

BEHAVIOUR (OF STUDENTS) POLICY

<i>Date of Policy</i>	<i>July 2008</i>
<i>Updated</i>	<i>Dec 2011</i>
<i>Approved by Principal(s)</i>	<i>Yes</i>
<i>Review Date</i>	<i>June 2012</i>
<i>Key Staff</i>	<i>All Teachers, SLG, Pastoral Staff</i>
<i>Lead on Updating Policy</i>	<i>Vice Principal, Canterbury</i>

Rationale

High standards of motivation and behaviour are central to the College's primary objective in aiming for excellence in all aspects of College life. The aim of the behaviour policy is to ensure that all students, as well as staff and parents / carers, clearly understand where the boundaries between acceptable and unacceptable behaviour lie. The Behaviour Policy is maintained through a hierarchy of rewards and sanctions which will be firmly, fairly and consistently applied and ultimately through exclusion.

Purpose

Overall, the policy will:

- foster the ideals of hard work and individual standards of excellence.
- promote self discipline, respect for self and others, and a sense of responsibility towards the College and the Community at large.
- foster independence of thought and deeds within the boundaries set by the College.
- ensure the health and safety of all members of the College community.
- Be sensitive to the needs of differing ethnic and cultural groups
- encourage students to be ambassadors for the College.
- enhance a student's trust, respect and loyalty to the College

In order to maintain the high standards of behaviour, bullying or harassment will not be tolerated by any member of the College community on grounds of race, religion, gender, ability or any other differences.

Guidelines

All students are expected to behave in a responsible manner, showing courtesy, respect and consideration towards other people at all times. All students are therefore expected to:

- follow the Student Contract which they will all be expected to sign
- attend all lessons and be punctual
- be fully supportive and make a positive contribution in all lessons
- abide by all College rules
- attend regular meetings with their Personal Tutor and strive to develop a positive relationship with them
- work with complete dedication towards the targets in their Individual Learning Plan
- inform their Personal Tutor or another member of the College if they need help
- show respect and consideration towards staff and visitors at all times
- respect and show consideration towards other students and their property
- behave in a manner which ensures the safety and welfare of all members of the College community
- respect the College buildings, equipment and grounds

High standards of behaviour and excellence will be recognised through College Assemblies and directly by Personal Tutors and Senior Staff, whereas breaches of the Behaviour Policy will be dealt with by the College Five Stage disciplinary Process.

Rewards

Rewards can be far more effective than sanctions in creating a happy and successful College. Reward postcards are available, and students are regularly awarded special certificates to celebrate their work at the College. Vice Principal's Certificates celebrate attendance, Principal's Certificates celebrate contribution to the college and beyond. Students also receive certificates for their work on Enterprise Activities and Student Leadership Conferences and other events. Tokens are given out for Healthy Living (walking to College rather than taking buses, regular sports in addition to Thursday afternoons, taking part in exercise activities etc.) The student with the most tokens is awarded a special prize at whole College meetings.

In order to achieve consistency in applying the Behaviour Policy all staff will:

- adhere to the student and staff Contracts of Achievement.
- ensure all students follow the Contracts of Achievement.
- ensure that students are aware that all bullying concerns will be dealt with sensitively and effectively.
- maintain an orderly and stimulating working environment with an emphasis on positive actions and rewards.

- refer to the College anti bullying policy

Exclusions and Sanctions

Exclusion is a sanction to be sparingly used and occurs at Level 5 of the Discipline Ladder. Students may be placed at any level on the ladder according to the severity of a misdemeanour. When a student reaches Level 5 they will be permanently excluded. Report cards, suspension, meetings with senior staff, positive re-enforcement and support, rewards and meetings with Heads of Dept are all strategies which may be used to effect change with students as appropriate, along with support and advice given by Personal Tutors, in College Assemblies and in Personal Development sessions. Students can appeal a decision at any level to the person in charge of the next level up. Appeals against permanent exclusion can be made to the Managing Director of CATS College

Consideration of Disabilities and Additional Learning Support

Students who are on the College Additional Support Register or who have particular needs will be treated on an individual basis. Reasonable adjustments should be made by the Pastoral Manager and Vice Principal where issues of behaviour arise bearing in mind the identified needs and how they impact on a given situation.

All Personal Tutors supported by Pastoral Manager/Vice Principal will:

- explain to students the stated purpose of the Behaviour Policy and approaches to anti-bullying through structured tutorial time.
- monitor and evaluate the success or otherwise of each student through progress reports and statements, and the rewards and sanctions systems.
- Identify students who are underachieving or whose attendance is a cause for concern and mentor appropriately, referring for further support as necessary.
- work constructively and in partnership with external agencies as required and following the College Child Protection Policy
- report back quickly to parents/carers/agents regarding any concerns in consultation with Pastoral Staff

Supervision of students

Staff are expected to maintain suitable supervision of students in their care at all times, and whenever they are in the College. Guidance in 'What to do if' is provided below, and you should also be familiar with the College restraint policy. You are expected to ensure students behave in an appropriate, respectful and well behaved manor at all times around the College and in your lessons, and College systems



Appendix Seven-

Exclusion and Suspension procedure
Q: Drive/Policies/Discipline and rewards

Appendix Eight-

Support ideas for the classroom from Staff Handbook

This policy takes account of:
Every Child Matters. DfES 2004
Bullying – A Charter for Action DfES 2004
Removing Barriers to Achievement DfES 2004 .
National Minimum Boarding Standards
Advice from the Secretary of State

A Guide to the Disciplinary Process

The events beside the stages is a guide only and not a full comprehensive list. The disciplinary process is used for attendance and behaviour and as such the stages need to be in succession unless the behaviour is serious to warrant moving to a higher stage – only the Vice Principal and Principal can authorise this. Students can appeal at any stage to have decisions reviewed by the member of staff responsible for the next stage up. Students can refer a decision from the Principal for review to the Managing Director of CATS Colleges.

Any warnings issued will need to be recorded in the Central Sanctions log held by the Pastoral Manager and on the Conduct section of Magellan.

Stage 0	<p>Informal discussion with student – action plan improvement in attendance / behaviour</p> <p><i>Consider Supervised extra study/homework/place on report/gating/detention</i></p>	<p>Persistent lack of attention in Class- not a one off incident Failure to complete homework and one chance being given Rudeness or disrespectful behaviour in class Alcohol in rooms Leaving College without an exeat Smoking in rooms</p>
<p>Attendance issued by PT</p> <p>Behaviour issued by Head of House/Pastoral Manager</p>	<p>First Written Warning</p> <p><i>Consider Supervised extra study/homework/place on report/gating/detention</i></p>	<p>Persistent lack of attention in Class- not a one off incident Late for class three times in a week Failure to complete homework and one chance being given Rudeness or disrespectful behaviour in class Alcohol in rooms Leaving College without an exeat Smoking in rooms</p>
<p>Attendance issued by PT</p> <p>Behaviour issued by Head of House/Pastoral Manager</p>	<p>Second Written Warning</p> <p><i>Action with student an agreed improvement plan</i></p> <p><i>Consider Supervised extra study/homework/place on report/gating/detention</i></p>	<p>Fighting after investigation has taken place and no mitigating circumstances Bullying Failure to complete homework Repeated minor offences Serious case of absconding without permission Damage to furniture (with Bill issued to cover cost of damage) Interfering with a smoke Alarm/smoking in rooms (plus three hundred pound cost)</p>
<p>Issued by Senior Staff</p> <p>(Programme Directors/Senior Tutor/Head of Welfare, Curric Dir)</p>	<p>Senior Staff Warning</p> <p><i>Action with student an agreed improvement plan</i></p> <p><i>Consider Supervised extra study/homework/place on report/gating/detention</i></p>	<p>Failure to complete homework Shoplifting (may also have police involvement) Serious discipline Issue or repeated minor one Smoking in rooms/Interfering with smoke alarm plus £300 cost Bullying behaviour Damage to furniture</p>
<p>Issued by VP</p>	<p>Final Written Warning</p> <p><i>Must have face to face meeting with VP or Principal with a clear contract signed which spells out what will lead to stage 5.</i></p>	<p>Fighting after investigation has taken place and no mitigating circumstances Bullying or Racist incidents Failure to complete homework Repeated minor offences Serious case of absconding without permission Damage to furniture (with Bill issued to cover cost of damage) Interfering with a smoke Alarm/smoking in rooms (plus £300 costs)</p>
<p>Authorised by Principal</p>	<p>Suspension pending Permanent Exclusion</p>	<p>Drug Offences Serious Assault Serious Bullying Behaviour Serious non- attendance Continued Health and Safety issues</p>

The College reserves the right to place students on any one of these levels without prior warning, depending on the severity of the issue involved.

Who does What:

The PT	Curriculum Dir	Head/Dir of Welfare	Director of Studies	Vice Principal
Stage 1 and 2 warnings	Stage 1 and 2 Warnings	Stage 3 Warning	Stage 3 Warning	Stage 4 Warning
Any issue in lessons	Pick up issues from subject staff and support	Specific serious Welfare, attendance or Pastoral issues	More serious academic issues.	Final stage before Permanent Exclusion
Homework issues	Additional support put in place to support students below Target	Issues from Residencies with Accommodation Manager	When CD or PT intervention not worked	Monitoring Stage 4 students
Behaviour	Put student on report card to subject teacher or CD	Regular monitoring stage 3 students	Regular monitoring stage 3 students	Moving students down stages
Put student on report card to PT	Behaviour	Stage 3+4 Report cards	Stage 3+4 Report cards	
		Moving students down stages	Moving students down stages	

What to do If...

In Class Issues

<p>A student is dozing or not paying attention in class</p>	<ul style="list-style-type: none"> • Ask them a direct question • Change the activity to refocus attention • Move into pair work or small group work where they will be forced to contribute • Have a quiet word after class • Have a quiet word in class! • Make a joke of it and re-focus class • Make everyone stand up and walk round, then sit down again – they may be flagging! • Do a mini-plenary with class – what are they learning? Is it working? What are they finding difficult? Feed back in pairs, on paper, to whole class – whatever appropriate • Use rewards at an early stage – remember they can be really motivating. Make sure you praise good behaviour and think of ways to reward students to help them be motivated and engaged • Are there issues at their accommodation. Are they sleeping? Refer issue for Welfare to check • Get them to write key points or ideas on whiteboard
<p>If a student is late for your lesson</p>	<ul style="list-style-type: none"> • Make sure your lessons always start promptly – have a sheet on the desk so they have something to work on as soon as they come in so they get used to the idea lessons start promptly • Always challenge lateness – ask why while rest of class working. Make your expectations clear and insist on them • Ask more gifted students to recap on lesson and explain what latecomers missed – get them to explain from the front of class
<p>If a student is persistently late, not attending or not paying attention in class</p> <p>Difficulties in Learning?</p>	<ul style="list-style-type: none"> • Notify House Supervisor – can they check they are out of the house when your lesson is on • Ask the student to come and see you on their own and ask for an explanation • Check with ESL – are there language issues – are they reluctant to come because they don't understand lessons? • Is your material appropriate? Talk to your Head of Dept or another teacher for another opinion – this can be helpful • Is your lesson differentiated enough? Can you do more to meet the students specific need? Individual worksheet, recapping on work more – individual explanations etc • Check the SEN register to see if there are strategies you need to be using • Ask them to come to an extra workshop class with you or someone in your Dept • Check their ILP Targets on Magellan. What does it tell you about the way this student needs to develop? Integrate these ideas into your

	<p>teaching</p> <ul style="list-style-type: none"> • Check with Pastoral Team there are no Welfare issues here • Make sure you have their mobile number and call them to ask for an explanation
If you have tried all the above, and things still aren't working	<ul style="list-style-type: none"> • Talk with their Tutor – are there ways you can work together to help? • If conduct is wilful and student deliberately being awkward, discuss moving to a verbal warning or Stage One warning – tell student and give them an informal warning first.
If a student is aggressive to another student	<ul style="list-style-type: none"> • Intervene immediately • Calmly invite the student to explain the issue to you outside the class • Contact Pastoral staff to escort the student to a Senior Member of Staff • Ensure the “victim” talks to you and/or a senior member of staff immediately after the lesson. • Supervise an apology in the break time • Inform supervisors and relevant others
If a student is aggressive towards you	<ul style="list-style-type: none"> • Respond calmly and quietly • Say you are sorry they are upset • Avoid moving towards them, pointing or using angry gestures • Suggest you speak together to another staff member • Alert the nearest teacher.