

# Student Behaviour Management Policy

<b>Staff reviewer:</b>	<b>Scrutinised by link Governor:</b>	<b>Date signed off at Committee:</b>	<b>Date approved at Board:</b>	<b>Next review date:</b>
<i>Joe Rowing</i>	<i>Jennie Long</i>	<i>CSEC 16/11/21</i>	<i>NA</i>	<i>Sept 2024</i>

## 1 Purpose

The unique nature and culture of EMS is such that incidents traditionally classed as misbehaviour are not expected to occur frequently. One of the school's core principles is that of collaborative working between students and staff, forming positive working relationships which are founded in mutual respect. The aim is to maintain an atmosphere more akin to working amongst colleagues than a traditional teacher-student dynamic. The induction period is used to set the tone and expectation of a high level of student ownership. Students are consulted on decisions and take an active role in influencing the learning environment.

This policy outlines the procedures for managing behaviour and academic underperformance and those that are to be used when it is considered that student misconduct has occurred.

## 2 Definitions

The following terms are used in this policy. The examples are not exhaustive but are meant to give a guide for practitioners:

Academic	Behavioural
<p><b>Minor Issue – Dealt with by observing member of staff</b></p> <p>Rare and isolated examples of:</p> <ul style="list-style-type: none"> <li>• Attendance issues.</li> <li>• Poor punctuality.</li> <li>• Late submission of work.</li> <li>• Low level disruption in class.</li> <li>• Use of inappropriate language.</li> <li>• Not following reasonable instructions.</li> </ul>	
<p><b>Minor Concern – Dealt with by Teacher</b></p> <ul style="list-style-type: none"> <li>• Failure to meet targets set by teachers.</li> <li>• Continued issues with late / incomplete / poor quality work.</li> <li>• Little or no sign of improvement in work ethic.</li> <li>• Little or no sign of improvement academic progress.</li> <li>• Continued issues with late / incomplete / poor quality work.</li> </ul>	<p><b>Minor Misconduct - Dealt with by reporting member of staff</b></p> <ul style="list-style-type: none"> <li>• Failure to meet informal targets arising from Minor Issues.</li> <li>• Poor attendance.</li> <li>• Lack of punctuality.</li> <li>• Little or no sign of improvement in behaviour or attitude.</li> <li>• Continued issues with mobile phone use / language / not following instructions.</li> </ul>
<p><b>Significant Concern – Dealt with by Tutor</b></p>	<p><b>Major Misconduct – Dealt with by Tutor</b></p>

<ul style="list-style-type: none"> <li>• Failure to meet targets set as part of trying to address Minor Concerns.</li> <li>• Issues relating to engagement that have not been resolved via previous processes.</li> <li>• Issues relating to progress that have not been resolved via previous processes.</li> </ul>	<ul style="list-style-type: none"> <li>• Failure to meet targets set as part of Minor Misconduct process.</li> <li>• Issues relating to attendance that have not been resolved via previous processes.</li> <li>• E-safety Code of Conduct broken.</li> <li>• Lower level abusive, intimidating behaviour including swearing, threatening, shouting etc.</li> <li>• Refusal to co-operate and follow instructions.</li> </ul>
<p><b>Serious Underperformance</b></p> <ul style="list-style-type: none"> <li>• Serious issues relating to engagement that have not been resolved via previous processes.</li> <li>• Serious issues relating to progress that have not been resolved via previous processes.</li> <li>• Any other conduct which might be damaging to the learning of the student.</li> </ul> <div data-bbox="159 1189 715 1630" style="border: 1px solid black; padding: 5px; margin-top: 20px;"> <p><b>NB:</b> The academic performance of a student is not considered misconduct as it is usually symptomatic rather than causal. As such it is included here to give context to the wider management of student concerns.</p> <p>Progress of students and any associated interventions will be lead by Liam and will be bespoke for the individual involved.</p> </div>	<p><b>The term ‘Gross misconduct’ refers to behavioural issues such as:</b></p> <ul style="list-style-type: none"> <li>• A serious breach of the Student Code of Conduct, the E-Safety Code of Conduct or the School’s Health and Safety regulations.</li> <li>• Serious plagiarism / cheating – eg. The copying of entire projects or cheating in examinations.</li> <li>• Conduct which puts / might have put staff and / or other students at risk.</li> <li>• Conduct of a violent or potentially violent nature, including threatening behaviour and use of weapons.</li> <li>• Being intoxicated / under the influence of drugs on school premises.</li> <li>• Bringing / using drugs / alcohol on school premises- including so called herbal / legal substances and other intoxicants.</li> <li>• Acts (direct or indirect) which are discriminatory on any grounds, including those of disability, sexual orientation/identity and belief/faith.</li> <li>• Acts of indecency.</li> <li>• Illegal computer misuse/hacking into another person’s account.</li> <li>• Theft.</li> <li>• Deliberate acts of vandalism / damage to school property.</li> <li>• Misuse of personal protective equipment or clothing issued by the school.</li> <li>• Misuse of fire and safety equipment.</li> <li>• Any other conduct which might be damaging to the reputation of the school.</li> </ul>

The term 'school premises' refers to:

- Rougemont House.
- Exeter College Buildings and Grounds.
- University of Exeter Grounds.
- School residential accommodation.
- Homestay accommodation.

Students will also be considered to be "on school premises" for educational visits, including residential.

### 3 Policy

Staff are expected to support students as they make the transition to young adults and are mindful of the pressures and expectations of students as they interact with them. Honesty, respect and endeavour will be publicly recognised and valued.

Teachers are expected to treat students with respect and vice versa.

EMS staff use a range of positive behaviour-management strategies. Rewards and praise are regularly and consistently used to motivate students and promote desired behaviours. The content of lessons is continually reviewed to ensure it is suitably challenging and motivating. Tutors meet regularly with their tutees to track progress and reinforce positive behaviours.

There is no formal reward system such as house-points or certificates of commendation. This is due to consultation with students and staff in keeping with the school's collaborative, student-centred ethos. The students did not perceive the need. The absence of a formal praise reward structure is reviewed along with this policy.

Positive behaviours and progress with social skills are recorded in CPOMS for tutor reference and praise

**Only when such strategies have not been effective in preventing misconduct will the student misconduct procedure be used.**

There are three initial stages to the misconduct process, failure to meet the targets set at any stage may ultimately lead to the next stage:

Minor Issues

Minor Misconduct Process

Major Misconduct Process

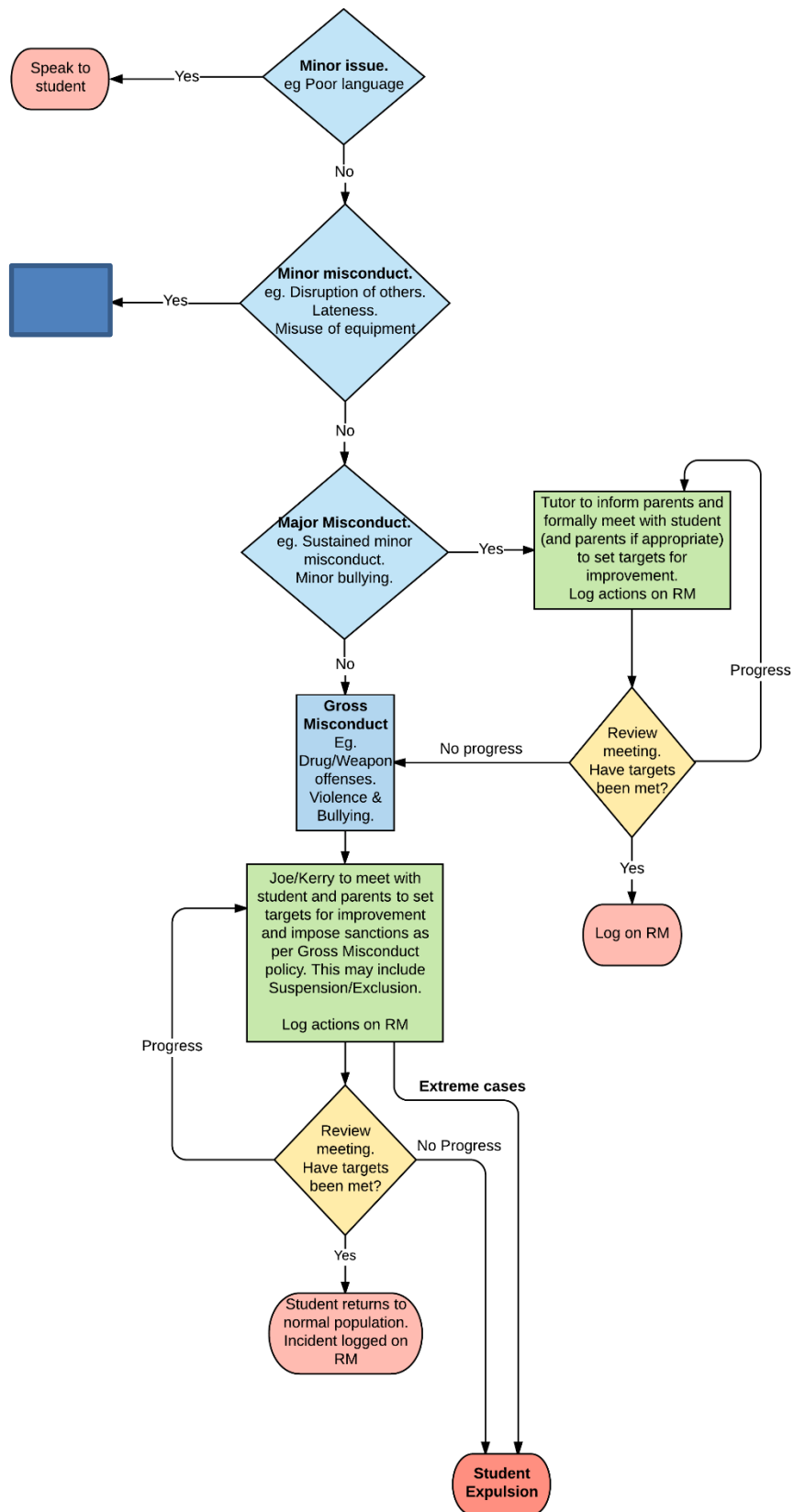
In addition there exists a Gross Misconduct Process for serious offences that are not part of an escalation process – eg. Bringing illegal substances on site.

The student's teacher or the observing member of staff will lead the process at the minor levels. The Tutor, with the support of the Deputy Headteacher, will lead the process at the Major misconduct level - parents and senior staff may become involved at this stage. Parents and senior staff will be involved immediately in more serious cases of misconduct.

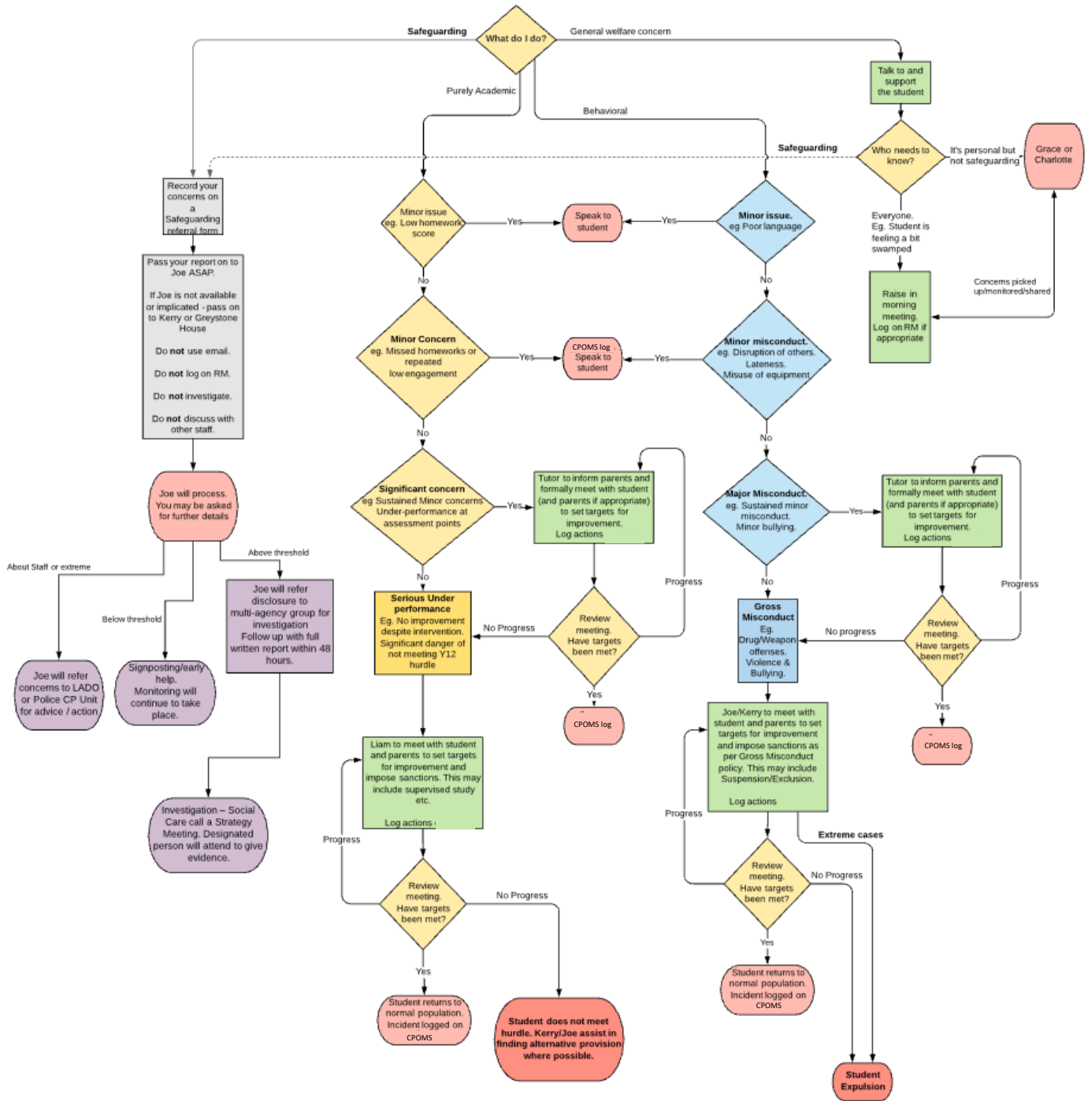
In Extreme cases of Gross Misconduct, the Deputy Headteacher or Headteacher may expel the student immediately and refuse further entry to the School at any point in the future, as per the gross misconduct policy. If the decision is made not to expel, the student will be supported in line with the standard gross misconduct procedure.

## 4 Implementation

The Process to be followed is as below:



This fits into the wider pastoral and academic care of the students as below:



## Minor Issues

The member of staff, on becoming aware of an issue should:

1. Talk to the student to discuss the issue.
2. Set informal targets.
3. Identify support, if any, needed to enable the student to meet their targets

Example:

A teacher hears a student using mildly inappropriate language for the workplace during a game.

1. The teacher admonishes the student for their language and explains the reason for their objection.
2. Student asked to modify their language.
3. Student offered support. Eg "Do you need me to remind you when you're getting excited over games?".

## Minor Misconduct Process

The member of staff noticing an emerging issue will then:

1. Talk to the student about the issue. Explain the process to be followed.
2. Record the issue and any actions to be taken on CPOMS
3. Set targets if appropriate, identifying any support needs.
4. Raise concern with other members of staff via morning meeting.

## Major Misconduct Process

A student will be on this process if they fail to meet targets for improvement set in the minor stages or if the member of staff has significant concerns relating to the student's behaviour, attendance etc.

The tutor will then, (with support from the Deputy Headteacher if needed):

1. Meet with the student (and parents if appropriate) to discuss the ongoing issues
2. Review any targets previously set and establish new targets<sup>Error! Bookmark not defined.</sup>
3. Identify support, if any, needed to enable the student to meet their targets
4. Set a two week deadline for improvement and for targets to be met
5. Record the issues, targets and date for improvement on CPOMS and provide a copy for the student.
6. Inform subject teachers
7. After two weeks, meet with the students to review progress – Record the review on CPOMS

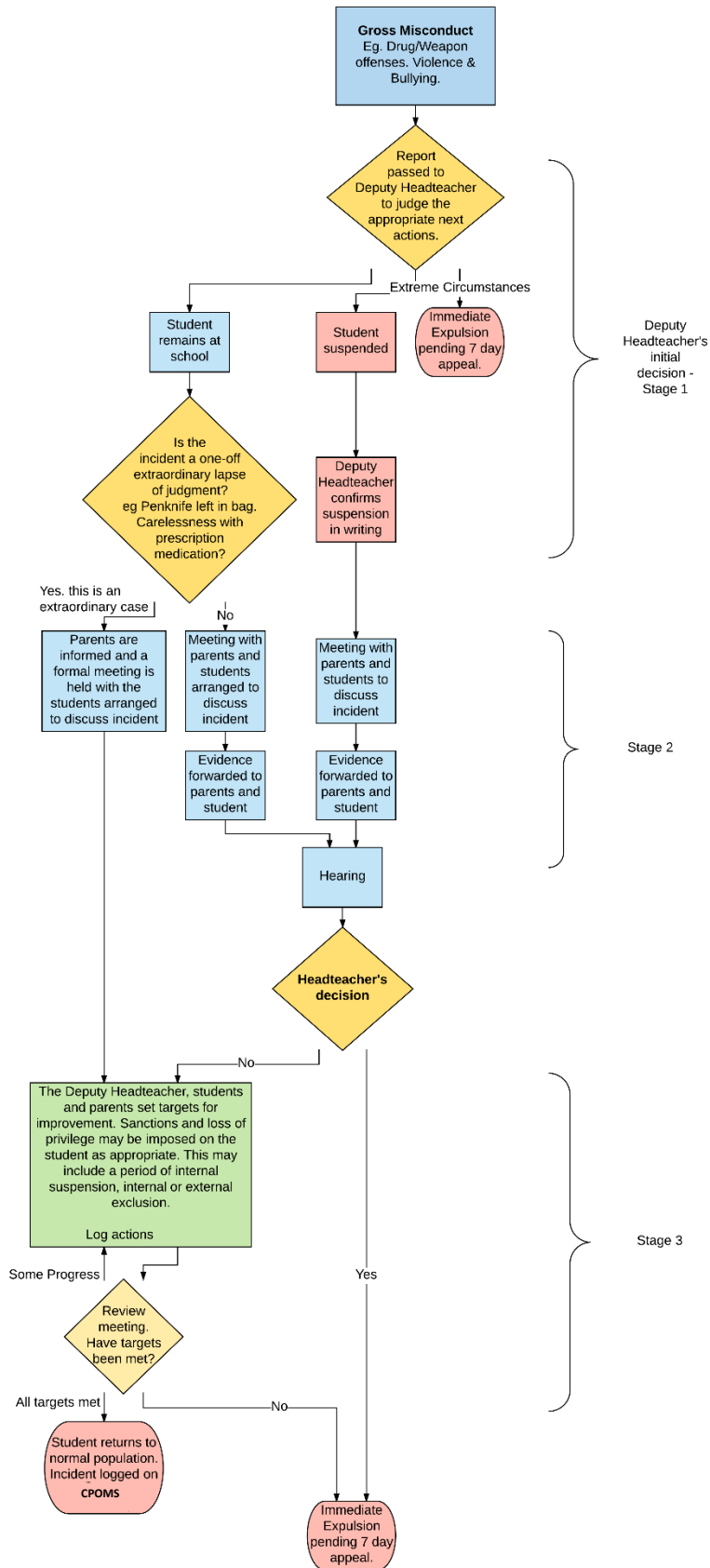
If progress has been made the tutor may decide to take the student off the process or to extend it for a further two weeks.

If progress has not been made to a satisfactory standard the student will move onto the Gross Misconduct Process.



## Gross Misconduct Process

Only serious failure to meet targets at the major stage, an incident of gross misconduct or extreme breaches will lead to this process.



## 1 – The Deputy Headteacher’s decision:

- 1.1 As soon as possible after the reporting of an incident which meets the criteria of Gross Misconduct, the Deputy Headteacher will review the evidence and may suspend the student, pending further investigation.
- 1.2 In extreme instances, for example if a student poses a serious threat the life and wellbeing of others in the community, a student may be immediately expelled. The expulsion is subject to an appeal to the Head Teacher. This must be received within 7 working days of the expulsion by the Deputy Headteacher. The notification will be sent by email to the address recorded on the school’s system. It will be deemed as received simultaneously to it being sent. A paper copy will follow by post.
- 1.3 If suspension is warranted The Deputy Headteacher will decide upon the precise terms of the suspension and will advise the student, parent / guardian. He will complete a Gross Misconduct form to be held on the student’s record.
- 1.4 Within seven days of the suspension the Deputy Headteacher will write to the student and their parent / guardian confirming the suspension and related terms.
  - 1.4.1 At this time they will arrange to meet the student and parent/guardian for the purpose of advising the student of the nature of the allegation.
  - 1.4.2 The Deputy Headteacher will also give notification of the date, time and venue of the Hearing to determine the outcome of investigation into the allegation. These arrangements will be confirmed in writing to the students and their parents / guardians and information advising the student of his / her rights will be contained within the letter. The Hearing should be fixed for a date as soon as is practicable.
- 1.5 48 hours before the date fixed for the Hearing, the Deputy Headteacher must forward to the student and any other person to whom notice has been given, copies of the evidence that the School intends to produce at the Hearing.
- 1.6 Vulnerable students are entitled to be supported as necessary at any stage of the procedure.
- 1.7 In extraordinary cases the Deputy Headteacher may proceed as per an incident of Major Misconduct

## 2 - Parental meetings and The Hearing

- 2.1 At the Hearing the case for the School will be presented by the Deputy Headteacher. The case for the student may be presented by the student or by someone appointed by the student for this purpose. Both the Deputy Headteacher and the student may call witnesses and ask questions of all witnesses. They may produce written evidence and make oral statements.
- 2.2 The student will have the right to be accompanied by a friend (which may be a parent etc.). The Deputy Headteacher also has the right to have someone else present at the Hearing.
- 2.3 Within seven days of the Hearing, the Headteacher will write to the student and the parent / guardian advising of his / her decision and giving details of reasons for that decision. The letter to the student must advise the student of his / her right to appeal.
- 2.4 The appeal is to be made to the Headteacher, in writing, and within seven days. All appeals will be passed onto an Appeals Committee drawn from the school’s governing body as per the school’s complaints policy.
- 2.5 In cases where a student is expelled. As soon as practicable after the decision to expel, a copy of this procedure will be sent by email to the address recorded on the school’s records, and a

paper copy will follow by post. Note that it is the responsibility of the parents/responsible adult to ensure any changes in addresses, email or postal, are notified to the school.

### 3 – Rehabilitation

- 3.1 The Deputy Headteacher, in conjunction with the student (and parent/guardian if appropriate) will set suitable targets and a schedule of monitoring meetings with the intent of supporting the student in their return to expected patterns of behaviour. All meetings will be logged.
- 3.2 Meeting or exceeding these targets will end the sequence of meetings however all details will remain on the student's record.
- 3.3 A failure to make any progress toward these targets may result in expulsion without further hearings. In this outcome parents/guardians and the student will be notified in writing and they may appeal to the Headteacher.

## **5 Associated Documentation**

Student Code of Conduct

Student Misconduct Form

Gross Misconduct Form

Online safety Policy

Anti-Bullying policy

Substance Misuse Policy

Child protection and safeguarding Policy

## 6 Monitoring, Review and Evaluation

This policy will be reviewed on an annual basis, initially in January 2015. It will be the responsibility of the Deputy Headteacher, in consultation with the Headteacher to review this policy.

## 7 Equality Analysis

The following equality analysis section should be completed by the policy holder as part of every policy review and carries the same date as the main policy. EAs are particularly helpful in revealing any unintended, indirect discrimination.

Under the Equality Act (2010) we have a duty to;

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.

We need to consider each protected characteristic individually and in combination. The interaction of different layers of characteristics is called intersectionality. This recognises that the barriers for each group are not homogenous, and instead are a combination of layers of identity interacting. For further detail or to support the completion of the following, please see our equality and diversity policy.

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|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>1. Evidence considered</b> <i>What data or other information have you used to evaluate if this proposal is likely to have a positive or an adverse impact upon protected groups when implemented? Where were information gaps, and what steps can you take to remedy these gaps? Can the RM intelligence Dashboard (student counts) provide any insight into which protected characteristics are likely to be affected by the changes?</i></p> |
| <p><b>2. Consultation.</b> <i>How have you consulted staff and student communities and representatives including those from protected groups? What were their views? Who else has been consulted in this proposal?</i></p>                                                                                                                                                                                                                           |
| <p><b>3. Promoting equality.</b> <i>Does this policy have a positive impact on equality? What evidence is there to support this? Could it do more?</i></p>                                                                                                                                                                                                                                                                                           |

#### 4. Identifying the impact of policies

Identify any issues in the document which could have an adverse impact on any people who are protected by the Equality Act 2010. The protected characteristics are:

1. Age
2. Disability
3. Gender reassignment
4. Marriage and civil partnership
5. Pregnancy and maternity
6. Race
7. Religion or beliefs
8. Sex
9. Sexual orientation

<b>Issue Assessed</b> <i>E.g. policy section or practice.</i>	<b>Protected Group</b>	<b>Impact and Evidence</b> <i>What are the possible impacts on people from the protected groups above, and explain how you have made that assessment. Are these impacts positive or negative?</i>	<b>Justification</b> <i>Can the issue be justified for academic or business reasons? Please explain.</i>	<b>Proposed Action/Timeline</b> <i>If this has a negative impact, what will you do to reduce, minimise or eliminate negative impact? If this has a positive impact, how will you promote, develop or utilise this opportunity?</i>	<b>Person responsible for action(s)</b>
Whole policy	Those with social, mental or emotional health issues	The mental and emotional wellbeing of students can be punished unfairly by an incautious policy. As safeguarding and SENCO line management I have tried to bring this to bear in a policy that is inclusive rather than excluding	Preventing unfair exclusions	-	-

#### 5. Monitoring *How will you monitor the actual impact that your proposal has had following its implementation? When will you do this?*

Exclusions and other misconduct processes will be examined for their impact and judged carefully as to the appropriateness of any punitive actions

#### 6. Summary *Summarise the outcome of this Equality Assessment, and state any actions you will be taking as a result.*

**None**