



## Behaviour & Attitudes Strategy

**Last approved: October 2024**  
**Approved by: Quality Committee**  
**Next review due: October 2025**

## **Introduction**

This strategy applies to all Further Education students studying at BN1 Arts.

The Further Education Behaviour & Attitudes Strategy provides a framework for the regulation of Further Education Students to secure its proper workings, in the broadest sense. This strategy recognises breaches of the College's policies and procedures, including those listed below, will be dealt with in accordance with the process set out in those procedures and where appropriate to the sector accountabilities of BN1 Arts Further Education Courses, through this Further Education Behaviour & Attitudes Strategy.

- Bullying & Harassment Policy & Procedure
- Online Learning Code of Conduct
- Safeguarding Policy
- Sexual Misconduct Policy
- Student Charter
- Student Code of Conduct
- Equal Opportunities & Diversity Policy
- Social Media Policy & Guidelines

## **Scope**

This strategy applies to all enrolled Further Education students at BN1 Arts. It is designed to facilitate and promote a professional community with a culture of respect, inclusivity, and equity, where everyone is valued for their contribution, and has the same opportunity and ambition to flourish and succeed.

This strategy is designed to support students through staged interventions which encourage students to be aware of their responsibilities, give opportunities for students to learn from their behaviour and enact positive changes.

This includes:

- On-site, off-site, in community facilities, in the vicinity of the college, traveling to and from college, on a college organised trip, placement or event. The policy and procedures also apply when behaviour beyond normal college related activities has a detrimental impact on others from the college e.g. online bullying or on programmes delivered off campus sites or actions which are considered to bring the College into disrepute.
- This strategy also covers online and remote delivery and works alongside the BN1 Arts' Online Learning Code of Conduct
- There may be some instances where students with additional learning needs or learning difficulties and/or disabilities require considerations on a case-by-case basis, to ensure that reasonable adjustment is made. BN1 Arts will provide support in such instances as is appropriate.
- Records of behaviour, attendance and absence will be maintained for all Further Education students.
- This strategy aligns with funding partners and awarding organisation policies and procedures and seeks to detail the strategy for BN1 Arts FE Centres to meet FE sector accountabilities and the requirements of the Ofsted Education Inspection Framework.

## **Part 1: Behaviour & Attitude**

### **1.1 Behaviour & Attitude Expectations**

**BN1 Arts FE Learner's behaviour and attitudes are professional. BN1 Arts FE Team members are professionals who listen, understand, empathise and support – but do not tolerate unprofessionalism**

At BN1 Arts we create a culture where students and staff flourish in safety and dignity. Managers lead the creation and reinforcement of this culture, ensuring it permeates through every aspect of College life. FE Teams are trained to make sure that they collectively embody this FE Centre culture, always upholding the College Policy and procedures and responding to misbehaviour consistently and fairly. We create an environment where positive behaviours are more likely by proactively supporting learners to behave appropriately. Learners are taught explicitly what good behaviour looks like. Some students need additional support to reach the expected standard of behaviour. This support is identified and put in place as soon as possible to avoid misbehaviour occurring in the first place.

BN1 Arts has a culture that promotes good behaviour. We have a clear vision of what good behaviour looks like. The following list communicates to all which behaviours are permitted and prohibited; the values, attitudes, and beliefs they promote and the social norms and routines that should be encouraged throughout the BN1 Arts Further Education community.

At BN1 Arts, we:

- conduct ourselves professionally at all times, both inside and outside the College
- promote a culture of mutual support, tolerance and respect where creativity is holistically celebrated
- have consistently high levels of respect for others. We aim to create an environment that values and nurtures difference.
- have consistently high positive attitudes and commitment to education
- are persistent in the face of difficulties.
- create a calm and orderly environment in the classroom, workshops and workplace, as this is essential for all to be able to learn.
- set clear expectations for behaviour across all aspects of life, including at work.
- recognise that attendance and success are intrinsically linked
- cultivate an FE Centre culture that puts attendance at the front and centre of teaching and learning to minimise disruption, and so that learners gain valuable employability skills.
- recognise that learner motivation and positive attitudes to learning are important predictors of attainment
- foster a positive and respectful culture in which staff know and care about learners
- foster an environment in which learners feel safe because staff and learners do not accept bullying, harassment or discrimination or peer-on-peer abuse online or offline
- do not tolerate unnecessary disruption to learning, proportionate action is always taken to restore acceptable standards of behaviour
- deal with any issues quickly, consistently and effectively
- treat equipment and resources with respect
- adhere to the College's policies and procedures at all times
- use respectful language
- wear college ID visibly at all times
- do not use mobile phones in class other than when authorised by Lecturers
- celebrate difference
- value all contributions

## **Part 2: Attendance & Punctuality**

BN1 Arts recognise that attendance and success are intrinsically linked. We aim to cultivate a culture that puts attendance and punctuality at the front and centre of teaching and learning to minimise disruption, and so that learners gain the skills they need to successfully progress to further training or the workplace.

This procedure is designed to support students with any problems they may encounter that are preventing them from attending or engaging with the course of learning. This procedure supports the BN1 Arts FE Teaching and Learning Policy and is in place to ensure that all learners have the opportunity to achieve their highest potential and have the best experience possible at BN1 Arts.

### **Attendance & Punctuality Expectations**

At BN1 Arts we:

- have high expectations for every learner's punctuality and attendance and set these high expectations from the outset
- start all classes on time and only cancel timetabled lessons in extreme circumstances
- expect all learners to be in class and ready to engage at the timetabled lesson start time
- communicate these expectations clearly, strongly, regularly and consistently to learners, parents and carers
- explain to parents, carers and learners why good punctuality and attendance is important and how it is integral to learner's success
- challenge poor punctuality and attendance with learners, parents and carers, but also offer support where needed
- have the right people in place to have these conversations with learners, parents and carers
- ensure that punctuality and attendance is always recorded accurately
- systematically analyse punctuality and attendance information so that we can see patterns and trends
- use this analysis to target our actions, both for individuals and at a whole-College level
- make sure that punctuality and attendance is 'everyone's business' in college
- understand that good punctuality and attendance does not happen in isolation – there is an interrelationship between punctuality and attendance, and the quality of our curriculum, ethos, behaviour and inclusivity

- model professional practice and expectations of attendance and punctuality by planning and delivering a well organised and consistent study programme
- see the process of securing good punctuality and attendance for all learners as an ongoing process, never something that is 'finished'

## FE Attendance Monitoring Procedure

All FE learner's attendance is closely monitored for all timetabled sessions by Student Support, Programme Leaders and the FE Centre Management Team.

Learner attendance is managed by Student Support and Programme Leaders daily utilising the following procedures and actions:

Day 1
<b>Step 1</b> If a student is not present for the first timetabled session of the day and they have not contacted Student Support to inform why, they will receive a text (an email will also go to parents of under 18's).
<b>Step 2</b> If a student hasn't attended further sessions that day or has not contacted Student Support they will receive an email requesting they contact the Student Support Team (this message will also go to parents of under 18's).
<b>Step 3</b> If a student does not contact the Support Team and provide an approved reason for absence, the absence will be recorded as unauthorised
Day 2
<b>Step 4</b> If a student is not present for the first timetabled session 2 timetabled days in a row and they have not contacted Student Support to inform why, they will receive an email requesting they contact the Student Support Team (this message will also go to parents of under 18's). The absence will be recorded as unauthorised, and the appropriate Programme Leader is notified
Day 3-5

**Step 5** If a student is not present for the first timetabled session 3 timetabled days in a row and they have not contacted Student Support to inform why, the learner will be sent an email detailing their attendance percentage for the week. The learner will be expected to improve this the following week and to contact Student Support and the appropriate Programme Leader immediately to discuss the reason for absence and any support needed.

<b>Week 2</b>
<p><b>Step 6</b> If a student is not present for a week of timetabled classes in a row and they have not made contact with Student Support to inform why, the 'Behavioural Intervention', or "fitness to study" process detailed below in section 3 is applied</p>

## **Absence Authorisation**

### **Illness**

If a student cannot attend college due to illness, they must inform student support by phone call or email before 9am for *each day that they are not attending college*. If the student is under 18, a parent/guardian must contact student support and confirm this. If a student misses 5 or more days in a row, a medical professional's note should be provided.

### **Medical Appointments**

Appointments should be made outside of college time. If an emergency appointment has been booked, the appointment will only be authorised once evidence has been shown to student support. This evidence can either be a practitioner note or a proof of appointment (e.g., text message or email).

### **Travel delays and cancellations**

If planned engineering works will disrupt travel to college, student support must be told in advance. Student Support will authorise lateness, leaving college early and full absences on a case-by-case basis.

### **Interviews and Auditions**

Interviews and auditions must be agreed in advance with Student Support and Programme Leaders, at least 24 business hours before the missed college day. Absence may be authorised once proof has

been provided (e.g. an email/text confirmation).

### **External Rehearsals and Shows**

Rehearsals should be scheduled for outside of college time. Shows must be agreed in advance with Student Support and Programme Leaders, at least 24 business hours before the missed college day.

## **2.3 FE Attendance Monitoring Thresholds**

Learner engagement is reviewed weekly by the College Principal, Programme Leaders and Student Support. This review considers the individual percentage of lessons attended by all students that week. This is referred to as 'present' attendance and does not include authorised absence.

- **FE Learner's at BN1 Arts are expected to have a weekly 'present' attendance of over 90%, every week.**
- **BN1 Arts FE learners with an engaged attendance (including authorised absence) below 80% will have grades capped at a pass. (Subject to a formal committee review by the FE College Principal Team).**

FE Management Teams utilise the following attendance percentage thresholds to inform the following actions:

<b>"Present" Attendance Percentage Thresholds</b>		
<b>Learner Status</b>	<b>Threshold</b>	<b>Action</b>
<i>Engaged</i>	<i>90% - 100%</i>	If a student has less than 100% attendance for timetabled classes, Student Support and/or Programme Leads will informally contact the learner to explore the reasons for absence and if additional support is needed
<i>Under Review</i>	<i>80% - 90%</i>	If a student has less than 90% attendance for timetabled classes more than 2 weeks in a row, Student Support and/or Programme Leads will contact the learner to discuss the reason for absence and any support needed. The learner will be expected to improve attendance the following week. Attendance concern is noted on the learner record.



<i>Cause for Concern</i>	<i>Below 80%</i>	If a student has less than 80% attendance for timetabled classes more than 2 weeks in a row and there is no formal plan in place to improve attendance, the 'Behavioural Intervention' process detailed below in section 3 is applied. Attendance concern is noted on the learner record.
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### **Part 3: Further Education Behaviour & Attitude Intervention Process**

BN1 Arts strives to deliver outstanding education and to provide students with the attitudes, skills, knowledge and behaviours to prepare them for a successful future. BN1 Arts recognises that the individual experiences of students can result in behaviours that act as barriers to engagement in their education. Our aim, as an Institute, is to take a holistic approach which supports students in their personal and social development as well as their academic performance and ensures that all students are supported to stay at College and achieve the best possible outcomes and that they leave with the appropriate coping strategies and skills for their next steps.

**Managing behaviour should always be seen as a supportive measure with a focus on promoting positive behaviour, rather than simply focusing on negative behaviours.**

It is important that this behaviour strategy is implemented effectively to create a positive behaviour culture in which learners are encouraged to reflect the values of the College. The following behavioural intervention process details the stage-by-stage management of Further Education behavioural incidents as laid out in this strategy, and the BN1 Arts Student Code of Conduct. BN1 Arts recognises that Further Education sector accountabilities, safeguarding concerns and the duty of care to under 18s may require Team members to expediate the intervention process. If deemed appropriate, immediate escalation to any of the following disciplinary Stages may be made at the discretion of the College Principal in consultation with Senior FE Team members.

Behavioural Intervention Process Overview		
Stage	Who	Action
<b><i>Restorative Intervention</i></b>	Student Support, Programme Leader and Learner, (parent/carer of under 18s notified)	A meeting is held to resolve any issues and/or to help the learner with the support they may need. A follow up meeting is agreed to review progress. If no progress is made, the intervention escalates to stage 1
<b><i>Stage 1 – Formal Intervention Student Support Officer, Programme Leader, A formal meeting is held in which options are explored to support and get the learner back on track.</i></b>	Learner and Parent/Carer of under 18's	A follow up meeting is agreed to review progress. If no progress is made, the intervention escalates to stage 2.  Stage 1 Intervention is recorded on learner record.
<b><i>Stage 2 - Individual Behaviour &amp; Attitude Plan</i></b>	Student Support Officer, Programme Leader, Learner and Parent/Carer of under 18's	If a learner has failed to attend or meet the conditions of the Stage 1 intervention, a formal meeting is held where an Individual Behaviour and Attitude Plan (IBAP) will be agreed. This plan will feature SMART targets.  Stage 2 Intervention and IBAP is recorded on learner record.
<b><i>Stage 3 – Final Warning</i></b>	College Principal, Student Support Officer, Programme Leader, Learner and Parent/Carer of under 18's	Review progress against IBAP. Is this the right course and/or the right time for the learner to be undertaking a course at BN1 Arts? Final warning issued and consequence of withdrawal communicated. If an EHCP is held, an emergency annual review will be called.

	The Head of College is notified and may attend at their discretion.	Stage 3 Intervention and IBAP update is recorded on learner record.
<b>Stage 4 - Withdrawal</b>	College Principal, Student Support Officer, Programme Leader, Learner and Parent/Carer of under 18's  The Head of College is notified and may attend at their discretion.	The meeting will either: <ol style="list-style-type: none"> <li>1. Issue a final notice to improve, setting individual targets to be achieved and monitored</li> <li>2. Result in the withdrawal or exclusion of the student from BN1 Arts.</li> </ol> Stage 4 Intervention and outcome is recorded on learner record.

## Behavioural Intervention Guidance

**Stage 1:** Formal Intervention led by Programme Leader and Student Support Officer

Where informal and restorative interventions have not resulted in a change in behaviour or engagement, a 'Formal Intervention' is held with learner, parent/care under 18s, and Programme Leader and Student Support Officer. Actions are identified and the incident(s) are formally recorded.

Stage 1 is an opportunity to begin dialogue with a learner and engage them in seeing why their behaviour is inappropriate and encourage them to take responsibility for their actions.

1. A Stage 1 meeting should take place between Programme leader, Student Support Officer and the learner as soon as possible, and at least within 1 week of the concern being brought to the attention of the FE Team. Stage 1 intervention is recorded on learner record. In the Stage 1 meeting, an action plan is agreed and recorded, and the learner is informed of the behavioural

intervention process and any possible further sanctions. Stage 1 meeting is flagged with the delivery team, and a letter is sent home to parents/carers of under 18s outlining concerns and actions.

2. Progress is reviewed after one week in a follow up meeting between Programme leader, Student Support Officer, and the learner
3. Stage 1 notice stays on a learner's record for 12 weeks. If another cause for concern is raised during this time the Programme Leader and Student Support Officer will meet again with the student and at their discretion may escalate to Stage 2 if they feel the student is not making sufficient progress in meeting their targets.
4. If the learner fails to engage with Stage 1, the process is escalated to Stage 2 at the discretion of Programme Leader and Student Support Officer

**Stage 2: Formal meeting with learner (and parents for under 18s or vulnerable learners),** led by Programme Leader and Student Support Officer

1. Programme Leader and Student Support Officer meet with the student and parents/carers to discuss the intervention, steps taken to date, and to make them aware of possible consequences if the learner does not improve, (ie referral to Stage 3, short term exclusion and possible permanent exclusion). A Stage 2 intervention is recorded on learner record.
2. Agree an Individual Behaviour and Attitudes Plan (IBAP) with learner and parents/carers to include SMART targets for improvement.
3. IBAP and a letter explaining the process is sent to the learner and parents/carers. Individual Plan is recorded on learner record.
4. Notify all Subject lecturers of agreed targets and liaise with them to monitor progress 5. Progress is reviewed after one week in a follow up meeting between Programme leader, Student Support Officer, the learner and parents/carer.
6. If the learner fails to engage with Stage 2, the process is escalated to Stage 3 at the discretion of the Programme Leader, Student Support Officer

**Stage 3: Formal meeting with learner (and parents for under 18s or vulnerable learners),** led by College Principal, Programme Leader and Student Support Officer

If there is no improvement or remorse shown following the Stage 2 intervention, the following Stage 3 strategies should be employed:

Steps:

1. College Principal, Programme Leader and Student Support Officer meet with the student and parents/carers to discuss the intervention, steps taken to date, and to make them aware of possible consequences if the learner does not improve, (ie referral to Stage 4, withdrawal from the course of learning).
2. A Stage 3 intervention is recorded on learner record for 24 weeks
3. IBAP is reviewed and targets for immediate improvement set in conjunction with curriculum and pastoral interventions
4. Targets and a letter explaining the process is sent to the learner and parents/carers.  
Targets are recorded on the learner record.
5. If deemed appropriate and in consultation with the FE College Principal a suspension may be issued. (This is only to be used in cases of serious disciplinary incidents, safeguarding, or where it will have a positive impact on the student and will resolve an issue.) Any suspension must be issued by The FE College Principal
6. Notify all Subject lecturers of agreed targets, Programme Leader and Student Support liaise with lecturers to monitor progress
7. Progress is reviewed after one week in a follow up meeting between FE College Principal, Programme Leader, Student Support Officer, the learner and parents/carers.
8. If the learner fails to engage with Stage 3, the process is escalated to Stage 4 at the discretion of the Programme Leader and Student Support Officer, in consultation with the FE College Principal.

If a Stage 3 meeting is issued and the student has an EHCP, the Additional Learning Support Manager must be informed, as an emergency annual review may be required before the situation escalates to a Stage 4

**Stage 4:** Withdrawal meeting with learner (and parents for under 18s or vulnerable learners), FE College Principal, Programme Leader and Student Support Officer, in consultation and led by SLT where appropriate.

In cases of a Stage 4 following an instance of gross misconduct the SLT and College Management Team member working outside Further Education Centre will conduct an investigation into the incident and will present this at the meeting. Cases of gross misconduct could include malicious allegations against staff.

Where appropriate, external agencies such as social workers will be involved. The meeting will either:

1. Issue a final notice to improve, setting individual targets to be achieved and monitored
2. Result in the withdrawal or exclusion of the student from BN1 Arts.

Exclusion will be effective in extreme instances of unacceptable behaviour or repetition of unacceptable behaviour following the previous stages of the Disciplinary Process.

**The student will be advised of:**

1. The reason for withdrawal
2. Their right of appeal against the decision to withdraw them and the procedures involved
3. Options for further support following exclusion

All students asked to leave or withdrawing will be referred for a careers appointment and referred to relevant local authority and independent support agencies

**Suspension**

Suspension should be used to ensure the safety of all within the BN1 Arts community, and to preserve Teaching and Learning. Suspension of a Learner may be made at any time at the discretion of the Head of College in consultation with senior FE Team members. A member of the College Management team or the DSL will advise the student of the suspension in the presence of a second staff witness, and the reason for the action being taken. The student will be escorted from the premises at the earliest opportunity, with a provision being made for staff supervision until the time that the student is able to leave the site. The Senior Manager responsible will make immediate contact with the student's parent/carer to advise them of the temporary suspension. They will also receive a copy of a letter confirming the temporary suspension, and the reason for the action being taken and details of the formal meeting. They will also inform Subject Teachers and request work to be sent via email or post to the student for the period of their suspension to minimise impact on the student's academic progress.

At the discretion of the Head of College a learner may have their right to attend the College suspended, either during a period of investigation in relation to Gross Misconduct or as part of a cooling off period following an incident of unacceptable behaviour.

**Suspension due to police investigation into criminal or high-risk behaviours**

Students may be suspended without prejudice if they are being investigated by the police for a crime that is judged to have a potential harmful impact on students or staff in college. A suspension may also be applied if the college becomes aware of behaviour that opposes our values or brings the college into disrepute. If the college becomes aware of any criminal activity (either in college or not) we have a duty to report this to the police. Examples would include any safeguarding matters involving

abuse or criminal behaviour targeting children or vulnerable adults, sexual assaults and rape, IT based fraud, crimes of violence or hate crimes. This list is not intended to be exhaustive and the decision should be taken after assessing the potential risk to those in the college environment and to the student in question. The decision to suspend must be taken in consultation with the College Principal and Head of Student Services. The suspension is to protect the student and others and will be reviewed once the outcome of the police investigation is known. Wherever possible, the suspended student should be allowed and supported to complete their programme of study (study at home, planned tutorial meetings, etc.). This will not always be possible if the matter arises early in the college year. Each case will be assessed on an individual basis.

## Appeals

An Appeal against a disciplinary decision taken under all BN1 Arts policies and procedures must state in full the grounds for appeal and must be submitted in writing within 14 days of notification of the outcome. Any Appeal not submitted within this timeframe will be rejected.

Further Education disciplinary appeals follow the published Student Disciplinary Procedure. The Institute recognises that Further Education sector accountabilities, safeguarding concerns and the duty of care to under 18s may require an expedition of the appeals process. If deemed appropriate, immediate expedition through the published stages of appeal may be made at the discretion of the College Principal.

## Fitness to Study,

This procedure applies to FE Learners only and is used in place of the BN1 Arts Fitness to Study Policy for students on an FE Programme only

If a student's health/safety is impacting progress on their programme, the following process will be applied;

Fitness to Study Process		
Stage	Who	Action
<b><i>Restorative Intervention</i></b>	Student Support and Learner, (parent/carer of under 18s notified)	If attendance/engagement fails to improve, you will be invited to a tutorial to discuss your situation. The purpose of this is to open a dialogue in an attempt to resolve any issues

		and/or to help you with the support you may need.
<b>Stage 1 – Fitness to Study</b>	Student Support Officer, Programme Leader, Learner (an invite to attend the meeting will also go to parent/carer of under 18's).	Discuss pastoral and academic support options, signpost study classes and supporting external agencies. Student Support to record and escalate any causes for concern appropriately
<b>Stage 2 - Individual Engagement Plan</b>	Student Support Officer, Programme Leader, Learner (an invite to attend the tutorial will also go to parent/carer of under 18's).	Review pastoral and academic support options, continue to signpost study classes and supporting external agencies. Agree an individual plan for re-engagement which includes smart targets.  Student Support to record and escalate any causes for concern appropriately
<b>Stage 3 – Fitness to study review</b>	College Principal, Student Support Officer, Programme Leader, Learner. College Principal notified (an invite to attend the tutorial will also go to parent/carer of under 18's).	Formal review of progress against Individual Engagement plan. Is this the right course and/or the right time for the learner to be undertaking a course at BN1 Arts?  Withdrawal under fitness to study may be agreed. If an EHCP is held, an emergency annual review will be called.

**All Safeguarding concerns will be reported immediately to the DSL and formally recorded. Programme Leader and Student Support Officer will liaise with the DSL throughout the intervention process.**