

# Westminster Tutors



**Behaviour Policy**  
2024-2025

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## 1. Introduction

- 1.1 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. Expectations of behaviour are high, and students respond to the mature, collegiate approach that the college takes. While instances of poor behaviour are rare, it is nevertheless essential that all stakeholders – staff, students, and parents/guardians – are aware of the college policies and that there is clarity and consistency in their application.

## 2. Aim

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

## 3. Background

- 3.1 Westminster Tutors is required to ensure the safety and well-being of all our students and staff and take 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 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 are made to safeguard and promote the welfare of all students.
- 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 and ensure that 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 any child suffering or being likely to suffer significant harm, then our Safeguarding and Child Protection Policy and Procedures will be rigorously followed. Action will be taken following the relevant local safeguarding children's board referral procedures. If any child is in immediate danger or is at risk of harm, a referral should be made to children's social care and/or the police immediately.
- 3.7 Westminster Tutors publishes the policy for parents/guardians, students, and staff. It can be found on our website. We review this policy at least annually. This policy is referred to in our parent contracts accordingly.
- 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.

### 3. 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 presents a fair, consistent, and transparent approach towards behaviour management, which combines appropriate discipline with support and encouragement delivered within our caring college environment.
- 5.2 We work in partnership with our parents/guardians, students, and staff to create an atmosphere of mutual respect and understanding. Our policy reflects this approach in 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 with consistently applied support. We expect our staff, parents/guardians, and students to understand and respect the rules of the college and the expectations and responsibilities outlined in this policy. We expect staff and parents/guardians to always model positive behaviour so that our students can benefit fully from their experiences in college.
- 5.4 Our staff must follow and implement this policy consistently and effectively. 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 well-being 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.
  - Resolve problems and setbacks and learn from them.
- 5.8 Where severe problems occur, we expect the child to receive external support, as well as support in college at an early stage, such as via the Common Assessment Framework and early help services, from medical professionals working in specialist Child and Adolescent Mental Health Services (CAMHS), Adult Mental Health Services, voluntary organisations, and local GPs. We will identify whether individual students might be suffering from a diagnosable mental health problem and involve their parents/guardians and the student in considering why they behave in certain ways. We will intervene early and help to

strengthen resilience before serious problems occur, using national and local agencies to support students using evidence-based approaches.

- 5.9 Staff 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 that fosters discipline and mutual respect between students and staff. 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 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 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 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.
- A healthy college approach to promoting the health and well-being 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 effectively using data so that attainment, attendance, or behaviour changes can be noticed, recorded, and acted upon. We also have an effective pastoral system so that at least one staff member knows every student well and can spot changing patterns and early signs.
- 6.3 The quality of learning, teaching and behaviour are inseparable issues and are the responsibility of all staff.
- 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 that all our students should be able to behave in socially acceptable ways.
- 7.2 Teachers have authority in our college to discipline children for misbehaviour that occurs in college, and this power applies to all paid staff 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 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.
  - Tell parents/guardians about their child's efforts and achievements.
  - Avoid using critical or sarcastic language.
- 7.5 We will not accept the following behaviour from children or adults:
- Use of unkind or rude language.
  - Hitting, kicking, biting, or other such physical responses.
  - Racist or sexist remarks or other discriminatory comments.
  - If such behaviour occurs, we will tell the student it is wrong and explain what they should have done or said.

- If the behaviour is repeated, the student will be reprimanded again, as above. If the behaviour continues, we will remove the student from the activity and speak to the parent when the child is collected. We will always try to determine why the student behaves this way and treat the situation accordingly.

## 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 classes 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 member, including, where relevant, a conversation with the parent to seek improvements and appropriate strategies.
- 7.10 The teacher reports to parents/guardians about the progress of each student they are responsible for, in line with our college policy. The teacher may also contact a parent if there are concerns about the behaviour or welfare of any student.
- 7.11 An incident form is used to record in detail any incident involving a student, or anyone employed in the college that results in personal injury or damage to property. These include loss or theft, deliberate damage, and other serious incidents. These are reported to the Principal and parents/guardians. We record all details thoroughly and accurately. Incident forms are kept in college, and records are maintained in the student's personal file and the incident log.
- 7.12 The use of 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 We have powers to search included within the Education Act 2011 to tackle cyberbullying, including, where necessary, deletion of inappropriate images or files on electronic devices, including mobile phones. We use this power under the specific authority of the Principal only and where there is good reason to do so, i.e., it could be used to harm children, disrupt teaching, or break the college rules. We do not search students blanketly and comply fully with the Staff Code of Conduct, including the Acceptable Use of ICT Policy.

## 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. Child on Child Abuse

9.1 We have **zero tolerance** for the following forms of child-on-child abuse, including:

- Any form of sexual violence, sexual harassment, or harmful sexual behaviour.
- Any form of pornographic material or accessing material of a sexual nature whilst in college or when using college devices.
- Sexting/ sharing images of a sexual nature, upskirting, or sexual touching (whether consensual or not).
- Physical abuse or threatening behaviour towards other students or staff members.
- Bullying/ cyberbullying in any form (please refer to Anti-Bullying Policy for details).
- Comments or behaviour which is inconsistent with our principles of equality, dignity and respect for all (e.g., racist, sexist, or homophobic comments, or comments which imply intolerance towards the sex, race, religion, culture or sexual orientation of others)
- Unintended or casual use of language that may be offensive or derogatory to others and counter to our inclusivity principles.

### 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 victim's wishes should be respected as much as possible by the Principal/DSL. However, these wishes must be balanced with broader safeguarding considerations and procedures set out 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.

These actions are in the best interests of all children involved while an investigation is carried out and should not be perceived to be a judgement on the guilt of the alleged perpetrator(s).

- 9.5 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 are strongly encouraged to flag up an individual student who merits particular attention with the Principal, who, in turn, may feel it appropriate to pass this information on to parents or to promote the student's achievement inside or outside the college through the college website or otherwise.
- 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. There are also CIFE awards for exceptional academic performance amongst all the 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. A young adult's individual needs will always be considered carefully. If there are times when a student transgresses from the acceptable boundaries in our college, they will be spoken to 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, staff 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 Parents/guardians will be involved at the earliest stage if problems persist or recur.
- 11.5 Any sanction must be reasonable in all the circumstances, and an account must be taken of the student's age, any special educational needs or disability 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:
- Verbal warning by the Principal or a Director of Studies. This will be sufficient for most students and rectify the problem.
  - Withdrawal from lessons.
  - Detention.
  - Contacting parents/guardians immediately.
  - Meeting with parents/guardians and a plan agreed upon for monitoring the behaviour whereby parents/guardians also take responsibility for helping their child to improve.
  - Suspension (fixed term exclusion).
  - 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 Other 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. Complaints Procedure

- 14.1 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 Complaint Procedure for guidance.
- 14.2 The Complaints Procedure emphasises the importance of resolving any concerns informally and at the earliest possible opportunity.

We expect our parents/guardians to share any concerns informally with us so that we can continuously improve the quality of education at our college. If, as a parent/guardian, your complaint is about exclusion from college for inappropriate conduct, please refer to the Exclusion Policy.

## 15. Monitoring and Evaluation

- 15.1 The Principal is responsible for maintaining a behaviour log, including bullying instances.
- 15.2 The Principal is responsible for the implementation of this policy and for reviewing it from time to time to evaluate its implementation and impact.
- 15.3 The Principal reports on behaviour and bullying at Governance Advisory Board meetings. This forms the monitoring and evaluation function of the proprietor.

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