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Student Behaviour Policy		LS002	V6
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LEAD PERSON	Executive Director – Student Experience		
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STUDENT BEHAVIOUR POLICY

Policy Statement

- 1.1 Activate Learning is a safe and productive learning community where all members are expected to demonstrate a positive attitude to their learning and to behave with respect to themselves, others and to their environment.
- 1.2 As an education provider we focus on our students’ employability, and we place particular emphasis on supporting students to demonstrate professional standards for the workplace and to become responsible citizens. This policy sets out to align Activate Learning student behaviours with those that are required for successful futures.
- 1.3 The Activate Learning Behaviour Policy sets out the habits that students will be supported to develop as part of their time at college; the Code of Conduct clarifies expectations of our students. If students do not meet those expectations, they will be supported to improve in the first instance, or disciplinary action may be implemented if appropriate.
- 1.4 Disciplinary action is commensurate to the level and frequency of the breach of the Code of Conduct and is carried out in a staged, transparent, and fair manner, with involvement of support staff, parents/carers, key workers and employers as relevant. We take individual circumstances into consideration including adverse trauma, support needs and/or disabilities.
- 1.5.1.5
 - a. Activate Learning’s Learning Philosophy recognises the importance of emotional wellness in order to succeed. Activate Learning work in a Trauma Informed Practice (TIP) way across the organisation. TIP places emphasis and importance on meaningful conversations between one another. TIP strives to understand the impact that Adverse Childhood Experiences (ACEs) and other traumatic experiences have on an individual's behaviour and presentation. Working in this way allows staff and students to understand the impact of their behaviour and actions on others; it also allows staff and students to understand wider context behind behaviours.
 - b. We take a restorative approach to dealing with behavioural issues. Meaningful disciplinary targets and interventions are agreed between staff and students and are implemented to encourage students to improve their conduct and develop positive behaviour patterns. However, where there is insufficient change in behaviour, or if the misconduct is serious, disciplinary action may lead to withdrawal.
- 1.6 Good behaviour is essential to success. We expect positive behaviour from everyone at Activate Learning. We recognise and celebrate the achievements of our students through praise letters, student recognition schemes, and feedback from staff members formally and informally. Each student’s individual learning style will be considered to support them to develop to be the best of their ability, including any additional support needs whereby an individual support plan will be utilised.

Purpose

- 2.1 The purpose of this policy is to set out Activate Learning's expectations in terms of student behaviours and conduct. It outlines our behaviour management approaches for encouraging positive conduct and managing any conduct that falls below our expectations. The implementation of the policy is covered in the Student Behaviour Procedure.

Scope

- 3.1 This policy applies to Further Education, Higher Education, Apprentices, students aged 14-16 and students living in on-site accommodation.
- 3.2 The same high standard of behaviour is expected of students in the application or transition phase prior to attending college, where they are in contact with Activate Learning online, via the phone, or on-site at an event such as an Offer Event or Welcome Day.
- 3.3 When a student is enrolled at Activate Learning any behaviour on or off campus, including online, which damages the good reputation of Activate Learning falls into the scope of this policy.

Responsibilities

- 4.1 All staff at Activate Learning have a role in supporting students to consistently display good behaviour, and to identify when behaviour is below our standards. All staff need to be appreciative of trauma and adverse experiences, using a Trauma Informed lens to view behaviour and support with next steps.
- 4.2 All staff must report behaviour that concerns them to appropriate staff members. If there is an emerging or escalating situation this needs to be reported to the Behaviour & Welfare officer and or The Head of Student Experience and if there is a safeguarding risk this needs to be reported to a member of the Safeguarding team promptly. Liaise with Faculty staff regarding positive interactions, or low-level incidents which require improvement or disciplinary action.
- 4.3 Faculty staff, Faculty Managers, Delivery Directors, Executive Directors, Student Services, Heads of Student Experience, and the Head of Accommodation Services have various responsibilities in line with this procedure. The full outline of roles and responsibilities can be found in the Student Behaviour Procedure, and in the appendix to this policy.

Commitment Statement

- 5.1 We will communicate the Activate Learning Behaviour Policy and Code of Conduct clearly to students on the website, during the application process, at enrolment, during induction and through posters and displays around campus.
- 5.2 The Code of Conduct is developed and reviewed with involvement of students.
- 5.3 We ask all students sign a Learning Agreement prior to enrolment in which they agree to keep to the Code of Conduct.
- 5.4 We will seek to understand the emotions and motivations that drive student behaviour and provide support and guidance to enable give students the opportunity to learn from their mistakes through restorative interventions to develop good behaviour patterns.
- 5.5 If a student's behaviour falls below the expected standard, decisive and supportive action is taken by staff as quickly as possible to avoid further deterioration in conduct.
- 5.6 Disciplinary steps are commensurate with the behaviour and are dealt with through an informal or a formal procedure, depending on the level of concern.

The **informal disciplinary procedure** is used when a student's behaviour is a cause for concern and the

matter will be dealt with by staff, involving parents/guardians/carers as appropriate.

The **formal disciplinary procedure** is used for more serious breaches of the Code of Conduct or where the interventions put in place in the informal procedure have not resulted in the changes needed. The formal procedure is likely to involve the faculty management and will always involve parents/guardians/carers if the student was under 18 on the 31st August the year of their enrolment. There are two stages in the formal procedure:

Stage 1 – Minor breach of the Code of Conduct or repeated causes for concern

Stage 2 – Major breach of the Code of Conduct or repeated minor breaches

- 5.7 We expect students to attend all lessons and exams and to be on time. Attendance is recorded and monitored, and any poor attendance and punctuality is dealt with in the informal disciplinary procedure initially.
- 5.8 Any case of bullying, harassment, discrimination, or violence will be dealt with formally.
- 5.9 The group has a rigorous approach to illegal substances and offensive weapons; any case involving a student's use or suspected use of illegal substances must involve the Support Team.
- 5.10 Disciplinary cases relating to students with an Education Health Care Plan (EHCP) must involve the Learning Support Team.
- 5.11 We involve and work in partnership with parents/guardians/carers (if under 18 on 31 August), key workers, internal support staff and employers when dealing with any behavioural issues.
- 5.12 We work closely with the Police in dealing with student conduct. If we become aware that a student has acted illegally, we will report them to the Police. This may result in a delay in making disciplinary decisions internally while we wait for the outcome of a Police investigation.
- 5.13 Within the formal disciplinary procedure, if a student has repeated minor breaches of the Code of Conduct or a major breach, they may be withdrawn at the discretion of the Faculty Director following a Stage 2 Disciplinary Meeting. If a student is withdrawn, they have the right of appeal to the Executive Director.
- 5.14 All disciplinary decisions are made fairly and taking the full facts and student's circumstances into account. The outcome of a disciplinary case may be delayed whilst a thorough investigation takes place.
- 5.15 Disciplinary response may result in temporary exclusion pending an investigation or where we deem this to be for the safety of the student or others.
- 5.16 If a student is withdrawn on disciplinary grounds, this will affect their likelihood of being offered a place when applying in the future.
- 5.17 The policy may be adapted by agreement with Higher Education partner organisations, employers, or other partners where their standards require alternative or enhanced regulations.

References

- Student Behaviour Procedure
- Safeguarding Policy
- Child-on-Child Abuse policy
- Criminal Convictions policy

Appendix 1

Responsibilities of Staff – Detail:

1.1 All staff members have a responsibility to:

- a. Be appreciative of trauma and adverse experiences. Use a trauma informed lens when understanding instances of behaviour which fall below the standards and expectations of the Code of Conduct.
- b. Role model positive behaviours in line with the Learning Philosophy and Activate Learning Attributes to contribute to a positive and welcome culture at Activate Learning, ensuring all parties feel safe and supported.
- c. Be vigilant and aware of students' behaviour and praise positive behaviour that they notice on campus or online.
- d. Intervene if they observe a student displaying negative behaviours against the Code of Conduct with the aim of de-escalating all situations.
- e. Report behaviour that concerns them to appropriate staff members. If there is an emerging or escalating situation this needs to be reported to the Student Behaviour & Welfare officer and Head of Student Experience and if there is a safeguarding risk this needs to be reported to a member of the Safeguarding team promptly. Liaise with Faculty staff regarding positive interactions, or low-level incidents which require improvement or disciplinary action.

1.2 Faculty staff (teachers, tutors, and coaches) have a responsibility to:

- a. Ensure, as part of the college induction, that all students understand and have seen the Code of Conduct and the behavioural expectations at college.
- b. Create a positive and Trauma Informed environment for the class which encourages positive interactions and positive behaviour between students as peers and with staff.
- c. Create positive and meaningful relationships with students to allow for healthy challenge and development.
- d. Encourage a culture of support where students seek support from staff prior to behaviour escalating.
- e. Monitor students' behaviour throughout the year and respond promptly to identified behaviours. This may include formal acknowledgement of positive behaviour, or management of poor behaviour.
- f. Utilise the informal disciplinary procedure to prevent low-level behavioural issues from escalating, and support students to develop their knowledge and skills. Trigger the formal disciplinary procedure if there are repeated causes for concern or a significant breach of the Code of Conduct.
- g. Set students meaningful targets and support interventions when it is identified that these are needed to support in their development.
- h. Ensure all disciplinary meetings are organised appropriately with Group Administration. Afford students and other invitees appropriate communication and notice to attend these meetings and have open discussions.
- i. Review student progress against targets set, formally or informally, and offer students opportunity to explore progress made and any areas that require further improvement.
- j. Liaise with emergency contacts – parents, carers, guardians – about student behaviour. NB: If the student was under 18 on 31st August when they enrolled or under 25 with an EHCP, or with consent from the student.
- k. Familiarise themselves with the support plans of students with identified support needs and contribute to interventions as appropriate to support students in their development and time at college. Liaise with Learning Support or Student Support if there are support needs which are not being met for a student with or without a support plan.

1.3 Faculty Managers have a responsibility to:

- a. Organise and encourage staff to access training to develop their skills and knowledge around Trauma Informed Practice and influencing positive student behaviours.
- b. Ensure all staff are aware and have a good knowledge of the student behaviour policy and escalation points, to maintain consistency in the student experience in terms of how behaviour is praised and challenged.
- c. Support staff with the formal disciplinary procedure and lead on Stage One disciplinary meetings

where appropriate.

- d. Work alongside the Delivery Director to manage Stage Two disciplinary meetings. Discuss and provide information regarding withdrawals and ensure that decisions are made through evidence gathered.
- e. Ensure disciplinary meetings have meaningful targets and interventions to support students to develop. Ensure that actions are carried out, and targets are reviewed on the agreed review date. Ensure reviews are sent to Group Administration to allow them to communicate with students and emergency contacts where appropriate.
- f. Maintain an overview of students within the faculty, and know which students require further support to meet the organisation's behavioural expectations.
- g. Utilise the Retention Panels and support referral mechanisms to provide wrap around support to students throughout the academic year, to ensure all appropriate support is in place.
- h. Authorise temporary suspensions for students when absolutely necessary. This would be in circumstances where a student being on campus would pose a safety risk to themselves or others. Authorising a temporary suspension makes this person responsible for communicating with emergency contacts where a student is under 18 or under 25 with an EHCP, and ensuring the student leaves campus.

1.4 Faculty Delivery Directors have a responsibility to:

- a. Support the team in their entirety with accessing training and development around behavioural management strategies and Trauma Informed approaches.
- b. Have an awareness of all students who have been escalated to a Stage Two disciplinary. Provide advice, guidance, and support to the Faculty Manager in the process and chair the meeting where necessary. Ratify recommendations from the Faculty Manager if the point of withdrawal is reached due to inability to support a student with poor behaviour going forwards. Ensure that decisions are made through evidence gathered.
- c. Have an awareness of current behavioural trends and identified concerns in the Faculty. Review trends with Faculty Managers to better understand gaps in staff knowledge and student needs to contribute to the overall reduction in disciplinaries and the increase in positive student behaviours.
- d. Ensure targets and reviews are sent to Group Administration to allow them to communicate with students and emergency contacts where appropriate.
- e. Authorise temporary suspensions for students when absolutely necessary. This would be in circumstances where a student being on campus would pose a safety risk to themselves or others. Authorising a temporary suspension makes this person responsible for communicating with emergency contacts where a student is under 18 or under 25 with an EHCP, and ensuring the student leaves campus.
- f. When appropriate, authorise the permanent withdrawal of a student from Activate Learning for the remainder of the academic year.

1.5 Executive Directors of Faculty have a responsibility to:

- a. Hear appeals against withdrawal.

1.6 Student Support and Learning Support have a responsibility to:

- a. Work with students who have been identified as having additional support needs. Put interventions in place to support students during their time at college. Support the disciplinary process by contributing to the interventions and adding additional support for students where possible and appropriate.
- b. Ensure that a support plan is recorded on ProMonitor for all students with identified support needs. Ensure that the appropriate ProMonitor 'badge' is added to the student's page for their needs to be identifiable to staff.
- c. Student Behaviour & Welfare Officers and/or the Safeguarding team must be notified if a concern relates to substances and/or substance misuse so that appropriate support and referrals can be put into place.

1.7 Head of Student Experience have a responsibility to:

- a. Authorise temporary suspensions for students when absolutely necessary. This would be in

circumstances where a student being on campus would pose a safety risk to themselves or others. Authorising a temporary suspension makes this person responsible for communicating with emergency contacts where a student is under 18 or under 25 with an EHCP and ensuring the student leaves campus.

- b. Act in an advisory capacity to support staff when dealing with complex incidents. Role model the Trauma Informed thinking and way of supporting behaviour.

1.8 The Head of Accommodation Services has a responsibility to:

- a. Manage behaviour within the residential setting and communicate any worries or concerns to the Faculty or Student Services where appropriate. Ensure that there is a holistic approach to supporting and guiding students through this open communication, to allow trends and identified issues to be managed by all staff.
- b. Keep an overview of learners' behaviour in accommodation and support accommodation staff in developing their knowledge of Trauma Informed Practice and how to support students in a sensitive and Trauma Informed way.
- c. Ensure students follow the Accommodation specific Code of Conduct when living in accommodation. If a student does not follow the Code of Conduct, then a curfew system will be implemented in the first instance, increasing in number of nights on curfew proportionate to the size of the breach. If appropriate the matter will be escalated to the formal disciplinary process and exclusion from accommodation will be considered as a possible outcome.
- d. Work alongside the Head of Student Experience to chair formal disciplinaries and make decisions following disciplinary meetings, ensuring that actions are followed through. Discuss recommendations to exclude with the Head of Student Experience and refer for final authorisation to the Group Executive Director of Student Experience.
- e. Utilise the Group Administration Behaviour Notification Form and ensure that disciplinary notes are recorded on ProMonitor and that targets are followed up and actioned.

1.9 Staff working with students residing in accommodation have a responsibility to:

- a. Keep regular communication with the Head of Accommodation Services relating to student behaviour, attendance, and any identified issues or concerns throughout the college day.
- b. Invite the Head of Accommodation Services to any formal student disciplinaries to ensure the student is supported across their living and studying arrangements.