

Student Positive Behaviour Policy

Document Control	
Document Type:	Policy
Department:	Student Support and Experience
Relevancy:	The Manchester College
Owner:	Assistant Principal Foundation Learning and Student Support
Approver:	Principalship
Published Date:	25.10.23
Version:	3
Accessible to Students	Yes
Security Classification:	External
Last Review Date:	Sept 2023
Next Review Date:	August 2024

Version history

Version	Date	Revisions
1.0	25.10.23	
2.0	December 2023	
3.0	April 2024	

Contents

1. Purpose	3
2. Scope	4
3. Positive Behaviour Rewards	4
4. Principles and Approach	4
5. Behaviour Modification, Early Identification, and Intervention.....	6
6. Contact with Parents and Carers:	6
7. Gross Misconduct	7
8. The following items must not be brought into college under any circumstances:	8
9. Contact with Police	9
10. ZERO Tolerance - Immediate exclusion.....	9
11. Appeals	9
12. Equality and Diversity	9
13. Complaints	10
14. Monitoring.....	10
15. Related Policies and Procedures	10
Appendix 1 – Student Quick Guide to Disciplinary Procedures	11

1. Purpose

The purpose of this policy is to:

This purpose of this policy is to set out the standards and expectations of behaviour of all students and to support staff when challenged by unacceptable behaviours exhibited by individuals or groups of students. The policy outlines the expectations we have of our students' behaviour and the associated consequences of failing to meet those expectations. It extends to all students and is written in line with the principles set out in 'The Deal'. Good behaviour and self-discipline support effective learning and are vital for students both during and after their college years.

The College recognises that disruptive behaviour can often be an indication of unmet Social Emotional Behaviour Difficulties (SEBD) and/or Social Emotional Mental Health (SEMH) needs. Any formal response to a student's behaviour will always consider any factors that are influencing those behaviours. In such cases, early intervention is essential to reduce the need for any subsequent exclusion or formal interventions. In this situation the pastoral support teams may consider a multi-agency assessment or referral that goes beyond the student's educational needs.

The College understands that the first step to modelling good behaviour is leading by example. This means that all staff, volunteers, and visitors to the College must act professionally, responsibly and with integrity. We work hard to ensure that discipline is consistent across the College so that behaviour boundaries and sanctions are clear to all and are applied fairly, proportionately and without discrimination or prejudice, considering Special Educational Needs and Disabilities (SEND), as well as any additional challenges that some vulnerable students may face.

This policy should be viewed alongside the Student Disciplinary Procedure and the At-Risk Support Policy, where relevant. A student could have an At-Risk Support/Intervention Plan and be at any of the stages of the disciplinary procedures simultaneously.

The aims of this Policy are:

- To allow teachers to teach
- To enable students to learn
- To encourage students to develop self-confidence and self-discipline

2. Scope

This Policy will apply to all students in the College community and to all student behaviour management issues arising within the College or workplace (including work placements) and /or whilst engaged in College related learning or activities. Collaboration between the College and employers is key in supporting the positive behaviour management of those on work placement. This policy also applies to student behaviour away from college premises and / or in the student's own time if the reputation of the College is compromised and / or if the behaviour has a negative impact on college activity or other students, including the use of social media and other online platforms.

This policy applies to all students including those on Schools Link Programmes 14-16, though the College will also liaise with the appropriate school staff to discuss options when dealing with incidents of inappropriate behaviour.

A separate policy covers staff behaviour and disciplinary procedures. The principles in this policy apply to all students on all programmes across college. The College will apply the principles in this policy to all students whatever their mode of study. This policy also applies to pupils on roll at school and 14-16 provision and Alternative Provision.

3. Positive Behaviour Rewards

The College has high expectations of its students and believes all students have the potential to achieve great things. There are opportunities in year to celebrate the achievement of students and reward behaviours as set out in The Deal. (See Procedure).

1. Recognise students through recording positive behaviours on students records on Promonitor
2. The Deal Recognition Portal: All staff can recognise positive behaviour and award students who are demonstrating excellent Deal behaviours and attitudes. This can be recorded on The Hub, using the Deal Portal, each student can be nominated for individual behaviours. Students will be entered into a draw at the end of each term and at each campus which will be issued by the student pastoral team.

4. Principles and Approach

The Manchester College sets high expectations for the standards of behaviour of all our students. Shared values, fair and consistent application of rewards and sanctions, and excellent teaching and support are pivotal to promoting positive behaviour and raising achievement.

All staff are committed to ensuring that our college environment supports learning and promotes the wellbeing of students and staff through a strong sense of community cohesion. The role of the College is to create a safe and secure environment for all

students so that they discover, or rediscover, their curiosity for learning and build their confidence. Cooperation, support, and respect are the foundations of our community, and we work hard to provide a safe College where students feel included in every aspect of college life and are comfortable to voice their opinions.

The College has shared expectations regarding positive behaviour which are clearly set out in 'The Deal'.

Students are expected to adhere to the standards and expectations outlined in 'The Deal' in the classroom, in the workplace, anywhere on college premises and during such off-campus activities as trips and visits and community projects. All staff are expected to remind students and define clear expectations throughout the year.

Teachers and support colleagues are responsible for managing behaviour in the classroom, but all College employees provide a supportive presence around the College campus and will challenge any students who do not use the College campus and grounds respectfully and behave appropriately.

Effective classroom management by the teacher is crucial as this underpins positive behaviour for learning and contributes to the wider community cohesion across the College. The following tips will assist you to manage positive behaviour as the 'classroom manager'.

- Managing entry to the learning environment – welcoming and engaging with students as they arrive
- Make use of seating plans to manage particular personalities and group dynamics.
- Provide positive encouragement and praise positive achievements.
- Positive engagement – focused on learning and progress.
- Familiarise yourself with the Behaviour Procedure and reinforce standards and expectations with the students.
- Be consistent.
- Be assertive – firm but fair.
- Ensure students remain focused on the task – provide choice, seek regular feedback and provide positive encouragement.
- Advocate behaviour and attitude for learning
- Work in partnership with parents/carers (where appropriate)

5. Behaviour Modification, Early Identification, and Intervention

The rationale behind behaviour modification is to change inappropriate behaviours and implement some restorative justice. Restorative approaches provide opportunities for those directly affected by an offence/incident (victim, offender and members of staff) to communicate, and agree how to deal with the offence and its consequences. If there is an 'incident' in the learning environment, it is the responsibility of curriculum staff to hold a meeting with the student. In such cases we should see that discipline represents an opportunity to teach and nurture, understanding and meeting the need behind the behaviour. It should be made clear which behaviours require some modification so that they can be supported to think about, and put into action, changes to the behaviour and strategies to address their conduct. This may require a referral to an internal service, such as the Pastoral Support Hub or Supported Learning department.

If a behaviour action plan has been implemented, the student may be required to ask teachers to record behaviour monitoring via ProMonitor comments for all sessions to record that they have behaved appropriately or arrived on time, for at least a week.

Where further support in relation to behaviour is required, a referral can be made for further support from the Pastoral Hub. Some examples include feelings and anger management, personal issues affecting behaviour, anxiety, self-esteem and an assessment can also be made as to whether external agencies who work closely with the College would be better placed to offer support. If behaviours persist or are deemed 'serious' then the student will also be subject to the College's Student Disciplinary Procedure.

6. Contact with Parents and Carers:

For many students, their parents and carers play a big part in ensuring that the student is responsible for their own behaviour in college. Where appropriate, we will ask parents and carers to work with the college to support their dependent's learning. This includes informing the college of any special education needs or personal factors that may result in a student displaying certain behaviours. We will invite parents and carers to attend meetings at the college with staff to discuss any behaviour issues early and to support any behaviour improvement contracts that are put in place. Parents and carers will usually be contacted in agreement with the student, but in some circumstances, this may be without consent. For students over the age of 18, parents/carers will only be contacted with the consent of the student and where it is appropriate to do so.

We work with parents and carers to understand the needs of the student and any specific behaviours. We believe that, in conjunction with behaviour boundaries and sanctions, good support systems, praise, and rewards for good behaviour are an

important part of building an effective learning community. Where appropriate, the college provides regular reports to parents and carers via the electronic student management system, telephone, and at parent/carer events.

We encourage parents and carers to communicate with the college if they have a concern about the student's behaviour. We promote good behaviour within the college curriculum and provide regular reminders and reinforcement of college rules and expected standards of behaviour.

We recognise our legal duties under the Equality Act 2010 in respect of students with Special Educational Needs and/or Disabilities (SEND). Whilst all students identified with SEND are covered under this behaviour policy, we recognise that these students often require support, which is different from, or in addition to, that required by their peers to take full advantage of the educational opportunities available to all students. An Individual action plan will be used for students with SEND that cause them to display challenging behaviour. Advice will be sought from external agencies, where necessary, to assist with putting in place appropriate support strategies.

These will be monitored and reviewed regularly. Further information is detailed within the Special Educational Needs and Disability policy.

7. Gross Misconduct

Gross Misconduct means inappropriate and unacceptable behaviour, which breaches the purpose of this policy. Some examples of behaviours which are unacceptable to the college are given below for guidance purposes. These are examples and the list is not exhaustive. It is important to understand that even minor breaches of the code of conduct may be treated as serious misconduct if they are persistent or repeated.

The following behaviour is regarded as completely unacceptable and will always result in stage four of the disciplinary procedure and exclusion:

- Persistent verbal abuse to staff and others
- Persistent verbal abuse to students
- Physical abuse to/attack on staff
- Physical abuse to/attack on students
- Indecent behaviour
- Damage to property
- Misuse of illegal drugs
- Misuse of other substances
- Theft
- Serious actual or threatened violence against another student or a member of staff

- Sexual abuse or assault
- Supplying an illegal drug
- Carrying an offensive weapon
- Arson
- Any action that brings the college into disrepute, on-site or off-site
- Unacceptable behaviour which has previously been reported and for which college sanctions and other interventions have not been successful in modifying the student's behaviour
- Behaviour that falls under the Prevent Agenda
- Behaviour that disregards the health, wellbeing or safety of others including Public Health and/or community protection (e.g., Coronavirus)

8. The following items must not be brought into college under any circumstances:

- Knives and other weapons
- Alcohol
- Illegal/harmful substances*
- Stolen items
- Fireworks
- Pornographic material
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property

***Illegal / Harmful Substances**

The college will not tolerate the use of illegal or harmful substances of any sort on college property or during off-site college activities. This includes solvents and any other substance that can be misused or is harmful. Students may be permanently excluded if they are found to be involved in drug-related incidents. This includes supplying, possessing, or taking drugs/substances.

Prescription medication: carrying, supplying or taking prescription drugs illegitimately could result in a permanent exclusion.

Non-prescription medication: some over-the-counter drugs can be harmful if misused. Students should not carry these in college.

Medication: The college acknowledges that it may be necessary for some students to take medication during the college day. Where appropriate, parents and carers should make the college aware of this in writing as soon as their dependent starts taking the medication.

Alcohol: Bringing alcohol onto the College campus is strictly prohibited, with any breach potentially resulting in permanent exclusion. Consuming alcohol on campus is also strictly prohibited, unless it is being supplied by college as part of an organised and licensed event (for the avoidance of doubt this is for over 18's only and any anti-social behaviour will be dealt with in line with the Behaviour Policy).

All these rules also apply when travelling to and from college or when engaged in learning activities away from college premises e.g., in the workplace.

9. Contact with Police

Where staff suspect a student of committing a criminal offence, being involved in criminal activity or in the possession of an offensive weapon, the College reserve the right to report the matter to the police. The College will always comply with its lawful obligation to help investigate alleged criminal activity.

10. ZERO Tolerance - Immediate exclusion

The following acts are classed as gross misconduct for which the college has a zero tolerance and can lead to immediate exclusion:

- Carrying an offensive weapon – i.e., knife
- Intent to supply drugs whilst on College / UCEN Manchester premises
- Violent behaviour towards students, staff or a member of the public on or off campus
- Inciting a violent incident on or off campus

NB: All exclusions will be dealt with on an individual basis, taking into consideration mitigating circumstances, the nature of the offence and evidence provided.

11. Appeals

A student can appeal the decision for an exclusion if they have information or evidence that they do not think was presented or if they think they have been unfairly treated. Please refer to the Student Disciplinary Procedures

12. Equality and Diversity

Students can expect an inclusive and supportive environment whatever their background.

13. Complaints

We encourage students, parents and carers with any complaints or concerns to follow the College Complaints Procedure. The college will do everything in its power to help resolve conflict or complaints swiftly and effectively. Full details of the College Complaints Policy and Procedures are available on the college website.

14. Monitoring

Termly reports to Principalship will be reviewed and where trends are identified relevant educational awareness or action plans will be implemented.

The effectiveness of the policy will be measured through:

- Analysis of disciplinary data and trends
- Analysis of Complaints trends

15. Related Policies and Procedures

- Student Positive Behaviour Policy
- Safeguarding Policy and Procedure
- Student Attendance Policy and Procedure
- Equality, Diversity and Inclusion Policy
- The Deal
- Special Educational Needs and Disabilities (SEND) Policy
- Complaints Policy

The College reserves the right to use this Policy to deal with persistent poor behaviour or a one of concern/incident that could bring the college into disrepute or where a students' behaviour falls below the standards and expectations outlined in 'The Deal', including attendance/engagement (underperformance) and disruptive behaviours/attitude.

Behaviour that falls below the college's standards and expectations could lead to exclusion at any Point/stage in the Student Behaviour Policy or Procedure.

Appendix 1 – Student Quick Guide to Disciplinary Procedures

