Student Behaviour Management Policy

Shooters Hill Sixth Form College

Adopted and ratified by the Governing Body on:	**Governing Body**
Review Date:	**September 2024**
Accountability:	**Principal**
Responsibility:	**All Staff**

Contents

1. Purpose

The purpose of the policy is to positively manage behaviours of students at Shooters Hill College.

One of the strategic intents of the college is to provide a high-quality student experience that enables personal growth, development and the confidence to achieve personal ambitions.

We will achieve this by implementing a set of appropriate behaviours, expectations and standards for all students to enable them to build positive relationships develop a set of skills and knowledge that prepares them for future learning and the workplace.

The purpose of this policy is to ensure we celebrate and manage behaviours of our students to ensure they are adequately equipped to progress and thrive in the wider society.

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special educational needs and disability (SEND) code of practice

In addition, this policy is based on:

- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of young persons, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy.

- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online.

3. Statement of Behaviour Principles

- Every student understands they have the right to feel safe, valued and respected, and learn free from the disruption of others.
- All students, staff and visitors are free from any form of discrimination.
- Staff and volunteers set an excellent example to students at all times.
- Rewards and sanctions are used consistently by staff, in line with the behaviour policy.
- The behaviour policy is understood by students and staff.
- Exclusions will only be used as a last resort, and this policy outlines the processes involved in permanent and fixed-term exclusions.
- Students are helped to take responsibility for their actions.
- Families are involved in behaviour incidents to foster good relationships between the college and students' home life.

4. Scope

The policy applies to all students enrolled on a programme of study at Shooters Hill Sixth Form College participating in any college related activity and covers both academic and non-academic misconduct.

This policy also relates to 14-16 provision.

5. Behaviour management

The college strives to equip students for their next steps and does this by setting high expectations and reinforcing positive behaviours accordingly. The college's Ready Respectful Safe (RRS) policy sets out the college's expectations of all stakeholders.

These principles are shared with students at induction and require positive reinforcement and challenge by all staff and other students within the college to ensure a culture of high expectations are set and aspired to throughout the students learning journey.

In order to positively encourage behaviour the following principles will be adhered to:

- Staff to build sustainable and positive relationships with students by being consistent in their application and expectations of all students inside and outside the classroom.
- Teaching and support staff to set the tone of the context for positive behaviour within the classroom (see Appendix 5).
- All staff and other students must positively and confidently challenge any behaviours that do not mirror those of the RRS ethos.
- Recognition and reward will be an active part of facilitating the RRS ethos, students will be recognised for their contribution, efforts and commitment.
- All staff will be confident in challenging behaviour in a supportive and appropriate way.

6. Roles and responsibilities

The Board of Trustees

The Board of Trustees are responsible for monitoring this behaviour policy's effectiveness and holding the Principal to account for its implementation.

The Principal

The Principal is responsible for reviewing and approving this behaviour policy.

The Principal will also ensure that the college environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

College Leadership Group (CLG)

The CLG are responsible for ensuring that the colleges expectations for appropriate behaviours both inside and outside the classrooms are carried out within their faculties.

Designated Safeguarding Lead

The designated Safeguarding Lead is responsible for behaviour on site, outside of the classrooms. Also, the deployment of relevant staff to ensure visibility of adults in common spaces and appropriate challenges are made to young people.

Staff

Staff are responsible for:

- Implementing the behaviour policy consistently.
- Modelling positive behaviour (See Appendix 5).
- Providing a personalised approach to the specific behavioural needs of particular students.
- Using the RRS ethos as the foundation to support expectations, standards and student success.
- Recording Behaviour incidents on Promonitor, setting SMART targets and reviewing individuals' progress.

Parents

Parents are expected to:

- Support their young person in adhering to the student code of conduct.
- Inform the college of any changes in circumstances that may affect their young person's behaviour.
- Discuss any behavioural concerns with the class teacher or HoD promptly.

7. Reward

The college has high expectations of its students (see Appendix 3) and believes all young people have the potential to achieve great things. There are opportunities in year to celebrate the achievements of students and reward behaviours that reflect those set out in the college's RRS ethos (see Appendix 4).

The following rewards are aimed to encourage positive behaviours and acknowledge individuals that are preparing themselves appropriately and adequately for their next steps in terms of employment, apprenticeships, further or higher education and/or independence.

- **Commendations on ProMonitor:** These can be issued by any staff, on the learner comments section, as recognition that students have exemplified positive behaviours in line with the RRS ethos. Staff are encouraged to use commendations as a form of encouragement and reward. Once a commendation has been awarded on ProMonitor, the system will automatically notify the student and parent by email and text message.

- **You're a Star Cards:** These are available to staff to physically give to students who they are making commendations to. These will reflect the commendation that is marked on Promonitor, but also can be given out to students who have gone the extra mile in their personal development.

- **You're a Star Certificates (Attendance):** these certificates will be issued to students that have achieved excellent attendance (95% and above) for each half term. The measure will be the half-termly attendance, giving students with initial lower attendance the opportunity to still be rewarded for improving attendance in year.

- **Student Reward System:** Students will have the opportunity in-year, after each performance review to receive recognition for them exemplifying the behaviours set out in the RRS ethos. Students' progress against these behaviour measures will be reviewed as an aspect of continual improvement and progress of personal development. Course Tutors will award bronze, silver and gold criteria to students in year, to celebrate positive behaviours (see Appendix 4).

- **Annual Awards:** The awards will recognise outstanding achievements of individuals in year. Nominations will be received from curriculum and support areas.

- **Individual curriculum/college initiatives:** As and when appropriate individual curriculum areas may implement rewards for students to celebrate their successes.

8. Discipline

In some instances, the college recognises that students may fail to engage and exemplify the colleges RRS ethos and in a small minority of cases, the disciplinary procedure will require implementation (see Appendix 3 for discipline procedure).

Procedure

Misconduct

- All staff have a role to play in student discipline in that any staff member can and should challenge a student or students they see acting in a way that is disruptive or which causes a nuisance to others.
- The member of staff will request that the student cease whatever behaviour is causing the problem and, if necessary, ask the student to leave the immediate area.
- If, having challenged a student, the staff member considers that further action is required, the student's name and ID number should be ascertained, and the matter referred to the relevant Course Tutor/Head of Department (HOD).
- The Course Tutor/HOD will meet with the student and caution against any further repetition of the behaviour (i.e. will deliver a verbal warning). The verbal warning will be recorded on Pro-Monitor as a disciplinary meeting and appropriate targets and deadlines set.
- Any member of teaching and/or support staff may issue a verbal warning, but they must ensure that the student's Course Tutor/HOD is notified.

Serious Misconduct

- In the case of a more serious breach of the Student Disciplinary Code, persistent repetition of misconduct where previous warnings have failed to improve the behaviour, or refusal to accept a verbal warning, a more formal procedure will be implemented. Any member of staff who observes behaviour they believe to be serious misconduct must inform the student that the matter will be referred to their HoD/AP.

- Responsibility for invoking the formal procedure, e.g. written and final written warning lies with the HoD and the faculty Assistant Principal (AP)

- Upon receipt of information concerning an allegation of serious misconduct, the HoD/AP will meet with the student at the earliest opportunity.

Possible outcomes of a serious misconduct meeting

- Verbal Warning: Recorded on Pro-Monitor with targeted actions.
- Written Warning: Recorded on Pro-Monitor with targeted actions and confirmed with a follow up letter.
- Final Written Warning: Recorded on Pro-Monitor with targeted actions and confirmed with follow up letter.

Gross Misconduct

- In cases of gross misconduct it will be necessary to suspend a student from the college pending an investigation. Suspension of a student requires the agreement of the Designated Safeguarding Lead (DSL) and the Principal. The Principal's Personal Assistant (PA) will prepare a letter home to the family explaining the circumstance.
- In the absence of the DSL and Principal, The Deputy Principal (DP) or Assistant Principal (AP) may suspend a student if it is considered in the best interests or safety of that student or other students and staff.
- If it is necessary to suspend a student, the student must be advised that an investigation will take place and that they will be invited, with a parent, carer or advocate to attend a disciplinary meeting usually within 5 working days of the suspension. Where the investigation takes longer the parents, carers or advocate will be informed.
- The letter confirming the suspension process should be sent within 24 hours of the suspension.
- If the student or their advocates fail to attend the meeting it will be conducted in their absence.

Possible Outcomes following a Disciplinary Meeting

- Final Written Warning: Recorded on Pro-Monitor with targeted actions and confirmed with follow up letter.
- Permanent Exclusion: Student is withdrawn from their course. Recorded on ProMonitor and letter sent to student.

9. Exclusions and Appeals

- In cases of gross misconduct, the college may make the decision to permanently exclude a student. Exclusions will be notified in writing to the relevant parent/guardian and are at the discretion of the Principal based on the advice of any evidence available including witness statements if appropriate.
- An appeal may be made to the Clerk of the Governing Body of the college in writing within 10 working days of the date of the formal notification of the decision to exclude. It should set out the specific grounds on which the appeal is being made. The appeal provides the opportunity to establish that correct procedures were followed and that the outcome was based on a fair process.
- The college will appoint a member of the College Strategy Group (CSG) to represent the college at the appeal hearing.
- The Clerk will convene an appeal hearing which will include 3 members of the Governing Body as soon as possible, normally within 10 working days of receipt of the appeal in writing.

- Any new evidence from the appellant must be sent to the Clerk at least five working days prior to the appeal hearing to allow it to be circulated to all parties. This may delay the timing of the appeal.
- The appellant may prepare a written statement of their appeal case. A member of CSG representing the college may also prepare a written statement. Such statements, together with other relevant or new evidence must be with the Clerk at the latest five working days prior to the appeal hearing.
- Governors and the appellant will have identical papers at the appeal hearing.
- The member of CSG representing the college manager and the appellant may each choose to have an advisor present.
- Governors will reconsider the evidence and the decision to exclude and take into account any new evidence or procedural complaint.
- Witnesses should only be present to give evidence and answer questions.

10. Compensation orders

In some cases, where the breach of discipline involves causing damage to property the student may be required, in addition to any disciplinary penalty, to reimburse the college for the cost of repairs. In addition, the college reserves the right to involve the Police in relation to the damage of property or any part of the college buildings.

Appendix 1: Disciplinary procedure

Recording Disciplinary procedure actions in ProMonitor

Stage	Responsibility to Raise	Responsibility to Follow up
Negative behaviour comment (Misconduct)	Any staff member Place comment on ProMonitor ILP (See below)	Course Tutor, Personal Development Tutor in tutorial.
Verbal Warning (Persistent misconduct)	Course Tutor, PDT Create a ProMonitor meeting (See below)	Course Tutor, Personal Development Tutor in tutorial
Written Warning (Persistent / serious / gross misconduct)	Head of Department Create a ProMonitor meeting (See below)	HoD conducts written warning meeting with the student. Notify a parent, carer or adult advocate.
Final Written Warning (Persistent / serious / gross misconduct)	Assistant Principal - Create a ProMonitor meeting (See below)	AP and HoD conducts meeting with student, parent, carer or adult advocate
Exclusion (Persistent serious / gross misconduct)	Principal Create a ProMonitor meeting (See below) Issue exclusion Letter	Principal conducts disciplinary meeting with student, parent, carer or adult advocate. Letter of exclusion issued.

Placing a comment on ProMonitor ILP

1. Find the student in ProMonitor: https://promonitor.shc.ac.uk/

2. Use the Meetings and comments menu item to access Learner Comments on the student's ILP
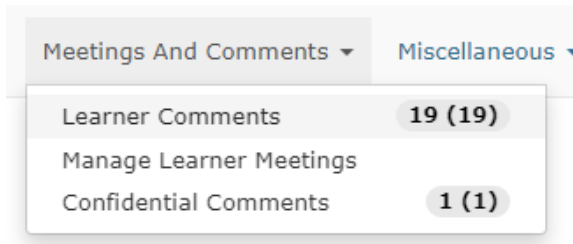
3. Add a new comment of type "Misconduct" with any required detail, be mindful that the student may be able to see the comment if "Visible in ProPortal" is checked

You can add other appropriate staff in the "For the attention of" section to receive an email update of this comment if necessary

Create a ProMonitor meeting

Meetings in ProMonitor should reflect actual discussions which take place between staff and students.
For Disciplinary meetings, the appropriate outcome MUST be recorded.

1. Find the student in ProMonitor https://promonitor.shc.ac.uk/

2. Use the Meetings and comments menu item to access Manage Learner Meetings on the student's ILP

3. Add a new meeting of category "Disciplinary" and type "Disciplinary Meeting" with the appropriate date and time and press save

4. This will add the meeting to the list that you may access by clicking on the type and complete it as required:

5. In the meeting it is essential that the outcome is recorded from the available options and notes recorded

Brief one to one meeting notes

Outcome

--Select-- ▾

--Select--
No action taken
Verbal warning
Written warning
Final written warning
Exclusion

Save ☑

6. In the same meeting details screen you can create SMART targets relevant to the context of the meeting. Remember to add review dates that targets can be managed to see when they are overdue.

7. Marking the meeting as "complete" will indicate they meeting actually took place and will then make it read only

Important notes

The outcome of the latest disciplinary meeting will be used to update the learner's badges, so it becomes clear to all staff which learners are in the disciplinary process and how far along.

V = Verbal warning
W = Written warning
F = Final written warning
E = Exclusion

Amber = at least one target is incomplete and pending
Red = No targets are associated with the meeting or all targets are overdue
The Exclusion badge is always red

Any subsequent meetings should be newly created as to maintain the history of all meetings that have taken place.

Disciplinary meetings, including the outcome and notes recorded in ProMonitor are set to be visible to students, and in turn, parents.

Appendix 2: **Guidance on Categories of Misconduct**

Misconduct

Misconduct includes behaviour which is persistently disruptive, which causes a disturbance or nuisance to others. The following examples of misconduct are for illustration only -- the list is not prescriptive or exhaustive.

- Failure to display wear student ID lanyard.
- Non-compliance with expectations in study areas.
- Non-compliance with the dress code.
- Addressing staff or fellow students in an impolite, inappropriate or offensive manner
- Poor attendance and/or punctuality and/or unauthorised attendance.
- Misuse or unauthorised use of college facilities or property (this could also be serious misconduct, depending on the occurrence).
- Smoking or vaping outside of the designated area.
- Use of inappropriate or foul language.
- Disruptions in lessons, In corridors between lessons, break lunch times or free periods.
- Obstruction or disruption of college processes and procedures.
- Failure to follow a reasonable instruction from a member of staff.

Serious Misconduct

Serious misconduct includes threatening behaviour and bullying or harassment of staff or students. The following examples of serious misconduct are for illustration only — the list is not prescriptive or exhaustive.

- Intentional or reckless damage or defacement of college property or the property of other members of the college community.
- Any form of bullying.
- Repeated failure to wear student ID lanyard.
- Fraud, deceit or dishonesty in relation to the college or its staff.
- False or malicious allegations against college staff or students e.g. fabricated complaints that may have been raised initially as part of the college Complaints Procedure.
- Non-compliance with penalties imposed for misconduct.
- Failure to comply with college policies or procedures.

Gross Misconduct

Gross misconduct is behaviour which calls into question a student's status as a student at the college. The following examples of gross misconduct are for illustration only — the list is not prescriptive or exhaustive.

- Peer on Peer abuse, abusive, threatening or persistent bullying behaviour towards staff and students via any means including phone, text, emails or on internet blogs or social media.
- Bringing the college into disrepute outside the college or on trips or work experience.
- Physical assault, or threat of physical assault, on a member of staff or a student.
- Possession of any prohibited items including Knives or weapons, alcohol, illegal drugs, stolen items, fireworks, pornographic images or any article a staff member reasonably suspects has

been or is likely to be used to commit an offence or cause personal injury to, or damage to the property of, any person. These items will be confiscated and not returned.

- Racial hatred or abusive actions.
- Criminal conviction for any of the above and for offences against the person of a violent or sexual nature.
- Fraud, deceit or dishonesty in relation to the college or its staff
- Theft of college property.
- Non-compliance with penalties imposed for serious misconduct.
- The college will involve the Police in relation to any criminal behaviour.

Appendix 3: Ready Respectful Safe

SUCCESSFUL STUDENTS ARE...

READY.

To learn, work and achieve.

To demonstrate a positive 'can do' attitude.

To push yourself, be determined and aim high.

To get involved, work together to solve problems and be your best self.

To be honest, open and ask for help and support when you need it.

RESPECTFUL.

Being here and on time.

Listening to others, valuing their contributions and being considerate of their wellbeing.

Being inclusive and accepting the differences in others.

Showing empathy, understanding and compassion to others.

Being proud of your environment and looking after it well.

Making it possible for all students to learn in class.

SAFE.

Dressing appropriately, wearing your lanyard and ID.

Taking responsibility for the safety of yourself and others in the college environment.

Socialise safely and respectfully onsite and online.

Following instructions from staff, making appropriate decisions and taking responsibility for your actions.

Moving quietly and respectfully around the college at all times.

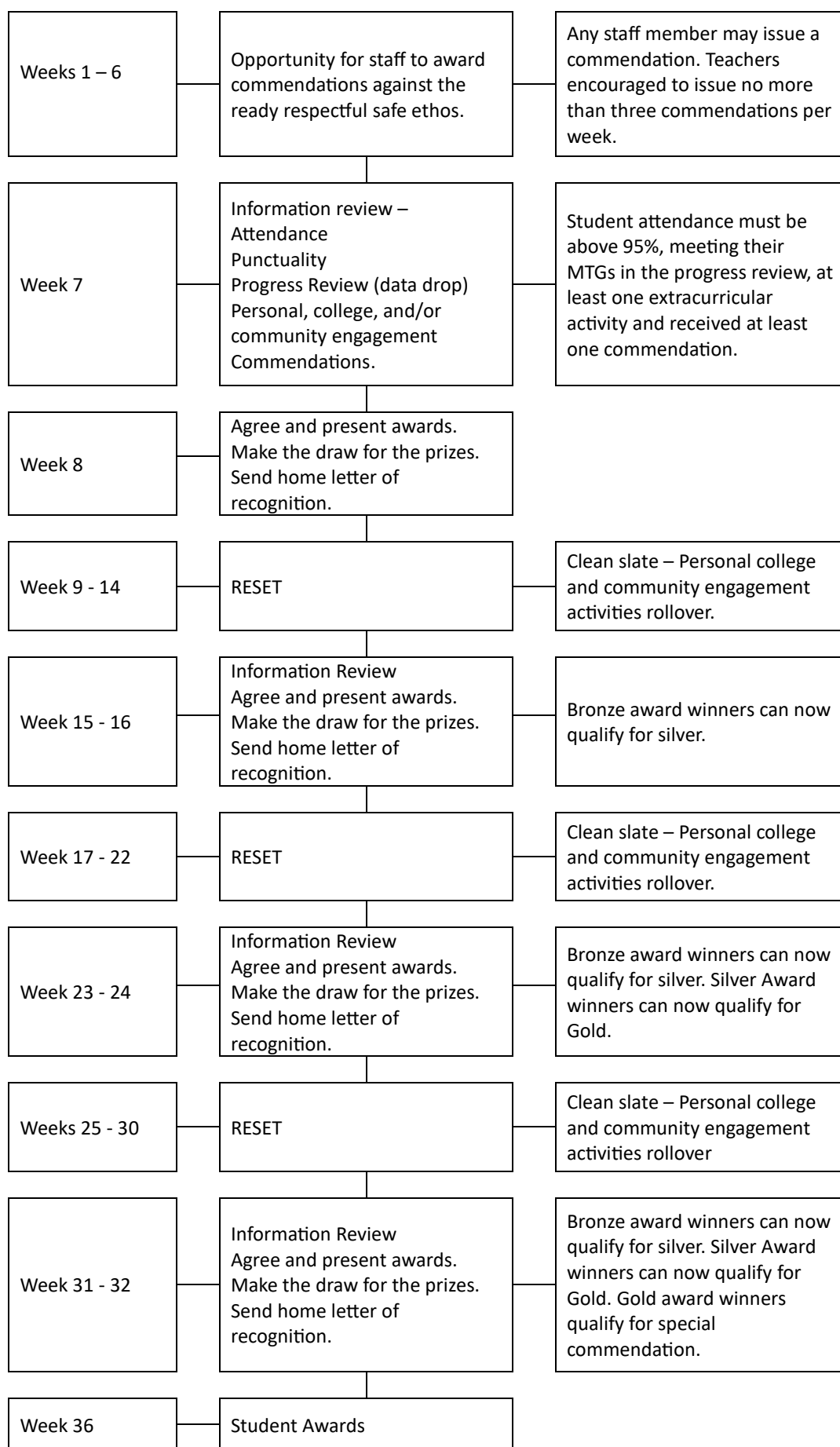Behaving in an orderly and self-controlled way at all times.

SHOOTERS HILL
SIXTH FORM COLLEGE
Transforming Lives

Appendix 4: Student Reward Strategy

- At the students termly performance reviews, measures against the RRS campaign will be reviewed. Upon measure and reporting on student progress the course tutor can agree that the criteria has been met.

- The student has three terms to work towards achieving the Gold reward criteria.

- If a student performance in a year decreases the reward will not be automatically taken away, it will mean that further rewards will not be issued. In extreme circumstances of poor performance or behaviour the disciplinary process would need to be invoked, resulting in sanctions.

- Progressing students will remain at their reward status in the subsequent year. For those students who obtain gold status in their previous year, they will be offered a project to undertake. EG mentoring new students to help them achieve and sustain an excellent status within the college.

Student Rewards Campaign		
Personal (Bronze)	College Silver (Silver)	Community Award (Gold)
Attendance target met	Attendance target met	Attendance target met
Excellent punctuality	Excellent punctuality	Excellent punctuality
Progress against targets	Progress against targets	Progress against targets
Staff commendations	Staff commendations	Staff commendations
Engaged in extracurricular to support career progression (e.g. enrichment work experience)	Actively involved in campaigns (e.g. college events charity work)	Taking on a challenge (in or out of college Duke of Edinburgh. Caring for a relative)
Personal growth and significant improvement (e.g. becoming more confident)	Supporting and encouraging peers (e.g. Being a positive role model for peers)	Positive contribution to a college's reputation (E.g. competition winner)
	Volunteering (e.g. student rep, Student Ambassador)	Support and commitment to others (e.g. mentoring fellow students)
Reward	Reward	Reward
Certificate	Certificate	Certificate
Commendation letter	Commendation letter	Commendation letter
Bronze badge for lanyard	Silver badge for lanyard	Gold badge for lanyard
Entry into prize draw	Entry into prize draw	Entry into prize draw
£10 on college card	£20 on college card	£25 on college card

Rewards Timeline

| Weeks 1 – 6 | Opportunity for staff to award commendations against the ready respectful safe ethos. | Any staff member may issue a commendation. Teachers encouraged to issue no more than three commendations per week. |

| Week 7 | Information review – Attendance Punctuality Progress Review (data drop) Personal, college, and/or community engagement Commendations. | Student attendance must be above 95%, meeting their MTGs in the progress review, at least one extracurricular activity and received at least one commendation. |

| Week 8 | Agree and present awards. Make the draw for the prizes. Send home letter of recognition. |

| Week 9 - 14 | RESET | Clean slate – Personal college and community engagement activities rollover. |

| Week 15 - 16 | Information Review Agree and present awards. Make the draw for the prizes. Send home letter of recognition. | Bronze award winners can now qualify for silver. |

| Week 17 - 22 | RESET | Clean slate – Personal college and community engagement activities rollover. |

| Week 23 - 24 | Information Review Agree and present awards. Make the draw for the prizes. Send home letter of recognition. | Bronze award winners can now qualify for silver. Silver Award winners can now qualify for Gold. |

| Weeks 25 - 30 | RESET | Clean slate – Personal college and community engagement activities rollover |

| Week 31 - 32 | Information Review Agree and present awards. Make the draw for the prizes. Send home letter of recognition. | Bronze award winners can now qualify for silver. Silver Award winners can now qualify for Gold. Gold award winners qualify for special commendation. |

| Week 36 | Student Awards |

Appendix 5: **Promoting and managing good learning behaviours**

- Meet and greet your students at the door. Smile please.
- Start your lesson on time.
- Challenge students positively if they are late.
- All students have IDs on when they enter the room.
- Reinforce ready respectful safe in all learning sessions.
- Create and maintain a stimulating environment that sets high expectations, encourages and challenges students to be engaged.
- Reinforce that you expect student to use the bathroom before they attend a lesson.
- When being excused from lesson for comfort break, ensure the student is wearing their lanyard. They will get challenged in the corridor and staff have been asked to escort students back to the class.
- If a student must leave the lesson for a comfort break, ask them to leave their phone to ensure a quick return. Tell the student what time you want them back. Praise them when they return on time. Challenge them when they do not.
- Do not finish your class early. Why would you? Every second counts.
- Always finish the lesson with a smile and positivity.
- All students have IDs on and hoods down when they exit the room.