***

##### ***Our College managers are also expected to:***

- Ensure the whole College community is consulted about issues relating to this Policy;
- Ensure staff are clear about the extent of their disciplinary authority and receive necessary professional development on behaviour management strategies;
- Take all reasonable measures to protect the safety and well-being of staff and students, including preventing all forms of bullying and dealing effectively with reports and complaints about bullying;
- Ensure staff model good behaviour and never denigrate students or colleagues;
- Establish and communicate clearly measures to reward positive behaviour, ensure good order, respect and discipline;
- Monitor the outcomes of the disciplinary procedures and review them if required;
- Ensure, through monitoring, that the College Positive Behaviour Policy supports the Equality Act and does not discriminate against any student

on, e.g. grounds of race, gender, disability or sexual orientation, and that it promotes good relations between different communities;

## **6. Monitoring**

**The success of this Policy will be monitored through:**

- Learner voice feedback received from the Student Union, surveys, focus groups, forums and Student Experience Committees;
- Student attendance and retention data;
- Quantitative data on the implementation of the Disciplinary Procedures
- Receipt of any complaints or concerns
- Monitoring of incidents leading to disciplinary measures;
- The Personal Development and Wellbeing group.

## **7. Responsibility for Monitoring the Policy**

- The College Leadership Team has overall responsibility for the implementation of this Policy and the associated disciplinary procedures across the College;
- The Governing Body will receive an annual report on the implementation and monitoring of the Policy;
- Cluster Leads and Academic Mentor Managers are responsible for overseeing the operation of this Policy in their areas and for the initial stages of the disciplinary process;
- The Head of Student Services is responsible to overseeing the formal stages of the Disciplinary Policy;
- All staff are responsible for ensuring that our expectations of students are met and the Policy and Procedures are consistently applied.

## **8. Review of this policy**

The College Leadership Team will review this policy on an annual basis and recommend any changes to the Senior Leadership Team and the Governing Body.

## 9. Behaviour Management Policy: Disciplinary Procedures

- 9.1 These procedures should be read in conjunction with the Behaviour Management Policy which lays down the principles by which the College will operate and our expectations of staff and students.
- 9.2 As a Sixth Form College, our aim is to ensure that students start to take responsibility for their own learning and behaviour in preparation for the transition to HE or employment. However, at the beginning of their Learner Journey, there is a need to reinforce the key messages regarding behaviour and set clear boundaries both in classes and tutorial time.
- 9.3 As part of their enrolment, students should have signed the College Learner Agreement.
- 9.4 Behaviour should be seen as a curriculum in itself, which students should be taught. Good practice would be for each class to discuss the expectations and to agree on a 'contract' for how they work together and what this looks like in their classroom.
- 9.5 All staff have a responsibility in relation to student behaviour, as detailed in the Behaviour Management Policy, and should follow the Disciplinary Procedures below if any breach occurs. It is expected that most incidents of poor behaviour will be minor and dealt with on the spot by the staff member who witnessed it.
- 9.6 **Class Teachers and Academic Mentors** will lead on the initial/informal stages and take action on the areas listed, record that action on Pro-Monitor and ensure that the Academic Mentor Manager (AMM) and Cluster Lead are notified of any significant concerns. All courses should agree on a set of interventions that should be carried out in all classes consistently. *Please note that Wave 2, Learning Development and Academic Coach Support is available (e.g. the student is disrupting the group as s/he does not understand the work set or have adequate study skills), but should not be used as a punishment.*
- 9.7 At the initial informal Stage of the Disciplinary Procedure, **Cluster Leads** will lead on target setting for students where issues are in their area. A letter will be sent home to inform parents/carers of the initial concerns and the next stages of the process should appropriate improvements not be made within the agreed time period.
- 9.8 **Academic Mentors (AMs)** will lead **Stage 2 (B2)** of the Disciplinary Procedures. They will work in liaison with the Cluster Leads and Subject Teachers to implement an **Individual Behaviour Plan** and review progress against agreed targets.

- 9.9 **Head of Student Services, Academic Mentor Managers and Directors of Faculty** will lead **Stage 3 (B3)** of the process and all students at this stage will be referred to Learning Development for a discussion of any possible barriers to learning not yet identified. An Escalation Contract will be drawn up and progress reviewed weekly until the formal review date.
- 9.10 **The College Leadership Team** will oversee **Stage 4 (B4)** and will liaise with teachers, Learning Development and other relevant staff to ensure their decision is taken in knowledge of all relevant information.
- 9.11 **The Principal** will oversee the Principal's Contract and will liaise with the College Leadership Team, teachers and other relevant staff to ensure their decision and monitoring takes into account all relevant information. This takes precedence over other stages and is a final opportunity for students.
- 9.12 Depending on the nature of the student's behaviour, they may be placed on any stage of the process. However, it is preferable that the stages are followed and worked through to give the student opportunity to improve.
- 9.13 Where students meet targets or make the required improvements, they may be removed from the system or moved down a stage.
- 9.14 Academic underperformance should not automatically be seen as reason for sanctions and it is expected that individual curriculum teams will use a number of interventions and strategies to support students who are academically underachieving. Where there is repeated non-compliance with these strategies, this process should be used.
- 9.15 If a student is over 18 and has withdrawn permission for the College to contact parents/carers but the College believe that this is in the best interest of the student, the College may instigate the Legitimate Interest process to ensure appropriate external support.

## 10. Behaviour Management Process

### B1: Initial/Informal Stage (led by Teachers, AMs and Cluster Leads)

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| <p><b>Subject Teachers</b></p>                               | <p>Areas for teachers to address through the Behaviour Management Procedures:</p> <ul style="list-style-type: none"> <li>• <b>Low level disruption (talking during explanations, use of phone, shouting out)</b></li> <li>• <b>Failure to hand in work of an appropriate standard or to complete adequate work during lessons</b></li> <li>• <b>Not bringing appropriate equipment or coming prepared for lessons</b></li> </ul> <p>Before raising a formal 'B1 Referral' on Pro-Monitor, Subject Teachers or Mentors should take a series of actions to address the issues and note these on Pro-Monitor under the 'Behaviour Intervention' note type. It is expected these interventions will address the issues in the majority of cases:</p> <ul style="list-style-type: none"> <li>• Speaking informally to student to remind them of expectations</li> <li>• Contacting home to explain issues and expectations (this must happen)</li> <li>• Referral to Learning Development/Wave 2/Coaching</li> <li>• Moving the student within the group</li> <li>• Repeating work</li> </ul> |
| <p><b>Directors and Mentors</b></p> <p><b>B1 Warning</b></p> | <p>If none of the above are successful, the subject teacher should then note a 'B1 Referral' on Pro-Monitor, requesting the Cluster Lead (CCL) to take action. The Cluster Lead should then:</p> <ul style="list-style-type: none"> <li>▪ Check that the teacher has tried appropriate interventions and noted them on the system</li> <li>▪ Review the student's progress to decide whether it still is a cause for concern</li> <li>▪ If the concerns are only in their faculty, the CCL should meet with the student to issue the warning and monitor</li> <li>▪ Refer to Academic Mentor for Behaviour 1 warning if in agreement with the referral and there are concerns across faculties</li> </ul>  |

**The AM/CCL will ensure a B1 letter is sent out, outlining the issues raised and a B1 badge will be placed on the student's ILP. Progress will be reviewed formally, using Pro-Monitor, after 3 weeks.**



### **B3 (led by HoSS / AMMs/DoFs)**

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| <p>Head of Student Services/<br/>Academic Mentor<br/>Manager/ Director of<br/>Faculty</p> <p><b>B3</b></p> | <p><b>If actions on the Individual Behaviour Plan are not met within the timescale or there is no improvement, the AMM/HoSS/DoF will:</b></p> <ul style="list-style-type: none"><li>• Meet the student (and if possible their parents/carers) for a <b>B3 Escalation Contract</b> to be drawn up. This will include:<ul style="list-style-type: none"><li>- The student being placed on a 9-4 timetable, including Supervised Study</li><li>- Targets for improvement set in conjunction with curriculum and pastoral interventions</li><li>- A referral to the HELP meeting</li><li>- A discussion of possible consequences of failing to meet the terms of the contract (suspension, removal from a course and possible subsequent withdrawal of College place, no offer of progression)</li><li>- A weekly review meeting with a member of CLT or AMM on a rota basis</li><li>- A formal review of progress after 4 weeks to include parents/carers</li></ul></li></ul> <p>They may also:</p> <ul style="list-style-type: none"><li>• <b>Temporarily exclude</b> the student. (This is only to be used in cases of serious disciplinary incidents or where it will have a positive impact on the student and will resolve an issue). Any temporary exclusion <b>must be authorised by a member of the Principalship.</b></li><li>• <b>Remove the student from a course</b> (this must be agreed with the Teacher and Director of Faculty). This requires the course failure process to be followed</li></ul> <p><i>NB: If a student is withdrawn from a subject <u>they may find themselves on a part-time programme and may be asked to leave College all together (This will be decided at the HELP meetings).</u></i></p> <p>All action(s) must be recorded on Learner Comments and a copy of the letters (College and student) must be added to the student's file.</p> |
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## Formal Stage 4 – Final Meeting (led by College Leadership Team)

**If the student continues to fail to improve or comply with targets/contract set out in Stage 3 then they will move to Stage 4.**

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| <p><b>College Leadership Team</b></p> | <p>If there is no improvement following Stage 3 and the agreed targets are not met then the relevant CLT member will contact home within 5 days to arrange a Final Meeting:</p> <ul style="list-style-type: none"> <li>- Parents/carers will be invited into a meeting which should take place within 10 days of the referral</li> <li>- All relevant information and notes on strategies and targets will be handed over by HoSS/AMM/DoF</li> <li>- Subject Teachers and Directors of Faculty will be consulted about the actions/required changes needed for the student to remain in College</li> </ul> <p><b>The meeting will either:</b></p> <ul style="list-style-type: none"> <li>▪ Issue a <i>final notice to improve</i>, setting individual targets to be achieved and monitored</li> <li>▪ Result in the withdrawal or exclusion of the student from College.</li> </ul> <p>(All students asked to leave or withdrawing will be referred for a Careers appointment and referred to relevant NEET prevention agency such as CYN or First Point etc)</p> <p>A formal B4 letter will be sent home confirming outcomes of the meeting and next stages, such as right of appeal or new targets to be met.</p> <p><b>If new targets are set and not met, the student will be referred back to the College Leadership Team.</b></p> <p>Action(s) must be recorded on Learner Comments and a copy of the letters (College and student) must be added to the student's file.</p> |
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**Formal Stage 4 – Permanent Exclusion (led by College Leadership Team)**

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| <p><b>College Leadership Team</b></p> | <p><b>Exclusion will be effected in extreme instances of unacceptable behaviour or repetition of unacceptable behaviour following the previous stages of the Disciplinary Process.</b></p> <p>A meeting will be convened between the CLT member, and the student at which reasons for the failure to improve/comply will be explored.</p> <p>The student will be advised of:</p> <ul style="list-style-type: none"> <li>-The reason for exclusion</li> <li>-Their right of appeal against the decision to dismiss them and the procedures involved (See Separate Student Appeals Policy).</li> <li>-The procedure for recording the exclusion</li> <li>-Options for further support following exclusion</li> </ul> <p>A <b>Formal B4 Letter</b> notifying the student of their permanent exclusion and explaining the context and implications of exclusion will be distributed to:</p> <ul style="list-style-type: none"> <li>-The student being excluded</li> <li>-The student file and a summary on Learner Comments</li> <li>-The student's parent(s) / carer(s)</li> </ul> <p>In cases of exclusion, the student will be escorted from the premises at the earliest opportunity, with a provision being made for staff supervision until the time that the student is able to leave the site. The CLT member involved in the dismissal is responsible for ensuring the appropriate supervision of the student.</p> <p><b>All excluded students will be referred for a Careers appointment and referred to relevant NEET prevention agency such as CYN or First Point etc)</b></p> |
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## 11. Principal's Contract

In some cases, to prevent a student's permanent exclusion, a student may be placed on a Principal's Contract. This will take precedence over any disciplinary stages and a student may be placed on a Principal's Contract having not previously been on the disciplinary process.

Examples of where a student may be placed on a Principal's Contract (this list is not exhaustive):

- Following an incident of gross misconduct or period of suspension for gross misconduct (including bullying/harassment)
- Failure of the 42 day period
- Following a prolonged period of absence which would normally have resulted in a student's place being withdrawn (as per the Attendance Policy)
- Following failure to meet the conditions of progression or failure of a course which results in the student not having a full time programme of study

Students on a Principal's contract will be met and conditions of their contract agreed. A copy will be sent home and uploaded to Pro-Monitor. Their progress will be monitored by the Principal regularly.

Failure to meet the agreed targets will result in the student's permanent exclusion and they will have no right of appeal.

## 12. Definition of Gross Misconduct

12.1 Gross misconduct refers to the most serious breaches of acceptable behaviour. It may require immediate temporary suspension under paragraph 13 with the student asked to leave college immediately pending investigation (which may lead to a permanent exclusion), or the student may be put on any of the disciplinary stages.

12.2 If the gross misconduct refers to a particular incident then a **Behaviour Incident Form** should be completed at the time and passed to the Head of Student Services.

12.3 Gross misconduct may include the following, (but this is not intended to be an exhaustive list):

- Violent or threatening behaviour (including the carrying of weapons whether or not their use has been threatened)
- Harassment or bullying –including cyber bullying, hate crime such as homophobia, racism, disablism (refer to the Anti-bullying Policy for more detail)

- Possession of ,or dealing in, illegal substances
- Being under the influence of or in possession of drugs or alcohol
- Vandalism on or off the college premises
- Theft
- Misuse of social media
- Serious breach of the College’s Acceptable Use of IT Policy
- Infringement of the College’s Equality and Diversity Policy
- Any criminal activity which has brought or may bring the college into disrepute in the view of the College Leadership Team
- Cheating in exams or plagiarism
- Any behavior outside of College that the College Leadership Team deems as gross misconduct or bringing the College into disrepute (including physical altercations or threats of violence over social media)

12.4 If a student is found vaping or smoking inside the College, this will result in an automatic 2-day suspension. Staff should pass the student’s ID number to the Principal who will suspend the student and inform parents/carers.

12.5 If the gross misconduct relates to Child Protection or Vulnerable adults, the Safeguarding Policy must be used. If the gross misconduct includes potential criminal activity, the College must not undertake any internal investigation until the police investigation is completed.

### **13. Use of Temporary Suspension**

13.1 At the discretion of a member of the Principalship, a student may have their right to attend the College suspended, either during a period of investigation in relation to a particular instance or as part of a ‘cooling off’ period following an incident of unacceptable behaviour.

13.2 A member of CLT will advise the student of the suspension in the presence of a second staff witness, and the reason for the action being taken.

13.4 The student will be escorted from the premises at the earliest opportunity, with a provision being made for staff supervision until the time that the student is able to leave the site.

13.4 The member of CLT involved will be responsible for ensuring the appropriate supervision of the student.

13.5 The member of CLT responsible will make immediate contact with the student's parent(s)/ carer(s) to advise them of the temporary suspension. They will also receive a copy of a letter confirming the temporary suspension, and the reason for the action being taken. The actions taken must also be recoded in Learner Comments.

13.6 They will also inform Subject Teachers and request work to be sent via email or post to the student for the period of their suspension to minimise impact on the Student's academic progress.

#### **14. Dealing with Unauthorised Presence on the College Premises**

Any student or other person who is found to be on the College premises without permission, during a period of temporary exclusion/suspension or following permanent exclusion will be requested to leave immediately by Premises or any other member of staff present. Should the person concerned fail to leave, a **Behaviour Incident Form** should be completed and the duty manager called. This may result in permanent exclusion and/or the involvement of the police. The police may be called immediately by the Premises Team if their safety or the safety of staff/students is compromised.

Students found to be bringing friends or other non-students on to site, or in the company of non-students, will be suspended pending a parent/carer meeting. It is vitally important for the safety of staff and students that we only have registered students on site.

#### **15. Dealing with suspected Criminal Offences**

Where any member of staff has reason to believe that a student may have committed a criminal offence, St Brendan's Sixth Form College reserves the right to refer the matter to the police and to continue disciplinary proceedings under this procedure or, to temporarily exclude the student pending the outcome of police enquiries and charges which may be brought against the student. Where the student has been temporarily excluded under this provision, when the results of those enquiries and any criminal proceedings are known, the College reserves the right to recommence proceedings under these procedures in relation to the matter. It is emphasised that in relation to the application of this procedure, the College is not bound by the results of any criminal proceedings against students.

#### **16. Addressing unacceptable behaviour outside College Premises**

An individual's behaviour outside College premises may cause action to be taken under this disciplinary procedure if, in the opinion of the College Leadership Team, it is injurious to others or reflects badly upon the College or the reputation of the College body. This will also apply to internet misuse, including social media platforms and email.

#### **17. Related Policies and Guidance**

- Appeals Policy and Procedure (Exclusions)
- Safeguarding Policy
- Student Attendance Policy
- Legitimate Interest Assessment

- Progression Policy

