



Unity College

STUDENT BEHAVIOUR MANAGEMENT POLICY

October 2018

UNITY COLLEGE RULES

- Behave responsibly and with consideration for others at all times.
- All students should follow the 'dressed for business' look and wear the college uniform with pride. Hoodies are not allowed to be worn in college at any time. Skirts should be of a suitable length. Shirts should always be tucked in.
- No outdoor clothing can be worn in college at any time.
- Bags and coats may be left in lockers during the day but may not be accessed between lessons. Lockers may be accessed before and after college, break and lunchtime.
- Jewellery must not be worn. Students are not allowed piercings of any type. A watch is permitted.
- Expensive electronic equipment should be left at home. The college does not take any responsibility for the loss or damage to personal possessions brought on site. Mobile phones and other electronic devices must not be seen, heard or used in lessons or during lesson changeover.
- Minimal make-up is acceptable, however, the headteacher reserves the right to make the final decision on what is, or what is not appropriate.
- Hair colour should be of an appropriate style and natural colour. Hair styles/colour judged to be extreme by the headteacher are not permitted.
- All students must enter and leave the building through the two designated areas – the canteen entrance and the far end entrance.
- Attend college and all lessons on time.
- Come equipped for all lessons.
- Smoking is NOT allowed. This includes electronic cigarettes.
- Food and drink will only be allowed in the café/restaurant areas and will not be allowed in any other area inside the college building. Water being the exception.
- Chewing gum is banned from the school premises.
- Contact college if you know you are going to be absent. Bring a note when you have been absent and return to college.
- Students should walk on the left of corridors; running or pushing is not allowed.
- Put all litter in bins.

STUDENT CONDUCT

- Students must only enter a Learning Space when a teacher is present. If staff are not present students are expected to line up outside the Learning Space in a quiet and orderly manner.
- Students will be welcomed into the Learning Spaces at the start of each lesson.
- Students are expected to enter the learning space quietly. No personal electronic equipment ie iPods/mobile phones/headphones must be used in the Learning Spaces.
- Food and drink are not allowed in Learning Spaces. Water is acceptable.
- Chewing gum is not allowed anywhere in college.
- It is students responsibility to ensure that they have appropriate equipment for lessons including college planners.
- Every student has the right to learn. Every teacher has the right to teach. The behaviour of all students inside the Learning Space should at all times allow teachers to teach and students to learn.
- All work should be completed fully to the best of students ability.
- College property must be used responsibly.
- Any damage to any college property will be dealt with severely. Costs may be incurred.
- All members of the college community should be treated with respect. High standards of courtesy and manners are vital at all times.
- At the end of the lesson all students must remain in the Learning Space until they are dismissed by the members of staff
- Students are expected to leave the Learning Space in a quiet and orderly manner.

All college rules apply at all times inside the Learning Spaces

Introduction

Unity College believes that the interests of the whole college community are best served where students learn within a calm, safe and well ordered environment which encourages, promotes and rewards good behaviour. This will nurture citizenship amongst students, fostering mutual respect and understanding and a sense of community so that the individual can develop fully and thus contribute to a more ordered society.

The National Curriculum guidelines on Citizenship, Personal and Social Education and Government information on Healthy Colleges all support the principles of self discipline within a community that develops self esteem.

Principles and Aims

- Good behaviour and discipline are essential if effective teaching and learning are to take place. If students are permitted to misbehave at college they prejudice their own educational chances and those around them.
- Students learn where they are motivated. This can be promoted by an effective rewards system that engages students and encourages them to do their best.

The key aim of this policy is to promote the development of the best climate for learning and personal development to take place.

Objectives

- To maintain and improve upon the quality of education offered to our students.
- To promote higher standards of educational achievement.
- To meet statutory obligations.
- To ensure all students receive equality of opportunity.
- To sustain and develop partnerships with all parties involved in supporting the learning of students.
- To reward students in a variety of ways so that they are motivated to succeed.
- To be consistent in our approach through the implementation of the Consequences System.

Aims of our Consequences System

- Provide a clear and stepped approach to deal with poor behaviour.
- Provide staff with a simple system that is easy to use.
- Promote common understanding for all stakeholders.
- Provide consistency of data held in PARs for better comparable data analysis.
- Shift the focus of behaviour management to student choices (remove personal conflict).
- Address the renewed Ofsted/ government behaviour agenda.
- Further strengthen the clear consequences recently introduced with detentions/ smoking and phone policies.
- Reduce the amount of general low-level disruption and behaviour that interrupts learning.

Key Partners

At Unity College our “Partners in Learning” include all learners, children and adults, all teachers and all of those who support them”. Our partners in learning include the Governors, all staff, parents, the local community including businesses and a broad range of other agencies such as Connexions and Police Service.

a) The Role of the LEA

The LEA will ensure:

- The development, implementation and review of appropriate systems and frameworks to match the variety of the behaviour support needs of students with the provision of support.
- Provision of appropriate professional development and individual training opportunities.
- The availability of support to colleges by providing and guidance and information;
- The availability of support to students and families by providing access, as appropriate to support systems, personnel and other services;
- The availability of advice and consultancy to colleges, other professionals and other agencies/bodies;
- Representation on appropriate bodies and with appropriate agencies;
- The development of research, within and beyond the LEA and the dissemination of findings;
- Provide funding to support the individual needs of students.
- Develop strong leadership
- Use a consistent approach
- Develop classroom management

b) The College will:

- Encourage self respect and self discipline the students;
- Encourage mutual respect and understanding between all members of the wider college community;
- Encourage appropriate behaviour through use of the vivo reward scheme.
- Promote and develop positive relationships;
- Demonstrate commitment to a preventative and problem-solving approach;
- Encourage the development of a stimulating and caring environment, conducive to effective teaching and learning;
- Provide strategies to help students with behaviour problems, and use students support systems where necessary.

This will be achieved through:

- Following the consistency and consequences document
- The college aims which will reflect the importance of good order and behaviour;
- The effective communication of policies and procedures to all concerned.
- Ensuring all students are clear about the expected standards of behaviour.
- Rewarding students for doing what is expected.
- Working with the College Council in order to incorporate the views of the students in decision making and evaluation.
- Providing an appropriate curriculum (personalised where necessary).
- Effective partnership and liaison with feeder colleges and parents/guardians and other necessary agencies.
- Appropriate training opportunities for staff.
- Recognising that each adult has a responsibility for the personal, social and emotional well being of all students.

c) College Governors will:

- Make resources available to support the College's behaviour and rewards policy;
- Be aware of their statutory obligations;
- Be aware that they represent the wider community;
- Consider the behaviour and rewards policy aims and principles when recruiting and selecting staff.

Entitlements

The College in its behaviour and rewards policy will ensure through active partnership entitlements to:

a) Students

- Opportunities to develop self esteem and self discipline;
- An orderly, caring, supportive and stimulating learning environment;
- Fairness, equality and equity;
- Sensitivity and consistency in all dealings related to rewards and discipline;
- Opportunities to have needs identified and met appropriately;
- A broad and balanced curriculum that is suitably differentiated;
- Access to positive role models;
- An emphasis on praise and rewards;
- A wide range of relevant learning opportunities;
- A right to express their views through the Student Voice and Student Council;
- An Inclusion Centre where severely disruptive students can continue their education without being excluded and enable others to continue their education without interference.
- A Student Support Centre where students can be supported in their learning when necessary.

b) Staff will:

- Follow consistency and consequences document.
- Work in an environment which is safe and secure and which values good order and has a structure and resources to implement good discipline;
- Have appropriate guidance and support from the LEA and Governors;
- Have access to appropriate training.

c) Parents will:

- Be treated as equals in the educational partnership;
- Be regularly and actively involved in the review of the social and educational development of their children;
- Be positively involved in seeking a shared and constructive solution to any problems that have arisen;
- Be in contact with teaching staff where appropriate;
- Be informed if their child is in danger of exclusion or placed in the Inclusion Centre/Student Support Centre.

d) Governors will:

- Be informed and consulted where appropriate in any matters relating to this policy;
- Be given access to appropriate resources to support the College in managing behaviour effectively;

Monitoring and Review

This policy will be monitored by Senior Leader responsible for the Student Support Services with staff from the Inclusion Centre, Student Support Centre and Alternative Curriculum Mentor, it will be reviewed annually.

Appendices

Procedures:

- Consistency and Consequences
- Inclusion Centre
- Student Support Centre
- Alternative Curriculum / Personalised Learning
- Rewards
- Vulnerable students and additional support agencies

Behaviour and Discipline

In order to create an atmosphere where acceptable behaviour is the normal 'Partners in Learning' must be aware of the expected standards. Unity College believes in creating a culture of responsibility for self and an awareness of others rather than one where rules dictate behaviour.

The College has a set of College Rules and Student Conduct. This has been negotiated by students and leads to entitlements for all to work in a safe, secure and industrious atmosphere.

If students do break the code of conduct or misbehave then the Consistency & Consequences policy should be applied. **These need to be followed consistently by all staff so that students are aware of the consequences of their actions.** (Consequences should always be discussed with students before they are applied. Our consequences system should place a clear focus on letting effective learning take place. It should place the student at the centre so that it is clear at every step of the way that the sanctions issued are as a direct consequence of their choices and actions. There should also be clear guidelines that staff and students understand so that it is applied fairly.

Any standardised consequences system does not replace or remove the need for senior staff to be able to deal with individual incidents on an individual basis and tailor responses accordingly. A good consequences system should however provide an effective framework which applies to **most** students, **most** of the time.)

Implementation

In the Learning Space: If the student still fails to behave and a variety of techniques have failed the classroom teacher refers to Head of Faculty. They may try to accommodate the student within another classroom/lesson in the area.

Behaviour and Consequences Guidelines

- Staff should **always** remind the student of the reason their behaviour isn't acceptable and **warn** them that if they don't change their behaviour it will result in a C1 etc being issued **BEFORE** it is actually issued. This gives the student an opportunity to succeed at every step of the way.
- Consequences should never be recorded 'blind' (ie staff cannot decide after the event to retrospectively award a C1 etc). Consequences are only awarded with **prior warning** and the **student's knowledge**.
- Staff should always phrase the consequences as being linked to the **behaviour choices** rather than the student themselves. This **depersonalises** the issue and helps **avoid conflict**.
- On-call only to be used when C4 is reached rather than first reaction from the teacher. Exceptions apply for health and safety issues.
- Each lesson begins with a clean slate. Repeated offences between lessons will be picked up by the system and students dealt with accordingly. The importance is stressed to all staff of **'unconditional positive regard' each lesson**.
- Departments should not use their own sanction systems – but reinforce consistency by using the same college wide system.
- A 5 minute cool off period may be used if behaviour is escalating to allow for a student to reflect on their behaviour. Should the teacher use this as a consequence, the maximum time for the student to be asked stand outside is 5 minutes. After this time the student should be reintegrated into the class so that learning for them can be continued. However, if safety is a concern, on-call can be used.

The On-Call System can be used if a student misbehaves in a way that could put them at risk of exclusion i.e. a severe incident of misbehaviour. A member of staff who is on call will go to the lesson. The on-call person will then, with negotiation, decide whether the student should stay in the lesson or be removed. If the student is to be removed the on-call member of staff will try to place the student elsewhere within the Faculty. If this is not possible or the incident is so serious that the student is not allowed to remain in a lesson with other students, alternative accommodation should be sought. **The sending teacher will be expected to provide work and complete a behaviour incident log on PARS.**

On Call (C4 sanction) should only be used for severe unexpected incidents: If the on-call system is repeatedly used with the same student in the same lesson, then the Curriculum Area needs to take action to try to solve the problems prior to misbehaviour occurring.

Note – if these actions fail a Student Support Centre referral could be considered for each lesson. A referral will need to be made through the Student Support Centre manager.

Detentions: These should be organised by individual staff or subject and can be individual, faculty based or whole college. Detentions should be set in accordance with the Consequences System and must be linked to a recorded behaviour incident in PARS. Where detention is outside hours, 24 hours' notice will be given in writing. After school detentions will take place straight after college between 3.10 pm and 4.10 pm. Staff do not need to give 24 hours' notice for lunchtime detention.

Report Cards: Personal Development Tutors should use the Report Card System – Green (Stage 1), Yellow (Stage 2) and Red (Stage 3) where concerns are raised regarding a student's conduct in college. This can be used to monitor behaviour, effort, attendance and punctuality. Appropriate letters should be sent before the student is put on Report Card. Parents /carers must be kept informed by letter or by phone.

Support Books:

Support Books may be used to encourage positive behaviour and are usually issued by the Student Support team.

Progress Books:

House Leaders may issue Progress Books in order to monitor the progress of individual students in all subjects.

Parental Meetings: Subject Tutors can arrange meetings with parents of students who are causing concern – it is usually more productive to do this in the first instance. Keeping parents informed (recording everything) makes major concerns easier to handle. If it concerns progress, Head of Subject/Area should become involved. If concerns are across a number of subjects, Personal Development Tutors, House Leaders or Behaviour Leaders will arrange to meet with parents.

Behaviour Leaders: Major incidents should be reported to /discussed with Behaviour Leaders who can authorise further sanctions. Behaviour Leaders will also become involved in overseeing the monitoring of individual students where there are ongoing major concerns and where other interventions (as outlined above) have not been successful. Students being monitored by a Behaviour Leader may be issued with a report book.

1 day isolations: This sanction will be issued by Behaviour Leaders for C4/C5 behaviours where they believe a detention is not appropriate but the incident does not warrant a full inclusion or fixed term exclusion sanction. Students arrive at college as normal and attend lessons 1 and 2. They are then isolated for the remainder of the day until 4.10 pm, completing their work in the Inclusion Classroom.

Inclusion: This sanction will be issued by Behaviour Leaders or SLT for C5 behaviours. This sanction is in place of a fixed term exclusion and is issued for behaviour incidents of a serious nature than which can be managed by keeping the student within the college environment but separated from peers in the Inclusion Classroom. This sanction is usually given for three to five days. Students begin the college day at 10.45 am and finish at 4.10 pm. Whilst in the Inclusion Classroom students complete work set by their class teacher and will

also undertake some work with the Behaviour Team/Support Team related to their behaviour. This may be discussion work, written work, or a combination of both.

Fixed Term Exclusions

These are issued following incidents of C6 behaviour, where the incident is of such a serious nature the student needs to be removed from the college environment for a fixed period of time. Work can be sent home for students to complete under parental supervision. A meeting is arranged with parents following an exclusion of 5 days.

Directions

The governors along with the Headteacher have the legal powers to direct a student to alternative provision for a fixed period of time (which would be reviewed half-termly). This is to give the student the opportunity to improve their behaviour before being re-integrated into college.

Permanent Exclusions

A permanent exclusion remains the decision of the Headteacher.

All exclusions will be for disciplinary reasons only. Permanent exclusions will only happen:

- in response to a serious one-off breach or persistent breaches of the college's behaviour policy **and**
- where allowing the pupil to remain in college would seriously harm the education or welfare of the pupil or others in the college.

This means that the Headteacher will decide on a permanent exclusion:-

- If a child has had a history of persistent disruptive behaviour and the college feel they cannot do anymore.
- A child has committed a single serious one-off offence, even if they have never been in trouble before. That might be something like assaulting a pupil or member of staff or bringing a knife or drugs into school. However it is at the Headteacher's discretion.

Outside College: Headteachers have specific statutory power to discipline students for poor behaviour outside of the college premises. Section 89 (5) of the Education and Inspections Act 2006 gives Headteachers the power to regulate students' conduct when they are not on college premises and are not under the lawful control of a member of college staff. This can relate to any bullying or behaviour incidents occurring anywhere off the college premises, such as college, public transport, outside local shops or in a town/village centre. As within college, the consequences system will be applied in such cases.

Alternative Provision

Students who are placed in Alternative Provision to meet their educational needs may be permanently excluded by the Headteacher of the main school should their behaviour breach the behaviour policy of Unity College whilst at the Alternative Provision. The Headteacher will treat such incidents as if they were in Unity College.

Malicious Allegations against Staff

Malicious allegations made against staff by students will be dealt with following our consistency and Consequence Policy and our Behaviour Policy.

Pastoral Care for Staff

The college will make sure staff are supported as far as possible when unfounded malicious allegations are made. This will be dealt with by the Headteacher.

Prohibited Items

At Unity College we strive to have a community which is safe and secure. There are a number of items that are prohibited and must not be brought onto college premises. Any item that could be considered a weapon, any type of illegal substance, tobacco product, controlled drug, fireworks or any other item that can put the health and safety of our college community at risk.

Screening, Confiscation and Search for Prohibited items

A senior member of staff can carry out a search without consent if they have reasonable grounds for suspecting a student has in their possession: knives, blades, alcohol, tobacco products, controlled drugs, fireworks, stolen items or other prohibited items.

Colleges have a common law duty to search students with their consent for any item that is expressly banned by the college rules. This search can include looking in the student's bag and locker, asking them to turn out their pockets.

Unity College will search students if there is any suggestion that a student may be carrying a prohibited item. Students will be searched by a senior member of staff. Refusal to be searched will result in the college imposing disciplinary sanctions. If a student refused to be searched they will not be allowed to remain on college premises.

Confiscation

Should a student arrive at college with items that are prohibited will lead to the college confiscating these items. Where items are confiscated they will be returned to the student/parent at the earliest convenience. Should an item be a weapon or controlled drug then it will be handed to the police. Alcohol will be disposed of by the college. If stolen goods are recovered, then this will be returned to the rightful owner if this can be established by the college. Staff are protected from liability for damage or loss to confiscated items.

Guidance states that there is no legal requirement to inform parents /guardians when alcohol, illegal drugs or potentially harmful substances are found but as a college we will inform parents at the earliest opportunity.

Power to use Reasonable Force

Staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline in the classroom. **NOTE:** this will always be used as a last resort.

This policy does not stand alone and should be used alongside the following Policies:

Safeguarding Policy	Procedures for Assessing Risk
Anti-bullying Policy	Induction and Code of Conduct for Staff
Racial Incident Policy	Intimate Care Policy
Harassment and Discrimination Policy	Safer Recruitment Policy and Practice
Use of Physical Intervention Policy	Confidentiality
Educational Visits Policy	One to One Working
Children in Care	Child Looked After Policy
E-safety Policy	Equality
Health & Safety Policy	SEN Policy
Drug and Substance Mis-use Policy	Attendance Policy

This policy is updated and reviewed on a regular basis.