



KITE COLLEGE

Kent Inclusive Technical Education

Learner Behaviour Policy and Procedure

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INTRODUCTION

Every interaction with every young person matters every time. KITE believe that relationships are at the heart of the learning process and, fundamentally, behaviour is most effectively managed when there is a positive relationship between everyone.

A happy, productive, and successful College rests on a clearly defined behaviour policy. At KITE College, we strongly believe in creating a positive environment for all members of the learning community. College staff, parents/carers and learners are to be made aware of the clear high standards of behaviour always expected of all Learners.

Learners are encouraged to be independent in taking responsibility for their choices and are sensitively guided when problems arise. We also recognise that within a climate of inclusion there will be some learners who need a personalised approach to their specific behavioural needs. The importance of taking a multi-agency approach to behavioural management is central to this. We also recognise that we may need to take the lead in consulting and communicating with other agencies.

The primary aim of this policy is not a system to enforce rules. Positive, constructive behaviour is encouraged by clearly defined rules but also a relevant curriculum matched to the ability of each learner and a fit for purpose environment celebrating the success and friendliness of our college. It is also a means of promoting good relationships, so that people can work together with the common purpose of providing a high-quality learning experience.

Aims / Scope of Policy

Our aims are for all staff to:

- Deal with behaviour calmly and consistently
- Model acceptable behaviour
- Acknowledge good behaviours regularly
- Offer learners strategies to deal with their emotions and chose more acceptable behaviours
- Be friendly and approachable, and
- Use de-escalations techniques.

Our aim for all learners is to:

- Feel safe and be protected from harm
- Be treated with respect and dignity and feel valued as a member of college
- Understand that their actions have consequences
- For learners to develop their own strategies for managing their own feelings and behaviour, and
- Learn how to deal with real life situations.

The staff at KITE college believe that, in order to enable effective teaching and learning to take place, good behaviour in all aspects of college life is necessary. It seeks to create a caring learning environment in the college by:

- Promoting good behaviour and discipline
- Promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect
- Ensuring fairness of treatment for all
- Encouraging consistency of response to both positive and negative behaviour
- Promoting early intervention
- Providing a safe environment free from disruption, violence, bullying and any form of intimidation or harassment, and
- Encouraging a positive relationship with parents/carers to develop a shared approach involving them in the implementation of the College's policy and associated procedures.

Behaviour

The KITE College has high expectations for behaviour and recognises the importance of good relationships as part of this. Trust and respect as part of a good, well-established relationship, takes time to develop. As a college we support learners to develop these relationships and use the strength of staff/learner relationships to deal with unacceptable behaviours.

In any circumstances of a staff member dealing with challenging behaviour, both staff and learners will be supported to discuss the incident (where and when appropriate and in a way best suited to the learner) in order to resolve it and to rebuild relationships. Following the discussion, it is important that good relationships are restored and that the incident is not commented on again. This ensures that positive relationships are restored. It is important that during the discussion the learner is not criticised in any way and when possible the discussion should be overseen by a third independent person to act as a mediator.

Expectations

Behaviour: learners are required to follow college rules and behave with consideration and respect towards other learners, members of staff and the public. This applies when in college, travelling to and from college, whilst on college trips and when identifiable as a KITE College learner.

Behaviour for Learning: learners are expected to demonstrate positive attitudes towards their learning and demonstrate behaviours which develop their understanding. Learners with poor behaviour for learning will be challenged using the strategies outlined in this policy.

Alcohol/Drugs/Aerosols or any illegal substances: learners who come to college showing signs of being under the influence of alcohol, other intoxicants or substances that affect behaviour by impact on prescribed medication will be removed and their parents informed of the serious consequences that potentially follow.

Dangerous items or implements: items which can cause serious harm and pose potential risks to others, such as knives of any description or other items identified as dangerous by the principal of the college. Items will be removed and parents informed of the serious consequences that potentially follow. This could include police involvement.

Smoking: learners must only smoke at break times, using designated areas.

Punctuality: learners will be in the college and attend lessons at the published times including a period of registration.

Leaving college premises: learners are not allowed to leave the premises during the college day, including lunchtime unless there has been a written request from parents and permission is granted by the Principal.

Property: learners are expected to treat their personal possessions, those of other learners and the property of the college with due care and respect. Damage to the buildings and equipment of the college will be charged to the learner's parents where the college deems appropriate.

Valuables: the college will not accept responsibility for the loss of or damage to any item of value, including; electronic equipment or money, brought into the college unless it has been given into the safe keeping of a teacher.

Mobile Phones/electronic devices (inc. music players) may be brought to the college but must be switched off and in bags during lessons / learning sessions. Mobile phones can be used during free / social time during breakfast club and lunch time. Learners must not access any form of social media whilst on site at the College.

Checklist for Effective Learning

We expect The Ridge Employability College learners to:

- Arrive on time to lessons.
- Bring to session required equipment and respect resources provided by the College.
- Understand how important it is to get enough sleep.

'Core' Lesson Protocols for Staff

- Greet the group.
- All relevant books/equipment should be ready for the start of the lesson.
- Formally register your group.
- Lesson purpose/objectives are to be shared with learners.
- Where learners do not have basic equipment, i.e. pen/paper, provide them with whatever is missing.
- Seating arrangements of the class are clearly the prerogative of the teacher and a written seating plan is highly recommended including the identification of vulnerable learners.
- Homework (if issued) must be given in sufficient time for all learners to be able to record it.
- Lesson to have a formal closure with orderly dismissal.

Sanctions

It is important for learners to learn consequences for their actions. When a learner displays unacceptable behaviours or does not follow the class rules adults play a key part in dealing with the situation that arises. Unacceptable behaviours can fall into two categories: low level behaviours or high level behaviours.

Low level behaviours are mainly those which can cause a small disruption to a lesson but offer no serious risk or disruption e.g. talking, fidgeting etc. These low level behaviours should be dealt with using a range of techniques within the classroom such as moving the pupil to a different seat, eye contact, or verbal request. It is important that these behaviours are dealt with straight away in an effective manner so that the behaviour does not escalate or become a pattern.

High level behaviours include more serious behaviours, where the learner and those around them may be hurt or be at risk. In these situations, de-escalation techniques should be used. These should include:

- Humour
- Distraction
- Time out /cool down period
- Reassurance
- Simple listening
- Re-direction
- Change of face

For both low level and high level behaviours it is important that learners incur sanctions or consequences in order to learn from their experiences. These could include:

- Time out: 'quiet time' on their own either in a quiet area or on a separate table, continuing to do class based work. Timings will vary dependent on the classroom situation
- Learner stays behind in College if an external visit was planned on timetable.
- If the Learner displays aggressive or inappropriate behaviour and time out has not worked, or the behaviour is considered severe, parents will be contacted and the learner sent home for the remainder of the day.

If the behaviour continues on more than 3 different occasions, parents will be invited into College to discuss their young person's behaviour with the Head of College and, where applicable, Social worker and a behaviour plan agreed.

Action will be taken to work with the young person and family to ensure that this type of behaviour does not continue. The possible consequences will be discussed if the behaviour does continue, including a change of placement from College.

The College will consider whether the behaviour under review gives cause to suspect that a young person is suffering, or is likely to suffer, significant harm. Where this may be the case, College staff should follow the Safeguarding Policy. They should also consider whether continuing disruptive

behaviour might be the result of unmet educational or other needs. At this point, the College should consider whether a multiagency assessment is necessary.

If a disruptive learner is placed in an area away from other learners for a limited period, the College must act reasonably in all the circumstances. Any use of isolation should not prevent the young person from leaving a room of their own free will.. The College will ensure at all times the health and safety of all learners and any requirements in relation to safeguarding and learner welfare.

Challenging Behaviour

Sometimes learners can communicate using behaviour. These behaviours can have important functions, in that:

- they give the learner immediate relief,
- they communicate (albeit inefficiently) the learner's feelings and needs, and
- they have been practised so frequently that the learner is very good at them

This is detailed by the following the stages of the Continuum of Aggression:

- Calm
- Trigger
- Verbally Agitated
- Verbally Hostile
- Verbally Threatening
- Physically Threatening
- Physically Violent

These stages are hierarchical and learners will progress through the stages at varying different rates dependent on the learner.

Where the behaviour escalates beyond levels that are perceived to be safe and the learner presents a potential risk to themselves and others in the college, senior leaders will take all necessary action to safeguard the KITE community.

The Principal may send a learner home, after consultation with that learner's parents/carers and a health professional as appropriate, if the learner poses an immediate and serious risk to the health and safety of other learners and staff support from other agencies may be involved as appropriate.

Most behaviour evolves rather than changes and therefore there is no quick fix. When challenging behaviour occurs, the staff working with those learners find the situation difficult and may need support. After incidents of challenging behaviour, it is important that members of staff are given the necessary support. They should be given time to complete the behaviour report. Time should also be allocated for staff to be debriefed by a third party. Learners should also be debriefed in the format most appropriate to them. This helps to rebuild relationships that otherwise may breakdown.

Disciplinary and Change of Placement

All College staff are expected to challenge inappropriate behaviour. If the inappropriate behaviour persists, staff are expected to take the issue to the Principal along with the information about the steps taken to address the behaviour. This can be done through completing an Incident Report Form.

Although minor behaviour can be dealt with, it is recognised that persistent minor behaviour issues can have a detrimental effect on not only the learner but the rest of the group. This is why it is important for staff to follow the procedure and use the tutorial process to try and change behaviour prior to using sanctions. The Principal will speak to the learner and look at the best way of moving forward. It might be decided that the discussion is enough and no further disciplinary action is needed. Major behaviour incidents should be reported directly to the Principal. In most cases these types of incidents would be as a result of actions that have been intended to threaten or harm learners or staff. The continuation of persistent minor misbehaviour that is having a negative effect on the group should also be referred to the Principal.

No disciplinary action will be taken against a learner until the circumstances have been investigated. In the case of alleged gross misconduct, it may be appropriate for learners to be asked not to attend College until an incident has been investigated further (for their own or others' safety or to ensure a fair investigation). If this is the case then the Principal must ensure that parents/carers are informed. If appropriate, the Principal may ask a learner not to attend college whilst the investigation is carried out. The Chair of Trustees must be informed if a learner is suspended pending investigation.

At every stage, a learner has the right to be advised of the reason for disciplinary meetings, to hear the evidence against him/her and to state his/her case.

If a learner does not attend a disciplinary meeting which he/she has been instructed to attend, the meeting can take place and a decision made in his/her absence.

Where any member of staff has reason to believe that a learner is at risk of significant harm e.g. sexual abuse, grooming, radicalisation or sexual exploitation, the member of staff should alert the Safeguarding Lead, so that appropriate safeguarding and protection action can be taken. The staff member will still continue disciplinary proceedings under this procedure.

If the learner is 16 – 18 or considered to be vulnerable they have the right to have a parent/carer accompany them to the meeting. In the absence of a parent or carer a member of support services may accompany the learner.

Disciplinary Offences

The following are some examples of misconduct. **This is not an exhaustive list and each incident will be reviewed individually.**

- Any breach of health and safety or other procedures of the College, as outlined at induction;
- Any bullying (including cyber bullying), intimidation, taunting (including any racist or homophobic comments), verbal abuse or the use of any violence or threat of violence towards any person;

- Any failure to follow the reasonable instructions of a member of staff;
- deliberately or by gross negligence causing damage to any College buildings, equipment or furnishings or any property of others;
- any misuse of substances as defined by the Drug and Alcohol Misuse Policy, any interference with hardware, software or data belonging to or used by the College or other learners;
- Any smoking within College buildings; or any centres used for College activities;
- Any cheating, plagiarism or copying of the work of other learners;
- Any unduly noisy or any unruly behaviour or the use of foul or abusive language;
- disrupting any class or any other College activity, whether or not involving staff or other learners;
- Any behaviour which is socially or sexually offensive;
- Any behaviour which is racist, sexist, or discriminatory against others on grounds of their disability, religion, sexual orientation, transgender identity, age;
- Any behaviour which could bring the College into disrepute; (e.g. posting inappropriate messages on social media about staff or other learners, committing a criminal offence);
- A significant drop in attendance which has a negative effect upon academic performance.

Gross Misconduct

To protect the learning environment, the College takes seriously any breaches of College policies and will follow the College's Learner Disciplinary Procedure should this happen. Furthermore, this Disciplinary Procedure will be used in cases where learners are involved in:

- Theft of any kind;
- Threatening behaviour or assault;
- Discrimination of any kind (including racial, homophobic and disability);
- Bullying or harassment including cyber bullying;
- Deliberate damage to property (College and personal property);
- Endangering the health and safety of others;
- Any potentially criminal activities affecting the College or other learners;
- Possession and/or use of alcohol;
- Possession and/or use of illegal substances;
- Cheating, plagiarism, forgery and gambling;
- Inappropriate access to web material deemed unsuitable;
- Inappropriate use of college e-mail;
- Committing a criminal offence.

This is not an exhaustive list and each incident will be reviewed individually.

Criminal Offences:

Where any member of staff has reason to believe that a learner may have committed a criminal offence, the College may refer the matter to the police and may continue disciplinary proceedings under this procedure or suspend the learner pending outcome with the police. The college reserves the right to recommence proceedings under the disciplinary procedures once any criminal proceedings are known

Disciplinary Cases

The disciplinary procedure may be exercised by any member of staff who has appropriate authority. This includes the Head of College and Curriculum Lead or Designated Safeguarding Lead.

Stage 1 (Inappropriate behaviour) of the disciplinary procedure may be dealt with by way of an investigation and disciplinary interview. The member of staff conducting the interview reserves the right to exclude the learner if the Behaviour Policy is breached. If the learner does not attend any interview, disciplinary action may proceed. This is the initial stage of the disciplinary process. A formal meeting with the learner will explain the inappropriate behaviour. The learner must be informed they are in stage 1 of the disciplinary process. The meeting should be conducted as soon as possible after the incident has been identified and within one week. The Head of College, Curriculum Lead or Designated Safeguarding Lead can chair the meeting. The learner may be accompanied by their parent or carer. Possible outcomes of the meeting are:

- No Action or
- Verbal Warning with an action plan to improve and parent/carer informed.

The meeting will be recorded on the individual learner record. The learner may appeal in writing within five working days of the meeting to the Head of College.

Stage 2 (serious and repeated misbehaviour) will be dealt with by way of an investigation and a disciplinary hearing. The learner may be suspended. The disciplinary hearing will be conducted fairly by the Head of College, Curriculum Lead or Designated Safeguarding Lead. The second stage of the disciplinary process is for persistent inappropriate behaviour, failing to meet stage 1 action plan or for more serious allegations. Learners must be informed they are at stage 2 of the process. The meeting should be conducted as soon as possible after the incident has been identified and within one week. The learner will be presented with their conduct and then invited to present their statement. The learner may be accompanied by their parent or carer. Possible outcomes of the meeting are:

- No Action or
- A Written Warning with an action plan to improve and parent/carer informed.

The meeting will be recorded on the individual learner record. The learner may appeal in writing within five working days of the meeting to the Head of College.

Stage 3 (gross misconduct) of the disciplinary process is for serious and gross misconduct and for when learners have failed to meet the terms of the action plan at stage 2. Learners must be informed there are at stage 3 of the process. The Head of College will hold the disciplinary hearing within 7 working days of suspension or the incident. The Curriculum Lead or Designated Safeguarding Lead will explain the process to the learner and the parent/carer and present the conduct issue. The learner will be given the opportunity to present their statement. The learner may be accompanied by their parent or carer. Possible outcomes of the meeting are:

- No Action or
- Final Warning with an action plan to improve or
- Change of Placement.

If change of placement is an outcome this will be confirmed with the learner and their parent or carer as appropriate within three working days of the hearing. The outcome will be recorded on the individual learner record. The learner may appeal in writing within five working days of the meeting to the Head of College.

Note 1: At any time during the operation of this procedure either side has the right to request an adjournment, the adjournment request will be considered by the Head of College, if considered reasonable, it will be granted.

Making an Appeal

Learners who wish to make an appeal must do so in writing, within five working days from the outcome of the meeting.

An appeal hearing will be held with a Member of the Board of Directors

Any appeal must state the grounds for appeal. The grounds for appeal are: The punishment is too severe for the offence

The learner is not guilty of the behaviour of which he or she is being accused. The Procedures have not been followed

An appeal hearing will be arranged within 10 working days of the notice of an appeal being lodged.

An appeal hearing will be arranged which will follow the same format as a disciplinary hearing as detailed above, save that the learner or Parent/carer will start the hearing by explaining the grounds for his/her appeal.

The final decision of the appeal panel will be communicated in writing to the learner and parent/carer within 2 working days of the appeal panel interview. The decision will be final.

Breaching a suspension

Breaching a suspension will be regarded as a further serious breach of the disciplinary code, and subject to further disciplinary action.

Variations and Amendments

Looked After Children/Children in Care and care leavers:

The Safeguarding Lead must be informed of the suspension of any such learners, or any disciplinary action which may result in a looked after child having to have a change of placement from College.

Suspension or Change of Placement Procedure

A decision to suspend a learner for a fixed period or change of placement is seen as a last resort. The College is responsible for communicating to learners, parents/carers and staff its expectations of standards of conduct. A range of policies and procedures are in place to promote good behaviour and appropriate conduct.

No suspension or change of placement will be initiated without first exhausting other strategies or, in the case of a serious single incident, a thorough investigation.

Reasons for Change of Placement:

Serious breach of the College's rules or policies

Risk of harm to the education or welfare of learners or others in the College

Any change of placement will be at the recommendation of the Head of College and at the discretion of the Board of Directors.

Temporary Fixed Term Suspension:

A temporary suspension should be for the shortest time necessary. Ofsted evidence suggests that 1-3 days is usually enough to secure benefits without adverse educational consequences.

Persistent or Cumulative Problems:

Suspension for a period of time from half a day to 15 days for persistent or cumulative problems would be imposed only when the College had already offered and implemented a range of support and management strategies. These could include:

- Discussion with the learner
- Mentoring
- Monitoring Report
- Discussions with parents/carers
- Target setting
- Checking on any possible provocation
- Mediation
- Counselling
- Internal suspension

Suspension will not be used for minor incidents (e.g. lateness, or poor academic performance).

Single Incident:

Temporary suspension may be used in response to a serious breach of rules and policies or a disciplinary offence. In such cases, the Head of College or in the Head of College's absence, the Curriculum Lead or Designated Safeguarding Lead, will investigate the incident thoroughly and consider all evidence to support the allegation, taking account of the College's policies. The learner will be encouraged to give his/her version of events and the Head of College will check whether the incident may have been provoked, for example by bullying or racial harassment. The decision to suspend a learner rests with the Head of College or in the Head of College's absence, the Curriculum Lead or Designated Safeguarding Lead.

Change of Placement:

A change of placement is a very serious decision and the Trustees will consider the Head of College's decision to go ahead with this before enforcing it. As with a temporary suspension, it will follow a range of strategies and be seen as a last resort, or it will be in response to a very serious breach of College rules and policies or a disciplinary offence such as:

- Serious actual or threatened violence against another learner or a member of staff
- Possession or use of an illegal drug on the premises
- Carrying an offensive weapon
- Persistent bullying
- Racial harassment
- Theft from college or a work placement setting.

The Decision for Change of Placement:

If the Principal decides a change of placement for a learner, he/she will:

- ensure that the approved change of placement procedure is followed
- ensure that there is sufficient recorded evidence to support the decision
- explain the decision to the learner
- contact the parents/carers, explain the decision and ask that their young person be collected
- send a letter to the parents/carers confirming the reasons for the change of placement, whether it is a change of placement or temporary suspension, the length of the suspension and any terms or conditions agreed for the learner's return
- plan how to address the learner's needs on his/her return
- plan a meeting with parents/carers and learner on his/her return

Suspension should not be enforced if doing so may put the safety of the learner at risk. In cases where parents/carers will not comply, for example, refusing to collect their young person, the learner's welfare is the priority.

Behaviour Outside College:

Learners' behaviour outside College on College business e.g. trips or work placement, 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 College, not on College business, the Head of College may suspend a learner if there is a clear link between that behaviour and maintaining good behaviour and discipline among the College body as a whole, or if it is deemed to be damaging to the reputation of the College.

Marking Attendance Registers Following Suspension:

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

Managed Move:

In cases where the Principal and parents/carers agree that the progress of the learner has been unsatisfactory and the learner is unwilling or unable to profit from the educational opportunities offered, this is not suspension and in such cases, the Head of College along with the Local Authority will assist the parent/carer in placing the learner in another educational setting.

Removal from the College for Other Reasons:

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

Fixed term suspensions may be used, again after SLT planning meetings and discussions and probably only after an exceptional incident where a learner or member of staff has been violently assaulted and a cooling off period is needed.

A change of placement will be extremely rare and a course of absolute last resort. A change of placement would never be arrived at without planning meetings and consultations with parents/carers, multi-agency, and LA representatives. It is, however, a course of action available at a point when learner or staff safety is severely compromised.

Possible outcomes of a Disciplinary Hearing

Stage 1 disciplinary outcomes include verbal warnings and an action plan. Verbal warnings will be disregarded after one full term.

Stage 2 disciplinary outcomes include first written warnings and an action plan, these will be disregarded after 1 academic year, in the event an additional written warning is issued in this period this will be termed a final written warning that will be removed after 2 academic years, and records of suspensions will be kept indefinitely.

Stage 3 disciplinary outcomes include suspension or expulsion from College

Depending on the seriousness of a learner's actions, or the persistent disregard for College procedures, a learner can be disciplined through this procedure at the stage which the College considers to be the most appropriate. In extreme circumstances for example, Gross Misconduct, a learner can be taken straight to stage 3, without having to go through stages 1 and 2.

Amendments:

It may be necessary to change some procedural aspects of this code. The College may make such changes as it sees fit subject to informing the learner concerned and subject to consideration of fairness. Without limitation, such changes may include disciplinary or appeals interviews being conducted by different persons due to absence, or if the person who would otherwise be conducting the interview had previously had close personal involvement in the matter to be considered. The College may amend this code from time to time.

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