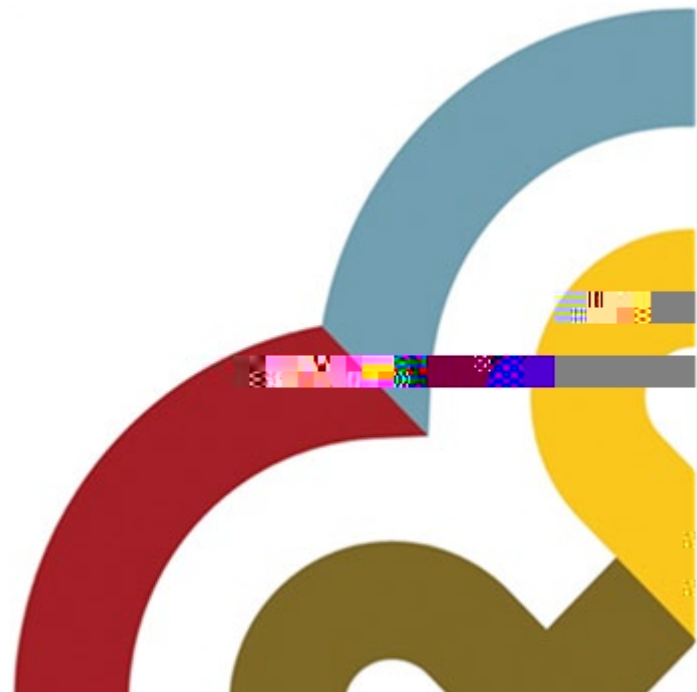




Bolton College

Positive Behaviour Policy 2024-25



Contents

1. Promoting Positive Behaviour 3

2. A Trauma Informed Approach 5

3. Intervention and Disciplinary Procedure 7

4. Stages of the Intervention and Disciplinary Process: 8

5. Appeals 10

Appendix 1 - Intervention and Disciplinary Procedure – Flow Chart 13

Appendix 2 - Examples of Possible Misconduct 14

Appendix 3 - Guidelines on the Rules of Natural Justice 14

Appendix 4 - Guidance for Advocates 16

Programme / Business Area:	Student Experience
Prepared By:	Assistant Principal Curriculum and Quality and Student Experience Manager
Approval By:	SMT
Approval Date:	September 2024
Next Review Date:	September 2025
College Website Link:	Positive Behaviour Policy 2024-25

1. Promoting Positive Behaviour

Vision for positive behaviour

'Bolton College is an environment where we treat one another with respect and fairness; bound by a common set of values that allows for outstanding learning to take place. All members of the College demonstrate exemplary behaviour that enables everyone to achieve their full potential. All feel safe and confident in supporting one another; contributing positively to the College community'

Aim

Our aim is to support every student throughout their time at the College and to promote positive behaviour across the College at all times. We believe such behaviour will produce a climate conducive to learning for all students.

Excellent teaching, learning and assessment can only take place in an atmosphere of calm and order in which students are prepared and ready to learn. Students must be clear about their rights and responsibilities as members of the College community; they must know what is expected of them as well as the consequences of not meeting College expectations.

All of the College community;

- College expectations will only be achieved by all students if the Positive Behaviour Policy is implemented consistently.

The College is fully committed to promoting and celebrating equality, diversity and inclusion and building together an environment where everyone feels safe. We will endeavour to ensure the Positive Behaviour Policy reflects this commitment in the design, implementation and effectiveness.

College staff have an essential role in helping students to meet College expectations. Students should expect staff to consistently do the following:

- plan and deliver teaching, learning and assessment which engages and motivates students to achieve.
- celebrate the successes of students as they occur through praise and recognition.
- develop positive working relationships with students in their classes.
- use a range of behaviour management strategies and apply the College Positive Behaviour Policy consistently whilst reminding students of College expectations.

In addition, the College will provide:

- a safe environment where everyone feels secure.
- a commitment to fairness, equality of opportunity and respect for all members of the College community.
- clear processes for listening to student views, handling complaints and addressing any problems we may have in delivering these commitments.

Celebrating success

College staff should celebrate the success of all students whenever and wherever it occurs in a variety of ways. Focusing on success and positive outcomes is essential in developing a positive culture and ethos across the College.

Communication

The foundation of this structure is the attitude of the staff in all their dealings with students. This should be based on respect and consideration at all times.

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Promoting positive relationships and behaviour

While this can be a varied and complex task we can create a nurturing, supportive and successful learning environment by focusing on three key words when interacting with our students:

- READY
- RESPECTFUL
- SAFE

Rather than focusing on a wide range of rules and expectations staff should focus on referring to these three keywords for CALM & CONSISTENT engagement with our students.

When discussing learning and behaviour with students these 'key words' should be consistently referenced to create a positive climate and ethos for staff and students.

This approach is underpinned by the work of Paul Dix who is widely used and adapted in schools and further education.

Recording Positive Behaviour in ProMonitor

To record examples where students have displayed positive behaviour, select 'Comments and Actions' in the individual student record and choose 'Positive Behaviour' from the dropdown.

Marking and Feedback to Students

The core of our rewards system is positive dialogue which supports improvement in learning.

- Formal, written feedback and informal commentary should both stress positive achievement. Promptly returned and fully marked work submitted to Markbook shows that staff have valued the work of students.
- Guidance for future improvement, rather than negative criticism of submitted work should be the normal approach. Further guidance for staff on the College's expectations for marked work are in the teaching, learning and assessment toolkit.

College Awards

For exceptional achievement of any kind, staff should make formal commendations to be awarded at termly / annual award events.

2. A Trauma Informed Approach

The College aims to support students to develop the understanding, skills and behaviours to lead fulfilling, worthwhile and happy lives and places the wellbeing of learners as a top priority, believing good wellbeing underpins successful learning and supports progress. Adopting a trauma informed approach, we seek to understand behaviour and educate students on why choices made may have been the wrong ones to take.

- Behaviour is communication and each person's journey to where they are now is a result of what they have or are experiencing.

3. Intervention and Disciplinary Procedure

Formal disciplinary procedures should only be instigated when support and interventions have been tried and implemented. At all times, the four steps of Allegation – Investigation – Hearing – Outcome will be followed. All students are entitled to a fair hearing following the rules of natural justice (Appendix 3).

The principle underlying the disciplinary procedure is that there should be no pre-judgement of outcome, but that the investigation / report determines the seriousness of any alleged offence and the hearing determines whether or not there is any case to answer and therefore the level or stage, of any action.

Following any allegation of a lapse in behaviour, a report will be prepared or an investigation conducted, (depending on the seriousness of the allegation), prior to a hearing being held. A student may continue through the stages of the disciplinary procedure by failure to recover their position at a previous stage or by continued lapses / incidents. In some cases, the seriousness of the incident indicates that it will be treated at a certain level.

Disciplinary action can be taken at stages 1-3 before referral to a member of the Senior Management Team (SMT). However, a case may be referred to a member of the Senior Management Team (SMT) at any stage if the seriousness of the incident indicates that it will be treated at a certain level.

4. Stages of the Intervention and Disciplinary Process:

Stage 1: Initial Interventions (Teacher / WBT).

¾ Interim interventions

Stage 2: Curriculum Leader Hearing.

¾ Interim interventions

Stage 3: Head of Area Hearing.

¾ Interim interventions

Stage 4: Senior Manager Hearing.

Absence from a Hearing

If a student does not attend a hearing and a reasonable explanation is not offered, then the hearing will go ahead in the student's absence and will be based on the evidence available.

The outcome of the hearing will be recorded on the Positive Behaviour Section in ProMonitor and therefore viewable by the student on ProPortal. Where students are MC /Arti.4 p02 n. 0.005u-6.6 (he)]

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Judgements made in respect of pupil behaviour will be entirely consistent with the College's Positive Behaviour Policy. Responsibility for any ensuing disciplinary action will remain with the school.

Only Curriculum Leaders and above can suspend students

Examples of Possible Misconduct

The following are examples of misconduct or behaviour which deliberately contravenes College policies, some of which have varying levels of seriousness (not an exhaustive list). Extremes of misconduct could result in exclusion from College.

Misconduct

- The use of rude, insulting, abusive or offensive language.
- Behaviour which obstructs or disrupts activities being held within College.
- The distribution or production of offensive literature.
- Causing a noise nuisance that affects students, staff, visitors or the local community.
- Littering.
- Failure to produce appropriate identification on request from any member of staff.
- Breach of any publicised regulations / policies.
- Abuse of the College's IT Users Policy including the unauthorised interference with, or misuse of software / data.
- Any smoking or vaping in non-smoking areas.
- Any cheating, plagiarism, or copying the work of other students or from the internet including

Guidelines on the Rules of Natural Justice

If a member of staff is in any doubt as to the procedure they are proposing to adopt they should take advice from the Student Experience Manager. The rules of natural justice consist of the following elements: The right to a fair hearing; and the rule against bias

The right to a fair hearing

The right to a fair hearing requires that individuals shall not be penalised by a decision affecting their rights or legitimate expectations unless they have been given prior notice of the case against them, a fair opportunity to answer it and the opportunity to present their own case. Each individual must have the opportunity to present their version of the case and to def.2 ()1c-2 (e.)-6.6 (r)4.rtatiheyihe agaipeo

hearing that prior to its commencement the member of staff has irrevocably decided the outcome.

Guidance for Advocates

Every student has the right to advocacy support at any stage of the College Intervention and Disciplinary Procedure. The following is written with the intention of providing any such advocate with the information they need to help them carry out their role in supporting the student effectively.

Rights of the student