



## **Behaviour Management Policy (Staff Copy)**

This policy should be read in conjunction with the school's **Safeguarding and Child Protection Policy, AntiBullying Policy, Cyberbullying Policy, Acceptable Use Policy, Physical Restraint and Use of Reasonable Force Policy, Searching and Confiscation Policy, Disability Policy**. The school recognises its duties under the Equality Act 2010 to make reasonable adjustments for children with disabilities.

Swansea College pupils are encouraged to behave in ways that promote and embody our Core Values. We expect Swansea College pupils to be:

- **Respectful** - does the behaviour display respect to themselves and/or others?
- **Ready** - are pupils properly prepared to learn (state of mind/equipment)?
- **Safe** - are pupils behaving in a way that may cause harm to themselves or others?

We are proud of the overall behaviour at Swansea College and this is reinforced by our insistence that pupil behaviour is **Respectful, Ready** and **Safe**. We encourage and support pupils so that they develop excellent relationships for learning; we expect them to use language that is positive and affirmative when engaging with staff and other pupils. When relationships break down, we help pupils to engage restoratively with other pupils. Positive behaviour management at Swansea College ensures that our pupils are able to access their key Rights of:

**Learning** - (Articles 13, 28 and 29 UNCRC)

**Being Heard** - (Article 12, and 30 UNCRC)

**Feeling Safe** - (Articles 3, 19 and 36 UNCRC)

**Feeling Valued**- (Articles 3, 12 and 13 UNCRC)

**Expectations, Rights and Key Behaviours; Respectful, Ready and Safe for all pupils all pupils at Swansea College have the Right to:**

**Learn - (Articles 13, 28 and 29 UNCRC)**

Therefore **all pupils** should:

- Arrive promptly to all lessons
- Take part and contribute effectively in all lessons to the best of their ability
- Bring all appropriate books and equipment to lessons
- Use their books effectively to record relevant instructions and homework
- Complete homework tasks to the best of their ability and within agreed time frames
- Allow others to work uninterrupted
- Listen to the thoughts and ideas of other learners
- Listen attentively to instructions given by staff

- Have an open mind in all aspects of their learning

They also have the **Right** to:

**Be Heard** - (Article 12, and 30 UNCRC)

Therefore **all pupils** should:

- Listen carefully to the thoughts and ideas of other learners
- Speak respectfully and kindly when collaborating with other learners
- Take turns to speak and listen when collaborating with other learners
- Display patience and empathy when considering the views and actions of other learners
- Speak out, via appropriate channels if they have a problem or they perceive injustice
- Take up opportunity to attend regular review meetings

They also have the **Right** to:

**Feel Safe** - (Articles 3, 19 and 36 UNCRC)

Therefore **all pupils** should:

- Take care of themselves and others (ensure their words or physical actions do not negatively impact the experience of others in the school community)
- Self-regulate and demonstrate control of their emotions
- Be polite and respectful in all interactions during the school day and on their way home
- Move around the school in a calm and orderly manner
- Play and interact responsibly during break time and lunchtime; not engaging in activities that are likely cause harm to themselves or others
- Show respect to the physical environment and equipment used in and around school
- Show respect to their own property and that of others
- Queue in a controlled and respectful manner during break time and lunchtime
- Dispose of litter appropriately

They also have the **Right** to:

**Feel Valued**- (Articles 3, 12 and 13 UNCRC)

Therefore **all pupils** should:

- Celebrate the successes achievements of others
- Offer generous praise and support in light of the efforts of other learners
- Accept and appreciate that we are all different
- Share information regarding their achievements inside and outside of school with appropriate members of staff
- Interact with other learners in a respectful way

These actions will also promote the **Swansea College Core Values** of **Respect, Tolerance** and **Kindness**

**At Swansea College, we believe that all pupils and teachers have:**

- the right to learn and work in a safe environment.
- the right to be treated with respect.
- share high expectations of behaviour based on respect, sound moral values and good citizenship
- good behaviour, Swansea College is committed to working in partnership with parents/carers in order to maximise their child's progress and good behaviour.

**Classroom Expectations**

***We expect Swansea College pupils to promote safety and show respect for learning by:***

- Show respect for your teachers and other pupils at all times, by participating in lessons to the best of your ability
- Arrive at lessons promptly, ready to learn, settle down quickly and quietly.
- Take responsibility for your own safety and the safety of others in all classroom activities
- Pupils must adhere to expectations regarding appearance. The school reserves the right to decide what constitutes "extreme".
- Responding positively and responsibly to all learning activities presented by your teacher
- Engaging with all learning activities to the best of your ability
- Respecting other pupils and their right to learn in a safe, calm and positive working environment
- Being an active listener when working with others or when the teacher is talking
- Putting your hand up in order to ask a question if there is anything you are unsure of
- Speaking positively and respectfully to your teachers and other pupils

**Assertive Discipline** - Points to consider in creating an effective environment for learning:

- A strong **Teacher Voice** - use an assertive rather than hostile tone. Never speak over students; expect silence when you are speaking. Avoid nagging, threatening or getting angry
- High Expectations for Student Behaviour; share expectations and ensure they understand the school's disciplinary procedures
- Relentlessly consistent responses to certain behaviours, offer positive support strategies and enforce appropriate consequences when appropriate
- Motivate students to quickly follow directions and to get and stay on task
- Build trusting relationships for learning with pupils
- Have the vigilance and vision to recognise any off task behaviour; zero in and quickly defuse any potential disruption before it escalates

**An explanation of key terminology:**

**Call Back** - when a member of staff requires a pupil to return to discuss their behaviour (outside of lesson time, at the teacher's discretion). There are two types of call back:

- **Restorative Call Back (RCB)** - when a pupil is called back to discuss their behaviour and to agree a set of strategies/expectations for improved future behaviour
- **Consequence Call Back (CCB)** - when a pupil is called back, behaviour is discussed and reflected upon, but the pupil is given some form of sanction (time for reflection, catch up on work etc.). An extended discussion agreeing a set of strategies/expectations for improved future behaviour

These **Call Backs** are central to our discipline structure. Without meaningful dialogue and opportunities to reflect and agree a way forward, we cannot expect the negative behaviours or attitudes of our pupils to change. They are also an opportunity to rebuild any relationships that may have been damaged as a result of any negative in class interaction.

***Things we don't expect to see in lessons:***

- **Food;** all food/snacks must remain in your bag until lunchtime or break time
- **Chewing;** no chewing gum is allowed in school
- **Mobile phones/headphones;** these are not to be out unless you are given specific permission by a member of staff for a work related task
- **Litter;** any mess you create during the lesson must be disposed of appropriately

**Swansea College Whole School Expectations**

- Show respect for all members of the school community and school property
- Move quickly and efficiently to lessons and other activities
- Holding doors open for other students/staff members when appropriate
- Interacting respectfully with all staff who are on duty during break and lunch times; they are around to help keep you safe
- Behave responsibly both inside and outside of the school buildings to ensure the safety of all
- Helping other members of the school community if they appear to be in need of help or support

**Before and between lessons**

Pupils are welcome to use the student room and classroom 3 before their lesson begins and during any breaks. We ask that pupils keep the staircases free and also to remember that there may be other lessons taking place and so to keep noise to a minimum.

- Under 16 Pupils should seek permission before leaving the building.

***Things we don't expect to see happening around the school, out of lesson time:***

- **Eating or drinking inside the school building** (except for student room and classroom 3)
- **Aggressive or rough play;** this can often spill over into something more serious
- **Chasing around in large groups;** again this can often develop into something more serious
- **Arguing publicly;** this often turns into something more serious, even if you don't want it to
- **Using mobile phones;** phones are only to be used in an emergency and even then pupils should seek permission from a member of staff

**Behaviour outside the College**

Pupils behaviour outside college on college business e.g. on college trips, is subject to the college's behaviour policy. Bad behaviour in such circumstances will be dealt with as if it had taken place in college. For behaviour outside the college, not on college grounds, the Principal may exclude a student if there is a clear link between that behaviour and maintaining good behaviour and discipline among the student body as a whole, or if it is deemed to be damaging to the reputation of the college.

## Expectations of Staff

In light of these rights there are clear expectations as far as **Staff** are concerned.

**All staff** at Swansea College should work towards embodying and promoting our Core Values; we all have the responsibility to:

Promote a pupil's **Right to learn** by:

- Being fair and consistent; enforcing school rules and ensuring rewards and sanctions are applied in line with School Policy
- Being absolutely clear in terms of high expectations regarding classroom behaviour
- Producing safe, calm and inclusive learning environments, giving appropriate time to constructing a seating plan that works for the group and all learners therein
- Using consistently positive language and providing suitable opportunities for pupils to be reflective learners
- Taking appropriate time and interest in getting to know the needs of all learners they have responsibility for, with a view to reducing barriers to learning
- Producing stimulating and challenging lessons that cater for the needs of all learners
- Encouraging and modelling positive behaviour (driven by our Core Values)
- Marking work effectively, in line with school policy, providing formative feedback which promotes learning
- Promoting and modelling interpersonal skills by talking respectfully to learners
- Fostering positive working relationships with and amongst all learners

Promote a pupil's **Right to BE Heard** by:

- Engaging in meaningful conversations and taking the time to listen to the needs of all learners
- Ensuring the application of any sanction includes some form of accompanying dialogue, where pupils are given an opportunity to give their perspective on the situation
- Producing learning activities that allow learners to collaborate with their classmates
- Encouraging active listening in response to the oral contributions of other learners
- Using effective questioning skills, offering praise and encouragement in response to their answers
- Considering the voice of the learner when producing learning resources and planning lessons (inviting learner feedback at appropriate junctures in the school year)
- Establishing trust and rapport with learners so they feel comfortable to talk to you if they have an issue of concern

All teachers are expected to arrive on time, in the first instance as a matter of student safety. Any teacher unable to come in or conduct their classes online must inform the office in the morning before school starts, so, alternative arrangements can be made.

## **General expectations:**

### **Rules for safety**

- When moving around the building, or on the stairs, keep to the left and do not run.
- There should be no physical contact or touching others to avoid miscommunication that could lead to physical aggression or misunderstanding.
- Glass bottles, matches, lighters, or any dangerous implements (knives or penknives) **ARE PROHIBITED** within the School.

### **Rules for the environment and the community**

- Keep classrooms and the School site clean and tidy. Always use the bins provided and take responsibility for cleaning up your own belongings/mess.
- Move quietly to and from lessons.
- Respect School property and the belongings of others – graffiti and deliberate damage of school property or the property of others is not acceptable and undermine our Ethos.

### **Attendance, Missing Pupils and Punctuality**

All Pupils are expected to achieve high levels of attendance and to be punctual to lessons. This is to ensure that the learning process begins promptly, and the learning of others is not interrupted through lateness.

The school day begins with registration at 8:55am, with lessons starting at 9am. Students are required to be in registration 10 minutes before. Any student arriving after this time will be recorded as late by staff on duty. Students who are late twice a week or more will serve a 20 minute detention the following day.

### **Electronic equipment**

Electronic equipment e.g. mobile phones, airpods, mp3 players, headsets and hand-held games consoles are a distraction and are not required for learning. At Swansea College, we do not encourage the use of these electronic devices; they should not be seen or heard by a member of staff. Should this be the case, the student will be required to hand devices to the member of staff. Refusal to hand over any electronic devices will result in further consequences.

### **Equal opportunities**

The Behaviour Policy must be implemented with regards to the Equal Opportunities and the Anti- Bullying Policy.

## **Sanctions**

On occasion, some pupils' behaviour will fall below the standards of the Swansea College Ethos. The aim of any sanction is to help pupils to modify inappropriate behaviour and to act as a deterrent to other pupils. For a sanction to be most effective, it should be consistent and immediate or as soon as possible after the incident.

### **General Points:**

- Provide prompt, appropriate responses to incidents where there is poor behaviour.
- Whole-class punishments should be avoided unless there are exceptional circumstances.
- Pupils should be clear about what sanction is being issued and why.
- Pupils need to be taught how to resolve conflicts, and staff should be given the opportunity to meet with a student before they return to their lesson after serious incidents.
- All staff should aim to use rewards to ensure that a positive learning environment is created.
- Managing poor behaviour is the responsibility of all staff within the framework of whole – college behaviour management systems and procedures.

Unsatisfactory behaviour is categorised into three categories;

- Low (Green)
- Intermediate (Amber)
- High (red).

This is recorded in the same categories on the student database. In order to ensure that a consistent approach is used by all staff so that Pupils are clear about our expectations and sanctions, a 'sanction document' is in place that makes clear what sanction is appropriate for all possible misbehaviour. The Academic Manager is responsible for ensuring this document is shared with staff, parents and Pupils on an annual basis. A student-friendly version should be displayed in all classrooms.

### **Low Level**

Low-level disruption in the classroom and around the College, intervention required from the Classroom Teacher.

### **Intermediate Level**

This is behaviour that merits intervention from the Classroom Teacher and a member of Office Staff.

### **High Level**

This level of behaviour will see a direct intervention by the Classroom Teacher in the presence of the Principal.

## **Detention**

It is important that when a class teacher holds a detention, it is used as an opportunity to talk calmly about how behaviour has fallen below minimum expectations, and the class routines have not been followed or work not completed satisfactorily.

It is important to establish during this time what the required behaviour is and how the next lesson the student has with you will be approached. A short detention with meaningful dialogue can be effective.

**Pupils will be given written tasks of an educational nature to complete.**

It is really important if a member of staff requests a student to stay after a lesson or return at the end of the day that the staff member is there and talks to the student about what has happened. It is equally important that a sanction is carried through in a manner that was originally stated, i.e. 10 minutes is not extended or shortened. This is to ensure consistency and that the student understands that what is said is what is meant.

- All detentions must be recorded on the student database.
- If a student fails to attend a detention, the classroom teacher should refer to the Academic Manager. Together, they should see the student and reset the detention.
- Failure to attend detention should be referred to the Academic Manager.
- If a student fails to attend this detention, they will be referred to the Office for further sanctioning, including a letter to parents/carers.
- Persistent refusal to accept the disciplinary procedures of the College will likely result in the student being suspended / excluded.
- Parental contact should be made as early as possible regarding Pupils' failure to attend detentions, in order to avoid the escalation of sanctions.

**Recording and monitoring of behaviour incidents**

- All detentions of 20 minutes or more and any actions taken, such as reports or contact with home, must be logged on the student database.
- Teachers, office staff and management are responsible for monitoring all entries on the student database.
- Office staff / management responsible for monitoring daily incidents on the student database and to follow up any unresolved incident.
- Office staff / management are responsible for strategies and intervention where incidents are happening within their subject area regularly.
- Office staff / management are responsible for strategies and intervention where incidents are happening in two or more subject areas regularly or for incidents at intermediate level as appropriate.

## Sanctions for poor behaviour

Behaviour	Sanctions
<p style="text-align: center;"><b><u>Low Level</u></b></p> <ul style="list-style-type: none"> <li>• Calling out.</li> <li>• Disturbing others.</li> <li>• Lateness to lessons.</li> <li>• Off task.</li> <li>• Talking in class.</li> <li>• Disrespectful comments and/or behavior.</li> <li>• Chewing gum/eating in class.</li> <li>• Punctuality.</li> <li>• Lack of equipment.</li> <li>• Physical misconduct.</li> <li>• Other.</li> </ul>	<p style="text-align: center;"><b><u>Low Level</u></b></p> <ul style="list-style-type: none"> <li>• code of conduct.</li> <li>• discussion/reprimand.</li> <li>• moving student within classroom.</li> <li>• detention - various lengths:</li> <li>• informing parent / guardian - note in diary, letter, phone call or meeting.</li> <li>• withdrawal of privileges.</li> <li>• being put on report (Green).</li> </ul>
<p style="text-align: center;"><b><u>Intermediate level</u></b></p> <ul style="list-style-type: none"> <li>• Lack of class work.</li> <li>• Failure to complete homework.</li> <li>• Swearing.</li> <li>• Disruption.</li> <li>• Defiance/failure to follow instructions.</li> <li>• Smoking.</li> <li>• Truancy.</li> <li>• Vandalism.</li> <li>• Aggressive conduct.</li> <li>• Regular absence.</li> <li>• If on a Tier 4 visa, persistently failing to register weekly via finger print scanner.</li> </ul>	<p style="text-align: center;"><b><u>Intermediate Level – all of the above and/or</u></b></p> <ul style="list-style-type: none"> <li>• Stopping the student from taking part in non-essential part of curriculum e.g. trip/sport event.</li> <li>• Removal from lesson.</li> <li>• Informing Parent/carer &amp; Parent meeting.</li> <li>• Drawing up a contract.</li> <li>• Exclusion from representing the College in any event.</li> <li>• Exclusion from all College social events, enrichment activities and sporting occasions.</li> <li>• Possible suspension</li> <li>• Being put on report (Amber).</li> </ul>
<p style="text-align: center;"><b><u>High Level</u></b></p> <ul style="list-style-type: none"> <li>• Bullying.</li> <li>• Racism.</li> <li>• Sexism.</li> <li>• Homophobia.</li> <li>• Fighting.</li> <li>• Intimidating and/or threatening behavior.</li> </ul>	<p style="text-align: center;"><b><u>High level – all of the above and/or</u></b></p> <ul style="list-style-type: none"> <li>• Exclusion- internal, fixed term, permanent.</li> <li>• Parental meeting &amp; letter.</li> <li>• Principal – If a student shows persistent behaviour concerns they could be referred to the Principal.</li> <li>• Being put on report (Red).</li> </ul>

**GREEN report:** Teachers can use the GREEN report

**AMBER report:** Teachers and staff can use the Amber report (in consultation with the Principal only)

**RED report:** Action can be taken by Principal only (being placed on RED report should be seen as a serious matter) It may also be appropriate at this stage to make referrals to outside agencies.

GREEN and AMBER reports should last for 5 teaching days, and RED reports 10 teaching days.

**Subject report:**

A student may be placed on a subject report at the discretion of the teacher in charge of the subject.

- Targets should be set by the subject teacher.
- The student should report to the teacher after each lesson.
- The Office staff must be informed.

### **Formal warning procedure**

The warning procedure is used to address persistent challenging behaviour and following a high-level behaviour incident.

The stages are there to act as notification to Pupils and parents and support with the modification of unsatisfactory behaviour.

The formal warning system is based on a system of;

1. action
2. monitoring
3. intervention

Formal warnings are not given lightly and may escalate to a behaviour meeting, fixed-term exclusion or permanent exclusion if behaviour is not modified. All formal warnings must be recorded fully on the student database.

### **Fixed-term Exclusions**

Serious incidents or persistent failure to comply with the College's behaviour expectations could result in a fixed-term exclusion from college. These exclusions are administered according to common guidelines. Fixed-term exclusion will always be followed by a return from exclusion meeting involving the student, parents /carers, and the Principal. The meeting must establish the pupil's readiness to return to college and behave appropriately.

Examples of behaviour that could trigger fixed-term exclusion include:

- Persistent failure to comply with the College's behaviour policy.
- Bringing fireworks into college.
- Bringing alcohol into college or being under the influence of alcohol.
- Possessing illegal drugs or being under the influence of illegal drugs.
- Accessing or sharing inappropriate material on phone, computer etc.
- Theft.
- Smoking on campus.
- Harassment or intimidation of a member of staff or student at college or off-site.
- Behaviour outside the college that is likely to bring the college into disrepute.
- arrest or conviction of a crime
- continuing any behaviour outlined in the Sanctions for Poor Behaviour Table

### **How long will a student be excluded for?**

A fixed term exclusion will be between 2 and 10 working days, depending on the seriousness of the matter. The length of the period of exclusion will be decided by the Principal in consultation with relevant staff.

A student accumulating a number of fixed-term exclusions will be seen by the Principal. The operation of this panel is an inclusive strategy, designed to work with parents and pupils to avoid permanent exclusion. The formal warning system supports this.

### **Behaviour Support Plans**

Where a student displays persistent unsatisfactory behaviour, leaving them at risk of fixed-term exclusion, the College will institute a Behaviour Support Plan (BSP). The plan will be drawn up by the Teacher and setting clear targets agreed by the parents and student.

### **Permanent Exclusion**

As stated above, persistent failure to respond to fixed-term exclusions could result in permanent exclusion from the college.

In addition, any student who commits any of the following offences **will be** excluded permanently:

- Any violence towards a teacher or member of the support staff.
- Sexual abuse or assault.
- Supplying illegal drugs.
- Carrying or using an offensive weapon, on or off site.
- Where the health and safety of others is at risk inc. setting off fireworks.

### **In addition, any of the following offences may result in permanent exclusion**

- Serious actual or threatened violence against another student or individual on site.
- Serious damage to college property.
- Any behaviour which brings the College's reputation into serious disrepute.
- Arrest for or conviction of a crime.
- Persistent serious bullying.
- Persistent failure to comply with the College's behaviour policy.
- Continuing any behaviour outlined in the Sanctions for Poor Behaviour Table.
- Bringing fireworks into college.
- Bringing alcohol into college or being under the influence of alcohol.
- Possessing illegal drugs or being under the influence of illegal drugs.
- Theft.
- Harassment or intimidation of a member of staff or student at college or off-site.
- Behaviour outside the college that is likely to bring the college into disrepute.

### **Consequences of permanent exclusion**

If a student is excluded then

- The course fee will be payable immediately for the next term.
- If we have arranged accommodation for an international student: their contract with Swansea Homestay will also be cancelled, subject to Swansea Homestay's Terms and Conditions.
- If they are International Student: UKVI will be informed and they may have to leave the country.