



# BEHAVIOUR POLICY

## VERSION CONTROL

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To be agreed by The Board of Trustees

## 1. RATIONALE

At The Hive College we hold a basic belief that the way we treat each other is important. We aim to create a happy and secure working and learning environment in which tolerance and mutual respect are paramount.

When problems arise due recognition should be given to the individual needs of the student, as the problem may be related to the students' medical condition.

Where possible the Hive College expects students to conduct themselves in an exemplary manner when on work placements, community visits and residentials. Poor behaviour reflects badly not just on the individual but also on the reputation of the Hive College.

The Hive College manage the behaviour of students through the CPOMs system. When negative behaviour occurs, staff upload the incident onto the system which will automatically alert the College Principal, who is responsible for the Hive College students. The Principal reserves the right to take disciplinary action against any student whose deeds, actions or behaviour have the potential to bring the name of the Hive College into disrepute.

In order for behaviour strategies to work effectively, it is essential that there are agreed standards and that there is consistent practice in the application of the policy. To accomplish this there needs to be clear guidelines for all staff, students and parents, as these have a collective responsibility.

## 2. OUR AIMS ARE

- 2.1. To promote mutual respect and tolerance between members of the college community.
- 2.2. To promote a caring environment where all staff, students and parents share collective responsibility.
- 2.3. To promote recognition of own and each others achievements.
- 2.4. To promote the development of appropriate behaviours to equip students for their role in society as a whole.

## 3. WITH THE OBJECTIVES OF

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- 3.1. Establishing a common understanding about the ways we treat other people, other people's possessions and the environment in which we work.
- 3.2. Establishing agreed standards of acceptable behaviour.
- 3.3. Establishing a framework that will provide a consistent approach to be adopted by all dealing with students.
- 3.4. Developing a clear set of rewards and sanctions that are consistently applied.
- 3.5. Establishing a system of communication to ensure consistent standards and treatment.
- 3.6. Developing clear and non-judgmental systems of support for those encountering challenging behaviour.

### 4. HOW THE OBJECTIVES WILL BE ACHIEVED

- 4.1. Within the college situation positive behaviour is fostered by:
  - Staff setting realistic learning goals for students;
  - Planning which allows every young adult the opportunity to succeed;
  - Positive recognition of achievement amongst peers and staff by:
    - Verbal praise;
    - Vocational Educational Plans;
    - Individual behaviour programmes if necessary.
  - Staff making clear to students what is and what is not acceptable behaviour.
- 4.2. All staff actively foster the self-esteem of students to help them feel good about themselves. Strategies may include:
  - Tutor group time/class discussion;
  - Confidence building activities;
  - Reviewing positive achievements individually/as a group, daily/weekly;
  - Helping students identify their own strengths (and weaknesses).
- 4.3. All students and staff say please and thank you appropriately.
  - Students are working towards increasing personal independence and are taught to ask for help from staff or peers as appropriate;
  - Students are encouraged to take responsibility for their own possessions and their own routines (e.g. bathroom, timetable).
- 4.4. Parents are encouraged to support positive behaviour in college by:
  - Being informed of positive behaviour within college;
  - Being invited to share positive achievements that happen within college and the workplace (where appropriate);
  - Working with staff and students and on specified behaviour programmes.
- 4.5. Members of the college community are encouraged to take a pride in their environment.
  - There is a high standard of students work on display and students are actively involved in co-operatively producing displays, where appropriate;
  - Attention is drawn to attractive features of the environment/displays as appropriate;
  - Respect for property is fostered;
  - Students are involved in maintaining tidy work areas (including less public areas e.g. bathrooms).
- 4.6. Negative behaviour will be logged on the CPOMS system and staff are able to look back on the system and monitor concerns about a particular student. The system is monitored under different categories (including behaviour) on a regular basis by the College Principal. This is in addition to alerts about entries being sent to staff and thus enabling the monitoring of minor/major incidents. Negative behaviour will be logged and dealt with by the following rules:

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- Non-attendance and punctuality is logged and reported and actioned at weekly department meetings;
- Bullying and racist behaviour is not tolerated under any circumstances. Any such behaviour is to be reported to the College Principal and recorded on CPOMs. These incidents are to be reported to parents and parents will be involved in the sanctions. The same procedures will be followed for any incidences of Cyber Bullying, where students have strayed beyond the guidelines laid out in the social networking safe practice guidance;
- Any behaviour which is out of character should be reported by the class staff to the College Principal during weekly staff meetings and then strategies can be agreed and implemented through the Family Support structure in place;
- Persistent negative behaviour is initially to be dealt with by a behaviour management programme devised for the individual concerned in consultation with the College Principal. Parents will be engaged through the Wilson Stuart Family Engagement Officer and if necessary, Adult Services will be involved at this stage.

### 5. MONITORING BEHAVIOUR AND SANCTIONS

The following list is by no means exhaustive but serves merely as a guide as to the type of behaviour which may result in disciplinary action.

Minor Incidents	Major Incidents
Not listening / Talking at inappropriate times	Sexualisation
Poor attendance	Aggression
Poor behaviour when on work placement	Inappropriate physical or verbal behaviour
Inappropriate language	Racist incident
Other non-major issues	Dangerous behaviour
	Failure to adhere to a Behavioural Plan

### 6. WHEN A MINOR INCIDENT OCCURS

- 6.1. The Teacher **issues a warning** about the behaviour and explains that the behaviour is unacceptable and why.

### 7. IF THE SAME STUDENT DOES THE SAME BEHAVIOUR AGAIN

- 7.1. A **Teacher Sanction** is used when a student exhibits behaviour which cannot be attributed to their disability or medical condition, which can include a telling off, or sent out of lesson to work in another area with a TA.
- 7.2. The incident must be logged onto CPOMs and this will alert the College Principal by email and be stored electronically.

IF 3 REPORTS OF MINOR INCIDENTS ARE LOGGED, THE ISSUE THEN BECOMES A MAJOR INCIDENT AND THE COLLEGE PRINCIPAL WILL INFORM THE PARENTS OF THE STUDENT AND ARRANGE FOR THEM TO COME INTO COLLEGE TO FURTHER DISCUSS THE ISSUES AND SANCTIONS THAT WILL BE PUT IN PLACE.

## 8. WHEN A MAJOR INCIDENT OCCURS

- 8.1. The Teacher explains that the behaviour is unacceptable.
- 8.2. The Teacher will inform the College Principal and record the incident onto CPOMs.
- 8.3. The College Principal will contact Parents to arrange a meeting when a student exhibits behaviour which cannot be attributed to their disability or medical condition.
- 8.4. If the incident is deemed to be of significant danger to other students or staff then the College Principal may start proceedings to remove that student from the College.
- 8.5. The College Principal will record any details of their follow up actions.

N.B: Any incidents occurring on the buses must be reported to the student's key worker and should be inputted onto CPOMs immediately for the attention of the College Principal.

- 8.6. The majority of behavioural or matters of a general disciplinary nature will be dealt with by the teaching staff within the college or the College Vice Principal. However incidents which are of a more serious nature, or an accumulation of formal disciplinary proceedings, will be formally referred to the College Principal. In the majority of cases such incidents would be expected to be at a level with the possibility of attracting a formal Final Written Warning or exclusion from the college.
- 8.7. In certain circumstances where, on investigation, it has been found that a student has committed an offence deemed to be gross misconduct, the College Principal may exclude the student with immediate effect. This will not affect the student's right of appeal.
- 8.8. A student may only appeal against a disciplinary decision on one or both of the following grounds:
  - That there is new and relevant evidence not previously taken into account
  - That the correct procedure for determining the student's case has not been followed, resulting in an unfair decision having been made.
- 8.9. The student / parent / carer must appeal in writing to the Board of Trustees within 7 days of the disciplinary decision, stating the grounds for appeal. The Board of Trustees will notify the College Principal who will hear the appeal. The student / parent / carer will be given at least 10 days notice in writing of the time, date and place of a meeting.
- 8.10. The procedure for the appeal shall be determined by the Board of Trustees and the College Principal. The student may be accompanied by a parent / carer who may speak on behalf of the student. The appeal hearing shall only hear and consider the specific grounds on which the appeal has been made.
- 8.11. The College Principal may decide that the evidence presented justifies a change in the original decision. If so, the decision will be announced which will then become the final and binding one.