



# **CAPA College**

## **Behaviour Policy**

**Approved by Governors: December 2021**

**Date for Review: December 2022**

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

## Contents

1. Aims .....	<b>Error! Bookmark not defined.</b>
2. Legislation and statutory requirements .....	<b>Error! Bookmark not defined.</b>
3. Definitions .....	2
4. Bullying .....	3
5. Roles and responsibilities .....	4
6. Student code of conduct .....	5
7. Rewards and sanctions .....	5
8. Behaviour management .....	8
9. Student transition .....	10
10. Training .....	10
11. Monitoring arrangements .....	10
12. Links with other policies .....	10

## 1. Aims

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 behaviour.

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Outline how students are expected to behave
- Outline our Principals as a trauma informed college
- Summarise the roles and responsibilities of different people in the college community with regards to behaviour management
- Outline our system of rewards and sanctions

## 2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in colleges](#)
- [Searching, screening and confiscation at college](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Use of reasonable force in colleges](#)
- [Supporting students with medical conditions at college](#)
- [Sexual Harrassment and Sexual Violence between children in colleges and colleges](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#)

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent College Standards\) Regulations 2014](#); paragraph 7 outlines a college's duty to safeguard and promote the welfare of children, paragraph 9 requires the college to have a written behaviour policy and paragraph 10 requires the college to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

## 3. Definitions

**Misbehaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Non-compliance with health and safety aspects of appropriate dress

**Serious misconduct** is defined as:

- Repeated breaches of the college rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments
  - Sexual jokes or taunting
  - Physical behaviour like interfering with clothes
  - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession / dealing in / under the influence of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - Fireworks
  - Pornographic images
  - Any article a staff member suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student)

#### 4. Bullying

**Bullying** is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence

TYPE OF BULLYING	DEFINITION
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/biphobic</li> <li>• Transphobic</li> <li>• Disability-based</li> </ul>	Taunts, gestures, graffiti, or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our college's approach to preventing and addressing bullying are set out in our anti-bullying strategy.

## 5. Roles and responsibilities

### 5.1 The governing board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the Principal to account for its implementation.

### 5.2 The Principal

The Principal is responsible for reviewing and approving this behaviour policy.

The Principal will ensure that the college environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

### 5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular students
- Recording behaviour incidents on Arbor
- The senior leadership team will support staff in responding to behaviour incidents.

### 5.4 Parents

Parents are expected to:

- Support their child in adhering to the student code of conduct
- Inform the college of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the form tutor promptly

## 6. Student code of conduct

Students are expected to:

- be respectful, polite and show consideration towards each other, towards college staff and towards the wider community;
- arrive on time to college and all lessons/rehearsals with all the equipment needed;
- meet all course deadlines;
- listen in silence when others are speaking – staff, students, or visitors;
- follow instructions promptly and accurately;
- 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;
- obey all health and safety regulations in classrooms/studios and around the college;
- never make racist, sexist, homophobic or other abusive or humiliating remarks;
- never make sexualised comments about another person;
- never resort to physical violence;
- maintain a clear focus on learning;
- maintain a positive and pro-active work ethic and attitude;
- make the most of every opportunity;
- be always a positive ambassador for CAPA College;
- lead a healthy and positive lifestyle; and
- respect spaces and belongings – leave spaces tidy after use, only eat in the canteen, treat resources with care & return anything that is borrowed promptly.

### 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 college 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.

## 7. Rewards and sanctions

### 7.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- A 'cause for reward' issued via Arbor
- Each term the reward points are added up and the top three in each year group win theatre vouchers

The college may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- An 'incident' recorded on Arbor
- Referring the student to a senior member of staff
- Phone calls home to parents

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

<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 the student, parent/carer, and relevant members of staff.</p>	<p><b>STAGE 10:</b> The student must now earn back their right to remain within the college. A panel meeting may be arranged where the Principal and relevant staff will be in attendance, the terms &amp; conditions of return will be laid out &amp; the student will be given a final, official warning &amp; 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.</p>	<p><b>APPEAL:</b> CAPA College, like all 16-19 education providers, is not bound by statutory appeals processes in relation to behaviour and exclusions. However, CAPA College does offer students who are withdrawn from college a right to appeal in writing to the Governing Body the details of this process are outlined in detail in the CAPA College Exclusion Policy.</p>	

### 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 Senior Leadership 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.

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.**

## **7.2 Zero-tolerance approach to sexual harassment and sexual violence**

The college will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The college's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Sanctions for sexual harassment and violence may include:

- Temporary exclusion
- Permanent exclusion

The college has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to early help
  - Refer to children's social care
  - Report to the police

Please refer to our child protection and safeguarding policy for more information.

## **7.3 Off-site behaviour**

Sanctions may be applied where a student has misbehaved off-site when representing the college. This means misbehaviour when the student is:

- Taking part in any college-organised or college-related activity (e.g. trips / external performances)
- Travelling to or from college
- Wearing CAPA College merchandise or lanyards
- In any other way identifiable as a student of our college

Sanctions may also be applied where a student has misbehaved off-site at any time, whether the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the college
- Poses a threat to another student or member of the public
- Could adversely affect the reputation of the college



## 7.4 Malicious allegations

Where a student makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the college will discipline the student in accordance with this policy.

Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the college will discipline the student in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false, or malicious, the college (in collaboration with the local authority designated officer, where relevant) will consider whether the student who made the allegation needs help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The college will also consider the pastoral needs of staff and students accused of misconduct.

Please refer to our child protection and safeguarding policy and allegations against staff policy for more information on responding to allegations of abuse against staff or other students.

## 8. Behaviour management

### 8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will

- ensure that learning intentions are clear, lessons well organised, differentiated, interesting and appropriate.
- set clear expectations, be fair and engage students while applying a positive approach towards discipline.
- always aim to manage behaviour positively and especially when dealing with challenging behaviour. They will encourage the student to maintain dignity and be able to make a fresh start.
- ensure they update their understanding and skills in managing behaviour effectively by taking advantage of relevant professional development opportunities.
- log and incidents as a Cause for Concern on Arbor. 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
- Develop a positive relationship with students by greeting them on the door at the start of lessons, communicating expectations of behaviour in ways other than verbally, highlighting and promoting good behaviour, have a plan for dealing with low-level disruption and using positive reinforcement.

### 8.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a student to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing a criminal offence

Incidents of physical restraint must:

- **Always be used as a last resort**

- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (see appendix 3 for a behaviour log)

### 8.3 Confiscation

**Any prohibited items (listed in section 3) found in students' possession will be confiscated.** These items will not be returned to students.

We will also confiscate any item which is harmful or detrimental to college discipline. These items will be returned to students after discussion with senior leaders and parents, if appropriate.

Searching and screening students is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Any item which staff consider to be dangerous or criminal i.e. drugs must be brought to a member of senior leadership 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 by 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 because 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 consider 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.

### 8.4 Student support

The college recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student.

The college's special educational needs co-ordinator will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

## **8.5 Safeguarding**

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 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.

The college recognises that changes in behaviour may be an indicator that a student needs help or protection. We will consider whether a student's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

## **9. Student transition**

To ensure a smooth transition to the next year, students have a student review day with their new tutor.

To ensure behaviour is continually monitored and the right support is in place, information related to student behaviour issues may be transferred to relevant staff at the start of the term or year.

## **10. Training**

Our staff are provided with training on managing behaviour as part of their induction process.

Behaviour management will also form part of continuing professional development.

## **11. Monitoring arrangements**

This behaviour policy will be reviewed by the Principal and the full governing board annually. At each review, the policy will be approved by the Principal

## **12. Links with other policies**

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child protection and safeguarding policy
- Allegations against staff policy
- Anti-bullying policy

*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:	
Policy written by:	
Review Date:	

