



Behaviour Policy

August 2015



Our core values

Behaviour at South Essex College

Behaviour Policy

South Essex College's core values of Partnership, Respect, Outstanding, Unique and Dynamic drive its expectations and aspirations for behaviour from its students, staff, partners and visitors.

At the College we aim to create a welcoming, caring environment where relationships are based on respect and to develop a positive self-esteem in each student. Staff at South Essex 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 well-being whilst at College.

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.

Aim of the Behaviour Policy

- To create a culture of excellent behaviour
- To ensure that all students are treated fairly, shown respect and to promote good relationships
- To refuse to give students attention and importance for poor conduct
- 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, good temper, obedience and empathy for others
- To promote community cohesion through improved relationships
- To ensure that excellent behaviour is a minimum expectation for all

Purpose of the Behaviour Policy

To provide simple, practical procedures for staff and students that:

- Recognise appropriate/acceptable behaviour
- Positively reinforces appropriate/acceptable behaviour
- Promote self-esteem and self-discipline
- Develop appropriate behaviour through positive interventions

This Policy applies to all Further Education, Higher Education and Adult students at South Essex College.

Behaviours for Excellence Ready, Respectful, Safe

At South Essex College our minimum expectations of every student are:

Ready (ready to learn, ready to work)

- Be on time
- Bring appropriate uniform/personal protective equipment where needed
- Phones on silent in learning time and out of sight. Music players off

Respectful

- Listen to others and expect to be listened to
- Use appropriate language and a polite tone
- Look after the building, displays and equipment
- Attend every session
- Respect diversity and other people's choices

Safe

- Follow College rules for health and safety
- Be in the right place at the right time
- Do not run around the building
- Be aware of individuals with mobility difficulties or disabilities
- Dress appropriately

Members of staff at SEC will be expected to:

- Treat students as individuals
- Help students to learn and feel confident
- Endeavour to make the day a pleasant one
- Be just and fair

Attendance

Attendance in all lessons is the key to being a successful student. All students are required to have 100% attendance in all lessons and extra curricula activities. Where a student is absent due to illness or circumstances outside their control, they must notify the Absence Line every day of the absence. Holidays during term time are not permitted and students should ensure they know the term dates. College calendars are available on the website.

Where a student is absent they must meet their tutors to discuss any work missed and seek advice on how to catch up. Some students may be required to attend extra sessions/workshops during holiday periods to make up any time that they have missed.

Any issues that arise due to attendance, including taking holidays during term time, will be managed through the Behaviour Policy. Students will be supported to improve their attendance and address any barriers that may be impacting on them attending college.

In addition staff should:

- Praise individuals openly in front of others where behaviour merits and deserves it
- Enable their students to self-regulate
- Know their classes well and develop working relationships with all students
- Facilitate student behaviours that are acceptable to all
- Sustain a passion for their subject to inspire students to adopt behaviour that is appropriate and acceptable to break through the limiting self-belief of some students
- Plan good quality, interactive teaching and learning and constantly assess whether students are engaged and learning
- Relentlessly work to build mutual trust and partnerships with students even when trust is broken, time is wasted and promises are not kept
- Refuse to give up on any student
- Keep their emotion for when it is most appreciated by students
- Demonstrate unconditional care, compassion and commitment to enable students to progress and achieve

Classroom/Teaching Space

Expectations of All staff

As a Core Value Respect is a crucial element when promoting acceptable behaviour within and outside of classrooms. Respect for students is required at all stages in the interventions outlined below. Treat students with respect and it will be returned.

Engagement with learning is always the primary aim. For the vast majority of students a gentle reminder or nudge in the right direction is all that is needed. Although there are occasions when it is necessary, every minute a student is out of your lesson is one where they are not learning.

Interventions should always be gone through with care and consideration, taking individual needs into account where necessary. Praise the behaviour you want to see. Do not pander to attention seekers. All students must be given “take up time” in between steps. *It is not possible to leap or accelerate steps for repeated low-level disruption.*

Interventions	Actions
Redirection	Gentle encouragement, a nudge in the right direction, small act of kindness.
Reminder	A reminder of the expectations Ready, Respectful, Safe delivered privately wherever possible. Repeat reminders if necessary. Deescalate and decelerate where reasonable and possible and take the initiative to keep things at this stage.
Caution	A clear verbal caution delivered privately wherever possible, making the student aware of their behaviour and clearly outlining the consequences if they continue.
Last chance/Time Out	Give the student a chance to reflect away from others. Speak to the student privately and give them a final opportunity to engage. Offer a positive choice to do so. The first four interventions are day to day discussions that should be noted in tutorial files.
Internal Referral	At this point the student will be referred internally to another room in the department for a fixed period of time (eg: 15 minutes) or the remainder of the lesson. A short reconciliation should take place immediately after the lesson, or as soon as possible afterwards. All internal referrals must be recorded on ProMonitor.
Reflective Discussion	<p>If at all possible a Reflective Discussion should take place before the next lesson, or as soon as possible afterwards.</p> <ul style="list-style-type: none"> • This should be a non-confrontational conversation regarding the behaviour. • The student should be encouraged to reflect on the impact and consequences of behaving in a similar way in the future. • The tutor should offer examples of good behaviour the student has displayed they wish to see more of. • The tutor must be prepared to listen and take action on feedback from the student as to what they feel is contributing to their behaviour, e.g. level of work, others in the classroom, seating plans • Referrals to support services within the College could be an action from this discussion • The student and tutor should both leave the discussion feeling they have moved on from the behaviour with clear expectation set. <p>If the student does not attend or the reconciliation is unsuccessful the tutor/lecturer should call on support from their line manager who will support the Reflective Discussion process. Departmental leaders, managers and experienced colleagues will stand alongside offering support and guidance. They will not discipline students in isolation.</p> <p style="text-align: center;">Reflective Discussions can happen for more than one incident and should be happening throughout the process without resorting to formal processes where possible.</p>
Formal Target Setting Meeting	The Formal Target-Setting Meeting should take place after a reflective discussion, always give a cooling off period. This meeting should always include the student and tutor so they can both agree the way forward in partnership. The meeting should be recorded on ProMonitor with agreed targets that will be monitored over the course of two weeks.

As a Core Value, Partnership is a crucial element of promoting and advancing acceptable and appropriate behaviour within and outside of South Essex College. Partnership between student and College is therefore deemed as a crucial stage in the process of developing our approaches to acceptable behaviour.

The Partnership Stage

If after the two week period the student is still not meeting the agreed targets as set in the Formal Target-Setting Meeting, a Partnership Meeting should be arranged. The student will be allocated a Coach/Tutor/Lecturer who will:

- Develop an appropriate action plan with the student
- Monitor, review and mentor using the action plan
- Discuss both the consequences for the student if not meeting the required action and the positive outcomes for everyone if conduct improves
- A verbal caution will be issued
- Students must be given a second chance to achieve the targets agreed on the action plan after the verbal caution.

All of these matters will be confirmed in writing. A verbal caution is the first stage in the College's formal disciplinary procedure.

Written Warning

- The College will issue a written warning if:
 - The required improvement is not achieved within any timescale stated in the verbal caution; or
 - Further misconduct takes place during the currency of a verbal caution, whether or not involving misconduct which was the subject of the verbal caution; or
 - The seriousness of the misconduct merits it, regardless of whether a verbal caution has already been issued
- A written warning may be issued by a Curriculum Manager or Deputy Head of Department. The student will be informed of the following:
 - The reason for the warning
 - That it is the second stage of the disciplinary procedure
 - The action or improvement (if any) which is required of the student
 - If appropriate, the timescale for implementing any such action
 - The consequences for the student of not implementing required action or of further misconduct.
 - When the warning will cease to have effect, subject to satisfactory conduct
 - The right of appeal

Final Written Warning

- A final written warning may be issued if a student fails to meet the conditions of their written warning.

All of these matters will be confirmed to the student in writing. Coaches/Tutors/Lecturers will continue working with students throughout the disciplinary stages.

Support Conferences

It may be beneficial at times to hold a Support Conference for instance when a student's support needs have not been identified at the time of enrolment. This will address the student's progress and achievement, learning needs, course choice, attitude, behavioural routines and personal organisation. This conference will look at the 360° support around the student and the measures that need to be put in place to retain the student, where appropriate. All will be working as a Team around the student to identify the best outcomes for the individual whilst maintaining a ready, safe and respectful learning environment for all.

Serious Breaches

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. In cases of a serious breach of the South Essex College policy on Behaviour for Excellent Teaching and Learning, the breach will be escalated directly to a Support Conference, although in very serious cases a student may be summarily excluded.

Alternatives to exclusion, where appropriate, include community service and payback, compulsory attendance on behaviour intervention course and reparation agreements.

The following are examples, it is not an exhaustive list. Other issues may be judged to be equivalents by the College:

- Malicious communications, including those sent electronically or via Social Media
- Endangering other students
- Verbal abuse of staff, other adults or students.
- Possession (or being under the influence) of any substance that impairs judgement or decision making or is being used against its intended purpose (ie illegal drugs, legal highs, alcohol, non-prescribed medication, aerosols etc).
- Wilful damage to property
- Bullying, including cyberbullying
- Sexual misconduct
- Theft
- Making a malicious allegation against a member of staff or a student
- Bringing the College into disrepute
- Persistent minor breaches of the South Essex College Behaviour policy
- Assaults or fighting
- Discriminatory conduct on the basis of the Equality Act 2010, including actions that are sexist, homophobic, racist or on the basis of religion/belief
- Possession of offensive weapons*

* *The College determines that, in addition to legislative guidance, any knife, irrespective of length, constitutes an offensive weapon and should not be brought into South Essex College. In addition to knives; axes, BB guns, air guns, GATT guns, catapults, slings, etc., will also be deemed to be offensive weapons. Other types of offensive weapons will include lengths of pipe, bats, other blunt instruments, or items judged by the College to be carried with the intention to inflict injury on another individual - this includes fireworks, blades etc.*

Serious breaches must be sanctioned by a member of SLT and be investigated by the Deputy Head of Department or Curriculum Manager. The report setting out the findings and recommendations of the investigation will then be discussed at the Support Conference and further actions agreed.

Where appropriate, the College will always seek to put in measures to support the student to achieve their qualification. Regard will and must be given to the safety of everyone at the College and creating a ready, safe and respectful learning environment for all.

Appeals

There shall be no right of appeal against a verbal caution although the College Complaints Procedure applies if students feel they have been wrongly treated.

Any student who is dissatisfied with a disciplinary decision may appeal against that decision. Appeals should be in writing, setting out the reasons for the appeal, and should be delivered within five days to the Principal's PA. The student may then be invited to an appeal meeting, which will normally take place within 10 working days. The appeal meeting may take place after the disciplinary decision has taken effect. If the appeal is upheld the disciplinary sanction will be revoked without any detriment to the student.

Higher Education

Higher Education students who remain dissatisfied with an appeal decision may take their appeal to the Office of the Independent Adjudicator (OIA).