

Learner Positive Behaviour Management Policy

Introduction

The role of the College is to create a safe and secure environment for all learners so that they discover or rediscover their curiosity for learning and rebuild their confidence. The role of the individual learner is to always enable teachers, trainers, tutors, learning support staff and support staff to create an effective learning environment for all. The following policy incorporates the code of Positive Behaviours and Positive Values and the learner contract that were created through learner involvement.

Purpose

The purpose of this policy is to:

- Promote, encourage and recognise appropriate learner behaviour.
- Encourage a whole Centre approach to issues relating to behaviour management and the promotion of positive learner behaviour.
- Give guidance and support to all staff when dealing with issues relating to behaviour management.
- Provide a fair and consistent framework where positive behaviour is encouraged and recognised and in which disciplinary issues can be resolved within a supportive environment
- To help learners understand that positive and good behaviour is an attribute that contributes to a harmonious experience, good behaviour by a role model can have impact on others, produce wider career opportunities, keep learners on track, build strong relationships and is a vital life skill for future success.

This Policy is to encourage and motivate all learners towards positive behaviour and to support staff when they become challenged by an individual student's behaviour.

Whilst implementation of the policy will depend upon the individual circumstances and the age of the learner we must be consistent in its application to ensure equality and fairness for all. Positive behaviour posters are displayed around the Academy as reminders of expectations within the learning environment and beyond.

The key is to focus upon the behaviour of the individual learner whilst being mindful of any situational or personal factors which may have contributed to the situation, for example PSE (personal, social or emotional) issues or home environment.

This policy should be read in conjunction with:

- Debut's Learner Charter
- Learner Code of Conduct
- Apprentice Expectation Policy

Responsibility and Authority

Debut Training Academy has ultimate responsibility for staff, learner and employees and will ensure that the arrangements for overseeing positive behaviour are effective, robust and reviewed on a regular basis. As such three senior members of staff have been designated as Positive Behaviour Management Personnel.

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The designated complaints personnel are:
Helena Lungley (Teaching & Learning Lead)
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Charlotte Hughes (Deputy Head Tutor)
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Linda Edwards (Center Manager)
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Expected Behaviours

Within the Debut community we have expected behaviours that help create a positive and safe learning environment. They also help protect our individual rights and encourage us to take up our individual responsibilities. It is further recognised that the establishment of clear boundaries, routines and behavioural expectations is critical in ensuring the development of an ethos and culture of positive behaviour and effective behaviour management.

Choice, Ownership and Consequences

We strongly believe that as individuals we have the free will to choose how we behave. In short, we all own our own behaviour. Owning our own behaviour and choosing to act in a certain way results in a natural or logical consequence. Of course the consequence may be either negative or positive in nature, but is nonetheless directly related to how we choose to behave.

Learner Expectation

Learners should abide with following at all times:

- Behave and speak in a way that does not offend others, e.g. using foul/abusive language, sexist, racist or anti-social behaviour. Considerate behaviour within Debut Premises or whilst on educational visits is expected.
- Adherence to the Dress/Uniform Code at all times. Any deviance of this (due to medical or religious reasons) must be pre-agreed by the Director of Tuition or Center Manager. Learners who are consistently in breach of this will be dealt with in accordance with the Disciplinary Procedure.
- Be courteous, responsible and mature and respect the rights of others, ask for help when you need it.
- Admit when you make a mistake or when you realise you have behaved inappropriately.
- Treat everyone with respect. Any form of bullying, however minor will be treated seriously and any repetition of bullying or aggressive behaviour may lead to the learner being withdrawn from their course.
- It is every learner's responsibility to sign in and out (including break times) in the designated book on arrival and departure.
- Be on time and attend all timetabled lessons, workshops or other training opportunities (unless absence is explained or agreed). Punctuality for all sessions is essential to help you achieve the most from your course. Persistent lateness or absence will be monitored and followed through with further action. It is only polite

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and courteous to apologise to your Assessor if you are unavoidably delayed for any reason.

- Inform our Administration team if you are absent or delayed prior to your lesson.
- Agree with your Assessor what you need to do to catch up if you have been absent.
- Respect the fact that course commitments take precedence over other activities during your pre-agreed lesson times. Personal appointments with doctors, dentists etc., as far as possible should be made outside your training days.
- Work hard in class to the best of your ability.
- Complete work set outside the lesson time.
- Meet deadlines for homework and case studies.
- Make sure all work produced for case studies and exams are your own work. Plagiarism and/or cheating may lead to disciplinary action by Debut and/or the Awarding Organisation/Examinations Board.
- Do not allow any part time work or (paid or volunteer) to interfere with your course commitments.
- Treat all Debut property with respect and in line with any health and safety instructions/requirements.
- Follow Debut Academy's health and safety rules at all times.
- It is a criminal offence to carry an offensive weapon and Debut has a right to search you. The Police could be involved if necessary.
- You must not use mobile phones in class or have them visible except at break times in the kitchen or other designated eating area. Turn them off or on silent and do not hold conversations on them whilst walking through Debut Salon or other public walkthrough areas. Persistent offenders will be dealt with under the Disciplinary procedure.
- Do not take any food or drink into any classroom (still water is allowed). If there is no other area for eating at break times, you may ask the permission of your Assessor, and learners must tidy away completely before lesson recommence.
- Do not use radios, MP3 players or wear earphones in any part of the premises.
- Smoking is discouraged. If you wish to smoke, please do so only in designated areas and at designated break times.
- Dispose of litter responsibly and in accordance with Debut's Recycling Policy.
- Bring all the necessary equipment and work with you to all your lessons.
- Leave all rooms (including kitchen, toilet and eating areas) in the condition you would wish to find it.
- Have due regard to and a shared responsibility for the public image of Debut Academy and all associated salons. Broadcasting and publishing information about the training Center or members of the college community, in print, electronically should only be conducted with the express approval of the Director of Tuition, Carla Hales.
- You must co-operate with all staff with any procedures not specifically mentioned above.

Learners are also expected to improve future prospects by:

- being proactive during individual tutorials in discussing ability, progress and setting realistic but challenging individual targets
- managing time well to meet deadlines, appointments and targets
- responding positively to feedback on how to improve the quality of work or behaviour at college

- taking an active role in work experience schemes and enrichment training to support their transition into work or destination into further education
- thinking about the future and how their Study Programme will support this
- taking advantage of opportunities to improve literacy and numeracy skills

Learners who do not follow the above guidelines will be supported by tutors and the support staff to work through any problems. However, where a learner continues to break the Code of Conduct, the disciplinary procedure will be implemented which may result in exclusion from the college and course place.

Serious Offences/Gross Misconduct

Some things are not permitted under any circumstances and are considered to be serious offences.

These include:

- Using or having drugs on site
- Dealing in drugs
- Being drunk or under the influence of alcohol
- Theft
- Bullying (physical/verbal/non-verbal) – including via text messages, posts on media sites or email)
- Physical, Sexual, Racial Assault or Harassment or violent or abusive behaviour directed at other learners, staff, tutors or visitors
- Inappropriate use of video/camera phones – including videoing and showing of images without permission
- Deliberate damage to property belonging to Debut or another person
- Selling anything deemed to be appropriate
- Failure to comply with the Right to Search Policy
- Not adhering to the Awarding Body Examination Guidelines
- Any other act or omission which may result in the security, safety, or health of other students, members of staff, visitors or the general public being put at risk or the disruption of college activity
- Bringing the Academy or any associated Debut premises into disrepute

If you are found to be involved in any of these, the disciplinary procedure will be immediately implemented and if after investigation, the behaviour or offence is confirmed it could result in suspension or exclusion from the college.

Dealing with Poor Performance

Positive management can also include elements of monitoring and supporting performance by a learner if the following is observed:

- Failure to complete or hand in homework or tasks associated with qualification
- Failure to consistently abide with uniform guidelines
- Failure to observe attendance and punctuality minimum expectations
- Failure to show a positive learning attitude within the classroom, which may be seen as lethargy, disruptive behaviour, unwillingness to participate in activities with others
- Not showing respect to tutor, staff or peers
- Failure to be inclusive, work as a team or assist others when asked

- Failure to take sufficient steps to complete assessments or practice skills as appropriate

Disciplinary/Cause for Concern Review Meeting Procedure

If the tutor observes any behaviour listed above, the first step would be to arrange a 1:1 meeting with the learner to raise any matters and document them on a cause for concern form. The tutor may ask the Head of T&L, Deputy or Centre Manager to sit in on any meetings if required.

The cause for concern will document any actions where behaviour needs addressing, listing solutions and agreed by all parties, with monitoring and review to bring the learner's behaviour to a point where it is acceptable or appropriate.

If these efforts fail after repeated attempts, then the disciplinary procedure will be followed. Please refer to Debut's Disciplinary Policy for further guidance.

Standardisation in dealing with Behaviour issues

Debut expects its entire teaching staff to ensure they deal in a timely manner and address any behavioural issues appropriately.

Areas that fail to be addressed appropriately may lead to learners:

- Thinking their behaviour has gone unnoticed
- That they can repeat the behaviour as it won't be challenged
- That the standards of the Academy are not sufficiently high enough to think the unacceptable behaviour important enough to be addressed
- That boundaries are flexible, can be continually challenged by the learner

If learners feel that a specific behaviour or non-compliance is permitted without challenge they are very likely to repeat or introduce other behaviours that will have a detrimental effect on their own learning, the learning of others and ultimately impact on the tutor or their employer.

The following Behaviour issues are detailed, together with any possible impact. These are not exhaustive but highlight why classroom and learner management should always be addressed.

Behavioural Issue	Impact
Failure of addressing punctuality or lateness	<ul style="list-style-type: none"> • Possibility of ongoing attendance problems • Detrimental impact on the guided learning hours attained • Low learner achievement and falling behind in their programme, not meeting completion date • Learner disinterest in their course and learner withdrawing • Tutor has to implement action plan to catch learner up
Failure of addressing work completion or completing homework to deadlines	<ul style="list-style-type: none"> • Possibility of ongoing lack of commitment to work requirements relating to course • Low learner achievement and falling behind in their programme, not meeting completion date

	<ul style="list-style-type: none"> • Learner disinterest in their course and learner withdrawing • Tutor has to implement action plan to catch learner up
Failure of addressing learner inappropriate language or body language	<ul style="list-style-type: none"> • Possibility of repeated problems of inappropriate language and/or body language within class • Possibility of complaints relating to language or body language indirectly/directed • Other learners dissatisfied with classroom management and possibility of withdrawing from course, leading to impact in success/retention rates • Learner's respect for tutor and peers deteriorates
Failure of addressing learner achievement	<ul style="list-style-type: none"> • Possibility of ongoing lack of commitment to work requirements relating to course • Low learner achievement and falling behind in their programme, not meeting completion date • Learner disinterest in their course and learner withdrawing • Impact on timely achievement • Impact on success/retention rates

Unsatisfactory Behaviour

The tutor or member of staff who witnessed the behaviour should always deal with it appropriately and in a timely manner. It is usually advisable to ask the learner to step out of the classroom and hold a meeting with them, explaining the behaviour that has been witnessed with suggested advice on how to behave positively. This meeting will need to be documented and followed up with a letter to the learner or their parent/guardian if necessary.

If there is more than one learner involved then it may be more appropriate to speak to the class as a group, especially if it is more appropriate not to single out one person, or it is not known who the instigator of bad behaviour was. This ideally should be followed up with a letter to all attendees so they are aware of the nature of the unsatisfactory behaviour and remind them of the expectations and what the impact is if not complied with.

Apart from challenging attendance and punctuality, non-completion of homework, coursework should also be addressed; it is advised that a review meeting is held 1:1 with the learner and documented on an action plan.

If the behaviour in question is not seen to improve within a designated timescale, then it is advisable to arrange and hold a meeting with the learner's parent/guardian present, and/or their workplace employer (if applicable), documenting issues raised and action plan.

Action plans should be monitored and a follow up meeting should be arranged to discuss progress made towards addressing the issues.

Failure to deal with behaviour

Assessors who fail to address any learner behaviour or to manage any class as per Debut's standards will be subject to disciplinary action. Debut takes learner behaviour management and standards seriously, recognising that poor management of learners has an impact on other learners, other staff and the Center as a whole.

Assessors are also expected to deal with each behaviour issue appropriately, professionally, keeping calm and in control and with equality and diversity in mind, in order that the issue can be discussed so any issue does not escalate further and the learner understands the reasoning behind the behaviour meeting.

Assessors who are seen to require additional training or support towards dealing with learner behaviour will be mentored by Debut's Senior Tutor and will undertake regular walkthroughs/observations until it is seen that learner management is controlled.

Discretionary Arrangements/Equality & Diversity

If the learner has previously disclosed a mental health, emotional or behavioural difficulty it is necessary to access information on these difficulties before commencing with the disciplinary procedure. Usually this information is disclosed at induction and enrolment and the Centre Manager will ask for any references from prior providers (if applicable) and put in place a supplementary Behaviour Agreement to emphasise clearly expectations on specific areas.

If the learner's difficulties are the primary cause of poor discipline and the incident is not of a serious nature, then alternative options can be considered, e.g., putting in place a behaviour plan linked to the disciplinary procedure before the procedure is implemented.

Each case will be considered on a case-by-case basis taking into consideration any difficulties, but even if there is evidence that the student has mental health/emotional or behaviour needs, it may still be appropriate to invoke the disciplinary procedure because this in no way lessens the duty of care the College owes to other students and staff.

Please refer to Debut's linked policies below for additional information regarding Learner Positive Behaviour Management Standards:

- Apprenticeship Expectation Policy
- Academic Work Completion & Plagiarism Policy
- Attendance, Lateness & Punctuality Policy
- Anti-Bullying, Anti-Harassment & Victimisation Policy
- Anti-Bribery & Fraud Policy
- Banned Substances Policy
- Code of Conduct – Staff Policy
- Code of Conduct – Learner Policy
- Complaints Policy
- Counselling Policy
- Communications Policy
- Confidentiality & Disclosure Policy
- Data Protection Policy
- Disciplinary Policy
- Dress Code – Learner Policy
- Equal Opportunities & Inclusion Policy
- Employer Guidance on Disciplinary for Apprentices Policy
- Employer (Work Based) Support & Expectation Policy
- Food & Drink Consumption & Hygiene Policy
- Grading, Academic Standards & Feedback Policy

- Grievance Policy
- Health & Safety Policy
- IAG (Information, Advice & Guidance) Policy
- Induction Procedure – Learner Policy
- Learner Support & Super Group Policy
- Learner Safeguarding & Safeguarding Vulnerable Adults Policy
- Learner charter Policy
- Mentoring – Staff Policy
- PSED Support Policy
- Prevent Policy
- Quality Assurance Policy
- Review & Appraisal – Staff Policy
- Teaching & Learning Policy

Policy Revision

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