

**Behaviour and Disciplinary Policy**

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| **Approved by:** | Governors Committee |
| **Last Review Date:** | August 2022 |
| **Next Review Date:** | July 2024 |

1. Purpose

1.1 The purpose of this policy is to encourage and motivate all students towards positive behaviours and to support staff when they become challenged by the behaviours exhibited by individuals or groups of students. The policy outlines the high expectations we have of our students’ behaviour and the consequences of failing to meet those expectations. It extends to all members of our College community and is written in line with the principles of our code of conduct. Good behaviour and self-discipline have strong links to supporting effective learning and are vital for students to carry with them both during and after their College years.

1.2 The College further recognises that disruptive behaviour can often be an indication of unmet social/emotional needs. Response to concerns regarding a student’s behaviour will always include consideration of any causal factors that are influencing those behaviours. In such cases, early intervention is essential to reduce the need for a subsequent exclusion. In this situation the pastoral support team may give consideration to a multi-agency assessment that goes beyond the student’s educational needs.

1.3 The College understands that the first step to modelling good behaviour is to lead by example. This means that all staff, volunteers, and visitors to the College must act respectfully, responsibly, professionally and with integrity. We work hard to ensure that discipline is consistent across the College so that behaviour boundaries and sanctions are clear to all and are applied fairly, proportionately and without discrimination, taking into account Special Educational Needs and Disabilities (SEND), as well as the additional challenges that some vulnerable students may face. College employees are trained to deal with issues and employ behavioural strategies as part of their continual professional development and are well informed of the extent of their disciplinary authority.

1. Scope

2.1 The College will apply the principles in this policy to all students. This policy will be applied to all learning programmes across the College within the Sixth Form and Higher Education (HE).

2.2 There is a separate policy for Academic Misconduct.

1. Objectives

**Principles and Approach**

3.1 Everton Football College sets high expectations for the behaviour of all our students and apprentices. Shared values, fair and consistent application of rewards and sanctions, and excellent teaching and support are the keys to promoting positive behaviour and raising achievement.

3.2 Everton Football College is committed to ensuring that our College environment supports learning and promotes the wellbeing of students and staff through a strong sense of community cohesion. The role of the College is to create a safe and secure environment for all students so that they discover, or rediscover, their curiosity for learning and build their confidence. Cooperation, support, and respect are the foundations of our community, and we work hard to provide a safe College where students feel included in every aspect of College life and comfortable to voice their opinions.

3.3 The College has shared expectations regarding positive behaviour which are clearly set out in the student partnership agreement.

3.4 These expectations are encapsulated by the ‘Everton Football College ‘3 **R**’s’ approach:

* Respect
* Responsibility
* Resilience

3.5 Students are expected to adhere to the “3 R’s” in the classroom, the workplace, anywhere on College premises and during such off-site activities as field trips and community projects. All staff are expected to remind students and provide positive encouragement throughout the year.

3.6 Tutors are responsible for managing behaviour in the classroom, but all College employees provide a friendly presence around the various sites and will challenge any students who do not use the College facilities respectfully and behave appropriately.

**The Three R’s**

3.7 To promote a culture of positive behaviours, Everton Football College staff and students  
 are expected to demonstrate the “three **‘R’**s”:

- Respect

- Responsibility

- Resilience

***Respect***

3.8 Show Respect:

* For knowledge and learning
* For yourself, towards staff and other students
* For the opinions, feelings and abilities of other students and staff
* For the diversity of students
* For the college and its property and facilities

3.9 Be Honest:

* About your ability - ask for help when you need it
* About your actions e.g. admit when you make a mistake or when you realise you have behaved inappropriately

3.10 Be Helpful towards others:

* By actively discouraging bullying or harassment of others
* By supporting other students with their studies or accessing support at college
* By supporting and encouraging other students on your course and elsewhere

***Responsibility***

3.11 Demonstrate a passion for learning by:

* Making a positive contribution in class work and other College activities
* Showing commitment to learning displaying a "Will Do" attitude handing work in on time attending all classes, including, where appropriate, English, maths and other lessons or activities that enhance employability or personal effectiveness
* Engaging with the Pastoral Support Team and support from the Additional Learning Support teams to improve performance
* Taking the initiative to improve or maintain the College and its facilities or help College staff without being asked e.g. by removing litter when found, reporting breakages of equipment, assisting staff in preparing for classes
* Taking the lead in College work, projects, tutorials etc. and encouraging others to join in stepping forward when others step back

***Ready to Learn***

3.12 Be an active student by:

* Preparing for learning by bringing in the correct coursework and equipment, being on time and motivated to learn
* Taking part in College groups and enrichment activities
* Acting as an ‘Ambassador’ for the College
* Being involved in volunteering and/or charity work
* Being proactive during individual tutorials in discussing ability, progress and setting realistic but challenging individual targets
* Managing time well to meet deadlines, appointments and targets
* Responding positively to feedback on how to improve the quality of work or behaviour at College thinking about the future and how your studies will support this
* Taking responsibility and making the most of opportunities to improve English and Maths skills, to make yourself ‘work-ready’.

**Contact with Parents/Carers**

3.13 For many students, parents/carers play a big part in ensuring that their child is responsible for their own behaviour in College. Where appropriate, we ask parents and carers to work with the College to support their son/daughter’s learning. This includes informing the College of any special education needs or personal factors that may result in their son/daughter displaying unexpected behaviour. We ask that parents and carers be prepared to attend meetings at the College with staff to discuss behaviour and to support any behaviour contract that are put in place. Parents and carers will usually be contacted in agreement with the student, but in some circumstances, this may be without consent. For students over the age of 18, parents/carers will only be contacted with the consent of the student.

3.14 We work with parents/carers to understand the needs of the child and their  
 behaviour. We believe that, in conjunction with behaviour boundaries and sanctions, good  
 support systems, praise, and rewards for good behaviour are an important part of building  
 an effective learning community. Where appropriate, the College provide regular reports to  
 parents and carers via the electronic student management system, telephone, and at  
 parent/carer events.

3.15 We encourage parents/carers to communicate with the College if they have a concern about their child’s behaviour, and we will do as much as possible to support parents/carers as and when they need it. We promote good behaviour within the College curriculum and provide regular reminders and reinforcement of College rules and expected standards of behaviour.

3.16 We recognise our legal duties under the Equality Act 2010 in respect of students with Special Educational Needs and/or Disabilities (SEND). Whilst all students identified with SEND are covered under this behaviour policy, we recognise that these students often require support which is different from, or in addition to, that required by their peers in order to take full advantage of the educational opportunities available to all students. An Individual Behaviour Plan will be used for students with SEND that cause them to display challenging behaviour. Advice will be sought from external agencies, where necessary, to assist with putting in place appropriate support strategies. These will be monitored and reviewed regularly. Further information is detailed within the Special Educational Needs and Disability Policy.

3.17 Students may be identified as ‘At Risk’ of not succeeding in their studies for many different reasons. This includes those whose behaviours cause concern because of the impact on themselves and/or others. The College’s key objective is that students stay and achieve. A student will not be asked to leave unless and until all alternatives have been exhausted, or in the case of gross misconduct.

3.18 If a student is struggling to meet the requirements of their workload for any reason, they should discuss this with their course/form tutor who will work with them to draw up a support plan. The tutor will confirm that they have understood what is expected of them and acknowledge the responsibility that they have for their own behaviour. Persistent and flagrant breaches of any of the expectations laid down in the 3 R’s or elsewhere in the code of conduct may lead to measures under the disciplinary process.

**Misconduct**

3.19 Misconduct means inappropriate and unacceptable behaviour which breaches the code of conduct. Some examples of behaviours which are unacceptable to the College are given below for guidance purposes. These are examples and the list is not exhaustive. It is important to understand that even minor breaches of the code of conduct may be treated as serious misconduct if they are persistent or repeated.

3.20 The following behaviour is regarded as completely unacceptable and will always result in stage three of the disciplinary procedure and possible exclusion, depending on the circumstances.

* Persistent verbal abuse to peers or staff
* Physical abuse to/attack on peers or staff
* Indecent behaviour
* Damage to property
* Misuse of illegal drugs
* Misuse of other substances
* Theft
* Serious actual or threatened violence against another student or member of staff
* Sexual abuse or assault
* Supplying an illegal drug
* Carrying an offensive weapon
* Arson
* Any action that brings the College into disrepute
* Unacceptable behaviour which has previously been reported and for which the College sanctions and other interventions have not been successful in modifying the student’s behaviour

3.21 The following items are not allowed in College under any circumstances:

* Knives and other weapons
* Alcohol
* Drugs
* Stolen items
* Tobacco, cigarettes and e-cigarettes
* Fireworks
* Pornographic material
* Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property

**Drugs**

3.22 The College will not tolerate drug use of any sort on College property or during off-site  
 activities. The College takes its anti-drugs policy very seriously and will discipline any  
 person found to be in possession of drugs. This includes solvents and any other substance  
 that can be misused or is harmful. Students may be permanently excluded if they are found  
 to be involved in drug-related incidents. This includes supplying, possessing, or taking  
 drugs.

3.23 Prescription drugs: carrying, supplying or taking prescription drugs illegitimately could result in a permanent exclusion.

3.24 Non-prescription drugs: some over-the-counter drugs can be harmful if misused. Students should not carry these in College.

3.25 Medication: The College acknowledges that it may be necessary for some students to take medication during the College day. Where appropriate, parents and carers should make the College aware of this in writing as soon as their son/daughter starts taking the medication.

3.26 Alcohol: consuming, carrying or supplying alcohol is strictly prohibited. Any student involved in any alcohol-related activity may be permanently excluded.

3.27 All of these rules also apply when travelling to and from College or when engaged in learning activities away from College premises e.g. in the workplace.

**Gross Misconduct**

3.28 Any particularly serious case of misconduct may be treated by the College as gross misconduct and may enter the disciplinary process at Stage 3 of the procedure.

**Academic Misconduct**

3.29 For Academic Misconduct, please refer to the Academic Misconduct Policy (formerly entitled ‘Cheating and Plagiarism’ policy).

4. Monitoring and Reviewing

4.1 The policy will be monitored and reviewed annually by the Principal and in conjunction with the Head of College and the Assistant Head.

4.2 The effectiveness of the policy will be measured through:

* Analysis of stakeholder feedback
* Behaviour management data

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**DISCIPLINARY PROCESS**

**EXPLORATORY DISCUSSION (INFORMAL)**

**ONGOING**

**CONCERN**

**SUFFICIENT**

**IMPROVEMENT**

**NO FURTHER**

**ACTION**

**STAGE 1 MEETING (FORMAL)**

**NO IMPROVEMENT**

**TARGETS**

**MET**

**NO FURTHER ACTION**

**STAGE 2 MEETING (FORMAL)**

**NO IMPROVEMENT**

**TARGETS**

**MET**

**NO FURTHER ACTION**

**STAGE 3 MEETING (FINAL)**

**NO IMPROVEMENT**

**TARGETS**

**MET**

**NO FURTHER ACTION**

**WITHDRAWAL FROM THE PROGRAMME**

**Entry point for more serious behavioural concerns which may include Gross Misconduct**

**Entry point for more serious behavioural concerns which are not considered Gross Misconduct**

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| **STAGE** | **REASON** | **EXAMPLES**  **(INCLUDING,**  **NOT LIMITED**  **TO)** | **PURPOSE OF MEETING** | **HELD BY** | **EVIDENCED** |
| **EXPLORATORY**  **DISCUSSION**  **(INFORMAL)** | First time or one-off minor behavioural issue. | Low level classroom disruption.  One off missed deadlines.  Acute punctuality  or attendance concern.  First contravention of learning agreement or expectations. | Ensure expectations are clear as well as the negative impact of the issue at hand.  Highlight any barrier, or concern which may be able to support with to address the issue.  Signpost or provide required support. | Course Tutor  Meeting held at the site the student attends | SIMS –  Learner Comment  SMART Targets set (if required) |
| **STAGE 1**  **(FORMAL)**  **VERBAL WARNING** | Initial recognition of a pattern of ongoing inappropriate behaviour/  performance.  No improvement in area of concern following Exploratory Discussion.  Behaviour/  performance  concern. | Attendance falls below 90% in any aspect of the study programme.  Ongoing punctuality issues.  Breach of agreed behaviour and/or performance expectations.  More than one missed deadline for assessed work. | Reassert expectations and impact.  Provide an Action Plan for improvement.  Solution/restorative focused approach to improvement applied. | Course Tutor/Site Lead – Stage 1 meeting to be booked and all components completed.  Parent  /Carer may wish to attend if they wish if under 18.  Meeting held at the site that the student attends. | Meeting completed on SIMS.  SMART target(s) and Action Plan set, and review date established.  Provide information regarding next steps should actions not be met.  Support/referral or signposting provided (if required).  Parent/Carer made aware of outcome (If under 18). |

Teaching and support staff are expected to monitor individual student behaviour, and to provide initial feedback and guidance as appropriate in a respectful manner. The aim is to support the student to learn from their past behaviour by understanding the impact of their actions, so that they can contribute positively to their own experience and that of others. However, it is recognised that this approach may sometimes require furthermore formal **restorative practice** interventions.

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| **STAGE** | **REASON** | **EXAMPLES**  **(INCLUDING,**  **NOT LIMITED**  **TO)** | **PURPOSE OF MEETING** | **HELD BY** | **EVIDENCED** |
| **STAGE 2**  **(FORMAL)**  **WRITTEN WARNING** | On-going concerns from Stage 1 or additional behavioural/  Performance concerns.  Entry point for more severe behaviour concerns which requires greater intervention. | SMART Targets/Action Plan from Stage 1 not met.  Additional behaviour or performance concerns may have been observed on top of the original issue such as existing attendance and new assessment deadlines concerns,  More serious issues (which are not deemed Gross Misconduct) can trigger this without the initial two stages at the discretion of ELT. | Establishing that this is the formal stage and so failure not to take remedial action will progress the learner to the final stage.  Explanation that there has been a lack of progress since the last Action Plan and its impact.  The expectations and severity of the situation should be understood and Action Plan for improvement established. | Assistant Head supported by Student Experience Manager.  Meeting held at the site that the student attends.  Parent/Carer must attend the meeting if under 18. | SIMS – Stage 2 meeting to be organised and completed.  SMART target(s) must be set to confirm expectations and success criteria.  Action Plan must be signed by the student and parents/carer.  Weekly review to monitor progress against agreed targets – Assistant Head. |
| **STAGE 3**  **(FORMAL)**  **FINAL WRITTEN WARNING**  **WITHDRAWAL** | Insufficient improvement from Stage 2.  Severe behavioural concerns.  Gross Misconduct. | Targets not met from disciplinary Stage 2 by agreed deadline.  Concerns as outlined in section below including Theft, Drugs, Bullying, Discrimination, Threatening behaviour. | This is the final stage of the disciplinary where the learner’s future outcome is established.  Two possible outcomes:   1. Final Written Warning. 2. Withdrawal | Head of the College supported by the Assistant Head.  Parent/Carer must attend the meeting if under 18.  Meeting held at EFC Free School. | SIMS – Stage 3 meeting to be organised and completed.  SMART target(s) must be set to confirm expectations and success criteria (if required)  If the student is to continue with the programme, weekly review meeting with the Head of College  Student withdrawal from the programme will be confirmed in writing. |

Behavioural interventions will be most effective if staff and students:

* Are **clear** about expectations and possible consequences of inappropriate behaviour.
* See any sanctions being fairly and **consistently** applied across all areas of the College.
* Understand and make an informed **choice** about the way they behave.