

BSix Behaviour and Attitudes Policy

1. Mission Statement

The mission of BSix is to develop in its students, and to demonstrate through its staff, the characteristics of being always “open to learning”. It seeks to achieve this by means of a carefully tailored and suitably challenging individual programme, underpinned by consistently strong teaching, comprehensive support services and a wide range of enrichment opportunities, set within a safe and inclusive environment.



2. Behaviour and attitudes for learning – expectations of students and staff

The College expects students to demonstrate core characteristics as outlined in the mission statement. At BSix, we expect our staff to model the behaviours, qualities and openness to learning we seek to nurture in our students. These characteristics are titled “the expert staff member...the expert student”. Changing and supporting the behaviour and attitudes of students, begins first, with high quality professional conduct by all members of College staff. At BSix, we recognise that students require many levels of support in managing their behaviour and attitudes. The culture of the College, is to put in place support mechanisms to ascertain the root causes of poor behaviour and attitudes, as opposed to immediate sanctions. These mechanisms come in the form of interventions.

3. Behaviour and attitudes for learning - expectations in the classrooms

Class teachers are responsible for managing behaviour in their own classrooms, however they can only do so within a supportive College framework of common expectations and consistently applied interventions.

Classroom activity is significantly important in the learning, growth and achievement of students. We want all students to achieve their full potential and have high expectations for themselves and others. These high standards should promote a growth mind-set in a classroom environment and remove any barriers that will prevent students from learning. All teachers and staff must enforce the right behaviour for learning consistently and continually by expecting students to:

- Attend all lessons on time
- Be prepared for their lessons
- Complete all work set to the best of their ability
- Students must not disrupt other people's learning
- Seek help if they are unsure and in turn help fellow peers
- Set specific regular goals with teachers to ensure minimum acceptable grades are achieved

4. Behaviour and attitudes for learning - expectations outside the classroom

Students are responsible for managing their own behaviour, safety and the safety of others. If they have any concerns they are to notify a member of staff immediately. They can also contact the Safeguarding team by emailing helpafriend@bsix.ac.uk

All students are expected to:

- Be identifiable and wear their College ID at all times
- Be purposeful and do not congregate outside the College gates
- Be responsible and go straight home after leaving the College
- Be vigilant and never allow non-students to access the College premises
- Be respectful to each other and all staff members
- Be respectful and considerate of our neighbours

5. Dealing with bullying or issues between students

Bullying and friendship issues can be passed to the Safeguarding team who can facilitate restorative justice/coaching/mentoring sessions to help students recognise and adjust their behaviour, and rebuild relationships.

6. Social Media

The College recognises the benefits and opportunities offered by social media platforms such as Facebook, Twitter and Instagram. The College also accepts that there are some risks associated with social media use. It is unacceptable offensive conduct to film incidents of conflict, bullying or aggression and witnesses have an obligation to report such incidents as soon as possible to a member of staff.

7. Dealing with poor behaviour and attitudes

At BSix we help students to manage their behaviour using a combination of three approaches:

Approach 1: Positive reinforcement

Positive reinforcement can be a powerful tool for behaviour management and will greatly impact the development of students. Raising expectations for student's behaviour is possible when carried out carefully and intentionally. We will endeavour to build a culture of praise in college, and in every classroom, so that students know they will be rewarded for consistently working hard, being kind and supportive to one another, and contributing positively to the life of the College.

Approach 2: Supporting students' management of their own behaviour

If teachers or tutors feel that students are genuinely unable to manage their own behaviour, then a referral to the Inclusive Support Department should be made. The Inclusive Learning Department will conduct a formulation meeting and will work with tutors to put in place a support plan to manage specific problems to support the student's management of their behaviour and attitudes. Students can receive individual counselling or mentoring, can participate in groups such as art therapy or mindfulness, or we can work with them to help them access support in the local community.

Curriculum Managers can also facilitate Restorative Justice/coaching/mentoring sessions. Restorative Justice is not a behaviour management tool; it is a tool for rebuilding relationships that may have been damaged by poor behaviour. They facilitate sessions between students, or between students and staff. Restorative Justice is most effective when two students are simply not seeing eye-to-eye, or in the case of addressing classroom behaviour, it is used alongside the student support process.

Approach 3: The Student Support Process

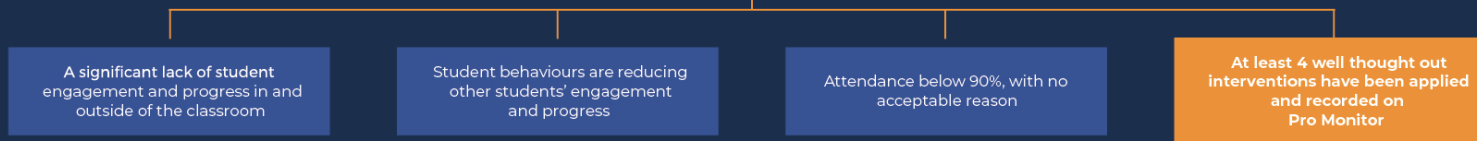
We only put students through formal warnings if interventions have been exhausted. We try our utmost to work with students to find the reason causing poor behaviour and to put in place, meaningful interventions to change attitudes.

The Student Support Process outlines three stages of warnings, which are only implemented when interventions have not made any impact. Staff must reflect on the impact of given a warning, as sanctions do not necessarily resolve or lead to better behavioural outcomes. Parents must be notified at each stage of the Student Support Process.

STAGE 1 WARNING

Student Support Process
S1 Tutor

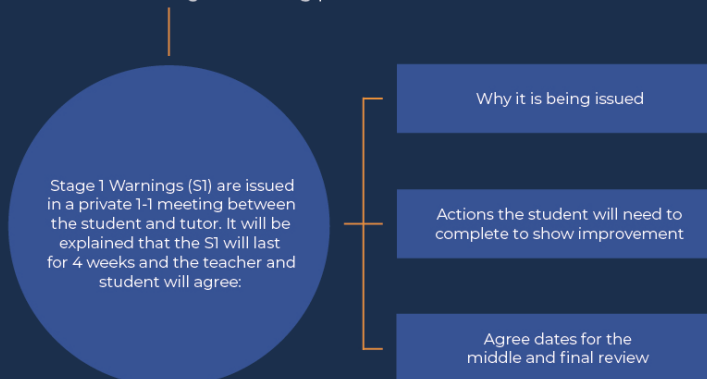
When should a tutor consider issuing a Stage 1 Warning?



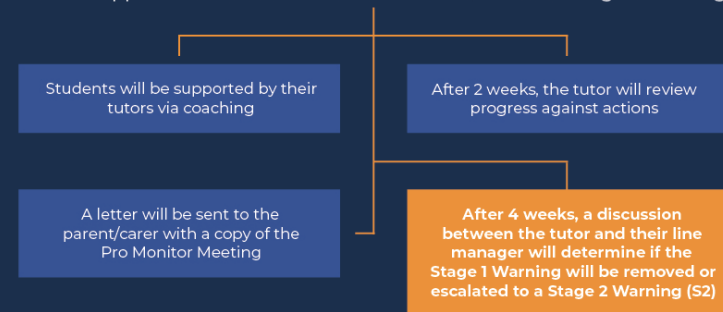
Questions a tutor should reflect on before placing a student on a Stage 1 Warning



What does the Stage 1 Warning process include?



What happens after the student has been issued with a Stage 1 Warning?



STAGE 2 WARNING

Student Support Process
S2 Curriculum Manager/Senior Tutor

When should a student be placed on Stage 2 Warning?

A Stage 2 Warning will be issued by the CM or ST when all meetings for the Stage 1 Warning have been held and a student has not completed the set actions to the expected standard

The relevant tutor, CM and ST should all agree that a Stage 2 Warning is appropriate and the correct process has been applied at Stage 1

Consideration should also be given to if extending a Stage 1 Warning will help or hinder student progress

How is a student placed on a Stage 2 Warning and what should it include?

A student is placed on a Stage 2 Warning (S2) in a meeting with: CM or ST, tutor and parent/guardian. It will be explained that the S2 will last for 4 weeks and the CM/ST and student will agree:

Why it is being issued

Actions the student will need to complete to show improvement

If supervised study blocks are required on the timetable

Agree dates for the middle and final review

What happens after the student has been issued with a Stage 2 Warning?

Students will be supported by their tutors via coaching

A letter will be sent to the parent/guardian with a copy of the Pro Monitor Meeting

After 2 weeks, the tutor will review progress against actions

After 4 weeks, a discussion between the tutor, CM, ST and a VP will determine if the Stage 2 Warning will be removed or escalated to a Stage 3 Warning (S3)

STAGE 3 WARNING

Student Support Process

S3 Vice Principal SS/CQ

When should a student be placed on Stage 3 Warning?

A final Stage 3 Warning will be issued by the Vice Principal SS or CQ when all meetings for the Stage 2 Warning have been held and a student has not completed the set actions to the expected standard

The relevant tutor, CM/ST and VP should all agree that a Stage 3 Warning is appropriate and the correct process has been applied at Stage 2

Consideration should also be given to if extending a Stage 2 Warning will help or hinder student progress

How is a student placed on a Stage 3 Warning and what should it include?

A student is placed on a final Stage 3 Warning (S3) warning in a meeting with: VP, CM or ST, tutor and parent/carer. It will be explained that the S3 will last for 4 weeks and the VP and student will agree:

Why it is being issued

Actions the student will need to complete to show improvement

Timing of supervised study blocks

Agree dates for the middle and final review

What happens after the student has been issued with a Stage 3 Warning?

Students will be supported by their tutors via coaching

After 2 weeks, the tutor will review progress against actions

A letter will be sent to the parent/carer with a copy of the Pro Monitor Meeting

If a student is asked to leave college, career guidance must be offered. The student also has the right to appeal the decision in a written letter to the Student Services

After 4 weeks, a discussion between the tutor, CM, ST and a VP will determine if the Stage 3 Warning will be 'frozen' or the student will be asked to leave the College

8. Exclusions

Fixed term and permanent exclusions should only be considered when all possible strategies explained above have been exhausted, or in cases of violence or other behaviour that puts students and/or staff at risk. Formal exclusion is the only means by which a student may be asked to leave College, permanently or for a period of time.

The Right to Exclude

The Senior Management Team are the only staff that are able to exclude a student. They must ensure that the procedures are followed before they do so. These procedures are designed to ensure fairness and openness and to minimise the need for an appeal against the decision.

Students should not be sent home in an ad-hoc manner by any member of staff, be told informally not to attend lessons, or have their ID card taken in an attempt to prevent them attending.

Types of Exclusion

There are two types of exclusion:

- Suspension
- Permanent exclusion

Suspension

Curriculum managers will decide upon suspensions:

- To allow an investigation to take place following a serious incident or allegation where the student's presence in College may affect the procedure or endanger students/staff, such as after a fight.
- Allow the student involved to calm down and reflect on a situation

A suspension is the most serious intervention we have available and can only be used after the student has been informed why they have been given a suspension. Parents must be notified of the suspension and the reason for it.

Students can only return to lessons after a suspension following a reintegration meeting with the relevant Curriculum Manager at the time. This process should take no longer than 5 working days. In some cases, the College may decide that parents must attend, and students will not be allowed to return to lessons until this meeting with parents has happened. **Different legislation on suspensions applies to students under 16 years old.** It is College policy that these students will not be sent off site and an internal suspension will be used instead. Where a student is under 16 years of age and is involved in a serious incident and it is necessary to implement a suspension, then this must be communicated to and agreed by the relevant borough.

Permanent Exclusion

Permanent exclusion should only be used when to keep a student at College would cause a serious harm to the education, welfare and/or safety of staff and/or students. It may be applied when:

- The stages in the student support process outlined above have been used and exhausted without evidence of improvement from the student.
- Persistent malicious behaviour including open defiance and refusal to follow College rules and expectations.
- A student's behaviour puts themselves or other students and/or staff at risk.
- Students are found to be in possession of weapons or other illegal items including drugs.

Permanent Exclusion following a failed probationary period

All students at BSix start on a six-week probation period. Students who fail to meet the expectations regarding attendance, behaviour and effort will "fail probation". **The usual stages in the student support process outlined above may not all be applied in this six-week period.**

If a student is at risk of failing probation, they and their parents should be notified at least 2 weeks before the end of the six-week period. They will have a hearing with the curriculum manager at the end of the six-week period to decide whether they have failed probation. The consequences of this meeting will be:

- (a) allowed to continue at BSix
- (b) offered a change of course
- (c) asked to leave BSix.

Appeals against a Permanent Exclusion

Appeals must be in writing to either the Vice Principal Student Experience or the Vice Principal Curriculum and Quality, setting out reasons for appeal and sent within 10 days of the date of the letter confirming the College's decision to permanently exclude.

The Vice Principal, will review all appeals against permanent exclusion. The Vice Principal will appoint a member of SMT who has not previously been involved with the case to hear to act as the investigating officer.

The role of the investigating officer is to ensure the College behaviour policy has been followed at all stages. The Vice Principal will then decide, on the basis of this information, whether the student's appeal should be upheld. If all procedures were followed, and all information was considered, the permanent exclusion will be upheld.

If a student is re-instated following an appeal, the Vice Principal along with the relevant Curriculum Manager, will ensure that interventions and targets are set to ensure there is no repeat of the behaviour that led to the original exclusion.

Police Involvement

If it is necessary to contact the Police, this should be done either by a member of the Senior Management Team or Safeguarding team member. All incidents must be recorded centrally on Pro-monitor.

A College incident may sometimes be the subject of a police investigation, which may subsequently result in criminal proceedings. This can mean that the evidence available to the College is limited. It should be remembered that the Police will apply the criminal standard of proof ("beyond reasonable doubt") whereas the Senior Management Team need only apply the civil standard of proof ("on the balance of probabilities"). The possibility of criminal proceedings should not delay or postpone a College investigation or decision, unless College has been specifically asked to do so by the investigating officer.

9. Security team

How to call Security

If a serious incident arises in a lesson and security are required, staff should:

- Send a reliable student (or member of support staff, if you have one) to the nearest staff room.
- Someone in the staff room will call reception (150).
- Reception will call security.

If the situation involves violence, or the potential for violence, please ensure the student mentions this, and reception is made aware. They will then ensure that a Behaviour Mentor joins security on the way to the incident.

What will happen when security comes?

If there is an issue, the security member will take the following action:

If there is a first aid issue:

- Contact the First Aider on call, using the rota at reception.
- The First Aider will decide on the necessity of calling an Ambulance. If other emergency services are required, the security team member should seek authorisation from SMT or the Principal.

If there is any suggestion of a safeguarding matter:

- The security member will take the student to a member of the safeguarding team.

If there has been any violence, or is any risk of escalation to violence:

- The student will be sent home and parents will be informed
- A member of the safeguarding team ensures that students will be safe travelling home

- A member of the safeguarding team or a relevant curriculum manager must contact the family and inform them of the incident
- This should be logged on Pro-Monitor by the relevant curriculum manager as a Stage 3 Warning
- The student's card should be blocked so that they cannot attend lessons until they have had a reintegration meeting
- The Curriculum manager will review the behaviour target in one week

10. Public Complaints

Responding to public complaints

All complaints made by the public should be logged on the Public Complaints folder located in SMT SharePoint.

Complaints requiring immediate response, ie: students loitering in local residential areas, should be passed on immediately to the Security Team as well as the Behaviour Mentors, who can respond and attend.

Complaints of a non-immediate response ie: an incident that took place a few days ago, should be passed on to the Senior Tutor, who will liaise with the Behaviour Mentors on an appropriate action or response.

Students who are found to be engaging in unacceptable conduct, in relation to a public complaint, will face disciplinary procedures, as per the college Behaviour Policy.