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| **Policy Number** |  |
| **Issue Number** |  |
| **Issue/ Approval Date** |  |
| **Originator** | **Director of Learner Services** |
| **Responsibility** |  |

**Behaviour Management Policy**

**Policy statement:**

Accrington and Rossendale College is committed to ensuring the safety of all learners and to the provision of a safe and secure learning environment where all can achieve their goals and aspirations and leave college prepared for life in modern Britain. The College is committed to the fundamental values of democracy, the rule of law, individual liberty, mutual respect and tolerance for those of different faiths and beliefs.

**Scope:**

All learners

**Definition & Statement of Principles:**

The college has high standards and high expectations of the learners that study here. In order to establish those standards, and reinforce them across the whole of the provision, a consistency of approach is needed with regard to behaviour management so that learners get the same message from all staff that they are taught by, or encounter during the time they are here.

The strategy aims to give guidance on what those standards are, and what to do if a learner fails to meet those standards so that learners get a consistent response to poor behaviour from everyone.

The aim is to avoid any disruptive behaviour in the first place by managing the group well and minimising the potential for disruption by having very clear boundaries in class, taking a positive approach to dealing with learners, and managing the group by being assertive rather than confrontational, for example:

* Have the classroom ready and greet the learners at the door with a smile, eye contact and use their name
* Use positive but unambiguous language. Instead of ‘will you stop talking’ say ‘I’d like everyone listening please’

Bill Rogers (www.headguruteacher.com) has useful advice on this.

*‘Set the tone and the standard from the very first meeting with the group and because what you establish then will establish the rules in the mind of the learners. Right from the start, anything you allow becomes established as allowed; and anything you challenge is established as unacceptable. .. At any point, if you are not happy with the behaviour in your lessons, you have to address it explicitly.  Otherwise, the message is that you accept it.’*

To set the tone staff should use the Code of Conduct to establish the ground rules with learners in the first session. Each classroom should display three posters

* + Prepared for learning: prepared for Work
  + What to do if you are late
  + What will happen if you disrupt the class

These posters outline for the group what behaviour is expected and the consequences of disruptive behaviour and should be used to remind learners what the agreed ground rules are.

* **Learners should arrive at classes prepared to learn.** These are detailed in the student Code of Conduct ‘Prepared for Learning: Prepared for Work’ and replicated on a poster that will be displayed in all classrooms. This should be referred to by staff if the standard is not met. (Appendix 1)
* **Learners must attend all classes, and arrive on time**. This includes English and Maths and Tutorial as all are equally important. What will happen if a learner is absent or late should be outlined in the very first session and backed up by posters on the wall for future reference for learners. (Appendix 2)
* **Learners should not disrupt the class and prevent others from learning.** Low level disruption should be challenged to avoid escalation. Learners should be referred to the poster that outlines what will happen if they disrupt the class and this should be followed. (Appendix 3)

These are the expectations that all staff need to enforce without exception. As soon as a rule is allowed to be broken that becomes the acceptable and it is very difficult to come back from that.

Using the disciplinary process properly will enable staff to look behind the inappropriate behaviour at each stage and ensure that learners have the support that they need to manage college and manage behaviour. This way the process is supportive, not just punitive.

**Statement of principles**

* The college has a culture of high expectation with regard to conduct and achievement to enable learners to excel and move onto higher study or employment.
* The expectations with regard to behaviour are:
  + Learners must attend all classes on time
  + Learners should arrive at all classes prepared to learn
  + Learners should not disrupt the class and prevent others from learning
* The college has set guidelines for dealing with learners who fail to adhere to these principles
* Training in the management of behaviour and the application of these principles will be available to all staff

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**To this end the College will**

* Provide an induction session for all learners which will include clear details of the expectations from learners with regard to behaviour
* Learners will sign the rules and responsibilities document agreeing to adhere to the standard required
* Staff will display the supporting posters in all classrooms and refer to them where the standards are not adhered to
* Staff will use the disciplinary policy effectively to tackle any unwanted behaviour taking a restorative approach to explore with the learner to support behaviour change

**Reviewing and Monitoring of the Policy**

Disciplinaries will be recorded centrally as part of the college Safeguarding and Protecting process and reported annually to the Senior Leadership Team and the Board of Governors.