

Student Behaviour Management Policy

Staff reviewer:	Scrutinised by link Governor:	Date signed off at Committee:	Date approved at Board:	Next review date:
<i>Joe Rowing</i>	<i>Anne Oxborough</i>	<i>CSEC 20.11.18</i>	<i>11.12.18</i>	<i>Sept 2019</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
Minor Issue – Dealt with by observing member of staff Rare and isolated examples of: <ul style="list-style-type: none">• Attendance issues.• Poor punctuality.• Late submission of work.• Low level disruption in class.• Use of inappropriate language.• Not following reasonable instructions.	
Minor Concern – Dealt with by Teacher <ul style="list-style-type: none">• Failure to meet targets set by teachers.• Continued issues with late / incomplete / poor quality work.• Little or no sign of improvement in work ethic.• Little or no sign of improvement academic progress.• Continued issues with late / incomplete / poor quality work.	Minor Misconduct - Dealt with by reporting member of staff <ul style="list-style-type: none">• Failure to meet informal targets arising from Minor Issues.• Poor attendance.• Lack of punctuality.• Little or no sign of improvement in behaviour or attitude.• Continued issues with mobile phone use / language / not following instructions.
Significant Concern – Dealt with by Tutor	Major Misconduct – Dealt with by Tutor

<ul style="list-style-type: none"> • Failure to meet targets set as part of trying to address Minor Concerns. • Issues relating to engagement that have not been resolved via previous processes. • Issues relating to progress that have not been resolved via previous processes. 	<ul style="list-style-type: none"> • Failure to meet targets set as part of Minor Misconduct process. • Issues relating to attendance that have not been resolved via previous processes. • E-safety Code of Conduct broken. • Lower level abusive, intimidating behaviour including swearing, threatening, shouting etc. • Refusal to co-operate and follow instructions.
<p>Serious Underperformance</p> <ul style="list-style-type: none"> • Serious issues relating to engagement that have not been resolved via previous processes. • Serious issues relating to progress that have not been resolved via previous processes. • Any other conduct which might be damaging to the learning of the student. <div data-bbox="159 1187 715 1630" style="border: 1px solid black; padding: 10px; margin-top: 20px;"> <p>NB: 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>The term ‘Gross misconduct’ refers to behavioural issues such as:</p> <ul style="list-style-type: none"> • A serious breach of the Student Code of Conduct, the E-Safety Code of Conduct or the School’s Health and Safety regulations. • Serious plagiarism / cheating – eg. The copying of entire projects or cheating in examinations. • Conduct which puts / might have put staff and / or other students at risk. • Conduct of a violent or potentially violent nature, including threatening behaviour and use of weapons. • Being intoxicated / under the influence of drugs on school premises. • Bringing / using drugs / alcohol on school premises- including so called herbal / legal substances and other intoxicants. • Acts (direct or indirect) which are discriminatory on any grounds, including those of disability, sexual orientation/identity and belief/faith. • Acts of indecency. • Illegal computer misuse/hacking into another person’s account. • Theft. • Deliberate acts of vandalism / damage to school property. • Misuse of personal protective equipment or clothing issued by the school. • Misuse of fire and safety equipment. • Any other conduct which might be damaging to the reputation of the school.

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 annually along with this policy.

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 will ultimately lead to the next stage:

Minor Issues

Minor Misconduct Process

Major Misconduct Process

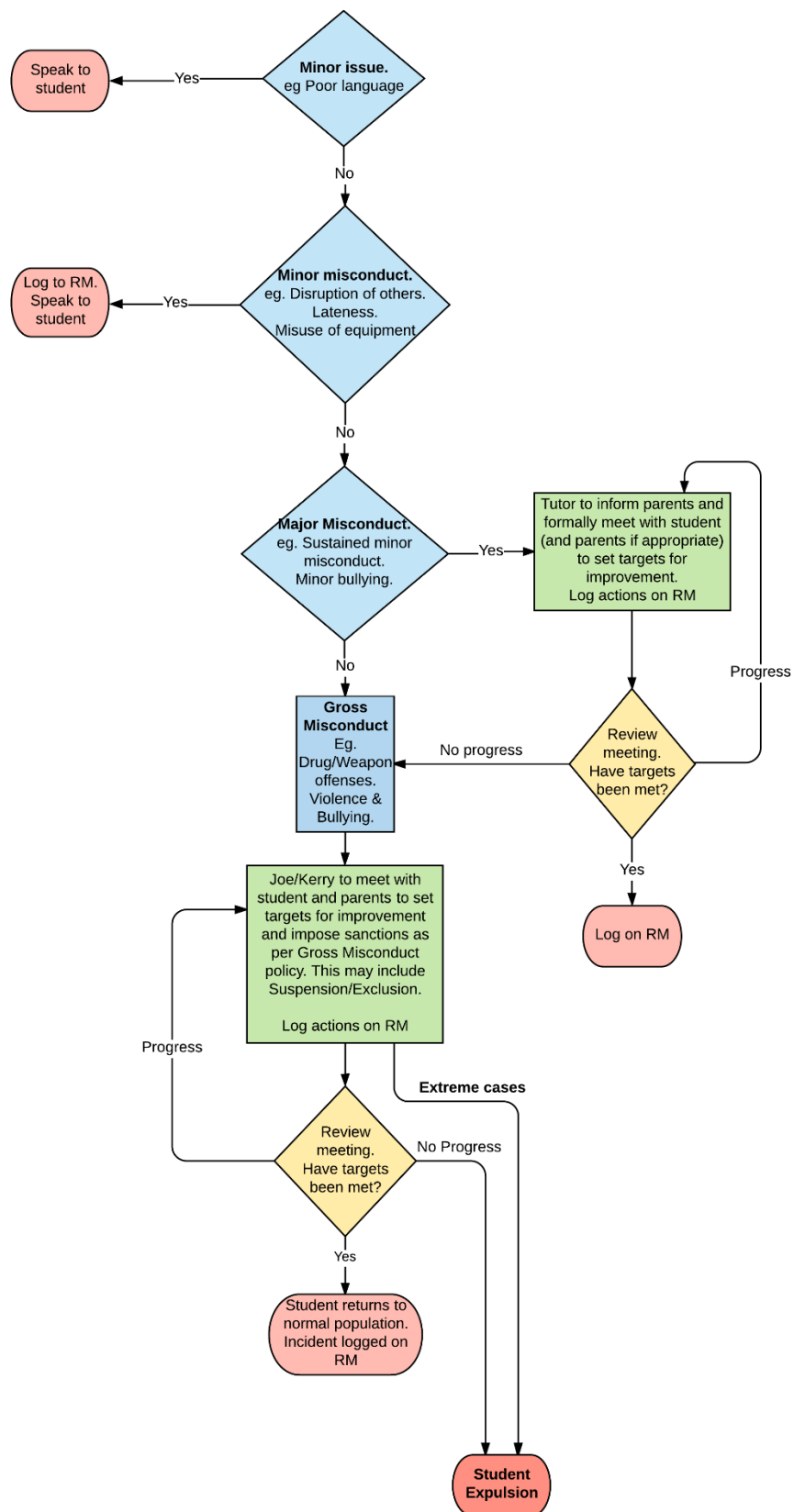
In addition there exists a Gross Misconduct Process for serious offences that are not part of an escalation process – eg. Bringing illegal substances on site.

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.

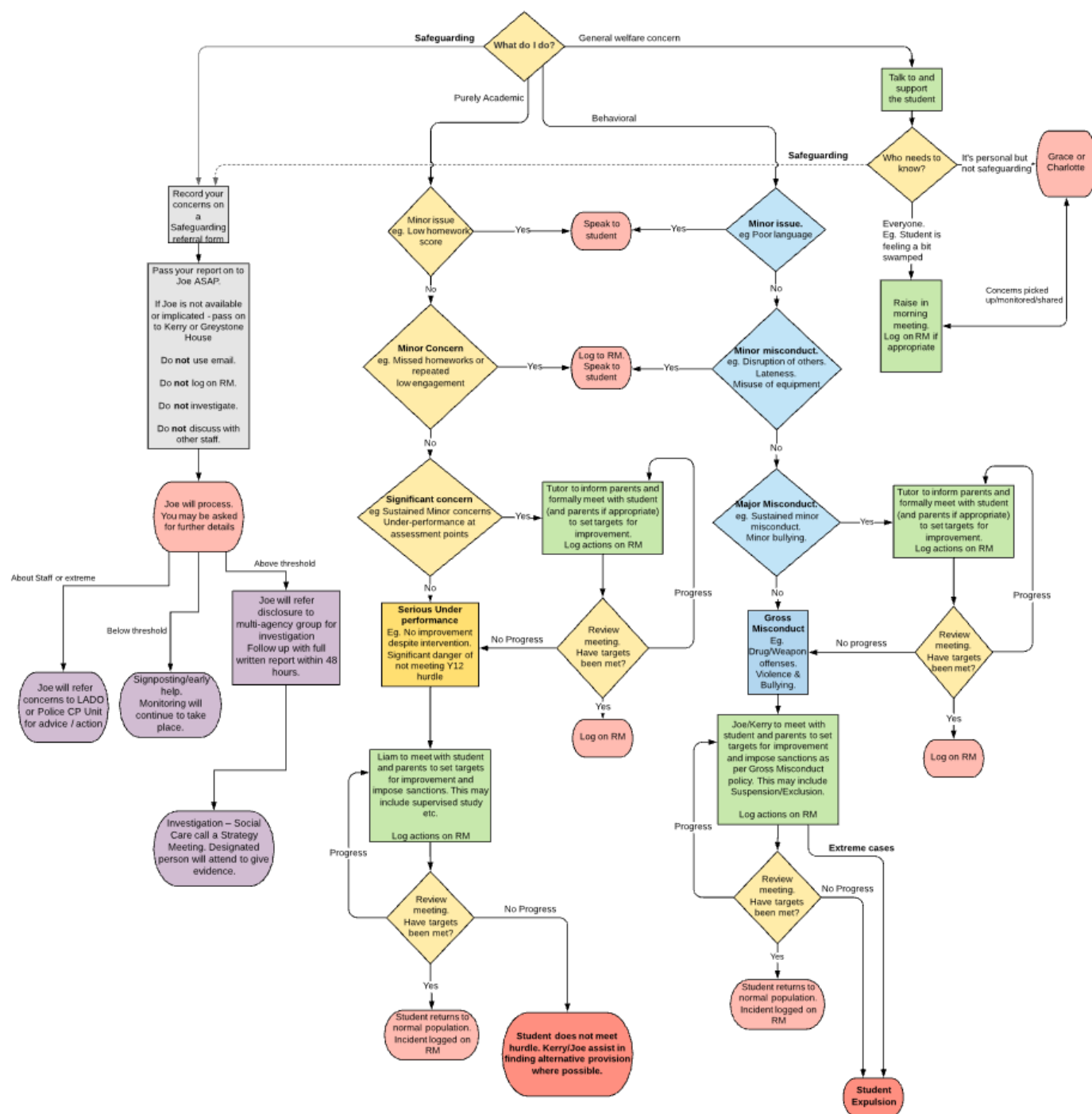
In Extreme cases of Gross Misconduct, the Deputy Headteacher or Headteacher may expel the student immediately and refuse further entry to the School at any point in the future, as per the gross misconduct policy. If the decision is made not to expel, the student will be supported in line with the standard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

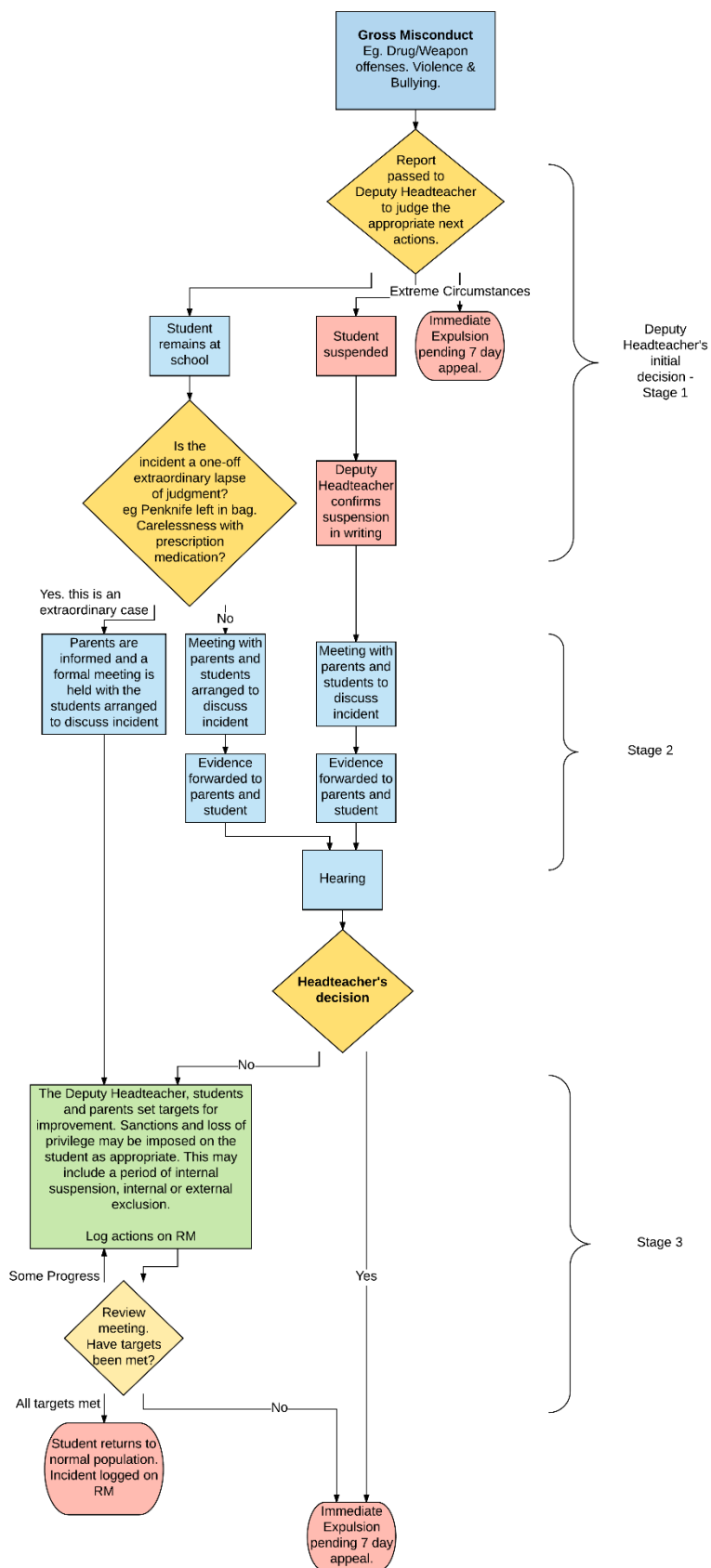
1. Meet with the student (and parents if appropriate) to discuss the ongoing issues
2. Review any targets previously set and establish new targets^{Error! Bookmark not defined.}
3. Identify support, if any, needed to enable the student to meet their targets
4. Set a two week deadline for improvement and for targets to be met
5. Record the issues, targets and date for improvement on RM 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 RM

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 – subject to an appeal to the Headteacher within 7 working days of written confirmation from the Deputy Headteacher.
- 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.

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

E-Safety Policy

Anti-Bullying policy

Substance Misuse 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

Please use the 'equality analysis procedure' to guide you to complete the text boxes below, expanding them as you wish. If this is a review - please add date and make any amendments if required.

07/09/2018

7.1. Is your policy equality- relevant? If yes, please list which groups of people will be affected by this policy.

NO

7.2. How have you involved people from minority groups who may be affected by this policy?

Describe any activities such as conversations, interviews, feedback or plans to do this in the future.

7.3. What evidence have you considered? List any sources of data and research you have used. This can include college or national monitoring data, surveys, reports, consultations, focus groups, pilots, evaluations. Describe any ongoing data collection or plans for future research.

7.4. How will your policy fulfil the public sector duty by helping fight discrimination, advance equality of opportunity and foster good relations?

Characteristic	How does your policy help fulfil the public sector duty? What Equality issues have you addressed?
Age	
Disability	
Gender	
Pregnancy & maternity	
Race	
Religion and belief	
Sexual orientation	
Transgender	

7. 5. Describe any potential adverse impacts that may arise as a result of the policy. If any are identified, you should also state what actions will be taken to mitigate that negative impact. If yes, say if you have an action plan to carry this out?