Hadlow College

Behaviour Management Policy and Procedures

2020 - 2021

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Context

Behaviour management underpins two key aspects of the College, these are Safeguarding and Equality, Diversity and Inclusion. To ensure that all staff contribute to the management of student behaviour the College is following the model known as:

Assertive Discipline – Positive Behaviour Management.

Scope

Behaviour management will be applied at all sites and to all groups of students. In order for the policy to be effective there must be a top down approach. All staff are responsible for applying the model consistently and fairly whenever there are incidents of inappropriate behaviour. The Behaviour Management Policy forms part of the safeguarding polices and its effectiveness will be monitored through the Safeguarding Reports and the Annual Equality, Diversity and Inclusion Report.

Inappropriate Behaviours

Inappropriate behaviours are identified in the Student Disciplinary Policy and Procedures. The list is not exhaustive and may be added to.

Examples include:

- Non-compliance with College rules
- Abusive or disruptive behaviour
- Peer on Peer Abuse
- Verbal back chat and low level behaviours
- Discrimination and victimisation towards anybody as a result of a Protected Characteristic as outlined in the Equality Act 2010

Serious behavioural issues may lead to a student being suspended and ultimately excluded. In some cases, the involvement of external agencies such as the police may be necessary e.g. alcohol and substance abuse, stolen property, physical contact, aggression, violence, threats of violence etc.

In extreme behaviours incidents it may be necessary to seek advice or assistance from a member of the Senior Management Team. Refer to the Extreme Behaviour Procedure.

Refer to the Restraint Policy for clarity on physical intervention and reasonable force.

Staff responsibility

All support and curriculum staff are responsible for identifying and addressing inappropriate behaviours. In addition, staff play an important role in supporting students to development their attitudes and behaviours for work, to comply

with guidelines stipulated by employer/work placement providers and to College rules and regulations.

Curriculum Staff

Curriculum staff are responsible for carrying out disciplinary meetings and applying sanctions as appropriate where there are incidents of inappropriate behaviours. Follow the Student Disciplinary Policy and Procedures. Curriculum staff are also responsible for managing incidents of bullying and cyber bullying and must follow the Student Bullying and Harassment (Peer on Peer Abuse) Policy and Procedures.

Curriculum staff are responsible for:
- Ensuring students understand behavioural expectations within College, teaching environments and work placements
- Provide support or sign post to Student Support Services for support on managing their own feelings and behaviours.

Support Staff

Support Staff have a responsibility to identify and address inappropriate behaviours as they occur. Support staff must pass on information about any behavioural issues to the appropriate curriculum team as soon after the incident as possible in order for the Personal Tutor to speak to the student(s) and prevent any further incidents.

Student Support Services offer a range of support such as: 'anger management', 'managing own feelings and behaviours'.

All members of staff

All members of staff must lead by example and consistently address inappropriate behaviours in a way that positively reinforces the correct message and which does not antagonise the situation. All staff must reflect upon their own behaviour and establish ways in which to integrate assertive discipline: positive behaviour management into their daily interaction with students.

Staff Concerns

The appropriate line manager and the Human Resources department will support any member of staff who has been unsettled as a result of dealing with an inappropriate behaviour or incident.

Process for Managing Behaviour in a Positive Way

It is important that all staff:

- Recognise different behaviours such as Non-Assertive, Hostile and Assertive Behaviour

- Give instructions clearly and consistently.

- Rules and routines must be known, shared, and consistent

- Devise strategies with the student, e.g. within the classroom setting, whilst undertaking practical duties or using the Student Common Room

We are all responsible for:

1. Reinforcing positive behaviour
2. Helping students stay on task, in this case College behaviour
3. Setting or stating the limits and boundaries for behaviour
4. Sharing College and work placement expectations with regard to appropriate behaviours
5. Supporting students to understand the importance of British values: democracy; rule of law; liberty; respect, tolerance and understanding of different faiths and beliefs

Where to start?

When considering how to integrate assertive discipline: positive behaviour management into your interaction with student it is important to recognise that you already have many good ideas and techniques that you use when managing interacting with College staff and other College stakeholders.

There are three main areas to consider:

1. Be Assertive
2. The behaviour strategies - routines, communication and rewards
3. Setting or stating the limits and boundaries

1.   Be Assertive

- Your behaviour determines student behaviour

- Students will mirror your behaviour

- Non-assertive, negative, or hostile behaviour towards students/staff results in low discipline or poor Campus behaviour

- Assertive behaviour can be learned

- In order to maintain Assertive Discipline: Positive Behaviour Management, clear, consistent communication is essential.

- When practicing Assertive Discipline: Positive Behaviour Management it is important that the College works together and that staff support each other – expectations and rules must be known

The College has developed a common style which should be shared with all staff who interact with students.

- Give instructions clearly

- Speaking in a calm, quiet, firm manner

- Use appropriate language and non verbal communications

- Avoid confrontation and lengthy dialogue

- Be consistent and fair to all students

- Follow College rules and regulations, know expectations

- Pass on information to the appropriate Personal Tutor or Student Support to follow up, depending on the incident

Supporting Each Other

This may involve:

- Making all staff aware of the College policies and implementing them as appropriate. e.g. Disciplinary Policies, College Regulations in the student handbook

- Discussing issues that arise with all relevant staff in order to establish the desired outcome.

- Providing support for those students that need it. Quite often there is an underlying factor that triggers antisocial behaviour in students. Personal Tutors and Student Support Services need to establish the reason for the behaviour, particularly if the behaviour has changed.

- Understanding the background of students with regard to contextual safeguarding may also establish why certain behaviours manifest in individuals and what the triggers. Refer to Keeping Children Safe in Education (KCSiE 2020).

Effective Monitoring of Student/ Group Progress

This may involve:

- A system for rewards and sanctions/disciplines

- Being positive when students achieve. Praise is a strong motivator

- Using the information received to identify and solve problems

Rules and Routines in the classroom and on campus need to be:

- Clearly written and shared with the student: student resources

- Consistently followed by all staff

2.   Strategies

The strategies are an approach relating to how students are expected to behave in the named location, the rewards they will receive if the rules are followed and the disciplines that will be applied if the rules are ignored.

In order for the strategies to be successful the following must be considered:

The strategies must be owned by the student.

Students and Tutors must take ownership of the strategies. The greater the ownership the greater the affiliation. This can be achieved by:

- Having a clear procedure for establishing the strategies

- Taking a democratic approach

- Ensuring the students feel included in the process, that they understand the College and work place rules and by referring to the strategies as required

Strategies for teaching environment
Set of Rules – established by students
Set of Rewards – agreed with tutor
Disciplines, sanctions and consequences

The strategies must become part of the everyday routine within the stated area.

Refer to the plan as required and follow up on rewards and disciplines

The strategies must state the expectations of the students and the tutors

Students and tutors both own and monitor the strategies and as a result both expect certain behaviours from the other

Communication and Rewards

Being able to communicate clearly is essential when directing students.

The strategies provides the framework for behaviour and the routines help formalise the learning process: e.g. 'smoke in the designated area, go now, thank you'.

- Routines need to be taught step-by-step. Students need to understand the rational behind the rule/routine, practice the routine.

- Routines should focus on learning and behaviour

- Routines will lead to independence and development of thought processes

However, if the communication is poor, if the student may not understand the instruction given to them by the tutor/staff and behaviour and learning will deteriorate.

Learn to be Positive

Positive Reinforcement - Reinforces Learning

- Most staff focus on the negative behaviour and feedback to students is negative as a result

- This will have a negative effect on behaviours and learning in a classroom setting

- Avoid focussing on the negatives and practice focussing on the positives

- Students that have strayed from the task need to be brought back on track. Approaching this in a positive way will refocus the student quicker than if your approach is negative.

Aim to praise each student on a daily basis

Try the following:

- Positive scanning

- Positive circulation – C2C

- Be specific about the task when giving praise

- Be positive in a matter of fact manner way

- Be personal and name students when giving praise

- Physical proximity

- Visual proximity praise

- Positive repetition

- Be genuine

3.   Setting or stating the limits and boundaries

This refers to:

- The setting of clear boundaries.

- Applying rules consistently and fairly

- Provide an opportunity for the student to modify his/her behaviour before implementing any disciplinary actions

Why?

- The more consistent the message the more clearly it gets across

- Students that are distracted from their work/breaking a College rule will show either:

    1. Non-Disruptive Behaviour
    2. Disruptive Behaviour

- When refocusing the student use "positive" techniques initially. e.g. physical proximity; name; the look; proximity praise

- Speak in a calm, quiet, matter of fact voice

- Show consistency

- Move in and give a warning

- Find the opportunity to give positive feedback as soon as possible after an action has been taken

- Provide the opportunity to speak to the student away from his/her peers