



NORTON COLLEGE
TEWKESBURY

Student Code of Conduct

Reviewed by Director of Education

Signed C Woolford

Date: 09/11/2019

Norton College Tewkesbury - Code of Conduct

“Promoting Good Behaviour”

Introduction

It is expected that all students will behave in a manner that shows respect for others regardless of colour, creed, gender and religion.

The underlying philosophy is that students should: -

‘Treat others as they would like to be treated themselves.’

This philosophy underpins our entire thinking and forms the foundation for the Code of Conduct.

Students have a right to have their education in safe and secure surroundings that are free from bullying etc.

The College will operate a positive reward system that recognises good behaviour and effort, applying the principles of Assertive Discipline to the benefit of the students... The system also recognises that sanctions will be required for some students.

The system will be managed in a firm, fair and consistent manner by all staff.

All staff are expected to play a role in ensuring good behaviour is maintained at all times.

In order to ensure that all children are safe and secure whilst at College and can confidently work towards their potential the College operates a carefully thought out system of behaviour management that is well structured and includes guidance and support.

Staff Responsibilities

The management of behaviour is the responsibility of all staff regardless of role or status. Staff have a very important role to play in the creation of a positive and supportive atmosphere in which students feel safe and secure and can work confidently towards their potential.

The importance of positive adult / student relationships is fundamental to our work.

Crucial to these principles is the example set by the Head teacher, SMT, the teachers and the many support staff that are employed at the College.

There are some principles that should always be applied whenever staff are dealing with students: -

- Students welfare is paramount
- Kindness and warmth is expected when dealing with students
- Students should be supported and encouraged to 'put things right' and not 'make things worse'.
- Students should always be commended for 'doing the right thing'.
- Treat people how we would like to be treated ourselves

Students learn from watching adults, as well as from each other.

Staff who witness unacceptable behaviour should attempt to deal with it initially. If they do not gain a satisfactory resolution, then they should pass the matter onto the Pastoral Support Team who will investigate and resolve the matter. The Pastoral Support Team may choose to refer the matter onto the SMT for their support in resolving the issue.

There is a requirement that staff do not refer the matter automatically to a higher level until they have made every reasonable effort to rectify the situation. The situation should be referred to a higher level if the member of staff feels it is of a serious nature and requires input from a member of the SLT.

For a system to be effective it is important that the staff group is mutually supportive. No member of staff should feel unsupported when dealing with a disciplinary matter. Support is always available from other colleagues if required.

The way we speak to students has a distinct bearing on the outcomes of any interaction or investigation. Staff are expected to treat all matters of discipline in a positive manner and ensure that the tone of their voice doesn't indicate that the situation was expected.

Communication

It is particularly important to establish and maintain effective routes of communication between staff in College and parents / carers.

Communication between the above groups shouldn't just be to inform of inappropriate behaviours.

It is very important to communicate to parents and carers when milestones have been achieved or when behaviour has improved from a previous situation that may have caused concern. This will reinforce the student's confidence levels and allow the parents and carers to strengthen their own views on their son / daughter's development.

Having kept parents informed of positive aspects of their son / daughter's behaviour it is then more credible when parents have to be informed of unacceptable behaviours. There must be a balance; no parent wants to hear only negative comments about their son or daughter.

Staff are expected to maintain a detailed pastoral and behavioural record of the students utilising the CPOMS system. They are expected to inform other colleagues of any concerns either directly to the Pastoral Support Team or SLT as appropriate and to inform other staff at morning briefings.

The following is a guide to the established systems for communication

- Staff dealing with an incident may need to inform the Pastoral Support team.
- Information will be shared with staff in the afternoon briefing
- The Pastoral Support Team may consult with SLT.

After consultation the SMT may contact the parents. Letters should be placed on file or a brief resume' of the telephone conversation should be logged on file, using CPOMS.

- The Pastoral Support Team and or other staff should inform colleagues of any concerns or developments in morning or afternoon briefings, SMT meetings or in full staff meetings. There is also an informal route during the College day where staff meet at break times etc.
- SMT and or the Pastoral and Support Manager will keep a record of all students placed on Behaviour Support plans and inform colleagues.

It is the responsibility of staff to ensure that appropriate staff are kept informed and parents / carers if necessary.

An overview of the Behaviour Management system including rewards.

The College uses Assertive Discipline as an effective tool for the management of behaviour

There is a strong expectation that students will make every effort to control all those aspects of their behaviour which cause disruption or distress to others. Discipline in the College is based on this expectation and also on the belief that reward and encouragement are more effective than sanctions and punishments.

There are four College rules which underpin every aspect of College life and they are: -

Follow instructions

Keep hands, feet and other objects to themselves.

Not say things that might upset others including teasing and swearing

And not leave where you are supposed to be.

In an effort to encourage students to adhere to the above rules, to be helpful, courteous, and mature in their behaviour and to work hard at their lessons, pocket money is awarded for student's efforts during each lesson in the day. The Head and Deputy will see every student on Friday afternoon to compliment and reward each individual's achievements.

The Head or Deputy see each student privately on Friday afternoon to discuss their week, praising each child and encouraging continued good behaviour and effort next week.

One of the aims of this system is to encourage children to have a 'feel good factor' and a 'can do attitude' about their learning, to encourage students to 'keep up the good work' and to 'put things right' and 'not make things worse'. During these meetings the Head and Deputy establish if the student is happy at College, whether they have friends, whether they are finding the work too hard or easy and if they have any concerns. This is a valuable time for the students as it is important for them to share their successes with the College.

It is important to remember that once pocket money has been awarded it cannot be removed. It is a reward for good conduct and effort and withholding it is not a punishment.

'Putting Things Right'

Students who demonstrate negative behaviour, or breach the college's code of conduct, will be given supportive opportunities to de-escalate their negative behaviour. This may be:

1. Working with a different tutor or member of the pastoral team.
2. Changing activity – this may be off-site.

3. Receiving pastoral support and counselling.
4. Time with a member of SMT to resolve situations and find a positive outcome.
5. Personalised Behaviour Targets set on Behaviour Support Plans.

This is not designed to 'reward' negative behaviour, but to change a cycle of behaviour that has been dealt in a punitive manner in previous educational settings. The aim is to teach students to be reflective and be able to adapt and moderate their behaviour independently.

Individualised Packages for Students

It is recognised that some students will experience difficulty accessing the curriculum in the normal manner within the classroom and may require alternative packages may be set up (depending on finances) to allow the student to receive their entitlement and to be successful within the College learning environment.

These packages are flexible in their approach and will be used in increase self-esteem whilst either working towards full time education or as a full time alternative to College based learning.

Individualised packages may include elements of 1:1 work as appropriate in a variety of settings ranging from :-

- Vocational
- Recreational
- Educational
- Therapeutic

These personalised packages may include elements of

- Work Experience
- Other College link courses
- Home based study

Such arrangements would utilise the support of other professional agencies in line with the 'Every Child Matters' initiative including: -

- Careers Advisers
- Health
- Social Services
- YOT
- Plus, any other agency or group that would be deemed appropriate.

Exclusions

More serious or continued indiscipline which shows no sign of positive improvement will result in a meeting being called with Parents / Guardians and Social Workers so that concerns may be addressed.

Exclusion from the College for fixed periods form an acceptable sanction that will be used should behaviour continue to be unacceptable and permanent exclusions may have to be considered as a last resort.

Students who maliciously damage College property will be charged for such damage and the matter could be referred to the Police and a legal response.

The underlying ethos of the College is to maintain a student on a progressive course of improvement and reward thus allowing students to feel good about their learning and confident in their success.

There is a strong expectation that students will make every effort to control all those aspects of their behaviour which cause disruption or distress to others. Discipline in the College is based on this expectation and also on the belief that reward and encouragement are more effective than sanctions and punishments.

Sanctions: -

The following is a hierarchical list of consequences that will be applied in a fair, firm and transparent manner.

Support from the Pastoral Team

Support from SMT

Fixed Term Exclusion

Permanent Exclusion

(Individual Packages may be considered and offered at any time to support students, enabling them to 'break a cycle of negativity'.)

There is an expectation that students will put right, get over and move forward regarding any difficulty they may have.

Consequences are not always sanctions and are designed to allow the student time to recover from any difficulty and to put it right.

Students who continually find difficulties with the College Code of Conduct will be referred to external professional for additional support and the Head, after advice, may elect to seek a change in the Education, Health and Care Plan to more appropriately reflect the students' need. Whilst this is clearly not a sanction, it is a valuable and positive route to follow before exclusion may be needed.

There is an overriding philosophy which states that time lost out of class as the result of poor behaviour or deliberate absenting should be made up.

The overriding aim is to maintain positive relationships with students whilst applying firm, consistent and fair guidelines that will allow the students to resolve any difficulties they may have and to understand the expectations society will place on them as they move towards citizenship in the wider context.