

Positive Behaviour Management

1. Introduction

There are many forms of behaviour that can impact on a Student's time at College, our aim is to ensure that students stay at college, complete their course and achieve their potential. Therefore, managing behaviour should always be seen as a supportive measure with actions to address and change behaviour. A holistic approach, considering all aspects of College life and external factors, will always be taken when considering any students' behaviour.

- 1.1. We will promote positive behaviour management by having a clear consistent behaviour management approach and focus on the prevention of inappropriate behaviour by using effective behaviour management techniques. All staff both teaching and business support have a responsibility to promote positive behaviour through their own conduct and their interactions with students.
- 1.2. The aim is that Chichester College provides a supportive behavior management policy that supports students through a staged series of interventions that ensures they are aware of their responsibilities, have opportunity to learn from their behaviour and make positive changes to achieve. It is the expectation of the College that all staff and students promote tolerance and mutual respect.
- 1.3. The student referral procedure is an important aspect of student support. The principles behind this procedure are to support a student to take responsibility for their own learning and behaviour and to help a recovery process where an issue or difficulty has been identified. The student referral procedure should therefore be viewed as a positive process.
- 1.4. The purpose of this procedure is to facilitate the timely resolution of a difficulty experienced by a student and so help prevent issues escalating into major problems where it may become too late for a recovery to be made.
- 1.5. Where a student is found to have breached College rules, expected behaviours or

College community values, sanctions may be imposed as part of the support put in place through the referral process.

2. Principles

- 2.1. The College have a clear set of the behaviours that are expected of students. These behaviours are detailed to students during induction through the “Be the Best You” online module. This module details a code of conduct that links to the College core values and fundamental British Values. These responsibilities are discussed with students regularly both in class and through the support processes such as one to one’s with student tutors.
- 2.2. Managing student behaviour, in class or outside, is the responsibility of all staff. The College is committed to, and will provide, an ongoing training and development programme to keep skills and knowledge relating to behaviour management up to date for all staff to support the Positive Behaviour Management strategy.
- 2.3. All behaviours are within the scope of this policy. We use the A,B,C categories to record incidents or causes for concerns - Attendance, Behaviour and Commitment.
- 2.4. It applies to all students’ behaviour and to all areas of the College including outside classrooms and the immediate College vicinity. The referral process and the Positive Behaviour Management strategy also applies to all College accommodation and any concerns relating to the behaviour of students in residence.
- 2.5. The behaviour of students can be strongly influenced by the behaviour of staff; how we prevent and respond to situations can greatly influence the outcome.
- 2.6. If any concerns relating to a student’s behaviour are identified as a safeguarding issue, this will be dealt with through the [Safeguarding Children and Adults at Risk Policy](#). This policy can be found in Chi Drive on the Staff Intranet. Safeguarding intervention may form part of the referral process.
- 2.7. This document describes an escalation of seriousness through the student referral process. Students may begin the process at stages other than stage 1, depending

- on the seriousness of the problem or concern. For example, acts of discrimination, harassment or victimisation, substance misuse, violence and damage to property are treated as a serious concern and may require a move directly to a higher level.
- 2.8. Students can go down as well as up the scale depending on progress. Students can also be removed from referral at any stage, at the discretion of the referral chair.
 - 2.9. Students being supported through the referral have the right to be accompanied by their parent or guardian (if under the age of 18) and the College encourages the support of parents/guardians in this process and will be invited them in writing to any initial referral and reviews at stage 2 and above unless there is good reason related to the safety of the student not to do so.
 - 2.10. Where a referral is used to support an Apprentice, the Employer will also be informed and invited to attend the referral at stage 2 or above.
 - 2.11. A member of the Additional Support team will be invited to a meeting where a student has a disability and requires support at the meeting.
 - 2.12. Meetings must be held at a time and place, which, as far as possible, are acceptable to all parties. When appropriate, relevant colleagues will be invited to attend the meeting e.g. International, A Levels, Additional Support and Accommodation.
 - 2.13. If a student fails to attend, it will be at the chairs discretion whether the meeting takes place in their absence or is rescheduled. Any meeting can only be rescheduled once before it must take place in the students' absence to ensure timely intervention of support.
 - 2.14. All records of referral are kept on S3 and details of all aspects of interventions recorded. Targets set as part of the referral process will also be displayed on the students Chi Space profile, allowing them to take responsibility for their targets.

- 2.15. This procedure will be used objectively and free from discrimination in accordance with the College's equality and diversity policies and procedures.

3. Reporting incidents and concerns

- 3.1. In most cases, concerns relating to a learners behaviour should be initially dealt with by the member of staff. If a problem persists or the student does not meet standards of behaviour expected as described in the code of conduct and College core values, an [Incident Report or Cause for Concern](#) should be completed using the online reporting system.
- 3.2. Any member of the College community can complete an S3 incident report or cause for concern to report a concern about any student.
- 3.3. Completed Incident Reports and Cause for Concern forms will be sent electronically through the S3 system to the relevant Student Tutor/Personal Tutor and the relevant Achievement Champion. All incident forms will also be sent to the Student Experience Manager, to be recorded and monitored centrally.

4. Referral procedure and paperwork

- 4.1. On receipt of an Incident Form or Cause for Concern Form, the Student Tutor/Personal Tutor (ST/PT) will initiate the referral process or meet informally with the student to discuss the incident/concern. A decision will be made on the appropriate referral stage and the meeting will be arranged within 10 working days of the incident or the initial concern being raised. The Student Tutor/Personal Tutor for stage 1 and Achievement champion for Stage 2 and above, will notify International Operations and/or Accommodation when they receive an incident report or cause for concern for a College accommodated or international student.
- 4.2. **Stage 1**
- 4.3. The ST/PT or named person will meet with the student and their lecturer/reporting member of staff (if appropriate and where possible) as soon as possible but no later than 5 working days after receipt of the Incident/Concern form.

- 4.4. At the meeting, a summary of the issues discussed will be noted on a student referral in S3 together with agreed targets to address / resolve the issue(s). A review date will be agreed (normally two weeks from the initial referral).
- 4.5. The review meeting will be held as agreed and if the problem persists or the student does not meet the agreed targets, then Stage 2 of this procedure will be instigated.
- 4.6. If targets are achieved successfully the student will be taken off stage 1. If targets are partially achieved, the chair can extend or adapt targets for a further review period (normally 2 weeks)
- 4.7. A maximum of 2 reviews can take place before the Student must either be escalated for further support at stage 2 or removed from referral.
5. **Stage 2**
 - 5.1. The student will be referred to their Head of Learning (HOL) by the appropriate Achievement Champion. A Chairs report will be given to the HOL at least one working day before the meeting detailing the reasons for referral.
 - 5.2. The HOL has the responsibility for chairing the meeting as per paragraph 4.4 and the S3 record will be complete during the meeting by the Achievement Champion or equivalent. The HOL will meet with the student as soon as possible but no later than 10 working days after receipt of the Incident Report, Cause for Concern or request for escalation.
 - 5.3. The review meeting will be held as agreed and if the problem persists or the student does not meet the agreed targets, then Stage 3 of this procedure will be instigated.
 - 5.4. If targets are successfully achieved, the student will be moved down to Stage 1 of the referral or can be removed from the referral process altogether at the discretion of the Referral Chair.

6. Stage 3

- 6.1. The student will be referred to the appropriate Senior Manager (usually an Assistant Principal or Deputy Assistant Principal) by the Achievement Champion. All previous paperwork and information will be given to the chair in the chairs report at least one working day before the referral meeting.
- 6.2. The identified Senior Manager has the responsibility for chairing the meeting as per paragraph 4.4 and the S3 referral record will be completed by the Achievement Champion or equivalent as appropriate. The referral meeting will take place with the student as soon as possible but no later than 10 working days after receipt of the referral from the Achievement Champion.
- 6.3. The review meeting will be held as agreed, chaired by the same Senior Manager wherever possible and if the problem persists or the student does not meet the agreed targets, then Stage 4 of this procedure will be instigated.
- 6.4. If targets are achieved successfully, the student will be moved down to Stage 2 of the referral or can be removed from the referral process altogether at the discretion of the referral chair.

7. Stage 4

- 7.1. The student will be referred to the Stage 4 Panel by the Achievement champion. All previous paperwork and information will be given to the panel members at least two working days prior to the meeting in the standard form of the chairs report.
- 7.2. The Stage 4 Panel will consist of the Executive Principal (Chair) or another member of the Senior Management Team and the Head of Learning Support and Welfare. The meeting will require a representative from the curriculum area, the student and parent/ carers, if under 18, or a student advocate as support for the student if appropriate. Other colleagues may be invited if necessary at the chairs discretion.
- 7.3. Evidence will be presented by the Achievement Champion. The student will have the opportunity to present their own version of events, their own evidence and

articulate their response to the incident or situation.

7.4. At the end of the Stage 4 meeting the panel can recommend the following actions:

- Complete exoneration
- Further investigation
- Continuation at the College with specific conditions; this may include a requirement to take on specific tasks or responsibilities
- Recommend transfer to another course
- Exclusion, with a time limit for re-enrolment

7.5. The student will be notified of the decision either at the meeting (at the discretion of the panel) or in writing after the meeting within 5 working days. A letter will be copied to parents/ carers where appropriate. This information will be recorded on the student's record.

7.6. If excluded, the ST/PT and the Course team will withdraw the student from the course.

7.7. If reintegrated back into College, the panel will agree a set of conditions, including targets that will be overseen by the Achievement Champion, and review progress within a two to four week window.

7.8. The decision of the Panel is final.

7.9. A review will take place within 2-4 weeks of the initial stage 4 where the student's progress will be discussed. If all targets have been met, then the student will be de-escalated to a lower stage of referral or removed from referral all together at the discretion of the chair.

8. Operation of this policy

8.1 A guide to the Referral process which details practical information for staff on how to access the process and maximise its effectiveness to support students is available on Chi Drive. All students being placed on referral will also receive a student guide to the process.

- 8.2 All staff are responsible for providing feedback on a Student's progress and behaviour prior to initial referral meetings and reviews. They are also responsible for ensuring accurate attendance records and maintaining Chi Space so that information is up to date and can be accurately used to determine the outcome of referral meetings.
- 8.3 In cases where a serious verbal or physical assault has been alleged to have been committed by a student against a member of staff, the member of staff involved will be given the opportunity to submit a written statement or give a verbal statement to the chair prior to the referral meeting for consideration.
- 8.4 In some cases it may be necessary to temporarily exclude a student whilst awaiting a referral meeting. Only the Executive Principal and, in their absence, a member of the Senior Management team can authorise the temporary exclusion of any student.
- 8.5 The quality of the delivery of the referral process will be monitored regularly through observations, data analysis and case reviews.
- 8.6 In cases in which students are making progress and have successfully achieved their targets a desk based review can be completed by the Achievement Champion/Student Tutor and the chair. Students must be notified of the outcome.
- 8.7 For departments that do not fall within the remit of Achievement Champions (for example International, HE, 14-16, Foundation programmes and Apprentices) the identified member of the team will act as Achievement Champion for the purpose of this policy and process.
- 9. Status of this procedure**
- 9.1. The procedure was approved by the Senior Management Team in January 2018 and supersedes all previous documentation.
- 9.2. The operation of this procedure will be kept under review by the Student Experience Manager.

9.3. It may be reviewed from time to time by the Senior Management Team.

Date Approved: January 2018
Approved by: Senior Management Team
Implementation Date: January 2018
Date for Review: July 2019