

Student Conduct and Behaviour for Learning Policy

Version No	Purpose/Change	Lead	Date
<i>Previous versions are available</i>			
12.0	Reviewed and updated	SDE	June 25

Purpose

We want an emotionally intelligent College where we treat one another with respect and fairness, where all students have the opportunity to achieve their potential.

Our Student Conduct and Behaviour for Learning Policy is designed to support every student throughout their time at Wilberforce College to achieve their potential and to support them in developing lifelong skills and behaviours, equipping them for the workplace and to contribute successfully within society. The policy aims to promote positive behaviour across the College at all times. We believe such behaviour produces a climate conducive to learning for every single student. This policy is designed to enable students to integrate harmoniously into the College community and where students do fall short of the expectations set, to recognise any barriers to learning and behaviour and to support them in changing their behaviour to meet College expectations.

Students can only achieve their potential in an atmosphere of calm and order in which students are prepared and are ready to learn. Students must be clear they know what is expected of them as well as the consequences of not meeting College expectations. All of the College community (staff, students, parents, governors and other relevant stakeholders) should be aware of the policy and be committed to its principles, purpose and how it is applied in everyday College life.

The Colleges attendance, anti-bullying and exclusion policies should be read in conjunction with this policy.

Objectives

- To ensure any barriers to students achieving their potential and not meeting the expectations outlined in this policy are identified and addressed, with relevant support in place where necessary
- To ensure students know and understand what the College expects of them
- To provide a transparent, workable and realistic framework for the consistent management of all behaviour-related issues
- To support the re-engagement of students who have not met College expectations, whilst viewing conduct and behaviour through the safeguarding lens and an understanding that often behaviours occur for a reason.

Underlying this policy are the following principles:

- An understanding and acceptance of the importance of the policy and its underpinning of the College core values by all members of the College as outlined below:

- We conduct ourselves with integrity and respect for all.
- We make Students' experience central.
- We value individuals and promote self-esteem.
- We work as a team.
- We encourage innovation, creativity and enjoyment.
- We aim for excellence in everything we do.
- A partnership between all members of the College expressed through the policy.
- An approach that is positive in nature and seeks to be preventative rather than punitive in approach and to maximise re-engagement.
- The promotion of self-awareness, self-discipline, accountability, personal responsibility and respect for self and others.
- Achievement of college expectations by all students through the consistent application of this policy.
- That the college is fully committed to promoting and celebrating equality, diversity, fundamental British Values and building together an environment/College where everyone feels safe. We endeavour to ensure the Behaviour for Learning Policy reflects this commitment in design and implementation.
- A commitment by students to develop a growth mindset and seek support when required

Behaviour for Learning

The Student Conduct and Behaviour for Learning Policy is underpinned by four basic expectations of students:

- Excellent attendance and punctuality
- Meeting of work deadlines
- Work completed to the best of their ability
- Positive attitude to learning

These expectations are incorporated into the learning agreement, which all students sign on enrolment and show to all students as part of their induction or return to College, which include the use of the College IT systems. The expectations are shown below:

1. I will attend and be punctual to all lessons, tutorial sessions, work experience and upskilling activities. I understand there are consequences for lateness and poor attendance.
2. I will respect myself, the college facilities, equipment and others at all times.
3. I will be prepared and do my very best in everything I do. I will complete all tasks to the best of my ability and submit work on time. I understand that there will be consequences if I fail to meet these expectations.
4. I will complete independent study to support my success, which is 1 hour for every hour in class.
5. I will follow the College codes regarding dress, social media, safeguarding, exams and Artificial Intelligence (AI).
6. I will follow the College classroom expectations, supporting a positive learning environment for all.

7. I understand that in lessons, I will not have headwear on (unless for religious reasons).
8. I will wear my lanyard and ID badge at all times whilst on the College site. I will wear my lanyard and ID badge around my neck at all times, whilst on the College site, ensuring it remains clearly visible.
9. I understand that swearing, abusive, racist, sexist, homophobic language or actions will be dealt with in line with college behaviour policy.
10. I agree that bullying is not tolerated or acceptable.
11. I understand that phones and earphones should not be out in class, unless instructed.
12. I will not bring energy drinks into the College and will not have food or drink except bottled water in classrooms.
13. I understand I must not bring, or be under the influence of, alcohol, drugs, solvents or bring offensive weapons onto college premises. I also understand the seriousness of these actions.
14. I understand that the College is a smoke and vape free environment and that these activities will lead to disciplinary action. I also agree that I will not smoke or vape in the vicinity of the College.
15. I agree to adhere to the Fundamental British Values at all times, which include Democracy, Rule of Law, Tolerance, Individual Liberty and Mutual Respect.
16. I understand that abusive or inappropriate use of social media, whether in or outside of college, is unacceptable and may lead to disciplinary action.

Student responsibilities

All students need to know and understand the college expectations. These are as follows:

- Students are expected to cooperate with college staff at all times and seek support if they have any queries or concerns or to address any barriers or potential barriers to learning.
- Students must behave according to college expectations and therefore should not act in a way that negatively affects the learning of other students or themselves.
- Students should be prepared to work cooperatively with staff and other students as well as working independently and in groups.
- Students are expected to work outside of class and utilise resources such as the Learning Resource Centre, Microsoft Teams (when appropriate) and develop skills to support progression beyond the college, including building their employability skills and regularly updating their Individual Learner Plan (ILP).
- A minimum expectation is that for every hour in the classroom, this will be matched with one hour of independent study. All work – classroom or independent – is expected to be of the highest standard possible for each student. Students will be made aware of work that is below expected standards and strategies put in place for improvement.

- Submission of work to deadlines is a requirement for all students. It is the responsibility of students to discuss with teachers, before the deadline, of any difficulties they may have in meeting deadlines.
- Students are also expected to be organised and ready to learn for all lessons. They should know the time and place of every lesson as well as deadline dates for coursework, exam dates etc. Course and subject folders should contain class notes and other relevant materials and brought to lessons as directed by teachers and be kept neat and orderly.

College sanctions

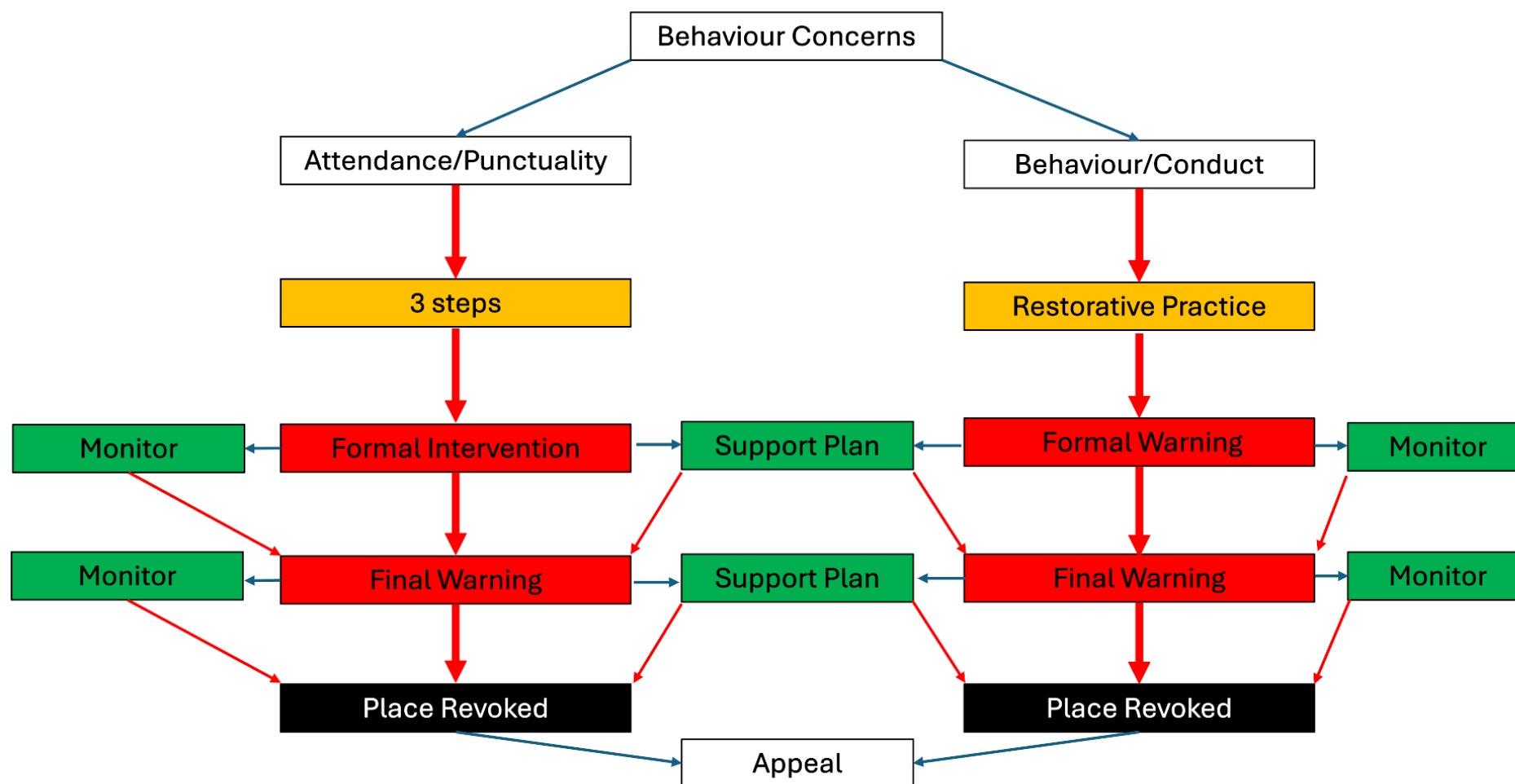
There will be occasions when it is necessary for staff to use sanctions or intervention and support strategies to address poor behaviour and academic performance. If unacceptable behaviour continues following initial sanction and/or interventions and support and the student fails to meet the college expectations, staff will follow Appendix 1 of this policy. Behaviour that contravenes that of the college expectations may result in a student losing any financial support payment (if eligible) or, if deemed appropriate, their place at the college.

What students can expect from staff?

Students should expect staff to consistently do the following:

- Plan and deliver lessons and activities of a high standard, which engage and motivate students to achieve.
- Celebrate the successes of students in lessons, tutorials, support sessions and whenever in the workplace.
- Develop positive working relationships with students in their classes, sessions and within the college.
- Communicate successes and concerns to parents and other staff.
- Use a range of behaviour management strategies/restorative practice in applying this policy and associated methods of communication.
- Deliver sessions and one-to-one meetings which contribute to the development of the college ethos and to the development of student independence and responsibility.
- Identify any barriers to learning or barriers which may affect a student successfully adhering to this policy and addressing any support needs if applicable by referring to the Colleges support services.

Please note that whilst every effort will be made to follow this policy, circumstances may not always allow this or may render certain parts of the policy inappropriate. Individuals will be treated fairly and in line with legislation in all instances.



Extreme behaviour may warrant any college action, including a student having their place being revoked. Student Services must be involved and an overall view taken of the circumstances involved. Staff may use their professional judgment when implementing the Student Conduct and Behaviour for Learning Policy; decisions do not have to be based on previously recorded incidents or information. When professional judgement is used to decide a sanction, staff must discuss their concerns with the Student Services Manager, who should consult with a member of SLT. The college will endeavor to support students to integrate/re-integrate into the college community with decisions to revoke a student's place taken only with good reason and it being deemed appropriate to take this action.

Attendance Process – what to expect *(extract from the Attendance Policy)*

All staff will follow the College protocols (3 steps) as identified below:

Registers

- **Staff Responsibility:** The staff member responsible for the session must complete the attendance register within **15 minutes** of the session's start time. Once completed, the register should be **closed**.
- **Attendance Officer:** The Attendance Officer(s) will add any information received relating to absence or lateness to the register, starting **20 minutes after** the session begins.

Attendance '3 Steps' System

Step 1: Missed lesson

Trigger	Action
Student misses a lesson	<ol style="list-style-type: none">1. Attendance Officer alerted by teacher on 'Attendance Reporting' Teams channel.2. Teacher or Attendance Officer attempts to contact the student via a telephone call and the outcome documented on Cedar.3. Automated absence email sent <i>on Tuesday and Friday afternoons</i> to parents/guardians notifying them of the student absence(s).4. At the earliest opportunity, Teacher informs student about required attendance at the Catch-Up Clinic to make up for the lost lesson time and documents on Cedar.
Late arrival at lesson	<ol style="list-style-type: none">1. Over 15 minutes late to lesson, register is recorded as 'Late' and amount of time late indicated on register. Teacher informs student about required attendance at the Catch-Up Clinic to make up for the lost lesson time and documents on Cedar.

Step 2: Second missed/late lesson (same week or same lesson in two consecutive weeks)

Trigger	Action
Student misses or is late to a second lesson in the same week or misses the same lesson over two straight weeks.	<ol style="list-style-type: none">1. Teacher meets student to identify any barriers to learning.2. Teacher records barriers and/or concerns on college system (Cedar).3. Teacher contacts parents/guardians to voice concerns regarding absence from lesson(s).4. Student informed by teacher to attend Catch-Up Clinic* to recover missed learning and documents on Cedar

*[***Catch-Up Clinic** - This is an academic support initiative designed to assist students who have missed learning due to unauthorised absence or disengagement during scheduled lessons. Under the guidance of subject teachers, Progress Mentors, or Heads of Faculty, students may be directed to attend compulsory catch-up sessions. These may involve independent study in the Learning Resource Centre (LRC), temporary placement in parallel classes, targeted small-group interventions, attendance on non-timetabled days, or other tailored support measures. The Catch-Up Clinic is a key element of our broader academic support strategy, ensuring that all students are given the opportunity to close learning gaps and sustain curriculum progression.]*

Step 3: Continued misses or chronic lateness

Trigger	Action
More lessons missed, persistent lateness, has not caught up with work.	<ol style="list-style-type: none"> 1. Teacher refers student to Head of Faculty for formal intervention using the 'Cause for Concern' thread on Cedar and includes the target(s) the student must achieve. 2. Head of Faculty informs parents/guardians about the attendance pattern and the need for formal intervention. Head of Faculty reiterates to parents/guardians the possible consequences if student does not engage in the intervention strategies and documents on Cedar. 3. <i>Formal intervention:</i> <ol style="list-style-type: none"> a. Head of Faculty mandates the faculty Progress Mentor to meet with student and start formal intervention, if required b. Two-week action plan set by Progress Mentor for student from targets provided by teacher/Head of Faculty and documents on Cedar c. Academic Mentor informs parents/guardians of plan and conveys consequences for failing targets through parental email d. Academic Mentor addresses potential learning barriers, plans catch-up steps and monitors student progress. <i>Student Action Board (SAB) involvement:</i> <ol style="list-style-type: none"> a. Head of Faculty notifies Student Action Board at fortnightly meeting of student progress b. Student Action Board offers/provides pastoral or SEND support (if required) and monitors student progress c. When carrying out the two-week review, if progress is good: Formal intervention is suspended, and student moves to support or monitoring. d. If progress is insufficient the Student Action Board issues a Final Warning.

Final warning stage

Trigger	Action
No improvement after formal intervention.	<ol style="list-style-type: none">1. Student meets with Student Action Board members (Assistant Principal and Student Services Manager).2. New two-week action plan initiated.3. Parents invited to attend meeting and reminded of potential further consequences.4. Two-week review:<ol style="list-style-type: none">a. If progress is made: Final Warning suspended, and student enters support or monitoring.b. If no progress made: Student will have place at college withdrawn

Appeals process

Students and their parent/guardian may request a meeting with the Student Action Board to appeal a decision, but this will only be granted where new and relevant evidence is presented by the student. The purpose of the meeting is to review the new information and determine whether it warrants a reconsideration of the original decision.

Behaviour/Conduct Process – what to expect

Restorative Practice

If the behaviour/conduct of a student falls below that expected of them and as outlined in this policy and happens in lessons or on the College site or when representing the College. In the first instance staff will utilise restorative practice methods to resolve the behaviour/conduct issues. A record will be made on the College systems of the incident and the actions taken. The member of staff will inform their Line Manager of the incident.

If appropriate staff should signpost the student to support from one of the Colleges support services.

Additionally if it becomes clear that the student faces barriers to learning, staff will discuss these with the student, record them and if applicable signpost the student to the Colleges support services.

If deemed by the member of staff that the nature of behaviour/conduct is grossly unacceptable, the member of staff will liaise with the Student Services Manager who may issue further sanctions as outlined below:

Formal Warning

If poor behaviour/conduct is persistent following staff initiating restorative practice methods or the behaviour/conduct is grossly unacceptable or a pattern of behaviour emerges then staff will liaise with the Student Services Manager.

If it is agreed that a Formal Warning is to be issued the student's parents/guardians will be informed of the behaviour/conduct concerns and consequences if the students fails to address their behaviour.

A member of the Student Services team will contact the parents/guardians and meet with the student to identify any potential barriers to learning or safeguarding issues and to set expectations for ongoing behaviour.

A record will be made of the issues and actions and a Formal Warning issued.

Final Warning

If poor behaviour/conduct is persistent following a Formal Warning or behaviour/conduct is grossly unacceptable or a pattern of behaviour emerges then a Final Warning will be issued.

At the Final Warning stage a meeting will be arranged for the student to meet with a member of Student Services and a member of SLT. A two-week action plan will be put in place, which may involve a daily attendance report or other initiatives. Any barriers to learning will be addressed and if applicable a plan to catch up on lost learning put in place. Parents/Guardians will be informed of the situation and offered a meeting with Student Services and SLT and made aware of the consequences if the students fails to meet the targets set.

If reasonable progress has been made to achieving the targets set, at the two-week review date, the Final Warning can be suspended and the student placed either on a support plan to continue to make progress or in a monitoring group.

If a student fails to make reasonable progress towards achieving the targets set, on the two-week review date they will be referred to SLT and a decision made to remove their place at the College. Parents/Guardians will be made aware of this decision and the support available to the student in securing alternative provision or employment.

Expectations of students at Wilberforce College

The Student Conduct and Behaviour for Learning Policy is underpinned by a number of basic expectations of students.

These expectations are incorporated into the learning agreement, which all students sign on enrolment and are shown below:

1. I will attend and be punctual to all lessons, tutorial sessions, work experience and upskilling activities. I understand there are consequences for lateness and poor attendance.
2. I will respect myself, the college facilities, equipment and others at all times.
3. I will be prepared and do my very best in everything I do. I will complete all tasks to the best of my ability and submit work on time. I understand that there will be consequences if I fail to meet these expectations.
4. I will complete independent study to support my success, which is 1 hour for every hour in class.
5. I will follow the College codes regarding dress, social media, safeguarding, exams and Artificial Intelligence (AI).
6. I will follow the College classroom expectations, supporting a positive learning environment for all.
7. I understand that in lessons, I will not have headwear on (unless for religious reasons).
8. I will wear my lanyard and ID badge at all times whilst on the College site. I will wear my lanyard and ID badge around my neck at all times, whilst on the College site, ensuring it remains clearly visible.
9. I understand that swearing, abusive, racist, sexist, homophobic language or actions will be dealt with in line with college behaviour policy.
10. I agree that bullying is not tolerated or acceptable.
11. I understand that phones and earphones should not be out in class, unless instructed.
12. I will not bring energy drinks into the College and will not have food or drink except bottled water in classrooms.
13. I understand I must not bring, or be under the influence of, alcohol, drugs, solvents or bring offensive weapons onto college premises. I also understand the seriousness of these actions.
14. I understand that the College is a smoke and vape free environment and that these activities will lead to disciplinary action. I also agree that I will not smoke or vape in the vicinity of the College.
15. I agree to adhere to the Fundamental British Values at all times, which include Democracy, Rule of Law, Tolerance, Individual Liberty and Mutual Respect.
16. I understand that abusive or inappropriate use of social media, whether in or outside of college, is unacceptable and may lead to disciplinary action.

Student Dress Code

Wilberforce Sixth Form College believe that dress plays a valuable role in contributing to the ethos and values it represents and in setting an appropriate tone for learning, behaviour and attitude, but also in preparing students for the world of work and life beyond the College.

Items of dress that may reasonably be expected to cause offence or deemed inappropriate to any member of the college community, such as T-shirts bearing inappropriate language or images, or particularly revealing items of clothing, are not allowed to be worn in college.

If a student is believed to be in breach of the College Dress Code, the matter should be referred to Student Services. They will review the situation and, if they feel that the code has been breached, they will:

- Discuss the matter with the student(s) concerned, explaining clearly what the issue is and in what way they have breached the Dress Code
- Send the individual home from College so they can remove or change the items of clothing, as appropriate. It should be made clear that this is not a suspension or exclusion, and that they will be readmitted to college immediately once they comply with the Dress Code.

Persistent or wilful breaches of the Dress Code will be dealt with in accordance with the relevant disciplinary procedures.