

## Positive Behaviour Management Policy

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Department:	Student Services	
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Specific groups to whom this policy directly applies:	<input checked="" type="checkbox"/>	Staff
	<input checked="" type="checkbox"/>	Students
	<input checked="" type="checkbox"/>	Governors
	<input checked="" type="checkbox"/>	Senior Post Holders
	<input checked="" type="checkbox"/>	Workers (including Casuals, Agency, Contractors etc.)
	<input type="checkbox"/>	Other (Please specify): <a href="#">Click or tap here to enter text.</a>
People/Groups consulted:	<a href="#">Click or tap here to enter text.</a>	
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## **Positive Behaviour Policy**

### **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.

### **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 the College values and 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 Policy is considered to be breached when a student does not abide by the agreed College Learner Agreement or when their behaviour:
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- 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. Acceptable Use of IT Policy, Equality and Diversity, Safeguarding or 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 subject to any level of intervention 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)
  - Online or face to face harassment or bullying, hate crime such as homophobia, racism, disablism (refer to the Preventing Bullying and Harassment Policy for more detail)
  - Child on child sexual abuse or harassment
  - 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
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- 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
- Repeated and consistent refusal to wear the College lanyard
- Bringing non-students onto College site
- Misuse of or damage to the College's Sports facilities and pitches
- Abusive language towards staff

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 may choose not undertake any internal investigation until the police investigation is complete.

## **5. Use of Temporary Suspension**

- 5.1 At the discretion of a member of the College Leadership Team, 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.
- 5.2 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.
- 5.3 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.
- 5.4 The member of CLT involved will be responsible for ensuring the appropriate supervision of the student.
- 5.5 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.
- 5.6 They will also inform Subject Teachers and request work to be sent via email or Teams to the student for the period of their suspension to minimise impact on the Student's academic progress. They will also inform the Attendance Officer so registers can be updated correctly.
- 5.7 The member of CLT responsible will inform the Principal and DSL of the reasons for suspension, length of suspension and planned return date.

## **6. 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

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the person concerned fail to leave, the Duty Manager will be called. This may result in permanent exclusion and/or the involvement of the police. The police may be called immediately if 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.

## **7. 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.

### **7.1 Searching Students**

If a student is suspected of carrying drugs, weapons or other illegal or banned items which may harm the student or others, the DSL, Deputy or other member of College Leadership Team may search a student and/or their belongings. The College follows DfE Searching, Screening and Confiscation: Advice for Schools in this respect and will ensure two staff members are present at all times.

## **8. 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.

## **9. Roles and Responsibilities**

### **9.1 Students**

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

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

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- To participate fully in all learning activities, meet the College Studentship expectations and complete all independent learning tasks
- To value the ethos of the College and respect College staff, other students, facilities and resources
- To abide by all College policies and behave in a way that exemplifies the College values and British Values.
- To help to create an inclusive ethos where everyone feels respected and that they belong
- 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 use language that is respectful to others, does not deliberately cause offence and is suitable for a learning or work placement environment
- To contribute to sustainability
- 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
- To report concerns where they witness behaviour that falls short of the College expectations, is harmful or discriminatory to others or when they see someone who they believe should not be on College site

## 9.2 ***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, bullying, discrimination or harassment
  - To have any complaint taken seriously by the College and investigated/resolved as necessary
  - To be treated with respect
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- 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

#### **Contact with Parents/Carers:**

If a student is over 18 and has withdrawn permission for the College to contact parents/carers but the College believe that this isn't in the best interest of the student, the College may instigate the Legitimate Interest process to ensure appropriate external support.

### **9.3 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 the Inclusive Learning Team
- 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.

#### **Teaching and delivery staff**

- Follow up behaviour concerns with the student and parents/carers with specific targets and interventions
  - Report any persistent issues with students to their Progress Tutor
  - Promote the College expectations through their own behaviour and teaching standards
  - Update Pro-monitor with notes and actions
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### **Progress Tutors**

- Review the behaviour intervention report, and liaise with Progress Tutor Managers, teachers and Cluster Leads to identify students who require a Tutor Intervention
- Work with the student to improve behaviour and progress with regular target setting and review meetings
- Deal with any personal/pastoral issues that affect behaviour or engagement
- Liaise with parents/carers in order to resolve issues and update on progress
- Update ProMonitor with notes and actions relating to behaviour and engagement
- Refer to Senior Progress Tutors for Level 3 or the Access to Level 3 Team for ATL3 students when adequate progress is not being made

### **Curriculum Cluster Lead**

- Discuss students causing concern at team meetings and take early action to resolve issues
- Review behaviour and engagement in clusters using the Behaviour Intervention Report
- Check subject teachers are following up on student behaviour consistently and course review documents are completed
- To meet students and parents/carers to support class teacher interventions
- Refer students who are not making adequate progress to Progress Tutors or the Access to Level 3 Team

### **Progress Tutor Managers**

- Liaise with Progress Tutors to identify where students are not responding to intervention and require a Senior Tutor Intervention for Level 3 or referral to the Access to Level 3 Team
- Liaise with parents/carers in order to improve behaviour and resolve issues that have been referred by Progress Tutors
- Meet regularly with DoFs and Cluster Leads to discuss and plan for students not responding to intervention
- Hold regular target and review meetings with students as part of the Senior Tutor Interventions
- Bring any students not responding to interventions to the Pastoral Board

### **Access to Level 3 Team**

- Discuss students on Access to Level 3 who have been referred or are not responding to Tutor interventions
- Review the intervention report and KAG data to identify students who may require intervention
- Hold regular intervention and target setting meetings with students, liaising with teachers and parents and carers about progress made
- Refer students who are not responding to intervention to the Pastoral Board

### **Directors of Faculty**

- Monitor behaviour and engagement trends or issues at Faculty level
- Ensure CCLs and following process and interventions are appropriate and that course reviews are completed
- Work with CCLs on strategies to improve overall behaviour and engagement for their Faculty
- Meet with Progress Tutor Managers to discuss and plan for students not responding to intervention
- Refer students to Pastoral Board where students have not improved, are at risk of course failure or non-completion

### **Pastoral Board**

- Membership will consist of the following roles:
  - Vice Principal for Curriculum and Quality
  - Head of Student Wellbeing and DSL
  - Progress Tutor Managers
  - Attendance Officer
  - Inclusive Learning Lead
- The purpose of the Pastoral Board is to review students who have been referred following course reviews, where their attendance is below 70% and/or they are not responding to interventions. The meeting is the final stage after all other interventions have been exhausted.
- The Board will also review students at each KAG point to identify and plan for those most at risk.
- Students will be reviewed and actions will include;
  - Mental health or welfare support
  - Move to Fitness to Study process
  - Referral to external agencies
  - Referral to careers
  - Referral back to curriculum or Progress Tutor
  - Academic Review meeting with a Vice Principal

### **Equality Impact Statement**

We are committed to ensuring that, as far as is reasonably practicable, the way we provide services to our students and the way we treat our staff reflects their individual needs and does not discriminate against individuals or groups on any grounds of any of the protected characteristics defined by the Equality Act, which are age, disability, gender re-assignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

We will endeavour to make reasonable adjustments to accommodate any individual with particular equality and diversity requirements in implementing this policy and procedure.

## **Further information**

### **External information**

Relevant legislation and statutory requirements that have been taken into consideration for this policy include:

- Working Together to Improve School Attendance (2024)
- Keeping Children Safe in Education (2025)
- Working Together to Safeguard Children (2023)

### **Internal information**

Local policies and procedures that have been taken into consideration for this policy include:

- Safeguarding Policy
- Fitness to Study Policy
- Attendance Monitoring Policy
- Legitimate Interest Policy
- Equality and Diversity Policy
- Student Appeals Policy
- IT Acceptable Use Policy

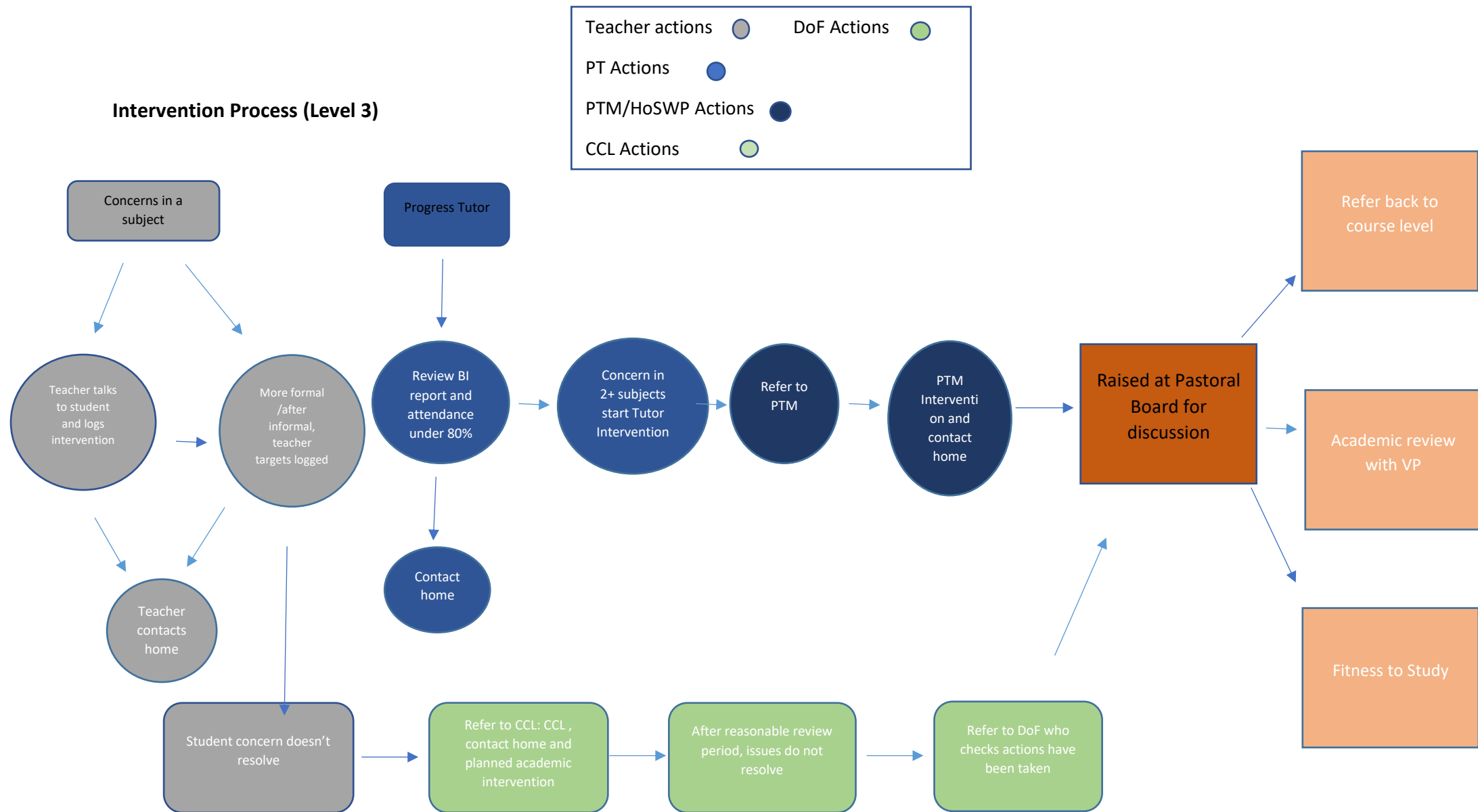
## **Policy review**

This policy will be reviewed annually from the date of approval.

The policy may be reviewed at an earlier date if necessary, for example, to update it in line with changes in legislation, organisational development or good practice.

Any individual who has queries regarding the content of this policy, or has difficulty understanding how this policy relates to their role, should contact the Policy Author.

## Intervention Process (Level 3)



## Intervention Process (Access to Level 3)

