



STUDENT BEHAVIOUR POLICY (including Anti-bullying)

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Policy Statement

Students at CATS London are expected to behave with respect and consideration, exhibiting an inclusive and thoughtful attitude. Expectations are made clear through a thorough and easy-to-digest induction programme and therefore there is no excuse for poor behaviour: it is expected that students take responsibility for their transgressions and remedy the matter as a mature young adult should. Good behaviour is expected in all contexts: when engaging with any member of the College community and whether in the classroom or outside of it. In the context of the classroom, this would also include effort, self-discipline, meeting deadlines, etc.

In order to maintain high standards of behaviour, bullying or harassment will not be tolerated by any member of the College community.

Guidelines

All students are expected to:

- follow the Student Code of Conduct (in the Student Handbook)
- attend all lessons and be punctual;
- be fully involved and make a positive contribution in all lessons;
- abide by all College rules and procedures;
- attend regular meetings with their Personal Tutor and strive to develop a positive relationship with them;
- work with complete dedication towards any targets set for them;
- inform their Personal Tutor or another member of the College if they need help;
- always show respect and consideration towards all members of the College community;
- respect and show consideration towards the property of others;
- 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 directly by all members of College Staff. Breaches of the Student Behaviour Policy will be dealt with by the College 5 Stage Disciplinary process detailed in Appendix 1.

Corporal punishment is prohibited at CATS London. The prohibition includes the administration of corporal punishment to a student during any activity, whether or not within the College premises. The prohibition applies to all staff and volunteers.

Rewards and Sanctions

The College will promote positive behaviour by means of meaningful positive reinforcement when a student is deserving of it. Broadly, this is when a student exceeds College expectations, or demonstrated genuine improvement in behaviour.

Such acknowledgement might be in the form of verbal feedback; a written comment; academic reports; Shackleton note(s); or some other system implemented by the College. All members of staff will be encouraged to identify and bring to the attention of others in the college any instance of praiseworthy behaviour.

It is the ethos of the College to 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 this policy all staff will:

- Actively use existing systems available in College and Boarding to promote positive behaviour;
- 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 self-responsibility and community;
- Support students in understanding the importance of good behaviour and assist in understanding cultural differences between their own home and the UK.

There are also a handful of sanctions available to staff (see Appendix 1 bottom left) that can be used to try and modify behaviour where required. With the age group that the College serves, research suggests that sanctions are often more effective than rewards and therefore should be used. The principle here is that the 'punishment fits the crime' - the student may be asked what sanction they believe is warranted as a result of their transgression, not for them to make such a decision, but in line with the spirit of taking responsibility and reflecting on poor decisions.

Exclusions

Students may be placed directly at any stage on the Discipline Ladder according to the severity of a misdemeanour. When a student is placed on Stage 5 they will be excluded. Permanent exclusion is a sanction to be used sparingly. Report cards, detentions, student behaviour contracts and meetings with senior staff are all strategies which may be used before this point is reached.

Permanent exclusion may be applied when:

- the earlier stages of the Discipline Ladder have been used and the student's behaviour does not improve;

- the use or threatened use of violence against any person inside or outside the College, including intimidation or threats against staff;
- the behaviour being addressed puts the student's or others safety at risk;
- breaches of examination regulations or any other forms of cheating;
- the student is found to be in possession of drugs or drug paraphernalia;
- the student seriously breached College rules or UK law;
- or if, in the reasonable judgement of the Principal, this is in the best interests of the student, their peers, staff or the College

Before a permanent exclusion, the Principal or in his absence the Vice Principal, will meet with the student and encourage the student to share their version of what happened. A senior member of staff will also be present to support the student and assist with their written or verbal communication.

Once a permanent exclusion is confirmed, a letter detailing the decision will be sent to the parents, and their nominated representative if relevant, as well as any necessary internal staff.

[Appeals against a permanent exclusion](#)

Appeals must be made in writing to the Chair of Governors, setting out reasons for appeal and must be received within five working days of the date of the letter confirming the permanent exclusion decision.

Send correspondence to the Chair of Governors via studentservices@catslondon.com

The Chair of Governors will ensure that the exclusion is considered either by them where possible, or by a senior member of staff who was not directly involved with the decision to exclude. The Chair of Governors, or his delegated representative, will review the evidence and process followed and come to a decision either upholding or repealing the permanent exclusion. The decision of the appeal will be sent in writing to the person appealing the decision within 10 working days. The Chair of Governors' decision is final, and the College's Complaints Policy cannot be applied.

In a case where the permanent exclusion is repealed, the Principal must convene a meeting with relevant senior staff to discuss and confirm the plan for reintegrating the student.

[Students on a visa and permanent exclusions](#)

Students on a Student Visa will not have their sponsorship withdrawn until five working days have elapsed.

After five working days, and before ten working days as required by UKVI policy, students will have their sponsorship withdrawn meaning that their visa will be curtailed.

In the event of an appeal within 5 working days, sponsorship will not be withdrawn until the decision of the appeal is sent in writing. The sponsorship withdrawal date given to UKVI will be the date that the decision was made on the appeal.

Consideration of Disabilities and Additional Learning Support

Students will be treated on an individual basis. For students with additional needs, reasonable adjustments will be made by the College where behavioural issues arise.

All Personal Tutors, supported by the Pastoral Directors and the Assistant Principal, will:

- explain the College expectations regarding behaviour to students through induction and ongoing structured tutorial time;
- monitor and evaluate the success or otherwise of each student through reports, reflection days, and the rewards and sanctions systems;
- identify students who are not meeting College behaviour expectations and mentor appropriately, referring for further support as necessary;
- work constructively and in partnership with external agencies if required and following the College Safeguarding Policy;
- report back quickly to the relevant Pastoral Director regarding any concerns.

Anti-Bullying

The College takes a zero-tolerance approach to bullying.

The College Student Handbook states: '*If somebody physically hurts you, or verbally abuses you, that's bullying*'.

The NSPCC defines bulling as:

Bullying is behaviour that hurts someone else. It includes name calling, hitting, pushing, spreading rumours, threatening or undermining someone.

It can happen anywhere – at school, at home or online. It's usually repeated over a long period of time and can hurt a child both physically and emotionally.

The severity of bullying in accordance with the above can range from a relatively minor incident to an ongoing severe concern (potentially safeguarding).

All staff have a duty to challenge and report any incidence of bullying in line with the above definitions.

Online bullying

Definition and description:

Online bullying is defined as the use of technology such as email and social networking sites to deliberately hurt or upset someone or harass or threaten. Unlike physical forms of bullying, the internet allows bullying to continue past College hours and invades the victim's home life and personal space. It also allows distribution of hurtful comments and material to a wide audience.

Online bullying is extremely prevalent as students who would not consider bullying in the physical sense may find it easier to bully through the internet, especially if it is thought the bullying may remain anonymous.

Bullying may take the form of:

- rude, abusive or threatening messages via email or text
- posting insulting, derogatory or defamatory statements on blogs or social networking sites
- setting up websites that specifically target the victim
- making or sharing derogatory or embarrassing images or videos of someone via mobile phone or email (for example, sexting/“happy slapping”).

Online bullying can affect students and staff members. Often, the internet medium used to perpetrate the bullying allows the bully to remain anonymous. In extreme cases, online bullying could be a criminal offence under the Harassment Act 1997 or the Telecommunications Act 1984.

Online bullying of College staff

Principals should be aware that College staff may become victims of online bullying by students and/or their parents. Because of the duty of care owed to staff, Principals should ensure that staff are able to report incidents in confidence and receive adequate support, including taking any appropriate action against students and parents.

Incidents of online bullying involving College staff should be recorded and monitored by the Pastoral Director and DSL in the same manner as incidents involving students.

Staff should follow the guidance on safe IT use in the ICT Acceptable Use Policy and avoid using their own mobile phones or email addresses to contact parents or students so that no record of these details becomes available.

Personal contact details for staff should not be posted on the College website or in any other College publication.

Staff should not reply to messages but report the incident to the Principal immediately.

Where the bullying is being carried out by parents the Principal should contact the parent to discuss the issue. A home/College agreement with the parent can be used to ensure responsible use.

The specific details of how to manage an incident of bullying (physical or online) and how to report and record are contained in the Behaviour Procedural document.

Related Documents

- | | |
|--|--------------------------------|
| 1. College Code of Conduct | In Student Handbook |
| 2. Misuse of Non-Prescribed Drugs Policy | Policy and in Student Handbook |

3. Use of Reasonable Force Policy	Policy
4. Complaints Policy	Policy and in Student Handbook
5. Attendance Policy	Policy
6. Guide to the disciplinary process	See Appendix 1

This policy takes account of:

- National Minimum Boarding Standards (April 2015)
- Advice from the Secretary of State

Appendix 1: 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 behaviour management and as such the stages need to be in succession unless the transgression is serious enough to warrant a student being placed on a higher stage immediately.

Any warnings issued need to be recorded on Shackleton and reviewed on the appropriate date.

STAGE WARNING DISCIPLINE LADDER

Stage Warning: Behaviour	The Ladder (Stages)	Stage Warning: Attendance
Examples of misbehaviour:		Issued when:
Lack of attention in class Failure to complete homework Lateness to college/class Other first offences for minor behavioural issues	Stage 0 Managed by: Personal Tutor or House Parent Verbal Warning	Overall Attendance is less than 98%
Persistent lack of attention in class Failure to complete homework repeatedly Rudeness or disrespectful behaviour Plagiarism Repeated lateness to college/class Leaving college without an exeat Late for curfew Damage to furniture (with Bill issued to cover cost of damage) Refusal to follow reasonable instructions from a member of staff misuse of College ICT	Stage 1 Managed by: Personal Tutor or House Parent Written Warning – letter home to parents Stage 2 Managed by: Personal Tutor or House Parent Written Warning – letter home to parents	Overall Attendance is less than 95% Overall Attendance less than 90%

<p>Failure to address any of the above Bullying Fighting Underage smoking Possession and or consumption of alcohol in rooms/ college Underage consumption of alcohol Failure to attend a Fire Drill/ evacuate the building</p>	<p><u>Stage 3</u> Managed by: Pastoral Director or Senior House Parent <i>Written Warning – letter home to parents</i></p>	<p>Overall Attendance is less than 85%</p>
<p>A repeat of Stage 3 offence Failure to address any of the above – lack of improvement in behaviour Interfering with a smoke alarm Any form of ‘smoking’ in rooms or College buildings (inclusive of variations of e-cigarettes)</p>	<p><u>Stage 4</u> Managed by: Senior Leadership Team <i>Final Warning</i></p>	<p>Overall Attendance is less than 80%</p>
<p>Repeat of Stage 4 offences, or breach of contract Serious breaches of the following policies: Safeguarding, Online, Misuse of Drugs, Anti-Bullying, Equality and Diversity. Incidents involving Actual Bodily Harm</p>	<p><u>Stage 5</u> Managed by: Principal <i>Suspension/Exclusion</i></p>	<p>Overall Attendance is less than 75% or warnings are being ignored and/or student contract in breach</p>
<p>Examples of support and sanctions:</p> <ul style="list-style-type: none"> ✓ Meeting with pastoral staff – target setting and review ✓ Communications with guardian/parents ✓ Detention ✓ Report card ✓ Early curfew/rejection of Exeats ✓ Student contract ✓ Temporary exclusion ✓ Suspension pending permanent Exclusion 		<p>Additional note on attendance: Unless in exceptional circumstances approved in advance by the Principal, no single cause of authorised absence (including medical) can exceed 20% Overall, and no combination of authorised absence can exceed 30% Overall, in a consecutive 5-week period. Any absences beyond these figures are to be recorded as unauthorised.</p>

Appendix 2: Additional Behaviour Management Guidance

A student is dozing or not paying attention in class	<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>Get them to write key points or ideas on whiteboard</p> <p>What are they finding difficult? Feedback in pairs, on paper, to whole class – whatever appropriate</p> <p>Make sure you praise good behaviour</p> <p>Are there issues at their accommodation? Are they sleeping? Refer issue to pastoral team to check if an ongoing issue</p>
If a student is late for your lesson	<p>Make sure your lessons always start promptly – have a sheet on their desks/task on the board so they have something to work on as soon as they come in</p> <p>Always challenge lateness – ask why while the rest of the class are working and explain that it is unacceptable. Make your expectations clear and insist on them</p>
If a student is persistently late, not attending or not paying attention in class Difficulties in Learning?	<p>Refer to the Personal Tutor and ensure notes are recorded on Shackleton</p> <p>Ask the student to come and see you on their own and ask for an explanation</p> <p>Check with English CD – are there language issues – are they reluctant to come because they don't understand lessons?</p> <p>Check the SEN register to see if they are on it and if there are strategies you could be using</p> <p>Is your material appropriate? Talk to your CD or another teacher for another opinion – this can be helpful</p> <p>Is your lesson differentiated enough? Can you do more to meet the student's specific needs? Individual worksheet, recapping on work more – individual explanations etc.</p> <p>Ask them to come to an extra workshop class with you or someone in your Dept.</p>
If you have tried all the above, and things still aren't working	<p>Keep the Personal Tutor informed – are there ways you can work together to help? Perhaps the student needs to be referred to the Pastoral Director for monitoring</p> <p>Keep your CD informed</p>

If a student is aggressive to another student	<p>Intervene immediately</p> <p>Calmly invite the student to explain the issue to you outside the class</p> <p>Contact a member of the SLT – you may need to ask a student to go to the admin office, or use Teams</p> <p>Ensure the “victim” talks to you and/or a senior member of staff immediately after the lesson</p> <p>Supervise an apology in the break time</p> <p>Record on Shackleton</p> <p>Inform the Pastoral Director (if not already aware/ involved) who will liaise with Boarding and perhaps other stakeholders.</p>
If a student is aggressive towards you	<p>Respond calmly and quietly</p> <p>Say you are sorry they are upset</p> <p>Avoid moving towards them, pointing or using angry gestures</p> <p>Ask them to step outside of the class and wait</p> <p>Contact a member of the SLT – you may need to ask a student to go to the admin office, or use Teams</p> <p>Continue to teach</p>

Appendix 3: Covid-19 Addendum

STUDENT BEHAVIOUR POLICY COVID-19 ADDENDUM

Date added to Policy	July 2020
Next Review Date	As required, based on UK Government guidance
Lead for Review	Principal, DSL

Introduction

In response to new ways of working to keep both students and staff safe, the following addendum has been added to our Behaviour Policy. This Addendum applies until further notice.

The College recognises that Covid-19 places additional behavioural expectations on students. It is not the intention to punish students for transgressions due to occasionally, but genuinely, forgetting specific rules. In these instances all staff should remind students of the rule(s) at the time.

It is understood that students' experiences of the Covid-19 pandemic will have been very varied. Staff should be aware that challenging behaviour may be a sign that something more serious is going on and that behavioural issues such as angry outbursts and mood changes may require pastoral/safeguarding support.

Expectations of students

Students must follow instructions from staff regarding how to keep themselves and others safe during the Covid-19 pandemic. This includes, but is not limited to:

- Telling staff immediately if they are experiencing any Covid-19 symptoms
- Following the 2m social distancing expectation wherever possible inside classrooms
- Understanding that hugging/touching is not acceptable
- Washing and sanitising of hands is mandatory
- Following the one-way system
- Recognising and keeping away from any restricted areas at restricted times
- Following the "catch it, bin it, kill it" routine
- Avoiding touching mouth, nose and eyes with hands
- Not sharing any equipment including pens, drinks etc.
- Respecting and adhering to amended routines.
- Following the 2m social distancing expectation in corridors and outside spaces

- Understanding that coughing or spitting at another student or staff member, even in jest is unacceptable and will be dealt with severely.

Rewards

To help and encourage students to follow the above rules, we will:

- Have consistent routines and procedures which are communicated clearly
- Use the College's usual reward systems
- Set a good example as members of staff in observing rules and showing care for others

Consequences

Consequences will follow for students who repeatedly fail to follow rules, suggesting that they are deliberately flouting them, or fail to follow the spirit of the rules. It is important that they realise that their actions may put others at risk and cause upset. This will be explained to them by a senior member of the College staff and a consequence may follow to ensure that they remember the rule. Further breach of rules will lead to Stage warnings being given, generally starting at Stage 1 for persistent breaching of College rules.

The safety of our College community is paramount. If a student behaves in a malicious or reckless manner which could put another person at risk then they will be treated as high level behavioural incidents and sanctioned accordingly. Examples might include:

- Spitting
- Deliberately coughing at a student or member of staff
- Behaviour or language that is intended to cause alarm or distress to students or staff about the current situation

Behaviour in online lessons

Students found to be taking screenshots or recording online lessons will be placed on Stage 4 of the College's disciplinary scale and face suspension from lessons for 5 days. A repeat offence will result in permanent exclusion from the College.

Policy Review

We will continue to monitor the Covid-19 outbreak and assess the associated risks carefully. We may need to amend or add to this Addendum as circumstances or official guidance changes. We will communicate any significant changes to staff, parents and students.