

Student Behaviour Policy for FE

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1. 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 and model 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 and model 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 (staff set clear expectations), 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.

2. 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 ultimately preparing them for life and work.
- 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 to improve their behaviour.

3. 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/carers 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 apprentices 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.

4. 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 agree to these expectations at the point of completing their enrolment.

The overarching ethos is to be **READY** to learn, **RESPECT** yourself, others and the College environment, keeping yourself and others **SAFE** from harm.

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 for students 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 relationships 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.

5. 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 (at the Informal Stage of the Disciplinary Procedure) in a meeting with the student, drawing in support as required.

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 the student 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/s 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, there are a range of options, for example making a referral to Positive Intervention (PI) who can support the student

with feelings of not being able to manage their anger, significant personal issues affecting their behaviour or mental health issues amongst many other aspects that are affecting the student's behaviour. Referrals can also 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 College's Student Disciplinary Procedure can be used to support and manage inappropriate behaviours.

Stages outlined below:

Disciplinary Stage	INFORMAL Support Intervention Plan (SIP)	FORMAL	SERIOUS
Description	Where there are concerns about persistent low level breaches of READY, RESPECT & SAFE expectations.	Escalation from Informal stage and / or for more concerning breaches of READY, RESPECT & SAFE expectations.	Escalation from Formal Warning following persistent behavioural issues and / or for serious breaches of READY, RESPECT & SAFE expectations.
What happens:	Hold at least one supportive meeting to explore barriers and agree a plan of actions to support development of positive behaviours.	A meeting is held (including parents for those under 18) to clearly outline what behaviour changes are required and agree how these can be achieved.	A meeting is held, where evidence is presented by Curriculum Head and student (or their representative, parent if under 18) is given the opportunity to respond to the panel.

6. 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.

7. 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
- Fitness to Study statement
- Substance Misuse Policy
- Safeguarding & Child Protection Policy

8. 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.

9. 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.

OUR NEW Ways of Working

Every member of staff:

1

Has read the **behaviour policy** and is clear on how to use the **disciplinary procedure**. They are clear on their roles and responsibilities, how to use the procedure and follow it rigorously and consistently.



2

Reinforces and promotes **ready, respect, safe**, both in lessons and out of the classroom. These are the behavioural expectations. Staff challenge every student whose behaviour does not meet our expectations.

Ready
Respect
Safe

3

Uses **relational approaches** to build positive relationships with students.



4

Recognises and **celebrates positive behaviours**.



5

Deals with negative behaviours out of the public space and **works in a restorative way** to resolve conflict and repair harm.



6

Welcomes students into their classroom at the start of the lesson and directs where students will work.



7

Has a **behavioural support plan** for every individual who has high behavioural support needs.



8

Plans their curriculum to support the **building of positive relationships**.



Process for Dealing with Student Substance Misuse: Drugs and Alcohol

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Issue	March 2023
Review Date	March 2024
Originator	Liz Lawrence
Location of Process	Annexe to Behaviour Policy

1. Context

- The Misuse of Drugs Act, 1971
- Drugs: Guidance for Further Education Institutions (Alcohol concern, 2004)
- Drugs: Advice for Schools (DfES, 2012)

2. Scope

The policy applies to:

- All students at South Devon College, including UCSD and High School and apprentices
- Students on work placement/experience or educational trips and visits

Where SDC/UCSD are made aware of students dealing in drugs offsite, this may also be investigated as part of the College behaviour policy or HE code of conduct.

3. Statement of Purpose

The purpose of the process is to support members of staff to deal with a substance-related incident in an appropriate manner.

Students who are in receipt of support from a professional drugs agency for a problem with misuse will be supported by the College. The information will be treated as confidential and will only be shared on a strictly 'need to know' basis. This does not extend to knowledge of being in possession of illegal substances or alcohol on the College premises.

This annexe to the behaviour policy is also designed to inform students.

Definition of the term drugs

The use of the term drugs in this document refers to:

- All illegal drugs (controlled by the Misuse of Drugs Act, 1971)
- Legal substances subject to abuse, including alcohol.
- Prescription medicine used in a manner other than prescribed.

Being in possession of drugs on the College premises refers to carrying of drugs or storing drugs for someone else.

Supplying drugs on the College premises refers to the passing of drugs to others, even where no money has exchanged hands.

Dealing drugs on the College premises refers to the selling of drugs to others.

4. Procedure

South Devon College is committed to implementing a coherent college strategy on drugs and alcohol which includes:

- Implementing simple clear guidelines and procedures for dealing with suspected use of drugs and alcohol on the College premises
- Respond to the drugs and alcohol educational needs of our students by delivering related Personal Development sessions and events
- Offer support through our Positive intervention strategy, UCSD well-being support and working with Local agencies.

The use of drugs on college premises, transport, activities, or at any time during the College day is **strictly forbidden**. Any student found to be in possession of drugs or alcohol, or under the influence of them, or supplying, using, smelling of, or showing the effects of alcoholic drinks, or drugs (see above definitions), may be asked to leave site immediately and follow up action will be taken in compliance with South Devon College's behaviour policy and disciplinary procedure.

Any student found supplying illegal drugs, or prescription drugs not prescribed for others' use will immediately be suspended pending an investigation, in line with the behaviour policy and disciplinary procedure. The College may inform Devon and Cornwall Police and will provide full co-operation in any criminal proceeding, should the investigation substantiate that the student was involved with dealing and supplying of drugs.

Any student suspected of being in possession of controlled drugs once on the college premises may be subject to a search as a condition of being on, and remaining on, the College premises. Suspicions can include smell, student behaviour and/or reasonable belief as well as information supplied to staff. The search will be carried out either by a nominated person, or by the police. Searches are with the consent of the student only. Should no consent be forthcoming, then the student will be asked to leave the premises and the police may be informed. If drugs or alcohol are found, the items will be confiscated and passed to the Lead Security staff or to the Safeguarding/PI staff who will lock the items away safely. Any follow up action will be taken in compliance with South Devon College's behaviour policy and disciplinary procedure.

The procedure for staff to follow in the event of a (suspected) drug or alcohol issue, as discussed above, is the following:

- **Observe** the student.
- **Challenge** the student (if safe to do so) and get support from colleagues as appropriate.
- **Identify** the student(s), if not known, via CCTV or asking them or others in the vicinity. Call the duty manager if required.
- **Refer** the matter to Positive Intervention/Safeguarding staff. They will then undertake any investigation and work with the appropriate Curriculum Head to use follow up action, as outlined above, and in line with the behaviour policy and disciplinary procedure.

5. Drug possession or suspected dealing outside of College.

If we are made aware of drug taking or possession outside of college either by the police or other agency working with the student, we will provide necessary wraparound support through our Safeguarding and Wellbeing team. We will also target the student for additional education around the topic as outlined in section 6.

If we are made aware of dealing or other high-risk behaviours outside of college, we will undertake a risk assessment to ensure we are aware and able to manage any potential risks to the student in question or other students and staff at college. This may result in production of a risk management plan or in some cases withdrawal of their college place.

6. Education on Drugs and Alcohol

Drugs and alcohol education should aim to provide opportunities for students to develop their knowledge, understanding and attitude about drugs and alcohol to help them make healthy and informed choices.

The College aims to use opportunities for drugs and alcohol education in a variety of ways, including:

- Access to online relevant information and programmes
- Personal Development programme including themed weeks
- Focus days or events
- Accessing the College Positive Intervention support
- Accessing UCSD Wellbeing support

7. Staff Support and Training

The College aims to provide specific training to enable staff to feel confident in the role of managing drugs and alcohol, for example:

- Training on general drugs/alcohol awareness;
- Information about referral to cross-college services
- Information about referral to external agencies

8. Related Documents

South Devon College Behaviour Policy

9. List of Useful Resources

NHS Drug & Alcohol Service

Shrublands House 8 Morgan Avenue, Torquay TQ2 5RS .
01803 291129

FRANK

Phone: 0800 77 6600
Txt: 82111
Website: www.talktofrank.com

Alcoholics Anonymous

Phone: 08457 697555
Email: help@alcoholics-anonymous.org.uk

Drugs Services in Torbay

Information and help for adults is available from the [Torbay Drug and Alcohol Service](#) Opens in a new window. You or a family member can refer for an appointment, just call 01803 604330 or call or text 07825 027845 to arrange an appointment. If you want to know more about how Torbay Drug and Alcohol Services can support you to recover from drug use, this short clip may help you:

<https://www.youtube.com/watch?v=q9Jp4RQ1IkA&t=5s>

If you are under 18, visit the [Checkpoint](#) Opens in a new window website or call 01803 290 330. If you want to know more about how Checkpoint could support you as a young person, this short clip may help you:

<https://www.youtube.com/watch?v=yZ6CxIrrbpE>

For more information about drugs for adults and young people, you may also want to visit Frank <https://www.talktofrank.com>

Appendix 1a – A Student Appearing to be under the influence of drugs and/or alcohol

Where a student arrives at a class appearing under the influence of drugs or alcohol:

1. The student should not be allowed to remain in the class.
2. The lecturer, in conjunction with the **relevant member of staff** *(see list at bottom of this sheet) must decide whether to send the student home or to keep the student in college for their own safety.
3. If the decision is made to send the student home, follow the normal procedure for sending unwell students home.
4. If the student is to remain on the premises for their own safety, they need to be supervised in the medical room in PI or in the outer area of PI. This is the most appropriate room for the student to remain in until they can be collected and not beyond 4.30pm.
5. If the student appears to be aggressive or at risk of endangering themselves or others, the Duty Manager, Security Lead and the Police should be called, and reception informed so that they are able to direct the police when they arrive.
6. The incident should be recorded on the incident form in accordance with the College's Incident/Accident reporting procedure. Any illegal substance should be described in terms of appearance rather than named as a specific drug.

Any confiscated drugs should be handed to the security lead who will lock in a secure location.

The incident will be investigated in line with the College's behaviour policy and disciplinary procedure.

* Relevant Member of Staff could include:

- Curriculum Head
- Head of Learner Progress
- Assistant Principal
- Duty Manager
- Positive Intervention staff

Appendix II – A checklist to use in the event of a possible overdose of drugs or alcohol

1. Dial 999 and ask for an ambulance.
2. Ensure parent/NOK is informed.
3. Inform reception that you have called an ambulance and inform them of the location of the casualty, ask reception to contact the PI Officer/Medical Lead and Duty Manager.
4. Remain with the person
5. If they are unconscious, place them in the recovery position.
6. If they are conscious, talk to the person and protect them from further harm. Do not give food or drink.
7. Ensure that the Duty Manager responds and a member of SLT is informed.
8. Once the emergency is resolved the Duty Manager should inform the relevant parties