



Positive Student Behaviour Policy

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Student Friendly Version	Yes – College Student Charter, Student Code of Conduct

Revision history

Version	Type (e.g. replacement, revision etc...)	Date	History (reason for changes)
1	Revision	Feb 2017	Update following restructure
2	Revision	July 2019	Review
3	Revision	May 2020	Review
4	Revision	October 2022	Update

Monitoring and review

This policy will be reviewed by the Senior Leadership Team every 2 years.

Positive Student Behaviour Policy

Summary

This policy outlines the College ethos and expectations in relation to the behaviour of all students who are undertaking a programme of study with the College. It also outlines the College approach to appropriate interventions and how we record and store related records.

Scope

This policy applies to all students whilst on college premises, on industry placements, and in any other situation in which they are representing the College or engaged in college activities.

Positive Behaviour

The College nurtures and maintains positive values and behaviours that support each individual student's achievement, progression and readiness for employment and citizenship. Promoting positive behaviour enables students to make decisions based on clarity of expectation and purpose.

Actions to promote and celebrates positive behaviour include:

- Embedding positive values and behaviour through the curriculum and in the workplace.
- Promoting the College **UNITED** Values.
- Actively promoting Equality, Diversity and Inclusion.
- Everyday interaction and to commend positive behaviour in the classroom, around the College or any environment where the student is learning/training.
- Specific recognition of positive behaviour through awards and recognition events.
- Whole college promotion of positive behaviour through campaigns, including close working with the Students' Union.

Summary of Expectations

All students are expected to behave in a manner that supports their own and others' learning, achievement and progression. This includes supporting the safe and effective functioning of the College. Examples of positive behaviours include:

- Commitment to their own learning and a positive contribution to learning activities.
- Allowing other students to learn and contribute without disruption.
- Treating other students, staff and the public with dignity and respect.
- Supporting action to prevent and address discrimination, bullying and harassment.
- Adhering to learning agreements and student contracts.
- Successful completion of external work placement.
- Observing Health and Safety requirements.
- Excellent attendance and punctuality and active engagement with their learning.
- **Not engaging in** illegal activity, either at college or offsite.
- The necessary wearing of college ID whilst on college premises or engaged in college activities.

This list is not exhaustive or exclusive.

Promoting Positive Behaviour – A Trauma Informed Approach

The College expects **all** staff to promote positive behaviour and challenge inappropriate behaviour through creating and maintaining positive relationships, and creating an environment of safety, connection and compassion. Teaching and support staff are expected to monitor individual student behaviour, and to provide

initial feedback and guidance as appropriate in a respectful manner. All staff are expected to record any instances of inappropriate behaviour through the EBS OnTrack system.

The College expects all of our employees to be comfortable and confident in engaging with our diverse learning community.

The aim is to support the student to make sense of their experiences, find ways to manage their emotions, and learn from their past behaviour by understanding the impact of their actions so that they can contribute positively to their own experience and that of others. A Trauma-informed approach includes examining the influence and impact on students of factors such as trauma, racism (explicit, implicit, and systematic; and microaggressions) as well as poverty, peer victimisation, community violence, and bullying. However, this approach may sometimes require further more formal **restorative practice** interventions.

Positive Behaviour Interventions

Where informal interactions do not resolve behavioural issues, the College will apply behaviour management interventions which are proportionate, student centred and focused on positive outcomes. Students should be encouraged and supported to take ownership of, and responsibility for, their behaviour and restorative actions.

Exclusion or withdrawal from college should only be considered when all other reasonable avenues for behavioural change have been explored without success. Exceptions to this principle may be made in individual cases where the presenting behaviour poses a serious risk to the safety of the individual or others, which cannot otherwise be effectively managed.

In the interests of a consistent and consolidated approach, all behaviour management interventions will be managed by the appropriate curriculum area, initially by the teaching team(s) of the student(s) concerned and ultimately the Head of Department. Student Services and Campus Liaison will be available to provide support or additional assistance where necessary.

Behavioural Contracts

The behaviour management process is based primarily on a dialogue between the student and the appropriate college staff members through which agreement is reached on future behavioural standards.

The purpose of the Behavioural Contract is to clearly define and record the changes in behaviour and restorative actions that have been agreed between the student and the relevant department. It should also clearly indicate what support the College is offering to the student in making the necessary changes or supportive actions. Behavioural Contracts will be reviewed periodically; the review schedule will be made clear in the document. If a student fails to meet the contract requirements, the issue may be escalated to the next stage of the Behaviour Management Procedure.

Re-Enrolment of Excluded Students

Students that are excluded in year, depending on the nature of the exclusion, maybe offered the opportunity to study on an alternative provision programme that is not based at their previous campus of study. This route should be identified as an alternative for the student in their outcome letter and should be agreed with the Head of Department managing alternative provision.

Students who have been excluded in any previous academic year should be asked to undertake a Return to College Interview with the relevant Head of Department as a condition of re-enrolment. Students enrolling with identified behavioural difficulties may be offered an alternative provision programme, and/or be placed on a Behavioural Contract at enrolment. The new Behavioural Contract does not escalate any existing level of warning but reinforces the expected behavioural standards.

Parental involvement

The College believes that a partnership approach between students, staff and, where appropriate, parents or

carers is key to student success. We value the engagement and support of parents and carers, particularly those of students under 18 years (or under 25 years for students with additional learning needs).

The College may contact parents or carers on matters relating to attendance, behaviour, academic progress or any concerns about the safety and wellbeing of the student; consent will be sought in most situations before such contact is made. However, if there is a risk of harm to the student or to others, a decision may be made to contact parents or carers without consent; this may include situations in which a student may be alleged to be involved in criminal activity. The College will ensure that our processing of personal and sensitive data is compliant with all relevant Data Protection and Freedom of Information legislation.

Our aim is to balance the involvement of parents or carers with an appreciation of the students' right to confidentiality and our encouragement of an adult learning environment. This is particularly relevant where a student lives with and is supported by parents or carers.

Students will be notified of the College's information sharing and parental involvement protocol at their enrolment and/or during the induction process. A student's capacity to give consent will be assessed by relevant staff members in college who are aware of the student's abilities and needs. Parents or Carers will only be contacted in relation to behavioural issues if it is in the student's best interests.

Apprentices' attendance, behaviour and progression will be discussed with employers due to their contract of employment and apprenticeship agreement.

In the case of 14 – 16-year-old school partnership students, agreement on the process to be followed should be made with the relevant school partner.

Higher Education students are adults and follow the College Higher Education policies including attendance, disciplinary, complaints and where required the fitness to practise policy. Students on professional programmes have specific attendance and personal development standards to adhere to. Targets and expectations are outlined in all the related programme handbooks.

Children in care and care experienced

Due care and attention must be given to identify and address the needs of Care Leavers and Looked after Children. The appropriate Children Services teams and or carers will be informed of, and included in, any interventions with this group relating to behaviour.

Students with Special Educational Needs and/or Disabilities

Where a student has disclosed a disability and or learning difficulty, steps must be taken to identify if the student is registered with the Special Educational Needs and Disabilities (SEND) and Additional Learning Support Team. Any reasonable adjustments that may be required can then be put in place. This will ensure that the nature of the inappropriate behaviour and the procedures are fully understood and that the student is able to respond to the allegations effectively. This should always include the involvement of any designated internal support staff from Special Educational Needs and Disabilities (SEND) and Additional Learning Support.

Police Involvement

Where a criminal act has been, or is alleged to have been, carried out by a student against another student, the victim should be informed of their right to report the incident to the Police if they so wish, and supported in making this decision. In cases where the Police have made an arrest or pressed charges against a student the College must liaise closely with the Police and make suitable adjustments to internal procedures to avoid prejudicing the case in any way. Such adjustments must be carefully communicated to all relevant parties.

On occasion the Police or Youth Offending Team may issue a **Community Resolution Order** to a young person and refer the case back to the College to make the appropriate intervention. In such cases it should be made clear to the student that this process is being followed. The **Community Resolution Order** may form the basis of the Behavioural Contract.

Where incidents involve a criminal action against the College, the College reserves the right to report such cases to the Police. In such cases approval for Police contact should be sought from a member of the Executive team.

Recording of Disciplinary Interventions and Data Storage

In order to increase efficiency and minimise risk of breach of data protection legislation a centralised electronic record on EBS OnTrack will be held of all interventions which follow the College Student Disciplinary Procedures. Under no circumstances should any secondary records of incidents or interventions be stored locally, either electronically or in a physical format. Data held will be managed in line with college data management procedures. It is the responsibility of **all staff to record** instances of behaviour that is challenged, including persistent low-level disruption.

Related documents

[Student Disciplinary Policy](#)

[Student Disciplinary Procedures](#)

[UNITED values strategy](#)

[College Code of Conduct](#)

[College Charter](#)

[Using OnTrack to Capture Disciplinary Actions step-by-step guide](#)