

## Student Conduct Policy

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### 1. Policy Statement

1.1 Halesowen College is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

### 1.2 Aim of the Policy

- To promote a culture of excellent behaviour and positive respectful relationships
- To help learners be ready to learn and progress
- To help learners take control over their behaviour and be responsible for the consequences of it.

### 1.3 Objectives of the Policy

To provide simple, practical procedures for staff and learners that:

- Positively reinforce excellent conduct
- Promote self-discipline and self-esteem
- Teach appropriate behaviour through positive interventions
- Clearly map the consequences of poor conduct

## 2. Responsibilities and Obligations

2.1 At Halesowen College the expectation is that everyone is **Ready, Respectful and Safe** in all contexts.

2.2 The following are examples of being **Ready**:

- arrive on time
- bring appropriate equipment
- dress appropriately

2.3 The following are examples of being **Respectful**:

- attend every session
- allow others to work or study without disruption
- focus on the lesson activities
- look after the facilities, equipment and environment
- be polite

2.4 The following are examples of being **Safe**:

- wear corporate ID badges so that they can be seen
- be in the right place at the right time
- follow Departmental health and safety guidelines, including social distancing and hygiene advice
- avoiding comments and behaviour which might upset or offend others

2.5 Positive and productive relationships are central to excellent behaviour management. Halesowen College recognises learners who go 'over and above' expectations. Excellent conduct is valued, appreciated and recognised in a variety of ways including

- classroom recognition
- 'well done' postcards/phone calls/texts
- departmental commendations
- departmental rewards
- departmental awards
- faculty awards
- college awards
- external awards

### 3. Procedure/Compliance Obligations

#### 3.1 Response to Poor Conduct Procedure

- Students are held responsible for their behaviour. Staff should deal with poor conduct without delegating either the task or the accountability. The person best placed to manage the behaviour of a student is the class teacher or the member of staff who was there at the time. All staff are expected to follow up poor conduct relentlessly and personally.
- When students decide not to be Ready, Respectful or Safe, staff should use their professional judgement alongside the following steps. The steps help to give direction; they do not contain the solution. For the vast majority of students a gentle reminder or nudge in the right direction is all that is needed. Praise the behaviour you want to see. Staff should always implement the following steps calmly and with care and learners must be given 'take up time' between each step.

#### 3.2 Step One: The Reminder

A reminder of the expectations for learners to be **Ready, Respectful and Safe** is delivered privately to the learner. The member of staff makes the student aware of their behaviour. The student has a choice to do the right thing.

#### 3.3 Step Two: The Caution

A clear verbal caution delivered privately to the student making them aware of their behaviour and clearly outlining the consequences if they continue. The student has a choice to do the right thing. Students will be reminded of their previous good conduct to prove that they can make better decisions.

### 3.4 Step Three: Last Chance

A scripted approach at this stage is encouraged and includes:

- a gentle approach which is non-threatening (side on, eye level or lower)
- State the behaviour that was observed and which rule it contravenes (Ready, Respectful or Safe)
- tell the student that they will need to remain for a short discussion after class
- refer to previous excellent conduct/learning as a model for the desired behaviour
- walk away from the student; allow the student time to decide what to do next
- if there are comments as you walk away write them down and follow up later

### 3.5 Step Four: The Time-out

- the student is asked to speak to the member of staff away from others
- boundaries are reset
- the student is asked to reflect on their next step and is reminded of an example of their previous excellent conduct/attitude/effort
- the learner is given a final opportunity to re-engage with the learning/follow instructions

If the Step Four is unsuccessful, or if a learner refuses to take a time out, then the learner will be asked to leave the room.

Students who reach Step Four will be expected to attend a Restorative Meeting with the teacher at a mutually agreed time. Students may also request a Restorative Meeting with the teacher if they feel they have been unfairly treated.

### 3.6 Step Five: Restorative Meeting

The aims of Restorative Meetings are:

- to restore relationships
- to encourage students to take responsibility for their own conduct
- to reinforce the College's high expectations that everyone is Ready, Respectful and Safe
- to enable any underlying issues to be raised and addressed

Restorative meetings are structured as follows:

- what's happened?
- how do you feel about it now?
- who has been affected by what happened and how?
- what have each party thought since?
- what behaviours will each party show next time?
- reaffirm the commitment to building a trusting relationship.

Some issues will be resolved very quickly by a short restorative meeting if the incident was relatively minor, for example at the end of the lesson concerned, or at break/lunch. Most issues can be avoided by de-escalating disruptive behaviour and a commitment to resolving conflict swiftly. Some may require a longer discussion.

The member of staff concerned should inform the learner of when and where the restorative meeting will take place. It is the student's responsibility to attend and engage fully. No written record of this meeting is required. This is not 'part of a process' but rather a genuine opportunity to reach an accord with learners and agree a way forward.

If a student chooses to ignore these early interventions, will not attend meetings or is not prepared to engage in the meeting then please speak to your line manager who will provide support and if necessary, the Personal Coach will be asked to invoke Stage 1 of the *Student Disciplinary Procedure*.

### 3.7 Response to Serious Misconduct Procedure

The following lists some examples considered to be serious misconduct, but is not comprehensive or exclusive:

- Cheating and plagiarism – copying from other students, from the internet or other sources and presenting as own work.
- Abuse or harassment as defined in the college's equality and diversity and safeguarding policies – including online abuse or harassment to other students or staff.
- Serious disruptive or offensive behaviour.
- Behaviour likely to cause accident or injury to themselves or others.
- Inappropriate use of the internal and online or phone communications including accessing or transmitting material which is considered by the college to be obscene, abusive, sexist, racist, homophobic, defamatory or in any other way likely to cause offence.
- Inappropriate behaviour resulting from the use of recreational drugs or alcohol or the possession of them.
- Promotion or selling of drugs.
- Carrying an offensive weapon.
- Theft or fraud.
- Criminal activity.
- Persistent minor misconduct/failure to respond to lower level warnings.
- Bringing the college into disrepute.
- Consorting with intruders to the campus.

Where it is alleged that serious misconduct has taken place the matter should be referred to the Assistant Principal, as it is likely that Stage 3 of the Student Disciplinary Procedure will need to be invoked.

### 3.8 Responsibilities and Obligations

#### *Teachers*

- arrive on time to sessions
- meet and greet learners at the door of the teaching rooms
- model positive behaviours
- consistently promote and support everyone to be Ready, Respectful and Safe

- consistently follow the five step response to poor conduct procedure where students are not Ready, Respectful or Safe
- follow up every time, retain ownership and engage in reflective dialogue with students

#### *Support Staff*

- model positive behaviours
- consistently promote and support everyone to be Ready, Respectful and Safe
- consistently follow the five step response to poor conduct procedure where students are not Ready, Respectful or Safe
- follow up every time, retain ownership and engage in reflective dialogue with students

#### *Departmental Managers*

- meet and greet learners at the beginning of the day, whenever possible
- model positive behaviours
- be a visible presence around corridors/classrooms to promote and support everyone to be Ready, Respectful and Safe
- support staff during Restorative Meetings, when necessary
- encourage staff to recognise positive conduct
- share good practice
- celebrate students that go above and beyond expectations

#### *The College Leadership Team*

- meet and greet learners at the beginning of the day, whenever possible
- model positive behaviours
- be a visible presence around corridors/classrooms to promote and support everyone to be Ready, Respectful and Safe
- celebrate students and staff that go above and beyond expectations
- support Department Managers to manage persistent, more complex and/or serious misconduct
- use behaviour data to assess conduct, evaluate the impact of this policy and target staff development to ensure everyone is Ready, Respectful and Safe

## **4. Compliance**

### **4.1 Communication of the Student Conduct Policy**

The Student Conduct Policy will be published on the College website and data.halesowen. Staff have been trained on the content of this policy and students will be made aware of the policy during Induction, alongside information about the Student Disciplinary Procedure. In addition the College will continuously reinforce the application of this policy through the training and support provided by the Head of Student Conduct to ensure consistency of approach across the whole organisation.

## 4.2 Quality Assurance and Improvement

The application of the policy will be monitored through learning walks, observations and student forums. The Director of Learner Services will collate and analyse information linked to the policy throughout the year as part of the Pastoral Report to the Corporation.

| <b>Reviewed / Approved</b> | <b>By</b>       | <b>Date</b>   |
|----------------------------|-----------------|---------------|
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