

Westminster Tutors



Behaviour Policy
2026-2027

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1. Introduction

- 2.1 Behaviour at Westminster Tutors is consistently good, and visitors to the college often note the friendly, inclusive, and supportive atmosphere that is such a central part of the college ethos. Behaviour expectations are high, and students respond well to the mature, collegiate approach the college takes. While instances of poor behaviour are rare, all stakeholders – staff and teachers, students, and parents/guardians – must be aware of the college policies, and their application must be clear and consistent.

2. Aim

- 2.2 This policy is designed to foster a college ethos that promotes high-quality teaching and learning in an environment of respect and collaboration. Implementing this policy supports the fair and transparent treatment of all students.

3. Background

- 3.1 Westminster Tutors is required to ensure the safety and wellbeing of all our students, staff, and teachers and takes great pride in the behaviour and conduct of all our students. Westminster Tutors provides a safe and affirming place for young people to develop a sense of belonging and trust and talk openly with staff and teachers about their problems.
- 3.2 In keeping with the Private Further Education framework standards, our policy outlines our code of conduct for students and the use of sanctions and rewards to maintain our high standards. We must ensure arrangements safeguard and promote all students' welfare.
- 3.3 The Principal is responsible for developing this policy. Teachers can discipline students for misbehaviour in college and, in some circumstances, outside of college. This means that the Principal decides and sets the standard of behaviour expected of all students in our college. This includes how the standards will be achieved, the college rules, any sanctions for breaking the rules, and rewards for good behaviour. The measures in our policy aim to promote good behaviour, self-discipline, and respect; ensure students complete assigned work; and regulate conduct.
- 3.4 This policy also refers to our approach towards managing bullying behaviour and our college strategies to prevent bullying. To this end, we also hold an Anti-Bullying Policy, which is available on our website.
- 3.5 This policy considers the need to safeguard and promote the welfare of students, as outlined in our Safeguarding and Child Protection Policy, our general duty to eliminate discrimination under the Equality Act 2010, and our support for students with special educational needs and/or disabilities.

- 3.6 If any student's behaviour is considered by the Principal to be criminal or to pose a serious threat to a member of the public, then it will always be reported to the relevant police authority. If any misbehaviour is linked to a child suffering, or likely to suffer, significant harm, our Safeguarding and Child Protection Policy and Procedures will be rigorously followed. Action will be taken in line with the relevant local safeguarding children's board referral procedures. If any child is in immediate danger or at risk of harm, we should refer to children's social care and/or the police immediately.
- 3.7 Westminster Tutors publishes the policy for parents/guardians, students, staff, and teachers on our website. We review it at least annually, and refer to it in our parent contracts.
- 3.8 We support children when difficult events happen, such as domestic violence, bullying, accidents, transition, loss of friendships, divorce and separation, loss, and bereavement. This helps to build coping strategies and resilience, which helps prevent mental health problems from occurring later in life.

4. Principles of Student Conduct

- 4.1 At Westminster Tutors, we aim to create a happy, safe, and productive learning environment by:
- Showing respect to each other and respecting each other's beliefs
 - Maintaining an atmosphere conducive to teaching and learning.
 - Maintaining and promoting the college's friendly, inclusive, and supportive ethos.
 - Behaving with kindness and politeness.
 - Looking after personal belongings and college property
 - Helping and supporting each other.
- 4.2 Care:
- For the college, the people in it, and all the equipment.
 - Help to create an environment that is acceptable to all.
- 4.3 Courtesy:
- Listen to other people's views.
 - Do not use language that is abusive, derogatory, or indicative of prejudice.
 - Do not shout or engage in arguments.
- 4.4 Consideration:
- Show consideration to others.
 - Be punctual and settle quickly to the task at hand.
 - Complete work on time so that you do not inconvenience others.
 - Do not disturb others with mobile phones or other electronic devices.
 - Be quiet in the study room so others may work.

5. Applicability

- 5.1 Good behaviour is essential for effective learning to take place. Our college's policy provides a fair, consistent, and transparent approach to behaviour management, combining appropriate discipline with support and encouragement within our caring college environment.

- 5.2 We work in partnership with our parents/guardians, students, staff, and teachers to create an atmosphere of mutual respect and understanding. Our policy reflects this approach by balancing discipline and sanctions with a solid commitment to encouraging and supporting positive behaviour.
- 5.3 Westminster Tutors has an ethos of setting high expectations for all students and consistently applying support. We expect our staff and teachers, parents/guardians, and students to understand and respect the college rules and the expectations and responsibilities outlined in this policy. We expect staff, teachers, and parents/guardians to always model positive behaviour so that our students can benefit fully from their experiences in college.
- 5.4 Our staff and teachers must consistently and effectively implement this policy. We understand that this will ensure that our students are treated fairly.
- 5.5 We do not permit the use of corporal punishment nor the threat of any such punishment that could adversely affect a student's wellbeing during any activity, whether on or off the college premises, under any circumstances.
- 5.6 Should any young adult display severe emotional, behavioural, and social difficulties, our role is to support them to be resilient and mentally healthy and to ensure that all students are appropriately included in the educational experiences and opportunities provided and that the learning of their peers is not impeded.
- 5.7 Mentally healthy Young adults can:
- Develop psychologically, emotionally, intellectually, and spiritually;
 - Initiate, develop, and sustain mutually satisfying personal relationships;
 - Use and enjoy solitude;
 - Become aware of others and empathise with them;
 - Learn;
 - Develop a sense of right and wrong; and
 - Resolve problems and setbacks and learn from them.
- 5.8 Where a student's behaviour causes concern, we will consider whether unmet educational, mental health or safeguarding needs may be contributing to it. We will discuss support with the student and, where appropriate, their parent or carer. The SENCO and designated safeguarding lead (DSL) will help identify appropriate support. For students under 18, this may include community-based early help, Family Help or children's social care; adult students may be signposted to appropriate adult services. Only qualified health professionals can diagnose a mental health condition.
- 5.9 Staff and teachers work closely with the Special Educational Needs Coordinator (SENCO) and Designated Safeguarding Lead (DSL) to ensure we understand the mental health support services available in our locality through the NHS and voluntary organisations.

6. The Westminster Approach to Behaviour

- 6.1 Good colleges encourage good behaviour through high expectations, clear policy and an ethos fostering discipline and mutual respect between students, staff, and teachers. Our college provides:
- A committed senior management team that sets a culture within the college that values all students, allows them to feel a sense of belonging, and makes it possible to talk about problems in a non-stigmatising way;
 - Staff and teachers who understand the protective factors that enable children to be resilient when encountering problems and challenges;
 - An effective strategic role for the Special Educational Needs Coordinator (SENCO), ensuring all adults working in the college understand their responsibilities to young people with Special Educational Needs and Disabilities (SEND), including students whose persistent mental health difficulties mean they need special educational provision. Specifically, the SENCO will ensure colleagues understand how the college identifies and meets students' needs, provide advice and support to colleagues, and liaise with external SEND professionals as necessary;
 - Working with parents/guardians and carers and with the students themselves, ensuring their views, wishes and feelings are considered and that they are kept fully informed so they can participate in decisions about them;
 - Continuous professional development for staff and teachers to inform them about the early signs of mental health problems and what to do if they think they have spotted a developing problem;
 - Clear systems and processes to help staff and teachers identify children and young people with possible mental health problems, providing routes to escalate issues with clear referral and accountability systems. We work closely with other professionals to have a range of support services that can be put in place depending on the identified needs (both within and beyond the college). These are set out clearly in our published SEND Policy;
 - Working with others to provide interventions for students with mental health problems that use a graduated approach to inform a clear cycle of support: an assessment to establish a clear analysis of the student's needs, a plan to set out how the student will be supported, action to provide that support, and regular reviews to assess the effectiveness of the provision and lead to changes where necessary; and
 - A healthy college approach to promoting the health and wellbeing of all students in the college, with priorities identified and a transparent process of 'planning, doing and reviewing' to achieve the desired outcomes.
- 6.2 Consistent disruptive or withdrawn behaviour can indicate an underlying problem. Only medical professionals should make a formal diagnosis of a mental health condition. We are well-placed to observe students daily and identify those whose behaviour suggests that they may suffer from a mental health problem or be at risk of developing one. This may include withdrawn students whose needs may otherwise go unrecognised. We do this by using data effectively so we can notice, record, and act on changes in attainment, attendance, or behaviour. We also have an effective pastoral system so that at least one staff member and a teacher know every student well and can spot changing patterns and early signs.
- 6.3 The quality of learning, teaching and behaviour is an inseparable issue and is the responsibility of all staff and teachers.
- 6.4 We will support students with medical needs and be fully aware of any medication that students are taking, including supporting any Education, Health and Care Plans.

7. Procedures and Responsibilities

- 7.1 Behaviour is how we act and respond to people and situations we find ourselves in. Our aim is for all our students to be able to behave in socially acceptable ways.
- 7.2 Teachers have the authority in our college to discipline children for misbehaviour that occurs in college. This power applies to all paid staff and teachers with responsibility for students unless the Principal says otherwise.
- 7.3 To be socially acceptable, we believe that young adults should be able to:
- Treat other people with respect.
 - Speak politely to other people.
 - Have self-confidence and high self-esteem.
- 7.4 To encourage this, the staff and teachers will:
- Treat all people with respect.
 - Speak politely to other people.
 - Praise students' efforts and achievements as often as they can.
 - Explain to students what they should have done or said when they get it wrong.
 - Share information about a student's efforts and achievements with parents or carers where appropriate, taking account of the wishes and privacy of students aged 18 or over.
 - Avoid using critical or sarcastic language.
- 7.5 We do not accept abusive, discriminatory, threatening or violent behaviour from students or adults. Staff will address a student's behaviour calmly, explain the concern and consider any underlying needs or safeguarding issues. Repeated or serious student behaviour will be referred to the Principal and addressed under this policy. Concerns about a parent's or representative's conduct will be addressed under Section 14; concerns about staff or teachers will be addressed under the relevant staff procedures.

The Role of Teachers

- 7.6 Teachers are responsible for ensuring that the college Code of Conduct is enforced in their classes and that their students behave responsibly during lesson time.
- 7.7 The teacher will discuss any incidents of anti-social behaviour with the student.
- 7.8 Every teacher enforces the classroom code consistently and treats each student fairly.
- 7.9 If a student repeatedly misbehaves in class, the teacher records all such incidents, dealing with the matter themselves in the first instance. However, if the behaviour continues, they should seek help and advice from the senior staff and teachers, including, where relevant, a conversation with the parent to seek improvements and appropriate strategies.

- 7.10 Teachers will report concerns about a student's behaviour or welfare to the Principal or designated safeguarding lead as appropriate. Parents or carers of students under 18 will be contacted where appropriate. Information about a student aged 18 or over will normally be shared with a parent or carer with the student's agreement, unless there is another lawful basis for sharing it.
- 7.11 An incident form will record significant incidents, including personal injury, loss or theft, deliberate damage and other serious events. The incident will be reported to the Principal and recorded in the appropriate college records. Parents or carers will be informed where appropriate, taking account of the student's age, wishes, safeguarding needs and applicable data protection requirements.
- 7.12 Reasonable force may be used exceptionally and only to prevent injury to students, property damage, or to prevent students from committing an offence. Only the minimum is used, and a critical incident is recorded. Please see our separate Use of Reasonable Force policy for further details.
- 7.13 Concerns that a student's device contains harmful or illegal material must be referred promptly to the Principal, acting as DSL. Any request to hand over a device, examination of its contents, retention of the device or deletion of material must have a lawful basis, be necessary and proportionate, and follow the Online Safety Policy. Staff must not view, copy or delete suspected child sexual abuse imagery; the DSL will follow safeguarding guidance and involve the police where appropriate.

8. Expectations of students in our college

- 8.1 We expect college students to:
- Arrive on time to lessons/classes with all the equipment needed for the lesson.
 - Listen respectfully when the teacher is giving instructions.
 - Follow instructions promptly and accurately.
 - Follow the teacher's instructions about moving around the classroom.
 - Always treat others with respect and consideration.
 - Wear appropriate clothing for an educational environment.
 - Obey all health and safety regulations in classrooms and around the college, including helping to keep the college clear of clutter and litter.
 - Move sensibly and calmly around the building.
 - Never make racist, sexist, or other abusive or humiliating remarks.
 - Never resort to physical violence.
 - Comply fully with the Digital Safety Agreements.

9. Student Misconduct and Child-on-Child Abuse

- 9.1 We do not tolerate sexual violence, sexual harassment, physical violence, bullying or discriminatory conduct. Serious concerns include non-consensual sharing of intimate images, upskirting, unwanted sexual touching, threats and cyberbullying. Where the students involved are under 18, the designated safeguarding lead (DSL) will consider the concern under the college's child-on-child abuse and safeguarding procedures. Any sharing of sexual imagery involving a student under 18, including apparently consensual sharing, must be referred to the DSL for an individual safeguarding response. Other breaches of the college's rules on pornography and device use will be addressed under the Online Safety Policy.

Investigations of Child-on-Child Abuse

- 9.2 Where there is a report of child-on-child abuse, the DSL will need to assess risks and give immediate consideration as to how best to support and protect the victim and the alleged perpetrator(s), as well as any other young people who have been involved or impacted and any other students involved/impacted.
- 9.3 In situations where there is an allegation of harmful sexual behaviour, sexual harassment, sexual abuse, or sexual violence involving students at the college, Westminster Tutors has a duty of care to both the victim(s) and alleged perpetrator(s). The Principal/DSL should respect the victim's wishes as much as possible. However, these wishes must be balanced with broader safeguarding considerations and procedures in statutory guidance.
- 9.4 In cases with reports of sexual violence or sexual harassment, the proximity of the victim and alleged perpetrator(s) and considerations regarding shared classes, sharing college premises and school or college transport should be considered immediately.
- 9.5 These actions are in the best interests of all children involved while an investigation is carried out and should not be perceived as a judgment on the guilt of the alleged perpetrator(s).
- 9.6 Full details of how schools should manage reports of Child-on-Child Sexual Harassment and Violence are set out in Part 5 of Keeping Children Safe in Education.

10. Rewards

- 10.1 Westminster Tutors recognises the importance of rewarding good work. Staff and teachers are encouraged to draw notable student achievements to the Principal's attention. The Principal may recognise these achievements within the college. Information will be shared with parents or published outside the college only where appropriate and in accordance with the student's wishes, the Data Protection Policy and any required permission.
- 10.2 Awards and commendations will also be given out at the end of the academic year prize-giving, and students who demonstrate strong leadership skills or a readiness to take on new challenges may also be rewarded with positions of responsibility within Westminster Tutors.
- 10.3 Each year, one student is chosen by the Senior Leadership Team for the CIFE 'Student of the Year' award: this may be in recognition of academic excellence, progress, or any other kind of outstanding performance. The student receiving the award and their parents will be invited to the annual CIFE Awards Ceremony held the following spring in the House of Lords. CIFE also awards exceptional academic performance among all independent sixth form colleges that are CIFE members. When students have excelled in any of the various academic categories, Westminster Tutors will make nominations for these inter-collegiate awards.

11. Our sanctions

- 11.1 The teacher generally deals with minor breaches of discipline in a caring, supportive, and fair manner. We will always consider a young adult's individual needs carefully. If a student transgresses the acceptable boundaries in our college, we will speak to them so they understand the boundaries and what is expected of them.
- 11.2 We consider whether the behaviour under review gives cause to suspect that a young adult is suffering, or is likely to suffer, significant harm. Where this may be the case, staff and teachers will follow our Safeguarding and Child Protection Policy and refer the conduct to the DSL for advice and support before determining any sanction. We will also consider whether continuing disruptive behaviour might result from unmet educational or other needs. At this point, we will consider whether a multi-agency assessment is necessary.
- 11.3 Adults should always make it clear that they are upset about the student's behaviour, not the young person. They should always use private, not public, reprimands so that when a sanction is applied, the student can make a fresh start. Corporal punishment (or the threat of corporal punishment) will not be used in any circumstances, and to do so is illegal.
- 11.4 We will involve the student in addressing behaviour that persists or recurs. For a student under 18, we will involve their parent or carer where appropriate. For a student aged 18 or over, we will normally seek the student's agreement before sharing information with a parent or carer, unless there is another lawful basis to do so.
- 11.5 Any sanction must be reasonable in all circumstances, and account must be taken of the student's age, any special educational needs or disabilities they may have, and any religious requirements affecting them.
- 11.6 In response to significant breaches of discipline such as physical aggression, deliberate damage to property, stealing, leaving college premises without permission, severe and persistent bullying, online or digital bullying, verbal abuse, and persistent disruptive behaviour in class, the following will be followed:
- A verbal warning from the Principal or a Director of Studies. This will be sufficient for most students and will rectify the problem.
 - Withdrawal from lessons.
 - Detention.
 - Contacting the parent or carer of a student under 18 where appropriate, or contacting the parent or carer of an adult student with the student's agreement or another lawful basis.
 - Meeting with the student, and with their parent or carer where appropriate, to agree a plan for improving behaviour and reviewing progress.
 - Expulsion (permanent exclusion); please see the Exclusion Policy.
- 11.7 It should be noted that, in most cases, the college's sanctions are used hierarchically. Where serious misbehaviour is evident, the Principal reserves the right to use any sanction, including suspension and expulsion, without using lower-order strategies.

12. Suspension and Expulsion

- 12.1 The Principal reserves the right to suspend and expel students from the college. Suspension and expulsion will be dealt with following our Exclusion Policy.

13. Allegations of Abuse against Teachers and Staff

- 13.1 Allegations of abuse are taken seriously and dealt with fairly and consistently, providing adequate protection for the student and supporting the person about whom the allegation has been made. All allegations will be handled following the Safeguarding and Child Protection Policy and Procedure. Every effort will be made to maintain confidentiality while an investigation is underway.

14. Parental Conduct

- 14.1 Westminster Tutors expects parents, carers, fee payers and others acting on a student's behalf to communicate respectfully with staff and teachers and to follow reasonable arrangements for contact. Where a student is 18 or over, the college will respect the student's wishes and applicable data protection requirements when communicating with their family or representatives.
- 14.2 The college will take concerns and complaints seriously. Making a complaint, requesting information, seeking advice or challenging provision under an Education, Health and Care (EHC) plan is not, in itself, unreasonable behaviour. Conduct may become unreasonable where it involves threats, abuse, harassment, discriminatory language, repeated disregard of agreed communication boundaries, or demands and contact that substantially obstruct teaching, safeguarding or the operation of the college.
- 14.3 The Principal will consider the circumstances, the student's interests and any relevant disability or communication needs before deciding how to respond. Where appropriate, the college will explain its concerns in writing, give the person an opportunity to respond and set proportionate boundaries. These may include a single point of contact, written communication, meetings by appointment, or directing requests for changes to provision through the Principal rather than individual teachers. The college may restrict contact or access immediately where necessary to protect safety.
- 14.4 If serious conduct occurs, or unreasonable conduct continues despite proportionate steps to resolve it, the Principal, after consulting the proprietor, may decide that the college can no longer continue to provide services. Before doing so, the college will consider whether less restrictive arrangements would allow the student to continue, the student's own views and needs, the effect on their education, and the terms of any applicable contract or commissioning agreement. The college will provide the decision and reasons in writing, together with any notice and the route for raising a complaint.

- 14.5 Where a student has an EHC plan or a local authority funds or commissions their place, the college will notify the local authority promptly of any serious difficulty and discuss proposed changes before a planned withdrawal of services. It may request an urgent review of the arrangements and will cooperate with the local authority on a safe and orderly transition. The college will continue agreed provision where it is safe and practicable to do so, subject to its contractual and legal obligations. The local authority's responsibilities for provision under an EHC plan remain its responsibility. A parent's conduct will not be treated as misconduct by the student.
- 14.6 This section does not prevent anyone from raising a safeguarding concern, using the Complaints Procedure or exercising their legal rights. The college will keep a record of significant concerns, steps taken and decisions made.

15. Complaints Procedure

- 15.1 If a parent is not happy with how any member treats them or their child, they should consider informing the Principal informally in the first instance. Please refer to our Complaints Procedure for guidance.
- 15.2 The Complaints Procedure emphasises the importance of resolving any concerns informally and at the earliest possible opportunity.
- 15.3 We encourage parents, carers and students to raise concerns at an early stage, but they may use the college's Complaints Procedure whenever appropriate. Concerns about restrictions on a parent's contact or a decision to withdraw services under Section 14 may be raised through that procedure. Exclusion arising from a student's own conduct is dealt with under the Exclusion Policy.

16. Monitoring and Evaluation

- 16.1 The Principal is responsible for maintaining a behaviour log, including bullying instances.
- 16.2 The Principal is responsible for implementing this policy and for reviewing it periodically to evaluate its implementation and impact.
- 16.3 The Principal reports on behaviour and bullying at Governance Advisory Board meetings, which forms the proprietor's monitoring and evaluation function.

Ownership and consultation	
Document author (name)	Sean Doherty, Principal
Audience	
Audience	Principal, college staff and teachers, students, and parents
Version control	
Implementation date	September 2024
Reviewed dates	September 2025 September 2026 by ML
Next Review	September 2027