



Progressive Consultancy and Training

Student Behaviour and Code of Conduct Policy

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INTRODUCTION

This policy describes PCT's approach to promoting positive behaviour.

Positive behaviour is an essential component of an effective teaching and learning environment, as outlined in the most recent Ofsted guidance (January 2014). PCT is committed to the promotion of positive behaviour for all students and to supporting students to develop their social, emotional, and behavioural skills. This policy provides the framework within which all staff, students, parents, and carers can contribute to the development and maintenance of an environment where learning will flourish.

PCT has three key values that underpin this commitment:

- meeting the needs of all students; and
- including all students, regardless of their ability or background.
- Keeping all students and staff safe and comfortable within the learning environment.

PCT takes action to promote racial, gender and sexual equality. We assess the impact of this policy and its implementation on any vulnerable individuals or groups needing temporary support, e.g. following bereavement. PCT takes unacceptable behaviour against other students and staff very seriously and will always act on such behaviour.

The promotion of self-discipline and respect for others also guides our actions to promote positive behaviour and informs our response to any kind of bullying or intimidation.

These values inform the behaviour of all members of PCT and its subsidiaries - pupils and adults alike - and will form the basis upon which PCT asks for support and assistance from parents, carers, other members of the community and supporting agencies.

We recognise that we are working with students who are emerging adults; that they need guidance and that at times they will make wrong choices which lead to poor behaviour. In dealing with them, therefore, we are clear in our thoughts and actions that it is poor behaviour, which is unwelcome in our community.

Policy Objectives

- To encourage positive behaviour, with all students and adults working to agreed standards
- To set expectations that all students will be encouraged to learn the social emotional and behavioural skills required for good citizenship and educational achievement
- To maintain an environment where students are encouraged to behave appropriately because they feel they are valued members of our community, and that they are safe, secure and at ease.

For tutoring outside the learning centre, such as on school premises and in the students home the following practice and procedures, code of conduct still applies. In addition, when PCT enters a partnership with another organisation relating to work

with children, such as at school premises or in the students' home. Before commencement of educational services, PCT will receive a copy of the partner's policy and procedures to be clear on how to manage unacceptable student behaviours in a tuition group.

Teaching and Learning

Promoting positive behaviour in lessons enables high standards of teaching and learning to be achieved. A well-designed and relevant curriculum helps develop and maintain positive behaviour. Students learn more effectively when the curriculum is differentiated, and teaching styles and approaches accommodate individual learning styles and preferences.

Principles

- Staff should use the most appropriate method of teaching, which draws on students' experiences and values their contributions
- Students should be received into a classroom where routines are established, and high standards expected
- All students should have an equal and fair chance to thrive and learn in an atmosphere of respect and dignity
 - Explicit and regular praise should be used for all types of achievement

Where appropriate, **pastoral support and personal development opportunities** will be used to teach and promote the social, emotional, and behavioural skills necessary for adulthood. All courses will provide opportunities to develop and teach these skills so that, through positive behaviour, all students can learn and make progress.

When designing the teaching programme to be delivered within our PCT Bright Futures learning Centre, an account will be taken of students' prior learning and of students' social, emotional and behavioural skills before they attend the Centre, together with information supplied by the referring agency.

Practice and Procedures: Roles and Responsibilities

The promotion of positive behaviour is the responsibility of all members of PCT and Bright Futures Learning Centre's community, including parents and carers. Not all members of PCT and its subsidiaries will play the same part in this process, but each section of the community will have a specific role.

The governing body / community committee/ Board of Directors from PCT and any of its subsidiaries will continue to work with other members of our community to review and, if necessary, revise the principles underpinning this policy. For example, they will ensure that the policy and its implementation is consistent with our Equality and Diversity Policy. Specific responsibilities of the governing body / community committee / board of Directors include:

- approving policies, including this Behaviour Policy
- monitoring fixed term and permanent exclusions
- ensuring the needs of students at risk of permanent exclusion are met

The Operational Manager of PCT and its subsidiaries/ Head of Centre at PCT Bright Futures Learning Centre, together with the assistance of other members of the Leadership Team, is responsible for the form and content of the policy, and for its implementation in ways that maintain an ethos that encourages positive behaviour.

All members of staff have a responsibility to ensure that the policy informs their day-to-day actions and that they apply the policy fairly and consistently. All members of staff have a role to play in keeping the policy alive throughout PCT Bright Futures Learning Centre and whilst working outside the centre at school or student premises.

Students have a role in shaping and promoting PCT Behaviour Policy. They will contribute to the detail of the policy through their involvement in defining expectations and rules, and developing rewards, motivational strategies, sanctions, and consequences. This will be achieved, as appropriate, through student voice or focus groups. Students have a responsibility to report incidents of bullying or intimidation, and they have a role in offering support to their peers through activities such as peer mentoring.

Parents and carers have a responsibility for their child's behaviour inside and outside PCT Bright Futures Learning Centre, which they discharge by the standards they set and the way they encourage students' progress at home. They also have a role to play in advising on the continuing development and improvement of the policy.

Smoking whilst at the learning centre is available to staff and students using the designated smoking area on the campus. We do not promote smoking; however, we recognise that many students have become smokers and rely on this to keep a steady mood. With the permission of parent(s), we allow students to use the designated smoking area as appropriate. Used cigarettes are to be disposed of in a safe manner using the ash tray provided at the designated smoking area.

Code of Conduct

One function of this policy is to set clear standards of behaviour. Through a Code of Conduct, students are informed about the expectations that PCT and its subsidiaries have of their behaviour, the manner in which these expectations will be rewarded, and the response students can expect, if they choose not to meet these expectations.

The Code of Conduct (Appendix i) has been developed through consultation with staff, students, and parents/carers. It is based on respect for self, for others and for the environment. It is designed to encourage students to develop responsibility for their own behaviour and attendance.

The key principles are:

- treat other people and their property with respect and consideration
- take responsibility for your own learning, achievement, attendance, and behaviour
- take an active part in making sure that PCT Bright Futures Learning Centre

- environment is safe and attractive
- praise and reward

Frequent praise and reward for achievement are features of teaching and learning at PCT, so that students receive recognition for their positive contributions to life at the centre and when our tutors work outside of the centre at schools and student premises. Contributions might include work and effort to contribute to learning sessions, in addition to positive behaviour and adherence to the Code of Conduct. Praise and rewards are available to all pupils whenever they show progress.

PCT Bright Futures Learning Centre will use both informal rewards (such as giving praise for appropriate behaviour in and outside the classroom) and formal rewards (e.g. through 'contribution to lessons' on CLM or our central tutoring register).

Examples of informal and formal rewards, which staff are encouraged to use for achievement, effort, positive behaviour, and improvements in attendance, include: 1. frequent general praise and recognition used in lessons

2. senior staff visiting WRL groups to praise students' work and effort
3. recognising achievement in public gatherings
4. students' work displayed
5. an achievement postcard sent home, or a phone call commending progress
6. recognition in our newsletter or the Work-Related Learning Service's newsletter
7. praise points rewards scheme
8. wrist bands
9. certificates
10. Operational Manager / Head of Centre awards, which may include special external visits or any other additional activities, at the discretion of the Operational Manager / Head of Centre, to reward students for their efforts.

Sanctions

Sanctions should be used to help students make appropriate choices about their behaviour. Where they choose to breach the Code of Conduct, students have a right to expect fair sanctions, applied consistently.

The most appropriate sanction is one designed to put matters right and to encourage better behaviour and attendance in future. It is not appropriate, therefore, to punish whole groups for the misdemeanours of a few, or to impose a sanction that may humiliate students.

Where students make inappropriate choices about their behaviour and formal sanctions are necessary, the matter will be dealt with by the tutor. In the case of serious misbehaviour, the student will be referred to the **Operational Manager or Head of Centre**. The Behaviour Consequence System, (Appendix iii), is referenced in the staff handbook and/or in other relevant documents (e.g. the Safeguarding Young People Policy) at PCT and its subsidiaries, in order to ensure a consistency of approach by staff.

For students studying at the Bright Futures Learning Centre. The present policy includes the sanctions set out below:

Individual members of staff

- discuss behaviour with student
- contact the Home Learning Base
- as appropriate, give detentions at lunchtime, break times and after the Delivery Provider's sessions (according to the PCT Bright Futures Learning Centre's policies. Where applicable, this can be up to 15 minutes without notice, or up to half an hour with 24 hours' notice)
- sanctions relating to the rule that has been broken e.g. clearing up litter and removing graffiti
- send students to another classroom, group or to the Operational Manager or Head of Centre.

Operational Manager or Head of Centre

- 'on report' with agreed targets
- sending letters home
- meetings with the Home Learning Base and /or parents/carers •
- in house detention
- working in isolation.

Operational Manager / Head of Centre / Home Learning Base Sanctions

- internal exclusion
- fixed term exclusion
- permanent exclusion (supported by Board of Directors/ Governing Body and the Home Learning Base)

Sanctions will lose their effectiveness if students do not regard them as fair. Members of staff are, therefore, advised to:

- make it clear that they are condemning the behaviour not the person • avoid early escalation to severe sanctions, reserving them for the most serious or persistent breaches of the Code of Conduct
- avoid sanctions for a group that punish the innocent as well as the guilty • take account of individual circumstances. For example, punishing a student who is late to a WRL Provider because he or she looks after younger siblings will not be fair. In this case, for example, it would be preferable to use PCT Bright Futures Learning Centre's referral system to ensure the pupil receives the support he or she needs to improve punctuality
- encourage students to reflect on the effects of misbehaviour on others in the community of PCT Bright Futures Learning Centre
- adhere to the procedures in the Behaviour Consequence System flowchart.

Exclusions

Exclusion from PCT Bright Futures Learning Centre is usually reserved for serious offences or persistent misbehaviour. Exclusions are applied to emphasise the gravity of the offence and to recognise that a period of reflection is appropriate. They may be permanent, for a fixed time or an internal exclusion.

The decision to exclude from PCT Bright Futures Learning Centre for a fixed time or permanently lies with the Home Learning Base, in conjunction with the Operational Manager / Head of Centre and the LA WRL Service. Staff should therefore not threaten students with this sanction.

Permanent exclusion

Permanent exclusion is rare but may be appropriate in some cases. Guidance from the DFE states "*permanent exclusion should be considered for serious breaches of the behaviour policy and where a pupil remaining would seriously harm the education or welfare of the pupil or others in the organisation*". Sometimes it will be appropriate where there is a history of misbehaviour, where other sanctions have already been applied and/or other strategies used without leading to the necessary improvement.

However, in some exceptional cases, it will be appropriate for a first or "one off" offence.

Support Systems for Students

PCT Bright Futures Learning Centre is committed to the concept of equal outcomes for all students. Some students will, therefore, need differentiated forms of support to help them fulfil their behavioural and academic potential. We will ensure that differentiated strategies are available to students to meet their needs.

We monitor students whose behaviour or attendance causes concern, and we organise appropriate support to meet their individual needs, including any significant barriers to learning.

This support might include:

- regular pastoral reviews to identify those students most at risk, included as part of regular academic progress reviews
- short courses on elements of social, emotional, and behavioural skills, as appropriate
- contact with parents/carers in the early stages of a problem
- contact with the WRL Service monitoring team in the early stages of a problem
- if the student's problems are identified as having a SEN aspect, referral to the Home Learning Base's SENCO and additional in-class support from a teaching assistant
- referrals for specialist advice, either for individual students, or more generally, for issues relating to behaviour across the whole of PCT Bright Futures Learning Centre
- referrals for an assessment to be carried out using the Common Assessment Framework (CAF), through the Home Learning Base
- consultation with parent/carers
- referral for one-to-one counselling with a trained specialist.

Support Systems for Staff

All members of staff have a responsibility to promote and maintain positive behaviour at PCT Bright Futures Learning Centre. Guidance is provided for staff on strategies they can employ to promote positive behaviour and respond to misbehaviour

(Appendix ii and the sections on Rewards and Sanctions in this policy). At times, staff may feel that certain problems concerning behaviour are more challenging than other problems. At these times they will receive support and additional advice.

Staff may seek support and advice from a variety of sources within PCT Bright Futures Learning Centre e.g. from a trusted friend or colleague. This 'low level' support is encouraged actively, because sharing a problem is a sign of confidence, not an admission of failure. Support will also be available from the Operational Manager / Heads of Centre depending on the nature of the difficulty.

If a student has special educational needs rather than additional needs, formal and informal support is also available via the Home Learning Base's SENCO. This may lead to the student and the member of staff benefiting from extra in-class support. At the Home Learning Base, **the Operational Manager** coordinates specialist support from external agencies that provide additional advice on managing students' behaviour.

PCT Bright Futures Learning Centre supports staff through continuing professional development, and together with the staff from the Work-Related Learning Service, arranges training for tutors or individual members of staff looking to develop their behaviour management skills. Behaviour is monitored weekly through CLM, where the contribution to lessons facility is used to indicate student's behaviour during sessions alongside short notes when appropriate.

Support Systems for Parents

PCT Bright Futures Learning Centre is keen to facilitate effective and on-going parent/carer support for all its policies and practices.

Parents and carers who express concern to the tutor managing the behaviour and attendance of their child are offered support from a range of multi-disciplinary services coordinated by the Local Authority WRL Service.

In addition, we are always striving to increase the range of support we offer students and their families by working with services from the voluntary sector.

If members of staff from PCT Bright Futures Learning Centre have concerns about a student's behaviour, parents and carers will be informed about these concerns at the earliest opportunity and invited to look, together with the appropriate member of staff, for a solution to the problem. This process will always respect the opinions and situation of the family, student and staff from PCT Bright Futures Learning Centre.

We will do our best to engage parents and carers who are hard to reach through a range of additional measures including, where appropriate, utilising the Educational Welfare Service and WRL monitoring team.

We will make this policy available to parents and carers in a user-friendly and accessible format on our website. Access to students' confidential records is available with reasonable notice.

We will provide opportunities for parents and carers to contribute to our policy and strategies for promoting positive behaviour and attendance. This will be through communication through the website, the involvement of parents/carers in support

activities, cultural and social events and other activities that promote positive partnerships between us and the wider community.

Monitoring

To ensure that a high standard of behaviour at PCT Bright Futures Learning Centre is maintained, we have the CLM system for monitoring behaviour and punctuality to lessons. These systems include monitoring the behaviour and attendance of individual pupils, so that actions to promote positive behaviour are constantly improved. **This information is available daily at the Home Learning Base and we expect to receive feedback when there is a need to address specific student behaviour, progress, or attendance concerns.**

Monitoring mechanisms include - weekly reviews of exclusions and incident reports to determine the nature of exclusions and whether any group of students (for example, by sex, ethnicity or SEN) is over-represented in these figures. The data collected covers factors such as the behaviour leading to the exclusion, the setting, the subject, the time of day and the adults involved. We monitor all incidents of racial abuse or bullying carefully. Fixed term or permanent exclusions will result in a careful examination of the events leading up to the exclusion and the forms of support offered to the student.

Related Policies and Documentation

- Anti-bullying policy
- Attendance Policy
- Teaching and Learning Policy

Policy and Review

This policy has been developed in line with advice from the Local Authority Learning and Achievement service. It will be reviewed regularly. The effectiveness of the policy is monitored by the WRL Quality Assurance Advisor who takes responsibility for coordinating its implementation.

Appendices

- i.Code of Conduct
- ii.Teaching and Learning – Developing Skills
- iii.Quick guide to Behaviour- Consequences
- iv.Record of Behaviour Related Incidents – Incident Report 1
- v.Template for Behaviour Concern Meeting
- vi.Bibliography

Appendix i

Code of Conduct

Respect for Yourself:

Take care over the way you present yourself at PCT Bright Futures Learning Centre (dress code, punctuality, and general behaviour). Arrive punctually to PCT Bright Futures Learning Centre and to lessons. Work hard, doing your best to complete coursework and homework on time. Be proud of your achievements. Be co-operative and trustworthy. Think things through for yourself, do not just follow others.

Respect for Others:

- Move quietly and sensibly about the buildings, giving way to each other in crowded areas such as doorways and staircases.
- Be a good listener, trying to understand other people's point of view.
- Always speak politely to staff and fellow pupils.
- Be helpful and welcoming towards visitors and people who are new to PCT Bright Futures Learning Centre.
- Do not bully or act in any way that is cruel or unpleasant to others. • Do not steal, damage, or interfere with other people's work or property.

Respect for Learning:

Make it as easy as possible for everyone to learn and for the tutors to teach. Arrive on time for lessons.

Make sure that you bring everything you need for lessons.

Begin and end lessons in a courteous and orderly way.

Don't hesitate to ask tutors for help with your work, but also help each other when appropriate.

Respect for the Environment of the Delivery Provider:

Take care of PCT Bright Futures Learning Centre so that it is a place we can all be proud to work in.

Look after the rooms and furniture and leave them in a tidy state for others to use.

Take particular care of displays of work around PCT Bright Futures Learning Centre.

Put all litter in the bins provided and do your best to make the whole of PCT Bright Futures Learning Centre a litter free zone.

Think about the health and safety of yourself and others both on your way to and from PCT Bright Futures Learning Centre and in your movements around PCT Bright Futures Learning Centre. Be courteous towards each other and to all adults in PCT Bright Futures Learning Centre.

Appendix ii

Teaching and Learning - Developing Skills:

Effective classroom management skills are developed through experience and appropriate support from colleagues. Training and reflection on personal practice is very important.

In addition, well-prepared and stimulating sessions, in which students are aware of the lesson purpose, help to secure good standards of behaviour. Effective sessions are those in which students enjoy learning, are fully engaged, make progress, and improve their attainment through sustained effort and commitment.

Effective lessons:

- give the big picture
- use positive language
- have high expectations
- address different learning styles
- review learning
- move students' learning on
- acknowledge and praise effort and progress
- use challenge, pace, and enjoyment.

To achieve this staff should:

- set behaviour for learning objectives, when appropriate, as well as other learning objectives for the session
- arrive before the class and start the session on time
- ensure that students enter and leave the room quietly and sensibly •
- display session objectives clearly
- refer regularly to the Code of Conduct
- ensure that all students can participate fully in the session
- emphasise the positive in learning and behaviour
- use praise and rewards fairly and consistently, including "Well done" postcards and certificates sent to students' home
- motivate, encourage, and engage the students
- model and teach positive behaviour, including respect, empathy, and social skills
- make sparing, effective, and fair use of reprimands
- avoid sarcasm, shouting and threats
- avoid humiliating students
- avoid punishing a class for the behaviour of individuals
- keep to time in the session and finish on time
- share good practice with colleagues.

RECORD OF BEHAVIOUR RELATED

INCIDENTS Incident Report (1st/ 2nd/ 3rd incident)

NAME OF DELIVERY PROVIDER

NAME OF STUDENT

HOME LEARNING BASE STUDENT
ATTENDS

COURSE

Date of incident

BRIEF DESCRIPTION OF INCIDENT <u>(including where incident occurred)</u>	
Signed Print Name	
HOME LEARNING BASE INFORMED	BY:
DATE:	
LA INFORMED BY:	DATE:
Agreed Action 1 2 3	

REVIEW DATE:

Copies circulated to: LA (CAP); HLB Coordinator; Provider

Appendix v

Behaviour Meeting – Action Plan
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Date: Present:

Student: Home Learning Base:

Delivery Provider: Course:

Behaviour Record:	
Delivery Provider	Behaviour Issues: <ul style="list-style-type: none">••
	Strategies tried to improve Behaviour: <ul style="list-style-type: none">••
Home Learning Base/LA WRL Monitoring Officer Actions Person Responsible	Strategies tried to support the student's Engagement/Behaviour on the course. <ul style="list-style-type: none">•• Future Plans

<ul style="list-style-type: none">•••	
Review Date:	

Copies sent to: LA CAP Team; HLB Coordinator, Delivery Provider