



Behaviour Policy

Updated: June, 2013

Core Beliefs and Ethos:

1. The quality of learning teaching and behaviour in the college are inseparable issues, and the responsibility of all staff
2. Poor behaviour cannot be tolerated as it is a denial of the right of students to learn and teachers to teach. To enable learning to take place preventive action is most effective, but where this fails we will take proactive measures to help students manage their behaviour.
3. We are aware that there is no single solution to the problem of poor behaviour, but consistently implementing good teaching practice in learning, teaching and behaviour management is necessary.
4. Respect has to be given in order to be received. The students and academic and non academic staff and management need to cooperate in a culture of mutual regard.
5. Support of Student is essential for the maintenance of good behaviour. The teachers and students need to have a clear understanding of their rights and responsibilities.
6. The college management have a critical role in establishing high standards of learning teaching and behaviour.

It is acknowledged that society expects good behaviour as an important outcome of the educational process.

SIC Aims

- To create a secure environment, that encourages and reinforces good behaviour and learning.
- To ensure the safety and well being of all students, staff and visitors to our college.
- To define acceptable standards of behaviour and to encourage students to be accountable and responsible for their actions.
- To encourage consistency of response to both positive and negative behaviour.
- To promote self-esteem, self-discipline and positive relationships.
- To promote, through example, honesty and courtesy;
- To provide a caring and effective learning environment;
- To encourage relationships based on kindness, respect and understanding of the needs of others;
- To ensure fair treatment for all regardless of age, gender, race, ability and disability;
- To show appreciation of the efforts and contribution of all
- To ensure that the college's expectations and strategies are widely known and understood.

- To encourage the involvement of both parents and teachers in the implementation of this policy.
- To conduct audits and monitor the progress made in reducing the bad behaviour on an annual basis.

Standards of Behaviour

In seeking to define acceptable standards of behaviour it is acknowledged that these are goals to be worked towards and expectations which are either fulfilled or not. Thus the college has a central role in the students' social and moral development just as it does in their academic development. Just as the College measure academic achievement in terms of progress and development over time towards academic goals, so the College measure standards of behaviour in terms of the students' developing ability to conform to our behavioural goals.

The students bring to college a wide variety of behaviour patterns based on differences in home values, attitudes and parenting skills. At college everyone must work towards standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility. It follows that acceptable standards of behaviour are those which reflect these principles.

The Curriculum and Learning Policy

Our curriculum and learning policy reinforces our belief that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual students, the active involvement of students in their own learning, and structured feed- back all help to avoid the alienation and disaffection which usually lies at the root of poor behaviour.

It follows that lessons should have clear objectives and learning outcomes, understood by the students, and differentiated to meet the needs of students of different abilities.

Marking and record keeping can be used both as a supportive activity, providing feedback to the students on their progress and achievements, and as a signal that the students' efforts are valued and that progress matters.

Classroom Management

Classroom management and teaching methods have an important influence on students' behaviour. The classroom environment gives clear messages to students about the extent to which they and their efforts are valued. Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding, which will enable the students to work and play in co-operation with others. Praise should be used to encourage good behaviour as well as

good work. Criticism should be a private matter between teacher and student to avoid resentment. Each class and year group need to have an established framework of general routines, boundaries and expectations, which are understood by all adults and students. Contracts and sanctions must be made clear to parents at the beginning of the academic year through the Link Book. They must be signed by both students and parents and referred to if necessary. Golden rules, class codes, contracts and sanctions should be displayed in the classroom

Organisation and facilities

A clean, attractive and tidy ambience in the college promotes good behaviour classrooms should be organised to develop independence and personal initiative.

Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment. The timetabling is monitored carefully to ensure that teachers having poor relationship with any class are not given responsibility for that class, students are supervised at all times. The play areas and social areas are clearly identified.

Communication and parental partnership

The College gives high priority to clear communication within the college and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour.

Where the behaviour of a student is giving cause for concern it is important that all those working with the student in college are aware of those concerns, and of the steps which are being taken in response. The key professional in this process of communication is the class teacher who has the initial responsibility for the student's welfare. Early warning of concerns should be communicated to the Principal so that strategies can be discussed and agreed before more formal steps are required.

A positive partnership between students and staffs is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems.. The staff and student participation in many aspects of college life is encouraged. This participation assists the development of positive relationships in which students are more likely to be responsive if the college requires their support in dealing with difficult issues of unacceptable behaviour.

The college will communicate policy and expectations to students, academic and non academic staff, management, different committee members and other concerns. Where behaviour is causing concern the concern person/people will be informed at an early stage, and will be given an opportunity to discuss the situation. Supports support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the concern person/people. .

Rules and Procedures

Rules and procedures should be designed to make clear to students how they can achieve acceptable standards of behaviour.

Rules and procedures should:

- be kept to a necessary minimum;
- be positively stated, telling the students what to do rather than what not to do;
- actively encourage everyone involved to take part in their development;
- have a clear rationale, made explicit to all;
- be consistently applied and enforced;
- promote the idea that every member of the college has responsibilities towards the whole.

Sanctions

There is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the college community. In an environment where respect is central, loss of respect, or disapproval, is a powerful punishment.

The use of punishment should be characterised by certain features:-

- It must be clear why the sanction is being applied.
- It must be made clear what changes in behaviour are required to avoid future punishment.
- Group punishment should be avoided as they breed resentment.
- There should be a clear distinction between minor and major offences.
- It should be the behaviour rather than the person that is punished.

Unacceptable behaviour may result in one or more of the following sanctions:

- a verbal reprimand or warning;

- removal from a lesson;
- withdrawal of privileges;
- internal suspension from some or all lessons for a period of time;
- fixed-term exclusion;
- permanent exclusion.

College regulations concerning students' behaviour apply during:

1. Before and after college, whilst on site
2. college journeys and visits
3. extra-curricular activities

Most instances of poor behaviour are relatively minor and can be adequately dealt with through minor sanctions. It is important that the sanction is not out of proportion to the offence. The College feels that its students and staff should be secure at all times. Behaviour likely to undermine that security is consequently regarded as a serious breach of discipline.

The following offences are regarded as serious enough and could merit automatic exclusion (which may be permanent) from the college, at the Principal's discretion:

- Serious physical assault upon another student,
- Threatening behaviour;
- Persistent poor behaviour in breach of the Golden Rules;
- Persistent bullying,
- Possession of an offensive weapon;
- Persistent sexual harassment;
- Persistent racial harassment;
- Persistent smoking;
- Misuse/abuse of alcohol and/or solvents;
- Possession, distribution, or use of illegal drugs
- Possession, distribution, or use of fireworks;
- Deliberately setting off the fire alarm;
- Theft;
- Repeatedly failing to undertake college detentions;
- Repeated failure to comply with the students' individual timetable;

- Swearing at members of the college staff.

Exclusion may also be considered as a suitable sanction for other types of misbehaviour which, whilst not undermining the security of members of the college community, nevertheless disrupt the learning of other students', undermine the discipline of the college or damage the reputation of the college. Physical assault upon a teaching or non teaching member of the college staff will result in an immediate exclusion. Where anti-social, disruptive or aggressive behaviour is frequent, sanctions alone are ineffective. In such cases careful evaluation of the curriculum on offer, classroom organisation and management, and whole college procedures should take place to eliminate these as contributory factors. Additional specialist help and advice from an appropriate agency e.g., the Educational Psychologist may be necessary.

Prohibited Sanctions

The Students' Act specifically prohibits the use of corporal punishment. This means the intentional application of force as a punishment and includes slapping, rough handling, striking with or without an implement or throwing missiles at a student. Physical restraint should only be used to prevent a student from harming him or herself, other people or property. Staff should not put themselves at risk and restraint should involve minimum force.

Behaviour, Discipline and Exclusions

1. Social inclusion is the responsibility of every member of staff in the College, with high standards and expectations for all, to enhance the educational experience of every student. All staff operates consistent systems in accordance with the guidance and policies for behaviour management. The notion of partnership between home and College underlies this philosophy. The Concern people are expected to fully support the College in its attempts to include and make provision for all students.
2. The College expects high standards of behaviour from all students with fair College procedures for behaviour management which are equally applied to all. The College takes into account specific needs of individuals which may relate to their background, when dealing with unsociable behaviour. This principle will not be allowed to contravene the rights of all students to be part of an orderly and mutually respectful environment.
3. The College has early intervention strategies, particularly for those who may be at risk of disaffection. Students who have difficulty with behaviour management will be offered individual

support through a support programme, pastoral support or where appropriate, an Individual Education Plan to meet individual needs.

4. There is effective communication with student during any part of the behaviour management process with interpreters available if possible when appropriate.
5. The management, staff and students are aware of procedures for dealing with harassment. Language and behaviour that is racist, sexist, homophobic or potentially damaging to any groups will not be tolerated.

Recording Procedures

The college is required to keep:

1. An incident book to record:
 - Any incident involving a student or a member of staff , which results in personal injury to that, or some other person, or damage to property;
 - Any loss of, theft of, or damage to property
 - Any other incidents of a serious nature.
 - Racial and staff abuse must be recorded separately.
2. A discipline book to record all major disciplinary measures taken against students.

This is kept in the staff room.

Following an incident involving physical restraint or intervention, a full factual report on events leading up, during and after the incident should be recorded in the book. A copy of the record should be placed in the student's personal file, along with any reports from witnesses. The report must include:

- Details of where and when the incident took place
- Circumstances and significant factors leading to the incident
- The duration and nature of any physical restraint used
- The names of the students and staff involved
- A description of any injury sustained by staff or students
- A description of any action taken after the incident
- The statement must be signed and dated

Annual Audit

The college will review their behaviour, learning and teaching policies and undertake an audit of students' behaviour on an annual basis and focus on following practices:

- A consistent approach to teaching, behaviour management and learning
- Behaviour strategies and teaching good behaviour
- Organisation and facilities
- College leadership
- Rewards and sanctions
- Staff development and support
- Liaison with parents and other agencies

Bullying

Bullying is a form of a bad behaviour, and will be dealt with in accordance with the policy for Bullying.

This policy is related to Bullying Policy, Discipline Policy, , Recruitment Policy and Policy for Mistaken or Fraudulent Claims for Certificate.