

# **Managing Student Behaviour**

## **Policy and Procedures**

Name of policy	Managing Student Behaviour Policy and Procedures
Name of person responsible	Rebecca Foreman Vice Principal Student and Learning Support
Highest body approving the policy	Corporation
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# Managing Student Behaviour: Policy and Procedures

## 1.0 Introduction

- Inappropriate behaviour has many causes which can be complex. Our aim is to ensure that students stay at college and complete their course. Therefore managing behaviour should be seen firstly as a support issue with actions to address and change behaviour. Only if the misconduct is serious, persistent or causing serious disruption to others should formal disciplinary procedures be used.
- High standards of student behaviour are strongly linked to high achievement and contribute to the creation of a safe, welcoming and pleasant working and learning environment.
- When students behave appropriately it supports students to learn and staff to do their job well. Students want an ordered environment that allows them to feel safe and as the basis for learning.
- Our aim is to promote positive behaviour by having a clear behaviour management approach and to focus on the prevention of inappropriate behaviour by using effective behaviour management techniques. All staff teaching and business support have a responsibility to promote positive behaviour through their own conduct and their treatment of students

## 1.1 Principles

- The standards of behaviour are set out in the Expectations of Student Behaviour (see Appendix 1). These are discussed and agreed with students in induction.
- The management of student behaviour is the responsibility of **all** staff teaching and non teaching.
- It applies to all students and to all areas of the College including outside the classroom and in the immediate College vicinity
- The behaviour of students can be strongly influenced by the behaviour of staff; how we prevent and respond to situations can greatly influence the outcomes.
- There are three areas of concern: course progress, attendance and behaviour which will be addressed through the student behaviour management process.
- If poor performance in these areas is identified as a Safeguarding issue this may be dealt with outside the behaviour management process.
- All staff must follow the agreed procedures as detailed in this document.
- Any student who believes that they have been treated unfairly or not in accordance with the procedures may appeal as described in section 5.3.4.

- Parents/ carers of students under 18 will be kept informed unless there is good reason related to the safety of the student not to do so.
- Employers may be informed if the behaviour management process has been used.

## **1.2 Students with disabilities and learning difficulties**

- Factors associated with disability should be considered when students with disabilities or learning difficulties are involved in any behaviour management procedure. Appropriate reasonable adjustments should be made including those where adjustments should be in place to avoid the necessity to begin disciplinary procedures.
- Students with disabilities are entitled to receive additional support as necessary at all stages of the procedures, for example by the provision of a support worker or signer or by providing information in an alternative format.
- Full details of these procedures are in section 7.0

## **1.3 Three Stages**

- The behaviour management process at City College is based on the concept of three stages. This allows inappropriate behaviour, attendance or course progress to be noticed and discussed with the student and for them to be given opportunities to address and change patterns of behaviour.
- Only if the student cannot be supported, there is no change in behaviour or the misconduct is serious, persistent or causing serious disruption to others should the formal procedures be used.
- This process is explained in section 5.0 below

## **2.0 Guidelines for Promoting Positive Behaviour**

### **2.1 Setting Standards**

- All staff have the responsibility to respond to and deal with inappropriate behaviour when it occurs even if the students are not from their own teaching area or department. This is vital in creating a safe, calm atmosphere that is pleasant for all of us to work and learn in.
- Learning is more effective if it takes place in an environment of mutual respect and where learners have clear guidelines and expectations of what is and what is not acceptable.
- The College has a clear set of Expectations of Student Behaviour (appendix 1) that detail how we expect our students to behave whilst in college. These expectations were written in consultation with students and will be reviewed annually by the Student Council.
- These expectations should be made clear at induction and reinforced regularly throughout the year, at a minimum every half term.
- The standards must be applied consistently and fairly and to all students. Any exceptions must be justified and relevant to the circumstances.

### **2.2 Guidelines to Promoting Positive Behaviour**

- Where appropriate, staff can use the in-class '3 steps' method detailed in Appendix 2.
- Guidelines for staff on managing behaviour in the wider College are in Appendix 3.
- It is expected that staff will always respond to incidents of inappropriate behaviour. If left unchallenged it is likely to escalate. Be firm, clear, consistent and open. Decide how you will respond and discuss with your class so they know what to expect and when they are crossing the line.
- The behaviour of students can be strongly influenced by the behaviour of staff. Whilst we may not be the cause of disruptive behaviour, how we prevent and respond to situations can greatly influence the outcomes.
- Encourage positive relationships in the group and model an inclusive approach that is fair, consistent and built on respect. Listen to students and acknowledge feelings and views that are raised. Be open in discussions about behaviour and possible causes. This can be done in a 'quality circle' time in tutorials.

## 3.0 Procedures for Managing Student Behaviour

### 3.1 Three Stages

The behaviour management process at City College is based on the idea of three stages. This allows inappropriate behaviour, attendance or course progress to be noticed and discussed with the student and for them to be given opportunities to address and change patterns of behaviour.

Concerns over learning progress or minor behavioural issues should initially be considered a curriculum and/or support issue. If the student cannot be supported, there is no change in behaviour or there is serious disruption to others then the formal behaviour management procedures should be used.

Sometimes it is not possible to clearly separate what may be the presenting behaviour (minor disruption, absence, poor quality work) and the causes which can be complex and difficult to unravel. There may also be underlying issues relating to safeguarding (child protection), disability or illness or other social concerns, eg caring responsibilities

It is recognised that 'misconduct' covers a wide range of behaviour and situations. Some behaviour might be considered 'minor' in one situation and more serious in another: for example, a student under the influence of alcohol in a motor vehicle workshop constitutes an immediate safety risk.

### 3.2 There are **three** Areas of Concern which can lead to action

- Course Progress
- Attendance
- Behaviour

If it is believed that poor performance, attendance or misconduct may be due to a **safeguarding** issue then this should not be considered a behaviour management issue (see section 5.4) and a referral should be made to the appropriate area.

#### **Stage 1** Formal Warnings

#### **Stage 2** Review Meetings (for attendance, course progress, serious misconduct) leading to Action Plans

#### **Stage 3** Formal Hearing: for lack of progress on action plans and major misconduct.

The process for dealing with each of these areas is detailed below. It is quite acceptable to move directly to or jump over stages if the misconduct is serious or escalating. If a student has learning difficulty or disability, please see section 7.0.

## 4.0 Summary Procedures for Managing Student Behaviour

<b>Safeguarding</b> (see section 5.4)	Cause for Concern referral to Intensive Support or Child Protection Team
Ongoing Monitoring	In class warnings. IPRs/ Team meetings
<b>Stage 1: Formal Warnings (maximum of 3)</b>	
When <ul style="list-style-type: none"> <li>Poor attendance/lateness</li> <li><b>Minor misconduct</b></li> </ul>	<ul style="list-style-type: none"> <li>Issued by any teacher; can be verbal (ie do not have to be in writing)</li> </ul>
Record	Electronic ILP
<b>Stage 2: Review Meetings</b>	
<i>For students with a disability or learning difficulty complete a ‘<b>Managing Student Behaviour: Students with Disabilities or Learning Difficulties</b>’ form and seek advice from Intensive Support</i>	
When <ul style="list-style-type: none"> <li>Continued poor attendance/lateness or misbehaviour</li> <li><b>Serious Misconduct</b></li> <li>Below expected progress on course</li> </ul>	<ul style="list-style-type: none"> <li>Review meeting with student and teacher and/or team leader</li> <li>Outcome: Action Plan</li> <li>Review of Action plan progress</li> </ul> Where appropriate <ul style="list-style-type: none"> <li>2<sup>nd</sup> Review meeting and Action Plan</li> <li>Recommend withdrawal for attendance</li> <li>Recommend Formal Hearing</li> </ul>
Record	Electronic ILP Action Plan on student file
<b>Stage 3: Formal Hearing</b>	
<i>For students with a disability or learning difficulty complete a ‘<b>Managing Student Behaviour: Students with Disabilities or Learning Difficulties</b>’ form and seek advice from Intensive Support</i>	
When <ul style="list-style-type: none"> <li>Recommended by review meeting for continued poor attendance/ lateness or misconduct; failure to achieve action plans</li> <li><b>Major Misconduct:</b> investigation by Curriculum Head</li> </ul>	<ul style="list-style-type: none"> <li>Formal Hearing chaired by Curriculum Head</li> <li>Vice Principal to attend if serious</li> <li>Outcome: Recommended action</li> <li>Right to appeal to Vice Principal Student and Learning Support</li> </ul>
Record	Electronic ILP Letter on student file
Information Sharing for all stages	Weekly report at Team Leader meetings Electronic ILP records

## 5.0 Procedures for Managing Student Behaviour: Detail

### 5.1 Stage 1 Formal Warnings

As well as setting the tone and being clear about expectations, teachers and College staff can and should challenge behaviour that is not acceptable in or outside the classroom. This might be low level misbehaviour that is nonetheless disruptive to teaching and affects the student's own learning or that of others in the class. Staff can use the 3 steps method detailed in Appendix 2

Minor misconduct may include

- using mobile phones in class
- chatting and not listening
- lateness
- low level swearing
- not wearing uniforms
- not following reasonable instructions

Where behaviour has been challenged and no change occurs, then the teacher can issue a Formal Warning. These can be verbal, ie do not have to be in writing, but should be logged on the electronic ILP system. It must be made clear to the student that this is a formal warning and that they are at Stage 1 of the behaviour management process.

A teacher should give no more than **three** warnings (it can be less) before moving on to Stage 2.

### 5.2. Stage 2 Review Meetings

If a student has a learning difficulty or disability please see section 7.0

A review meeting can be held when

- a student has received up to 3 Formal Warnings
- there is an incident of serious misconduct
- where there have been no improvements in attendance, behaviour or course progress

#### 5.2.1 Concern about Progress on Course

Examples of issues where there would be a concern about progress on course include, but are not restricted to:

- failure to submit coursework or assessments
- unsatisfactory standard of coursework or assessments
- unresolved disputes between students
- performing at a level below that expected from prior achievements
- demonstrating difficulty in studying at the level required for achievement.

In dealing with concerns about learning and progress on course, the aim is that the student will have appropriate support to improve their progress, continue their course and work positively to achieve a successful outcome. College support services, for example tutorial support, additional learning support, personal advisers and counselling, may all have a part to play in this process, and should be involved before any disciplinary action is confirmed.

Student progress is monitored through the Individual Progress Review (IPR) system by a personal tutor with clear highlighting of concerns, setting of targets and actions for improvement. The personal tutor has the role of co-ordinating concerns from other teaching staff. Student progress will also be discussed at Team Leader meetings.

### **5.2.2 Concern about Behaviour or Attendance: Serious Misconduct**

Serious misconduct includes but is not restricted to:

- attendance falling below 85%
- repeated formal warnings that have not led to changes in behaviour
- on-going disruptive behaviour following warnings
- repeated use of language or behaviour that offends others
- behaviour that may be seen as bullying
- breach of the IT acceptable use agreement including offensive messages or images or misuse of social network sites
- minor damage to equipment/buildings/others' property
- being on premises under influence of alcohol or drugs
- inappropriate behaviour on a College trip or event or during a work placement
- breach of College health and safety regulations
- refusal to follow reasonable instructions by a member of staff

In dealing with serious misconduct, the aim is that students will have appropriate support to alter their behaviour, continue their course, and work positively to achieve their learning goals.

Students should have previously been given clear (up to a maximum of 3) formal warnings that their conduct is not satisfactory. These must be logged.

Serious misconduct should be reported to the student's team leader. They will liaise with subject staff, support staff and other relevant people to attempt to resolve the issue.



### 5.2.3 Conducting a Review Meeting

A **Stage 2 Review** meeting is between the student, the teacher who is concerned and, if appropriate the Team Leader to discuss the student's attendance, behaviour or course progress.

Other staff, including learning support and student support staff should be involved where relevant. Parents/carers may be invited as appropriate.

The meeting must take into account any disabilities or learning difficulties that may have affected the student's behaviour. This should have been recorded on the 'Managing Student Behaviour: Students with Disabilities or Learning Difficulties' form. See section 7.0

An Action Plan (appendix 4) will be formally written down and placed on the student's file. A target date will be agreed by which performance and progress will be requested. The student should be warned that failure to follow the agreed plan, or any further reported misconduct, will lead to a formal hearing and possible exclusion from the College.

The action plan may include:

- targets and actions for improvement in attendance, behaviour or course progress
- a recommendation for change of course with a referral to Guidance or Careers Services as appropriate.
- a requirement to access appropriate support services.

The student will sign a copy where they are agreeing to the actions and are clear that if they do not meet the requirements they may be moved to the next stage of the process.

A date will be agreed at which an update on progress will be requested from the tutor or teacher and the success of the actions reviewed.

At the agreed date the teacher and Team Leader will carry out a review progress against the action plan. If progress has been satisfactory, this will conclude the matter. The teacher or Team Leader will inform the student and the member of staff who originally brought the issue that the matter is closed.

If no progress has been made, the Team Leader may need to hold a second Review meeting with the student. This meeting may involve the Curriculum Head. This review, depending on circumstances may:

- agree extra time for the actions to be conducted
- create a new action plan to deal with the situation
- recommend that a Formal Hearing should be held, which could result in exclusion from College.

If after a second Action Plan there is no improvement, a recommendation for a Formal Hearing should be made.

- The Formal Hearing should take place as in 5.3 below, using information already available from the previous meetings. Students have the right to appeal as in 5.3.4.

### **5.3 Stage 3 Formal Hearing**

A stage 3 formal Hearing will be called when there have been no improvements from the Action Plans or there is major misconduct by a student.

If a student has a learning difficulty or disability please see section 7.0

Major misconduct includes but is not restricted to:

- highly offensive language or behaviour (including bullying) especially if of a racist, homophobic or sexist nature or if due to disability
- serious breach of the College IT acceptable use policy including cyber-bullying, offensive messages or images or breach of computer network security
- violence or serious threats of violence to staff or students or members of the public related to the College's business
- taking or selling restricted drugs
- theft from a student or member of staff or of College property
- causing a serious risk to staff, student or their own health and safety
- behaviour resulting in significant disruption to the running of the College and/or other services, i.e. setting off fire alarms or making hoax calls
- making false or misleading claims in order to fraudulently receive an EMA or Learner Support Fund payment
- serious damage to College property
- conspiring with others to conduct the above
- attempts to alter or pervert the examination or assessment procedure
- malicious allegations against a member of staff or students
- carrying or using an offensive weapon or threatening to do so
- actions which seriously affect the reputation of the College and bring it into disrepute

#### **5.3.1 'Time Out' Suspension**

Any student alleged as responsible for an incident of major misconduct can be immediately be given a 'time out' suspension by a relevant College Head or Vice Principal. Suspension is a neutral act; it does not imply either guilt or innocence and is a temporary situation used to stabilise a situation while protecting the interests of all involved.

When a student is suspended they are required to stay away from the College whilst the circumstances of a complaint/situation are investigated to establish the facts. The period of suspension must be as short as possible and should not normally exceed

two college weeks. It may be necessary to extend this timescale in exceptional circumstances, and in such cases all parties should be informed about the extension.

If an allegation cannot be substantiated without investigation, all parties involved in the incident will be suspended, pending the investigation taking place.

The College or Curriculum Head or Vice Principal who suspends the student must:

- inform the student of the reason for suspending them and the timescale of the suspension and any subsequent extension to the suspension.
- write to the student formalising the suspension, the reasons for it and the timescale, using a standard letter and copy this to the tutor and other involved staff.
- contact the parents/carers if appropriate to inform them of the suspension details, and follow this with a covering letter.
- see that everything possible is done to ensure that no long-term damage to the interests of the student arises from the act of suspension itself. This will include ensuring that arrangements are made by the teacher, Team Leader or student services staff, so the student can continue to access learning materials.

Where an incidence of serious misconduct may also breach criminal law, it may be necessary to inform the police. If this is necessary it must be discussed and agreed with an appropriate College Head or Vice Principal who will inform the Principal.

### **5.3.2 Formal Investigation**

- Where necessary, the appropriate College Head or Vice Principal will undertake a formal investigation. The Head or Vice Principal will interview the student and witnesses to the incident, the student's teachers and relevant support staff. Interviews will be recorded in writing
- The Head or Vice Principal will interview alleged victims and, where appropriate their parents/carers. Where a direct consultation is impossible, a written statement may be accepted.
- Copies of the witness statements will be made available to the interviewees before the hearing. unless there is believed by the Head or Vice Principal to be a risk of intimidation or retaliation
- The Head or Vice Principal will present the results of the investigation at the Formal Hearing.
- The investigation must take into account any disabilities or learning difficulties that may have affected the students behaviour.

### **5.3.3 The Formal Hearing**

The student will be invited by letter to attend a Formal Hearing with copies to the student's parents/carers where appropriate. The Hearing should be held within 2 college working weeks of any incident. Students may have someone to accompany them at the Formal Hearing which can include:

- a fellow student
- a parent/carer, spouse, family member or friend
- a member of the College staff chosen by the student
- another person, chosen by the student and deemed appropriate by the Head of College

The hearing will be chaired by the College Head of the area responsible for the student and where appropriate the Team Leader or personal tutor will also be members of the panel. For serious, controversial or contentious cases, to ensure objectivity and independence, another College Head or Vice Principal may decide to chair.

Where the student has a disability or learning difficulty or is receiving Learning or intensive Support, an appropriate member of Support staff should also be invited to attend or to submit a relevant comment. The student may be accompanied, as defined above.

The evidence from the investigation will be presented and discussed. The student will be given every opportunity to put their case forward to explain the conduct.

The chair will consider all the information and where there is a conflict of views, make a judgement based on the balance of probabilities.

At the end of the Formal Hearing the College Head can recommend the following action:

- complete exoneration
- further investigation
- continuation at the College with specified conditions; this may include a requirement to take on specific tasks or responsibilities
- recommend transfer to another college course or other another college
- exclusion with a time limit for re-enrolment (see section 5.3.5)

The student will be informed in writing of the decision within 5 working days, with the letter copied to parents/carers where appropriate.

In the case of exclusion, a Vice Principal must approve the exclusion subject to appeal.

### **5.3.4 Appeals**

A student has the right to appeal against exclusion within 5 working days to the Vice Principal Student and Learning Support. This right to appeal must be detailed in the

exclusion letter. If there is no appeal during the 5-day period, the decision is ratified. In the event of an appeal the appropriate Head will summon an Appeals Panel within 10 working days of receipt of the appeal. Any evidence additional to that already presented at the Formal Hearing must be submitted at least three working days before the meeting

The Appeals Panel will consist of the Vice Principal of the area and a College Vice Principal not previously involved in the case. For serious, controversial or contentious cases, to ensure objectivity and independence the meeting may be chaired by the College Principal.

The student who is appealing may be accompanied by one of the following:

- a fellow student
- a parent/carer, partner/spouse, family member or friend
- a member of the College staff chosen by the student
- another person, chosen by the student and deemed appropriate by the Vice-Principal

The panel may:

- completely exonerate the student
- uphold the previous decision
- reduce the penalty
- increase the penalty (unless the previous penalty was exclusion)
- recommend transfer to an inclusion course.

The decision, which is final, will be notified in writing within 6 working days from the appeal.

### **5.3.5 Exclusion**

A student can be withdrawn from a course for reasons of:

- Persistent and unchanging low attendance
- Persistent and unchanging failure to meet the requirements of the course

This can only happen when:

- The formal procedures have been followed or
- There are Action Plans which have not been met
- There is clear evidence to support the level of non-attendance or failure to meet course requirements

A student can be excluded from the College:

- As a result of a specific incident of major misconduct
- Where there are repeated incidents of minor or serious misconduct that have not changed following review meetings and action plans
- Where the student is at risk of harm to themselves or to others
- Where the reputation of the College has been brought into serious disrepute

An exclusion can only occur:

- where the Managing Student Behaviour procedures have been followed

- after a Formal Hearing
- and with the authorisation of a relevant Vice Principal.

A student has a right to appeal. A student excluded for major misconduct will not usually be considered for re-enrolment at the College until after a minimum 6 months period and after the risk has been assessed and approved by a College Vice Principal.

#### **5.4 Cause for Concern: Safeguarding**

The College has a responsibility to ensure that all our students are and feel safe and protected. This is known as safeguarding. During their time at college, circumstances, personal situations or incidents may occur which may place a student at risk in relation to their safety or well-being. This may present as poor progress on course or in poor behaviour.

The concern here is if the circumstances are such that we believe the student may be at risk of harm or serious damage to their well being. These include:

- Harm to themselves self or to others
- Bullying or discrimination (victim or perpetrator)
- Child Protection concerns (emotional, sexual, physical abuse or neglect)
- Emotional distress including mental health concerns
- Severe behavioural/social issues
- Financial hardship
- Severe substance abuse or addiction
- Other concerns such as homelessness or caring responsibilities.

Some of these issues may emerge from investigating poor progress on course. Where there are concerns about actual or potential safeguarding issues this should be referred as a **Cause for Concern: Safeguarding**.

Staff should refer to the College Guidelines for Identifying, Responding to and Supporting Students for information on when to refer.

#### **5.5 Progression to City College Courses**

The behaviour of a student can be a factor in deciding if a student is suitable to progress onto another City College course. However, this must be used proportionately and fairly and as part of the behaviour management process.

Any student who has formal warnings or a Formal Review Action Plan is still entitled to receive an interview. The interviewer can discuss the behaviour and responsibilities expected on the new course and consider if the student is able to demonstrate they can meet those expectations.

If the tutor considers that due to previous behaviour the student is not suitable to progress there must be evidence that:

- the behaviour management process has been followed

- the issue of progression has been discussed with the student at the Formal review meeting and that it has been made clear that meeting the action plan is a requirement of progression
- the Action Plan has not been met.

The decision to not allow progression must then be verified and signed off by the appropriate curriculum Head. If the student is on a 14-16 programme the decision must also be signed off by the 14-16 Head.

If a student has been excluded from the College the decision must include when the student can reapply for a course.

## **5.6 Suspension of IT Use**

At the beginning of the year students sign up to the Acceptable Use Agreement which clearly outlines what is acceptable and not acceptable when using the College's IT system. This is an extension of the Expectations of Student Behaviour.

If a student does not follow the agreement then the following will apply:

### **5.6.1 Minor misconduct** (including refusal to follow reasonable requests in the LRC or other IT spaces):

- The student can be asked to leave the LRC by any of the LRC staff
- The College Head of IT can authorise, as is reasonable, the suspension of the student's IT account for up to a maximum of 48 hours.
- The Head of IT can issue a formal warning to the student
- The Head of IT or LRC staff must inform the relevant Team Leader or curriculum Head who will then follow up as per the behaviour management process

### **5.6.2 Serious or Major misconduct**

- The Head of IT can authorise the suspension of a student's IT account and access for a maximum of 5 College days
- For major misconduct the Head of IT can also temporarily suspend the student from the College
- The incident must be referred to the relevant Team Leader or curriculum Head who will then follow up as per the Managing Student Behaviour process, with a Formal Review meeting or an investigation and Formal Hearing
- The review meeting action plan will indicate if any further suspension or restrictions are appropriate and for how long.

## **5.7 Restrictions on Access to College Spaces**

A student may be banned from accessing particular areas of the College as a result of their behaviour. However any bans must be:

- Proportionate and relevant to the misconduct
- Take into account the impact on learning and the student's welfare
- Only introduced as part of an Action Plan from a Formal Review meeting
- Agreed by a relevant curriculum Head
- For an agreed fixed time period.

## **6.0 14 – 16 Students from Other Schools and Colleges taught for part of their programme at City College**

- 6.1** Students will be subject to the behaviour management procedures that apply to all students at City College. There are variations in procedure for 14–16 students and these are set out in the 14–16 student management guidelines. All students will be given a copy of the College's behaviour management and complaints procedures, including these amendments, at induction.
- 6.2** In the case of 14–16 students, the appropriate Head to conduct the investigation is the 14–16 Head.
- 6.3** If the College behaviour management procedure is activated for a student the relevant school will be kept fully informed.
- 6.4** In the event of a major incident or health and safety issue – the school will be informed immediately and either member of staff or parent/carer will collect the student from the college.
- 6.5** All schools to give the relevant college a contact number for a member of staff to enable them to be contacted after 3.30pm.
- 6.6** If a student is subject to a fixed term exclusion by the school, the college placement must continue as part of the education package provided for the student. This should be detailed in the official paperwork used to notify parents/carers.
- 6.7** In cases where the reason for the exclusion could have an impact on the relevant college – the school should notify that college immediately.
- 6.8** If a student is permanently excluded, the college programme must continue until the governors' discipline committee confirms exclusion. The excluding school will retain any responsibility for costs until the discipline committee agrees permanent exclusion. Even when a student is taken off the school roll following confirmation of a permanent exclusion, their college programme should be continued. This, however, is subject to review on an individual basis.
- 6.9** A student who is excluded from a 14–16 programme should still be allowed to apply for post 16 programmes unless there are exceptional circumstances. This should be made clear to students as part of the formal hearing notifications.



## **7.0 Students with Disabilities or Learning Difficulties**

- 7.1** A learner's learning difficulty or disability must be taken into account when implementing the behaviour management procedures.
- 7.2** If the student is identified as having a significant support need then there must be consultation with Intensive Support and/or the Personal Adviser team. This should cover:
- details about the nature of the disability
  - existing reasonable adjustments that have been organised for the learner in relation to the circumstances leading to the alleged misconduct
  - possible impact on the circumstances relevant to the alleged misconduct
  - negotiation of possible reasonable adjustments needed for the learner to participate in the behaviour management procedures.
- 7.3** This information must be recorded on the form 'Managing Student Behaviour: Supporting Students with Disabilities or Learning Difficulties' (Appendix 5)
- 7.4** The form should be sent to the Intensive Support team who will assess whether:
- There is a need for representation or an advocate at any behaviour management meeting
  - There is a need for an adviser with expertise on the relevant disability present at any hearing to give advice on the impact of the disability in relation to the (alleged) misconduct
- 7.5** The form will also be available to the chair of the Review meeting or Formal Hearing.
- 7.6** The nature of the disability, the information gathered and any expert advice should be used when considering the outcome of any disciplinary action.
- 7.7** Formal warnings or exclusion can still be given, if, based on the evidence provided, this is an appropriate outcome.

## **8.0 Recording and Reporting**

**8.1** The e-ILP will hold the records of a student's position in the stages of the Managing Student Behaviour process.

In addition staff may chose to log Formal Warnings in the red log book.

**8.2** Forms: there are two main forms to be used in the process:

1. Action Plan as an outcome of the Formal Review
2. Managing Student Behaviour: Supporting Students with Learning Difficulties or Disabilities

**8.3** There will be 5 main letters:

1. Suspension
2. Invitation to Formal Review meeting
3. Confirmation of Action Plan and outcomes with conditions
4. Invitation to Formal Hearing
5. Confirmation of outcome of Formal Hearing including exclusion from College

**8.4** In addition, there will need to be a central record of Safeguarding/ Attendance/ Behaviour concerns logged on the Cause for Concern page of the e-ILP. This will be analysed centrally to assess the levels and type of concerns that are arising in the College. The information will be part of the Safeguarding report presented to the Audit Committee annually.

**Appendix 1****Expectations of Student Behaviour: Respect, Responsibilities and Rights**

We expect high standards of behaviour from all our students. These expectations of your behaviour will be clearly set out for you when you join the College and are there so that everyone has the opportunity to learn, to do the best they can and to feel safe and supported.

We will not tolerate bullying, harassment or any other behaviour that makes you feel uncomfortable about being in college or prevents you from studying to your best level. The expectations apply to all students and not just in classrooms but in all areas of the College, for example the LRC, refectory or corridors. Any member of College staff can challenge your behaviour and ask you to identify yourself by showing them your College ID card.

If you are not able to meet these expectations then we will use our Managing Student Behaviour process to give you warnings and the chance to improve.

**Respect for Learning: this means that you:**

- Wear your ID badge at all times when in College
- Attend all your classes
- Arrive before the lesson starts ready to start on time
- Arrive prepared to learn and with the right equipment
- Meet deadlines set for your course work
- Take an active role in the class without disrupting lessons
- Co-operate and communicate with your teachers and other students
- Follow the class rules agreed with your teacher
- Have your mobile phone off or on silent and only bring water into class
- Only take on outside work or commitments if they do not clash with or have a negative affect on your studies

**Respect each other: this means that you:**

- Are polite and do not use language that can offend others
- Will never be violent, aggressive or intimidate others
- Will not bully or discriminate against others
- Listen to your teacher and other students and allow others to take part
- Look after the College environment and equipment.
- You do not have to accept behaviour (in or outside the classroom) that makes you feel uncomfortable or stops you learning.

**Responsibilities:** this means that you:

- Always wear your College ID card and show it when asked by a member of College staff
- Do the best you possibly can, in your class and in your college work
- Set yourself high targets and tough challenges - believe in yourself
- Meet our standards, expectations and follow the agreed rules
- Sign up to and follow our IT Acceptable Use agreement
- Take responsibility for what you do and what you say
- Find out about the facilities and services and opportunities the college has to offer
- Take up opportunities that are offered
- Ask for help if you need it, take help when it is offered
- Be proud of yourself and encourage and support others
- Learn from mistakes and use them to improve.

**Rights:** this means that you can expect:

- Your classes will be well prepared, start on time and all students will have the opportunity to learn
- You will receive useful and regular feedback about your progress and be set challenging targets to improve
- You will be treated politely, with respect and in a way that recognises and values your differences and achievements
- Any poor behaviour, in or out of the classroom, that affects your learning will be challenged and dealt with
- You will receive positive encouragement and support to achieve your best
- You will be listened to and the College will act on what you tell us
- You will have a wide range of opportunities to try new experiences and learn new skills.

## **Appendix 2: Managing Behaviour in Class: 3 steps**

Below is an approach that can be used in class to manage student behaviour.

- Set the expectation of behaviour at the beginning of the year and reinforce as appropriate. Explain to the group how you will respond to poor behaviour with the 3 steps approach, as detailed below, before you have to move to a more formal process.
- Where possible try to address with a student their behaviour on an individual basis either as an aside in the class or outside the classroom rather than as a public event.

### **3 steps**

- **Step 1:** If a student misbehaves refer to their behaviour, say why you do not like it and ask for them to stop or an alternative outcome eg move seat.
- **Step 2:** If there is further misbehaviour repeat as above but say this is the second time you have had to mention this. Remind them of the 3 warnings and say this is the second warning.
- **Step 3:** If there is further misbehaviour repeat as above but say this is the third and final time you have had to mention this. Remind of the 3 warnings and say this is now a formal warning and will be noted as part of the behaviour management process.
- Where the behaviour does not change or is of a more serious nature and needs to have further follow up, use the Managing Student Behaviour procedures as detailed in section 5.0
- There may on occasions be a need to ask a student to temporarily leave a class as a result of misconduct. In such cases the appropriate Team Leader should be informed as soon as possible. They will need to decide on suitable action, ie procedures for minor misconduct, to formally suspend, or action for serious misconduct.

## **Appendix 3            Managing Behaviour in the Wider College: 3 steps**

### **General Principles**

All staff have the responsibility to respond to and deal with poor behaviour when it occurs even if the students are not from our own teaching area or department. This is vital in creating a safe, calm atmosphere that is pleasant for all of us to work and learn in.

Our aim is to make sure student know that their behaviour has been noticed and that it is not acceptable. In most situations students will respond positively even if somewhat grudgingly.

Staff should always make a judgement about possible outcomes of addressing behaviour. If a member of staff has any concerns about their own safety then they should not become involved. Any serious incidents; violence, intimidation or threats should be reported to the duty Head (ext 1000)

However, there is an expectation that all staff will take on the initial responsibility of responding to poor behaviour by students which they come across in the wider college as detailed below.

### **Tone**

Our aim is to make sure students know their poor behaviour has been noticed and that it is not acceptable. We wish to avoid confrontation or escalation of situations. To help in this always be:

- Firm
- Calm
- Respectful
- Neutral (not personalised)
- Non confrontational
- Open and clear about next steps

If you have any concerns about a situation your own safety comes first and if necessary walk away and seek help.

If you do receive an aggressive response remember that this is not directed at you personally but as a figure of authority. It is a mechanism for the student to try and avoid responsibility or consequences.

### **Responding to Poor Behaviour**

The role of staff is to notice and respond, rather than to confront. There are 3 steps:

- **Step 1:** Notice the behaviour and make a judgement whether to intervene. You should respond unless there are concerns about your safety.
- **Step 2:** If the misconduct is minor (loudness, running or pushing etc)

- comment on the behaviour to the student(s). Raise this in the context of not meeting expectations of behaviour or its affect on others.
- Ask for the behaviour to stop or change.
- Thank the student and walk away
- **Step 3:** Only where the misconduct is more serious (extreme language, discriminatory behaviour or damage to property) should you take the next steps;
  - Comment on the behaviour to the student(s). Raise this in the context of not meeting expectations of behaviour, or its affect on others.
  - Ask to see the student's identity card. Note the student name and course.
  - Say you will be reporting this to their Team Leader and there may be further action.
  - Report to the Team Leader who then has the responsibility of taking further action.

If you feel unsure about dealing with an incident you may seek support from any College Head, duty director or Premises Support Officers

If the misconduct is extremely serious, eg violence, threats or serious damage then do not get involved but call the Duty Director or Premises Support Officers. You may also seek support from any College Head.

Any College Head can suspend a student.

You can also call the police if you think a criminal act has happened or if anyone is in danger of violence or harm.

## Appendix 4 Action Plan

### Managing Student Behaviour

city college | brighton and hove

### Action Plan

**Confidential**

Student Name		Person Code	
Course Title		Course Code	
Staff names present		Date	

*For students with a disability or learning difficulty complete the 'Managing Student Behaviour: Supporting Students with Learning Difficulties or Disabilities' report form and seek advice from Intensive Support*

Level of Misconduct Stages completed (please tick with detail)	Stage 1: Minor misconduct: Formal Warnings	
	Stage 2: Serious Misconduct: Review meeting	
	Stage 3: Major Misconduct: Formal Hearing	

Details of incident
Actions Already Taken
Agreed Action Plan
<b>*I agree to the actions outlined in this plan. I understand that if I do not meet these actions, that this may lead to the next stage of the behaviour management process</b>

<b>Further Actions</b>	2 <sup>nd</sup> Review meeting <input type="checkbox"/>	Formal Hearing <input type="checkbox"/>	Support Referral <input type="checkbox"/>
Staff Signature		<b>Student Signature*</b>	



## Appendix 5

## Managing Student Behaviour: Supporting Students with Learning Difficulties or Disabilities

This form should be completed by a member of the curriculum or Intensive Support team where a student has a disability or learning difficulty that may impact on their behaviour

<b>Student Name:</b>			
<b>Course:</b>			
<b>Nature of Incident:</b>	Minor <input type="checkbox"/>	Serious <input type="checkbox"/>	Major <input type="checkbox"/>
Details about the nature of the disability			
Existing relevant reasonable adjustments			
Possible impact on the circumstances relevant to the alleged misconduct			
Possible reasonable adjustments needed for the Managing Student Behaviour procedures			
Is there a need for representation or an advocate at any review meetings or formal hearings?			
Yes <input type="checkbox"/>	No <input type="checkbox"/>	<div>Details</div>	
Is there a need for an expert adviser present at any hearing to give advice on the impact of the disability in relation to the (alleged) misconduct?			
Yes <input type="checkbox"/>	No <input type="checkbox"/>	<div>Details</div>	

Completed by: \_\_\_\_\_

Date: \_\_\_\_\_