Our Shared Behaviour for Learning Policy

A restorative and student-centred approach to behaviour, attendance and support

KING EDWARD VI COLLEGE

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Section 1 – Whole College Approach to Positive Behaviour for Learning

1. Mission, Vision, Values and Attributes

1.1 Our Mission

To inspire people to gain the skills they need to thrive in an ever-changing world as we transform sixth form education.

1.2 Our Vision

Our people will be recognised locally and nationally for the remarkable impact they have on their communities.

1.3 Our Aim

Our whole-college approach promotes high expectations and positive behaviours, with clear boundaries for everyday college life. Students, staff, parents/carers, governors and external partners all share responsibility for creating a positive learning environment that supports progression, future employment and personal development.

Positive relationships create the conditions for good conduct, strong engagement and effective learning. This policy therefore balances high expectations with support, inclusion and restorative practice.

1.4 Our Objectives

- To promote a consistent whole-college approach to Behaviour for Learning.
- To provide tailored support and remove barriers to learning and development.
- To adopt a trauma-informed approach to improving conduct and engagement.
- To provide clear expectations for students, staff and parents/carers.
- To ensure behaviour-related processes are fair, consistent and transparent.
- To use restorative approaches wherever appropriate.
- To remain developmental and improvement focused.

1.5 Our Values

Value	What this means
Ambitious	We create exceptional learning experiences and seek creative solutions to challenges.
Curious	We ask questions, embrace new approaches and learn from mistakes.
Involved	We are inclusive, open and actively engaged in the communities we serve.
Supportive	We support each other professionally and personally.
Genuine	We act honestly, take responsibility and live our values.
Optimistic	We remain positive and resilient, even in challenging situations.

1.6 Our Attributes

The college attributes underpin our expectations for behaviour, conduct and personal development:

- Get Things Done
- Communicate Effectively
- Act with Integrity
- Adapt My Approach
- Remain Positive
- Think Creatively

2. Whole College Approach to Success

Behaviour for Learning is the responsibility of the whole college community. Clear expectations, positive relationships and timely communication help students develop the habits needed for success.

Staff will	Students will	Parents/carers will
Provide a safe, inclusive and engaging environment.	Show kindness, positivity and respect.	Engage positively with college systems and communication.
Model professionalism and high expectations.	Wear college ID and not share it with others.	Support excellent attendance and punctuality.
Welcome students into college, lessons and activities.	Attend lessons on time and be ready to learn.	Avoid booking holidays during college term time.
Deliver high-quality teaching, enrichment and employability activities.	Complete work, meet deadlines and attend exams and curriculum activity.	Support independent study at home.
Provide tailored pastoral support through tutors and the Student Experience Team.	Attend lessons, workshops, enrichment, placements and interventions.	Use Cedar to monitor progress, attendance and behaviour.
Communicate progress, behaviour, attendance and welfare concerns promptly.	Read and respond to Teams, email and online platform messages.	Attend consultation events and keep contact details updated.

The first six weeks of the academic year are an important period for establishing routines, relationships and expectations. During induction, students will receive clear guidance on attendance, punctuality, conduct, peer support, bystander behaviour, safeguarding and student support.

Commitment to the college values and contribution to our community is expected from the instant a student enrols with us. Where students are found to be in breach of our behaviour policy and/or are unable to meet expected standards of attendance and behaviour for learning habits the college reserves the right to remove students from roll within the first half term. Student Review Boards will take place within the first 42 days to discuss any students who are risk of immediate withdrawal.

Communication is central to the college's contextual safeguarding approach. Concerns relating to attendance, punctuality, behaviour or welfare should be recorded, monitored and acted upon promptly.

3. Rewards, Recognition and Restorative Practice

3.1 Celebrating Success

The college will celebrate success whenever and wherever it occurs. Recognition helps to build confidence, motivation and belonging, and reinforces the behaviours and values we want to see across the college.

- Verbal praise and positive feedback including calls and messages home
- Commendations on Cedar
- Half Termly student awards

3.2 Positive Feedback

Feedback should be constructive, specific and focused on actions, behaviours or work rather than personal criticism. Staff and students should avoid sarcasm, humiliation or comments that could undermine confidence or foster low expectations.

3.3 Restorative Practice

Restorative practice places relationships at the heart of resolving conflict or harm. It encourages those involved to understand impact, take responsibility and work towards repair. Restorative approaches may include informal conversations, facilitated meetings, reflection activities or restorative circles where appropriate.

Section 2 – College Support, Process and Discipline

4. Attendance and Punctuality

4.1 Attendance

Students are expected to attend all timetabled activities and maintain excellent attendance. Absence will be monitored, challenged and supported, as it is closely linked to achievement, retention and progression.

- Parents/carers should notify the college of absence through Cedar or College Services.
- Daily absence communication should be sent to parents/carers and students.
- Where lack of attendance causes concern, the tutor will arrange a meeting to explore barriers and agree support. This may include calls to student, Teams messages and blocking of Student ID Card.
- Support may include tutor meetings, parent/carer contact, workshops, wellbeing support, reasonable adjustments or a Student Intervention Plan.
- Unauthorised absence from examinations may result in the student being required to pay resit costs.
- 4 weeks of persistent non – attendance will result in removal from roll as per DfE Advice: Funding rules 16 – 19 provision 2026-2027

The college recognises that there may be extenuating circumstances which may impact attendance. Reasonable adjustments will be considered where appropriate.

4.2 Punctuality

Students and staff are expected to be in lessons on time. Lateness will be recorded accurately on Cedar and explored with the student. Persistent lateness will be challenged and supported through appropriate intervention.

Teachers should ensure lessons start and finish on time, with no unauthorised breaks. Teaching time is valuable and should be protected.

5. Behaviour for Learning Expectations

The standard of behaviour at the college is the responsibility of all staff and students. The college promotes a calm, respectful and purposeful environment where learning can take place, and all members of the community feel safe.

- Violence, abuse, discriminatory behaviour, bullying, harassment, drug or alcohol misuse, smoking, vaping outside designated areas, mobile phone misuse and foul or abusive language are unacceptable.
- Students should follow reasonable staff instructions and engage positively with learning.
- Students should not eat hot or messy food in classrooms. Drinks should be in containers that reduce the risk of spillage. No food is permitted in science laboratories.
- Rubbish should be disposed of appropriately and learning spaces should be respected.

Where behaviour in class is unacceptable, staff should use appropriate behaviour management strategies, including discussion with the student, restorative conversations, clear boundaries and support. Persistent concerns should be recorded on Cedar as a “Cause for Concern” and monitored by the Progress Team.

Where serious breaches of the behaviour policy prevent wider class participation, the site lead should be contacted. The site lead will assess the situation, take appropriate action, update Cedar and, where possible, follow up with the teacher to support restorative resolution.

6. Bullying and Harassment

The college is committed to ensuring that everyone is valued and treated with dignity. Bullying and harassment in any form are unacceptable and will not be tolerated.

Bullying or harassment may also indicate a safeguarding concern and should be investigated thoroughly. This applies on college premises, on college transport, online, during trips, visits, work experience or any college-related activity.

- Incidents should be reported to the safeguarding team or an appropriate member of staff.
- The college will protect and support those affected.
- Concerns will be investigated fairly and proportionately.
- Restorative approaches may be used where appropriate and safe.
- Serious or repeated concerns will be escalated in line with safeguarding and behaviour procedures.

7. Prohibited Items, Searches, Mobile Phones, Vaping and Social Spaces

7.1 Prohibited Items

For the safety of everyone, students and staff must not bring prohibited items onto college premises.

- Knives or weapons
- Illegal drugs or drug paraphernalia

- Any item that may be used to commit an offence, cause injury or damage property

7.2 Search, Screen and Confiscation Process

Members of the safeguarding team may ask students to consent to a Search, Screen and Confiscation check, students will be asked empty their bag and pockets where there are reasonable grounds to suspect possession of prohibited items. Searches will follow safeguarding guidance and Department for Education guidance.

- The reason for the search should be explained to the student.
- The search should take place in an appropriate space with two members of staff present.
- Parents/carers should be informed following the search where appropriate.
- A Cedar record must include why the search was conducted, what was searched, who conducted it, when and where it took place, and what was found.
- Confiscated prohibited items will be stored securely, disposed of safely or passed to the police where appropriate.
- If a student does not consent to Search, Screen and Confiscation and safeguarding staff are concerned that the student is at risk of harm to themselves or others they will be asked to leave College site.

7.3 Mobile Phones

Mobile phones can support learning when used appropriately and with explicit staff permission. Phones or headphones used inappropriately during lessons may be confiscated temporarily and returned at the end of the lesson.

7.4 Vaping

Vaping is only permitted in designated areas and during permitted times. Vaping in lessons, toilets, study areas or other unauthorised spaces is not acceptable and will result in confiscation. Where students are under the age 18, staff will inform parents of confiscation and dispose of vapes under parent guidance.

7.5 Social Spaces

Social spaces, including common rooms, study lounges, outdoor areas and the canteen, support wellbeing, peer connection and informal learning. Students are expected to use them respectfully and responsibly.

- Keep spaces clean and safe
- Respect others and behave inclusively
- Use technology responsibly
- Follow supervision and time boundaries
- Avoid bullying, harassment, damage, disruptive conduct or avoidance of responsibilities

8. Student Intervention Plans – Support and Intervention Process

8.1 Purpose and Principles

The college is committed to creating a positive, inclusive and supportive learning environment where students are encouraged to take ownership of their progress, behaviour and wider development.

Where concerns arise relating to attendance, academic engagement, behaviour for learning, wellbeing or conduct, the college will implement a structured intervention process known as a Student Intervention Plan.

The Student Intervention Plan process is designed to:

- Identify and address barriers to success.
- Provide timely and proportionate support.
- Promote accountability and positive habits.
- Encourage student reflection and ownership.
- Ensure consistent intervention processes across the college.
- Support students to successfully complete and progress from their programme of study.

The framework is underpinned by restorative practice and a support first approach. Staff will seek to understand the root causes of concerns and work collaboratively with students, parents/carers and support services to remove barriers to learning.

All staff share responsibility for supporting student welfare, progress and behaviour. Effective communication and positive professional relationships are essential throughout the intervention process.

All meetings, interventions, reviews and outcomes must be recorded on Cedar to ensure a clear and accurate audit trail.

Reasonable adjustments will be made where appropriate for students with SEND, safeguarding concerns, medical needs or identified wellbeing needs.

8.2 Student Intervention Plan Pathways

The college operates two Student Intervention Plan pathways:

Pathway 1 – Achievement and Behaviour Plans

Achievement and Behaviour Plans focus on improving academic engagement, attendance, behaviour for learning and student accountability through structured support and clear expectations.

This pathway may include:

- Regular 1-1 support.
- Clear academic and behavioural targets.
- Progress tracking and feedback.
- Study skills intervention.
- Coaching and restorative support.
- Strategies to develop independence and self-management.

Pathway 2 – Wellbeing Plans

Wellbeing Plans provide tailored support for students experiencing emotional wellbeing, mental health or personal barriers which may impact engagement, attendance or progress.

This pathway may include:

- Personalised intervention plans.
- Ongoing review and monitoring.
- Internal or external wellbeing referrals.
- One-to-one support.
- Workshops or specialist interventions.

- Collaboration with safeguarding, wellbeing and specialist support teams.

Students may move between pathways or access support from both pathways simultaneously where appropriate.

8.3 Early Intervention and Informal Support

Prior to a formal Student Intervention Plan being implemented, staff should make appropriate informal interventions to support improvement.

Examples of informal interventions may include:

- Restorative conversations.
- Tutor or teacher meetings.
- Verbal reminders and coaching.
- Academic workshops and referrals to study sessions.
- Attendance discussions.
- Contact with parents/carers.
- Referrals to support services.

A meaningful intervention should include:

- A discussion regarding the concern.
- Clear actions or expectations.
- A recorded outcome on Cedar.

Students will normally receive at least two meaningful interventions before escalation to a Level 1 intervention.

Following the second intervention, students will normally be given an opportunity to demonstrate improvement before escalation.

Where concerns are serious, persistent or pose a risk to the student or wider college community, the college reserves the right to bypass stages of the process.

8.4 Levels of Student Intervention Plan

Level 1	Level 2	Level 3
Led by: Tutor or Teacher Typical duration: 2–4 weeks	Led by: Middle Leader Team Typical duration: 2–4 weeks	Led by: Progress Leader, Student Experience Lead, ODSL and Welfare Lead or Senior Leader Typical duration: Bespoke monitoring period
A Level 1 Intervention Plan may be implemented where: • Informal interventions have not resulted in sufficient	A student may progress to a Level 2 Plan where: • Level 1 interventions have not secured sufficient improvement.	A Level 3 meeting may be convened where: • Previous interventions have not been successful.

improvement. • Concerns exist regarding attendance, academic engagement, behaviour or conduct. • Emerging barriers to learning have been identified.	• Concerns are ongoing, escalating or repeated. • Student engagement remains inconsistent.	• Concerns remain significant or persistent. • Student behaviour, attendance or engagement places their continuation at risk. • Serious concerns regarding conduct or behaviour have arisen.
A meeting will take place between the student and the tutor or teacher. Actions, targets, and agreed support strategies will be recorded on Cedar using the appropriate Intervention Plan template.	A formal meeting will take place with the student and the relevant middle leader. Actions and outcomes will be recorded on Cedar.	The meeting will review previous interventions and support, explore barriers to learning, clarify expectations moving forward, and determine whether the student can successfully continue their programme of study.
Plans should: • Encourage student reflection and ownership. • Identify personal blockers to success. • Include short-term and long-term S.M.A.R.T targets. • Outline clear actions, expectations and support strategies. • Include a review date.	Level 2 plans should: • Build upon previous interventions. • Review barriers to progress. • Identify why earlier strategies have not been successful. • Introduce further targeted support and accountability.	The meeting will establish either a structured support plan to remain in college or an exit plan to support transition from college.
Interventions may include: • Weekly one-to-one check-ins. • Study skills sessions. • Academic workshops. • Restorative support. • Phoenix+ targeted engagement. • Careers guidance appointments. • Wellbeing support. • Enrichment engagement. • LSA or specialist support guidance.	Support strategies may include: • Weekly monitoring and review meetings. • Monitoring reports. • Mandatory study sessions. • Additional academic intervention. • Specialist support referrals. • Wellbeing support and referrals. • Careers appointments. • Phoenix+ targeted modules. • Restorative meetings.	Outcomes may include: • A final monitored support plan (see L4 plan) • Additional conditions or restrictions. • Temporary suspension pending investigation. • Voluntary withdrawal. • Recommendation for permanent withdrawal.
Parents/carers will normally be informed when a student is placed on a Level 1 Plan.	Parents/carers will normally be invited to participate in Level 2 meetings.	Parents/carers will normally be expected to attend for students under 18. Students aged 18 or over may choose to be accompanied by a parent/carer or another appropriate adult.
Students on Achievement and Behaviour Plans will normally be required to attend weekly study sessions.	Where students fail to engage, demonstrate limited improvement or continue to breach expectations, escalation to Level 3 may occur.	Where a student leaves the college, support may include careers guidance, NEET referral support and signposting to alternative provision or external agencies.

		Failure to engage with agreed actions or demonstrate sufficient improvement may result in permanent withdrawal from the college. Where concerns relate to serious misconduct, safeguarding or risk, the Assistant Principal Community, or another senior leader may implement immediate precautionary measures, including suspension of pending investigation.

L4 Achievement and Behaviour plans

L4 A+B plans are for students who complete L3 plans and decide to remain a student at the college. L4 plans are long term agreements and support that are designed to help students remain in good behaviour for learning habits. L4 plans are less involved than L1-3 plans and are intended to create more accountability and ownership for students who have previously struggled. A L4 plan could include:

- Fortnightly check ins with Progress Support Tutor and/or Progress Leader.
- Regular attendance and commitment to Study Sessions.
- 1-1 with careers team.
- High levels of cross-college attendance (including Progress Session).

Should a student breach the agreed support conditions outlined in a L4 A+B plan, the college reserves the right to withdraw the student from roll.

8.5 Study Sessions

Study sessions are a key feature of our intervention pathways.

Study sessions are designed to:

- Develop positive study habits.
- Improve independent learning skills.
- Provide structured academic support.
- Address barriers to learning in real time.
- Reinforce college expectations around focus, organisation and accountability.

Students are expected to:

- Attend allocated sessions.
- Arrive prepared with appropriate work.
- Engage in focused and productive study.
- Follow staff instructions and expectations.

Failure to engage with study sessions may result in escalation within the intervention process.

8.6 Route 2 Purpose and Principles

The purpose of the intervention process for the Route 2 programme is to identify and address barriers to learning at an early stage, enabling students to reflect on their current performance, develop positive learning behaviours, and build the academic confidence and skills required for progression. Through targeted support, clear expectations and regular review, students will be encouraged to take ownership of their development and make sustained improvements that prepare them for the demands of Level 3 study and future success. The Route 2 process differs from Level 3 process due to the programme having a different purpose and the shorter length.

8.6A Route 2 Early Intervention and Informal Support

The Student Intervention Plan is entered into immediately when concerns are raised.

A meeting with parents is arranged.

8.6B Route 2 Levels of Student Intervention Plan

Level 1 - each plan is individual and does not have time limits overseen by Skills Coach

Level 2 – students who do not respond to support offered at Level 1 can be referred to Level 2 at any time and can remain on Level 2 for an undefined period if progress is being monitored – overseen by Route 2 Leader.

Level 3 – due to the purpose of the programme, a Level 3 Intervention Plan would only be used to try to support behaviour that is negatively influencing other students' learning.

Students who have a Level 2 or 3 plan are flagged at "At Risk of Progression" on Cedar.

8.7 Appeals

Students have the right to appeal against a decision of permanent withdrawal.

Appeals may only be submitted on one or more of the following grounds:

- College procedures were not followed correctly.
- Significant evidence was not considered as part of the decision-making process.
- New and exceptional evidence has become available since the decision was made.

Appeals must be submitted in writing to the Principal within 10 college days of the date of notification of removal. Once reviewed, the Principal's decision is final.

9. Student Misconduct and Serious Misconduct

Misconduct is any behaviour that falls below the college's expectations, breaches our safeguarding or BFL policy.

Serious misconduct includes behaviour that places others at risk, significantly disrupts learning or damages the good order of the college, this could include but is not limited to:

1. Failure to follow a reasonable instruction where this may place a student or staff member at risk of harm.
2. Possession, use or supply of drugs, alcohol or prohibited items.
3. Possession of weapons or items intended to cause harm.
4. Harassment, abuse, bullying or discriminatory behaviour, including online behaviour.
5. Sexual harassment, sexual misconduct or harmful sexual behaviour.
6. Theft, wilful damage or criminal behaviour.
7. Physical assault, fighting or threatening behaviour on or off college premises where it affects the college community.
8. Making a false allegation against a student or member of staff.
9. Persistent defiance, disruption or repeated serious breaches of the behaviour policy.
10. Behaviour that calls into question the safety, reputation or good order of the college.
11. Persistent refusal to wear or removing of lanyard when on college site

Students suspected of serious misconduct may be asked to leave site and/or suspended while an investigation is completed. Where misconduct is upheld, outcomes may include restorative action, Student Intervention Plan escalation, referral to external agencies or permanent exclusion in line with college procedures.

Allegations relating to staff will be managed through the appropriate HR and managing allegations procedures.

10. Student Review Boards

Student Review Boards identify and review students who may be at risk because of poor attendance, behaviour concerns, lack of engagement, academic underperformance, or health needs.

SRBs are held at key points during the academic year and involve relevant curriculum, progress, safeguarding and senior staff. Their purpose is to ensure that students receive coordinated support and that concerns are reviewed fairly and consistently.

- September/October: early identification and intervention prior to day 42.
- January: intervention review and support following the first term.
- March/February where used: Year 2 intervention following mock examinations.
- June: Year 1 review to support successful progression into Year 2.

There must be clear evidence showing concerns, support offered, student engagement and progress; this must be logged on a student's Cedar profile. Where concerns remain despite significant support, continuation at college may be reviewed in line with college procedures.

Appendix A - Support and Reasonable Adjustments

Where concerns arise, staff should take reasonable steps to support the student's attendance, engagement and progress. This may involve the Progress Team, Specialist Support, teachers, parents/carers and relevant external professionals. Examples of reasonable adjustments include but are not limited to:

- Extra curriculum support or catch-up workshops
- Exam access arrangements (Centre Delegated)
- Short-term reduced hours

- Adjustments to subject blocking where possible
- Referral to external support agencies where appropriate

Appendix B – Fitness to Study Procedure (Link)

We want all students to complete their studies successfully and achieve to their potential. There are occasions, however, when physical or mental health issues are so complex or so significant that this is not possible. In these instances, each student needs to be considered on a case-by-case basis, and the College needs to ensure it is fully aware of all the medical evidence and the wishes of the student and the parents or carers. Ideally, a clear consensus would always emerge about the best way forward, but this will not always be the case. Full details can be found here.

Appendix C – Trauma-Informed Practice

Trauma may result from an event, series of events or circumstances experienced as harmful or life-threatening. It can affect emotional, social, physical and psychological wellbeing and may influence how individuals respond to situations.

A trauma-informed approach asks staff to look beyond presenting behaviour and consider what the student may need in order to feel safe, supported and able to engage.

B1. Key Principles

Principle	What this means in practice
Safety	Students and staff feel physically, emotionally and psychologically safe.
Trust	Expectations are clear, transparent and followed through consistently.
Choice	Students are involved in decisions where appropriate and understand their options.
Collaboration	Staff work with students, families and professionals to remove barriers.
Empowerment	Students are supported to make decisions, take responsibility and rebuild confidence.
Cultural consideration	Staff avoid assumptions and respond sensitively to individual identity, background and experience.

B2. Problem-Focused and Trauma-Informed Thinking

Problem-focused view	Trauma-informed view
Over-sensitive or reactive	Strong emotions may have been triggered.
Aggressive behaviour	The student may feel threatened and be trying to stay safe.

Refuses help	Help may trigger shame or fear.
Disengaged	The student may be overwhelmed, anxious or dissociating.
Avoids people	Avoidance may be a coping strategy.

Area	Teachers	Progress Team	Leaders
Key accountabilities	High-quality learning, accurate registers, academic interventions, deadlines and classroom culture.	Attendance, punctuality, Success Plans, pastoral support, destinations and student engagement.	Clear communication, strategic delivery, support and challenge, and modelling college values.
Evidence of success	Attendance, deep dives, observations, outcomes, work submission and Cedar records.	Attendance, punctuality, Success Plans, destinations, student feedback and Cedar records.	Student/staff attendance and retention, outcomes, feedback, QIP and SAR progress.
Support offered	Coaching, CPD, peer observations, Walkthroughs, onboarding and SLT link support.	Coaching, CPD, data support, onboarding and peer observations.	Coaching, onboarding, leadership development and SRB oversight.