

## Positive Behaviour Policy

Date of creation	September 2018
Date of last update	Not Applicable
Next update due	July 2020
Author	Director of Quality and Learner Experience
Responsible Manager	Director of Quality and Learner Experience
Approved by	Executive Leadership Group
Date of Approval	
Date of Equality Impact Assessment	<a href="#">Equality Impact Assessment - All Documents</a>

### Policy Statement

Barnet and Southgate College aims to provide a positive, welcoming, caring and safe environment where relationships are based on respect and to develop a positive self-esteem in each student. Staff at Barnet and Southgate College are committed to maintaining high expectations of good behaviour as an essential contribution to the educational and social experience of its students and to their happiness and wellbeing whilst at College. The College recognises that developing professional standards of behaviour and the discipline that apply in any workplace are fundamental to employability which is a key aim for our students.

The College will establish a culture of respect and safety, including zero tolerance of bullying, clear boundaries, excellent pastoral care and highly effective early interventions to support students to overcome any barriers to achievement and progression. Implicit in this policy is the recognition of the need to reflect on, formally record and in certain circumstances reprimand unacceptable conduct and behaviour which disrupts learning and/or impacts on the safety and wellbeing of others.

### 1. Introduction

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. This approach is based on strong evidence which shows that the encouragement and

reinforcement of positive actions is more effective in changing and improving behaviour than focusing on unacceptable actions and trying to minimise them through the 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 forms, from structured reward systems to a smile and thank you.

A relentless focus on positive behaviour will enable learning to take place in a safe, orderly 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 culture which encourages individual responsibility.

## **2. Aims of the Positive Behaviour Policy**

- To embed a whole college proactive and consistent approach where inappropriate behaviour is challenged
- To establish a policy which is fair, transparent and consistent in the eyes of all concerned, is supported by all levels of management and is consistent and coherent
- To create a culture of respect and excellent behaviour across the College
- To foster an environment where everybody feels safe and where each person is treated fairly
- To enable all staff to manage and improve student behaviour
- To ensure that every member of the College community feels valued and respected
- To develop high standards of behaviour through positive interventions
- To create an environment where positive behaviour is encouraged and reinforced
- To clearly define acceptable and expected standards of behaviour
- To ensure consistency of response to both positive and unacceptable behaviour
- To nurture the skills and attitudes which allow our students to make a positive and productive contribution to College and the wider society
- To promote self-esteem, self-awareness, rights and responsibilities
- To support every student in understanding the cultural diversity of our community and the importance of individual liberty, mutual respect, tolerance and the rule of law.
- To help students take control over their behaviour and be responsible for the consequences of it
- To build a community which values kindness, care, good humour and empathy for others

### **3. Methodology**

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 staff who praise students who are 'on task' achieve better results from them and from other students who notice and copy this good behaviour.

The positive behaviour approach:

- Clearly identifies and values the behaviours which are constructive, respectful, and supportive and are associated with high levels of engagement in learning.
- Promotes good relations 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 member of staff shows that s/he dislikes the behaviour not the student)
- Is assertive but avoids confrontation (staff de-escalate situations by being firmly in control of their own reactions and by following a universally recognised method of positive behaviour)
- 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

The positive behaviour system is based on behaviour code, rewards, recognitions and consequences.

### **4. Behaviours for Excellence – College Expectations**

Our expectations for every student are based on three simple principles:

- Show respect
- Be ready to learn
- Stay safe

#### **Show Respect**

- Listen to others and follow reasonable instructions
- Use appropriate language with a polite tone
- Look after College property and facilities

- Respect diversity, other people's choices and opinions
- Actively discourage bullying or harassment of others
- Behave respectfully

### **Be Ready to Learn**

- Attend all lessons, be on time and work hard
- Bring in the appropriate course materials and equipment
- Be proactive in discussing progress and setting realistic but challenging individual targets
- Respond positively to feedback on how to improve the quality of work or behaviour at College
- Manage time well to meet deadlines, appointments and targets

### **Stay Safe**

- Follow College rules for health and safety
- Tell someone if you have any worries or concerns or don't feel safe
- Wear your Student ID Badge so it can be seen at all times
- Understand the consequences of bringing weapons, drugs and alcohol on to College premises.

## **5. Reward and Recognition**

Throughout the student journey recognition of achievement relative to the potential of individuals should be acknowledged and celebrated. This can include:

- Verbal praise for good behaviour, achievement or progress
- Using one-to-one tutorials and progress reviews to recognise students' achievements and record this on ProMonitor
- Curriculum specific reward and recognition initiatives, for example awarding certificates, small prizes, a whole group or individual treat such as an enrichment activity or trip.

## **6. Changing Behaviour**

The aim of the Positive Behaviour Policy is to change inappropriate behaviours and, where appropriate, implement restorative justice. Restorative justice provides opportunities for those directly affected by an offence/incident i.e. the victim, the offender and members of staff who have been involved to communicate and agree how to deal with the offence and its consequences. Restorative justice is based on five key themes:

- **Respect:** for everyone by listening to other opinions and learning to value them
- **Responsibility:** taking responsibility for one's actions
- **Relationships:** building positive relationships
- **Repair:** developing the skills within our College community so that its individual members have the necessary skills to identify solutions that repair harm and ensure behaviours are not repeated
- **Re-integration:** working through a structured, supportive process that aims to solve the problem and maintain good behaviour

Restorative justice focuses on the harm caused rather than assigning blame and dispensing punishment which often fails to address the needs of those most affected

## 7. Restorative Meetings

### One to One Restorative Chats

Most disruptive behaviour is already managed by teaching and support staff in the form of quick chats in or after class. All staff are responsible for having these restorative conversations as soon as possible after a disruption privately either at the side of the classroom or after the other students have left. These conversations use restorative questions (see Appendix 1) but do not require a facilitator.

### Low Level Restorative Meetings

Where more support is required a low level restorative meeting will be implemented ideally within 2 working days (for examples see Appendix 2). The member of staff concerned will arrange a meeting with the student and any aggrieved party. The meeting will be facilitated by the teacher and/or a second facilitator.

The aims of the meeting are to:

- Find out from all parties what happened
- Give the person who has been adversely affected by the student's actions an opportunity to communicate the impact on them and how it has made them feel
- Encourage the student to reflect on their actions and the impact that this has had on others
- Raise awareness of the consequences of continuing to behave in this manner
- Agree what needs to happen to put things right
- Set clear expectations for behaviour in the future
- Agree a referral to support services where appropriate

The outcome of the meeting is an agreement with targets for improved behaviour which are recorded on ProMonitor

### Medium Level Restorative Meetings

Medium level restorative meetings will be implemented if there is no improvement in the student's behaviour and they have failed to meet their targets or, if the nature of an initial incidence of poor behaviour is serious enough to warrant the involvement of a more senior member of staff. The student will be invited to attend a meeting with a Curriculum Manager within 5 working days to explore the reasons for their poor behaviour or, in the event that this is an escalation from a low-level intervention process, why they are still performing poorly. If the student is under 18, their parents or carers will be invited to attend. As with low level meetings, this should involve the aggrieved parties including the affected member of staff and be facilitated by a Curriculum Manager or a trained facilitator. If the aggrieved person does not wish to attend the meeting, they can submit a written statement to be read out at the meeting. The aims of the meeting are as for low level but, in the case of an escalation, with an emphasis on exploring the reasons why the student's behaviour has not improved and what the consequences of continuing poor behaviour will be.

The outcome of the meeting will be an agreement with targets for improvement which will be recorded on ProMonitor.

### High Level Restorative Meetings

High level restorative meetings will only be used in cases of gross misconduct. For examples of gross misconduct see Appendix 2. It may be necessary to suspend the student during the initial stages of the process if their attendance at College constitutes a risk to students or staff. In this case, the Curriculum Manager should meet with the individual concerned to outline the process of the restorative meeting and decide whether they should remain suspended or whether they can return to College pending the outcome of the restorative meeting. All parties involved in the incident will be kept informed of the process and the fact that a restorative meeting will be held.

The preparation for a meeting will begin within 5 working days and the student will be invited to a meeting with the Deputy Director or Head of Department to discuss their behaviour and determine any sanctions that may need to be put in place. If the student is under 18, their parents or carers will be invited to attend the meeting. The meeting will use the principles of restorative justice involving the people who have been affected by the student's actions and providing them with an opportunity to share the impact that this has had on them. This should include the members of staff involved and a trained Restorative Facilitator. The aims of the meeting are as for low and medium level meetings but with an emphasis on

exploring whether the student is capable and willing to change their behaviour and whether their behaviour constitutes a risk for other students and staff.

The outcome of the meeting will either be the setting of targets for improvement or a recommendation to permanently exclude the student. All recommendations for exclusion must be approved by the Director of Curriculum Development. The student, and where appropriate their parents or carers will be informed in writing of the outcome of the high level meeting within 6 working days. The letter will include details of the Appeals Procedure.

### Appeals against Exclusion

The Appeals Procedure (attached as Appendix 4) will be used if the student wishes to appeal against a decision to exclude them.

## **8. Responsibilities**

### **All Staff**

- All members of staff are responsible for implementing the Positive Behaviour Policy, this should include giving praise when positive behaviour is observed as well as taking part in restorative meetings where appropriate
- All members of staff should show respect for learners and act as a positive role model in terms of the behaviour expected of students
- All members of staff have a responsibility to monitor students' behaviour and intervene if they observe a student behaving in an unacceptable manner, where appropriate this should be reported to the student's tutor.

### **Teachers and Tutors**

- Teachers have a responsibility to set high expectations for behaviour in the classroom and make appropriate interventions when students are misbehaving
- Tutors have a responsibility to support their tutees in achieving high standards of behaviour and to discuss their progress during one-to-one tutorials
- Tutors have the responsibility for monitoring the targets set at previous restorative meetings
- Tutors have a responsibility to set up restorative meetings when a student's behaviour gives cause for concern, involving the Curriculum Manager when the misbehaviour is more serious or where the student has failed to meet targets for improvement set at previous meetings.

### **Facilitators**

- Restorative Facilitators have the responsibility to meet individually with all parties before the restorative meeting

- Restorative Facilitators have the responsibility to manage restorative justice meetings and to work with the staff and students involved to bring about a resolution which meets the needs of everyone concerned

### **Managers and Deputy Directors**

- Curriculum Managers have the responsibility to hold medium level restorative meetings and to support the tutor in managing the student's behaviour
- Deputy Directors and Heads of Department have the responsibility to hold high level restorative meetings and, with the tutor, assess whether the student is capable and willing to change their behaviour or if their behaviour constitutes a risk to other students and staff
- Where appropriate the Deputy Director or Head of Department will make a recommendation to the Director of Curriculum Development to exclude the student. The student will be informed of this decision in writing
- The Director of Curriculum Development will make the final decision on exclusion and inform the student in writing.
- Two members of the Executive Leadership Group will hear any appeals against exclusion, involving the appropriate staff in any meetings. The decision of the Appeals Panel will be given to the student in writing.



## **Appendix 1**

### **RESTORATIVE QUESTIONS**

#### **Restorative Chat**

What happened?

What were you thinking/feeling?

What needs to happen to put things right?

What are you going to do differently next time?

#### **Conference Preparation Script**

What happened?

What were you thinking/feeling?

What do you think/feel about it now?

Who has been affected and how?

What needs to happen to put it right?

What do you need from the contract?

What might they need on the contract?

What do you/they need to do differently next time?

## Appendix 2 – Examples Behaviours and Levels

<p><b>One to One Restorative Chat</b> Class teacher or affected staff member and student (s)</p>	<p>One off lateness or absence Lack of engagement or cooperation Low level verbal disagreement with another student General low-level disruption of other students Undirected swearing</p>
<p><b>Low Level Restorative Meeting</b> Class teacher or affected staff member, a neutral facilitator and student (s)</p>	<p>Lateness or absence on more than one occasion and without reason. Continued lack of engagement or cooperation Exchange of angry words, unwanted physical contact (not sexual or violent), swearing at another person, misunderstandings Refusal to engage with the affected member of staff Lack of engagement in previous conversations</p>
<p><b>Medium Level Restorative Meeting</b> Curriculum manager, class teacher or affected staff member, a neutral facilitator and student (s)</p>	<p>Continual lateness or absence Aggressive behaviour that doesn't result in violence Refusal to work with particular members of staff Continually disrupting lessons Bullying Continued lack of engagement or cooperation which has not been resolved in low level meetings Pushing, shoving and threats of violence</p>
<p><b>High Level Restorative Meeting</b> Deputy Director, class teacher or affected staff member, a neutral facilitator and student (s)</p>	<p>Gross misconduct: aggressive or threatening physical or verbal behaviour, incidents involving violence or a threat of violence, deliberate damage to property, acts of unlawful discrimination or harassment, theft or fraud, sexual misconduct, gross indecencies, endangering the health and/or safety of others, any serious</p>

	<p>and/or criminal activity which, in the opinion of the college authorities affects the college or other students, or which brings the college into disrepute. This is not an exhaustive list.</p>
--	---

### Appendix 3 – visual representation of the range of restorative meetings



## Appendix 4

### Appeals Procedure

1. A student can appeal to a Director within the Executive Leadership Group against the sanction of exclusion as upheld by the Director of Curriculum

Appeals will only be heard on the following grounds:

- a. where the student can demonstrate that the College's Positive Behaviour Policy was not followed,
- b. that additional information or new evidence that was not available during the Restorative Meeting has come to light,
- c. that existing evidence was not duly considered.

The document entitled "Reasons for Appeal" must be completed in full, and posted or e-mailed to the Principal's Personal Assistant in the Principal's office<sup>1</sup> within 10 working days of the date of the letter from the Director of Curriculum advising that he has upheld the recommendation for permanent exclusion.

2. If the appeal is received within the specified timeframe, an Appeals Panel will review the "Reasons for Appeal" document and decide if an Appeal Hearing is warranted. The Appeals Panel will comprise:
  - A Director within the Executive Leadership Group not previously associated with the case
  - One Curriculum Head not previously associated with the case
3. If a notice of appeal is lodged within the time allowed and an Appeal Hearing granted:
  - The hearing with the appropriate Director and a Curriculum Head not associated with the case, will be arranged within 14 working days.
  - The student will be given at least 6 working days' notice of the time and place of the hearing.
  - The student may be accompanied by a friend, student representative or relative. The student may not be accompanied by a legal or other professional adviser unless the College agrees to this, having been given notice before the day of the hearing. A legal or other professional adviser will only be allowed if the College intends to have an external adviser present.
  - Students under suspension and/or exclusion are NOT eligible to attend another student's Appeal Hearing.
  - Any documents considered at the interview with the Curriculum Head will be available for the purposes of the appeal, together with the notes of that interview.
4. The student will be notified in writing if the Appeals Panel does not feel that an Appeal Hearing is warranted, giving a reason or reasons for the decision.

---

<sup>1</sup> Principal's Personal Assistant – Diane Sage, Barnet and Southgate College, Southgate Campus, High Street, [Diane.Sage@barnetsouthgate.ac.uk](mailto:Diane.Sage@barnetsouthgate.ac.uk)

5. At the Appeal Hearing, the student will be invited to explain the reasons for the appeal and to state his / her case.
6. The Curriculum Head who recommended exclusion will be asked to respond to the appeal and explain the reasons for the recommendation.
7. The Director hearing the appeal may ask questions, and will then consider whether to allow or dismiss the appeal. Witnesses will not normally be asked to attend except in relation to any relevant NEW evidence which has come to light since the decision to exclude was taken.
8. If the appeal is allowed, the Director may decide that less severe action should be taken.
9. If the appeal is dismissed, the decision made by the Director of Curriculum will stand.
10. Within 6 working days of the Appeal Hearing, the final decision by the relevant Director will be confirmed in writing to the student.