

Behaviour at BSix

Finding the balance between positive reinforcement, support and sanctions

Contents

| | |
|--|---|
| Behaviour at BSix | 1 |
| 1. Relevant Staff..... | 2 |
| 2. Behaviour expectations in classrooms | 2 |
| 3. Behaviour expectations outside the classroom | 2 |
| 4. Dealing with bullying or issues between students | 2 |
| 5. Social Media..... | 2 |
| 6. Dealing with poor behaviour..... | 3 |
| 6.1 Positive Reinforcement..... | 3 |
| 6.2 Supporting students' management of their own behaviour | 3 |
| 6.3 The Disciplinary system: Choice and Clear Consequences..... | 3 |
| 7. Exclusions | 5 |
| 7.1 The Right to Exclude | 5 |
| 7.2 Types of Exclusion | 5 |
| 7.3 Fixed Term Exclusion..... | 5 |
| 7.4 Permanent Exclusion | 5 |
| 7.5 Permanent Exclusion following a failed probationary period | 6 |
| 7.6 Appeals against a Permanent Exclusion | 6 |
| 7.7 Police Involvement | 7 |
| 8. Duty Manager | 7 |
| 8.1 Who are Duty Managers? | 7 |
| 8.2 How do I call the Duty Manager?..... | 7 |
| 8.3 What will happen when the Duty Manager comes? | 7 |
| 8.4 Duty Manager Responsibilities..... | 8 |
| 8.5 Evening Duty Manager Responsibilities | 8 |
| 9. Duty Rota | 8 |
| 9.1 Weekly Duty Manager Rota – 2017 | 8 |
| 10. Public Complaints..... | 9 |
| 10.1 Responding to public complaints..... | 9 |

1. Relevant Staff

Asst: Principal Student Recruitment and Development (and designated Safeguarding Lead)
College Management Team (CMT)
Behaviour Mentors
Pastoral Lead
SENDCo and Deputy Designated Safeguarding Lead
Student Welfare Officer

2. Behaviour for learning - expectations in the classrooms

Class teachers are responsible for managing behaviour in their own classrooms, however they can only do so within a supportive College framework of common expectations and consistently applied sanctions.

Classroom activity is significantly important in the learning, growth and achievement of students. We want all students to achieve their full potential and have high expectations for themselves and others. These high standards should promote a growth mind-set in your classroom and remove any barriers that will prevent students from learning. All teachers and staff must enforce the right behaviour for learning consistently and continually by expecting students to:

- Attend all lessons on time
- Be prepared for their lessons
- Complete all work set to the best of their ability
- Students must not disrupt other people's learning
- Seek help if they are unsure and in turn help fellow peers
- Set specific regular goals with teacher to ensure target grade is achieved
- Mobile phones only visible in class for learning

3. Behaviour for learning - expectations outside the classroom

Students are responsible for managing their own behaviour, safety and the safety of others. If they have any concerns they are to notify a member of staff immediately. They can also contact the Safeguarding team by emailing helpafriend@bsix.ac.uk

All students are expected to:

- Be identifiable and wear their College ID at all times
- Be purposeful and do not hang around outside the College gates
- Be responsible and go straight home after leaving the College
- Be vigilant and never allow non-students to access the College premises
- Be respectful to each other and all staff members
- Be respectful and considerate of our neighbours

See pg. 9 for how we handle complaints received from the general public.

4. Dealing with bullying or issues between students

Bullying and friendship issues can be passed to the Behaviour Support team who can facilitate restorative justice/coaching/mentoring sessions to help students recognise and adjust their behaviour, and rebuild relationships.

5. Social Media

We are aware of a number of benefits and opportunities offered by the social media platform such as Facebook, Twitter and Instagram. We also accept that there are some risks associated with

social media use. It is unacceptable offensive conduct to film incidents of conflict, bullying or aggression and witnesses have an obligation to report such incidents as soon as possible to a member of staff.

6. Dealing with poor behaviour

At BSix we help students to manage their behaviour using a combination of three approaches:

6.1 Positive Reinforcement

Positive reinforcement can be a powerful tool for behaviour management and will greatly impact the development of students. Raising expectations for student's behaviour is possible when carried out carefully and intentionally. We will endeavour to build a culture of praise in college, and in every classroom, so that students know they will be rewarded for consistently working hard, being kind and supportive to one another, and contributing positively to the life of the College.

6.2 Supporting students' management of their own behaviour

If teachers or tutors feel that students are not choosing to misbehave, and are genuinely unable to manage their own behaviour, the Student Development Centre can offer support.

Students can receive individual counselling or mentoring, can participate in groups such as art therapy or mindfulness, or we can work with them to help them access support in the local community. We are keen to expand the range of support on offer, so would greatly appreciate any ideas of additional support strategies or interventions.

Contact the SENDCo & Deputy Designated Safeguarding lead if you believe a student needs support managing their behaviour. She will liaise with the Behaviour Mentor in order to produce a behaviour support plan.

Duty managers can also facilitate Restorative Justice/coaching/mentoring Sessions. Restorative Justice is not a behaviour management tool; it is a tool for rebuilding relationships that may have been damaged by poor behaviour (refer to section 4, pg2 on how to deal with bullying). They facilitate sessions between students, or between students and staff. Restorative Justice is most effective when two students are simply not seeing eye-to-eye, or in the case of addressing classroom behaviour, it is used alongside the disciplinary procedure.

Support, and restorative justice, should be used in addition to, not instead of, the sanctions in the disciplinary system.

6.3 The Disciplinary system: Choice and Clear Consequences

Parents must be notified at each stage of the disciplinary process

It is very important that students know that their choices lead to consequences. Having clear classroom rules and routines, and applying these consistently to every student in every situation, helps students know what you expect, and feel that your behaviour management is fair.

1. Ask the student to address the behaviour

STRATEGIES FOR TEACHERS

- *De-escalate the situation by keeping a calm response*
- *Arrange for the student to see behaviour mentor*
- *Follow up with the student after the lesson*
- **Oral Warning**

2. Explain what the consequences will be if they do not
3. If the behaviour continues, apply the consequence

STRATEGIES FOR SENIOR TUTORS

Low level misbehaviour

Eg: failing to follow instructions in class, low level disruption of learning, failure to complete work to best of ability, having phone out.

There are a range of strategies a class teacher can use to address in class misbehaviour.

Oral Warning - Repeated low level misbehaviour

Eg: repeatedly doing any of the above

- Students should be given a formal oral warning by the class teacher, which is logged on Pro-Monitor as a behaviour comment. The tutor should be FAOd, so that they can monitor oral warnings and place students on warning 1 if there are several.
- The class teacher should contact home. They can text using pro-monitor, send a letter using custom reports on pro monitor, or call or email.

- *Internal exclusion (with senior tutor, HOD, SAO as per dept policy)*
- *Reflection/mentoring session with SAO*
- *Parent meeting*
- *On report to Senior Tutor, reporting daily or weekly*
- *Removal of College privileges eg playing for a College Sports team, being on the Student Union*
- **Warning 2**

Warning 1 - Medium level misbehaviour

Only tutors can place students on warning 1.

Eg: failure to respond to previous sanction, rudeness to staff or other students, repeated disruption of learning, repeated failure to complete work

- The class teacher should inform the student that they are recommending they be placed on stage 1.
- The class teacher should write a comment on Pro Monitor FAO the tutor (or the Senior Tutor, if a student is already on warning 1).
- The student should be given warning 1 by the tutor, which is logged on Pro-Monitor, and places the student on a behaviour contract with that teacher.
- The tutor should suggest that the student seeks support with their behaviour from the Student Support team.
- The tutor should contact home (by email, phone or letter) to inform the parents that warning 1 has been given.
- The class teacher should keep the tutor informed via Pro Monitor comments about whether this behaviour has continued or not. If things have not improved, the tutor can escalate to the senior tutor.

STRATEGIES FOR TUTORS

- *Pastoral one to one, target setting*
- *Recommendation to student support services (e.g. behaviour support, counselling, etc)*
- **Warning 1**

Warning 2 - High level misbehaviour

Only Senior Tutors can place students on warning 2.

E.g failure to improve when on warning 1, or serious incidences such as racism, homophobia or other prejudice, bullying or intimidating behaviour towards other students

- The Senior Tutor will arrange a meeting with the student and their parents/carers.

- Student should be given warning 2 by the Senior Tutor and placed on a Senior Tutor Warning. The Senior Tutor should strongly recommend that the student seeks support with their behaviour from the Student Support team.
- The Senior Tutor should review this after one week. If there is no improvement, they can escalate it to the next level.

Warning 3 - Serious misbehaviour

Only the HoD can place students on warning 3.

E.g. failure to improve when on ST behaviour contract, or serious incidences such as violence or threats of violence towards other students, drug use in College or the local community

- The HOD will arrange a meeting with the student and their parents/carers.
- Student should be given warning 3 by the HOD and placed on a HOD behaviour contract. The student should be made aware of the consequences of failing to improve while on this contract.
- The HOD should strongly recommend that the student seeks support with their behaviour from the Student Support team.
- **If this kind of incident happens in a classroom, you should call the Duty Manager, who will deal with the student. See section 8, pg. 8 for the Duty Rota.**

STRATEGIES FOR HODS

- *HOD - catch up*
- *Parent meeting*
- *Lose break and lunch times (spend with HOD/ST/SAO as per dept policy) for a period of time*
- *Internal exclusion (as per dept policy)*
- *On report to HOD*
- **Warning 3**
- **Recommendation to Pastoral lead or Asst. Principal**

7. Exclusions

Fixed term and permanent exclusions should only be considered when all possible strategies explained above have been exhausted, or **in cases of violence or other behaviour that puts students and/or staff at risk**. Formal exclusion is the only means by which a student may be asked to leave College, permanently or for a period of time.

7.1 The Right to Exclude

The Senior Management Team are the only staff that are able to exclude a student. They must ensure that the procedures are followed before they do so. These procedures are designed to ensure fairness and openness and to minimise the need for an appeal against the decision.

Students should not be sent home in an ad-hoc manner by any member of staff, be told informally not to attend lessons, or have their ID card taken in an attempt to prevent them attending. This is the responsibility of the Pastoral lead or the Duty Manager on Rota at the time of the incident. Please refer to pg. 10 for the Duty Manager Rota.

7.2 Types of Exclusion

There are two types of exclusion:

- Suspension
- Permanent exclusion

7.3 Suspension

The Duty Manager will decide upon suspensions.

- To allow an investigation to take place following a serious incident or allegation where the student's presence in College may affect the procedure or endanger students/staff, such as after a fight.

- Allow the student involved to calm down and reflect on a situation

A suspension is the most serious sanction we have available and can only be used after the student has been informed why they have been given a suspension. Parents must be notified of the suspension and the reason for it.

Students can only return to lessons after a suspension following a reintegration meeting with the relevant Head of Department and or Duty Manager at the time. This process should take no longer than 5 working days. In some cases, the College may decide that parents must attend, and students will not be allowed to return to lessons until this meeting with parents has happened. Different legislation on suspensions applies to students under 16 years old. It is College policy that these students will not be sent off site and an internal sanction will be used instead.

7.4 Permanent Exclusion

Permanent exclusion should only be used when to keep a student at College would cause a serious harm to the education, welfare and/or safety of staff and/or students. It may be applied when:

- The stages in the behaviour policy outlined above have been used and exhausted without evidence of improvement from the student.
- Persistent malicious behaviour including open defiance and refusal to follow College rules and expectations.
- A student's behaviour puts themselves or other students and/or staff at risk.
- Students are found to be in possession of weapons or other illegal items.

7.5 Permanent Exclusion following a failed probationary period

All students at BSix start on a six week probation period. Students who fail to meet the expectations regarding attendance, behaviour and effort will "fail probation". The usual stages in the behaviour policy outlined above may not all be applied in this six week period.

If a student is at risk of failing probation, they and their parents should be notified at least 2 weeks before the end of the six week period. They will have a hearing with the Head of Department at the end of the six week period to decide whether they have failed probation. The consequences of this meeting will be (a) allowed to continue at BSix (b) offered a change of course (c) asked to leave BSix.

7.6 Appeals against a Permanent Exclusion

Appeals must be in writing to the Assistant Principal Student Recruitment and Development, setting out reasons for appeal and sent within one week of the date of the letter confirming the College's decision to permanently exclude.

The Assistant Principal, or a delegated officer on the behalf of the Assistant Principal (other than the Assistant Principal) will review all appeals against permanent exclusion. The Assistant Principal will appoint a member of SMT who has not previously been involved with the case to hear to act as the investigating officer.

The role of the investigating officer is to ensure the College behaviour policy has been followed at all stages. The Assistant Principal will then decide, on the basis of this information, whether the student's appeal should be upheld. If all procedures were followed, and all information was considered, the permanent exclusion will be upheld.

If a student is re-instated following an appeal, the Assistant Principal for Student Recruitment and Development, along with the relevant head of Department will ensure that interventions are made and targets are set to ensure there is no repeat of the behaviour that led to the original exclusion.

7.7 Police Involvement

If it is necessary to contact the Police, this should be done either by a member of the Senior Management Team or Safeguarding team member. All incidents must be recorded centrally on Pro-monitor and Police incident reports logged.

A College incident may sometimes be the subject of a police investigation, which may subsequently result in criminal proceedings. This can mean that the evidence available to the College is limited. It should be remembered that the Police will apply the criminal standard of proof (“beyond reasonable doubt”) whereas the Assistant Principal and SMT need only apply the civil standard of proof (“on the balance of probabilities”). The possibility of criminal proceedings should not delay or postpone a College investigation or decision, unless College has been specifically asked to do so by the investigating officer.

8. Duty Manager

8.1 Who are Duty Managers?

A Duty Manager anyone who is part of the College Management team.

8.2 How do I call the Duty Manager?

If a serious incident arises in a lesson, to call the duty manager staff should:

- Send a reliable student (or member of support staff, if you have one) to the nearest staff room.
- Someone in the staff room will call reception (150).
- Reception will call the Duty Manager.

If the situation involves violence, or the potential for violence, please ensure the student mentions this, and reception is made aware. They will then ensure that a Behaviour Mentor joins the Duty Manager on the way to the incident.

8.3 What will happen when the Duty Manager comes?

If there is an issue the Duty Manager will take the following action:

- **If there is a first aid issue:**
 - Contact the First Aider on call, using the rota at reception.
 - The First Aider will decide on the necessity of calling an Ambulance. If other emergency services are required the Duty Manager should seek authorisation from SMT or the Principal.
- **If there is any suggestion of a safeguarding matter:**
 - The Duty Manager will take the student to a member of the safeguarding team.
- **If there has been any violence, or is any risk of escalation to violence:**
 - The student will be sent home and parents
 - The Duty Manager ensures that students will be safe travelling home
 - The Duty Manager must contact the family and inform them of the incident
 - This should be logged on Pro-Monitor by the duty manager as a warning 3 and the student placed on behaviour contract with the HOD as per the policy.
 - The student’s card should be stopped so that they cannot attend lessons until they have had a reintegration meeting

- The HOD will review the behaviour contract in one week, as per the behaviour policy.

8.4 Duty Manager Responsibilities

- Sign in at reception at the start of the shift, and take the radio.
- Patrol the building hourly to ensure presence and visibility, visiting key areas such as the Canteen, Library, Salon area, B Block Stairwell, C Block, IT suite, and smoking area.
- If the Duty Manager is aware that they will be out of College they should arrange to swap with another member of the team. If they are absent the usual cover procedures will ensure that they are covered.
- Log everything on Pro-Monitor, as per the above system.
- If there are any issues that the next Duty Manager should be aware of (e.g. issues that may escalate, particular groups of students in particular areas etc.) they can record this in the sign in book. However they do not need to record anything else there – it should all be on Pro-Monitor.
- If you have an incident that requires the collecting of statements, please also add your own written account, and pass all documents to the Assistant Principal Student Recruitment and Development by the end of the day (so that she has the required information for the reintegration meeting the next day).

8.5 Evening Duty Manager Responsibilities

- Sign in at reception at the start of the shift, and take the radio.
- Patrol the building reminding students that they will need to be offsite shortly, and informing staff that they are the evening Duty Manager.
- Students need to be offsite by 7pm (5pm Friday).
- Deal with any incidents that occur using the same system as above
- At 7pm check with Premises Staff to ascertain if the building is clear, and that it is ok for you to leave. Return your radio and sign out at reception.

9. Duty Rota

9.1 Duty Manager Rota – 2018

| | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|---|---------|---------|-----------|------------------------|---------|
| In the case of complex incidents please seek additional support from members of the Senior Management Team | | | | | |
| 8.45 – 9.15 Reception | Rebekah | Rebekah | Rebekah | Rebekah | Rebekah |
| 8.45 – 12.00 | Alex | Rebekah | Bob H | Rebekah / New HoD SCIM | Tineyi |
| 12.00 – 14.30 | Lisa | Harvey | Bob R | Lisa | Kish |
| 14.30 – 17.00 | Bob R | Simon | Ian | Tineyi | Alex |

The lead duty manager for the day is a back-up in case two things happen at once, or there is a serious issue such as drugs or violence that needs SMT involvement.

10. Public Complaints

10.1 Responding to public complaints



Responding to Public Complaints

- All complaints made by the public should be logged on the Public Complaints spreadsheet located: [V:\Public Complaints Record.xlsx](#)
- Complaints requiring immediate response, ie: students loitering in local residential areas, should be passed on immediately to the Duty Manager as well as the Behaviour Mentors, who can respond and attend.
- Complaints of a non-immediate response ie: an incident that took place a few days ago, should be passed on to the Pastoral Lead, who will liaise with the Behaviour Mentors on an appropriate action or response.
- Students who are found to be engaging in unacceptable conduct, in relation to a public complaint, will face disciplinary procedures, as per the college Behaviour Policy.
- Where appropriate and necessary, members of the public should be updated on the college response to the complaint.