

Student Positive Behaviour Policy

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Policy Statement

Barnet and Southgate College aims to provide a positive, welcoming, caring and safe environment where relationships are based on respect and to develop positive self-esteem in each student. Staff at Barnet and Southgate College are committed to maintaining high expectations of good behaviour as an essential contribution to the educational and social experience of its students and to their happiness and wellbeing whilst at College. The College recognises that developing professional standards of behaviour and the discipline that apply in any workplace are fundamental to employability which is a key aim for our students.

The College will establish a culture of respect and safety, including zero tolerance of bullying, clear boundaries, excellent pastoral care and highly effective early interventions to support students to overcome any barriers to achievement and progression. Implicit in this policy is the recognition of the need to reflect on, formally record and in certain circumstances reprimand unacceptable conduct and behaviour which disrupts learning and/or impacts on the safety and wellbeing of others.

1. Introduction

It is vital as a College that we recognise and celebrate the achievements of our students to create an environment that encourages and rewards success. This approach is based on strong evidence which shows that the encouragement and reinforcement of positive actions is more effective in changing and improving behaviour than focusing on unacceptable actions and trying to minimise them through the use of sanctions and penalties. The way we do this is dependent on the individual's or group's accomplishments and therefore reward and recognitions may take many forms, from structured reward systems to a smile and thank you.

A relentless focus on positive behaviour will enable learning to take place in a safe, orderly and enjoyable environment. It is intended to replace the emphasis on rules and sanctions or reliance on a punitive disciplinary approach and to reflect a coaching culture which encourages individual responsibility.

It is acknowledged that the policy and approaches to it may need to be adapted at specific points and for specific students and our aim should always be to ensure we are promoting and providing equal opportunity for all students to succeed, including those with SEND. Mechanisms to support SEND students are detailed in the Fitness to Study policy.

2. Aims of the Positive Behaviour Policy

- To embed a whole college proactive and consistent approach where inappropriate behaviour is challenged
- To establish a policy which is fair, transparent and consistent in the eyes of all concerned, is supported by all levels of management and is consistent and coherent
- To create a culture of respect and excellent behaviour across the College
- To foster an environment where everybody feels safe and where each person is treated fairly
- To enable all staff to manage and improve student behaviour
- To ensure that every member of the College community feels valued and respected
- To develop high standards of behaviour through positive interventions. Which supports the use of these standards of behaviour
- To create an environment where positive behaviour is encouraged and reinforced through clear formal interventions where these behaviours

are not being adhered to

- To clearly define acceptable and expected standards of behaviour
- To ensure consistency of response to both positive and unacceptable behaviour
- To nurture the skills and attitudes which allow our students to make a positive and productive contribution to College and the wider society
- To promote self-esteem, self-awareness, rights and responsibilities
- To support every student in understanding the cultural diversity of our community and the importance of individual liberty, mutual respect, tolerance and the rule of law.
- To help students take control over their behaviour and be responsible for the consequences of it
- To build a community which values kindness, care, good humour and empathy for others

3. Methodology

Underpinning the positive behaviour approach is the simple reality that we all like to be praised for what we do well. The positive behaviour approach proposes that staff who praise students who are 'on task' achieve better results from them and from other students who notice and copy this good behaviour.

The positive behaviour approach:

- Clearly identifies and values the behaviours which are constructive, respectful, and supportive and are associated with high levels of engagement in learning.
- Promotes good relations between students and staff based on mutual respect and trust, common purpose and values
- Promotes an uncompromising focus on learning and achievement, and developing self-confidence and self-discipline
- Looks for the positive (staff find opportunities to praise many times more often than punish) and reduces the public attention paid to students who are not on task
- Separates the behaviour from the student (the member of staff shows that s/he dislikes the behaviour not the student)
- Is assertive but avoids confrontation (staff de-escalate situations by being firmly in control of their own reactions and by following a universally recognised method of positive behaviour)
- Is based on simple rules which are clear and known to everyone (students, parents, staff) and which establish expectations and boundaries
- Is talked about and used all the time and everywhere in the college

- Has clear consequences (for misbehaviour which cannot be ignored) which are consistently implemented
- Allows both students and staff to know where within the Policy a student is when dealing with such cases through the formal staged approach as outlined in Appendix 5

The positive behaviour system is based on behaviour code, rewards, recognitions and consequences.

4. Behaviours for Excellence – College Expectations

Our expectations for every student are based on three simple principles:

- Show respect
- Be ready to learn
- Stay safe

Show Respect

- Listen to others and follow reasonable instructions
- Use appropriate language with a polite tone
- Look after College property and facilities
- Respect diversity, other people's choices and opinions
- Actively discourage bullying or harassment of others
- Behave respectfully

Be Ready to Learn

- Attend all lessons, be on time and work hard
- Bring in the appropriate course materials and equipment
- Be proactive in discussing progress and setting realistic but challenging individual targets
- Respond positively to feedback on how to improve the quality of work or behaviour at College
- Manage time well to meet deadlines, appointments and targets

Stay Safe

- Follow College rules for health and safety
- Tell someone if you have any worries or concerns or don't feel safe
- Wear your Student ID Badge so it can be seen at all times
- Understand the consequences of bringing weapons, drugs and alcohol on to College premises.

5. Reward and Recognition

Throughout the student journey recognition of achievement relative to the potential of individuals should be acknowledged and celebrated. This can include:

- Verbal praise for good behaviour, achievement or progress
- Using one-to-one tutorials and progress reviews to recognise students' achievements and record this on ProMonitor
- Curriculum specific reward and recognition initiatives, for example awarding certificates, small prizes such as Amazon vouchers, a whole group or individual treat such as an enrichment activity or trip.

6. Changing Behaviour

The aim of the Positive Behaviour Policy is to change inappropriate behaviours and, where appropriate, implement restorative conversations, and where this approach does not achieve the required improvement in behaviour the appropriate fair sanction applied. Restorative conversation provides opportunities for those directly affected by an offence/incident i.e. the victim, the offender and members of staff who have been involved to communicate and agree how to deal with the offence and its consequences.

The restorative approach is based on five key themes:

- **Respect:** for everyone by listening to other opinions and learning to value them
- **Responsibility:** taking responsibility for one's actions
- **Relationships:** building positive relationships
- **Repair:** developing the skills within our College community so that its individual members have the necessary skills to identify solutions that repair harm and ensure behaviours are not repeated
- **Re-integration:** working through a structured, supportive process that aims to solve the problem and maintain good behaviour

Restorative conversation focuses on the harm caused rather than assigning blame and dispensing punishment which often fails to address the needs of those most affected.

7. Restorative Meetings

It is preferable to deal with behaviour issues through the “restorative” model of behaviour management before formal second and third stage actions take place. Behavioural problems at a low level can and should be addressed with restorative chats, where the problem is explored from all angles, with students and staff involved given appropriate time and space to air their views and feelings, with the goal being a

solution that is acceptable to all parties. Such restorative actions can be classed as “Stage 1” in the Positive Behaviour process (see Appendix 4 under Stage 1 for details).

8. Where the restorative process is unsuccessful

In certain cases or sets of individual circumstances it may be necessary to use a more formal approach, where frequent or recurring behaviour has not improved despite frequent teacher/Curriculum Manager intervention and support. Likewise, incidents that go beyond the reasonable boundaries of low-level “Stage 1” will require formal actions under Stage 2 or 3 depending on their seriousness. The actions/processes as laid out in Appendix 4 should then be used.

9. Responsibilities

All Staff

- All members of staff are responsible for implementing the Positive Behaviour Policy, this should include giving praise when positive behaviour is observed as well as taking part in restorative meetings where appropriate
- All members of staff should show respect for learners and act as a positive role model in terms of the behaviour expected of students
- All members of staff have a responsibility to monitor students’ behaviour and intervene if they observe a student behaving in an unacceptable manner, where appropriate this should be reported to the student’s tutor.

Teachers and Tutors

- Teachers have a responsibility to set high expectations for behaviour in the classroom and make appropriate interventions when students are misbehaving
- Tutors have a responsibility to support their tutees in achieving high standards of behaviour and to discuss their progress during one-to-one tutorials
- Tutors have the responsibility for monitoring the targets set at previous restorative meetings
- Tutors have a responsibility to set up restorative meetings when a student’s behaviour gives cause for concern, involving the Curriculum Manager when the misbehaviour is more serious or where the student has failed to meet targets for improvement set at previous meetings.

Facilitators

- Restorative Facilitators have the responsibility to meet individually with all parties before the restorative meeting
- Restorative Facilitators have the responsibility to manage restorative meetings and to work with the staff and students involved to bring about a resolution which meets the needs of everyone concerned

Managers and Heads of Centre

- Curriculum Managers have the responsibility to hold medium level restorative meetings and to support the tutor in managing the student's behaviour
- Heads of Centre and Heads of Department have the responsibility to hold high level restorative meetings and, with the tutor, assess whether the student is capable and willing to change their behaviour or if their behaviour constitutes a risk to other students and staff
- Where appropriate the Head of Centre or Head of Department will make a recommendation to the Principal & ACEO to exclude the student. The student will be informed of this decision in writing
- The Principal & ACEO will make the final decision on exclusion and inform the student in writing.
- A member of the Executive Leadership Team will hear any appeals against exclusion, involving the appropriate staff in any meetings. The decision of the Appeals Panel will be given to the student in writing.

Appendix 1

RESTORATIVE QUESTIONS

Restorative Chat

What happened?

What were you thinking/feeling?

What needs to happen to put things right?

What are you going to do differently next time?

Conference Preparation Script

What happened?

What were you thinking/feeling?

What do you think/feel about it now?

Who has been affected and how?

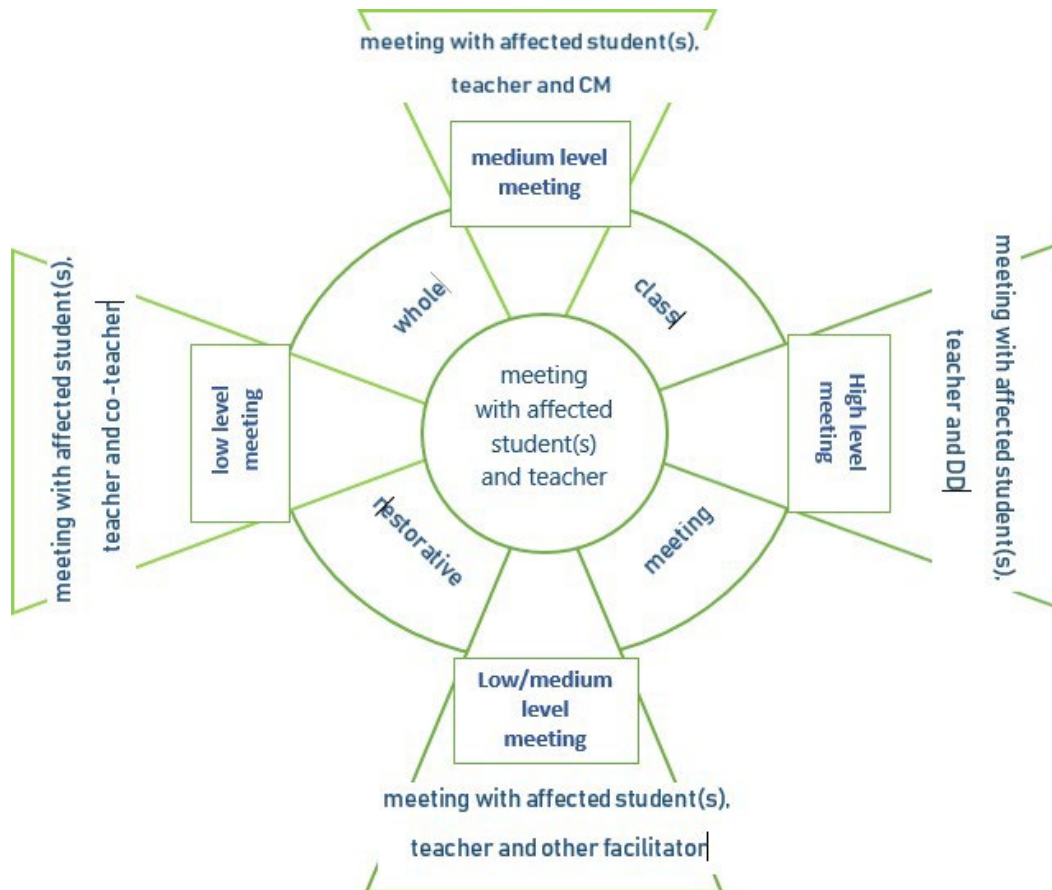
What needs to happen to put it right?

What do you need from the contract?

What might they need on the contract?

What do you/they need to do differently next time?

Appendix 2 – visual representation of the range of restorative meetings



Appendix 3

Appeals Procedure

1. A student can appeal to a Director within the Executive Leadership Team against the sanction of exclusion as upheld by the Principal & ACEO

Appeals will only be heard on the following grounds:

- a. where the student can demonstrate that the College's Positive Behaviour Policy was not followed,
- b. that additional information or new evidence that was not available during the Restorative Meeting has come to light,
- c. that existing evidence was not duly considered.

The document entitled "Reasons for Appeal" must be completed in full, and posted or e-mailed to the Executive office¹ within 10 working days of the date of the letter from the Principal & ACEO advising that he has upheld the recommendation for permanent exclusion.

2. If the appeal is received within the specified timeframe, an Appeals Panel will review the "Reasons for Appeal" document and decide if an Appeal Hearing is warranted. The Appeals Panel will comprise:
 - A Director within the Executive Leadership Team not previously associated with the case
 - One Head of Centre or Department Head not previously associated with the case
3. If a notice of appeal is lodged within the time allowed and an Appeal Hearing granted:
 - The hearing with the appropriate Head of Centre or Department Head not associated with the case, will be arranged within 14 working days.
 - The student will be given at least 6 working days' notice of the time and place of the hearing.
 - The student may be accompanied by a friend, student representative or relative. The student may not be accompanied by a legal or other professional adviser unless the College agrees to this, having been given notice before the day of the hearing. A legal or other professional adviser will only be allowed if the College intends to have an external adviser present.
 - Students under suspension and/or exclusion are NOT eligible to attend another student's Appeal Hearing.
 - Any documents considered at the interview with the Head of Centre will be available for the purposes of the appeal, together with the notes of that interview.
4. The student will be notified in writing if the Appeals Panel does not feel that an Appeal Hearing is warranted, giving a reason or reasons for the decision.

¹ Executive Office – Barnet and Southgate College, Southgate Campus, High Street,
executive.office@barnetsouthgate.ac.uk

5. At the Appeal Hearing, the student will be invited to explain the reasons for the appeal and to state his / her case.
6. The Head of Centre who recommended exclusion will be asked to respond to the appeal and explain the reasons for the recommendation.
7. The Head of Centre/Head of Department or Director hearing the appeal may ask questions, and will then consider whether to allow or dismiss the appeal. Witnesses will not normally be asked to attend except in relation to any relevant NEW evidence which has come to light since the decision to exclude was taken.
8. If the appeal is allowed, the Head of Centre/Head of Department or Director may decide that less severe action should be taken.
9. If the appeal is dismissed, the original decision will stand.
10. Within 6 working days of the Appeal Hearing, the final decision by the relevant Head of Centre/Head of Department or Director will be confirmed in writing to the student.

Appendix 4 - Formal processes where restorative approach has been unsuccessful

Barnet and Southgate College aims to provide a positive, welcoming, caring, and safe environment for each student. The creation and continuation of such an environment will enable widespread use of positive behaviours. We are committed to maintaining high expectations of good behaviour as they are recognised as an essential contributor to educational success.

We are a college with a long-standing culture of respect for all, there is a zero tolerance of bullying and effective interventions are in place to support students.

Students are expected to conduct themselves in a responsible manner and to work to the best of their ability unacceptable conduct and behaviour which disrupts learning and/or impacts on the safety and wellbeing of others will dealt with via the Behaviour Policy. Unacceptable conduct and behaviour can fall into two categories **misconduct** or **gross misconduct**.

This element of the Policy needs to be read in conjunction with the Tackling Low Attendance Strategy. And also relies on sound, fair and equitable classroom management techniques and should only be used where there has been constant, frequent and/or recurring incidents of poor behaviour that could not be rectified by using the restorative approach and techniques.

Misconduct is dealt with over a 3-stage process.

| STAGE 1 | ACTION |
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| <p>Typical examples of Stage 1 misconduct include: Unexplained lateness or absence, lack of engagement or cooperation, poor behaviour in class, low-level verbal disagreement with another student, undirected swearing, routinely missing tests/not completing homework, repeated failure to comply with classroom expectations such as consumption of food and drink, wearing of inappropriate head wear, repeated smoking / vaping outside of designated areas etc. Also, where lessons occur on-line, repeatedly dropping out and not engaging.</p> | <p>Student has 1:1 meeting with personal tutor and this is then recorded on pro monitor. This will take the form of a restorative conversation at a 'low level'. This more formal stage may occur where there has been frequent and recurring teacher/tutor intervention, which has failed to get the required improvement in behaviour. This stage will be supportive and look to formally rectify the situation. If additional help is needed for the student, student support teams alerted, also Welfare, ALS or Safeguarding to be contacted where appropriate.</p> <p>Tutor informs all teachers that the student is on stage 1.</p> |

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| | <p>If the student is an academy sport student, the relevant link teacher or coach will be alerted.</p> <p>If behaviour radically improves and there are no more instances of poor behaviour the stage 1 is removed after 6 weeks.</p> <p>Personal tutors to put information on Promonitor and email the relevant CM</p> |
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| STAGE 2 | ACTION |
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| <p>If no improvement shown as a result of Stage 1 and/or further complaints are received, student to be invited in writing and on Teams to attend a Stage 2 interview with the Curriculum Manager or other relevant manager and the tutor. Parents are invited to this meeting (for students over 18 consent has to be granted for this.)</p> <p>Typical examples of Stage 2 misconduct include: Failure to improve behaviour that led to Stage 1, continual lateness or absence, persistent failure to submit assignments or other college work, aggressive behaviour that doesn't result in violence, refusal to work with particular members of staff, persistent use of foul language, directed foul language, continually disrupting lessons, bullying, continued lack of engagement or cooperation, pushing, shoving and threats of violence, lower level vandalism or abuse of college property (such as graffiti or tampering with keyboards and similar), misuse of college ID cards (such as lending to another student or non-student to gain entry) etc.</p> | <p>This is a more formal meeting.</p> <p>The CM may decide that the stage 2 remains pending, enabling the student to rectify poor conduct and redeem themselves, or a stage 2 notification is issued. If appropriate refer to student services. Students can be suspended for a short period at Stage 2 if deemed necessary.</p> <p>If a stage 2 is deemed necessary, a formal letter is issued with an ACTION PLAN. This is updated on Promonitor and parents notified.</p> <p>Where behaviour radically improves, and there are no more instances of poor behaviour the stage 2 is removed after 12 weeks.</p> <p>If the student is an academy sport student, the relevant link teacher or coach will be alerted.</p> <p>If behaviour radically improves and there are no more instances of poor behaviour the stage 1 is removed after 6 weeks The parents/guardian will be informed if the student is under 18 years old. Course Team notified of outcome.</p> |

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| <p>STAGE 3</p> <p>If no improvement shown as result of Stage 2 and/or further complaints received, student to be invited in writing and via Teams to attend an interview with Curriculum Manager or Head of Centre.</p> <p>Typical examples of misconduct (or Gross Misconduct) at Stage 3 include: aggressive or threatening physical or verbal behaviour (including sustained foul language), incidents involving violence or a credible threat of violence, unauthorised filming or photographing of others, deliberate and significant damage to property, acts of unlawful discrimination or harassment (including discrimination on grounds of ethnicity / gender / sexuality / religion / culture / social class etc.) theft or fraud, sexual misconduct, gross indecencies, endangering the health and/or safety of others, any serious and/or criminal activity (including online), which, in the opinion of the college authorities affects the college or other students, or which brings the college into disrepute in the eyes of the wider community.</p> | <p>ACTION</p> <p>Students are immediately suspended for the appropriate period of time ahead of any formal Stage 3 meeting.</p> <p>The meeting tone will remain supportive, and every effort will be made to encourage a change in behaviour and to resolve issues. Again where necessary/ appropriate student services to be notified.</p> <p>In the meeting if student disputes material facts, the manager may decide to adjourn interview for a period of no longer than 14 working days.</p> <p>If student does not dispute material facts the Curriculum Manager or Head of Centre issues Final Stage 3 written warning with an action plan or may make a disciplinary recommendation for exclusion to the Principal.</p> <p>Failure to keep to the Stage 3 Action Plan could result in a recommendation for exclusion being made. Students to be given written notification of this recommendation within 6 working days of the Stage 3 interview, (with a copy to parent/guardian if the student is under 18 years of age).</p> <p>If the disciplinary recommendation is for exclusion, student to be suspended pending consideration of recommendation by the Principal & ACEO. Any appeal must be lodged within 10 working days of the date of letter detailing recommendation. Course Team notified of outcome.</p> |
| <p>STAGE 4</p> <p>Appeals will be dealt with under the Appeals Procedure. If there is no appeal lodged within specified timescales the original decision will stand. This will be confirmed in writing to the</p> | |

student within 2 working days of the conclusion of the period for lodging appeals. Course Team notified of outcome

This Policy will be reviewed and monitored to ensure it remains updated and fit for purpose.