



**NEW CITY  
COLLEGE**

Redbridge  
Hackney  
Tower Hamlets

<b>Title:</b>	<b>Behaviour and Disciplinary Procedure – 14-16 Provision</b>		
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## Appendices:

1. Student expectations
2. Support and intervention
3. Restorative Justice

## 1. Policy Introduction

New City College Group mission is to ‘inspire, develop and provide the opportunity for all New City College students and staff to succeed’.

This policy sets out New City College’s position on acceptable behaviours and standards in the College community. It should be adopted by teaching and support staff, as well as students of New City College attending 14-16 provision- both alternative provision and direct entry.

This policy works in conjunction with the College’s other policies such as the Safeguarding policy, Student Disciplinary policy and Health and Safety Policy to ensure staff and pupils are able to work in a safe learning environment.

The procedures within this policy aim to clarify the stages of activity that will be used if a student’s behavior is a cause for concern, sets out the approach to celebrate positive behavior and sanctions.

## Equality, Diversity and Safeguarding

New City College aims to create a working and learning environment that promotes respect and dignity through modelling and promoting inclusive behaviour by all those involved. A focus for the college group is to also safeguard and promote the health and wellbeing of young people and vulnerable adults. *See Single Equality Scheme and Safeguarding policy related guidance.*

## Policy Detail

The disciplinary process has four stages. Prior to stage one, informal action would be taken by a tutor or mentor in order to encourage a student to improve their behaviour or performance. (*see appendix 1 for list of student expectations*)

There are cases where certain behavior results in it being escalated straight to stage three or four of the policy.

Learning and disciplinary contracts are put in place when a student’s behaviour fails to meet the

expectations set out in this policy. Clear targets are set at each stage with a view to support improvement. These targets will be reviewed by an appropriate member of the 14-16 team. Parents/Carers/ Guardians will be informed if a student is placed on a Stage 2. If no improvement occurs at Stage 4, this may lead to a permanent exclusion / managed moved to another provider.

**In the event of a Duty Manager deciding to suspend a 14-16 student from the college, colleagues must inform the 14-16 team prior to any student being sent home. Duty Managers must work closely with the Senior Curriculum Manager for 14-16 and/or 14-16 team when dealing with and making decisions about 14-16 year old students.**

If a student is excluded at any time, parents/guardian/family will be informed of this by phone call (on the day) and in writing (within one day).

Parents/carers will be invited to speak with a senior member of staff.

It is possible to be placed directly onto a stage 2, 3 or 4 depending on the seriousness of the incident.

New City College behaviour system focuses on positive behaviour development and self-reflection as a tool for improvement. This is fully supported by support and teaching staff. 14-16 Provision uses Restorative Justice fully when dealing with conflict resolution.

### **Stage One**

- Praise student for the majority of work completed.
- Non verbal communication,
- Reminder of college rules/ expectations
- Verbal warning of the consequences of poor behavior - privately
- Contact home
- Cause for concern reported on Promonitor
- Spoken to by SENCO / Senior Curriculum Manager for 14-16 / Duty Manager
- Detention - parents need to be informed.
- Removal to another class – needs to be authorised by SENCO / Senior Curriculum Manager for 14-16 / Head of Faculty
- Meeting with parents / carer
- Internal exclusion - Parents contacted and letter to be sent home
- Restorative Justice chat

### **Stage Two**

- Warning from Senior Curriculum Manager for 14-16 or Head of Faculty
- Can involve immediate up to 1-2 working days suspension by Senior Curriculum Manager for 14-16 or Duty Manager – parents to be contacted and letter to be sent home
- In the event of a suspension taking place, a Restorative Justice reintegration meeting should take place
- Set appropriate targets and review date set. Copies to student, parent, update on Promonitor
- Restorative Justice Targeted 1-2-1 support session

### **Stage Three**

- Warning from the Director of 14-16
- Can involve immediate up to 5 days exclusion by Director of 14-16 or Borough Principal
- In the event of a suspension taking place, a Restorative Justice reintegration meeting should take place
- Case conference /Meeting with Tutor, Head of 14-16 & appropriate support staff.  
Meeting with Parent /carer
- Report card issued
- Referral to external agency

- Referral to college counselor

#### **Stage Four**

- Permanent Exclusion/ Managed Move- authorised by the Borough Principal
- The CEO Principal investigates appeals

## Guidance for staff in promoting positive behaviour

### **Providing a safe and calm place for the learner**

In order for the learner to achieve, it is vital that the learner feels part of the college community. The learner will be spoken to in a calm and quiet manner. This is even more important when dealing with challenging situations. It is worth remembering that this environment can be the only place of calm and safety for many of our young people.

### **Deescalate the situation**

When dealing with challenging situations, it is vital for the situation to be deescalated and regain calm. This can involve by not engaging in confrontational conversations. Conversations can start with “let’s sit down somewhere and talk about it...” Demonstrate empathy by having conversations such as “I can see why you are feeling like that., but....”

### **Understanding the learner and having realistic expectations**

It is important to observe the learner and have a good understanding of the learners’ background and the reason why they have come to the 14-16 Provision. For some the learner, this can be the first time they are in classroom setting, while for others, this can a totally different education setting to what they are used to.

### **Student’s contribution to classroom rules**

It is important for the learner to take accountability and responsibility for their own actions. Learners are more likely to adhere to rules they have contributed in making.

### **Explain the consequences of actions**

It is important that the learners are informed of the consequence of their actions. For example, “If you leave the class without permission, I will I have to inform your parents/carers”.

### **Clear boundaries**

Having clear boundaries helps the learner to feel safe and cause less anxiety. It is very important that the learners are reminded of classroom and college rules. Clear expectations should be exerted at every opportunity.

**Use a range of strategies**

It is important to remember that the most effective behavior strategy doesn't have to be in an incident room. It can be in the use of non-verbal strategies, such as a smile or index finger to the mouth.

**Concentrate on 1 negative behavior at any one time**

It is very important not to overwhelm the student or the situation by bringing in other factors such as "last week you also...." Everyday should be beginning with a clean slate for the student. When bringing in other situations, it can become difficult to resolve the first situation.

**Assess the situation on an individual basis**

Reward and sanction should be meaningful. Rewards should be valuable for the learner in wanting to work towards. Sanctions should also be used in a way, which will prevent the student from being in the same situation again and allow time and opportunity for the student to understand why that situation is incorrect. This can involve setting targets such as deliver a presentation to class about the effects of drugs on body

## Exclusion of students attending the 14-16 provision:

New City College currently working in line with the Local Authorities exclusions policy.

**Fixed term exclusion:**

This is for a set amount of days and parents/carers will be informed over the phone and in writing of the term of the exclusions and the reintegration meeting. If the student is on alternative provision, the home school will also be informed and invited to the reintegration meeting.

For exclusions up to 5.5 days, works should be set for the student to complete whilst away from the college premises. For exclusions from the 6<sup>th</sup> day, New City College will make arrangements for off-site education provision. Details of a student's exclusion will be entered onto their college records. Parents and carers have a right to see their child's record by contacting the college group directly.

During the first 5 days of an exclusion, parents/carers should ensure that the student is not in a public place during normal college hours without good reason. A failure to comply with this is an offence and the parent/carer can be given a fixed penalty notice from the home Local Authority.

**Permanent exclusions: (for direct entry)**

Permanent exclusions mean that the student cannot return to New City College or enter the College premises. Only the Borough Principal or Group Principal/CEO has the right to permanently exclude a student from the college.

- Parents/carers will be notified immediately of a permanent exclusion by phone and in writing within one day
- If the decision to uphold the exclusion is upheld or an appeal does not take place, the exclusion is referred to the local authority.
- The local authority's disciplinary committee must meet within 15 college days of the appeal hearing. Parents/carers will be invited to attend this meeting with a friend or legal representative as well as sending a written statement. The local authority will write to parents/carers with details and the arrangements for this meeting.
- After the disciplinary committee's meeting, the parents/carers will receive a letter stating the decision reached by the Committee and the reasons why. At this stage, parents/carers will have the right to appeal against this to an Independent Appeal Panel (IAP)
- The role of the IAP is to act as an impartial body to consider whether the college was right to permanently exclude the student. The panel will look at all the evidence.
- The IAP will relay its decision to the parents/carers within 2 working days of the hearing.
- If the parents/carers do not appeal, the student will be taken off roll from the direct entry 14-16 provision at the college the day after the appeal period expires.
- If a decision is made to appeal, the college cannot remove the student from the college roll until after the outcome of the appeal.
- If the student is on alternative provision, a permanent exclusion from a school roll would be carried out by the on-roll school and not the college. The college reserve the right to uphold the decision to exclude a student from alternative provision and for the student to return to the on-roll school.

## Appendix 1: Student Expectations

### **Responsibility for Yourself**

- You must attend class punctually, submit work on time and maintain full attendance at lessons
- Library books must be returned when due
- You must wear your Student Identity Card at all times so that it is visible
- No hats or hoodies to be worn in College
- You must wear college uniform all times
- You must not use phones in the 14-16 Provision

- You must not leave the college premises between college hours
- You must not install personal (illegal) software or engage in any other activities which disrupt the College Computer network
- Drugs, alcohol, knives, imitation weapons or weapons are not permitted in the College buildings or during College activities, as this is a disciplinary offence.
- You must not bring the College into disrepute

### **Responsibility to Others**

You are required to allow others to work and study without interruption or disruption, including in the libraries, classrooms and other study spaces.

- You are required to respect the College equal opportunities policy at all times
- You are required to respect other you, staff and all others in the College
- Racial, sexual and homophobic harassment will not be tolerated
- Aggressive or violent behaviour will not be tolerated
- You can only use the lifts if you have a physical disability. If this is the case, you can apply for a pass at the student reception

### **Responsibility for the environment**

- The College is a non-smoking site and the use of chewing-gum is not permitted
- Eating and drinking should only take place in the designated areas and is not allowed in corridors, on stairs, the Learning Resource Centre or teaching areas
- You are required to respect the College's property, buildings, and those who look after them, and the areas surrounding the College. Graffiti and vandalism are completely unacceptable. You may be required to contribute to the rectification of damage for which you are responsible
- Fire Alarms and Fire extinguishers are only to be used in a real fire emergency
- Mobile phones can only be used in the Atrium. They should be switched off at all other times
- You are expected to behave responsibly outside of the College. It is important that the College has good relationships with its neighbors': people who live and work locally. Please be conscious of your behaviour outside the College behave responsibly at all times.

If you are concerned about the behaviour of other you, you should discuss this confidentially with your tutor.

### **Finally**

We will investigate and take seriously any situation. If necessary action through our disciplinary code will be taken.

Universities and the employers monitor your attendance, punctuality, work completion and behaviour. The College has the same expectations and therefore, may need to use learning agreements and disciplinary contracts to support you.



## Appendix 2: Support and intervention

Positive Behaviour	Action		Negative Behaviour	Support
<b>1 positive</b> report / behaviours / pieces of good work	<b>Phone Call Home</b> Learning Mentor		<b>1 negative</b> report / behaviour	Suggest strategies to improve/ modeling of positive behavior
<b>5 positive</b> reports / behaviours / pieces of good work	<b>Phone Call Home</b> Form Tutor		<b>5 negative</b> reports / behaviours	Suggest strategies to improve/ modeling of positive behavior / topic of negative behaviour addressed in class/ restorative justice
<b>5 positive</b> reports in 1 week / <b>15 positive</b> reports / behaviours / pieces of good work	<b>Letter home from</b> Sam	<b>Parental Meeting</b> Senco	<b>5 negative</b> reports in 1 week / <b>15 negative</b> reports	Targets set/ topic of negative behaviour addressed in class/ restorative justice / counselling
<b>25 positive</b> reports / behaviours / pieces of good work <b>One-off</b> special achievement (group A)	<b>Reward Prize</b> Rabia	<b>1-2 day Suspension</b> Senior Curriculum Manager	<b>25 negative</b> reports / behaviours <b>One-off</b> incident in line with THC behaviour policy	Counselling / external agency referral/ reintegration meeting/ restorative Justice meeting within 2 weeks
<b>30 positive</b> reports / behaviours / pieces of good work <b>One-off</b> special achievement (group B)	<b>Celebration</b> <b>½ Term Trip</b> Narzny	<b>2-5 day Suspension</b> Head of 14-16	<b>30 negative</b> reports / behaviours <b>One-off</b> incident in line with THC behaviour policy	Counselling / external agency referral/ reintegration meeting / restorative Justice conference within 1 week
<b>50 positive</b> reports / behaviours / pieces of good work <b>One-off</b> special achievement (group C)	<b>Celebration</b> <b>End of Term Trip</b> Alison	<b>Exclusion / managed move</b> Borough Principal	<b>50 negative</b> reports / behaviours <b>One-off</b> incident in line with THC behaviour policy	External agency referral/ Immediate restorative Justice conference.

## Appendix 3: Restorative Justice

Restorative justice brings those harmed by misconduct or conflict and those responsible for the harm into communication, enabling everyone affected by a particular incident to play a part in repairing the harm and finding a positive way forward. This is part of a wider field called restorative practice.

Restorative practice can be used anywhere to prevent conflict, build relationships and repair harm by enabling people to communicate effectively and positively.

Restorative practice can involve both a proactive approach to preventing harm and conflict and activities that repair harm where conflicts have already arisen.

Where the latter is required, a facilitated restorative meeting can be held. This enables individuals and groups to work together to improve their mutual understanding of an issue and jointly reach the best available solution. But in many cases a less formal approach, based on restorative principles, may be more appropriate.

Restorative practice supports people to recognise that all of their activities affect others and that people are responsible for their choices and actions and can be held accountable for them. It enables people to reflect on how they interact with each other and consider how best to prevent harm and conflict.

**A restorative provision is one which takes a restorative approach to resolving conflict and preventing harm.**

Restorative approaches enable those who have been harmed to convey the impact of the harm to those responsible, and for those responsible to acknowledge this impact and take steps to put it right.

A restorative provision has many benefits, including increased attendance, reduced exclusions and improved achievement.

It can also alleviate problems such as bullying, classroom disruption, truancy and poor attendance, antisocial behaviour, and disputes between pupils, their families, and members of staff.

To be effective, restorative approaches must be in place across the whole provision. This means all pupils, staff (including non-teaching staff), management and the wider school community must understand what acting restoratively means and how they can do it.

Stages of restorative justice:

- 1) Restorative Chat
- 2) Restorative Conference
- 3) Restorative Conference including parents/guardians

