



# **Newham Collegiate Sixth Form Centre**

A specialist centre for Science and Mathematics

## **BEHAVIOUR POLICY**

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## **Vision**

Newham Collegiate Sixth Form (the 'NCS') is a place where students and staff demonstrate the highest standards of personal and professional conduct in and outside of the sixth form, so that it is a harmonious learning environment where the whole sixth form community feel safe and secure. The NCS is a place that is characterised by a purposeful scholarly environment built on relationships of mutual respect and understanding. At NCS all members of staff are role models and thus have a crucial role to play in promoting and sustaining the highest standards of behaviour for learning

All students will:

- Treat other students and adults with respect
- Speak politely to other people
- Develop self-confidence and high self-esteem
- Aim for 100% attendance and punctuality
- Take care of all Sixth Form equipment and buildings
- Follow the Sixth Form dress code
- Comply with all policies that relate to a Sixth Form student
- Comply with all reasonable requests made by any member of staff and all times demonstrate the highest standard of behaviour and conduct

## **Learning to Behave**

- The Sixth Form aims to provide a safe, secure and supportive environment where students can learn and teachers can teach. There is a direct link between the way young people learn and their behaviour. It is the job of staff at all levels to help and encourage students' understanding of socially acceptable and appropriate behaviour.
- To encourage this, staff will:
  - Model exemplary behaviour
  - Treat all students and adults with respect
  - Speak politely to each other
  - Build student confidence and self-esteem through positive reinforcement
  - Avoid using critical or sarcastic language
  - Recognise student effort and achievements on a regular basis and celebrate success
  - Keep parents/carers informed about success, efforts and achievements
  - Challenge unacceptable behaviour
  - Work in partnership with parents/carers through regular contact to help improve behaviour



We will not accept the following behaviour:

- Disrupting the learning of others;
- Rude or inappropriate language;
- Acts of aggression or any kind of physical violence;
- Supplying or carrying any banned substances or carrying an offensive weapon;
- Encouraging acts of intimidation and/or violence either physically or on any social media platforms
- Bullying of any kind and on any platform or intimidation of any nature;
- Offensive language at anytime;
- Items of clothing that is linked to street or gang culture;
- Maliciously offsetting the fire alarm or similar behaviour that endangers and/or disrupts the Sixth Form community;
- Deliberately, damaging premises, building and equipment
- Stealing or attempt to steal;
- Inappropriate sexual behaviour either physical or over social media platform;
- Racist, sexist or homophobic comments;
- Vandalism;
- Behaving in a confrontational manner towards a member of staff;
- Showing wilful disobedience by failing to follow a reasonable instruction of a member of staff;
- Smoking at any time whilst wearing the Sixth Form uniform;
- Expressing views/opinions that are deemed to be contrary to British values and/or may be construed as inciting racial or religious hatred;
- Mobiles phones being used in any of the NCS building save for private study and the restaurant.
- Failing to get off their phone when a member of staff wishes to speak to a student;
- Having headphones on at anytime other than in private study;
- Malicious allegations against a member of staff;
- Behaviour outside the Sixth Form that brings the Sixth Form into disrepute.
- Inappropriate use of the Sixth Form iPad at any time;
- Any action omission that breaches the terms and conditions set out in the Sixth Form Handbook;
- Truancy and refusal to attend sixth form without a genuine medical reason;
- Or any other behaviour that is deemed socially unacceptable.

If unacceptable behaviour occurs, members of staff will:

- Challenge the behaviour at the appropriate time;
- Tell the student what they found unacceptable and why;
- Explain how they could have behaved differently, modelling what they could have done or said;
- Try to find out why the student is behaving in this way;
- Follow the Incident Step Guide (Appendix A) where the poor behaviour is repeated, or if it's judged to be serious.



## Rewards and Sanctions

### Rewards

The successful management of behaviour and rewards is central to the Sixth Forms' ethos of providing an environment within which students and adults can develop good relationships, showing care, respect and consideration for each other within the Sixth Form and the wider community. Our rewards system

encourages and rewards students who apply themselves and behave in a commendable way to support the ethos of the Sixth Form as role models and to develop their own potential. Rewards may include some of the following:

- Postcards home;
- Letters of commendation;
- End of term trips;
- Certificates of achievement;
- Education vouchers;
- Recognition in assembly and formal awards ceremony.

### Sanctions

- Teachers have statutory authority to discipline students whose behaviour is unacceptable, who break Sixth Form rules or fail to follow a reasonable instruction;
- The power also applies to all paid staff with responsibility for students;
- Teachers can discipline students whose conduct falls below the standard which could be reasonably expected of them. This means that if a student misbehaves, breaks a Sixth Form rule or fails to follow a reasonable instruction the teacher can impose a sanction;
- Students can be disciplined at any time in the Sixth Form or elsewhere under the charge of a member of staff e.g. on visits;
- Students can be disciplined for misbehaviour outside of the Sixth Form or where their actions bring the Sixth Form into disrepute;
- All sanctions must be fair, reasonable, proportionate and not in breach of any legislation such as the Equality Act 2010 and the Human Rights Act 1998;
- Teachers have the legal power to impose detention in and outside of Sixth Form hours; this is defined as after any Sixth Form day when the student is present, weekends and inset days;
- Students will be detained for no more than 30 minutes at the end of the Sixth Form day where parents/carers have not been notified;
- Parents/carers will be given twenty four hours' notice if the student is to be detained after Sixth Form for up to one hour or at any other time outside of Sixth Form hours;
- Poor behaviour must be addressed and all staff have a professional obligation to highlight and help students improve their behaviour;
- Discipline is administered with calm, not anger and works best when it is applied thoughtfully, consistently and a distinction is drawn between the poor behaviour and the individual – it is the



action not the individual that we are criticising. A student who perceives animosity or lack of respect from a teacher is more likely to react adversely;

- In the first instance a teacher should attempt to deal with poor behaviour. This is likely to begin with reminding a student if their behaviour falls below acceptable levels and be increased progressively if the student fails to respond.

#### **The Sixth Form have a number of sanctions at their disposal these include:**

- Verbal reprimand
- Temporary exclusion from class
- Detention with/without notice
- Behaviour monitoring card
- Confiscation of prohibited/misused item
- Parental contact
- Internal exclusion
- Fixed term Exclusion
- Permanent Exclusion
- Refusing to provide a UCAS/Employer reference/calling back a UCAS reference if deemed necessary.

#### **Sixth Form Uniform**

The governing body of NCS believe that uniform plays a valuable role in contributing to the ethos, setting an appropriate tone and instilling pride in the Sixth Form. Full details of Sixth Form uniform requirements can be found on the Sixth Form website and/or the Sixth Form Student Handbook

This Sixth Form dress code;

- Supports positive behaviour and discipline, encouraging identity with, and support for the Sixth Form ethos;
- Promotes a strong, cohesive Sixth Form that supports high standards and a sense of identity among students;
- Ensures students of all races and backgrounds feel welcome and protects students from social pressures to dress in a particular way.

#### **Non-Compliance with Sixth Form Uniform Policy**

- Teachers can discipline students for breaching the Sixth Form rules on appearance or uniform. This will be carried out in accordance with the sanctions identified within the behaviour policy
- The Principal, or a person authorised by the Principal, may instruct a student to go home briefly to remedy a breach of the Sixth Forms' rules on appearance or uniform. Students are expected to return in a timely manner and report to reception.
- Where students are sent home to change, this is not an exclusion but an authorised absence.



- However, if the student continues to breach uniform rules in such a way as to be sent home to avoid Sixth Form or takes longer than is strictly necessary to effect the change, the student's absence may be counted as an unauthorised absence.
- Persistent breaches of uniform policy can lead to exclusion from the Sixth Form (see Sixth Form Exclusion Policy).
- The Sixth Form uniform policy is fair and reasonable and fulfils the Sixth Forms' obligations under the Human Rights Act 1998 and the Equality Act 2010

## **Searching, Screening and Confiscation**

- The Sixth Form has a statutory obligation to manage the health and safety of staff, students and visitors and ensure that Sixth Form discipline is maintained.
- Under this authority the Sixth Form reserves the right to search and screen students and to confiscate Prohibited items.
- Students will be treated courteously and afforded respect and a reasonable level of personal privacy during any search or screening; personal items will only be searched in the presence of the student.
- Searching should be carried out by a member of staff who is the same sex as the student. There must be a member of staff present during the search to act as a witness who should also be the same sex.
- There is a limited exception to the same sex and witness rule; if there are reasonable grounds to believe that there is risk of serious harm to a person or persons if the search is not carried out immediately and it is not reasonably practicable to summon another member of staff.
- Parents/carers will not be informed prior to a search or to seek parental consent and there is no legal requirement to keep records of searches carried out.
- Parents/carers will be informed if a search or screening uncovers items that will result in Sixth Form disciplinary action or police involvement.

### **Searching with Consent**

We can search students for any item with consent from the student. Parental permission or pre-notification is not required. We do not require written formal consent in advance of a student search; it is enough for a teacher to ask the student to turn out their pockets, empty their bag and allow access to a search of their locker.

### **Searching without Consent**

- If a member of staff has reasonable grounds to suspect that a student is in possession of a Prohibited item, a student can be instructed to undergo a search without consent; parental permission or pre-notification is not required
- The Principal and any staff authorised by him/her has a statutory power to search students and their possessions with or without consent where they have reasonable grounds for suspecting that the student may have one of the Prohibited items
- A student refusing to co-operate with a search will be subject to disciplinary measures
- The list of Prohibited items;



- Knives, bladed items, weapons;
- Alcohol;
- Illegal drugs or drug paraphernalia ;
- Stolen items;
- Tobacco, cigarette paper;
- Fireworks;
- Pornographic images;
- Any item that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence or cause personal injury to, or damage property.

Possession of a prohibited item will result in either a permanent or fixed term exclusion.

### **Screening**

- We reserve the right to require students to undergo screening by a walk through or hand held metal detector with or without the consent of students; this screening may be carried out by any member of staff whether or not they suspect the student of carrying a weapon
- All students are expected to comply with a request for screening which involves no physical contact
- If a student refuses to be screened, we may refuse the student access to the Sixth Form premises under our duty not to expose students, staff or visitors to risks to their health and safety. The absence will be recorded as unauthorised not as exclusion

### **Electronic devices**

- Sixth Form staff may examine data files held on personal devices during a search if they believe they have good reason to do so
- In determining a good reason to examine or erase data or files, Sixth Form staff must reasonably suspect that the data or file has been or could be used to harm, disrupt teaching or break Sixth Form rules
- If the device is to be returned, relevant files may be deleted or retained by the Sixth Form to support disciplinary action, or where appropriate passed to the police

### **Confiscation**

- Sixth Form staff can seize any Prohibited item found as a result of a search
- Staff can also seize any item found which is considered to be harmful or detrimental to Sixth Form discipline
- Depending upon the nature of the confiscated item, it may be retained by the Sixth Form or disposed of as a disciplinary measure where reasonable
- Confiscated weapons, knives or bladed items, items believed to be stolen and illegal drugs will be passed onto the police.

### **Use of Reasonable Force**

- Sixth Form staff have a legal right to use reasonable force to control or restrain;
- Control means passive contact, such as standing between students or blocking a student's path, to actively leading a student by the arm away from a classroom or difficult situation;



- Restraint means to hold students under control; for example where two students are fighting or refusing to separate without physical intervention;
- Reasonable force can be used to prevent students from hurting themselves, others, damaging property or causing disorder;
- Force used will be proportionate and reasonable. Sixth Form staff will always try to act in ways that will minimise chance of injury to the student but it may not always be possible;
- Reasonable force may be used to enforce a search for knives, weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or any articles that have been or could be used to commit an offence or cause harm;
- Force will never be used as a sanction and reasonable adjustments will be made for children with disabilities and special educational needs

back physically or to bring

### **Malicious Allegations**

- Complaints against staff are always investigated thoroughly and in line with the procedures set out in our Safeguarding Policy.
- If after full and thorough investigation, it is considered that that allegation against the member of staff was unfounded and malicious, any record of the incident will be removed from the member of staff's file;
- The student or students involved in making the allegations will be disciplined according to the severity of the case up to and including exclusion.

### **Equality Act 2010**

The policy acknowledges the Sixth Forms' legal duties under the Equality Act 2010, in respect of safeguarding and in respect of students with special educational needs (SEN)





## **Appendix A**

### **Incident Step Guide - Information**

#### **Academic Cause for Concern Referral**

Where a teacher has concerns about the academic performance of a student then he/she will in the first instance speak with the learning leader of the department and attempt to resolve the matter internally by following department procedures. The learning leader will also notify the student's form tutor of any academic concern.

If the learning leader after following department procedure finds that a student has made little or no progress then the learning leader will let the Year Leader know through an Academic Cause for Concern referral. This is a written record between teachers, tutors, Year Leader and the Principal and they form part of our record on each student. An Academic Cause for Concern may be issued, amongst other things, for the following reasons:

- Classroom commitment
- Poor behaviour for learning
- Poor effort
- Persistent failure to meet homework deadlines
- Poor punctuality
- Poor attendance
- Consistent poor organisation

Where a learning leader is concerned about the academic performance the following procedure will be followed:

#### **Stage 1 – Academic Cause for Concern**



- A learning leader will log an Academic Cause for Concern detailing the reasons for the referral and any action already taken. This form will be sent to the Year Leader of the student concerned
- The Year Leader will then arrange to meet with the student to discuss the reasons for the Academic Cause for Concern and set appropriate targets (White Report Card) which will also be shared with the learning leader. Where support is discussed the Year Leader will make a note of this
- The Year Leader will send a Stage One (Academic Cause for Concern) letter to the parent of the student concerned informing them that an Academic Cause for Concern has been issued by the learning leader. The Year Leader will attach a copy of the Academic Cause for Concern form to the Stage One letter.
- The targets will need to be signed by the subject teacher and a parent/carer. The targets will be reviewed by the Year Leader with the student after two weeks or a period deemed appropriate in the circumstances.

### **Stage 2 – Academic Cause for Concern**

- Where there has been insufficient improvement in the academic performance of the student the Year Leader will call a meeting with the parents/carers to discuss the student's academic progress and set appropriate targets (Amber Report Card).
- The target report card will need to be signed by subject teachers and a parent on a weekly basis. The Year Leader will send a Stage Two (Academic Cause for Concern) letter home accompanied by a copy of the targets set. The Year Leader will also notify the Principal. These targets will be reviewed after two weeks or a period deemed appropriate in the circumstances. If there is no improvement the student will then move onto stage three of the Academic Cause for Concern.

### **Stage 3 – Academic Cause for Concern**

- The Principal will invite parents/carers of the student, the Year Leader and the student to attend a formal meeting.
- During this meeting, final targets will be set (Red Report Card) and reviewed after two weeks or a period deemed appropriate in the circumstance. A Stage Three (Academic Cause for Concern) letter will be sent home accompanied by the copy of these targets. Failure to meet these Stage Three Final Targets may result in the student being withdrawn from public examinations and their place in the Sixth Form maybe in doubt.

## **Pastoral Stage System**

A student may be placed onto the Pastoral Stage System if:

- He/she has been late four times;
- His/her attendance falls below 95% and is a concern; or
- He/she has carried out a minor misconduct.

### **Stage 1 – Pastoral Stage System**

- A meeting will be called between the student and the Year Leader where the student will be set specific targets and be placed on target report (White Report Card).



- The target report will need to be signed by subject teachers and a parent on a daily basis. The Year Leader will monitor this target report and the targets will be reviewed after two weeks or a period deemed appropriate in the circumstances.
- The Year Leader will issue a Stage One Letter home to parents/carers and will notify the Principal. If there is no improvement the student will then move onto stage two of the Pastoral Stage System.

### **Stage 2 – Pastoral Stage System**

- The Year Leader will call a meeting with the parents/carers/carers to discuss the student's progress and set targets (Amber Report Card).
- The report will need to be signed by subject teachers and a parent on a daily basis.
- The Year Leader will issue a Stage Two Letter home accompanied by a copy of the targets set. The Year Leader will also notify the Principal.
- These targets will be reviewed after two weeks or a period deemed appropriate in the circumstances. If there is no improvement the student will then move onto stage three of the Pastoral Stage System.

### **Stage 3 – Pastoral Stage System**

- The Principal will invite parents/carers/carers of the student, the Year Leader and the student to attend a formal meeting. During this meeting, final targets (Red Report Card) will be set and reviewed after two weeks or a period deemed appropriate in the circumstances by the Director of KS5.
- A Stage Three letter will be sent home accompanied by the copy of these targets. Failure to meet these Stage Three Final Targets may result in the student being withdrawn from public examinations and their place in the Sixth Form may be in doubt.

### **Major Misconduct**

Where a student has carried out a major misconduct the student/s will be reported directly to the Principal who will impose an appropriate sanction in the circumstances.