



# **Wac Arts** College

## **Behaviour Policy**

<b>Policy created</b>	May 2014
<b>Approved by Governors</b>	Sept 2014
<b>Date of most recent review</b>	Sept 2019
<b>Date of next review</b>	Sept 2020

# Contents

<b>Overview</b>	<b>2</b>
<b>Wac Arts College Behaviour Policy Rationale</b>	<b>3</b>
<b>The Behaviour System</b>	<b>4</b>
<b>College Guidelines and Code of Conduct</b>	<b>5</b>
<b>Staff Guidelines for Managing Student Behaviour</b>	<b>6</b>
<b>Dealing with Our Young People</b>	<b>6</b>
<b>Exclusions</b>	<b>9</b>

## Overview

Staff and students at Wac Arts College can expect to work in a positive and safe environment which values everybody equally.

### **The code of conduct for all users of the Wac Arts College building states that:**

- All persons shall be able to carry out their business without any threat of violence or fear of physical aggression; racist, homophobic, sexist or other discriminatory behaviour (or materials e.g. pornography) are unacceptable. This includes verbal insults.
- The buildings and property of Wac Arts College will be treated with respect. Wac Arts College operates a no smoking rule and specialist spaces need to be cared for in particular ways.
- These regulations are easily accessible.
- The use of drugs, alcohol and weapons are prohibited. Everybody should conduct themselves in a socially responsible manner and unruly, disruptive behaviour, bullying or victimisation will not be tolerated.

## Wac Arts College Behaviour Policy Rationale

A clear and consistent behaviour system, which supports every member of the college community to feel valued and respected, underpins a safe and secure environment where effective learning can take place and young people can thrive.

### **Aims**

- To ensure every young person discovers their talent and is able to develop it and achieve success.
- To ensure young people are able to maximise their learning in a safe and secure environment.
- To support staff in their management of good behaviour with a clear transparent behaviour system.
- To develop independent learning behaviours where young people take responsibility for their own progress.
- To support young people to behave in a socially appropriate way.
- To ensure that families and other agencies involved in the young person's progress are engaged in the management of their behaviour.

The college has six rules to support good behaviour throughout the college. These will be shared and discussed with young people regularly through class discussion and creative workshops.

- 1) We try hard to engage with the work and do our best.
- 2) We treat other people as we would like to be treated ourselves.

- 3) We are considerate and respectful when others share their work and ideas and expect them to do the same for us.
- 4) We are considerate of other users of the building.
- 5) We treat the building, the equipment and technology we use with care, so it can be enjoyed by everyone.
- 6) We will not bring anything into the building that puts others at risk. This includes weapons, drugs or alcohol.

## The Behaviour System

We praise and reward young people for good behaviour in a variety of ways:

- Individual prizes/certificates for attendance, behaviour and creative/academic activities.
- Groups who produce outstanding work collectively are rewarded with a trip at the end of the project.
- Termly Jack Petchey awards for the student who has contributed most to supporting peers.

Tutors/teachers, learning support assistants & mentors are responsible for the behaviour management of their class and for supporting the good behaviour management of the wider college.

There are consequences for inappropriate behaviour. After tutors/teachers, learning support assistants & mentors have implemented a range of behaviour strategies the following system will be employed:

- **Step 1:** The tutors/teachers, learning support assistants & mentors will resolve the difficulty by dealing directly with the student. Where appropriate, can apologies be satisfactorily exchanged? If this is effective the class will proceed, but the tutor will inform the senior teacher on duty of the incident at the end of the session. It is the responsibility of the tutors/teachers, learning support assistants & mentors to record it in Progresso.
- **Step 2:** If the difficulty with the student cannot be resolved in class time the tutor will send their classroom support to get help from the senior teacher on duty. The tutor and senior teacher will agree how best to follow up the incident. The senior teacher on duty will withdraw the student to a private space.

The student will not be allowed back into class unless the tutor and the senior teacher are happy that it has been resolved satisfactorily. A record of the incident will be written up on the college's MIS. The student and the parent/carers will be informed of these actions.

Where possible the senior teacher on duty will affect a reconciliation and an agreed behaviour strategy to prevent recurrences. A particularly serious incident may result in immediate exclusion from the building. We will then investigate the incident separately and impose the appropriate sanctions.

# College Guidelines and Code of Conduct

**Wac Arts College prides itself on being fully inclusive with equal opportunities being of the utmost importance and at the forefront of everything we do. All students and staff need to feel respected and safe, and staff and students at Wac Arts College can expect to work in a positive and secure environment that values everybody equally.**

The code of conduct for all users of the Wac Arts College building states that: All persons shall be able to carry out their business without any threat of violence or fear of physical aggression; racist, homophobic, sexist or other discriminatory behaviour (or materials e.g. pornography) are unacceptable. This includes verbal insults.

The buildings and property of Wac Arts College will be treated with respect. Wac Arts College operates a no smoking rule.

The use of drugs, alcohol and weapons are prohibited. Everybody should conduct themselves in a socially responsible manner and unruly, disruptive behaviour, bullying or victimisation will not be tolerated.

## College Guidelines

1. Security – Students must carry their access cards at all times when they are on the premises. Replacement cards are issued by reception at a cost of £5.
2. Attendance – Students must attend their classes regularly.
3. Punctuality – All students should arrive in good time for the start of each session. Students may not be allowed to participate in the session if they are more than 15 minutes late, for whatever reason.
4. Access to equipment and rooms/studios – Students only have access to equipment, studios and rooms with the appropriate member of staff's permission, if it has been booked for you, or if you have the appropriate licence. Do not leave any equipment unattended and do not attempt to repair any equipment yourself.
5. Smoking and Drugs/Alcohol – All sites operate a 'No Smoking' rule in the buildings and grounds. The use of drugs and alcohol is prohibited.
6. Going Off Site – If you wish to go off site at break and lunchtimes you must:
  - Have a signed letter of consent from your parent/guardian/carer if you are Pre-16
  - Sign in and out when going off site
  - Ensure that you are not late when returning
  - Make sure you that you are conducting yourselves appropriately in the local area
7. Food and Drink – No food or drink is to be consumed in any of the studios or classrooms. Please help us to keep the building tidy by using the litter bins provided.

8. Clothing and preparation for classes – Make sure that you wear appropriate clothing for each session. For all dance classes, this should be dancewear or tracksuits and bare feet/dance shoes. For vocal & drama classes, wear tracksuit or loose comfortable clothing and flat shoes. Please make sure you are changed before the class starts. Remember to remove watches, jewellery and chewing gum during these classes.
9. Mobile phones – For Pre-16 students these must be switched off and handed in at the beginning of the session. For Post-16 students these must be turned off during the session.
10. Personal information – Students must keep the business manager informed of any changes of address, telephone numbers and other circumstances.
11. Personal Property – Please look after your personal belongings at all times as there have been thefts in the building. Wac Arts College does not accept liability for articles brought on to the premises. A secure locker can be provided for you upon request.
12. Behaviour – Students are expected to behave in an appropriate manner at all times. This includes demonstrating consideration for other staff and users of the building.
13. Use of chat rooms on the internet – students must not visit chat rooms whilst using the internet on Wac Arts College computers or iPads.
14. Exclusion – The Wac Arts College Principal reserves the right to exclude students from the course and premises if their behaviour is not of an acceptable standard. In the following cases, exclusion is immediate:
  - Use of threatening behaviour
  - Use of offensive remarks or language contravening our Equal Opportunities policy
  - Bullying or harassment
  - Physical or verbal abuse
  - Deliberate acts of theft of equipment and/or vandalism/destruction of equipment, property or premises
  - The possession of offensive weapons
  - All illegal activities including the possession of drugs, alcohol or other illegal substances
  - Inappropriate use of the internet e.g. accessing, downloading, distributing pornographic material

## Staff Guidelines for Managing Student Behaviour

### Dealing with Our Young People

- Request politely but firmly
- Request again, firmly/politely
- Instruct politely explaining/emphasising instruction
- The context is significant and practitioners should always put health and safety first
- Practitioners do not have to beg students or argue with them
- If possible, avoid touching
- Mind your choice of language/tone
- Remain the adult at all times

- Always respond

### **Some mantras for you:**

- Fight fire with water
- Analyse don't personalise
- The problem is the problem, not the child
- Mistakes are learning opportunities

### **Abusive Language**

- Make sure you challenge this; it's not about telling them off it's about setting boundaries and enforcing them.
- Ask them: "Why do you think it's ok to talk to me like that?"
- There's no need to go to war over it, but if you ignore it you're going to make a problem for you and your team.
- If they continue to use abusive language, explain calmly and non-aggressively that you will revisit this later.
- Don't escalate the situation, BUT MAKE SURE YOU FOLLOW THIS UP!
- Then at the end of the day, explain that you will be having a meeting with them about the situation and talking to their parents/carers.
- Phone and/or write to parents.

### **Drugs**

- If you suspect/see/catch a student taking drugs you obviously need to address this.
- Challenge it, non-aggressively, call their parents and send them home, or put them in a meeting room.
- Then the next day have a meeting, discuss this with them, explain that because of Health & Safety we cannot allow them to remain with us whilst they are intoxicated.
- Even if you suspect that a young person is under the influence of drugs you can act on it.
- Clearly explain that you think they are intoxicated.
- Don't accuse them of anything aggressively; reflect back on them that they seem out of sorts etc.
- Set a boundary and stick to it, explain that this is for their safety and the safety of others in the building.

### **Refusing to follow instructions**

- Reflect the behaviour back on them.
- If they won't listen or respond to you appropriately don't get into an argument with them.
- Simply explain that this is a health & safety issue, and that if they won't listen to instructions they are a danger to themselves and others.
- If they still won't respond to you, ask for help from someone who has a better relationship with that student.
- If all else fails explain sympathetically that they'll need to leave the building.
- Give them a chance to follow your instructions.
- If they continue to ignore your requests and those of your colleagues, explain calmly and non-aggressively that you will revisit this later.

- Don't escalate the situation, BUT MAKE SURE YOU FOLLOW THIS UP!
- Then at the end of the day, explain that you will be having a meeting with them about the situation and talking to their parents/carers.
- If you send them home get them back in the NEXT day for a meeting.
- Phone and/or write to parents.

### **In a violent situation**

- If possible remove the young person from the situation.
- Get help from your team.
- Attempt to defuse the situation and give them an opportunity to explore what the problem is.
- LISTEN, don't just react.
- Look at your body language; keep your hands by your side.
- Feedback to them what you've heard and this will hopefully help to de-escalate the situation.
- Explain non-aggressively that they have to go home.
- Tell them that they are NOT being excluded but they need some space (as do you) to reflect on the situation.
- Parents need to be informed by phone and send a letter home. This contact must not be oppressive or accusatory and must clearly explain that this intervention is NOT an exclusion. This is an opportunity to explore what may have occurred.
- Reflect on how staff may or may not have contributed to the situation, i.e. you're tired, stressed, your own personal issues etc.
- If there's been a fight between students, send them both home, again explaining that this is NOT an exclusion but a health and safety issue, and allowing them time to reflect/cool down.
- Parents need to be informed by phone and send a letter home.
- This contact must not be oppressive or accusatory and must clearly explain that this intervention is NOT an exclusion.
- This is an opportunity to explore what may have occurred.
- Staff need to then meet with those involved the NEXT day and attempt a mediation, if appropriate.

### **Timekeeping**

- Positive reinforcement; encourage them to be on time and praise them when they are less late than normal!
- We need to model this ourselves!

### **Use of One to Ones**

- This is NOT a DISCIPLINARY session.
- It is about building and developing our relationships with students.
- Do not attempt a one to one regarding an issue of conflict or behaviour unless you have already established some rapport with that young person.
- If you have a limited relationship with a young person who needs a one to one, seek help from your colleagues.
- The ultimate aim of a one to one (and our work in general) is to facilitate their understanding of who they are, their history, and to empower them to have an effect on their life.

- They need to understand who they are and what part they play in all situations.
- It is about moving them away from blaming everyone else, and to take responsibility for their actions.

### **A Few Golden Rules:**

- Make sure any significant incidents during the day are addressed in debrief and that these are followed up and written up in Progresso.
- Where appropriate statements must be taken from both students and staff and recorded in Progresso.
- It is essential that when incidents are followed up the members of staff involved are included.
- Don't personalise it.
- Look beyond the behaviour.
- Assess the situation.
- Make sure you meet and greet everyone. This helps you gauge what mood the young people may be in and builds up relationships. Prevention is better than cure.
- Give them space to calm down.

### **Communicate with your team**

Expect to support and expect to be supported.

Who challenges negative behaviour: **EVERYONE**

Praise is more powerful than criticism.

### **CONSISTENCY is vital!**

"We are always here, no matter what you do."

"We care about you. We're not excluding you, but we have to agree boundaries of behaviour."

Prevent situations from getting out of hand. If you see a colleague struggling, support them. Be careful not to belittle them, but don't just ignore it.

### **All behaviour is communication**

Context + Feeling = Meaning

Remember to be flexible in your approach, these are just SUGGESTIONS!

You need to use your skills and experience to judge every situation in isolation.

## **Exclusions**

Generally Wac Arts College does not exclude permanently and only resorts to fixed term exclusions as an extreme measure. This is in the context of Wac Arts College's alternative provision status and the needs of our target audience i.e. marginalized students and families presenting with SEMH/SEN needs. However permanent exclusions from Wac Arts College may need to be invoked for persistent or very serious incidents and/or persistent or very serious breaches of policies/rules.

Fixed term exclusions or reflection period/time out in agreement with family/carer/student for half a day to a day maximum tends to be a far more effective intervention. During reflection periods students still have access to:

- Tutors/teachers
- SENCo

- Counsellor
- Off-site activities
- Other interventions

### **Reasons why it may be necessary to exclude a pupil**

It may be necessary to exclude a pupil if:

- There is a very serious incident or very serious breach of Wac Arts College's Behaviour and/or Anti-Bullying policies.
- The Wac Arts College Rules, Wac Arts College's Behaviour Policy or Anti-Bullying Policies are persistently breached.
- Allowing a pupil to remain in Wac Arts College would seriously harm the education or welfare of pupils or other members of Wac Arts College.

Fixed-term exclusions would be considered for persistent or serious breaches of Wac Arts College rules, the Wac Arts College's Behaviour policy or Anti-Bullying Policy. Consideration would need to be given to the age of the child and the circumstances but some examples of when it may be appropriate to consider permanent exclusion for a first or 'one off' offence are as follows:

- Serious actual or threatened violence against another pupil or member of staff;
- Sexual abuse or assault;
- Possessing or supplying an illegal drug and/or alcohol;
- Serious case of theft;
- Carrying an offensive weapon.

The Principal will decide whether it is necessary to report an incident to the police or another external agency.

### **Behaviour outside college**

Pupils' behaviour outside college on college business e.g. on college trips, is subject to the college's behaviour policy. Bad behaviour in such circumstances will be dealt with as if it had taken place in college.

For behaviour outside the college, not on college business, the Principal may exclude a pupil if there is a clear link between that behaviour and maintaining good behaviour and discipline among the pupil body as a whole, or if it is deemed to be damaging to the reputation of the college.

### **Pupils with special educational needs, disabled pupils and emotional behavior difficulties**

The college must take account of any special educational needs when considering whether or not to exclude a pupil. We have a legal duty under the Disability Discrimination Act 1995 as amended not to discriminate against disabled pupils by excluding them from college for behaviour related to their disability. The Principal should ensure that reasonable steps have been taken by the college to respond to a pupil's disability so the pupil is not treated less favorably for reasons related to the disability.

'Reasonable steps' could include:

- Differentiation in the college's behaviour policy
- Developing strategies to prevent the pupil's behaviour
- Requesting external help with the pupil
- Staff training

Where reasonable adjustments to policies and practices have been made to accommodate a pupil's needs and to avoid the necessity for exclusion as far as possible; exclusion may be justified if there is a material and substantial reason for it. A specific incident affecting order and discipline in the college may be such a reason.

### **Procedures by which a pupil may be excluded**

Exclusion is a serious step and wherever possible it is at the end of a disciplinary process where all other measures and sanctions as outlined in Wac Arts College policies have been exhausted. The disciplinary process is most likely to have already involved parents. Occasionally the behaviour of a pupil will be such that exclusion will be a necessary immediate response. However, such action would be exceptional and would generally relate to extreme and very serious poor behaviour.

Pupils need to be aware that exclusion is a possible extreme sanction. Wherever possible, pupils will have been supported to modify their behaviour, to avoid the need for exclusion.

Only the Principal has the power to exclude a pupil from Wac Arts College. He/she may exclude a pupil for one or more fixed-term periods.

Wherever possible, exclusion should not be imposed in the heat of the moment. The following procedure should be followed by the Principal when considering exclusion:

- Ensure that an appropriate investigation has been carried out;
- Consider all the evidence available, taking into account Wac Arts College policies;
- Allow the pupil to give his/her own version of events;
- Consider the context of the incident and whether there may have been provocation;
- Consult others, if necessary, but not anyone who may later have a role in reviewing the Principals' decision;
- Be satisfied that, on the balance of probabilities the pupil did what he/she is alleged to have done;
- Keep a record of events and meetings.

After having followed the above procedure as closely as is possible under the circumstances, the Principal may decide that exclusion is appropriate. The pupil's parents or guardian must be informed immediately of the Principal's decision to exclude. The parent or guardian needs to be informed of:

- The period of exclusion;
- The reason for exclusion;
- The right to appeal to the Proprietor regarding the exclusion and the process of appeal.

Wac Arts College will write to the parent within one day of the decision to exclude confirming the information above. Reference will also be made to the continuing education of the pupil, including setting and marking work, if the exclusion is for more than one day.

If a parent refuses to cooperate with exclusion and still sends their child to Wac Arts College or refuses to collect him/her, Wac Arts College must have due regard for the pupil's safety and it may be that it is not possible to enforce exclusion in these circumstances. If this was the case, the pupil would need to be internally excluded or put on a personalised curriculum.

### **Period of exclusion**

Pupils may be excluded for one or more fixed-term periods, not exceeding 45 Wac Arts College days in any one Wac Arts College academic year. Exclusion should be for the shortest time necessary and can not be for an unspecified period.

In circumstances where a pupil is excluded for more than 15 Wac Arts College days, plans will be made on how the pupil's education will continue during the period of exclusion and how the time might be used to address the pupil's problems. Consideration will need to be given on how to reintegrate the pupil into Wac Arts College at the end of the fixed term period of exclusion.

### **Notification of exclusion**

When the Principal has taken the decision to exclude a pupil for a fixed-term or otherwise, the referring organisation will be informed of the decision. Wac Arts College will report any exclusions to the referring organisation once a term.

### **Marking attendance registers following exclusion**

When a pupil is excluded temporarily, he/she should be marked as absent using Code E.

### **Managed move**

In cases where the Principal, parents/carers and referring organisation agree that the progress of the pupil has been unsatisfactory and the pupil is unwilling or unable to profit from the educational opportunities offered, or if a parent has treated the college or members of its staff unreasonably the Principal may require the parents to remove the pupil. This is not exclusion and in such cases the Principal will assist parents in placing the pupil in another college.

The Principal may send a pupil home, after consultation with that pupil's parents and a health professional as appropriate, if the pupil poses an immediate and serious risk to the health and safety of other pupils and staff, for example because of a diagnosed illness such as an infectious illness/disease. This is not an exclusion and should be for the shortest possible time.

### **Appeal procedure following exclusion**

Parents have the right to appeal to the referring organisation following the exclusion of their child. An appeal can be made on grounds of:

- The facts of the event leading to exclusion;

- The severity of the sanction.

If parents wish to appeal the decision to exclude, the matter will be referred to the Chair of Governors. Wac Arts College will acknowledge the complaint and schedule a hearing to take place as soon as practicable and normally within five days.

Records relating to the decision to exclude and the parents' complaint will be copied to all parties not later than two days prior to the hearing. In no circumstances however, will the college or its staff be required to divulge to parents or others any confidential information regarding the identities of pupils or others who have given information which has led to the exclusion or which the Head has acquired during an investigation.