

Behaviour Improvement Policy

Policy Owner	Assistant Principal Student Experience
Policy Version	V1
Approved By	SMT
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SIGNIFICANT CHANGES FOLLOWING REVIEW

Page Number or Heading Name	Details of significant change	Changes made by

Behaviour Improvement Policy

1. Introduction

- South Essex College's core values of PROUD drive our expectations and aspirations for behaviour from our students, staff, partners and visitors. The college is committed to creating an environment where positive behaviour is at the heart of productive learning.
- Students and staff work collaboratively to build the 'Our community, Our Responsibility' ethos across the college and local area for now and the future.
- We will create an environment where students are ready to learn, safe in all they do and respectful of everyone in the college and in the community.
- Led by our core value of respect, everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.
- At South Essex College, we recognise that effective teaching and learning will only take place in an environment where there is a clear understanding of what is, and what is not, acceptable behaviour.
- The expectations of students will be clearly displayed around the college. Students will engage in activities throughout the year to reinforce expectations and provide feedback on how the college can develop.

2. Aims of the Behaviour Policy

- To create a culture of excellent behaviour through positive intervention.
- To build a community which values kindness, care, good humour, good temper, obedience and empathy for others.
- To ensure that all students are treated fairly, and are shown respect
- To promote good relationships.
- To focus on giving attention to positive behaviours and promoting self-management and effective communication.
- To help students self-manage their behaviour and be responsible for the consequences of it.
- To promote community cohesion through positive relationships.
- To ensure excellent behaviour is a minimum expectation for all.
- To develop the skills and behaviours for the work place.

This policy applies to all 16-18 study programme and adult students at South Essex College. This policy should be read in conjunction with the Safeguarding Policy, Anti-bullying Policy, Attendance Policy, Health & Safety Policy, Equality and Diversity Policy and the Stop and Search Policy.

3. Key Stakeholders

Staff

In order to create a positive learning environment, college staff have a key role to play in their own behaviours. All members of staff at South Essex College are expected to:

- Treat students as individuals
- Take the least intrusive approach to managing behaviour
- Be welcoming to all students
- Help students to learn and feel confident
- Help students understand their behaviour and the consequences of their behaviour
- Promote self-esteem and self-discipline
- Be consistent and fair
- Recognise the impact of their own behaviour on that of others
- Work together to support a student and clear records of discussions as well as agreed targets are recorded.

Students

In order to be successful in their studies, we expects students to:

- Be ready to learn
- Be safe in all they do
- Be respectful of everyone in the college and community.

Parents and Carers

The support provided from parents and carers is vital to the success of a young person.

- Any student who is studying on a 16-18 programme regardless of age should have parental/carer engagement in their learning and the college will help to support this partnership.
- Parents and carers can help to re-engage a student. By early involvement, this can help to support the student appropriately but also start to unpick the behaviour and reasons behind the disengagement. Parents and carers can support targets and provide encouragement along the way.
- All parents and carers will have access to ProPortal and should be encouraged to view this regularly to check on the progress of their young person.
- The college will explain to students that they may need to contact parents. This may be due to concerns but also to provide praise. The college will not engage

with parents and carers if there is a known or suspected risk to the young person. Any concerns should be discussed with the Safeguarding & Pastoral Team so further guidance can be sought if necessary.

4. Behaviour Improvement Principles

- The aim is to bring about a positive change in student behaviour by using day-to-day interventions in the classroom and around the college sites.
- Interventions should always be implemented with care and consideration, taking individual needs into account where necessary. Praise the behaviour you want to see.
- Day to day interventions should be recorded as a student comment including action to be taken and any targets set where appropriate.
- If day to day interventions are unsuccessful then early interventions must be implemented.
- Students will be reminded of any possible sanctions. All staff should be mindful of the impact of issuing a sanction and how this may hinder positive behaviour change rather than support it.

Early Intervention

- Where a student is showing/displaying signs of disengagement, whether this be academic, attendance or behavioural, the department are responsible for early intervention.
- Early intervention is designed to prevent students having to go through the formal Behaviour Improvement process.
- Listening to our students about disengagement and/or poor behaviour can help staff in creating plans that have the best outcomes for the student. The early intervention process relies on partnership working with teams across the college and parents/carers (as appropriate).
- Early interventions will be recorded on ProMonitor in the form of actions.

Behaviour Improvement Process

- The Behaviour Improvement process is implemented if the early intervention has failed. The Behaviour Improvement process is comprised of three stage.

Stage 1 – Verbal warning

Stage 2 – Written warning

Stage 3 – Final written warning

- Outcomes from any formal Behaviour Improvement meeting will remain on file for one academic year. Where a meeting takes place in the summer term the Head of Department has the authority to apply the outcome and conditions to the following academic year.
- All records will be keep in accordance to GDPR and data protection regulations.

Appeals

- Any student who is dissatisfied with a Behaviour Improvement outcome and conditions may appeal against that decision. Appeals should be in writing, setting out the reasons for appeal and should be delivered within 5 working days to the Assistant Principal Student Experience. The student may then be invited to an appeal meeting which normally takes place within 10 working days.
- Appeals will be investigated by an SMT member. If the appeal is upheld the disciplinary outcome can be downgraded or revoked.

Serious Breach

- A serious breach is an incident that may lead to a fixed term or permanent exclusion. Serious breaches must be referred immediately to the Head of Department and sanctioned by a member of the Senior Management Team. Investigations are carried out by a department manager.
- Where a suspension or cooling-off is recommended by the management team, this should be clearly stated on ProMonitor and serious breach requests.
- It may be necessary to suspend a student following an incident or report that increases the risk to the student or others.
- Any suspension on safeguarding or medical grounds will be approved by the Deputy Principal, Assistant Principal Student Experience, Head of Valiant & Safeguarding and/or Head of Additional Learning Support.
- The college reserves the right to refuse reinstatement of enrolment if the risk of a student studying at the college is assessed as being too high/unmanageable. The college will work with external partners to ensure that all avenues are explored before seeking a withdrawal on safeguarding or medical grounds.

5. Physical Intervention

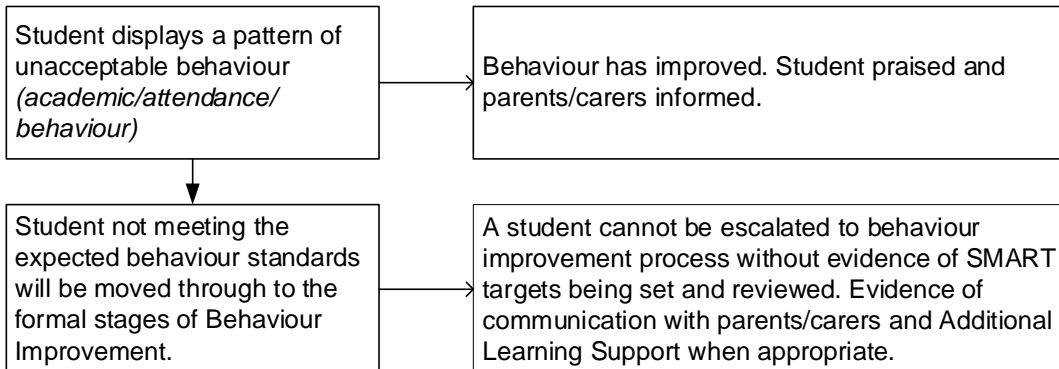
- As part of our Behaviour Improvement procedures and systems for keeping students and staff safe, all of our staff have a legal power to use reasonable force (Section 93, Education and Inspections Act 2006) and this applies to any member of staff at South Essex College.
- Reasonable force can be used to prevent anyone hurting themselves or others, from causing damage to the college environment or from causing disorder. Any intervention will be reasonable, necessary and proportionate.

For example:

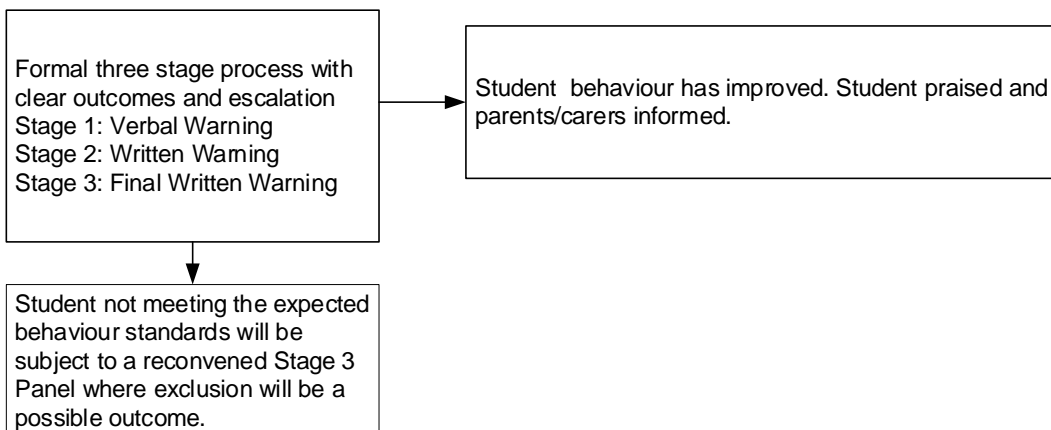
- students will be prevented from fighting, hitting or hurting others
 - damage to college property will be prevented where reasonable
 - students will be prevented from hurting themselves
 - any other incident of a similar nature where deemed reasonable, necessary and proportionate
- All staff have the authority to use professional judgement on whether or not to physically intervene and will always depend on individual circumstances.
 - Records of when physical interventions have been used will be kept centrally by Student Services as well as a confidential record on ProMonitor.

Behaviour Improvement Process - Overview

Early Intervention



Behaviour Improvement



Serious Breach

