



# Positive Student Behaviour Policy

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| <b>Equality Impact Assessment</b> |                                      |
| <b>Student Friendly Version</b>   |                                      |

## 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                       |

## Monitoring and review

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

# Positive Student Behaviour Policy

## Executive Summary

This policy describes 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.

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 and Diversity.
- Everyday interaction 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.
- All staff modelling the behaviour they would expect to see in their students.

All staff are expected to actively promote high expectations of student behaviour and model the College's values through their own conduct. Inappropriate behaviour will be challenged promptly, positively and respectfully, with staff offering firm and clear expectations of students.

## Clarity, Consistency and Choice

Behavioural interventions will be most effective if staff and students:

- Are **clear** about expectations and possible consequences of inappropriate behaviour.
- See any sanctions being fairly and **consistently** applied across all areas of the College.
- Understand and make an informed **choice** about the way they behave.
- The College Charter, which should be introduced to students during Induction, sets out students' rights and responsibilities, and the College expectations of behaviour.

## 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.
- Compliance with college policies and procedures.

- Adhering to learning agreements and student contracts.
- Completion of external work placement.
- Observing Health and Safety requirements.
- Good attendance and punctuality.
- **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.

## **Behaviour Management – A Restorative Approach**

The College expects all staff to identify and manage inappropriate behaviour through their normal interactions with students wherever possible. Teaching and support staff are expected to monitor individual student behaviour, and to provide initial feedback and guidance as appropriate in a respectful manner.

The aim is to support the student to 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. However, it is recognised that this approach may sometimes require further more formal **restorative practice** interventions.

### **Behaviour Management Interventions**

Where informal guidance and counselling does 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 security managers 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 College. It should also clearly indicate what support the College is offering to the student in making the necessary changes or restorative 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 Previously Excluded Students**

Students who have been excluded in any previous academic year should be asked to undertake a Return to College Interview with the Head of Student Services and relevant Head of Department as a condition of re-enrolment. Students enrolling with identified behavioural difficulties may 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 would be discussions needed with employers due to their contract of employment and apprenticeship agreement. Decisions made in college will affect contractual status of apprentices and may lead to loss of employment.

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.

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.

## **Care Leavers and Looked After Children**

Due care and attention must be given to identify and address the needs of Care Leavers and Looked After Children. The appropriate Child 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 alleged 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

processes 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** should 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 will be held of all interventions which follow the College Disciplinary Procedure. 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 processes and procedures.

## **Related documents**

Student Discipline Procedures  
College Charter 2019  
FE Tutorial and Review Policy  
Attendance Policy (FE)  
Academic Regulations (HE)  
Parental Contact Policy  
Safeguarding Policy  
Relevant Staff Policies