

**CAPA**  
COLLEGE



**CAPA College**  
Behaviour Policy

**Approved by Governors: 4<sup>th</sup> December 2020**  
**Date for Review: December 2021**

## 1 Statement of intent

The college has a moral duty to all students, parents/guardians and staff to maintain an environment where everyone can work in physical and emotional security, free from the negative effects of unacceptable or anti-social behavior.

### The aims of the policy

- i. To promote positive behaviour for learning.
- ii. To define the role of teachers in establishing and maintaining excellent standards of behaviour in the college.
- iii. To outline our principals as a trauma informed college
- iv. To state what is expected of students.
- v. To state what is expected from parents/guardians and carers.
- vi. To provide guidance on sanctions.
- vii. To prevent bullying.
- viii. To ensure problems are treated in a caring and sympathetic manner, with the aim of achieving an improvement in behaviour.

## 2 Scope and purpose

The policy is a guide to individual/collegiate responsibilities and sanctions that can be employed when endeavouring to make a behaviour change in a student. Student behaviour be it conduct, emotional or learning, has a significant impact on attainment and progress as well as the ethos within the college. As each student is individual and has a unique set of personal circumstances which may impact on behaviour and therefore their learning, supporting the students in their behaviour to make a positive change is central to this policy and the CAPA College approach to dealing with any behavioural concerns.

All members of staff are accountable for challenging unacceptable behaviour. It is essential that we have high expectations and are consistent in the behaviour we accept. It is important to build a relationship based upon respect and support, and for this reason, it is important to support our students in a professional manner and ensure that the relations we build with them are non-threatening and supportive. This respect and support should be mutual, and our expectation is that students demonstrate this in their conduct with staff, peers and the wider community.

The emphasis should be on trust and encouragement in preference to the employment of disciplinary measures. However, when it is clear that a student, despite being given encouragement and warnings by staff, is damaging their own prospect of success and that of other students, then the procedures outlines in this policy should be followed.

The procedures outlined do not prevent the use of alternative approaches when, in the professional opinion of the staff member, individual circumstances require a different approach. No students would normally ever be asked to leave college unless clear written warnings/advice have been issued and recorded to the student and their parent/carer, although there may be exceptional circumstances such as examples of gross misconduct where a student is excluded immediately either temporarily or permanently.

## 3 Positive Behaviour for Learning

It is the aim of the college to provide a working environment where all students can realise their full potential in a non-disruptive, happy and stimulating environment. CAPA College expects a high standard of good behaviour and value is placed on the qualities of self-discipline, independence, initiative and mutual respect. Our aim is to have firm but fair discipline in a relaxed, caring and friendly atmosphere. Students are expected to consider other people and their feelings. They should treat others as they would expect to be treated themselves. Praise, encouragement and rewards for achievement, contribution and good behaviour are central to our philosophy.

Rationale for a positive learning environment;

- i. Students learn more effectively and enjoyably when there is a sense of order and the behaviour around them is polite and reasonable.
- ii. By making the expectations of good behaviour explicit the college can create a positive atmosphere that supports effective learning.
- iii. Students are encouraged to understand the advantages of good behaviour in pursuit of happy and positive relationships with others both now and into the future. This is done through positive reinforcement, strong role modelling and affirmation, using rewards and sanctions when necessary.
- iv. Staff and students must share responsibility for ensuring that health and safety obligations are not jeopardised by unruly behaviour.
- v. There may be times when students at the college experience emotional, behavioural and social difficulties. In this eventuality the college, where possible, will remedy or at least positively manage such difficulties. This will be achieved using appropriate support networks and ensuring effective communication throughout. As such all students will have the opportunity to take part fully in the educational experiences and opportunities offered to them.

## 4 Rewards

Wherever possible students are given praise and encouragement for good work and behaviour to promote a positive ethos throughout the college. Students are issued **Cause for Reward** commendations, logged on MIS, for exceptional work, behaviour, attendance. Students who receive the most amount of **Cause for Reward** commendations at the end of each term receive Theatre Vouchers.

## 5 Role of staff

Staff set the tone for good learning behaviour by maintaining positive attitudes at all times and promoting high expectations for all college activities.

- i. Staff should ensure that learning intentions are clear, lessons well organised, interesting and appropriate. Work should be sensitively differentiated.
- ii. In the classroom/studios teachers should set clear expectations, be fair and engage students while applying a positive approach towards discipline.
- iii. Expectations for behaviour, attitude to learning and attendance are provided in the student and parent contract.
- iv. Staff must encourage good behaviour by all students when at college or off site (on college excursions or residential trips for example). Staff are expected to intervene when these expectations are not met by students.
- v. Staff are expected to demonstrate to students courteous, considerate, polite and pleasant behaviour at all times. Staff must never use any form of abusive or humiliating remarks and are expected to be good role-models.

- vi. Staff should always aim to manage behaviour positively and especially when dealing with challenging behaviour. They should encourage the student to maintain dignity and be able to make a fresh start.
- vii. Staff should use physical restraint only in lawful circumstances, for example to prevent students from hurting themselves or others- see use of reasonable force in this document.
- viii. Staff should ensure they update their understanding and skills in managing behaviour effectively by taking advantage of relevant professional development opportunities.
- ix. Staff should ensure any behaviour concerns are logged as **Behaviour Cause for Concerns** on MIS. For more serious behaviour issues, or incidents that are a Safeguarding concern or present immediate danger then SLT, Safeguarding team or tutors should be contacted.
- x. Staff should be aware of their role and responsibilities as laid out in the **Behaviour Matrix**.

### Trauma informed practice

As a trauma informed college our staff recognise that students' actions are a direct result of their life experiences. Our staff understand that students' reactions to trauma can interfere considerably with learning and behaviour at college. Therefore, our approach to poor behaviour seeks to restore staff/student relationships and avoids re-traumatising the student. Poor behaviour will be challenged with discussion, and never intimidation.

## 6 Role of students

CAPA College wants to work with students who are committed to their own development in the Arts. Staff will give students their dedicated time and energy and help them make the most of their opportunities at CAPA College and beyond. However, staff will not tolerate students who do not take full advantage of opportunities or who disrespect any aspect of our college. CAPA College expect a positive attitude from all our students and staff and we work hard to create an environment where everyone feels safe, supported and able to succeed.

Students are expected to agree and adhere to the student code of conduct which forms part of the **Student and Parent Behaviour & Attendance contract** issued during, and as part of the Induction programme before commencing studies at CAPA College. Every year the code of conduct is reviewed with input from the Student Council.

## 7 Student Code of Conduct

Students are expected to:

- i. be respectful, polite and show consideration towards each other, towards college staff and towards the wider community.
- ii. arrive on time to college and all lessons/rehearsals with all the equipment needed
- iii. meet all course deadlines
- iv. listen in silence when others are speaking – staff, students or visitors
- v. follow instructions promptly and accurately
- vi. dress appropriately and neatly in the specified uniform or other clothing as specified for practical work and be mindful of wearing appropriate dress around the college site and in the community
- vii. obey all health and safety regulations in classrooms/studios and around the college
- viii. never make racist, sexist, homophobic or other abusive or humiliating remarks.
- ix. never resort to physical violence.

- x. maintain a clear focus on learning and a positive work ethic and attitude
- xi. respect spaces and belongings – leave spaces tidy after use, only eat in the canteen, treat resources with care & return anything that is borrowed promptly

In circumstances when a student has failed to meet the **Code of Conduct**, CAPA College has a clear **Behaviour Matrix** of sanctions in place.

## 8 Role of Parents/Carers

Parents/carers are encouraged to work with the college to ensure that their children contribute to the maintenance of a safe, secure and positive learning environment.

- i. Parents/carers must endeavour to guarantee that their children's behaviour does not prevent others from learning effectively.
- ii. The college has clear expectations when it comes to behaviour which are outlined in the **Student and Parent Behaviour & Attendance contract**. Parents are asked to familiarise themselves with these expectations and must sign and return a copy prior to student enrolment. We believe that a close partnership with parents encourages good behaviour of students.
- iii. Parents/carers are entitled to an explanation of actions taken by the college which will always strive to be fair and proportionate, particularly the application of sanctions and the treatment of anti-social behaviour. Any parental concerns and complaints should be made with a reference to the CAPA College Complaints Procedure.

## 9 Behaviour matrix

The following chart demonstrates how a student's behavior is tracked and dealt with:

<p><b>STAGE 1: Cause for Concern</b> Staff completes behavior cause for concern referral (C4C) and logs this on MIS so that the tutor is aware.</p>	<p><b>STAGE 2: One-to-one tutorial</b> Each tutor uses the MIS system to monitor the behavior of their tutor group and intervenes with any emerging issues and patterns through one-to-one tutorials. Tutor continues to monitor behavior. If improvement does not happen student would then progress to Stage 3.</p>	<p><b>STAGE 3: Behaviour meeting – tutor</b> A formal behavior meeting takes place between tutor and student. A range of targets are agreed and set over a given timeframe. Formal tutor monitoring will be implemented. A follow up review meeting with the student is arranged. If improvement does not happen then the student would then progress to Stage 4.</p>	<p><b>STAGE 4: Parent/carer contact</b> Telephone call between tutor and parent/carer. A follow up review meeting with the student is arranged along with a follow up telephone call to parent/carer. If improvement does not happen student would then progress to Stage 5.</p>
<p><b>Stage 5: Parent/carer meeting</b> Meeting with tutor, student &amp; parent/carers takes place. Formal tutor monitoring will be implemented, and targets are set over a given timeframe. If improvement does not happen student would then progress to Stage 6.</p>	<p><b>STAGE 6: Curriculum Pathway Leader intervention</b> Meeting with Curriculum Pathway Leader, student &amp; parent/carer. Formal monitoring &amp; targets set over a given timeframe. If improvement does not happen student would then progress to Stage 7.</p>	<p><b>STAGE 7: Senior Leader Intervention</b> Parent/student meeting with a member of SLT. Formal monitoring &amp; targets set over a given timeframe. If improvement does not happen student would then progress to Stage 8.</p>	<p><b>STAGE 8: Principal Intervention – verbal warning</b> Meeting with Principal, parent/carer &amp; student. Formal verbal warning issued. Formal monitoring &amp; targets set over a given timeframe. If improvement does not happen student would then progress to Stage 9.</p>
<p><b>STAGE 9: Exclusion Notification</b> Immediate temporary exclusion from college for a set period, pending a formal exclusion review meeting with</p>	<p><b>STAGE 10: The student must now earn back their right to remain within the college.</b> A panel meeting may be arranged where the Principal and</p>	<p><b>APPEAL:</b> A student who is withdrawn from college does have a right to appeal in writing to the Local Governing Body. The student will be notified in writing of the date, time &amp; location of the Appeals Meeting. The student is entitled to be accompanied by a friend or relative at this meeting. The appeal will examine</p>	

the student, parent/carer and relevant members of staff.	relevant staff will be in attendance, the terms & conditions of return will be laid out & the student will be given a final, official warning & targets for the student to adhere to in order to remain in college. Any breach of the terms set out at this meeting will result in the immediate withdrawal of the student.	the validity & robustness of the evidence considering the evidence produced. The Appeals Meeting will proceed even if the student does not attend. The Local Governing Body may uphold the decision to exclude a student or decide that a lesser disciplinary action should be taken. The decision will be confirmed in writing to the student within five working days. Whilst there is an active student appeal the student is asked not to attend the college site.
--	---	--

## 10 Bullying

We deem bullying to be any action in which a person seeks to harm, intimidate or coerce another person. We recognise that there are many different forms of bullying including physical, verbal, social and cyber. Cases of bullying will be investigated thoroughly. This will be conducted on a case-by-case basis and all actions will be recorded on CPOMS.

## 11 Cases of (suspected) serious misconduct:

A student may be fast-tracked to any stage of the behaviour matrix and monitored very closely by staff.

A student may be suspended while further information gathering/investigation takes place in relation to the incident.

The student's parents will, if possible, be contacted by phone or email to confirm the suspension. In all cases, the College will endeavour to make suspension periods as short as possible. At the end of the suspension period, the College may require a student to attend for a meeting with their parents/carer and a Senior Leader before being allowed to return to college.

If the investigation results in a reasonable belief that the student's misconduct is of a very serious nature, a member of the Core Team may permanently exclude the student at any point within the period of suspension without further discussion. Parent/carers will be contacted to confirm the exclusion.

The below instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the college.

- i. Violent, threatening or obstructive behaviour
- ii. Harassment or bullying (physical or verbal, including electronic means e.g., text messaging, social networking sites)
- iii. Possession or dealing in illegal substances
- iv. Being under the influence of alcohol/drugs
- v. Infringement of the college Equality and Diversity policy
- vi. Cheating in examinations and/or plagiarism
- vii. Theft or wilful damage to college property
- viii. Carrying an offensive weapon
- ix. Sexual abuse or assault
- x. Making a malicious serious false allegation against a member of staff.
- xi. Potentially placing students, staff and members of the public in significant danger or at risk of significant harm.

In some instances of serious misconduct, the College may feel the need to report matters to the police authorities.

The Principal reserves the right to omit any or all the stages in the discipline system which may result in a permanent exclusion from the college.

## 12 Probation Period

CAPA College runs a probationary period and all students are classed as being on probation during the first six weeks of their course. During this period, students will be assessed based on attendance, attitude, punctuality, aptitude and performance. The trust colleges reserve the right to withdraw students who do not meet acceptable levels of attendance and punctuality and who are unable to demonstrate the required levels or aptitude and performance for the subjects which they are studying.

## 13 Screening, Searching and Confiscation

Please refer to the DfE guidance 'Screening, Searching and Confiscation:'

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

In addition to the practice identified in the DfE guidance, the trust and its colleges can also ban the following items and as a result are able to search students for them:

- i. Any item brought into the college with the intention of the item being sold or passed on to other students, which in the principal's opinion will cause disruption to the college or be detrimental the colleges practice.

### 13.1 Confiscation

Any item which staff consider to be dangerous or criminal i.e. drugs must be brought to a member of the core team immediately. The Principal will use their discretion to confiscate, retain and/or destroy any item found as a result. Where alcohol has been confiscated the college will retain or dispose of it. This means that the college can dispose of alcohol as they think appropriate (or return it to a parent/carer but this should not include returning it to the student).

Where the college finds controlled drugs, these must be delivered to the police as soon as possible but may be disposed of if the Principal thinks there is good reason to do so. Where the college finds other substances, which are not believed to be controlled drugs these can be confiscated, where a member of staff believes them to be harmful or detrimental to good order and discipline. This would include for example so called 'legal highs'. Where staff suspect a substance may be controlled they should treat them as controlled drugs as outlined above.

Where they find stolen items, these must be delivered to the police as soon as reasonably practicable – but may be returned to the owner (or may be retained or disposed of if returning them to their owner is not practicable) if the Principal thinks there is good reason to do so.

Fireworks found as a result of a search may be retained or disposed of but should not be returned to the student.

If a member of staff finds a pornographic image, they may dispose of the image unless its possession constitutes a specified offense (i.e. it is extreme child pornography) in which case it must be delivered to the police as soon as reasonably practicable. Images found on a mobile phone or other electronic device can be deleted unless it is necessary to pass them to the police or retain the image whilst the college carries out its own investigation.

Where an article that has been (or could be) used to commit an offense or to cause personal injury or damage to property is found it may be delivered to the police or returned to the owner. It may also be retained or disposed of.

Where a member of staff finds an item which is banned under the colleges rules they should take into account all relevant circumstances and use their professional judgement to decide whether to return it to its owner, retain it or dispose of it.

Any weapons or items which are evidence of a serious offense must be passed to the police as soon as possible or retained by the college whilst it carries out its own investigation.

## **14 Use of Restraint**

Any use of restraint by staff must be reasonable, proportionate and lawful. Restraint will be used only when immediately necessary and for the minimum time necessary to prevent a student from doing or continuing to do any of the following:

- ii. Committing a criminal offence
- iii. Injuring themselves or others
- iv. Causing damage to property, including their own

Where restraint is used by staff, this is recorded in writing.

## **15 Discipline beyond the College Gate**

Parents/carers are encouraged to report criminal behaviour, anti-social behaviour and serious bullying incidents that occur anywhere off the college premises which pose a threat to a member of the public or a student to the police as soon as possible.

If a member of the public, college staff, parent/carer or student reports criminal behaviour, anti-social behaviour or a serious bullying incident to a college member of staff this must be passed onto a member of the Core Team. If the Principal/Senior Leader considers that the misbehaviour is linked to a student suffering or being likely to suffer significant harm the college's child protection policy will be followed.

For health and safety reasons very high standards of behaviour are expected on college residential or day trips. The college will use the same intervention system that are applied to incidents of misbehaviour that occur on the college grounds.

Where unacceptable behaviour occurs when a student is travelling to and from college, the college reserves the right to issue a Behaviour Cause for Concern, or a fixed term or permanent exclusion particularly in relation to violent conduct e.g. physical assault or bullying incidents. The formal interventions system will apply.

## **16 Involvement of Outside Agencies**

The college works positively with external agencies (e.g. social care, health services, police, YOT). It seeks appropriate support from them to ensure the needs of all students are met by utilising the range of external support available.

*CAPA College reserve the right to amend this policy at any time in the academic year and to direct formal disciplinary procedures at any level, as appropriate.*

Policy written:	10th May 2018
Policy written by:	Claire Nicholson
Updated:	May 2019
Review Date:	2022

*CAPA College is proud to be a part of Enhance Academy Trust.*

