

Behaviour Policy

2023 -2024

St Albans Independent College

Our Values

- To provide individual support to students in every aspect of their education and to help them prepare for their future.
- To provide an environment where students feel safe and their wellbeing is enhanced.
- To provide flexibility in subject choice within a broad, personalised and relevant curriculum.
- To support each individuals' personal development.
- To create an informal environment where students are comfortable in expressing their individuality and having respect for one another.
- To motivate and inspire students to succeed.

Our Approach

St Albans Independent College is built upon the principle that the best way for students to achieve their academic potential is by excellent teaching in small group classes and by structured personal support.

Teaching in small groups allows for the emphasis of the lesson to be on discussion and interaction. This requires students to engage more deeply with the subject matter and ensures that learning is monitored throughout. Students also find that this interactive approach helps them to develop their confidence as well as their knowledge and understanding.

Each student is supported in their studies by a Mentor who will monitor their efforts and achievements, and help motivate them to achieve their best. Although there is a strong academic ethos at the College, the environment is friendly and supportive.

St Albans Independent College continues to evolve and grow and is a thriving Independent College that provides over 20 subjects at GCSE and at A-level, to students from 14 to 19 years of age.

To this day we have remained true to our ethos on which the College was founded.

Statement of Intent

The purpose of this policy is to state the determination of the staff to establish a college with good discipline. It should serve to give a general overview of approaches taken within the school to ensure good student behaviour, the hierarchy of sanctions that can be implemented and will give a flavour of the value set and ethos of the college.

We want pupils to be models of good behaviour, responding to adults and to their peers with polite manners and a respectful attitude. In this way pupils can feel safe and learning is facilitated giving more pupils the opportunity to reach their full potential. We want to prevent bullying and ensure that pupils focus on their learning. We expect our pupils to recognise the need to behave in a kind way and to recognise their duty of contributing towards our college community. Ultimately, we aspire to our young people becoming independent, self-disciplined and self-regulating learners.

Whilst being understanding of the difficulties that some pupils face in behaving appropriately, the college management team when imposing sanctions and support will strive to balance appropriately, the needs of those fewer students with the greater needs of the community. In compiling our policy the Headteachers have had regard to the appropriate sections of the Education and Inspection Act 2006 and the guidance contained in [Behaviour in Schools Advice for Headteachers and school staff September 2022](#).

St Albans Independent College believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of College life.

The College acknowledges that behaviour can sometimes be the result of educational, mental health, other needs or vulnerabilities, and will address these needs via an individualised graduated response.

The College is committed to:

- Promoting desired behaviour.
 - Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
 - Ensuring equality and fair treatment for all.
 - Praising and rewarding good behaviour.
 - Challenging and disciplining misbehaviour.
-
- Providing a safe environment, free from disruption, violence, discrimination, bullying and any form of harassment.
 - Encouraging positive relationships with parents.
 - Developing positive relationships with pupils to enable early intervention.

- A shared approach which involves pupils in the implementation of the College's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve.

METHODS

Through interactions with staff and with their Mentors and senior staff, students will be taught explicitly what good behaviour looks like.

Pupils will be taught, e.g. in RE and PSHE, how to take responsibility for their own actions and to accept the consequences of their choices. We aim to care for the individual, supporting both perpetrators of poor behaviour and victims who suffer because of it.

We will not vilify the perpetrator but seek to change their behaviour. We will try to put in place measures which are pre-emptive rather than reacting to incidents which occur. We do want to achieve a degree consistency as regards sanctions and rewards but the college will consider whether it is appropriate to tailor interventions to reflect eg if a student has suffered bereavement, experienced abuse or neglect, has mental health needs, has been subject to bullying, has needs including SEND (including any not previously identified), has been subject to criminal exploitation, or is experiencing significant challenges at home (this list is not exhaustive).

We will strive to ensure the right balance of reward and sanction to achieve this end.

RESPONSIBILITY

[Keeping Children Safe in Education 2023](#) is clear that all staff have a responsibility to provide a safe environment in which children can learn.

The Senior Leadership Team will be responsible for the implementation and day-to-day management of the policy and procedures.

Staff (including senior staff, teachers, support staff and unpaid staff) will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied.

Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in advising staff in senior leadership roles on the effectiveness of the policy and procedures. They also have responsibility for creating a high quality

learning environment, teaching positive behaviour for learning and implementing the agreed policy and procedures consistently.

The Headteachers of the College and staff will strive to ensure that all are treated appropriately and consistently and that the concerns of students are listened to and dealt with. The Head Teachers understand, at the same time, their duties under the [Equality Act 2010](#) and their responsibilities to safeguard and promote the welfare of children, including those with mental health concerns and those with Special Educational Needs (SEN).

Parents and carers will be expected, encouraged and supported to take responsibility for the behaviour of their child both inside and outside the school. The school will encourage parents to work in partnership with the school to assist it in maintaining high standards of desired behaviour and will be actively encouraged to raise with the school any issues arising from the operation of the policy.

On their child's entry to the college, parents agree to our standards of behaviour and cooperation with any sanctions imposed.

PERMANENT EXCLUSION

Permanent exclusion of a pupil could be triggered by a one-off serious incident or an accumulation of behaviours that may fall into the category(ies) below.

These behaviours may be out of school or occurring in school. The list below is not necessarily exhaustive.

- Serious or threatened violence.
- Sexual abuse, assault or threat.
- Supplying illegal substances.
- Carrying/secreting an offensive weapon such as a knife.
- Health and safety infringement e.g. fireworks, computer hacking.
- Gang membership.
- Pornography.
- Inciting violence.
- Robbery or threatened robbery.
- Behaviour not in keeping with British values eg Expressing 'extreme' views.
- Fighting or causing physical harm.
- Bullying behaviour, particularly if repeated.
- Repeated defiant behaviour eg failure to obey legitimate instructions.

WHAT WE EXPECT OF OUR PUPILS:

- To behave at all times in an orderly manner paying due courtesy and respect to other members of the college, adults, other children, visitors and the general public. This includes non-criminal or criminal bad behaviour; street gang affiliation or bullying, away from school premises, which the college becomes aware of through any source.
- Whilst on premises, pupils should behave in a safe way, avoiding risky behaviour and socially distancing when possible.
- During online lessons, pupils are expected to behave courteously, responding appropriately to teachers and obeying instructions.

- To respond promptly and obediently, without questioning, to the instructions of staff.
To be mindful: never malicious, in thought or deed, and never bearing false witness against pupils or staff.
- To show respect for other people's property, the school and its environment.
- To arrive on time for school, lessons and all other scheduled activities in school and to work to the best of their ability.
- To achieve better than 95% attendance each academic year.
- To always be well-presented both in manner and in dress.
- To have pride in themselves.
- To maintain a healthy and active lifestyle.
- To comply with any sanctions.
- To co-operate with any investigations eg agreeing to be searched and proffering information that is for the greater good of the school.

OUR GUIDING PRINCIPLES

- Good behaviour is a prerequisite to quality learning.
 - All students have the right to learn and achieve their potential and the responsibility to let others do the same.
 - We will deal with any transgression promptly and with respect for the individual.
 - We aim to prevent and challenge child-on-child abuse so that it is not normalised or trivialised by maintaining a whole-school approach, a culture of respect and by not tolerating wider behaviours, including but not limited to, [sexist and sexual bullying](#), [sexual harassment](#), [sexual violence](#) and upskirting.
 - The school will encourage parents to work in partnership with the school and will do our best to ensure a good working relationship.
 - We will listen to all pupils and respond to their concerns.
-
- Good behaviour is the responsibility of all staff.
 - We will expect our pupils to be ambassadors for the college, behaving well at college but also when travelling to and or from college and in local areas or when participating in college connected events such as trips.
 - We recognise that poor behaviour is sometimes the result of unmet needs, special needs or issues of mental health. We will endeavour to recognise the signs and symptoms resulting from these needs and issues, in order to put in place preventative measures to support the individual. Decisions to impose sanctions will take into account such extenuating circumstances and will be reasonably proportionate and lawful.

- The most effective approach to behaviour management is a positive approach – it is our role to promote the best in every student. Rewards therefore should be balanced with sanctions.

STRATEGY

In order that this aim is achieved, staff at St Albans Independent College will:

- Establish and set out formally, in various documents and displays around the college, our expectations of what constitutes good behaviour and the standards we expect.
- Reference examples of unacceptable behaviour so that students understand what is expected.
- Teach students a 'behaviour curriculum' and try to develop in them the skills to manage their own behaviour.
- Try to identify causes of poor behaviour so that specific policies can be targeted at the root causes.
- Organise a regular Mentor meeting to triangulate poor behaviour with safeguarding, SEND and pastoral/mental health concerns.
- Ensure that poor behaviour may need to be considered in relation to a student's SEND, (although it does not follow that every incident of misbehaviour will be connected to their SEND). We recognise our schools have duties under the [Equality Act 2010](#) to take such steps as is reasonable to avoid any substantial disadvantage to a disabled pupil caused by the college's policies or practices.
- Operate a recording system to note and deter incidents of poor behaviour, facilitating a clear picture of the pupils' infringements.
- Strive for fairness and consistency in the management of pupils.
- Develop and reinforce positive attitudes towards activities that promote community cohesion.
- Celebrate and reward effort and achievement.
- Encourage teachers to develop their own complementary rewards on behaviour to reinforce college systems e.g. postcards home.
- Provide new staff with induction training which aims to set out the college's expectations, rules and principles. The induction training will also cover some principles of effective classroom management and wider school issues such as bullying and child-on-child abuse. We will make explicit the link to safeguarding and the Safeguarding policy and make it clear that abuse is not tolerated in our college. Clarify the college approach to poor pupil behaviour and the provision of regular in-service training which is targeted at enhancing the behaviour management skills of staff.

- Support, train and empower staff to use reasonable force to prevent pupils from hurting themselves, hurting others or behaving in a way that is detrimental to the maintenance of good order. 'Positive Handling for School Staff' training.
- Empower staff to discipline children both at school and in the local area and on school events and trips that take place outside school.
- Identify those with persistent disruptive behaviour and refer students to outside agencies and/or use consultants, if considered appropriate, to support students in improving their behaviour.
- Not allow disruptive or challenging behaviour to disrupt lessons or prevent others from learning.
- Use a peer mentoring system to model and enforce good behaviour.
- Endeavour to identify signs of extremist or radicalised behaviour and respond, swiftly, by working with the relevant external agencies.

IMPORTANT COLLEGE RULES

(Obey legitimate instructions. Defiance and/or disobedience can lead to exclusion and permanent exclusion in extreme cases. This list is not intended to be exhaustive and applies to, from and at college)

- To be punctual to college and to lessons. We may consider lateness as a disciplinary offence.
- Year 10 students must hand mobile phones to the class teacher at the start of each lesson. Staff will keep the phones safe in a tray and students can have them during breaks and lunch.
- No smoking / vaping.
- No illegal drugs or "legal highs".
- No alcohol, pornography, stink bombs, lasers, fireworks, weapons or any items which can serve as weapons, stolen items, tobacco or other smoking/vaping materials, or any other items likely to cause disorder. (All such items may be confiscated). Infringement may lead to permanent exclusion.
- No offensive weapons e.g. a knife, knife blade or razor blade; any other article which has a blade or is sharply pointed such as a metal afro comb; anything which is made, or adapted to cause injury. E.g. a laser; any imitation or real firearms (any infringement is likely to result in permanent exclusion).
- No involvement or association with street gangs (this is likely to result in a permanent exclusion).
- We reserve the right to suspend students if we suspect they are in possession of any banned item. Confiscated items may also be examined for harmful, pornographic or inappropriate content.

- Books and equipment should be carried in a strong bag (school bag) capable of being closed with a zip or buckle.
- No horseplay, play fighting or fighting.
- No incitement to violence, threatening and/or aggressive behaviour (in severe or repeat cases this may lead to permanent exclusion. Only small amounts of money (less than £10) should be brought to School in normal circumstances, though it is preferred that pupils bring no money at all. Money must not be lent or borrowed and there must be no buying or selling between peers.
- We reserve the right to search students, with or without their consent.

ANTI-BULLYING

We define bullying as ‘a ***persistent*** attempt by one person or group to exert control in an anti-social and detrimental way over another person or group’.

Bullying behaviour is often, but not necessarily, premeditated and usually forms a sustained pattern of behaviour, rather than being an isolated incident. As there are many forms of bullying, our policy is to examine each incident individually and decide on the appropriate action in each case.

Examples of the major different types of bullying are listed below but might include:

- hitting,
- kicking,
- teasing;
- prejudiced racist or sexist name-calling,
- ignoring people,
- interfering with property,
- cyber-bullying through social networks, etc.

As a general philosophy, the Senior Leadership Team is determined that any cases of alleged bullying will be investigated and any bullying will be dealt with efficiently and robustly.

We are very aware that incidents at school often have consequences that occur outside school hours and off school premises. Please be reassured that we will deal with all cases of alleged bullying if they involve our students. The Head teacher’s sanctions extend to permanent exclusion in the most severe or repeated cases. All of our policies detail guidelines related to bullying and safeguarding/child protection. This is an indication of how seriously the topic is taken at St Albans Independent College. We ask that any cases of bullying are reported to the appropriate staff. However, parents may feel so strongly that they want the reassurance of the issue being passed to and supervised directly by a member of the senior management.

EXAMPLE OF ACTIONS TO CORRECT/DETER POOR BEHAVIOUR

- Non-verbal communication
- Word of correction
- Reminder of normal rules
- Change of seats
- Confiscation of items being misused
- Warning of the consequence of repeated poor behaviour
- Sent to Head teacher or mentor
- Phone call home
- Letter home
- Use of a daily report system on Provision mapping
- Pastoral support plan
- External support intervention

This policy should be read in conjunction with other important school policies including:

1 Safeguarding Children & Child protection Policy

2 Anti-Bullying Policy

3 Attendance and Punctuality Policy

4 Searching and confiscation Policy

This policy will be reviewed every year.

Reviewed by: Mr A Jemal (Principal)

Review Date: 6th October 2023

Date of next review: October 2024