



## BEHAVIOUR OF STUDENTS POLICY

### Policy Statement

High standards of motivation and behaviour are central to the College's primary objective in aiming for excellence in all aspects of College life. The aim of the behaviour policy is to ensure that all students, as well as staff and parents / carers, clearly understand where the boundaries between acceptable and unacceptable behaviour lie. The Behaviour Policy recognises that students' behaviour is influenced both by rewards and sanctions. The system underpinning this policy will be firmly, fairly and consistently applied.

### Purpose

**Overall, the policy will:**

foster the ideals of hard work and individual standards of excellence.

promote self discipline, respect for self and others, and a sense of responsibility towards the College and the community at large.

foster independence of thought and deeds within the boundaries set by the College.

ensure the health and safety of all members of the College community.

be sensitive to the needs of differing ethnic and cultural groups

encourage students to be ambassadors for the College.

enhance a student's trust, respect and loyalty to the College.

In order to maintain the high standards of behaviour, the College will have a zero-tolerance approach to bullying or harassment and will rigorously pursue equality for all on grounds of race, religion, gender, ability and any other differences.

### Guidelines

**All students are expected to behave in a responsible manner, showing courtesy, respect and consideration towards other people at all times. All students are therefore expected to:**

follow the Student Contract which they will all be expected to sign

attend all lessons and be punctual

be fully supportive and make a positive contribution in all lessons

abide by all College rules

attend regular meetings with their Personal Tutor and strive to develop a positive relationship with them

work with complete dedication towards the targets in their reports

inform their Personal Tutor or any other member of the College if they need help

show respect and consideration towards staff and visitors at all times  
respect and show consideration towards other students and their property  
behave in a manner which ensures the safety and welfare of all members of the College community  
respect the College buildings, equipment and grounds

**High standards of behaviour and excellence will be recognised by Departments, Pastoral staff, and Senior Leadership Staff, whereas breaches of the Behaviour Policy will be dealt with by the College Five Stage disciplinary Process.**

## **Rewards**

Rewards can be far more effective than sanctions in creating a happy and successful College.

The College will promote positive behaviour by means of frequent and recurring reinforcement. Students who distinguish themselves through their approach to work; conduct in or out of class; contribution to the life of the College or wider community; exceptional progress or development; sporting, musical, artistic or other achievement; showing initiative or taking responsibility can expect to be praised and their accomplishments recognised by their subject teachers, personal tutor, senior members of staff, residential staff or other relevant member of staff.

Such acknowledgement might be in the form of verbal feedback; written comment (Thank you Well done cards); Tokens, certificates; academic reports; Shackleton event; and they may take place during a College Assembly or other public function. All members of staff will be encouraged to identify and bring to the attention of others in the college any instance of praiseworthy effort.

It is not in keeping with the ethos of CATS College to reward students for what is expected of them, but the College will do its utmost to develop each student's sense of self-worth and a desire to contribute positively.

**In order to achieve consistency in applying the Behaviour Policy all staff will:**

- adhere to the student and staff Contracts of Achievement.
- ensure all students follow the Contracts of Achievement and regulations in the Student Handbook and associated documents.
- ensure that students are aware that all bullying concerns will be dealt with sensitively and effectively.
- maintain an orderly and stimulating working environment with an emphasis on positive actions and rewards.
- refer to the College anti bullying policy
- support students in understanding the importance of good behaviour and assist in understanding cultural differences between their own home and the UK

## Exclusions and Sanctions

Students may be placed at any level on the ladder according to the severity of a misdemeanour. When a student reaches Level 4 consideration may be given to a fixed term exclusion; when Level 5 is reached, the sanction may be permanent exclusion. Exclusion is a sanction to be sparingly used and occurs at Levels 4 and 5 of the Discipline Ladder. Detentions, Report cards, meetings with senior staff, suspension, positive reinforcement and support, rewards and meetings with Curriculum Directors are all strategies which may be used to effect change with students as appropriate, along with support and advice given by Personal Tutors and other Senior members of staff. Students can appeal a decision at any level to the person in charge of the next level up. Appeals against permanent exclusion can be made to the Managing Director of CATS Colleges.

Disciplinary action may be taken against students who make malicious allegations against staff. However reference should be made to the Safeguarding Policy which places great stress on the importance of any allegation being treated seriously and it is important that students are able to report concerns in good faith without fear of retribution

### Consideration of Disabilities and Additional Learning Support

Students who are on the College Special Education Needs (SEN) Register or who have particular needs will be treated on an individual basis. Reasonable adjustments should be made by the SLT where issues of behaviour arise bearing in mind the identified needs and how they impact on a given situation.

All Personal Tutors supported by Programme Directors/Assistant Principal will:

- explain to students the stated purpose of the Behaviour Policy and approaches to anti-bullying through structured tutorial time.
- monitor and evaluate the success or otherwise of each student through progress reports and statements in Shackleton, and the rewards and sanctions systems.
- identify students who are underachieving or whose attendance is a cause for concern and mentor appropriately, referring for further support as necessary.
- work constructively and in partnership with external agencies as required and following the Safeguarding Policy.
- report back quickly to parents/carers/agents regarding any concerns in consultation with Welfare Team and SLT.

## Supervision of students

Staff is expected to maintain suitable supervision of students in their care at all times, and whenever they are in the College. Guidance in 'What do I do if' is provided below. Staff are expected to ensure students behave in an appropriate, respectful and well behaved manner at all times around the College and in lessons and accommodation and College systems should be used to report any issues or to request further assistance when needed. Advice and support is available to staff from Programme Directors, Curriculum Directors and Senior Staff who will be pleased to talk staff through

any concerns or questions they may have. The Welfare Team also provide support and back up, and staff should record concerns or incidents on Shackleton after they have dealt with them, or ensured the issue is being picked up by another member of staff.

## **Monitoring and evaluation**

The Principal in consultation with staff will undertake systematic monitoring and conduct regular reviews of the Behaviour Policy and procedures in order to evaluate them to ensure that the operation is effective, fair and consistent. In particular, the anti-bullying policy and guidance will be discussed, monitored and reviewed on a regular basis.

Programme Directors, Assistant Principal and SLT will have delegated responsibility in this respect and will operate and monitor anti-bullying guidance and implementation of the Behaviour Policy.

Policies in accordance with: Behaviour and Discipline in Schools: Advice for head teachers and school staff (January 2016), DfES:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/488034/Behaviour\\_and\\_Discipline\\_in\\_Schools\\_-\\_A\\_guide\\_for\\_headteachers\\_and\\_School\\_Staff.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf)

### **Other associated policies:**

- In student handbook:
  - College Code of Conduct
  - Drugs and Alcohol
  - Bullying
  - Gross misconduct and dismissal
  - Concerns and Complaints
- Anti-Bullying Policy CATS Policies
- Use of Reasonable Force Policy CATS Policies
- Safeguarding Policy CATS Policies
- Guide to the disciplinary process -See Below
- Support ideas for the classroom from Staff Handbook -See Below

### **A Guide to the Disciplinary Process**

The events beside the stages are a guide only and not a full comprehensive list. The disciplinary process is used for attendance and behaviour and as such the stages need to be in succession unless the behaviour is serious to warrant moving to a higher stage – only the Vice Principal and Principal can authorise this. Students can appeal at any stage to have decisions reviewed by the member of staff responsible for the next stage up. Students can refer a decision from the Principal for review to the Managing Director of CATS Colleges.

Any warnings issued will need to be recorded on Shackleton.

## Discipline Ladder: Behaviour and Attendance

Stage Warning	Attendance %	Examples of Associated Offences
<p><b>Stage 0</b> Verbal warning</p> <p>Personal Tutor (or House Leader in Accommodation)</p>	<p><b>Attendance below 97%</b></p>	<p>Persistent lack of attention in class- not a one off incident</p> <p>Failure to complete homework and one chance being given</p> <p>Rudeness or disrespectful behaviour in class</p> <p>Leaving College without an exeat</p>
<p><b>Stage 1</b></p> <p>Issued by Personal Tutor (or House Leader in Accommodation)</p>	<p><b>90-94%</b></p>	<p>Persistent lack of attention or work in class- not a one off incident</p> <p>Rudeness or disrespectful behaviour in class</p> <p>Failure to complete homework after opportunities given</p> <p>Repeated minor offences</p> <p>Leaving College without an exeat</p> <p>Late for curfew</p>
<p><b>Stage 2</b></p> <p>Issued by Personal Tutor (or House Leader in Accommodation)</p>	<p><b>Falling below 90%</b></p>	<p>Fighting after investigation has taken place and no mitigating circumstances</p> <p>Bullying Behaviour</p> <p>Failure to complete homework</p> <p>Repeated minor/medium level offences</p> <p>Serious case of absconding without permission</p> <p>Alcohol in rooms</p> <p>Damage to furniture (with Bill issued to cover cost of damage)</p>
<p><b>Stage 3</b></p> <p>Issued by Programme Director and/or Senior Staff</p>	<p><b>Falling below 85%</b></p>	<p>Failure to complete class work, homework, disruption in class</p> <p>Shoplifting (may also have police involvement)</p> <p>Serious discipline Issue or repeated minor/medium level ones</p> <p>Smoking in rooms after warned</p> <p>Interfering with smoke alarm plus covering costs if damaged after warned</p> <p>Bullying behaviour</p> <p>Damage to furniture, property of College and/or students plus covering costs</p>

<p><b>Stage 4</b></p> <p>Issued by Senior Staff</p>	<p><b>Falling below 80%</b></p>	<p>Fighting after investigation has taken place and no mitigating circumstances</p> <p>Bullying or Racist incidents</p> <p>Repeated offences, lack of improvement of behaviour and/or attendance</p> <p>Damage to furniture, property of College and/or students plus covering costs</p> <p>Interfering with a smoke Alarm/smoking in rooms plus covering the costs if damaged</p>
<p><b>Stage 5</b></p> <p>Issued by The Principal</p>	<p><b>Failure to achieve conditions of return</b></p>	<p>Drug Offences</p> <p>Serious Assault</p> <p>Serious Bullying Behaviour</p> <p>Serious non- attendance</p>

The College reserves the right to place students on any one of these levels without prior warning, depending on the severity of the issue involved.

### Suggestions to assist in the class if you encounter behaviour issues:

<p>A student is dozing or not paying attention in class</p>	<p>Ask them a direct question</p> <p>Change the activity to refocus attention</p> <p>Move into pair work or small group work where they will be forced to contribute</p> <p>Have a quiet word after class</p> <p>Have a quiet word in class!</p> <p>Make a joke of it and re-focus class</p> <p>Make everyone stand up and walk round, then sit down again – they may be flagging!</p> <p>Do a mini-plenary with class – what are they learning? Is it working?</p> <p>What are they finding difficult? Feed back in pairs, on paper, to whole class – whatever appropriate</p> <p>Use rewards at an early stage – remember they can be really motivating. Make sure you praise good behaviour and think of ways to reward students to help them be motivated and engaged</p> <p>Are there issues at their accommodation? Are they sleeping? Refer issue for Welfare to check</p> <p>Get them to write key points or ideas on whiteboard</p>
<p>If a student is late for your lesson</p>	<p>Make sure your lessons always start promptly – have a sheet on the desk so they have something to work on as soon as they come in so they get used to the idea lessons start promptly</p> <p>Always challenge lateness – ask why while rest of class working. Make your expectations clear and insist on them</p>

	Ask more gifted students to recap on lesson and explain what latecomers missed – get them to explain from the front of class
<b>If a student is persistently late, not attending or not paying attention in class</b>	Notify House Supervisor – can they check they are out of the house when your lesson is on Ask the student to come and see you on their own and ask for an explanation Check with ESL – are there language issues – are they reluctant to come because they don't understand lessons?
<b>Difficulties in Learning?</b>	Is your material appropriate? Talk to your Head of Dept or another teacher for another opinion – this can be helpful Is your lesson differentiated enough? Can you do more to meet the student's specific need? Individual worksheet, recapping on work more – individual explanations etc. Check the SEN register to see if there are strategies you need to be using Ask them to come to an extra workshop class with you or someone in your Dept. Check their ILP Targets on Shackleton. What does it tell you about the way this student needs to develop? Integrate these ideas into your teaching Check with Welfare Team there are no Welfare issues here Make sure you have their mobile number and call them to ask for an explanation
<b>If you have tried all the above, and things still aren't working</b>	Talk with their Tutor – are there ways you can work together to help? If conduct is wilful and student deliberately being awkward, discuss moving to a verbal warning or Stage One warning – tell student and give them an informal warning first.
<b>If a student is aggressive to another student</b>	Intervene immediately Calmly invite the student to explain the issue to you outside the class Contact Welfare staff to escort the student to a Senior Member of Staff Ensure the “victim” talks to you and/or a senior member of staff immediately after the lesson. Supervise an apology in the break time Inform supervisors and relevant others
<b>If a student is aggressive towards you</b>	Respond calmly and quietly Say you are sorry they are upset Avoid moving towards them, pointing or using angry gestures Suggest you speak together to another staff member Alert the nearest teacher.

Reviewed: August 2018

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