

Behaviour and Attendance Policy

Originator	Sharon Carnegie
Date of Last Approval	N/A
Approval/Review	SBU6 SLT/Trustees
Review Interval	Annually
Date of next review	August 2025
Evaluation	Annual Report to Governing Body
Location	

Mission Statement

To maximise achievement through innovative teaching and learning and the development of high-quality partnerships with LSBU and industry. To develop young people with the key skills for the modern workplace: Listening, Speaking, problem Solving, Creativity, Staying Positive, Aiming High, leadership and Teamwork. To establish an excellent SBU6 through personal development and well-being.

Purpose

The purpose of the Attendance and Behaviour Policy is to:

- Encourage and create a Sixth Form wide culture of positive behaviour suitable for the preparation of current and further study, employment, and self-development.
- Using the Sixth Form values to promote innovation, integrity and intent. These are embedded within the British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different beliefs and faiths.
- To teach and encourage learners to be mindful of their behaviour and to think about and consider those around them.
- To help the learners to become well rounded adults who are ready for the world beyond college
- For learners to take responsibility for their own behaviour and for the consequences
- For SBU6 to ensure that learners' behaviours, attendance and safeguarding are part of the whole college approach to behavioural concerns and that actions taken are completed in a timely manner, to ensure that any concerns which puts learners, staff or visitors at risk or promotes extremism that may lead to acts of violence, potential violence or self-harm are managed to minimise risk.

- For college staff to ensure that the students are considered with a trauma informed approach, this particularly applies to vulnerable students.
- For SBU6 to demonstrate a restorative approach.

Behaviour and attitudes for learning – expectations of students and staff

SBU6 expects students to demonstrate core characteristics as outlined in the mission statement. At SBU6, we expect our staff to model the behaviours, qualities and openness to learning we seek to nurture in our students. These characteristics are titled “the expert staff member...the expert student”. Changing and supporting the behaviour and attitudes of students, begins first, with high quality professional conduct by all members of SBU6 staff. We recognise that students require many levels of support in managing their behaviour and attitudes. The culture of the Sixth Form, is to put in place support mechanisms to ascertain the root causes of poor behaviour and attitudes, as opposed to immediate sanctions. These mechanisms come in the form of interventions.

Behaviour and attitudes for learning - expectations in the classrooms

Class teachers are responsible for managing behaviour in their own classrooms, however they can only do so within a supportive framework of common expectations and consistently applied interventions.

Classroom activity is significantly important in the learning, growth and achievement of students. We want all students to achieve their full potential and have high expectations for themselves and others. These high standards should promote a growth mind-set in a classroom environment and remove any barriers that will prevent students from learning. All teachers and staff must enforce the right behaviour for learning consistently and continually by expecting students to:

- Attend all lessons on time
- Be prepared for their lessons
- Complete all work set to the best of their ability
- Students must not disrupt other people’s learning
- Seek help if they are unsure and in turn help fellow peers
- Set specific regular goals with teachers to ensure minimum acceptable grades are achieved

Behaviour and attitudes for learning - expectations outside the classroom

Students are responsible for managing their own behaviour, safety and the safety of others. If they have any concerns they are to notify a member of staff immediately. They can also contact the Safeguarding team by emailing safeguarding@sbusixth.ac.uk

All students are expected to:

- Be identifiable and wear their College ID at all times
- Be purposeful and do not congregate outside the College gates

- Be responsible and go straight home after leaving the College
- Be vigilant and never allow non-students to access the premises
- Be respectful to each other and all staff members
- Be respectful and considerate of our neighbours

Dealing with bullying or issues between students

Bullying and friendship issues can be passed to the Safeguarding team who can facilitate restorative justice/coaching/mentoring sessions to help students recognise and adjust their behaviour, and rebuild relationships.

Social Media

SBU6 recognises the benefits and opportunities offered by social media platforms such as Facebook, Twitter and Instagram. We also accept that there are some risks associated with social media use. It is unacceptable offensive conduct to film incidents of conflict, bullying or aggression and witnesses have an obligation to report such incidents as soon as possible to a member of staff. Students found to be in breach of this conduct will be subjected to disciplinary action which may lead to a permanent exclusion.

Student use of Mobile Phones

Mobile phones are permitted for learning only. Students are prohibited from taking video footage, audio recordings and pictures, of SBU6 staff members and/or other students without their knowledge and consent. Students found to be in breach of this conduct will be subjected to disciplinary action which may lead to a permanent exclusion.

Dealing with poor behaviour and attitudes

At SBU6 we help students to manage their behaviour using a combination of three approaches:

Approach 1: Positive reinforcement

Positive reinforcement can be a powerful tool for behaviour management and will greatly impact the development of students. Raising expectations for student's behaviour is possible when carried out carefully and intentionally. We will endeavour to build a culture of praise at SBU6, and in every classroom, so that students know they will be rewarded for consistently working hard, being kind and supportive to one another, and contributing positively to the life of SBU6.

Approach 2: Supporting students' management of their own behaviour

If teachers or tutors feel that students are genuinely unable to manage their own behaviour, then a referral to the Safeguarding Team should be made. The Safeguarding Team will conduct a formulation meeting and will work with tutors to put in place a support plan to manage specific problems to support the student's management of their behaviour and

attitudes. Students can receive individual counselling or mentoring, can participate in groups such as art therapy or mindfulness, or we can work with them to help them access support in the local community.

Curriculum Leads can also facilitate restorative justice/coaching/mentoring sessions. Restorative Justice is not a behaviour management tool; it is a tool for rebuilding relationships that may have been damaged by poor behaviour. They facilitate sessions between students, or between students and staff. Restorative Justice is most effective when two students are simply not seeing eye-to-eye, or in the case of addressing classroom behaviour, it is used alongside the student support process.

Approach 3: The Student Support Process

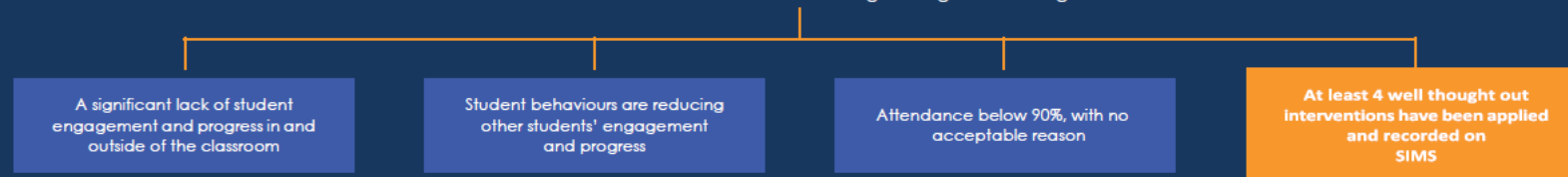
We only put students through formal warnings if interventions have been exhausted. We try our utmost to work with students to find the reason causing poor behaviour and to put in place, meaningful interventions to change attitudes.

The Student Support Process outlines three stages of warnings, which are only implemented when interventions have not made any impact. Staff must reflect on the impact of given a warning, as sanctions do not necessary resolve or lead to better behavioural outcomes. Parents must be notified at each stage of the Student Support Process.

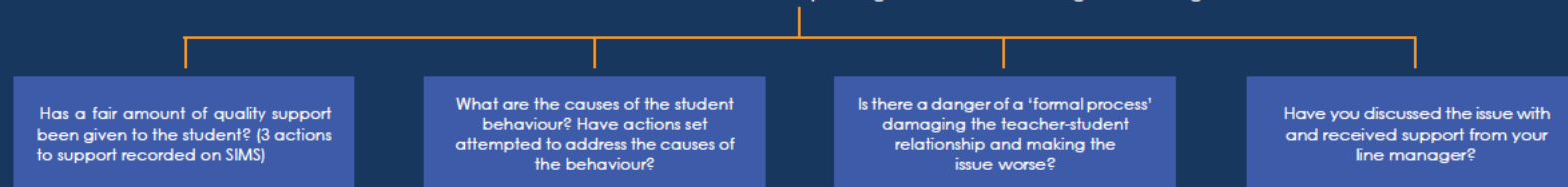
Stage 1 Warning

Student Support Process
S1 Tutor

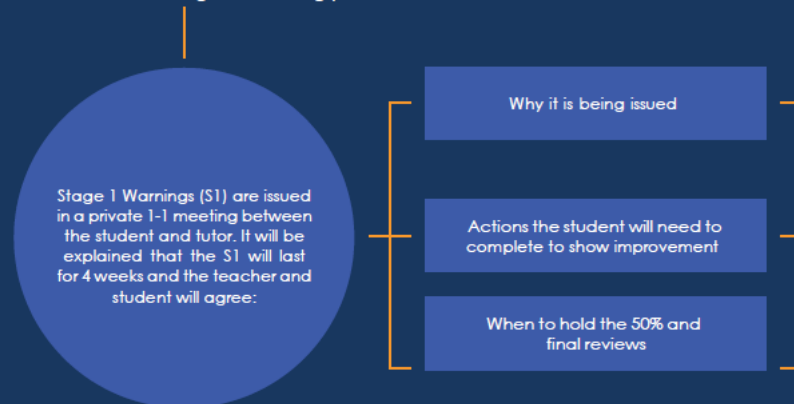
When should a tutor consider issuing a Stage 1 Warning?



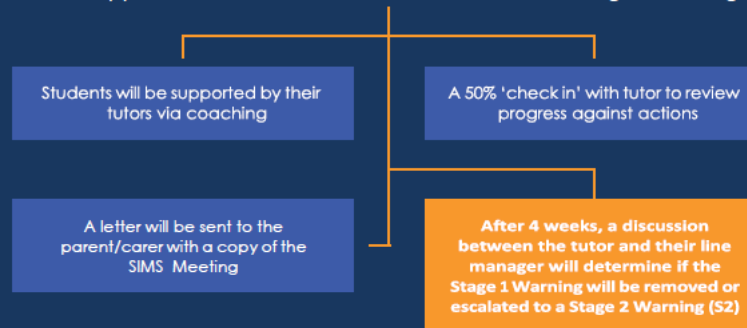
Questions a tutor should reflect on before placing a student on a Stage 1 Warning



What does the Stage 1 Warning process include?



What happens after the student has been issued with a Stage 1 Warning?



Stage 2 Warning

Student Support Process

S2 Curriculum Lead/ Tutor

When should a student be placed on Stage 2 Warning?

A Stage 2 Warning will be issued by the CM or Tutor when all meetings for the Stage 1 Warning have been held and a student has not completed the set actions to the expected standard

The relevant tutor, CM and Tutor should all agree that a Stage 2 Warning is appropriate and the correct process has been applied at Stage 1

Consideration should also be given to if extending a Stage 1 Warning will help or hinder student progress

How is a student placed on a Stage 2 Warning and what should it include?

A student is placed on a Stage 2 Warning (S2) in a meeting with: CM or Tutor, tutor and parent/carer. It will be explained that the S2 will last for 4 weeks and the CM/ST and student will agree:

Why it is being issued

Actions the student will need to complete to show improvement

If supervised study blocks are required on the timetable

When to hold the 50% and final reviews

What happens after the student has been issued with a Stage 2 Warning?

Students will be supported by their tutors via coaching

A letter will be sent to the parent/carer with a copy of the SIMS Meeting

A 50% 'check in' with CM or Tutor to review progress against actions

After 4 weeks, a discussion between the tutor, CM, ST and a VP will determine if the Stage 2 Warning will be removed or escalated to a Stage 3 Warning (S3)

Stage 3 Warning

S3 Vice Principal SE/CQ
Student Support Process

When should a student be placed on Stage 3 Warning

A final Stage 3 Warning will be issued by the Vice Principal SE or CQ when all meetings for the Stage 2 Warning have been held and a student has not completed the set actions to the expected standard

The relevant tutor, CM/Tutor and VP should all agree that a Stage 3 Warning is appropriate and the correct process has been applied at Stage 2

Consideration should also be given to if extending a Stage 2 Warning will help or hinder student progress

How is a student placed on a Stage 3 Warning and what should it include?

A student is placed on a final Stage 3 Warning (S3) warning in a meeting with: VP, CM or, tutor and parent/carer. It will be explained that the S3 will last for 4 weeks and the VP and student will agree:

Why it is being issued

Actions the student will need to complete to show improvement

Timing of supervised study blocks

When to hold the 50% and final reviews

What happens after the student has been issued with a Stage 3 warning?

Students will be supported by their tutors via coaching

A 50% 'check in' with VP to review progress against actions

A letter will be sent to the parent/carer with a copy of the SIMS Meeting

After 4 weeks, a discussion between the tutor, CM, ST and a VP will determine if the Stage 3 Warning will be 'frozen' or the student will be asked to leave the College

If a student is asked to leave college, career guidance must be offered. The student also has the right to appeal the decision in a written letter to the Principal

Exclusions

Fixed term and permanent exclusions should only be considered when all possible strategies explained above have been exhausted, or in cases of violence or other behaviour that puts students and/or staff at risk. Formal exclusion is the only means by which a student may be asked to leave College, permanently or for a period of time.

The Right to Exclude

The Senior Management Team are the only staff that are able to exclude a student. They must ensure that the procedures are followed before they do so. These procedures are designed to ensure fairness and openness and to minimise the need for an appeal against the decision.

Students should not be sent home in an ad-hoc manner by any member of staff, be told informally not to attend lessons, or have their ID card taken in an attempt to prevent them attending.

Types of Exclusion

There are two types of exclusion:

- Suspension
- Permanent exclusion

Suspension

SLT/Curriculum Leads and/or members of the Safeguarding Team will decide upon suspensions:

- To allow an investigation to take place following a serious incident or allegation where the student's presence in the Sixth Form may affect the procedure or endanger students/staff.
- Allow the student involved to calm down and reflect on a situation

A suspension is the most serious intervention we have available and can only be used after the student has been informed why they have been given a suspension. Parents must be notified of the suspension and the reason for it. Authorised staff must consider and assess all contextual safeguarding and wellbeing matters when making the decision to apply a suspension.

Students can only return to lessons after a suspension following a reintegration, investigation or disciplinary meeting with the relevant member of staff at the time. This process should take no longer than 5 working days. In some cases, we may decide that parents must attend, and students will not be allowed to return to lessons until this meeting with parents has taken place.

Permanent Exclusion

Permanent exclusion should only be used when to keep a student would cause a serious harm to the education, welfare and/or safety of staff and/or students. It may be applied when:

- The stages in the student support process have been used and exhausted without evidence of improvement from the student.
- Persistent malicious behaviour including open defiance and refusal to follow SBU6 rules and expectations.
- There is a breach of the SBU6 safeguarding policy.
- A student's behaviour puts themselves or other students and/or staff at risk of harm.
- A student's behaviour brings the Sixth Form into disrepute with external communities and organisations.
- Students are found to be in possession of weapons or other illegal items including drugs.

Permanent Exclusion following a failed probationary period

All students at SBU6 start on a six-week probation period. All students are expected to have an attendance rate above 90% and are expected to demonstrate successful learning progress in all initial assessments across their study programme. Students who fail to meet College expectations regarding attendance, behaviour and effort will 'fail probation'. **The usual stages in the student support process outlined above may not all be applied in this six-week period.**

If a student is at risk of failing probation, they and their parents should be notified at least 2 weeks before the end of the six-week period. They will have a hearing with the curriculum manager at the end of the six-week period to decide whether they have failed probation.

The consequences of this meeting will be:

- (a) allowed to continue at SBU6
- (b) offered a change of course
- (c) asked to leave SBU6

Withdrawal following unauthorised absence

All students are expected to attend all lessons as per their learning agreement and enrolment with the College. Students are responsible for ensuring that the college is kept informed of any absence which must be supported with evidence.

Students will be withdrawn from their study programme and the Sixth Form if they:

- are absent for ten or more working days of college unauthorised.
- are absent for ten or more working days of college without any communication.
- fail to provide the Sixth Form with medical evidence of prolonged absence due to sickness / illness / treatment.

Appeals against a Permanent Exclusion

Appeals must be in writing to info@sbusixth.ac.uk , setting out reasons for appeal and sent within ten days of the date of the letter confirming the decision to permanently exclude.

The senior management team (SMT) will review all appeals against permanent exclusion and will appoint a member of SMT who has not previously been involved with the case to act as the chair of the appeal hearing.

The role of the chair is to ensure the college behaviour policy has been followed at all stages. The chair will then decide on the basis of this information, whether the student's appeal should be upheld. If all procedures were followed, and all information was considered, the permanent exclusion will be upheld.

If a student is re-instated following an appeal, the chair along with the relevant curriculum manager, will ensure that interventions and targets are set to ensure there is no repeat of the behaviour that led to the original exclusion.

Police Involvement

If it is necessary to contact the Police, this should be done either by a member of the Senior Management Team or a Safeguarding Officer. All incidents must be recorded centrally on OSHENS and SIMS.

Incident may sometimes be the subject of a police investigation, which may subsequently result in criminal proceedings. This can mean that the evidence available to the Sixth Form is limited. It should be remembered that the Police will apply the criminal standard of proof ("beyond reasonable doubt") whereas the Senior Management Team need only apply the civil standard of proof ("on the balance of probabilities"). The possibility of criminal proceedings should not delay or postpone an investigation or decision, unless we have been specifically asked to do so.

Serious Incidents

How to call for support

If a serious incident arises in a lesson and support is required, staff should:

- Send a reliable student (if you have one) to the nearest staff room, where support can be sought

If the situation involves violence, or the potential for violence, please ensure the student mentions this. They will then ensure that a member of the safeguarding team joins the additional staff on the way to the incident.

Response to a serious incident

If there is a first aid issue:

- Contact the First Aider on call, using the rota at reception.
- The First Aider will decide on the necessity of calling an Ambulance. If other emergency services are required, the safeguarding member should seek authorisation from SMT or the Principal.

If there has been any violence, or is any risk of escalation to violence:

- The student will be sent home and parents will be informed
- A member of the safeguarding team ensures that students will be safe travelling home and as such, may call a taxi for the student
- A member of the safeguarding team or a relevant curriculum lead must contact the family and inform them of the incident
- This should be logged on SIMS by the relevant member of staff as a Stage 3 Warning
- The student's card should be blocked so that they cannot attend lessons until they have had a reintegration, investigation or disciplinary meeting
- The Curriculum Lead will review the behaviour target in one week