

Student Behaviour Policy Ref P25

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1. Document Control

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Owner	SLT Lead	Author	Frequency of review	Next review date	Approval Committee	Next approval Committee Date	Date of last EIA
M Harbour	L Lawrence	HoTs N Peakman	Annually	June 23	FE Academic Board 08/11/2022	Sept 2022	21/09/2022

2. Policy Statement

South Devon College recognises that it has a legal and moral duty to provide a safe and secure learning environment for its students, staff and visitors. We all agree that mutual respect and tolerance should be encouraged and supported amongst the whole college community.

South Devon College is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage

others to do the same. Our behaviour policy guides staff to teach positive behaviours and self-discipline. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and students.

We believe that establishing high expectations within which students can learn and thrive involves effective management of behaviour in a consistent, fair and supportive manner.

This policy will enable South Devon College to build a positive, consistent and safe learning environment in which behaviour is well managed and in which individual needs are identified and addressed. We will establish a culture of respect and safety, with clear boundaries, including zero tolerance of bullying, and with excellent pastoral care and highly effective early interventions. Implicit in this policy, is the recognition of the need to disapprove of, formally record and in certain circumstances reprimand unacceptable conduct and behaviour which disrupts learning or the college community.

A college wide commitment to improving behaviour will lead to greater student engagement, better support for teachers and less time reacting to situations and incidents. This will promote and underpin a successful educational experience for all students including those for whom college may be a last chance at success in education.

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. Our recommended approach is based on compelling evidence which shows that the encouragement and reinforcement of positive actions is more effective in changing and improving behaviour than focussing on unacceptable actions and trying to minimise them through 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 different forms.

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

3. Policy Aims

- To ensure that all members of the college community feel safe, valued and respected.
- To create a culture of exceptionally good behaviour: for learning, for our community, for employment, for life.
- To establish a consistent and coherent policy which is fair and transparent in the eyes of all concerned and is supported by all college staff at all levels.
- To embed a whole college, proactive and consistent approach to positive behaviour, where inappropriate behaviour is positively challenged.
- To help students take control over their behaviour and be responsible for the consequences of it.
- To provide regular staff training to enable and empower all staff to manage and improve student behaviour.
- To recognise pastoral support and positive relationships between students and staff as critical success factors in dealing with poor behaviour and supporting excellent behaviour.
- To clearly define acceptable and expected standards of behaviour.
- To nurture the skills, behaviour and attitudes which allow our students to make a positive and productive contribution to college and the wider society.

- To support every student in understanding the cultural diversity of our community and the importance of individual liberty, mutual respect and tolerance and the rule of law.
- To build a community which values kindness, care, good humour, good temper, respect and empathy for others
- To use restorative approaches to understand what students' behaviours are communicating to staff and what they need in order to improve their behaviour.

4. Scope

This Policy will apply to college students of all ages who are studying courses up to and including Level 3. It applies to student behaviour management issues arising within the college or workplaces (including apprentices and work placements) and /or whilst engaged in college-related learning or activities. This policy does not apply to students studying courses at level 4 or higher; please refer to the [HE Student Code of Conduct and Disciplinary Procedure](#).

Collaboration between the college and parents of students who are under the age of 18 or 'vulnerable adults' is essential in supporting their behaviour.

Collaboration between the college and employers is key in supporting the positive behaviour management of apprenticeships and those on work placements.

This policy also applies to student behaviour away from college premises and / or in the student's own time if the reputation of South Devon College is compromised and / or if the behaviour has a negative impact on college activity or other students, including the use of social media and other online platforms.

The college recognises that every member of the college community has a responsibility for student behaviour, conduct and wellbeing. Collaborative working between all teams is key for the effective implementation of this policy.

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

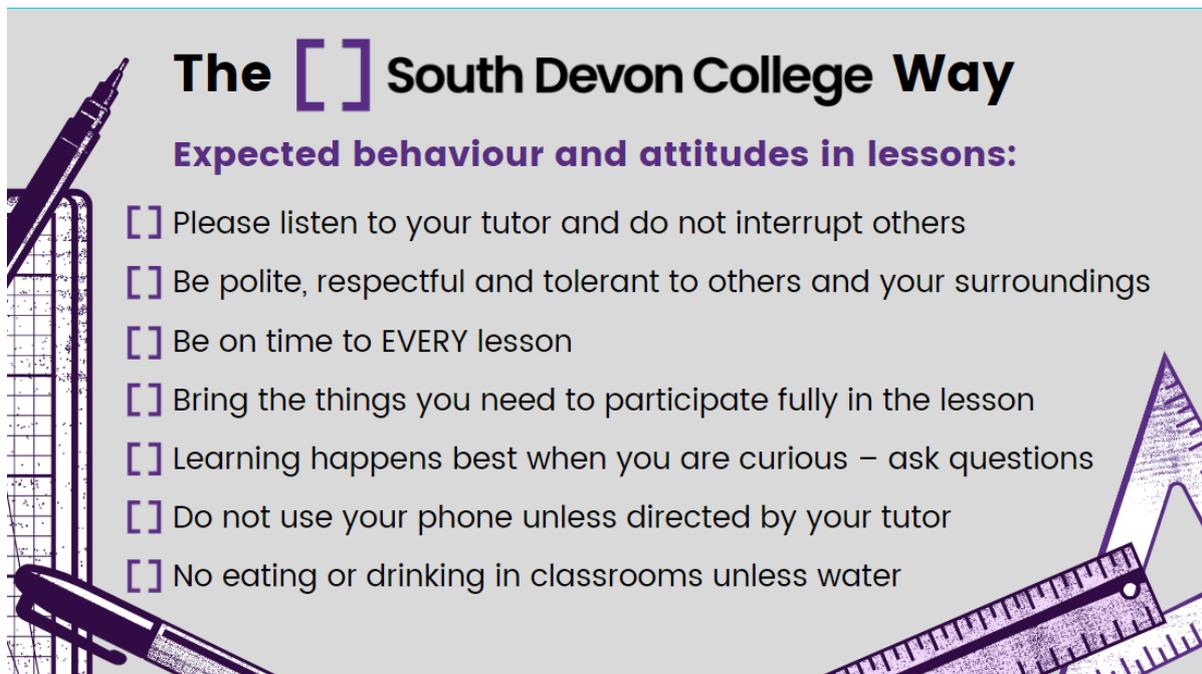
- Recognise behavioural norms
- Positively reinforces behavioural norms
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive interventions

5. Methodology

Our College Contract clearly states the behaviour expectations we have at South Devon College. This is explained to all students during their college induction. All students are required to agree to these expectations by completing the [online declaration](#).

These expectations are reinforced throughout the students' time at college, being clearly displayed in classrooms and around college. Where possible the College will make links between these behaviours and the expectations in the workplace and wider community to support our employable learner framework.

Those expectations explicit to classroom conduct are also reiterated at the start of each lesson.



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 teachers who praise students who are 'on task' achieve better results from them and from other students who notice and copy this positive behaviour. The positive behaviour approach:

- Clearly identifies and values 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 teacher shows that they dislike the behaviour not the student).
- Is assertive but avoids confrontation (staff de-escalate situations by being firmly in control of their own reactions).
- 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.
- Is based on expectations, recognition and consequences. Throughout the student journey recognition of achievement compared to the potential of individual students should be acknowledged and celebrated.

The recording and reporting of behaviour and disciplinary interventions will be on OnTrack for all students covered by this policy, including apprentices.

6. Fitness to Study / Practise

The College appreciates that in certain circumstances staff may have concerns about a student's ability to manage their course and College requirements due to significant health,

well-being or behavioural difficulties. On occasions a student's health or mental wellbeing may deteriorate to the point where it becomes impossible for them to be able to continue with their studies. These procedures will be invoked following serious concerns expressed over a student's health or behaviour, which has led to:

- Doubts from staff over the student's fitness to study at the College and/or within a placement.
- The disruption of the teaching, learning or support of other students.

Students who present with difficulties due to their physical or mental wellbeing should, wherever possible, be considered from a supportive perspective rather than a disciplinary one and risk assessment of needs will be undertaken (see Risk Assessment Procedure). The College reserves the right to use the Student Disciplinary Procedure where students' behaviour poses a risk of harm to either themselves or others, or where students do not positively respond to more supportive interventions.

The College expects that the first action should be informal, and an appropriate person should approach the student in a supportive and understanding manner.

The nature of the concerns should be clearly identified to the student, and they should be encouraged to discuss the issues (it is possible that they will not have realised the impact of their actions).

Curriculum and support staff should be encouraged to discuss any students identifying as a cause for concern in relation to their fitness to study/practise with their line manager. If appropriate, staff may initiate an internal referral to other College teams and information should be provided about sources of support within the College that the student can access (e.g., Positive Intervention Team, Safeguarding, SENDCo (Special Educational Needs Coordinator), Risk Assessment Panel, Support Intervention Group). Suitable referral should be agreed and managed and may include a new or reviewed support assessment.

Should the student be unable to respond positively to the support available then staff must discuss the situation with the relevant Curriculum Head and a request to attend the Risk Assessment Panel to discuss the concerns.

At this point the College's expectations and requirements must be made clear and any conditions of continued attendance explained. This may include a requirement for a referral to a GP for mental health support, behavioural targets, mandatory support: and will be put in writing in a letter of confirmation. If the student is unable or unwilling to meet these requirements, then the College will use the relevant processes and procedures and may instigate withdrawal procedures.

It is not essential that all of the described stages or interventions must take place before a final decision is taken regarding withdrawal under Fitness to Study / Practise. There may be circumstances where a rapid decline in well-being or an immediate medical problem could result in the need to hold a Risk Assessment meeting and instigate withdrawal procedures.

7. Early Intervention

The rationale behind behaviour modification is to change inappropriate behaviours and implement some restorative justice. Restorative approaches provide opportunities for those directly affected by an offence/incident (victim, offender and members of staff) to communicate, and agree how to deal with the offence and its consequences. If there is an

‘incident’ in the learning environment, it is the tutor’s responsibility to complete a Support Intervention Plan in a meeting with the student.

In such cases we should see that ‘discipline’ represents an opportunity to teach and nurture, understanding and meeting the need behind the behaviour. It should be made clear which behaviours require some modification so that they can be supported to think about, and put into action, changes to their behaviour and strategies to address their conduct or behaviour. This may require a referral to an internal service, such as Positive Intervention or SENDCo.

It should be explained to the student that being put onto an official disciplinary may be avoided in the future if they change how they are behaving. The completion of a Support Intervention Plan with the student should not be seen as a punishment or a strategy which may result in them feeling humiliated or embarrassed.

Where further support in relation to behaviour is required, a referral to Positive Intervention can be made for further support. Some examples include feelings of not being able to manage their anger, significant personal issues affecting their behaviour, mental health issues and/or the need for a referral to be made to external agencies who would be better placed to offer additional support.

We also recognise the importance of enrichment to ensure students are positively engaged when outside the classroom. Therefore, the College provides a diverse range of enrichment activities that students can elect or be referred to attend to help them develop positive behaviours and explore their skills and interests further.

If behaviours persist or are deemed ‘serious’ then the student will also be placed on the College’s Student Disciplinary Procedure.

Stages outlined below:

Disciplinary Stage	Support Intervention Plan (SIP) INFORMAL	Serious Misconduct FORMAL WARNING	Gross Misconduct FINAL WARNING
Description	Where there are concerns about persistent low level breaches of the College Contract.	Escalation from Informal stage and / or for more concerning breaches of the College Contract.	Escalation from Formal Warning following persistent serious behavioural issues and / or for extreme and harmful breaches of the College Contract.
What happens:	A supportive meeting takes place to explore barriers and agree actions to support development of positive behaviours.	A formal meeting is held (including parents for those under 18) to clearly outline what behaviour changes are required and how these can be achieved.	A formal hearing is held, where evidence is presented by Curriculum Head and student (or their representative, parent if under 18) puts forward their case to a panel.

8. Staff Continued Professional Development (CPD)

All staff will be required to read this policy along with the Student Disciplinary Procedure as part of their Induction.

Annual updates and process refreshers will be provided for all staff during dedicated training and development days.

Evidence informed practice will be shared with staff as part of their ongoing development and reviewed through individual coaching cycles and annual development reviews, where possible additional research and theory-based training will also be provided by experts in the field.

9. Related Policies and Documentation

This policy should be read in conjunction with other relevant policies and procedures including:

- Student Disciplinary Procedure
- Attendance Policy
- Risk Assessment Process
- Safeguarding and child protection Policy
- Our College Contract
- Student Charter
- Single Equality Scheme

10. Prevent Duty Statement

South Devon College, South Devon High School and University Centre South Devon are fully committed to safeguarding and promoting the welfare of all students, staff and visitors. We recognise that safeguarding against radicalisation and extremism is no different from safeguarding against any other vulnerability. All our staff, students and services are expected to uphold and promote the fundamental principles of human rights and British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.

This statement reinforces our expectation that staff are fully trained and engaged in being vigilant about radicalisation and extremism; that they overcome any professional disbelief that such issues will happen here and ensure that they work alongside each other, professional bodies and external agencies to ensure that our students, staff and visitors are safe from harm.

11. Monitoring and Impact Measurement

The Student Behaviour Policy will be implemented by teaching and support staff and by Senior Leadership and Managers through strategic and operational plans.

Monitoring at curriculum section and course level will focus on maintaining and improving the following:

- Retention rates
- Attendance and punctuality

- Retention of 'At Risk' and 'Vulnerable' students
- Achievement of 'At Risk' and 'Vulnerable' students
- Progress and target setting
- High satisfaction (recorded in student surveys)
- A positive impact on disciplinary data
- Progression and destination outcomes
- Student Voice feedback

This policy will be subject to a review cycle to assess the overall performance of the policy and its effectiveness in managing behaviour by FEAB (Further Education Academic Board) which comprises of Governors, Principalship, Senior Leadership Team, Curriculum representatives, Business Support representatives and student representatives.