



Student Positive Behaviour Policy

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1: Statement of Intent

It is the aim of Seevic College to promote positive behaviour and a culture where students take responsibility for their behaviour. These expectations are made clear to students when they join the college and are re-iterated throughout their time here. A structured staged process of interventions ensures any misbehavior or concerns are dealt with swiftly to ensure the college is a safe environment conducive to learning, success and progression.

These responsibilities are brought to the attention of all students and their parents/carers as part of the College's Learning Values agreement which should be agreed and signed by the parent/carer. Information regarding these are displayed across college and also discussed with students during induction.

2: Introduction and Purpose

Seevic College is committed to ensuring that students subscribe to minimum standards of behaviour during their time at college. These standards apply to all students, regardless of status. The purpose of this policy and related procedural guidance is to:

- protect students' learning experience from disruption caused by their own or others misconduct
- ensure all staff and students are treated with respect
- students and staff are aware of their responsibilities regarding student behaviour

- clarify the rights of students in respect to disciplinary action resulting from breaches of college rules
- provide a framework where disciplinary issues can be resolved within a supportive environment
- identify staff responsibilities in handling disciplinary issues

2.1 'The College' is defined as any College sponsored event or anywhere Seevic College provides education and training.

2.2 If the student is less than 16 years old and from another educational establishment, e.g. a local school, then the college will seek to involve representatives of that educational establishment and utilise the school's established disciplinary/behaviour procedure, and draw guidance from the School's Code of Behaviour for under 16 year olds.

2.3 If the student is studying a Higher Education programme, where relevant, consideration will be given to the partner organisation and their relevant policies and procedures.

2.4 Bursary payments or support could be withheld as a result of a disciplinary outcome; this to be approved by the Head of Student Services and/or the Deputy Principal of Curriculum and Quality.

2.5 A breach of discipline is defined as an 'act of misconduct' i.e. improper interference with the proper functioning or activities of the college or those who study or work in, or visit the college. Appropriate behaviour will also apply to students when they are out of college on organised college events, travelling to and from college, or when it is found that there is a link to the college or its reputation.

2.6 As explained in the Learning Values agreement, all students are expected to subscribe to the college's specified standards of behaviour, in particular to:

- Take responsibility for their own learning and progression
- Attend regularly and punctually and account for all absences
- Complete and hand in on time all work set
- Seek help from college staff for academic work or social concerns
- Meet assessment and examination requirements
- Respect the college environment
- Take responsibility for their own and others' health and safety
- Carry a college identity card at all times, and produce on request by any member of college staff

2.7. Examples of Misconduct

The following illustrates behaviour which is likely to signify misconduct, but is neither exclusive nor exhaustive:

- i. Failure to follow the reasonable instructions of a member of staff
- ii. Smoking in non-smoking areas
- iii. Any unduly noise, or unruly behaviour, or the use of foul or abusive language
- iv. Disrupting any class or any other college activity, whether or not involving staff or other students
- v. Drunkenness or suspected intoxication (alcohol or drugs) on or near college premises

- vi. Any activity associated with the college which leads to damage
- vii. Any form of racist or sexist behaviour
- viii. Disruption of, or improper interference with, the academic, administrative, sporting, social or other activities of the college, including offensive behaviour, whether on college premises or elsewhere
- ix. Any unauthorised interference with software, or data belonging to, or use by the college
- x. Obstruction of, or improper interference with, the functions, duties or activities of any student, member of staff or other employee of the college or any visitor to the college

2.6. Serious Misconduct

The following illustrates behaviour, which is likely to signify serious misconduct, but is neither exclusive nor exhaustive.

- i. Deliberately, or by negligence, causing damage to, or defacement of, any college buildings, equipment, books or furnishings or any property of others
- ii. Acts of dishonesty, including theft, fraud, deceit, or deception in relation to the college, its staff, its students or its visitors
- iii. Misuse of any drugs (prescribed or otherwise) on college premises, or during any activity associated with the College
- iv. Behaviour, which has a significant adverse impact on the college's reputation
- v. Violent, indecent, disorderly, threatening, or offensive behaviour or language whilst on college premises or engaged in any college activity
- vi. Behaviour which constitutes harassment or is racially or sexually offensive or which is offensive to those with learning and/or physical disabilities
- vii. Physical or verbal assault
- viii. Action likely to cause injury or impair health and safety on College premises, e.g. acts involving damage to or discharge without just cause of, or other misuse of or interference with, a fire extinguisher or other fire safety equipment
- ix. Any possession of offensive weapons

3. General Principles

The college recognises that in most instances of poor behaviour can and should be dealt with informally and promptly by an appropriate member of college staff without recourse to the formal disciplinary procedure. In such instances the student may be issued with a verbal warning. A note of such an active warning will be notified to the personal tutor/subject tutor and recorded on the student's ProPortal.

Serious misconduct can result in suspension whilst a matter is investigated. The head of student services, deputy principal or principal will liaise with students and parents to inform them of any suspensions and subsequent referral panels or meetings

The student should not return to the college or contact students or members of staff of the college whilst suspended.

Following suspension the student and their parent/carer will be informed immediately and confirmed in writing with the reason for the suspension and date/time of a subsequent meeting.

Appeals against actions/decisions taken in accordance with this policy must be in writing and addressed to the principal within seven working days of the decision.

4. This Behaviour Policy links to Intervention Strategy

5. Responsibilities – Nominated Persons/Lead Staff

All staff has a responsibility to address minor indiscipline as and when the situation arises and to inform relevant staff to enable accurate recording

Where a serious or larger cross college incident arises, the 'on call' Duty Manager is to investigate. The outcome of the investigation is likely to lead to one of the following staged interventions and relevant paperwork and staff should be informed accordingly

Informal Stage - Academic concern (cause for concern) Subject Tutor or Personal Tutor to discuss with student and set actions (if appropriate) on student's ProPortal

Informal Stage – Cross College concern (cause for concern) College employee. Written information provided to Personal Tutor/Subject Tutor. Where appropriate Personal Tutor/Subject Tutor to discuss with student and record on student's ProPortal

Stage One Intervention: Subject Tutor or Personal Tutor to lead; Curriculum Area Leader to be informed. Personal Tutor to be informed if led by Subject Tutor.

Stage Two Intervention:

1. To request a Stage Two intervention, CAMs to complete a Stage Two Intervention request and send to PAMs and Faculty Administrator
2. PAMs to accept or reject the request, inform member of staff and chair the meeting
3. The following staff can conduct Stage Two interventions
 - PAMs
 - CAMs

Outcomes of Stage Two Interventions are to be recorded appropriately on the student's ProPortal, following discussions and relevant target setting. The Chair of the Intervention meeting to monitor any targets set.

Referral Panel Intervention:

1. To request a Referral Panel Intervention (Stage 3), staff must complete a Referral Panel Intervention Proforma and send to 'behaviour' ← this is a group email address,

if urgent, the Deputy Principal Curriculum and Quality' should be contacted - PA (Ann Jennings)

2. Deputy Principal Curriculum and Quality to accept or reject the request, inform relevant member of staff and cc 'behaviour' ← this is a group email address
3. The following staff will conduct Referral Panel/Final Stage Interventions
 - Deputy Principal Curriculum and Quality
 - Head of Student Services
 - Director of Teaching and Learning

Outcomes of Referral Panel Interventions are to be recorded appropriately on the student's ProPortal, following discussions with the student and relevant target setting

Investigations

If an investigation is deemed appropriate for a Stage Two or Referral Panel Intervention, the Head of Student Services will allocate an appropriate independent investigating officer and provide supporting paperwork.

6. Monitoring, Review and Evaluation

The Head of Student Services will review the Student Positive Behaviour Policy every two years or sooner to take account of any new Government legislation or best practice documents.

Faculty Administrators to provide Student Services Administrator with data regarding Stage two interventions. The Head of Student Services will manage the recording and monitoring of all stage two and referral panel interventions. Regular reports will be provided to SLT and include the seven strands of equality.

Equality & Diversity Impact Assessment Summary

	AGE	DISABILITY	GENDER Reassignment	RACE	RELIGION or BELIEF	SEX	SEXUAL ORIENTATION
Which of the following protected characteristics may be affected by this policy or procedure? <i>(please tick the relevant box)</i>	√	√	√	√	√	√	√
Other concerns (e.g. protected groups such as carers, young parents, women during pregnancy, young people living independently)	Young Care Leavers and (LAC) Looked After Children						
Does this policy impact on: <i>(please tick the relevant box)</i>	Staff √	Students √	Parents or Carers √	Members of the Public	External providers of services		
Does your assessment show that this policy/procedure might have an adverse impact on relations between different protected characteristics? <i>(please tick the relevant box)</i>	Yes			No √			

<p>If yes, can the adverse impact be justified on the grounds of promoting equality of opportunity for one group, or as part of a wider strategy of positive action in relation to particular groups? <i>(please give reasonable justification)</i></p>	
<p>Consultation What steps have been taken to ensure that the different protected groups have been consulted during the development of this policy/procedure?</p>	<p>Shared with Student Association Executive Members</p>
<p>Staff Development and Training Please list any staff development or training issues arising from this assessment.</p>	
<p>Change/Modification As a result of the Impact Assessment, have any changes/modifications to this policy/procedure been made?</p>	<p>No</p>

