



# SUPPORTING POSITIVE BEHAVIOURS POLICY

2025-26



## SIGNIFICANT CHANGES FOLLOWING REVIEW

Page Number or Heading Name	Details of significant change	Changes made by
Throughout Document	Job Titles and Team names updated	Head of Safeguarding
Throughout Document	Reference to Adult Programmes removed – New Policy to be developed for FE Adult Programmes	Head of Safeguarding

# Supporting Positive Behaviours Policy

## 1. Introduction

- South Essex College Group's core values drive our expectations and aspirations for behaviour from our students, staff, partners and visitors. The college is committed to creating an environment where positive, resilient behaviour is at the heart of productive learning.
- Students and staff work collaboratively to be the Heart of Community Transformation across the college and local area for now and the future.
- We will create an environment where students are ready to learn, safe in all they do and respectful of everyone in the college and in the community.
- Led by our core value of accepting and encouraging of all who come through our doors, everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and urge others to do the same.
- At South Essex College Group, we recognise that effective teaching and learning will only take place in an environment where there is a clear understanding of acceptable behaviour that builds resilience and supports all to thrive.
- The expectations of students will be clearly displayed around the college. Students will engage in activities throughout the year to reinforce expectations and provide feedback on how the college can develop.

## 2. Aims of the Behaviour Policy

- To prepare our students for life in Modern Britain by supporting them in valuing their community and celebrating diversity by embracing the Fundamental British Values of Respect, Tolerance, Law, Democracy and Individual Liberty.
- To create a culture of excellent behaviour through positive intervention that builds resilience and supports all to thrive.
- To build a community which values kindness, care, good humour, good temper, obedience and empathy for others.
- To ensure that all students and staff are treated fairly, and are shown respect.
- To promote good relationships.
- To focus on giving attention to positive behaviours and promoting self-management and effective communication.
- To help students self-manage their behaviour and be responsible for the consequences of it.
- To promote community cohesion through positive relationships.

- To ensure we are a community of professionals that inspire excellent behaviour as a minimum expectation for all.
- To be powerful and ambitious in developing the skills and behaviours for the work place to ensure all our students are industry ready.

This policy applies to all 16-18 study programmes and apprenticeships programmes at the South Essex College Group. This policy should be read in conjunction with the Safeguarding Policy, Anti-bullying Policy, Attendance Policy, Health & Safety Policy, Equality and Diversity Policy, E-Safety Policy and the Stop and Search Policy.

### **3. Tackling Sexual Misconduct**

The College recognises that sexual misconduct in all its forms can happen anywhere and are committed to responding to all reports and concerns including those that take place outside of college and/or online. Sexual misconduct is never acceptable and will not be tolerated.

It is essential that we challenge these behaviours and stress the importance of addressing inappropriate behaviours between students that are actually abusive in nature. Downplaying certain behaviours (e.g. “just banter”, “boys will be boys”) can lead to a culture of unacceptable behaviours, an unsafe environment for students and staff and in worst case scenario a culture that normalises abuse leading to young people accepting it is normal and not coming forward to report it. As a College we want to ensure that our environment is safe for everyone so that students and staff feel they can go about their learning and work without fear of harassment.

The College is committed to supporting all our students and will use the policies and procedures developed in the college, specifically the Safeguarding Policy & Procedure, to manage all cases of sexual misconduct. The Supporting Positive Behaviours Policy & Procedure will support appropriate sanctions.

## **4. Key Stakeholders**

### **4.1 Staff**

In order to create a positive learning environment, staff have a key role to play in their own behaviours. All staff are responsible for the behaviour of students around the college. To ensure our college is a welcoming and safe environment for all, staff should be vigilant and address any unacceptable behaviour immediately.

All members of staff at South Essex College are expected to uphold the six principles of good behaviour management:

1. Have clear expectations and boundaries
2. Build positive relationships
3. Always be a professional, consistent role model
4. Follow through and up with behaviour
5. Foster home and college relationships
6. Reward and celebrate good behaviour

The Six Principles of Good Behaviour Management for Staff is available in Appendix 2.

## 4.2 Students

In order to be successful in their studies, we expects students to:

- Be **ready** to learn
- Be **safe** in all they do
- Be **respectful** of everyone in the college and community.

The Student Code of Conduct is available in Appendix 3 and will be displayed around the College Campuses and in virtual learning spaces.

## 4.3 Parents and Carers

The support provided from parents and carers is vital to the success of a young person.

- Any student who is studying on a 16-18 programme regardless of age should have parental/carers engagement in their learning and the college will help to support this partnership.
- Parents/Carers will be invited to all Behaviour meetings for students studying on a 16-18 programme and encouraged to attend where possible.
- Parents/Carers can help to re-engage a student. By early involvement, this can help to support the student appropriately but also start to unpick the behaviour and reasons behind the disengagement. Parents and carers can support targets and provide encouragement along the way.
- All parents and carers will have access to ProPortal and should be encouraged to view this regularly to check on the progress of their young person.

- The college will explain to students that they may need to contact parents/carers. This may be due to concerns but also to provide praise.
  - The college will not engage with parents and carers if there is a known or suspected risk to the young person. Any concerns should be discussed with the Safeguarding Team so further guidance can be sought if necessary.

## **5. Positive Behaviours Principles**

- The aim is to bring about a positive change in student behaviour by using day-to-day interventions in the classroom and around the college sites.
- Interventions should always be implemented with care and consideration, taking individual needs into account where necessary with the mantra "Praise the behaviour you want to see".
- Day to day interventions should be recorded as a student comment including action to be taken and any targets set where appropriate.
- If day to day interventions are unsuccessful then Support Interventions must be implemented.
- Students will be reminded of any possible sanctions. All staff should be mindful of the impact of issuing a sanction and how this may hinder positive behaviour change rather than support it.
- Staff should maintain records of interventions, escalation and, where appropriate, engagement with parents/carers for those studying on 16-18 programmes.
- Staff will have access to support and guidance from the College Leadership & Management Team and regular training will be provided.

### **5.1 Student Meetings**

- Students should attend all meetings with staff regarding their progress and behaviour.
- Students are able to bring support to these meetings such as parents or carers. Adult students are able to bring a friend or partner to a meeting.
  - Parents/Carers will be invited to all Behaviour meetings for students studying on a 16-18 programme and encouraged to attend where possible.
- Meetings at any level will discuss academic progress in all areas of study as well as the behaviour being communicated and required support moving forward.
- Outcome of meetings for Apprentices will have relevant information shared with their employer.



## **5.2 Support Interventions**

- Where a student is showing/displaying signs of disengagement, whether this be academic, attendance or behavioural, the department are responsible for Support Interventions.
- Support Intervention meetings should take place between stages of the Behaviour Improvement Process to support the student with re-engaging with their learning or meeting targets and deadlines.
- Support interventions are designed to prevent students having to go through the formal Behaviour Improvement process or escalate to the next stage.
- Listening to our students about disengagement and/or poor behaviour can help staff in creating or revising plans and support that have the best outcomes for the student in supporting them to thrive.
- The Support Intervention process relies on partnership working with teams across the college and parents/carers (those on a 16-18 programme regardless of age).
- Support interventions must be recorded on ProMonitor as a Meeting with details of the discussions, next steps and any targets.

## **5.3 Behaviour Improvement Process**

- The Behaviour Improvement process is implemented if the Support Intervention has been ineffective in creating change. The Behaviour Improvement process is comprised of three stages.

Stage 1 – Verbal warning

Stage 2 – Written warning

Stage 3 – Final written warning

- Outcomes from any formal Behaviour Improvement meeting will remain on file for one academic year.
  - Where a meeting takes place in the summer term the Head of School has the authority to apply the outcome and conditions to the following academic year.
- All records will be kept in accordance to GDPR and data protection regulations.

## **5.4 Serious Breach**

- A Serious Breach is an incident that may lead to a fixed term or permanent exclusion. Serious breaches must be referred immediately to the Head of

School and sanctioned by the relevant College Principal and/or Deputy Principal. Investigations are carried out by an academic manager.

- It may be necessary to suspend a student following an incident or report that increases the risk to the student or others.
- Where a suspension or short cooling-off period is recommended by the Management Team, this should be clearly stated on ProMonitor and Serious Breach requests.

## **5.5 Appeals**

- Any student who is dissatisfied with a Behaviour Improvement outcome and conditions, including Serious Breaches or Support to Continue Studies Review, may appeal against that decision.
- Appeals should be in writing, setting out the reasons for appeal and should be delivered within 5 working days of the outcome letter being received to the Student Services Officer (Behaviour Improvement & Customer Services).
- Appeals will be investigated by an Executive Board member.
- The student may then be invited to an appeal meeting which normally takes place within 10 working days.
- If the appeal is upheld, the disciplinary outcome and/or conditions can be revised, downgraded or revoked.

## **6. Support For Continuing Studies**

- The College recognises that there may be times during their programme of study when a student may not be able to participate fully and satisfactorily in relation to their academic studies and student life generally. This may be as a result of a new or recurring disability, illness, mental health condition or personal circumstances.
- A review is required if an incident or change in circumstances occur for a student that brings into question their safety on their programme or on campus.
- A student can be referred for a review for a number of reasons including support needs or safeguarding concerns.
- Where reasonable adjustments within the College's available resources have not provided the appropriate level of support, the **Executive Director Foundation Learning & Additional Learning Support, Head of Safeguarding and Head of Additional Learning Support** will decide on whether to undertake a review.
- Although the College will endeavour to meet the specific needs of all students, it is also committed to providing a safe and healthy environment



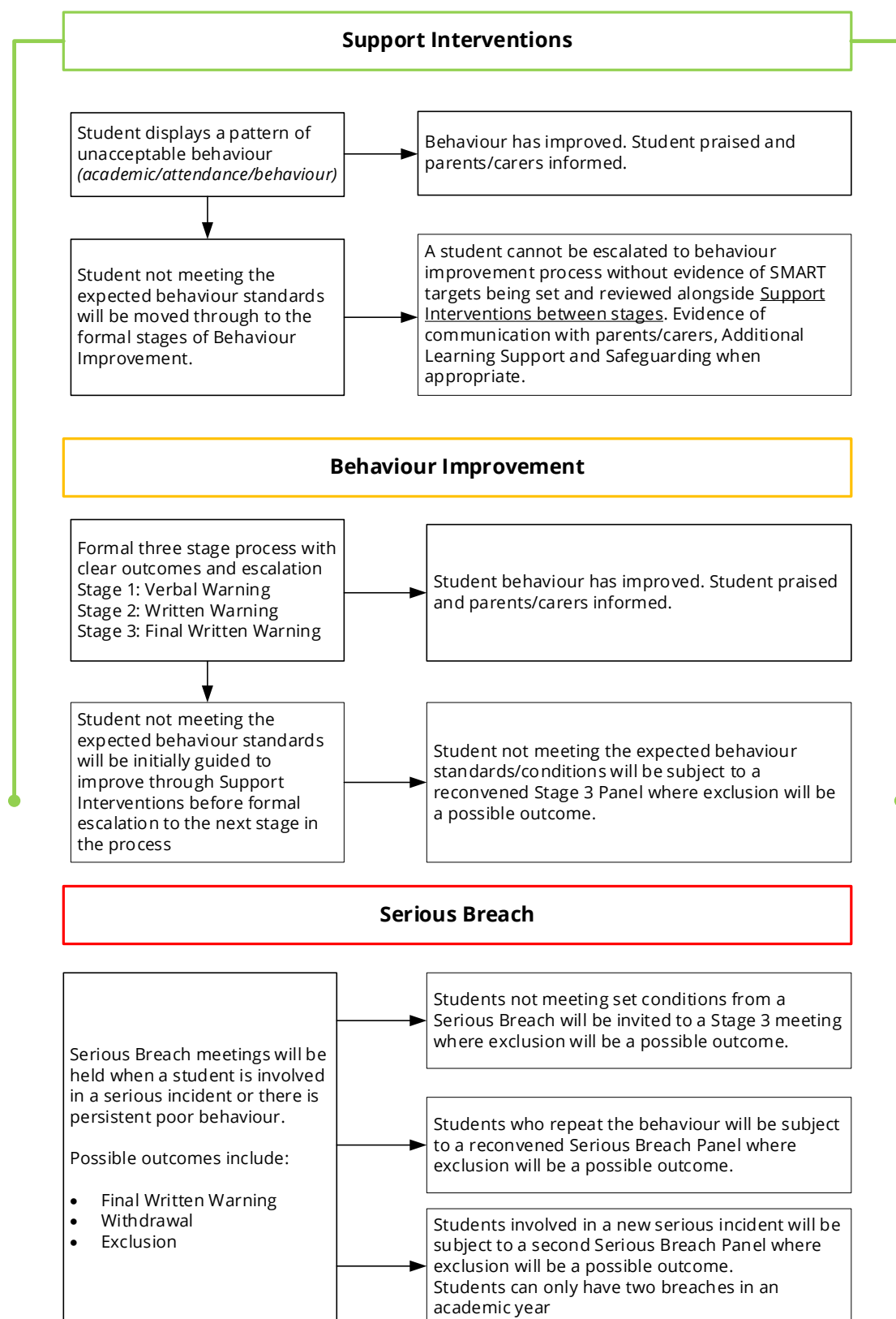
for the whole College community and as such, the College will consider whether such support and adjustments are in line with this principle and if they are, reasonable within the College's resources. Where it is not possible to provide the level of support or adjustments required, the College has the right to withdraw the student from their programme of study.

- Appeals will follow the same process as Behaviour Meetings (see 5.5).

## **7. Physical Intervention**

- As part of our Supporting Positive Behaviours procedures and systems for keeping students and staff safe, all of our staff have a legal power to use reasonable force (Section 93, Education and Inspections Act 2006) and this applies to any member of staff at South Essex College Group.
- Reasonable force can be used to prevent anyone hurting themselves or others, from causing damage to the college environment or from causing disorder. Any intervention will be reasonable, necessary and proportionate. For example:
  - students will be prevented from fighting, hitting or hurting others
  - damage to college property will be prevented where reasonable
  - students will be prevented from hurting themselves
  - any other incident of a similar nature where deemed reasonable, necessary and proportionate
- All staff have the authority to use professional judgement on whether or not to physically intervene and will always depend on individual circumstances.
- Physical intervention will also be in line with any stop and search requirements as outlined in the Stop & Search Policy.
- Records of when physical interventions have been used will be kept centrally by Safeguarding as well as a confidential record on ProMonitor.

## Appendix One: Supporting Positive Behaviours Process Overview



## **Appendix 2: 6 Principles of Good Behaviour Management For Staff at South Essex Colleges Group**

### **Always be Professional, Consistent Role Model**

- Show enthusiasm for the subject and activities in lessons
- Recognise the impact of own behaviour and responses on that of others
- Only eat food in designated areas in the Campus. Food should not be consumed in teaching areas or walkways
- Use professional language to describe behaviours and the steps needed to progress, build resilience and thrive in education and beyond
- To understand and appreciate the impact neurodiversity, SEND and trauma can have on an individual's behaviour and how they respond to support
- Apologise if a mistake is made
- Model balanced emotional regulation
- When things go wrong, have time for reflection with the student or as a group to discuss what went wrong and what may need to change
- Always being open and honest

### **Have Clear Expectations & Boundaries**

- Take responsibility for the learning environment
- Enforce and promote professional standards to learners are ready to learn
- Follow the SECG Learning System
- Adhere to set timetables and keep to lesson start/finish times
- Take the least intrusive approach to managing behaviour
- Help students understand their behaviour and the consequences of their behaviour to support them in building resilience and to thrive in all situations
- Promote self-esteem and self-discipline
- Be consistent and fair
- Model the behaviour you expect from students
- Ensure your own appropriate presentation
- Give students responsibility

### **Build Positive Relationships**

- Be welcoming to all students
- Treat students as individuals
- Help students to learn and feel confident

- Remember that student starting points will not all be the same; they will not have had the same experiences at school and those may not have been positive
- Build on relationships that are formed over time through sincerity and trust that builds respect

### **Follow Through and Up with Behaviour**

- Keep records of student progress in all aspects of the learning including behaviour and conduct including attendance records
- Discuss any concerns or challenges at the earliest opportunity with the student
- Work as part of a college team to support a student and contribute to keeping clear records of discussions as well as agreed targets
- Use the range of support teams within the college to provide holistic support for students
- Follow the College Policies and Procedures to ensure fairness and consistency

### **Foster Home & College Relationships**

- Ensure good Home/College communication to support our students thrive in college and beyond
- Complete student reviews/reports in a timely manner
- Share positive messages alongside any challenges arising
- Build partnerships with home for the benefit of the student and advocate for further support from other college teams or external services

### **Reward & Celebrate Good Behaviour**

- Make students feel appreciated in different ways
- Praise the behaviour we want to see
- Request class visits from managers to highlight and celebrate hard work and good conduct
- Share positive progress with teams supporting the student and with home

*NB: Further guidance for Staff on the Six Principles of Good Behaviour Management for Staff at South Essex Colleges Group are included in the Appendix 1 of the Supporting Positive Behaviours Procedure and supporting Staff Guidance Handbook.*

## Appendix 2: Student Code of Conduct

### Student Code of Conduct

South Essex College Group welcomes and supports students who are **READY** to learn, **SAFE** in all they do and are **RESPECTFUL** and tolerant of others.

#### Ready

- Attend and be on time for all sessions and maintain 100% attendance
- Bring the correct equipment and resources
- Dress professionally and appropriately for area of study and the weather
- Phones on silent in learning time and out of sight
- Headphones off and music players off
- Complete homework on time, meet all coursework and attend all exams

#### Respectful

- Be accepting and encouraging of all who walk through our door
- Show respect and tolerance for everyone in college and the community
- Respect teachers and staff and the learning environments they create
- Give consideration for people's safety, feelings and property
- Use your mobile devices appropriately, do not use in class unless instructed to and do not use to take images or videos of others
- Take responsibility for wearing a college lanyard, badge and uniform
- Support the college by keeping it tidy
- Only eat food in designated areas in the Campus. Food should not be consumed in teaching areas or walkways
- Use lifts appropriately
- Be aware of individuals with mobility difficulties or disabilities

#### Safe

- Be in the right place at the right time
- Follow the college's rules for health and safety
- Use the internet appropriately
- Do not take any substance that may impair judgement

- Never bring any banned items such as knives, laser pens and any other items which can cause physical injury into college
- Keep yourself safe and talk to others if you feel at risk
- Be a positive Upstander by calling out any inappropriate behaviour safely or reporting to staff

## **Equality Impact Assessment**

The aim of an equality impact assessment (EIA) is to consider the equality implications of any new or amended policy, procedure, practice, project, function on different groups of staff, students and visitors to the college. This EIA tool provides a simple framework that helps evaluate whether the change may inadvertently disadvantage protected characteristics and identify ways to proactively advance and promote equality.

You will need to consider each of the equations and provide information as to consideration and any changes made in relation to Equality, diversity and inclusion.

Date EIA completed.	July 2025
Name of person responsible for completing the EIA	Jane Belcher
Role of person responsible for completing the EIA	Head of Safeguarding
Who is affected by the policy / decision / change	All staff and students
What's the reason for the new policy / change in policy, practice, process etc.	Updates are in line with legislation and statutory guidance on safeguarding

You will need to consider whether it's possible that the proposed new policy / change in policy /procedure/practice etc could discriminate or unfairly discriminate or disadvantage people. You should consider:

Who gets to participate	Who does not, or who now does not due to the changes proposed / made.
Who is at an advantage	Who is at a disadvantage, and again has this changed?
Who will benefit	Who will not benefit (or who did and now doesn't due to the changes proposed in policy

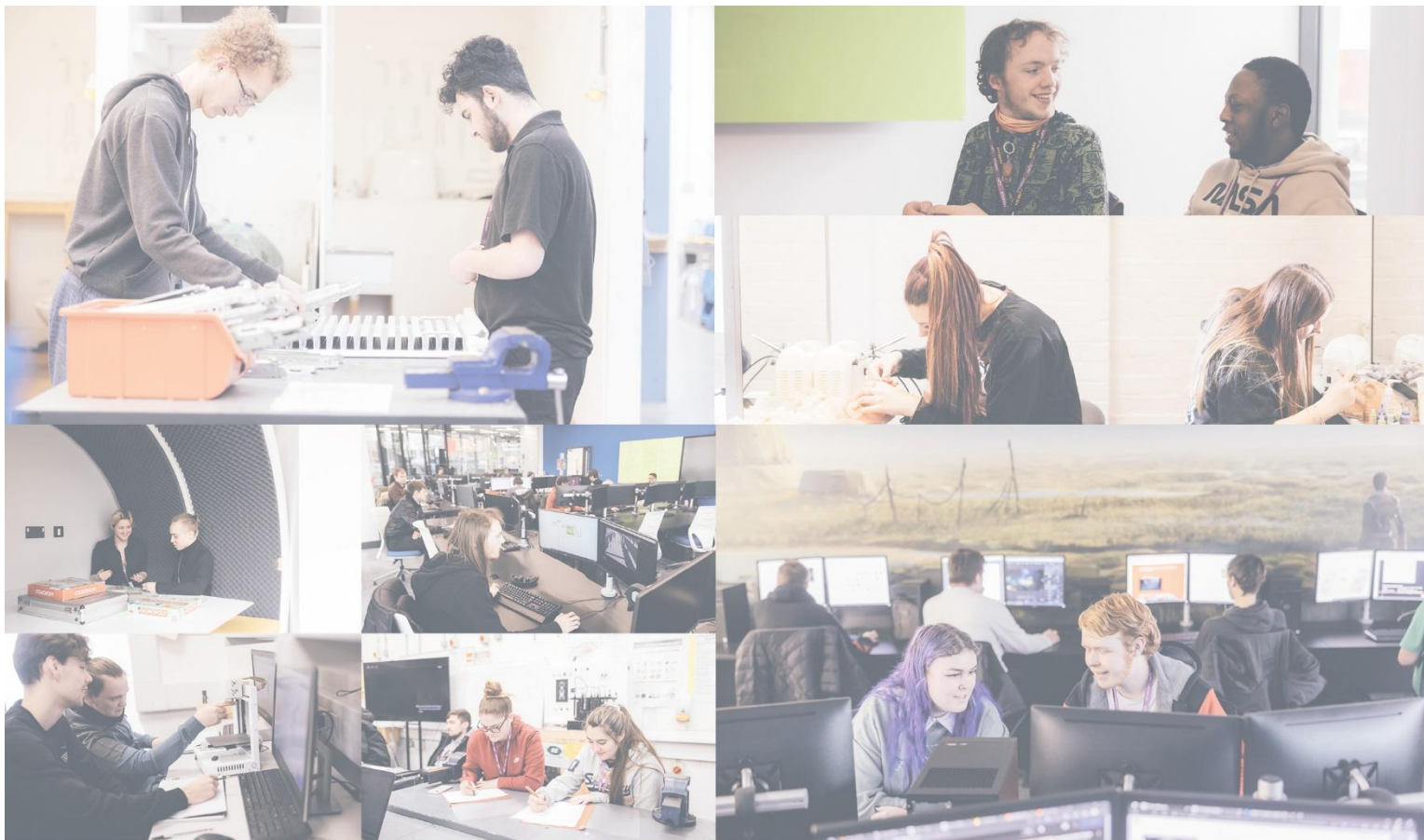


Who can access the policy	Who cannot, or now cannot.
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Protected Characteristic	What degree of impact does the change have (score 1-5 with 1 the lowest and 5 the highest)	What is a potential positive, neutral or negative impact? Include what you have considered. Are there any barriers?	What action will be taken to address any negative impact or remove any potential barriers identified? Note if we are not able to resolve anything identified.	Date by when and whom will this action be taken.
Age	1	None identified		
Disability	1	Some potential barriers to accessing/reading and understanding documentation	Appropriate action will be taken to ensure any person who discloses a health concern and/or disability are provided with adjustments to enable them to understand and be aware of processes	As and when required
Gender (Sex)	1	None identified		
Gender Reassignment	1	None identified		
Marriage or Civil Partnership	1	None identified		
Pregnancy / Maternity	1	None identified		
Race	1	None identified		
Religion or Religious Belief	1	None identified		
Sexual Orientation	1	None identified		
Any other element that needs to be considered.	1	Persons where English is not a first language	Appropriate action will be taken to ensure any person who discloses English as a second language are provided with adjustments to enable them to understand and be aware of processes	As and when required

Note:

1. *The terms stated under protected characteristics are the terminology used in the Equality Act 2010.*
2. *As part of the policy approval process Executive Board will consider the EIA assessment and any potential barriers which we may not be able to overcome and whether the action proposed will mitigate sufficiently within legislation or whether we decide to not implement the new policy if the risk are significant. If the policy is approved the EIA is also approved*



<b>Senior Leadership Responsibility</b>	Interim Director of ALS, Safeguarding & Learner Wellbeing
<b>Policy Author</b>	Interim Director of ALS, Safeguarding & Learner Wellbeing
<b>Roles Responsible for Reviewing</b>	Interim Director of ALS, Safeguarding & Learner Wellbeing Deputy Executive Director – Teaching & Technology
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