

The Bosco Centre	
Policy:	Management of Behaviour
Applies to:	College and Independent School
Reviewed:	October 2018
Next Review:	October 2019

### **“Prevention is better than cure”**

Bosco College is committed to creating an effective learning community. We believe that this is only possible through consistent good behaviour. The Code of Conduct captures the behaviours that we expect of our students:

### **Code of Conduct**

- We will show that we value each other through our language and behaviour. We will value the diversity (the differences) among ourselves, in gender, culture, ethnicity, beliefs, sexuality and disability.
- We will value each person’s property and the property of the Centre, by not borrowing something without permission, using equipment carefully and putting it away in its proper place after use.
- We listen to each other respectfully and try to resolve conflicts amicably and certainly without violence in word or action.
- We welcome visitors and first-time users to the Centre in a friendly way.
- The Reflection times are special times for listening to each other, and we expect all staff and members to value this and take part in it.

Many situations can be alleviated before they get out of hand by keen observation, reading the signs of unrest, humour, wise guidance, defusing the situation early by separation of the parties concerned, and knowing our young people.

If we wish young people to be reasonable in their relationships with each other and with their tutors we too must be reasonable with them and show a mature, kind yet firm attitude in all our dealings.

### **The Salesian Ethos**

Don Bosco was a priest, founder of the Salesian Order and educational pioneer who was one of the very first to recognize the importance of vocational learning. Whilst written over 200 years ago his thoughts in “The preventive system in the education of the young” capture the essence of our approach to teaching and learning.

Our learners have often had very varied and negative life and learning experiences. We recognise that “one size cannot fit all” and that the needs of our client group are best met through a person centred individualised programme.

Our curriculum model is based on Salesian principles of belonging, learning together, celebrating together and finding meaning and purpose describe the skills and attitudes necessary to gain and sustain employment.

From these principles we have built an inclusive vocational curriculum that is personalised to the needs of each individual student.

### *Trustee's Statement*

The Trustees believe that effective learning takes place when our students have positive well motivated attitudes and behaviour. The expectation is that this is developed through the example of our staff and the way that they interact with the students. We have clear expectations for all members of the Bosco staff team.

### *Expectation of Senior Management Team*

- Show behaviour leadership through explicitly referring to the code of conduct and the Salesian ethos.
- Ensure that all teaching staff understand the expectations of the college and have copies of all relevant policies
- Model behavioural leadership through their own teaching and relationships with students
- Assess staff needs through regular observation and provide CPD as necessary
- Monitor the dynamics of each teaching group to ensure that a negative ethos is avoided.
- In partnership with parents and teaching staff set high expectations regarding progress and academic outcomes
- Ensure that regular progress checks are carried out and are always signed off by a member of the SMT.
- Ensure that there is a SMT Salesian Presence at all times in the college during lessons and during breaks.
- Use the morning reflection time to promote examples of good behaviour.

### *Expectation of all staff*

- Show behavioural leadership through explicit reference to the Salesian ethos and the code of conduct.
- Model the behaviour that is expected from students
- Lead by example by being punctual and full prepared for each lesson
- Create and maintain a stimulating environment in which the students enjoy learning
- Ensure that lessons are differentiated to accommodate the learning styles of all students
- Build opportunities into lessons to enable feedback from students on their progress and learning needs

- Promote respectful behaviour between students

### *Celebrating and rewarding success*

We believe that a positive and reaffirming approach is the best way to achieve consistently high standards of behaviour. This is achieved through:

- Daily celebration of success at Reflection time.
- Bosco Celebration Days are, apart from being hugely enjoyable, an opportunity to celebrate the achievements of all of our students.
- Regular reviews are used to celebrate success to date and offer challenge moving forward
- Student of the month, term and year awards
- Financial support for those on benefits to help them meet their learning targets.

Whilst we believe that “prevention is better than cure” we accept that positive changes in behaviour do not happen overnight and occasionally there may be instances of unmotivated, disruptive, argumentative and even violent behaviour towards other students and staff.

### *Dealing with unacceptable behaviour*

#### *Low Level Disruption*

When a young person displays a lack of motivation or is rude try to handle this positively, sometimes with a little humour, by a look or through a quiet word to the person. This should not be in a confrontational manner and certainly not in front of others.

If the problem persists then ask the person from your class/room and notify the office, ensuring that a member of senior management has taken over dealing with the issue.

#### *Aggressive Behaviour*

Where there is aggression, use the help of others nearby to remove the person/s from the situation, or others from the person concerned, and call for a member of the Senior Management team (SMT), immediately. The use of reasonable force is permitted in extenuating circumstances, but only in cases where a person could hurt their self or another individual.

#### *Action once senior management are involved*

The young person/people will be given time to become calm in the meeting or other isolated room, supervised by a member of SMT.

When the situation has subsided, the seriousness of the occasion will be assessed. If the young person has acted without due provocation, then they will be suspended until the

situation is resolved and if this is impossible they will be excluded. Where necessary Police will be called to see the young person off the premises. (see Exclusions Policy)

All incidents that are escalated to SMT must be recorded in the Incident book along with a record of any sanctions imposed.