

BEHAVIOUR FOR LEARNING POLICY

VERSION NUMBER	03
RESPONSIBLE MEMBER OF STAFF	Assistant Director (Learners)

RECORD OF REVISIONS	
DATE	DETAILS
2 nd October 18	To Board for Review and Approval
17 th Sept 18	Staff Consultation
31 st Aug 18	Staff Consultation Meeting
4 th Jan 19	Amended to show changes in responsibilities for the disciplinary process.

Current date	September 2018
Review date	June 2019
Review to be approved by	Executive and QSC

BARNFIELD COLLEGE

BEHAVIOUR FOR LEARNING POLICY

1. Vision

As a college we want to create an environment where all members of our community treat one another with equality and respect. To provide a common set of values and behaviours that enables all to achieve and develop in safe and supportive surroundings, becoming valued and caring members of wider society.

2. Aim

The intention of this policy is to support all learners throughout their time at Barnfield College. This policy will promote positive sets of behaviour across the college at all times. We believe that positive learner behaviour will produce a climate conducive to learning for every single learner. It will support teaching and learning, which can only truly thrive in a composed and orderly environment in which learners are prepared and ready to learn.

Learners must know what is expected of them as well as the consequences of not meeting College expectations. All of the College community; staff, learners, parents, and governors need to be aware of the policy and be committed to its principles, purpose and how it is applied in everyday College life.

3. Objectives

- 3.1 To ensure that all learners are aware of the high expectations within Barnfield College
- 3.2 To provide support for learners to enable them to meet expectations
- 3.3 To ensure that all expectations of behaviour, attendance and conduct are applied consistently across the whole of the college to promote a harmonious and safe working environment, encouraging hard work and achievement
- 3.4 To ensure that the framework for behaviour-related issues is consistent, fair and transparent.

4. A Shared Responsibility

The Behaviour for Learning Policy is underpinned by three basic expectations of learners (Appendix Two):

Be Ready – Learners should bring all the needed resources for lessons and come into college with a learning mind set. Learners should also be on time to all their lessons and be ready to engage in their own learning.

Be Respectful – Learners should be considerate of others around them and should be respectful to themselves. Learners should remember that everyone has the right to learn and respect the environment they are in. Learners should be respectful of other people’s beliefs, differences, ideas and individuality.

Be Safe – Learners should be aware of the environment around them and be familiar with the Health & Safety guidelines and advice. Learners are responsible for their own safety and should be considerate of others safety. Learners should wear their I.D badges at all times on college campus and be mindful of their own mental and emotional well-being. Learners should know where to go to if they need to access support.

It is the professional responsibility of **all** staff to manage these expectations and the behaviour of learners not only within the classroom environment, but the wider college itself. This responsibility should not be abdicated and should a member of staff feel that their personal safety is at risk help should be sought immediately through the College Administration Team who will contact senior management to support. Incidents after 5 P.M. should be logged with the evening Duty Manager who can be contacted on extension 588. Learners should never be sent out of a room for poor behaviour. In the unlikely situation where a learner’s behaviour is deemed to put others in the room at risk all other learners and staff should be removed from the room and support requested from a senior manager and Campus Officer.

The responsibility for punctuality, attendance and behaviour should be shared by all staff, and a clear line of communication must exist to track, report, monitor and action appropriate measures to address concerns in a proactive and timely way. Where it becomes necessary to invoke the disciplinary process, Learning Mentors (LMs), Campus Officers, Pastoral Support Team Leader and Lead Lecturers should be involved at an appropriate point.

The first 4 weeks of the learners’ journey is the ideal time to inform learners what is expected of them in terms of attendance, punctuality and behaviour, and how this will have a positive impact on their achievement and success at College and beyond. The learning expectations should be discussed during Induction and the tutorial process. To support and reinforce the College’s expectations a Parents’ Welcome evening will take place within the first 4 weeks of term.

In return learners should expect staff to consistently do the following:

- Plan and deliver good-to-outstanding lessons to engage and motivate learners in their achievements
- Celebrate the successes of learners in lessons, tutor time, and awards evenings
- Develop positive working relationships with learners in their classes
- Communicate both successes and concerns with parents
- Use a range of behaviour management strategies and apply the College behaviour system consistently

4.1 Student Rewards

Celebrating Success

College staff should celebrate the success of all students whenever and wherever it occurs in a variety of ways. Focussing on success and positive outcomes is essential in developing a positive culture and ethos across the College. There are many ways we celebrate success and this will be reviewed and updated by learners, staff, parents/carers and governors throughout the academic year. Staff are encouraged to share student successes with the college Marketing team, who may be able to use tools such as PR and Social media to amplify our good news stories both internally around the college and externally to the wider community.

Feedback

The simplest form of reward is positive dialogue which supports improvement in learning. Formal, written feedback and informal commentary should emphasise positive achievement. All staff should give positive feedback to learners whenever and wherever possible. This builds self-esteem and helps to build and support the ethos we are aiming for. Staff should be particularly careful to avoid sarcasm, personal criticism and comments which could be seen to foster low expectations. Criticism should be constructive and focused on specific actions and behaviours, or on work, rather than on learners as individuals. It should be accompanied by indications of how to do better and praise for something well done. Work that is returned in a timely way and fully marked shows that staff have valued the work of learners.

Commendation and a Note of Praise

Learners who consistently meet learning expectations should be commended for their achievement. Subject teachers, personal tutors and Learning Mentors can record a commendation on ProMonitor under the comments section.

College Celebration Events

For excellent achievement of any kind, staff should consider making a formal nomination at the end of each term to the Lead Learning Mentors. This may be for excellence in learning, or improvement in attendance or behaviour. Teachers should nominate those learners that they feel deserve extra recognition. Learners are invited to a celebration event during the last week of term, where they will be presented with a certificate. The Annual Awards Evening which has traditionally taken place at the end of each academic year will ask staff to identify those learners that have been exceptional or outstanding within subject areas. The College Management Team will consider all commendations. Each learner selected will be invited by letter to receive their commendation at the Awards Evening.

Attendance

Learners should take pride in maintaining a high level of attendance. To reward the consistency and improvement of attendance, learners will be entered into prize draws throughout the academic year.

Postcards Home

When learners achieve in ways which merit higher profile recognition, any member of staff may contact parents and carers. In addition to this, staff should in recognition of good or outstanding behaviour, send a card home. Any member of staff may complete one of these by noting the details of a particular achievement in the space on the card and adding the learner name and tutor group. Staff can use these cards regularly, for all students at all levels so that a steady stream of good news about students feeds into the community. The cards should be used, for example, to thank students for extra effort and voluntary commitment, particularly good work or effort, or for meeting targets that have been set.

January Motivation Raffle

As a way to motivate and praise not only academic excellence, effort and outstanding attendance, but also examples of exemplary behaviour, teamwork, thoughtfulness or charity, in January all staff will be able to award any learner they feel is deserving a raffle ticket. The more raffle tickets awarded the more likely a learner will be to win a prize. January is a key point in the college calendar when it is essential to encourage and increase learner morale and motivation.

Punctuality

Every learner must be in lessons on time. Lateness and poor attendance will be consistently and relentlessly challenged by all staff. If a learner is late for a lesson, the teacher will settle them in at a safe opportunity and as quick as possible, so as not to impair the flow of the lesson, the learning of others, or the learner's own learning. The teacher is to take the ID card of the learner as a reminder to have a discussion regarding punctuality at the end of the lesson. The learner will then be marked late, with the number of minutes of lateness accurately recorded. The Learning Mentors will draw down a daily report of all late students who will attend a workshop to ensure that significant amounts of missed learning is caught up by the learner. If punctuality still does not improve, the learner will begin the disciplinary process.

Vulnerable learners, for example learners with learning difficulties and/or disabilities (LLDD), young carers and looked after children, and learners with mitigating circumstances should have reasonable adjustments implemented to start times if required. All agreed adjustments must be recorded on ProMonitor.

To ensure high expectations are reinforced, teachers should ensure that all lessons start and finish on time as per the timetable, with no unauthorised breaks.

4.2 Attendance

90% attendance is the 18/19 cross-college *minimum* standard, however the aim is for learners to achieve 100%. Exceptions include absence for genuine illness or external factors such as a family bereavement, and in those cases the College should be notified by a parent or guardian. The College is committed to preparing our learners for the world of work, and as such all absence will be tracked, challenged and sanctions put in place on the day an un-notified absence occurs. Absence that is not related to a mitigating circumstance will result in the learner attending a compulsory absence

workshop, and a supporting letter will be sent home to parents. Three separate absences will result in the learner beginning the disciplinary process at the first level, and a meeting with parents will be arranged.

If a learner fails to attend the absence workshop, or avoids contact with the Pastoral Support team, their cards will be blocked and they will be escalated to a Level 1 contract and a meeting with parents will be arranged.

4.3 Behaviour

The standard of behaviour at Barnfield is the responsibility of all staff within the wider College community. Violence, alcohol, drugs, smoking, mobile phone misuse, racist, sexist or homophobic behaviour and foul or abusive language are totally unacceptable. Equally the wearing of headwear, including bandanas and ear muffs, other than for religious purposes, is not allowed anywhere on College premises. Eating and drinking are not acceptable within the classroom environment. (Bottled water is allowed in classrooms but *not* in computer rooms except for the LRC) Food should be eaten in the designated areas only and rubbish must be cleared into the appropriate bins.

All staff are expected to act as good role models by ensuring that they also observe these standards.

If behaviour within the classroom is unacceptable the teacher should make every professional attempt to rectify the situation via discussion with the student. This is an important part of a learner's education and preparation for higher education or employment. A behaviour comment should be placed on ProMonitor to ensure there are thorough records of behaviour concerns and to identify any trends. It is not acceptable for teaching staff to exclude learners from a lesson for inappropriate behaviour nor is it acceptable to send such learners to the Learning Resources Centre (LRC) or The Hub.

4.4 Bullying

The College is committed to ensuring that everyone is equally valued and no-one is mis-treated. Harassment and bullying in any form are unacceptable and will not be tolerated. All College staff will challenge bullying in all its forms, and firm action will be taken to protect the interests of its students whenever incidents come to light.

The College takes various measures to raise awareness and address the potential problem of bullying and harassment. These measures are not exclusive and each case is judged on its merits with the appropriate action taken. Bullying will be dealt with in accordance with the College's disciplinary procedures and identified incidents will be initially dealt with by Campus Officers and Pastoral Support Team Leader.

5. Formal Learner Disciplinary Action

5.1 Learner Contracts

The College procedures for dealing with underperformance and/or inappropriate behaviour/breaches of the Code of Conduct are known as **Learner Contracts**. If learners continue not to meet College expectations, despite receiving informal support such as learner meetings with Learning Mentors and Lead Lecturers, the formal disciplinary action will be put into place.

The Learner Contract, as part of the Behaviour for Learning Policy, seeks to promote and endorse the underpinning expectations of all learners.

- Good attendance and punctuality
- Work completed to the best of their ability and to deadlines
- Positive attitude to learning
- Appropriate and responsible behaviour to peers and colleagues both in and out of the college environment

The purpose of the Learner Contract is to ensure that a consistent process for timely and effective intervention of 'at risk' learners, who may be underperforming and/or engaging in behaviour that might diminish their own or others' learning, is in place. The learners' welfare, behaviour and performance is the responsibility of all who will play a part in the learners' journey, and effective communication about students between *all* staff is essential.

Notes should be made on ProMonitor to ensure an audit trail of concerns is accurately recorded: **to that end staff are asked to record all relevant interactions, both positive and negative, with learners whether or not they are on a Support Contract.**

See Appendix Four for how to add a comment to request a learner contract.

The 'Learner Contract' operates at **four levels and will be time-bound to complement individual cases.**

- **Level 1: Lead Lecturer Contract**
- **Level 2: Lead Learning Mentor Contract**
- **Level 3: SAL (contract can be delegated) Contract**
- **Level 4: Exclusion – Assistant Director Panel**

Level 1 – Lead Lecturer Contract

- Where there are repetitive low level issues with a learner that have not been resolved through discussions with teachers, LMs or Personal Tutors, the learner will be placed on a Level 1 Contract.
- Notes should be made on ProMonitor to ensure an audit trail of concern is accurately recorded

- Appropriate targets will be set with the learner and contract owner, who will monitor the progress of targets set. **Contracts to be uploaded on ProMonitor.**
- The time frame of the contract should be determined by the progress a learner is making (maximum four weeks)
- Appropriate support to facilitate achievement of these targets will also be put in place – this could include additional academic workshops. 1-1 meetings with Personal Tutor, Learning Mentor or referral to external agencies.
- Should the learner’s progress be erratic, inconsistent or wilfully uncooperative the learner should be moved up quickly to a Level 2 contract or higher.
- If a learner is still on a contract after 4 weeks the learner should move up to a Level 2 contract if they have not shown sufficient progress (escalation to be approved by Lead Learning Mentor).

Level 2 – Lead Learning Mentor Contract

- Referral to a Level 2 contract will be assessed when a learner has finished a Level 1 contract without making sufficient progress and approved by Lead Learning Mentor.
- Notes should be made on ProMonitor to ensure an audit trail of concern is accurately recorded
- Appropriate targets will be set with the learner and contract owner, who will monitor the progress of targets set. **Contracts to be uploaded on ProMonitor.**
- A letter (if learner is under 18 years old or has given consent) will be sent to parents to notify them of the cause for concern and to arrange a meeting.
- The time frame of the contract should be determined by the progress a learner is making (maximum four weeks)
- Appropriate support to facilitate achievement of these targets will also be put in place – this could include additional academic workshops. 1-1 meetings with Personal Tutor, Learning Mentor or referral to external agencies.
- Should the learner’s progress be erratic, inconsistent or wilfully uncooperative the learner should be moved up quickly to a Level 3 contract or higher.
- If a learner is still on a contract after 4 weeks the learner should move up to a Level 3 contract if they have not shown sufficient progress (escalation to be approved by SAL).

Level 3 - SAL Contract

- The SAL will request a disciplinary meeting with the learner’s parents/guardians.
- Appropriate targets will be set with the learner and contract owner, who will monitor the progress of targets set (contract can be delegated to an alternative member of staff). **Contracts to be uploaded on ProMonitor.**
- The time frame of the contract should be determined by the progress a learner is making (maximum four weeks)
- Appropriate support to facilitate achievement of these targets will also be put in place – this could include additional academic workshops. 1-1 meetings with Personal Tutor, Learning Mentor or referral to external agencies.

- If at the end of the Final Contract period, there is insufficient improvement in attitude and/or behaviour (including attendance), the contract will be immediately escalated to the College Administration Team to arrange an Assistant Director Panel Meeting.

Level 4 – Exclusion; Assistant Director Panel Meeting

- This will be requested via the College Administration Team who will contact the learner’s parents/guardians, to make an appointment to attend an exclusion panel meeting with the Assistant Director (campus) and Assistant Director (learners), with a scribe present, to keep notes.
- The learner’s card may be blocked until the time the meeting takes place and an outcome has been reached. A response time of three days on receipt of the letter is requested. If no response is received a decision can be made in their absence.
- All learners have the right to be accompanied by a parent, guardian or friend.
- If the outcome of the disciplinary is positive in the learners favour the learner behaviour/ performance will be monitored by an Assistant Director/ or an alternative designated person for a period of time agreed at the exclusion meeting. If the learner fails to improve sufficiently during this time period, it will lead to permanent exclusion without any further meetings taking place’
- At the disciplinary meeting, the learner may choose to voluntarily withdraw if they consider themselves to be incapable of complying with any contract. In that case, the College will be willing to supply a fair reference for the learner. This course of action by the learner would avoid the risk of possible future exclusion from the College, which would preclude the provision of a reference.
- Should the Level 3 contract have been triggered due to Gross Misconduct (see below) the Pastoral Support Team Leader and/or SAL will have the power to suspend for two days pending investigation and the learner’s card will be blocked. If a longer exclusion is required this can only be authorised by the Assistant Director (Learners) or a member of the executive.
- The contract will be immediately escalated to an Assistant Director Panel meeting, and will follow the same procedure as above.
- Despite what the learner may wish to do, it may be the opinion of the Panel member(s) that the learner should be permanently withdrawn immediately, in which case, the Principal may be consulted to obtain a final decision.

Repeat Behaviour:

If a learner has successfully had a contract closed but their behaviour regresses into the previous behaviour in a short time after the contract has been closed a new contract can be requested at the next escalation level of the original contract. Any behaviours that are over two months from the original contract must be requested at Level 1 (unless gross misconduct).

First 42 Days:

At enrolment, or within the first 6 weeks of the academic year, a learner will be identified after displaying poor attendance or bad behaviour in the previous academic year, or, in the case of a new student, owing to issues raised in the reference from their previous school. Those learners identified will be placed on a Learner Review Board, which will take place before week 6 of the new academic year. In these cases, learners who show insufficient improvement in their attendance and/or behaviour will be excluded from college without appeal, or may be advised to voluntarily withdraw without appeal so that they do not have an exclusion on their record. Learners can be discussed at the Learner Review Board regardless of their contract status however a decision to withdraw will only be made if there is clear attempted intervention logged on ProMonitor (by both the curriculum and pastoral teams).

First 42 days Contracts:

Learners who are internally progressing or have been identified as at risk prior to enrolment (criminal convictions or reference from school) can be placed on an initial contract to support the learner adjust to college life and set high expectations of attendance and behaviour. Lecturers are responsible for the probationary contracts. Learners who are internally progressing should have their contracts agreed before they complete at the end of the academic year for the September start. All learners on probationary contracts will be reviewed at the first Learner Review Board.

4 weeks non-attendance:

Learners who have not attended lessons for a period of four, or more, weeks, and have not pre-notified this absence, will be taken off the College roll, following communication with the appropriate SAL to check they are in agreement with the withdrawal. This information will then be shared with all associated parties via ProMonitor. A letter will be sent to advise the Parent/ learner that, due to their lack of attendance, it is presumed that they no longer want a place at the College. The learner is given 7 days from the date of the letter to let the College know if they do still want their place. In this case, the learner may be put back on the College roll, following a meeting with parents/guardians, and placed on contract to monitor attendance/performance.

Appeals

Only in the case of permanent exclusion does the learner have a right of appeal and only on the following grounds:

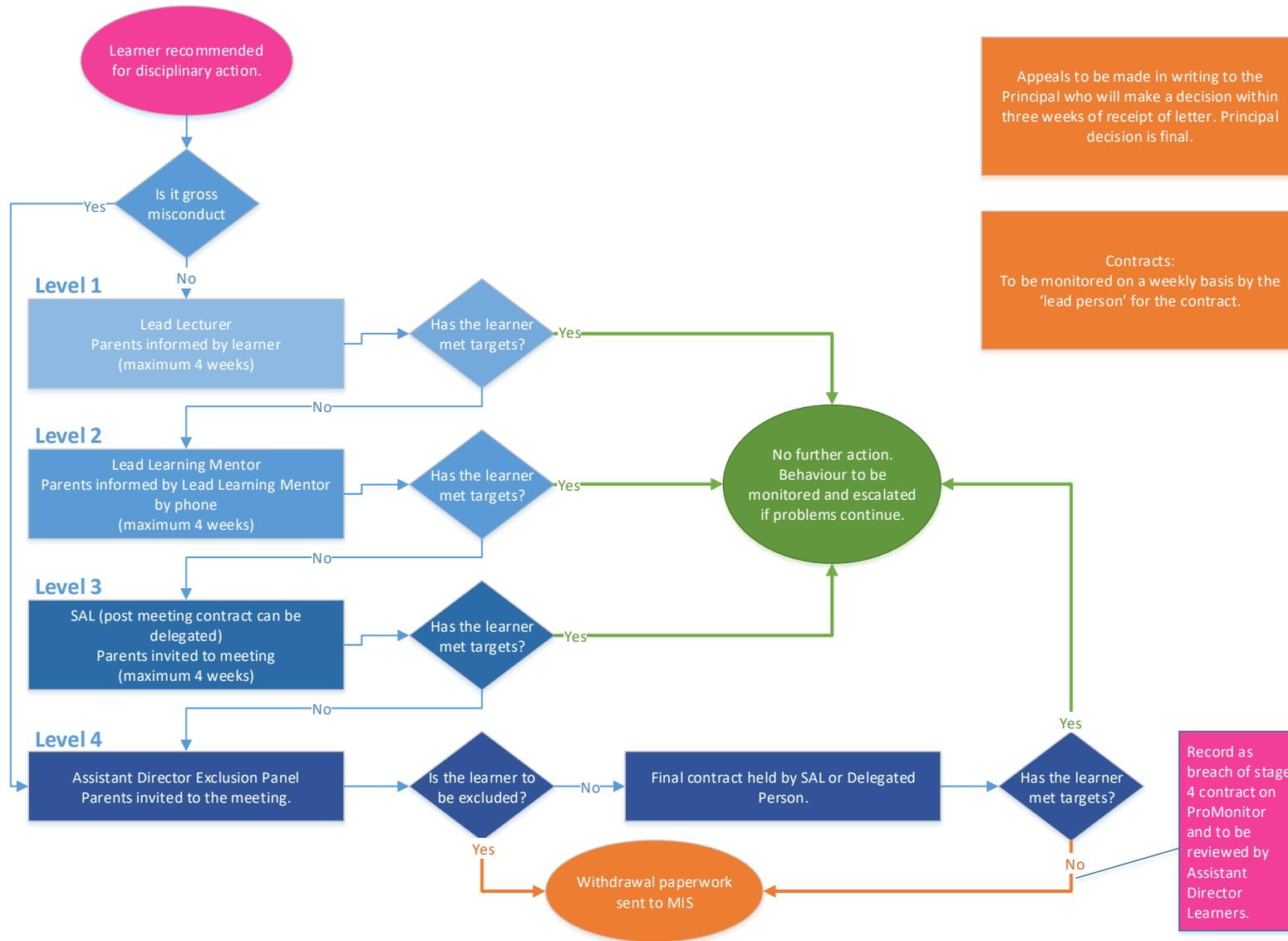
1. That College staff have not followed College procedures properly.
2. That there is evidence or factors not taken into account by the College in reaching its decision to permanently exclude. Please note that such evidence should be exceptional and reasons given why it was not brought to staff attention earlier in the process.
3. That new exceptional evidence or factors have come to light since the meeting leading to permanent exclusion.

The Learner has no right to legal representation at meetings and hearings. Appeals should be made in writing to the Principal who will respond within 3 weeks of receipt of the letter confirming an outcome. The decision of the Principal is final.

Gross Misconduct

Gross misconduct is a serious breach of the College Learning Expectations where the behaviour is considered to have put at serious risk the College's duty of care to others (see Appendix Three).

Appendix One





Students' Learning Expectations

READY

- Be equipped for lesson
- Be prepared to learn and complete all independent work
- Be on time
- Be engaged in your own learning

RESPECTFUL

- Be considerate to others
- Be respectful to yourself
- Be respectful to other people's right to learn
- Be tolerant to other people's beliefs, ideas and individuality

SAFE

- Be of your environment
- Be aware of health & safety and be considerate of others
- Be responsible and wear your I.D badge at all times on campus
- Be mindful of your own mental well-being and access support if required

Appendix Three

Examples of Gross Misconduct

Whilst it is not possible, or desirable, to present an exhaustive set of standards, those detailed below are considered to be examples of gross misconduct which applies to all. It is important to remember that some Gross misconduct acts may be the result of some underlying factors therefore it is important to do a full investigation before using the disciplinary procedure.

- Theft or unauthorised possession of any property or facilities belonging to the College or any member of staff or learner.
- Serious damage deliberately sustained to the property of the College, Learners, staff or members of the public.
- Deliberate falsification of College documentation, records and course work.
- Serious negligence which causes unacceptable loss, damage or injury.
- Violent, dangerous or intimidating conduct.
- Deliberate violation of the College's rules and procedures concerning health and safety.
- Be under the influence of alcohol or any non-prescribed drugs.
- Serious misuse of College property or equipment.
- Harassment, bullying, victimisation or discrimination against another learner or staff member on any grounds.
- A criminal offence which may adversely affect the College's reputation or the learner's suitability to continue on the course, e.g. the supply or purchase of illegal substances.

Appendix Four: Using ProMonitor

Add a comment:

Click on Comments and Meetings at the top of the learner page.

promonitor Learner Information - Individual Learning Plan - Support - **Comments & Meetings** - Tutor Resources -

System Year: 17/18

Learner Details

Standard (14101490)

Personal Details

Name:	Tyler Rose Aulston-Smith	Email:	Tylerrose05@icloud.com
DOB:	05/09/1995 (22)	Address:	6 St. Georges Close Toddington Dunstable Bedfordshire LU5 6AT
Ethnicity:	White - British		
Gender:	F		
Telephone:	01525879379		
Mobile:	07772612963		

Alternative Details

Alt. Mobile:		Alt. Address:	
Alt. Email:			

Summary

Add a New Comment:

Add New

Comment Type: **- Select -**

- Academic Issues / Concerns
- Additional Learner Support (ALS)
- Appeal
- At Risk Action (ALARM action only)
- Attendance and Punctuality
- Behaviour
- Breach of Stage 4 Learner Contract
- Careers and IAG
- Celebrating Success
- Contact with Parents
- Exam Access Arrangements
- Exam Notices
- Level 1 Disciplinary Contract**
- Level 2 Disciplinary Contract**
- Level 3 Disciplinary Contract**
- Level 4 Disciplinary Contract
- Maths and English
- Probation Contract (First 42 Days)
- Welfare and Wellbeing Support
- Work Experience

Note

For the Attention of

Select: --Select--

Search: []

Link to Meeting: []

Complete

Remove Remove All

Level 1 Disciplinary Contract

Lead Lecturer to add a comment to state that the learner is currently on this level of contract and outline main reasons. Upload the weekly contract.

Level 2 Disciplinary Contract (add relevant Lead Learning Mentor into request)

Lead Lecturer to add a comment requesting a Level 2 Disciplinary Contract and the main reasons for request.

Lead Learning Mentor to provide a follow up comment to state whether this has been approved or declined providing reasons.

If approved upload weekly contract.

Level 3 Disciplinary Contract (add relevant SAL into request)

Lead Learning Mentor to add a comment requesting a Level 3 Disciplinary Contract and the main reasons for request.

SAL to provide a follow up comment to state whether this has been approved or declined providing reasons.

If approved weekly contract to be uploaded.

Level 4 Disciplinary Contract (automatically notifies College Administration Team)

This comment will be sent to the College Administration Team who will arrange the Stage 4 meeting. All evidence will need to be submitted prior to this meeting.